Erasmus+

Développer l'esprit d'entreprendre

Boite à outils

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MERSEYSIDE EXPANDING HORIZONS
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ISQ
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1. Introduction

The Module Entrepreneurial Spirit for learners is an Intellectual Output of MIGOBI Erasmus+ Project, implemented between October 2014 and September 2016. The project is being conducted by a consortium of nine partners from eight European countries, all partners with technical expertise to achieve the project objectives and a wide experience of participating and management national and European projects such as:

- BFI OOE – AT
- VOLKSHOCHSCHULE OBERÖSTERREICH - AT
- CEPS PROJECTES SOCIALS – ES
- EUROCULTURA – IT
- Merseyside Expanding Horizons –UK
- ISQ – PT
- ARBETARNAS BILDNINGSFÖRBUND – SE
- A.L.P.E.S. – FR
- AKADEMIA HUMANISTYCZNO-EKONOMICZNA W LODZI – PL
-

The overall aims of MIGOBI project are to:

1. Develop a train-the-trainer course to address the challenge of enabling teachers and trainers in adult education and VET to implement entrepreneurial spirit as a transversal approach in various training settings

2. Develop an open, flexible, interactive and engaging learning module on developing and experiencing entrepreneurial spirit in intercultural learning settings, combining approaches used in adult education, e.g open processes, learner centred; with approaches used in VET, e.g. outcome oriented, efficient.

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In the first stages of the project a research analysis was made to obtain a clearer understanding of the skills required for developing an entrepreneurial spirit, especially for those learners with a migration background. Based on this research a curriculum for developing entrepreneurial spirit (see also IO2: Migobi Entrepreneurial Spirit Curriculum) was developed by the project consortium.

This Module provides, with its methods pool, a wide range of learning activities which can be used for implementing the curriculum with learners in different settings and scenarios; all methods refer to the units and learning outcomes presented in this curriculum. (see there)
To gain a quick overview look at the three units developed below:

- UNIT 1: SELF AWARNERNESS
- UNIT 2: RELATING WITH OTHERS
- UNIT 3: CREATIVE AND CRITICAL THINKING

UNIT 1: SELF AWARNERNESS

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SUMMARY DESCRIPTION: S/He is able to identify, explore and evaluate self traits, feelings and behavior from an individual perspective, to establish realistic goals for personal and professional development.					
	KNOWLEDGE	**SKILLS**	**COMPETENCIES**	**EQF LEVEL**	**WORKLOAD**
LEARNING OUTCOMES	Describe own cultural backgrounds and cultural conditioning Name personal likes and dislikes identifying a range of emotions that he/she has experienced Identify own main personality traits that impact his/hers ability to succeed in training/work	Explore personal attributes through individual and group activities Compare own interests and abilities with skills required in a variety of Jobs Compile a personal profile matching the identification of own skills and interests with self-employment options	Discuss how failure can have both a positive and a negative consequence Overcome feelings of frustration and anger in training/workplace situations Analyze how personal attitudes influence the positive outcome of goals Evaluate own capabilities and personal effectiveness	**4**	**30h**
UNIT 2: RELATING WITH OTHERS					
SUMMARY DESCRIPTION: S/He is able to establish empathic interpersonal relationships by developing strategies for building relationships in a					

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multicultural working group.					
	KNOWLEDGE	**SKILLS**	**COMPETENCIES**	**EQF LEVEL**	**WORKLOAD**
LEARNING OUTCOMES	Identify the determining factors for the effectiveness in the communication process Describe the importance of interpersonal relationships in the performance of an activity Recognize cultural specificities of the main ethnic groups represented in the society to which he/her belongs	Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others Work cooperatively with colleagues from different cultural backgrounds towards the achievement of results	Enhance positive behaviors in others by relating with them Respect others opinions and be able to voice own´ s opinion respectfully Evaluate how others influence own' s decisions and vice-verse Constructively criticize the key aspects of the achieved results by a team/ group	**4**	**30h**

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UNIT 3: CREATIVE AND CRITICAL THINKING					
SUMMARY DESCRIPTION: He/she is able to develop ideas and creatively select the appropriate course of action to produce a logical, practical and acceptable solution for a problem/situation.					
	KNOWLEDGE	**SKILLS**	**COMPETENCIES**	**EQF LEVEL**	**WORKLOAD**
LEARNING OUTCOMES	Distinguish between arguments based on emotion and arguments based on facts providing specific examples	Gather information before making decisions selecting the most relevant to solve a specific situation Address problems in a systematic way through the resolution of practical cases Implement flexible and creative responses as techniques for exploring different options for solving a problem/situation Develop and implement creative ideas to ensure the preparation / launching of entrepreneurial initiatives	Adjust own performance to unforeseen situations, by taking risks and consciencly making decisions in face of a challenge Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation Implement autonomously self-motivation strategies while solving a problem/situation	**4**	**30h**

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2. How to use the Entrepreneurial Spirit Module

VET and adult education providers willing to implement MIGOBI Entrepreneurial Spirit Curriculum are free to choose the pedagogical and evaluation methods considered as the most adequate to assist their learners in achieving the outcomes (e-learning, b-learning, classroom environment, at the workplace or self-study).

This module contains a large range of methods, approaches and activities which can be used for implementing the learning process.

All the methods refer to the three UNITS and their learning outcomes and can be used as needed in the training implementation.

All methods and activities in this module have been tested with over 120 adult learners (16+) in eight countries. Their feedback and the feedback of their trainers has been used to revise or change part of the activities.

Trainers and facilitators are free to chose which methods to use in which way with their different groups of learners.

Nevertheless, MIGOBI partners consider that when implementing MIGOBI Entrepreneurial Curriculum a Learning by Experience approach should be valorised, allowing trainers and tutors to establish a differentiated pedagogic relationship/dynamic that is effective with multiple groups or individuals, in order to facilitate the development of knowledge, skills and competences, as well as the development of attitudes and behaviours appropriate to professional performance, taking into account the current and prospective requirements of the labour market.

The selection and use of different pedagogical methods and techniques in accordance with the objectives, target-groups and training contexts, including among others, sessions with different methods such as active learning, problem based learning, cooperative learning, gaming, etc and techniques such as role-play, case studies, brainstorming, etc.

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To support MIGOBI Entrepreneurial Spirit Curriculum implementation some possible routes for implementation and sample exercises are presented below. After that the whole range of MIGOBI methods, approaches and exercises are listed.

3. Possible routes for MIGOBI Training Implementation

MIGOBI Unit 1 Self-awareness
Target group: adult learners (22+) who know each other and the facilitator / trainer
Learning hours: 30
Setting: Blended Learning

Session	Link to learning outcomes	Activities	Setting	Hours
1 (group)	1. Name personal likes and dislikes 2. Explore personal attributes through individual and group activities 3. Describe own cultural backgrounds and cultural conditioning	1. Listen to an interview with an entrepreneur discussing what they like about their work. Discuss in groups about likes and dislikes in relation to work 2. Meet an actual entrepreneur who talks about their attitude towards their business. Discuss with them about their enterprise. 3. As a trainer give out a list of attitudes. 4. Group activity diversity wheel – reflect and share your own cultural background	Face-to-face	4

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Session	Link to learning outcomes	Activities	Setting	Hours
2 (Self)	1. Explore personal attributes through individual and group activities 2. Describe own cultural backgrounds and cultural conditioning 3. Compare own interests and abilities with skills required in a variety of Jobs 4. Identify own main personality traits that impact your ability to succeed in training/work 5. Compile a personal profile matching the identification of own skills and interests with self-employment options	1. Describe personal attitudes regarding work and entrepreneurship using the list provided 2. Research typical cultural situations on Youtube and share with others 3. Research skills profiles of entrepreneurs in the internet 4. Reflect on your skills using a competencies matrix prepare a presentation which of those skills you possess and how this shows 5. Research vocations or jobs which match your skills and list them	e-learning	8

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Session	Link to learning outcomes	Activities	Setting	Hours
3 (group)	1. Identify own main personality traits that impact your ability to succeed in training/work 2. Overcome feelings of frustration and anger in training/workplace situations	1. Present your presentation of skills to the others 2. As a trainer, set a task where the group is bound to fail let someone take notes on what happens in the group discuss failure, overcoming frustration and anger and own abilities to succed	Face-to-face	4
4 (Self)	1. Compile a personal profile matching the identification of own skills and interests with self-employment options 2. Discuss how failure can have both a positive and a negative consequence 3. Find personal attitudes that influence the positive outcome of goals	1. Compile your personal profile. Film little videos presenting yourself and gather feedback from group 2. Read and analyze 3 business cases of entrepreneurs “failing” and then succeeding. Describe 3. Research personal attitudes that influence positive outcome of goals in good practice examples and compare with your own attitudes discussed in session 1	e-learning	8

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Session	Link to learning outcomes	Activities	Setting	Hours
5 (group)	1. Discuss how failure can have both a positive and a negative consequence 2. Evaluate own capabilities and personal effectiveness	1. Discuss the business cases analysed in eLearning and reflect on own “failing” and what came out of it. Discuss in groups 2. Every participant: Invent a product and prepare a presentation for the group in 10 minutes present it and discuss capabilities and effectiveness 3. Evaluation of training	Face-to-face	6

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MIGOBI Unit 2 Relating with Others
Target group: VET youngsters who know each other and the facilitator / trainer
Learning hours: 20
Setting: Blended Learning

Session	Link to learning outcomes	Activities	Setting	Hours
1)	1. Identify the determining factors for the effectiveness in the communication process 2. Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others 3. Present own ideas, skills and products effectively and successfully to others	1) "unique selling point" -Presentation of a colleague to the large group as a product, emphasizing his/hers Step 1 – work in pairs Step2 – presentation to the large group Step 3 – voting for the best seller Step 4 – reflection on communication process (verbal, nonverbal, etc.) 2) constitution of small groups using proverbs Step 1 – hand over to each trainee a paper with a word that is part of a well-known proverb. Step 2 – trainees have to find which other words match with his/her own in order to complete the proverb Step 3 – each proverb will correspond to 1 group that will work together on the next session	Face to face	3

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Session	Link to learning outcomes	Activities	Setting	Hours
2)	1. Recognize cultural specificities of the main ethnic groups represented in the society to which he/her belongs 2. Work cooperatively with colleagues, cooperation partners / and / or potential customers from different cultural backgrounds towards the achievement of results	1. Make a research on a specific ethnic group represented in the society 2. Start preparing a presentation highlighting the main cultural characteristics of this group	e-learning	6
3)	1. Work cooperatively with colleagues, cooperation partners and/or potential customers from different cultural backgrounds towards the achievement of results 2. Constructively criticize key aspects of the achieved results by a team/group and vice	1. Make a status of the progress of work, and give some guidance to complete the work	Face to face	2

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Session	Link to learning outcomes	Activities	Setting	Hours
	versa. Evaluate how others influence own's decisions and vice-versa			
4)	1. Work cooperatively with colleagues, cooperation partners and/or potential customers from different cultural backgrounds towards the achievement of results	1. Select a typical song and prepare a suggestion of a complete dinner menu with dishes from the ethnic group	e-learning	4
5)	**1.** Recognize cultural specificities of the main ethnic groups represented in the society to which he/her belongs **2.** Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others **3.** Present own ideas, skills and	1. Groups presentation of the main cultural characteristics; song and dinner menu suggestion of a specific ethnic group, as if they were a tour operator 2. Reflect on achieved results	Face to face	5

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Session	Link to learning outcomes	Activities	Setting	Hours
	products effectively and successfully to others 4. Constructively criticize the key aspects of the achieved results by a team/ group and vice versa			

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4.Qu'en pensent les formateurs.tices et les apprenant.es ?

Voici les retours d'expérience recueillis pendant la phase de test :

Apprenant.es

"Les méthodes étaient intéressantes et variées "

"Content que vous soyez intervenus"

"Plus de temps serait nécessaire"

"Méthodes très intéressantes et bien présentées"

"Merci d'être venu, c'était très amusant et structuré"

«C'était bien et amusant à faire, je vous remercie!" - *A propos de la méthode " entre James Bond et moi"*

"Il est intéressant de penser illogiquement - *A propos de la méthode "L'idée la plus stupide d'abord"*

"L'ambiance de la classe était parfaite !"

Formateur.rices

"La méthode permet de se situer dans une société qui change, et transmet la pensée positive que tout le monde peut y prendre part"- A propos de la méthode *Did you know?*

"Suscite beaucoup de discussion sur l'entreprenariat"- A propos de la méthode *L'esprit d'entreprendre*

« Bon outil pédagogique » – A propose de la méthode *La carte postale*

***« Did you know?* Est proche de ce que j'enseigne »**

Un brainstorming est toujours une bonne méthode pour constituer une base pour des discussions et des exercices futurs

Tout le monde dans le groupe peut être actif et chacun est aussi important. – A propos de la méthode Identification des compétences

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5. Boite à outils

Vous trouverez ci-dessous un grand nombre de méthodes et d'exercices se référant au programme de formation MIGOBI IO2.
Tous ont été testés avec les apprenant.es dans les huit pays partenaires.
Sentez-vous libre de les utiliser, les partager, les adapter et de les essayer avec vos apprenant.es !

UNITE 1: Connaissance de soi

Method title	**Présentation**
Aims	Echanger sur ses expériences Partager son parcours de vie
Unit / learning outcome	Unité 1 Décrire ses origines, son environnement et son conditionnement culturels
Description	*Time estimation for the exercise/method: 90-120 min* Le groupe se met d'accord sur ce qui est intéressant de connaître les uns les autres. Les participants s'interrogent en binômes en se basant sur les points convenus. Une autre option est que les binômes ont chacun une feuille divisée en quatre parties, que l'interviewer complète au fur et à mesure. Les quatre champs ont des thèmes qui sont convenus auparavant, comme Qui suis-je? Que fais-je pendant mon temps libre? Quelle est ma fête préférée ?... Les documents sont ensuite accrochés dans la salle.
links / material	Papier / crayons

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Method title	**Entre James Bond et moi**
Aims	Réfléchir sur ses capacités et ses compétences
Unit / learning outcome	Décrire ses origines, son environnement et son conditionnement culturels
Description	*Time estimation for the exercise/method: 90-120 min* Le groupe définit les attributs précis des emplois suivants : élégant agent secret aficionado du Dry Martini, jeune aventurière photographe pour le National Geographic, voleur en gants blancs, séduisant joueur de poker professionnel, etc .. Dans cette liste, les participants identifient quelles compétences ils partagent. Le groupe crée la liste des compétences requises pour chacun des emplois. Les participants comparent les listes pour déterminer les manques et les besoins
links / material	

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Method title	**Acronyme**
Aims	Activer les connaissances antérieures. Peut aussi être utilisé comme une méthode de rétroaction .
Unit / learning outcome	Cette méthode peut être utilisée pour toutes les unités
Description	*Time estimation for the exercise/method: 30 min* Les apprenants doivent trouver un terme en lien avec le sujet et commençant par chaque lettre de l'alphabet. Tout d'abord individuellement, puis en groupe. Par exemple: Pensez à ces deux derniers jours de formation et écrire un mot approprié pour chaque lettre, ou de penser à l'esprit d'entreprendre et écrire un mot pour chaque lettre. A B C D ... Z " Vous pouvez également diviser le groupe en deux équipes et les inviter à proposer les meilleurs mots
links / material	Papier / crayons

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Method title	**Roue de la diversité**
Aims	Réfléchir et partager votre propre contexte culturel En savoir plus sur la diversité et les différentes cultures Discuter de l'influence de la diversité dans la vie personnelle et professionnelle.
Unit / learning outcome	Unité 1 Décrire ses origines, son environnement et son conditionnement culturels Unité 2 Appliquer des techniques d'affirmation de soi par le biais d'actions de communication verbales, vocales et visuelles lors d'interactions avec d'autres Reconnaître les spécificités culturelles des principaux groupes ethniques représentés dans la société à laquelle on appartient
Description	*Time estimation for the exercise/method: 90-120 min* **Prenez chaque partie de la roue de la diversité :** • Âge : former une ligne de la personne la plus âgée à la plus jeune • Sexe : Toutes les femmes vont d'un côté de la salle, tous les hommes de l'autre - quelle différence cela fait-il d'être un homme ou une femme (la société, le marché du travail ...) ? • Nationalité : Construire des groupes avec toutes les nationalités - quelle différence cela fait-il d'être un immigrant, de tel ou tel pays (société, marché du travail ...) ? • Orientation sexuelle : en fonction, créer des groupes. Ce sujet peut également simplement être présenté par le.la formateur.rice comme une caractéristique de la diversité. • Capacité mentale / physique : même remarque que ci-dessus. • Origine ethnique : demandez aux participants si ils se définissent selon l'origine ethnique. Quelles expériences en ont-ils ?

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	• Niveau d'étude : Former une ligne à partir du plus bas au plus haut degré d'enseignement dans la pièce. Discutez de la différence que peut produire l'éducation • Expérience professionnelle : Former une ligne de la plus longue à la plus courte expérience de travail au sein des participants. Quelles questions se posent ceux qui ont moins ou pas d'expérience? Quels conseils pourraient leur donner ceux qui ont plus d'expérience ? • Apparence : discutez avec le groupe des conséquences que l'apparence peut avoir. Quelle apparence est attendue sur le marché du travail ? Quelle apparence a un entrepreneur ? • Religion : Former des groupes avec l'appartenance religieuse (ne pas oublier les athées). Quelle importance a la religion de nos jours? Est-ce que la religion influence l'esprit d'entreprendre ? • Revenu : Aborder le sujet des revenus variables. Quelle est l'importance de l'argent pour les participants ? Est-ce qu'ils croient qu'ils peuvent gagner plus d'argent en étant entreprenants ? • Langue et communication : former des groupes - qui parle une, deux, trois et plus de trois langues? Quelle est l'importance des langues et des compétences de communication pour le marché du travail ou le succès d'une entreprise ? • Rôle organisationnel : Discutez des rôles différents dans les organisations - conseil d'administration, directeur, gestionnaire, chef de département, employé, employeur ... • Qu'est-ce que le leadership pour les entrepreneurs ? • Famille : Former des groupes – avec ou sans enfants. Cela fait-il une différence au niveau professionnel ? • Opinions politiques : Quelle influence ont-elles sur l'attitude envers l'esprit d'entreprendre ? Discuter avec les participants. *En variante, le groupe peut être divisé en petits groupes de 2 - 3 personnes. Chaque groupe travaille sur un sujet de la roue de la diversité, formule des questions et discute des résultats avec les autres participants*
links / material	Une copie de la roue de la diversité par participant

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Method title	**Diversité ?**
Aims	Analyser la diversité, la compétence interculturelle, la réflexion et la connaissance de soi
Unit / learning outcome	Décrire ses origines, son environnement et son conditionnement culturels .
Description	*Time estimation for the exercise/method: 90-120 min* L'ensemble du groupe est partagé en fonction du sexe et une question est posée : comment vivre le monde du travail du point de vue du groupe auquel ils appartiennent (hommes ou femmes) ? . Puis le groupe est partagé par âge et est de nouveau soulevée la même question, du point de vue de leur âge (faire des sous-groupes d'âges approximatifs). Ensuite en fonction de sa situation familiale, avec la même question du point de vue de leur situation (célibataires, couples avec ou sans enfants, divorcée). Vous pouvez utiliser d'autres catégories (arrière-plan culturel, classe sociale, etc.) A la fin, il convient d'analyser leurs réactions dans les différents groupes, pourquoi les groupes étaient différents et comment nous vivons diversement.
links / material	

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Method title	**Profils de compétences : vérification et présentation**
Unit / learning outcome	Unité 1 Identify own main personality traits that impact your ability to succeed in training/work This method could also be used in learning outcomes: Explore personal attributes through individual and group activities Compare own interests and abilities with skills required in a variety of Jobs Compile a personal profile matching the identification of own skills and interests with self-employment options
Aims	Rechercher des profils de compétences d'entrepreneurs qui réussissent Identifier et présenter ses propres aptitudes et compétences Comparer ses aptitudes et compétences avec celles des entrepreneurs prospères Regarder au-delà des évidences
Description	*Time estimation for the exercise/method: about 10 hours - 1,5 days* Ceci est une activité d'apprentissage mixte, au cours de laquelle les apprenants prennent plusieurs mesures pour en savoir plus sur leurs propres aptitudes et compétences. Partie e-learning : 1. Rechercher au moins 2 profils de compétences d'entrepreneurs à partir de leurs biographies (interviews et portraits dans des magazines, présentations, CV...) 2. Utiliser une table de compétences pour pointer les aptitudes et les compétences découvertes 3. Utiliser la même table de compétences pour identifier vos propres aptitudes et compétences 4. Préparer une présentation incluant images, vidéos, etc sur les aptitudes/compétences que vous partagez avec ces entrepreneurs prospères et comment vous pouvez les "prouver" Face à face : 5. Presenter vos compétences au groupe

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links / material	Ordinateur, vidéoprojecteur

Method title	**L'enseignant a des préjugés contre moi**
Unit / learning outcome	Identify own main personality traits that impact your ability to succeed in training/work
Aims	Réfléchir sur la connaissance de soi et ses émotions
Description	*Time estimation for the exercise/method: about 60-90 minutes* Exercise about the control of the emotions. Participants prepare a list with the name of their users/clients/friends starting for whom they like the most. Questions: Are you aware that your feelings become obvious for the people at the end of the list? What subtle messages are you probably sending to them? Is your body language the same when you dialogue informarly with those at the top or at the bottom of the list? What about when you are in contact with them in normal learning exchange? Is there any difference in your “mental dialogue” when latter and former? Take the last three names: How do they contribute to your context? Include skills, knowledges, values and qualities. Those gifts can be as simple as “he/she has sense of humour”. Exercice sur le contrôle des émotions. Les participants préparent une liste avec le nom de leurs collègues/clients/amis en partant de celui qu’ils aiment le plus. Les questions:

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	Pensez-vous que vos sentiments sont évidents pour les personnes à la fin de la liste ? Quels messages subtils leur envoyez-vous probablement ? Votre langage corporel est-il le même lorsque vous discutez avec les personnes en haut ou en bas de la liste ? Qu'en est-il lorsque vous êtes en contact avec eux en situation d'apprentissage ? Prendre les trois derniers noms : Comment contribuent-ils à votre personnalité ? Inclure les compétences, les connaissances, les valeurs et qualités. Ces dons peuvent être aussi simple que "il / elle a le sens de l'humour".
links / material	Feuille avec les questions

Method title	**J'aime / Je n'aime pas**
Unit / learning outcome	Learning outcome: Explore personal attributes through individual and group activities This method could also be used in learning outcome: Name personal likes and dislikes identifying a range of emotions that he/she has experienced
Aims	Identifier ses attitudes personnelles et ses préférences Identifier celles des entrepreneurs

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Description	*Time estimation for the exercise/method: 30-90 minutes* Écouter l'interview d'un entrepreneur parlant de ce qu'il aime ou non au sujet de son travail Echanger en groupes au sujet de ses propres goûts et aversions par rapport au travail Comparer à la liste des entrepreneurs
links / material	Interview d'un entrepreneur (Audio)

Method title	**Combien de temps dure une minute ?**
Unit / learning outcome	Explore personal attributes through individual and group activities
Aims	To reflect about perception/objectivity/measurements

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Description	*Time estimation for the exercise/method: 30-90 minutes* Before you start, participants are informed that they are going to do an experiment. They are given one minute of time for each of the following activities but without them knowing that one minute is timed: - You are asked to write your name several times. - Hear four songs extracts (1 min each) - Read a text Then they are asked first how long they have spent on each exercise? It was actually one minute just for everything, but some think they have more or less time, for one thing or another. The next question is whether they feel that the elapsed time was the same? If any activity has become longer or shorter than the other? It is an exercise to check that perceptions of reality are conditioned by our subjectivity and therefore self-knowledge is necessary. Exercise also gives space to talk about how we perceive others depending on how much it took to share, compared with someone else. (Some people read faster than others, some have managed to write their name more often than others in 1 minute etc.) Again they are given one minute each time for one of the following activities but they know what is timed as 1 minute:

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- You are asked to write your name several times.

- Listen to extracts of four songs (1 min each paragraph)

- Read a text.

Discuss after the 2nd round if the perceived time was the same and what changed compared to the first round.
Avant de commencer, les participants sont informés qu'ils vont faire une expérience.
On leur donne une minute pour chacune des activités suivantes, mais sans qu'ils sachent que le temps est chronométré:
- Ecrire son nom à plusieurs reprises.
- Écouter quatre extraits de chansons (1 min chacun)
- Lire un texte
Ensuite, on leur demande combien de temps ils pensent avoir passé sur chaque exercice. La question suivante est de savoir si ils estiment que le temps écoulé était le même? Si une activité a paru plus longue ou plus courte qu'une autre ?

Il s'agit d'un exercice pour vérifier que la perception de la réalité est conditionnés par notre subjectivité et donc que la connaissance de soi est nécessaire.

L'exercice est également l'occasion de parler de la façon dont nous percevons les autres : certaines personnes lisent plus vite que d'autres, certains ont réussi à écrire leur nom plus souvent que d'autres en 1 minute, etc...

Ensuite, on leur redonne une minute pour les activités suivantes, mais ils savent que le temps est compté :
- Ecrire son nom à plusieurs reprises.
- Écouter des extraits de quatre chansons (1 min chaque)
- Lire un texte.

Discutez après le 2ème tour si le temps perçu était le même et ce qui a changé par rapport au premier tour

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links / material	Chronomètre, lecteur et 8 chansons, 2 textes

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Method title	**Entrepreneur de tous les jours**
Unit / learning outcome	Unit 1 / Learning outcomes: Explore personal attributes through individual and group activities
Aims	To gain an understanding and discuss with peers the skills, competences and mindset that Entrepreneurs have, and to break down any barriers that people might have about whether they can be entrepreneurial.
Description	*Time estimation for the exercise/method: 60-120 minutes* En groupes de 3-4, les apprenants sont invités à dessiner le contour d'une personne. Les apprenants décident une identité pour leur entrepreneur (nom et idée d'entreprise). Les groupes sont ensuite invités à commencer par la tête du corps et à considérer quelle est la mentalité dont l'entrepreneur aurait besoin, et à l'écrire autour de la tête de la personne. Le groupe est ensuite invité à indiquer les compétences pratiques dont il a besoin, celles-ci sont écrites autour des deux mains. Est alors demandé d'énumérer les passions et les qualités dont l'entrepreneur aura besoin et les écrire autour du cœur. Enfin, le groupe est invité à énumérer les facteurs externes +/- qui pourraient affecter le succès de l'entrepreneur. Chaque groupe est ensuite invité à présenter son entrepreneur au groupe.
links / material	Paperboard, crayons, feutres

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Method title	**L'objet perdu**
Unit / learning outcome	Explore personal attributes through individual and group activities
Aims	To assess the own competences and becoming proactive
Description	*Time estimation for the exercise/method: 30>90minutes* Le groupe est divisé en deux sous-groupes. Chacun est responsable d'un service indispensable d'une organisation imaginaire. Le but du jeu est que chaque équipe rassemble 8 objets d'une liste de 17.
links / material	1. Un drapeau 2. Deux pierres 3. Une casquette ou un chapeau 4. Un soutien-gorge 5. Une canette de Coke 6. Un produit d'une société française 7. Un cube de glace 8. Deux chaussettes 9. Une cravate de mauvais goût 10. Un passeport 11. Une roue 12. Un peu d'huile 13. Une photo d'un enfant 14. Une carte d'une ville 15. Une dent 16. Une mouche

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	17. Un objet meurtrier

Method title	**Qu'est-ce que je veux atteindre ?**
Unit / learning outcome	Unit 1 / Learning outcomes: Compare own interests and abilities with skills required in a variety of Jobs
Aims	Compare own interests and abilities with skills required in a variety of Jobs

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Description	*Time estimation for the exercise/method: approx. 1 hour* Cette activité nécessite une préparation. Vous aurez besoin de mettre en place un jeu de cartes avec les compétences de base de différentes professions, sur la base des professions recensées par les apprenants, en prévoyant au moins le double de cartes que de stagiaires, de sorte que chaque stagiaire puisse avoir au moins 2 cartes. Phase 1 Donner aux apprenants (de préférence à la fin d'une session de formation de sorte que vous avez suffisamment de temps pour préparer les cartes de profession) le papier avec la première phase de l'activité. Collectez-les dès qu'ils terminent. Phase 2 Rendre aux apprenants leurs papiers remplis, et leur donner le deuxième document avec la profession qu'ils ont choisie et une autre. Demandez-leur de lire leurs premières déclarations et les cartes de la profession, et de remplir le deuxième document Phase 3 Après que tout le monde a terminé, demandez-leur de partager avec l'ensemble du groupe les conclusions auxquelles ils sont arrivés. Par exemple, si leur projet professionnel est toujours le même ou s'ils trouvent l'autre profession plus intéressante, etc.

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links / material	Jeu de cartes avec les compétences de base de différentes professions **Phase 1** En considérant les projets que vous voulez accomplir, écrire au moins une phrase pour chacun des éléments suivants: Mes rêves pour l'avenir : Mes objectifs professionnels : Dans 2 ou 3 ans, je travaillerai / j'étudierai : **Phase 2** En regardant vos déclarations, essayez de les mettre en relation avec les compétences mentionnées sur les deux cartes de profession (telles que la communication, la résolution de problèmes, la créativité, etc) : Soulignez les compétences que vous avez déjà pour chaque profession : Identifiez celles que vous devez developer pour chaque profession :

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Method title	**Magnetic board**
Unit / learning outcome	Compare own interests and abilities with skills required in a variety of Jobs
Aims	To assess the own competences and becoming proactive
Description	*Time estimation for the exercise/method: 30-90 min* The aim of the game is to complete the boards with the corresponding magnetic figures completed. Each player (or couple of players) receive a board with the exact number of pieces, They have to try to complete each figure by negotiating with the others. Some boards are easier, while others are really difficult and they are forced to cooperate.
links / material	Magnetic board and figures

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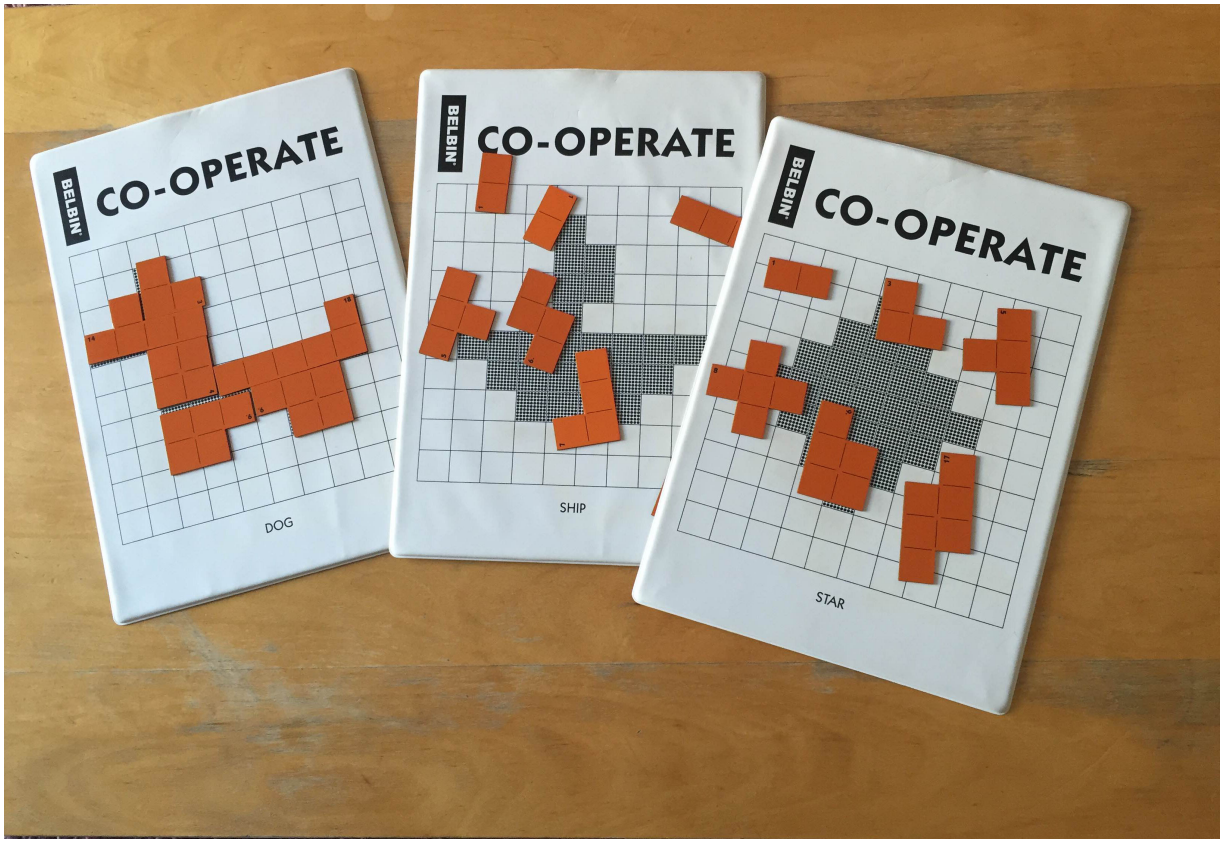

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Method title	**C'est moi !**
Unit / learning outcome	Unit 1 / Learning outcomes: Compare own interests and abilities with skills required in a variety of Jobs
Aims	To know your own interests - compare them with skills in different jobs
Description	*Time estimation for the exercise/method: individual work, the time is depending on the number of jobs used.* Participants fill out the worksheet with the sentences stated below. Presentation of the worksheet in the plenary. Compare the sentences found with skills profiles in different jobs. Research these with the help of the internet.
links / material	Sheet - the sentences are to be completed I like to do things like ... I can do this very well ... My Special Features ... I'm dreaming of ... Sometimes I'm sad because ... I'm very angry if ... I'm very happy if ... Things I think about .

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Method title	**Jobs cards**
Aims	Increase jobs' knowledge Compare own interests and abilities with skills required in a job
Unit / learning outcome	Unit 1 Learning Outcome Compare own interests and abilities with skills required in a variety of Jobs
Description	*Time estimation for the exercise/method: individual work, the time is depending on the number of jobs used.* By compiling different sources (websites, interviews, job directories) trainees develop job cards, including skills required, ways to access, advantages and disadvantages, work conditions… As they have developed their own personality maps, they are able to compare it to the job cards, and to note what matches or not. They can establish jobs lists, depending on whether or not they match their desires and skills and why.
links / material	Websites, job directories, interviews Personality map

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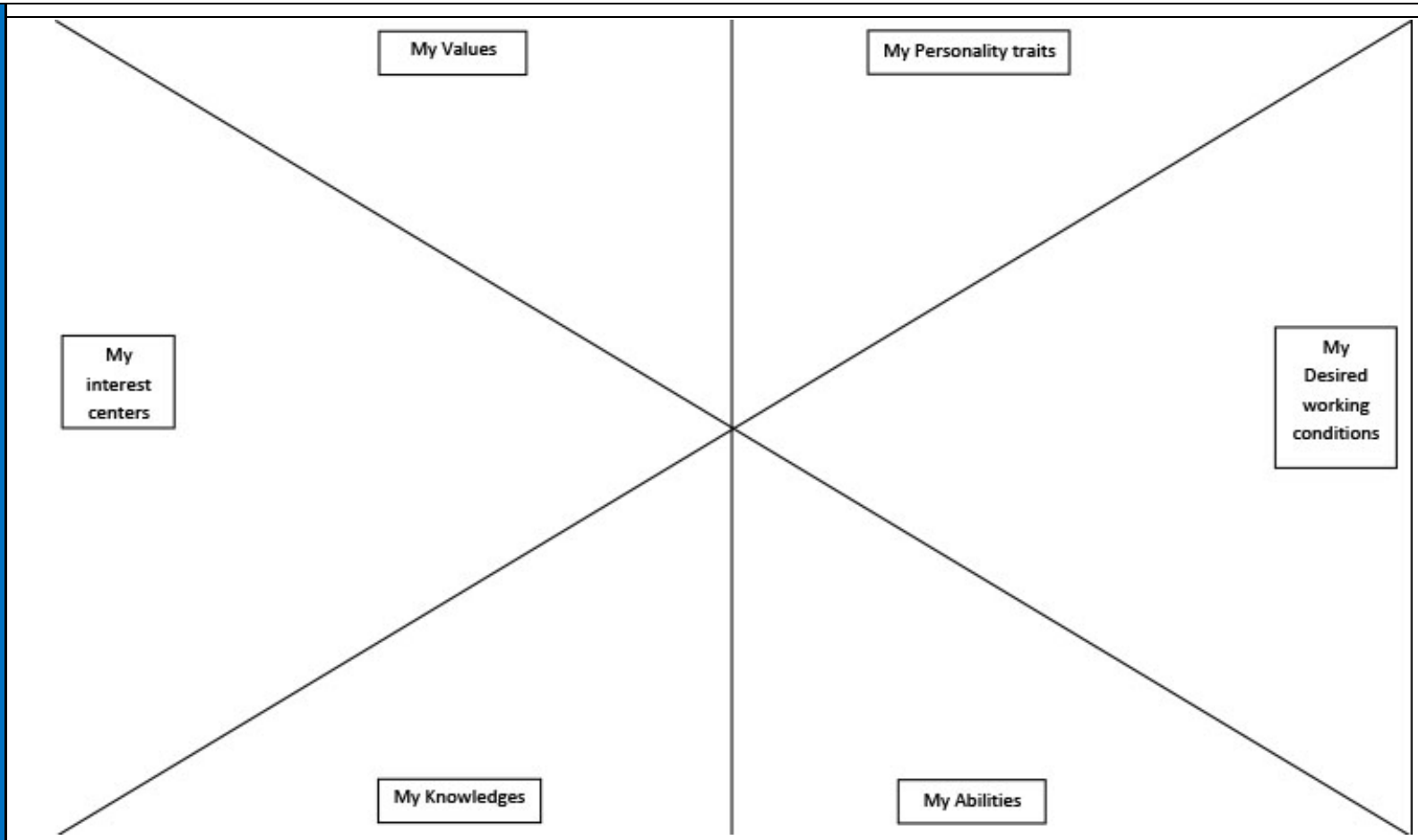

JOB CARD

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Job name:

1. Description of the main tasks:
2. Working conditions (*schedules, places, work clothes…*):
3. Average salary:
4. Required qualification:
5. Required skills:
6. Required qualities:
7. Advantages of this job:
8. Constraints of this job:

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Method title	**Personal Profile**
Unit / learning outcome	Unit 1 / Learning outcomes: Compile a personal profile matching the identification of own skills and interests with self-employment options This method could also be used in learning outcomes Explore personal attributes through individual and group activities Find personal attitudes that influence the positive outcome of goals
Aims	Know about your personal skills and qualifications Find creative methods to present yourself Develop technical skills
Description	*Time estimation for the exercise/method: 90-120 minutes* Compile your personal profile and film little videos presenting yourself. The participants can use Power-Point, Photos, Youtube Videos, self-made Videos of themselves… Questions to ask before starting: How do I want to present myself? Who is my target group? The other participants? Possible employers? Possible costumers? What creative strength do I have? Am I good in talking, drawing, creating? How can I integrate this in the video? Are there role-models? Do I like a specific form (example) of self-presentation? Share with the other participants and gather feedback. Possible addition: work with the form for EU-Curricula and create a personal vita.
links / material	Computer, Internet Online-Platform for participants

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Method title	**Brainstorming entrepreneurial skills**
Unit / learning outcome	Unit 1 / Learning outcomes: Compile a personal profile matching the identification of own skills and interests with self-employment options
Aims	Identify competences and skills relating to entrepreneurship
Description	*Time estimation for the exercise/method: 20-60 minutes* Working as a large group participants to think of all the different skills, competences and benefits you need or exist for people who are self-employed. Participants shout out as many of these as they can and a large list is generated. Each participant is then asked to personally reflect on the large list generated and privately pick 3-5 skills, competences and benefits that they would like to use or achieve through being an entrepreneur.
links / material	Flip chart pens

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Method title	**Explore Entrepreneurship**
Unit / learning outcome	Unit 1 / Learning outcomes: Compile a personal profile matching the identification of own skills and interests with self-employment options
Aims	This activity is designed for participants to explore entrepreneurship, explore why people become entrepreneurs and identify people who are entrepreneurs from their local community.
Description	*Time estimation for the exercise/method: 30 minutes minutes* Members form groups of 3-4 people (depending on the size the group. They are given 3 peices of flip chart paper and asked to: Discuss 3 questions: • What does entrepreneurship mean to you? • Why do people become entrepreneurs? • Who is an entrepreneur in your local community? What do they do? Each group member discusses their thoughts and answers to the questions above and as a group compile the answers on the flip charts. At the end of this process each group presents their answers back to the other groups.
links / material	Pens, flip chart paper

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Method title	**Biographies – fail and succeed**
Unit / learning outcome	Unit 1/ Learning outcomes: Find personal attitudes that influence the positive outcome of goals This method could also be used in learning outcome Develop and implement creative ideas to ensure the preparation/launching of entrepreneurial initiatives
Aims	Find different possibilities to deal with failure Learn that failure is a part of everybody's life Realise the learning possibilities in challenges and difficult situations Learn from biographies of successful people
Description	*Time estimation for the exercise/method: > 120 minutes* Find three examples of entrepreneurs "failing" and then succeeding. How did they deal with it? The presented examples can be prominent persons (biographies found in the internet) or persons from the private circle of the participants. So this methods needs preparation time outside a classroom setting. Share examples with the group – texts, biographies. Present in front of the group. Possible addition: Interview an entrepreneur you know about failure and success and present the findings.

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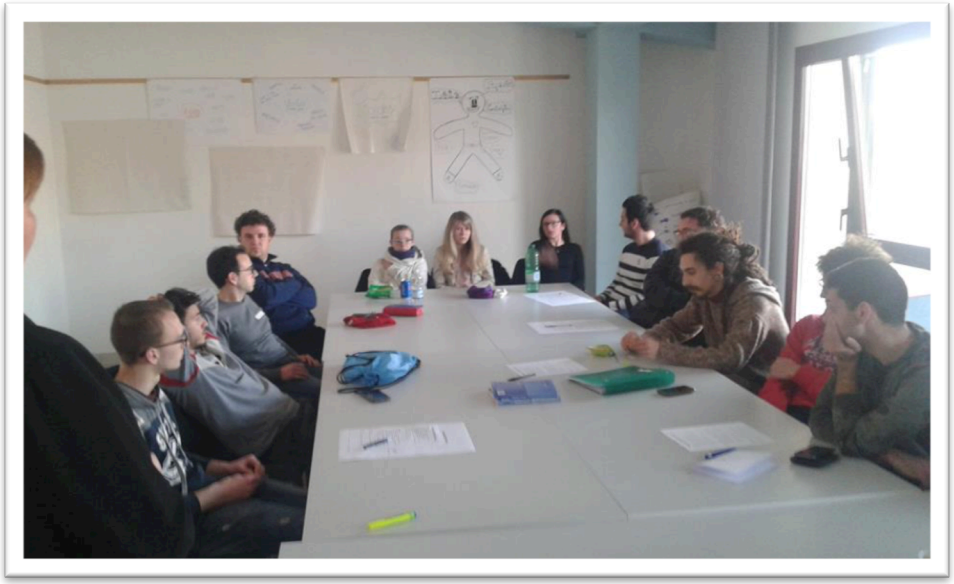
	You can also invite learners to write on the question “What can we learn from (name of person presented)? 
links / material	Computer Internet Suggested movies or links: “Pursuit of Happiness” / TED talks: William Kamkwab: How I built a windmill” and “How I harnessed the wind” E-Learning platform for sharing

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Method title	**Dealing with failure: some success stories**
Unit / learning outcome	Discuss how failure can have both a positive and a negative consequence
Aims	Know about your personal skills and qualifications Find creative methods to present yourself Develop technical skills
Description	*Time estimation for the exercise/method: 2 hours* **Step 1** Trainer offers its learners a few success stories, concerning either known or unknown people. It may include online videos, or paper documents. It appears to be important to choose stories about people to whom the learners can identify themselves (therefore including "small" stories: a trainee who manages to implement its vocational project…) **Step 2** Having heard these stories, the trainees have to analyze them, using a grid like: - Who? - When? - Where? - Which failure or obstacle? - How to overcome? This allows highlight soft skills, such as perseverance, ability to learn from its failures, resilience, self-

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<table>
<tr><td></td><td>confidence, confidence in its project, ability to rely on the right people...

<u>Step 3</u>

Individually, each will then try to determine what might be the obstacles to his project, the difficulties he expects to encounter, and how it can overcome. He notes it on a sheet, which is preserved and can be completed later.
Those who wish can share their production with the group, and get feedbacks.</td></tr>
<tr><td rowspan="3">links / material</td><td>at least, paper and pen!</td></tr>
<tr><td>Overcome Obstacles</td></tr>
<tr><td><u>My project is:</u>

<table><tr><td>Which are the difficulties I expect to encounter?</td><td>For each one, note a way to overcome it:</td></tr></table></td></tr>
</table>

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Method title	**Theatre of the Oppressed – Forum Theatre**
Unit / learning outcome	Unit 1 / Learning outcomes: Overcome feelings of frustration and anger in training/workplace situations.
Aims	The aim of this method is NOT to show the way to solve a problem, but to discover and experiment different paths to react face of a situation.
Description	*Estimated time for the exercise/method: half day, depending on the number of trainees* **Step 1** In small groups, trainees think about living situations, personal or professional, that have let them unsatisfied with the way they react: it could be with boss or colleagues, or with neighbours, or with family, or with authorities…They choose one that seems relevant, and they stage it: characters, place, sentences, actions…, trying to be as close to reality as possible. **Step 2** Each group presents its situation in a few words to the rest of the trainees, and the group choose which one will be played first (depending on the time, but it's important that every situation is played, as trainees have worked on it: it could be done another day). **Step 3** The scene is played for the first time, fully and continuously, so that all understand it. Spectators are allowed to ask for precisions if necessary, which can be included in the scene. Then, the scene is replayed, and this time spectators (or rather spect-actors) are invited to stop the situation when they want to propose another way to react: then they take the place of a character (either "oppressor" or "oppressed"), and the story

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	continues with this variation… and so on, until there are no more propositions. **Step 4** The trainer combines elements, helps learners to build on the ideas implemented, and to identify personal tracks of action. Remarks: - The trainer isn't necessarily an actor! - This requires above all to be convinced by the tool - He is mostly a facilitator of speaking, by ensuring mutual respect, non-judgment, freedom to try all the ideas of the participants - Trainees should feel confident: this doesn't mean that they have to know each other well (*I used this method in 3 days' training, the second day*), but it's often a good idea to begin the sequence with ice-breakers, or with cooperative games.
links / material	Enough space, paperboard, paper & pen Example of cooperative games: • A blind must follow a path strewn with obstacles, with the oral indications of a sighted guide. Variation: the guide is silent and only uses fingertips! • Drunk bottle 7-12 participants Players stand in a tight circle and one person (the bottle) stand in the middle, eyes closed. The bottle relaxes completely and must be allowed to swing back and forth and side by the other participants, keeping their feet on the ground. The group must gently push the bottle so it does not fall and therefore does not break.

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Method title	**Eggs can fly**
Unit / learning outcome	Overcome feelings of frustration and anger in training/workplace situations.
Aims	To be assertive and oriented to results
Description	*Estimated time for the exercise/method: 30-90 minutes* In 10 minutes, participants must create a protection system to throw an egg from a distance of 3 m. whithout breaking it. Groups of 3 – 4 people invent an egg-flying machine. They only have the provided material and a restricted amount of time (1/2 h – 1 h). After the flying-contest the groups can answer some of these questions: • How did you work together as a group? • How were the decisions made? • How do you deal with success / failure? • How do you deal with risk / pressure? • Do you believe to be creative? • Do you know similar experiences from your life? • What would we do differently next time? • What could we do to improve? Goal is that the egg experiences a free fall from at least 3 m and lands safe and sound.

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links / material	You are allowed to use the following material: 1 m cord 2 balloons 2 sheets of paper 2 sheets of carton 2 raw eggs 1 scissor 1 m duct tape The material can vary – important is, that it is restricted.

Method title	**Assertiveness strategies**
Unit / learning outcome	Unit 1 / Learning outcomes: Overcome feelings of frustration and anger in training/workplace situations.
Aims	Finding solutions to get out of difficult situations Finding own resources Strengthening self-confidence

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Description	*Estimated time for the exercise/method: 30-90 minutes* Group work in face to face settings: Tip: Best use this method when a difficult workplace situation comes up in the group during a discussion or presentation. With the whole group find a difficult workplace situation one or more of the participants struggles with and discuss the feelings this or similar situation causes. (anger, frustration, irritation etc) In small groups of three find strategies to overcome these feelings by using the questions: What helps me in difficult situations? How can I strengthen myself? Note on a flipchart. Present and discuss with the whole group
links / material	Flipchart and pens

Method title	**The pieces of the basket**
Unit / learning outcome	Evaluate own capabilities and personal effectiveness·
Description	*Time estimation for the exercise/method: 90-120 min* Use method piece - of - the basket in different ways: -To discuss sensitive issues- Participants respond anonymously and when patches are drawn and answers are read , they remain anonymous.The answers and opinions will then be the basis for a discussion without being "hung out" -As a rehearsal or a basis for discussion- write characteristics and skills of an entrepreneur which will then be discussed and explained. Have the participants draw respective patch.
links / material	Pens and paper

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UNIT 2 Relating with others

Method title	**Sales conversation**
Aims	The participant has to sell a certain product to a very discerning customer. In doing so it is not very important "what" you are saying, rather "how" you are sharing your information with the customer. It is important to be friendly, pleasant, helpful and convincing.
Unit / learning outcome	Unit 2 learning outcome: Identify the determining factors for the effectiveness in the communication process. This method could also be used in learning ome Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others Present own ideas, skills and products effectively and successfully to others·
links / material	-Instructions for participants – Script -Setting for the sales situation -Product, which should be sold

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	Script: Sales Conversation - You are sports shop assistant. A customer has been standing in front of a shelf presenting different types of backpacks for quite some time now. The customer takes some backpacks from the shelf; they observe these backpacks with great interest and examines the material carefully. You start a conversation with the cusomer. During the conversation, you understand that you have to deal with a very critical customer, who is interested in quality, tearing strength, stability, colour and above all in the price of the backpack. This customer has collected beforehand some information at other sports shops and is therefore comparing the different services very critically.

Method title	**Typical cultural situations**
Aims	Review typical cultural attitudes and possible misunderstandings. Share funny and interesting movies with others. Learn more about culture.
Unit / learning outcome	Unit 2 Recognise cultrual specifities of the main ethnic groups represented in the society to which he/she belongs to
Description	*Time estimation for the exercise/method: 90-120 min* **E-learning-activity: Research typical cultural situations on youtube and share with others.** Each participant should share at least one video about his/her own cultural background and possible another one about a foreign / different background. If possible find also funny situations that illustrate the cultural view on the world. There is a film called “The celebration of the chicken” (unfortunately only available in German) that shows a team of African Ethnologists exploring Upper Austrian traditions. The film shows, that all interpretation of other cultures is limited through own experience and background. Group activities: Discuss with the group how a typical cultural situation (celebration, interaction, work-place) could be

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	interpreted from a person from another continent or how it would be seen from an alien. Play a cabaret with typical cultural encounters – let small groups find ways to emphasize and exaggerate the cultural content.
links / material	Computer, Internet Learning platform to share videos and links Das Fest des Huhns / Celebration of the chicken (only german): https://www.youtube.com/watch?v=ASzG4QdriOg Breaking cultural boundaries: https://www.facebook.com/danielaminati.offiziell/videos/10153074832868236/

Method title	**Intercultural Business Presentation**
Aims	To get and pass knowledge on cultural differences and specificities of some regions represented by the learners.
Unit / learning outcome	Unit 2 learning outcomes: Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others
Description	*Time estimation for the exercise/method: > 120 minutes + preparation work for learners* Part 1 The learners need to prepare a short presentation (10-15 minutes) on the chosen aspects of business intercultural communication (preferably from their own culture). They can refer to Hofstede's classification as well as present some practical aspects related to business relations (punctuality, organising meetings, dress code, greetings, attitude to relationship, dealing with tasks, entertainment etc...) Part 2 The learners give presentations to other students, they should be prepared to answer questions.

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links / material	Powerpoint or any other software from presentations, laptop, beamer. Website: http://geert-hofstede.com

Method title	**Music game**
Aims	Enriching participants knowledge about a different culture
Unit / learning outcome	Recognise cultrual specifities of the main ethnic groups represented inthe society to which he/she belongs to
Description	*Time estimation for the exercise/method: 30-90 minutes* Participants have to search for songs that typify the culture of a migrant group represented in their society and learn as many words and expressions as they can by using a translation application, such as Google Translater or other. * depending on the level of confidence among the participants, volunteers for singing and dancing the song to the large group may be asked
links / material	Computers with internet connection

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Method title	**Prejudice quiz**
Aims	Raise awareness about first impressions and prejudices. It can also be used as a introduction exercise.
Unit / learning outcome	Unit 2 learning outcome: Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others. This method could also be used in learning outcome : Evaluate how others influence own' s decisions and vice-verse ,constructively criticize the key aspects of the achieved results by a team/ group and viceversa
Description	*Time estimation for the exercise/method: 30-90 minutes* Every participant gets a worksheet from the trainer. They will write down their names on top of the worksheet. Then the worksheet will be passed on to the participant on their right side. This participant will write down the answer to the question the trainer asks about the person who wrote down their name on top of the worksheet. This goes on and on until the worksheet is back to the person who wrote down their name at the top of the worksheet. The questions: 1. what is their age? 2. what function do they have? 3. where do they live? 4. what kind of hobby do they have? 5. what kind of sport do they like?

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	6. what is their favourite television program? 7. what is their favourite music? 8. what is their favourite vacation? 9. how do they live? (house, apartment, boathouse..?) 10. how many children do they have? 11. what newspaper do they read? 12. what way of transport do they use to get to work? 13. what is their favourite food? 14. what kind of pet do they have? 15. where will this person be in 5 years from now? 16. what does this person do in their leisure time? 17. what is their favourite country to spend the holidays? 18. what kind of books does the person prefer? 19. what is their favorite singer/artist? 20. What would the person do for a living if they were not in this present job?
links / material	Worksheets

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Method title	**Skills auction**
Aims	For participants which skills and competences and personal benefits are most important to them in relation to entrepreneurship and to learn negotiation skills with peers.
Unit / learning outcome	Unit 2/ learning outcome Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others
Description	*Time estimation for the exercise/method: 45-60 minutes* Each member of the group is given a different amount of money and is encouraged by the auctioneer (trainer) to bid for the skills, competences and benefits that they have identified for themselves in the Skills Identification exercise. The auctioneer will auction the skills and sell them for the highest value. At the half way point the participants are given the opportunity negotiate and put their money together to outbid other bidders. At the end of the exercise the group will analyse the process and debrief how it felt .
links / material	Flip chart pens Fake currency.

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Method title	**Intercultural Calendar**
Aims	To become aware of cultural differences concerning working time, holidays and celebrations in different countries.
Unit / learning outcome	Unit 2/ Leanrning Outcome: Work cooperatively with colleagues, cooperation partners / and / or potential customers from different cultural backgrounds towards the achievement of results; Can also be used in learning outcome: Recognize cultrual specifities of the main ethnic groups represented inthe society to which he/she belongs to
Description	*Time estimation for the exercise/method: 30-90 minutes* Part 1 - The learners work in groups, preferably from different countries (representing different cultures). They have to prepare a calendar including the major bank and religious holidays in their countries. Part 2 - They have to draw up a daily schedule (including office hours, breaks, siestas etc.. and taking into account different time zones). They draw conclusions for the best communication procedures. They present it to the rest of the group. Alternatively: If the learners come from the same cultural background they can develop a calendar on the basis of the information from the Internet.
links / material	The Internet.

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Method title	**Lost in Hongkong**
Unit / learning outcome	Unit 2/ Learning Outcome: Work cooperatively with colleagues, cooperation partners and/or potential customers from different cultural backgrounds towards the achievement of results. This method could also be used in learning outcome: Constructively criticize the key aspects of the achieved results by a team/group and vice versa Address problems in a systematic way through the resolution of practical cases Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation.
Description	*Time estimation for the exercise/method: 30-90 minutes* Set up tables with four chairs and lay out the necessary materials on each table The number of tables depends on the number of groups of 4. Instructions: (Read out loud) Imagine you're waking up in Hong Kong. You can't understand anyone, you don't know anyone, you don't know where you are and you have a very heavy suitcase with you. You can carry up to maximum 3 products. Together with the group, choose the 3 products you are going to take with you. The entire group must agree and you have to explain why you chose those products. After 10 minutes, the groups will take turns in explaining why they chose certain products. Tape each group's cards to the flipchart, the 2nd group below the 1st group's cards, and so forth. In the end, you will see a list of all the choices made. 3 minutes per group to explain the choice of luggage, then 5 minutes collectively to summarize the entire discussion.

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links / material	•Table •Marker •Chairs •Flipchart paper •Print and cut cards •Tape

Method title	**What makes an effective presentation?**
Aims	10 tips for effective presentations
Unit / learning outcome	Present own ideas, skills and products effectively and successfully to others ·
Description	In small groups, participants will talk about a failed presentation. What has to happen so that a presentation goes wrong? After that the participants talk about the 10 tips for effective presentation (see below). Another possibility is to make this exercise after a presentation so that all participants are aware of the topic. In small groups they can establish 10 tips for effective presentations themselves and discuss these in the plenary and come up with a common solution. In the end, compare with the 10 tips below.
links / material	10 tips: 1. Show your Passion and Connect with your Audience - It's hard to relax and be yourself when you're nervous. 2. Focus on your Audience's Needs - Your presentation needs to be built around what your audience is going to get

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out of the presentation.

3. Keep it Simple: Concentrate on your Core Message - When planning your presentation, you should always keep in mind the question: What is the key message (or three key points) for my audience to take away?

4. Smile and Make Eye Contact with your Audience - This sounds very easy, but a surprisingly large number of presenters fail to do it.

5. Start Strongly - The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

6. Remember the 10-20-30 Rule for Slideshows - Contain no more than 10 slides; Last no more than 20 minutes; and use a font size of no less than 30 point.

7. Tell Stories - Human beings are receptive to respond to stories.

8. Use your Voice Effectively

9. Use your Body Too - It has been estimated that more than three quarters of communication is non-verbal.

10. Relax, Breathe and Enjoy - If you find presenting difficult, it can be hard to be calm and relaxed about doing it.

http://www.skillsyouneed.com/present/presentation-tips.html#ixzz3rf5rG8pG

TED Talk link: How to sound smart in your TEDX talk: https://www.youtube.com/watch?v=8S0FDjFBj8o.

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Method title	**Just Listen**
Aims	Strengthen listening skills. Listening is an incredibly important part of good communication, and it's a skill that people often ignores. This activity also shows how to listen with an open mind.
Unit / learning outcome	Unit 2/ learning outcome: Present own ideas, skills and products effectively and successfully to others
Description	*Time estimation for the exercise/method:* 0<30 minutes This is an activity that encourages participants to communicate how they feel about a subject. People get into pairs and one member talks about their opinions. Their partner listens without speaking, and then, without rebuttal, recaps on what has been said. Instructions 1.Have your group sit down in pairs. 2.Give each team eight index cards. 3.One partner will blindly choose a card and then speak for three minutes on how they feel about the topic. As they talk, the other person cannot speak – their goal is to listen. 4. After three minutes, the listener has one minute to recap on what their partner has said. They cannot debate, agree or disagree – only summarize. 5. Next, the roles switch, and the process starts again. Follow-Up Talk with your group members about how they felt about this exercise. Consider these questions: - How did speakers feel about their partners' ability to listen with an open mind? Did their partners' body language communicate how they felt about what was being said? - How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen? - How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?

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	- How can they use the lessons from this exercise at work/in social life?
links / material	- An even number of team members, ideally. - Eight index cards for each team of two. Each card should list one topic. - A private room.

Method title	**Prezi**
Aims	To be able to present own ideas to others
Unit / learning outcome	Unit 2/ learning outcome: Present own ideas, skills and products effectively and successfully to others
Description	*Time estimation for the exercise/method:* 30>90 minutes To create a presentation: Preparation is essential for an effective presentation. When giving a presentation, certain keywords are used to signpost the different stages. It's a good idea to memorise them and practise using them so that they come to mind easily during a presentation. Starting the presentation Good morning/Good afternoon ladies and gentlemen • The topic of my presentation today is ... • What I'm going to talk about today is ... Why you are giving this presentation • The purpose of this presentation is ... • This is important because ... • My objective is to ... Stating the main points • The main points I will be talking about are : ◊ Firstly,

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◊ Secondly,
◊ Next,
◊ Finally ... we're going to look at ...
Introducing the first point
• Let's start / begin with ...
Showing graphics, transparencies, slides, etc.
• I'd like to illustrate this by showing you ...
Moving to the next point
• Now let's move on to ...
Giving more details
• I'd like to expand on this aspect/problem/point ...
• Let me elaborate on that.
• Would you like me to expand on/elaborate on that?
Changing to a different topic
• I'd like to turn to something completely different ...
Referring to something which is off the topic
• I'd like to digress here for a moment and just mention ...
Referring back to an earlier point
• Let me go back to what I said earlier about ...
Summing up or repeating the main points
• I'd like to recap the main points of my presentation:
◊ First I covered ...
◊ Then we talked about ...
◊ Finally we looked at ...
• I'd now like to sum up the main points which were :
◊ First ...
◊ Second,
◊ Third,
Conclusion
• I'm going to conclude by ...
◊ First ...

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	◊ Second, ◊ Third, • In conclusion, let me ... ◊ First ... ◊ Second, ◊ Third, Questions • Now I'd like to invite any questions you may have. • Do you have any questions?
links / material	Laptop, www.prezi.com

Method title	**The Blindfold Game**
Aims	Improve communication and listening skills, and to build trust between partners.
Unit / learning outcome	Unit 2/ learning outcome: Present own ideas, skills and products effectively and successfully to others
Description	*Time estimation for the exercise/method:* <30 minutes In this activity, blindfolded participants must rely on their partners to navigate an "assault course" successfully. Instructions: 1. Scatter furniture and objects around the room before the activity begins. Your course should be challenging, but still safe to navigate around. 2. Put team members into pairs and ask them to stand at one end of the room. 3. One person from each pair should put on the blindfold. 4. The sighted people must guide their partners across the room and give instructions to help them avoid the obstacles.

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	5. When each team reaches the other side of the room, partners should switch roles and then repeat the exercise. 6. To make this exercise more attractive you can direct the blindfolded learners to chocolate. 7. You could also make it more challenging by setting a time to the exercise and establish how long it took for each pair. Advice for the Facilitator: Talk with your group after the exercise. Consider these questions: • How did participants have to communicate differently to guide their partners? • How did their listening skills change and adapt when they were blindfolded?
links / material	• Any size group works well in this exercise. • Enough blindfolds for half of the participants. • A large, private room. • Furniture and other items that you can use as obstacles. • Chocolate.

Method title	**Supply Chain**
Aims	To establish an imaginary supply chain for a particular product, to take on different roles and negotiate the roles.
Unit / learning outcome	Unit 2/ learning outcome: Present own ideas, skills and products effectively and successfully to others Can also be used in learning outcome: Work cooperatively with colleagues, cooperation partners / and / or potential customers from different

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	cultural backgrounds towards the achievement of results Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others
Description	*Time estimation for the exercise/method:* <30 minutes The learners work in groups of 4-5 people. They choose one product from their surrounding. They try to draw a scheme of a supply chain defining their roles in this chain. The chain needs to be complete so starting from the production process to the final sales. They have to identify their roles (producer, middleman, wholesaler, shop assistant). If somebody does not want to take on a particular role they need to negotiate - all roles must be taken. They present their solutions to the rest of the groups.
links / material	• Any size group works well in this exercise. Sheets of paper Markers

Method title	**LOST ON THE MOON**
Aims	- Compare the effectiveness of individual decision-making and collective decision making. - Show that the operation of a group depends directly on the working methods of its members, by comparing the mode of decision-making by voting and mode of consensual decision. - Show that conflict, well controlled, boosts creativity - Teach a group not to underestimate their own potential to increase efficiency.

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Unit / learning outcome	Unit 2/ learning outcome: Evaluate how others influence own' s decisions and vice-versa
Description	*Time estimation for the exercise/method: 2.5 hours* The exercise takes place in 4 phases: **1. Individual ranking (about 10 minutes)** Each participant, after receiving the instruction sheet, fills a copy of the decision sheet. During this phase, no exchange between the participants is authorized. **2. Group ranking (45 to 60 minutes)** Participants hold a meeting to determine a class rank of the same elements in subgroups of 5 to 6 people. Subgroups could be given different guidelines, inviting them to take their decisions in different ways, for example, to the one majority vote, others in consensus: all participants must agree, one of them may block the group if deemed necessary. In this case, adapt the instructions given in instruction sheet! **3. Rankings Comparison** When the group rankings are complete in each subgroup, the facilitator gives the participants the classification supplied by NASA and asks them to transcribe in the corresponding boxes on their decision sheet. He provides participants with the criteria on which the experts establish their ranking. Participants will then calculate their point's difference: for each item, the difference in absolute value between their rankings and the NASA. The sum of the individual differences constitutes their result. They proceed in the same way by comparing the collective results of each subgroup to those of NASA. Could then be compared: - the best results,

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- the difference between individual and group results,
- the difference between the groups, according to their specific guidelines (majority or consensus)

4. Exploitation (1 hour)

- Group Operations

Did the sub-group set a plan? (eg vital elements, useful, useless ...).

Did each participant have the chance to speak?

Did each participant listen to suggestions from others or did they try to impose its own list?

Are there any phenomena of leadership, conflict or groupings within the subgroups?

How long has it taken for different decisions?

Have some subgroups adopted decision modes such as majority rule, reciprocal concessions or chance?

Have they been creative?

- Individual and collective decisions.

Does each participant have the feeling of having been able to explain its choice?

Or do they have the feeling of having undergone the decision of the others?

What makes them change its classification?

What conclusions can be drawn from the comparison of individual and group results?

In most cases, the subgroup gets better results than those who compose it. This is due to the elimination of errors by the exchange of knowledge between participants, and the creative group that finds an original way to use certain elements.

What helps make the right decisions?

It happens very often that this is not technical expertise in the space field! Indeed, the choice of fifteen objects

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to achieve the two main objectives - survive and move - depends less on technical knowledge than on the way those two objectives are clearly perceived and expressed. The creative thinking that each can show in using the objects available unexpectedly, in a new context, is also a success factor. Observe that the collective result is generally better when the mode of decision-making allows the use of all the group's resources; in this sense, the consensual mode of decision-making, for example, gives better results in all the way of majority decision.

With the help of observers in each subgroup, it will be possible to refine the analysis and draw a number of reflections on the conditions for the effectiveness of group work.

Imagine…

Your spaceship has just crash-landed on the lighted surface of the moon. You were scheduled to rendezvous with a mother ship 200 miles away, also on the lighted side of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items according to their importance in allowing your crew to survive the 200-mile journey to the mother ship.

1. **Individual work**

In the column titled "Your Rank," place the number 1 by the most important item, then number 2 by the second most important item, and so on through to number 15, the least important. You have TEN minutes to complete the decision sheet.

1. **Group work**

Your task is to reach a consensus ranking of the 15 items needed to survive the journey to the mother ship

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	200 miles away. This means that the ranking for each of the 15 items should be agreed upon by each member of the group before it becomes a part of the group's decision. Here are some guides to use in reaching consensus: 1. Don't argue stubbornly for your own point of view just because it is yours. Listen to other members of the group and be willing to change your views on the basis of reason and logic. 2. On the other hand, don't change your mind simply to avoid disagreement. Seek out differences of opinion and try to get every member involved in the decision-making process. The more information you have, the better chance you will have of making a good decision. 3. Avoid such techniques as majority vote, averaging, flipping coins, and bargaining. After your group has reached consensus on how to rank the 15 items, fill in the "Group Rank" column below. You have 45 minutes to complete this phase of the exercise.
links / material	Paper and pen and enough space to work in sub-groups

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Method title	**Team Potential**
Aims	To become aware of the team potential and the possibilities that a joint effort can bring.
Unit / learning outcome	Unit 2/learning outcome: Evaluate how others influence own' s decisions and vice-versa Constructively criticize the key aspects of the achieved results by a team/ group and vice versa Can also be used in learning outcome: Work cooperatively with colleagues, cooperation partners / and / or potential customers from different cultural backgrounds towards the achievement of results
Description	*Time estimation for the exercise/method: 30-90 minutes* Part 1 The learners work in groups of 4. They draw a big circle on a sheet of paper and then small circles with some common areas. Then they write down the characteristics which are unique for them and the ones that some of the team members share. They think how they can contribute to the team's potential and in what way the team can get stronger because of their unique characteristics. Part 2 The learners think of one service they could provide or a product they could develop. They try to choose their individual features which can contribute to this particular product / service. Part 3 They present the ideas to the group and get feedback. They also provide feedback to other groups.
links / material	Big sheets of paper Markers

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Method title	**Selecting Pictures**
Aims	Change the perspective and see things through different eyes Be able to talk about the results in a group
Unit / learning outcome	Unit 2/ learning outcome: Constructively criticize the key aspects of the achieved results by a team/group and vice versa
Description	*Time estimation for the exercise/method: 2 hours* **Individually** • Each one selects an image that you like to associate your dream career/future. Tell the others why you chose that picture. **Shared reflection in group:** • Are there any common denominators between our images or do they differ significantly? • Insert the pictures on a large piece of paper to keep it for the remaining training. • Use the common image for tuning the meantime • Are the pictures still relevant? • Something new that come to or something that is not longer? • Why in that case? We have got other pictures / perspective during exercise? • By that we learned new or learned about, that is, it was not as we first thought.
links / material	Paper and pen and enough space to work in sub-groups

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Method title	**Praise, Criticism, or Feedback**
Aims	Help participants determine the differences between criticism, praise, and feedback – not only how to offer it, but how to receive it as well.
Unit / learning outcome	Unit 2/ learning outcome: Constructively criticize the key aspects of the achieved results by a team/group and vice versa
Description	*Time estimation for the exercise/method: <30 minutes* Discuss the difference between praise, criticism, and feedback and ask participants for examples of each. • Praise: an expression of approval • Criticism: an expression of disapproval based on perceived mistakes or faults • Feedback: information about a person's performance of a task – used primarily as a basis for improvement Divide the group into pairs of two. Read the following statements aloud – one at a time. It is suggested that the facilitator use different voice tones to truly help participants differentiate the intended meaning of each sentence (which, by the way, can certainly vary). After each statement, give each pair 10 seconds to decide whether the statement is criticism, praise, or feedback. Someone from each team should hold up the card that represents a collective decision. 1. Mr. Jones told me how much he appreciated your thank you note after the job interview. He thought it was a great personal touch. 2. Your desk is such a mess. Are you sure you are not trying to grow your own paper? 3. I noticed that you've been coming in late the last couple of days. 4. How many times do I have to tell you how to file these documents? 5. You look great today. 6. It would work better for me if I could explain my version of the story out loud before you ask questions. 7. You've improved a lot this week. 8. I found it difficult to evaluate this resume because it was messy.

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	9. I liked it much better when we got to choose the projects instead of being assigned to one. With the larger group, discuss the different ways people may react or respond differently to praise, criticism, and feedback. It is inevitable that we will all receive criticism at some point on the job, and the way in which we respond can impact our own attitude and the attitudes of those with whom we work. Discuss with the group how they, personally, respond differently to praise vs. feedback vs. criticism. Conclusion Take the opportunity to rephrase the way in which any of the above statements were made. How might rephrasing get a different response or reaction? If you had to make a rule for how you would like to receive feedback and criticism, what would that rule be? Extension activity: How does it make you feel when others criticize the work you do? Are you able to respond to feedback differently? Think about a time when you criticized someone else. What happened? How did that situation ultimately make you feel?
links / material	One set of “Praise | Criticism | Feedback” cards for each group.

Method title	**Card Pieces**
Aims	Show team members others' perspectives. It builds communication and negotiation skills and helps develop empathy.
Unit / learning outcome	Unit 2/ learning outcome: Constructively criticize the key aspects of the achieved results by a team/group and vice versa

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Description	*Time estimation for the exercise/method: <30 min* In this activity, team members trade pieces of playing cards to put together complete cards. Instructions: 1. Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card. 2. Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams. 3. Divide people up into teams of three or four. You need at least three teams. If you're short of people, teams of two will work just as well. 4. Give each team an envelope of playing card pieces. 5. Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy. 6. After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter. 7. When the time is up, count each team's completed cards. Whichever team has the most wins the round. Follow-Up: After the activity, ask your team members to think about the strategies they used. Consider these questions: • Which negotiation strategies worked? Which didn't? • What could they have done better? • What other skills, such as active listening or empathy, did they need to use?
links / material	Enough people for at least three teams of two. Playing cards – use between four and six for each person. A private room.

Method title	**The sandwich method**
Aims	To give constructive criticism

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	The analogy with a sandwich is made because you wedge your criticism between an opening and an ending.
Unit / learning outcome	Unit 2/ learning outcome Constructively criticize the key aspects of the achieved results by a team/group and vice versa
Description	*Time estimation for the exercise/method: <30 min* Your feedback process is broken down into 3 segments: 1.You start off by focusing on the strengths—what you like about the item in question. 2.Then, you provide the criticism—things you didn't like; the areas of improvement. 3.Lastly, you round off the feedback with (a) a reiteration of the positive comments you gave at the beginning and (b) the positive results that can be expected if the criticism is acted upon.
links / material	NA

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UNIT 3 Creative and critical thinking

Method title	**Fact or Opinion**
Aims	Allow participants to distinguish between arguments based on emotion and arguments based on facts.
Unit / learning outcome	Distinguish between arguments based on emotion and arguments based on facts providing specific examples
Description	*Time estimation for the exercise/method: 30 min* Divide the group into pairs and ask them to answer a set of questions and determine if they are arguments based on emotions or facts. For each answer provided, the participants should add an explaination about their choice.
links / material	Fact or Opinion Do you always know fact from opinion? It's not so easy to do sometimes. Try to determine whether each statement sounds like a fact or an opinion, and discuss with a colleague. In order to accomplish this exercise, you must use trustworthy sources. • My mom is the best mom on earth. • My dad is taller than your dad. • My telephone number is difficult to memorize. • The deepest part of the ocean is 35,813 feet deep. • Dogs make better pets than turtles. • Smoking is bad for your health. • Eighty-five percent of all cases of lung cancer in Europe are caused by smoking. • One out of every hundred European citizens is color blind. • Two out of ten European citizens are boring. You will probably find some of the statements easy to judge, but other statements difficult. If you can debate the truthfulness of a statement with your colleague, then it's probably an opinion!

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Method title	**Meet an entrepreneur**
Aims	Learn about entrepreneurial spirit Learn about realization of ideas and visions Get information about dealing with challenges Develop a positive image of entrepreneurs
Unit / learning outcome	Gather information before making decisions selecting the most relevant to solve a specific situation.
Description	*Time estimation for the exercise/method: 30-90 min* Invite an entrepreneur to talk about their business to the group. The entrepreneur should have ran their business for a few years and be successful with it. They should be willing to talk openly about challenges, budgets, visions and experiences. Possible questions: How did you start? What was your first idea? What was/is your biggest success? What challenges did you face? How do you deal with failure? What experiences were essential for you? What is entrepreneurial spirit for you? What would you recommend the participants if they think about being an entrepreneur?
links / material	Available material in classroom

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Method title	**Who to trust?**
Aims	Choose the most reliable sources of information. Explain and argue a choice
Unit / learning outcome	Gather information before making decisions, selecting the most relevant to solve a specific situation
Description	*Time estimation for the exercise/method: 1 hour* Note the following situations, and specify each time whether the suggested sources of information seem reliable or not, explaining your choices **1.** You wish to acquire the equipment necessary for the installation of an aquarium. a. A document you found on the Internet, which was produced by a specialty store b. A television documentary in which an aquarist made suggestions for those who wish to raise exotic fish c. Your friend François whose cousin knows someone who has an aquarium **2.** Looking for information on AIDS a. A photocopy of a very interesting article, you don't know from which magazine b. The medical book that your parents have for 20 years c. An article in a journal for medicine, which was recommended by the father of your friend Beatrice who is a doctor **3.** The "engineer in aircraft construction" job interests you. You want to know the placement statistics a. A report recently published in a business magazine, which provides statistics in various fields b. Your aunt who says that everyone knows that there is no market in this area c. The interview of the director of an engineering private school, who says that there is employment for those who choose these professions. After group discussion, clarify the points to which attention must be paid to whether a reliable source of information
links / material	Paper and pen

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Method title	**Cut the cake**
Aims	This activity is a fun and also challenging way to end a session and also shows the value of collaboration of all participants to try and come up with a solution together and get a piece of the cake, by applying creative thinking and problem solving techniques
Unit / learning outcome	Address problems in a systematic way through the resolution of practical cases· This method could also be used in learning outcome: Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation
Description	*Estimated time for the exercise/method: 30 minutes* The trainer brings in a cake to celebrate the end of a successful session. Participants cannot eat it until they have cut it. They cannot make more than three cuts and they must divide the cake into eight pieces.After 5 minutes , if the solution has not been found, either allow each participant a second chance, or demonstrate the answer. Solution : cut the cake twice on top (once in either direction) and once horizontally through the middle. After finding the solution, more cuts should be added according to the total number of participants in the class room.
links / material	One cake and a cake knife

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Method title	**Mind mapping**
Aims	Creative and critical thinking Problem solving in a systematic way
Unit / learning outcome	Address problems in a systematic way through the resolution of practical cases·
Description	A **mind map** is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.
links / material	Paper and pen

Method title	**Practical tips for solving a problem**
Aims	Improve students ability to face and find solution to problems.
Unit / learning outcome	Address problems in a systematic way through the resolution of practical cases.
Description	*Time estimation for the exercise/method: 30-90 min*

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	After reading the tips, the trainer propose a problem and students, divided in small groups, have to find different solutions keeping into consideration the tips given.
links / material	http://www.positivityblog.com/index.php/2007/07/02/16-practical-tips-for-solving-your-problems-more-easily/

Method title	**The Risk taking game**
Aims	Enable learners to demonstrate the skills needed to take calculated risks.
Unit / learning outcome	Address problems in a systematic way through the resolution of practical cases.
Description	*Time estimation for the exercise/method: 30-90 min* Students have to throw paper balls in a basket from a distance. The closer the learner is to the basket the lower the score is if they target the basket. See video for instructions.
links / material	https://www.youtube.com/watch?v=rz1kzGdron0

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Method title	**The Dumbest Idea first**
Aims	Explore creative responses for solving a problem
Unit / learning outcome	Implement flexible and creative responses as techniques for exploring different options for solving a problem/situation .
Description	*Time estimation for the exercise/method: Approx. 30 minutes* Present the group with a specific problem related with your subject module. For example, if the subject is basic natural sciences, the following problem can be asked to the group: “Where does the body "seek energy" to its vital functions and physical daily activity?” Hold a contest to get the dumbest idea out first. Encourage everyone to think of the absolute dumbest possible solutions to the problem. After you have a long list, go back through and see which ones may not be all that dumb.
links / material	A specific problem content related; Flipchart and markers

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Method title	**5 Whys**
Aims	This simple technique can often quickly direct you to the root of the problem. When a problem occurs, you uncover its nature and source by asking ""why"" no fewer than five times.
Unit / learning outcome	Learning outcomes Address problems in a systematic way through the resolution of practical cases. This method could also be used in learning outcome Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation
Description	*Time estimation for the exercise/method: 30 min* Example: 5 Why Problem: Your client is refusing to pay for the leaflets you printed for them. 1.Why? The delivery was late, so the leaflets couldn't be used. 2.Why? The job took longer than we anticipated. 3.Why? We ran out of printer ink. 4.Why? The ink was all used up on a big, last-minute order. 5.Why? We didn't have enough in stock, and we couldn't order it in quickly enough. Counter-measure: We need to find a supplier who can deliver ink at very short notice.
links / material	

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Method title	**Invent a product**
Aims	Use creativity Evaluate own capabilities and personal effectiveness Have fun
Unit / learning outcome	Unit 3/ learning outcome: Implement flexible and creative responses as techniques for exploring diffrent options for solving a problem/situation.
Description	*Time estimation for the exercise/method: 30-90 min* Set the task for every participant to invent a product (something real or something imaginative) and prepare a presentation for the group in 10 minutes. Present it and discuss capabilities and effectiveness. What skills did you use? What was the biggest challenge? Having an idea? Finding a way to present it? What could you add, if there was more time? Possible addition: Use cards with pictures or words, the cards are distributed randomly and are used as the starting point for the inventing of a product.
links / material	Available material in classroom

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Method title	**Things Around Us**
Aims	For the learners to see the potential of business in everyday objects.
Unit / learning outcome	Unit 3/ learning outcome: Implement flexible and creative responses as techniques for exploring different options for solving a problem/situation Can also be used on learning outcomes: Implement flexible and creative responses as techniques for exploring different options for solving a problem/situation Gather information before making decisions, selecting the most relevant to solve a specific situation .
Description	*Time estimation for the exercise/method: 30-90 min* Part 1 - The learners choose one object from their surrounding. Working in groups of three they think about different stages of its production. They come up with the ideas what role they could have in a production and supply chain of this particular item/product. Part 2 - The learners come up with the ideas, they think what improvements they could make to this object (to make it more useful, cheaper, more beautiful etc...) Part 3 - They present their objects and give a short presentation.
links / material	Everyday objects

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Method title	**Dealing with failure**
Aims	Find different possibilities to deal with failure Realize the importance of learning steps Explore personal attitudes towards failure Discuss group pressure
Unit / learning outcome	Unit 3/ learning outcome: Develop and implement creative ideas to ensure the preparation/launching of entrepreneurial initiatives This method could also be used in learning outcome Work cooperatively with colleagues, cooperation partners and/or potential customers from different cultural backgrounds towards the achievement of results Evaluate how others influence own' s decisions and vice-versa Constructively criticize the key aspects of the achieved results by a team/group and viceversa
Description	*Time estimation for the exercise/method: 30-90 min* As a trainer, set a task / play a game where the group is bound to fail. Let someone take notes on what happens in the group Discuss failure, overcoming frustration and anger and own abilities to succeed Possible games: Musical chairs: Players walk to music around a group of chairs containing one chair fewer than the number of players and rush to sit down when the music stops. The player left standing in each round is eliminated. Evaluate how the individuals feel, when there is no chair left for them. Chair game: Each person in the group takes her or his chair to the middle and the group forms a narrow circle

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	with the chairs. Each person stands behind the chair and holds the chair on two chair-legs with one hand. The group is instructed: “Your goal is to move once around the circle back to your original position. You are only allowed to use one hand. Each chair must stay on two legs. As soon as a chair is back on four legs, the whole group starts again from the starting point.“ Next to a lot of fun this game evokes also a group process and discussions about leadership, inclusion and exclusion (there is always somebody who drops the chair more often). The solution is, that the whole group must work together, otherwise this game can’t be won. The faster the game is, the less the group is able to succeed. Eggs can fly: Groups of 3 – 4 people invent an egg-flying machine. They only have the provided material and a (very) restricted amount of time. Evaluate also the group process.
links / material	For Eggs can fly: 1m cord 2 balloons 2 sheets of paper 2 sheets of carton 2 raw eggs 1 scissor 1m duct tape

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Method title	**BLIND SQUARE**
Aims	Solve problems in group dealing with mistakes and failures Develop team building skills
Unit / learning outcome	Unit 3/ learning outcome:: Adjust own performance to unforeseen situations, by taking risks and consciencly making decisions in face of a challenge This method could also be used in learning outcome: Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation Implement autonomously self-motivation strategies while solving a problem/situation
Description	*Time estimation for the exercise/method: Approx. 30 minutes* Ask the group to form a circle and put the blindfolds on. Then each person picks up the rope, which has been tied into a circle. Everyone should be standing on the outside of the rope. Ask the group to change from the circle position into a square without giving them instructions on how to proceed. When they consider that they have accomplished the task, ask them to remove the blindfolds and check which shape they have accomplished. Discuss with them what went right and what went wrong (i.e. no planning before starting the task, more than one leader, no active listening, etc.) After the discussion, ask them to put on the blindfolds again and try to do a different shape (i.e. triangle, circle etc.)

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links / material	one length of rope 50–100 feet long; blindfolds

Method title	**The SPIDERWEB**
Aims	Solve problems in group dealing with mistakes and failures Develop team building skills
Unit / learning outcome	Unit 3/ learning outcome: Adjust own performance to unforeseen situations, by taking risks and consciencly making decisions in face of a challenge This method could also be used in learning outcomes: Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation Implement autonomously self-motivation strategies while solving a problem/situation
Description	*Time estimation for the exercise/method: Approx.90 minutes* This activity requires some construction before its application. A spider web will need to be built between two trees with about one hole in the web for each person in the group. Holes should be of varying sizes and heights. Make two groups that will be competing with each other. Each group will have to pass all their members through the web without anyone touching it. If a person does touch the web, they must restart that player.
links / material	Nylon cord, 2 trees ☺

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Method title	**Cross Cultural Employment**
Aims	The learners will become aware of cultural differences and misunderstandings that can be caused.
Unit / learning outcome	Unit 3/ learning outcome: Develop and implement creative ideas to ensure the preparation/launching of entrepreneurial initiatives
Description	*Time estimation for the exercise/method: 1,5 hour* The learners work in groups of 4-5 people. They are faced with the following problem: "You are going to employ some people from a different cultural background. Think and write down all the difficulties that you think you may come across. Try to develop a plan which will minimize the risk of intercultural misunderstanding and will facilitate adaptation process". Consider the following: 1) Working time, public and religious holidays 2) Dress code 3) Addressing people 4) Language competence 5) Cuisine and meals 6) Attitude to time / punctuality 7) ICT competence 8) Employee- employer relationship 9) Potential training 10)Work-life balance, entertainment, bonus and incentives scheme Think of some areas that may cause trouble and try to prevent the trouble by taking appropriate measures. Present your solutions to other people.

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links / material	Sheets of paper or Word document

Method title	**The race**
Aims	Define strategies Adapt strategy to match with environment Identify attitudes towards risk taking
Unit / learning outcome	Unit 3/learning outcome: Develop and implement creative ideas to ensure the preparation/launching of entrepreneurial initiatives
Description	*Time estimation for the exercise/method: 1,5 hour* Trainees are divided into subgroups (maximum three to four trainees per subgroup). A car race is organized between subgroups: it will be represented by a distance of 23 points on a paperboard, the group that reaches the arrival first will win. Each subgroup, after discussion, will pick a card in 4 piles of 10 cards that represent different strategies: 1st pile: 5 cards "**+1**" and 5 cards "**+2**" 2nd pile: 6 cards "**+3**" and 4 cards "**-1**" 3rd pile: 4 cards "**+6**" and 6 cards "**-1**" 4th pile: 1 card "**+18**" and 9 cards "**-1**" (*Trainees are aware of the composition of the piles, which are remixed after each choice*) Several races could be done. The game takes place without intervention of the trainer: he has to look at strategies used, changes in strategies or not, in order to feed the debriefing.
links / material	40 cards: 1x "+18", 4x "+6", 6x "+3", 5x "+2", 5x "+1", 19x "-1" Paperboard

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Method title	**THE TIME MATRIX**
Aims	To evaluate the work done during the training sessions
Unit / learning outcome	Unit 3 Develop and implement creative ideas to ensure the preparation/launching of entrepreneurial initiatives
Description	*Time estimation for the exercise/method: Half day* There is a matrix divided in 4 columns: 1935 – 1975 – 2016 and Future for groups of adults. For groups with youngsters, you can use 1985 – 2005, 2016 and future. Subgroups have to describe how they were and how will be: writing, phones, music consumption and work. After the analysis of the matrix of the time, there will be a list with the challenges demanded by the new situation. Those challenges make us discover that we are inside a new paradigm and the main question to be answered is which attitudes/abilities must be developed to adapt to this new paradigm that will be called entrepreneurial spirit. At the end, there will be a list of competences, contents and skills to develop the entrepreneurial spirit.
links / material	Paper and pens (if needed, computer and internet access)

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Method title	**Personal experiences of failure**
Unit / learning outcome	Unit 3/ learning outcome: Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation.
Aims	Find personal experiences of failure and the lessons learned
Description	*Time estimation for the exercise/method: 30-90 minutes* Form small groups of 3 – 4 people Every person tells a short story about a “failure”: challenges, that couldn’t be met; visions and dreams, that didn’t come true; relationships that ended; business plans that failed… Ask these questions: What was the worst part in this experience? What was the best part in this experience? What did I learn for the future? Reflect the lessons learned first in the small groups and then shortly together in the whole group. Present the following **model of success "How to be great"** (source unknown from the Internet) To be great also means to go through these steps… the first one is wonderful, it seems, that everything is possible, already the second step is a bit demotivating, in the third you are not sure any more, in the fourth you loose the rest of your self-confidence, in the fifth you are nearly quitting… but the most important step is the sixth: you move on! There is no success without all the steps in between. 1. Excitement - Getting started, living the fantasy… 2. Realization - Losing, getting embarrassed, realizing you’re not as good as you thought… 3. Fatigue - Getting tired, mentally and physically… 4. Insecurity - Self-doubt, damaged confidence… 5. Quitting - Slowed progress, not getting any better, skipping … 6. Move on - Failure is the beginning (of greatness), not the end Reflect the steps and compare the with your own stories of success and failure. Where did you give up? For the future: On which step do you know to move on now?

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links / material	NA

Method title	**Business Model Canvas**
Aims	Be inspired to plan your business (ad)venture creatively but without forgetting any of the basic points. Learn to see in a simple way the connections between the different stages and elements of your project.
Description	The Business Model Canvas is a one page overview that lays out both what you do (or want to do), and how you go about doing it; enabling structured conversations around management and strategy by laying out the crucial activities and challenges involved with your initiative and how they relate to each other. This visual format, first introduced by Osterwalder and Pigneur, is useful for both existing and new organisations and businesses. Existing programmes can develop new initiatives and identify opportunities while becoming more efficient by illustrating potential trade-offs and aligning activities. New programmes can use it to plan and work out how to make their offering real.
links / material	Business Model Canvas https://www.youtube.com/watch?v=OoshJr_cEgY http://www.businessmodelcompetition.com/business-model-canvas.html http://www.businessmodelgeneration.com/canvas/bmc http://plataformac.com/ http://camaleones.org/ Simon Sinek 'Great leaders inspire action' http://www.ted.com/talk /simon_sinek_how_great_leaders_inspire_action?language=es

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Method title	**Individual Action Plan**
Aims	Define individual SMART goals and actions to reach these goals, Understand the importance and learn how to reflect on action plans and adapt accordingly.
Unit / learning outcome	Unit 3/ learning outcome: Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation.
Description	*Time estimation for the exercise/method: 45-60 min* The group discusses why it is important to have individual action plans and what SMART goals are. Each learner is given an action plan that they can use to develop personally and professionally. The action plan is designed to be specific, measurable, achievable, realistic and time bound. Each learner is given time to complete SMART (Small, Measurale, Achievable, Realistic and Timebound) objectives for themselves. The whole group discusses how and when these action plans should be reviewd and different methods of reflection Each learner will agree with the trainer the review timetable and how they are going to review their action plans. The action plan is a live document and will be updated at critical points to support the individual
links / material	Action plan with small, measurable, achievable, realistic and timebound actions.

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