PROJECT RESULT NO. 2

PART 1/5

KK50+

Syllabus with curriculum

TRAINING COURSE ENTITLED

Key competences for people 50+

Personal, social and learning to learn competence

2021-1-PL01-KA220-ADU-000035200

PREPARED BY THE PROJECT CONSORTIUM
(MAIN AUTHOR: ISC)

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Project result no. 2

Training course entitled:

Key competences for people 50+:

Personal, social and learning to learn

<u>Part 1/5 - Syllabus with curriculum</u>

Version: English

Prepared by the Project Consortium (main Author: ISC)

within the project 2021-1-PL01-KA220-ADU-000035200, „Key competences for people 50+"

Syllabus with curriculum

Form of teaching	Training course entitled: **Key competences for people 50+: personal, social and learning to learn skills**
Learning objective (knowledge, skills, attitudes)	Acquisition of competences (i.e. knowledge, skills and attitudes) by participants in the field of **personal, social and learning-to-learn competences.** **Knowledge**: Learn to listen to the other person and ask the right questions Learning to identify the real need Learning to learn Expressing oneself with ease in different types of interventions Know how to reformulate and synthesize **Skills**: Choose the right method for the situation Observe and choose appropriate communication channels Synchronize with the person you are talking to Strengthen your persuasive skills to give impact to your ideas Avoiding deadlock situations Develop your critical thinking skills **Attitudes**: Identify the basis for effective and healthy communication Developing assertive behaviour in interpersonal relationships Increase relational effectiveness in communication situations Develop assertive and constructive communication Managing sensitive issues and contexts that impact on the quality of the relationship

Means to achieve learning objectives / Teaching methods / Teaching tools	PPT course presentation Role plays Self-awareness tests Role-playing exercises Peer learning Brainstorming Integration exercises Creative warm-ups Discussion in groups, subgroups and pairs Case study
Prerequisites for learners/ Entry requirements for participants	A course designed for people over 50. However, it can also be used to teach adult learners of other ages.
Means to achieve learning objectives / Teaching methods / Teaching tools	Video projector Paper or computer support for the tests Paperboard
Teaching hours	Total: 50 teaching hours (50 x 45 minutes) including: 36 didactic hours of the compulsory curriculum and 14 didactic hours for supplementary tests and reading.
Structure of the course:	**INTRODUCTION: Measuring the initial level of key competencies**

– **Name of the course module** – **Units included in the module** – **Teaching time** – **Location**	**1. MODULE - The basics of communication (11 didactic hours + 3 additional hours):** 1.1 What is communication (**2** hours of instruction), place: lecture hall. 1.2 Verbal communication (**2** didactic hours + **1** hour), place: conference room. 1.3 The six qualities of good communication (**3** didactic hours + **1** hour), place: conference room. 1.4 Non-verbal communication and NLP (**2** didactic hours), place: conference room. 1.5 Transnational analysis (**2** didactic hours + **1** hour), place: conference room. **2. MODULE - Learning to learn (11 didactic hours + 4 additional hours):** 2.1. Memorization (**2** didactic hours + **1** hour), place: conference room. 2.2. Critical thinking (**1** hour didactic) + **1** hour, place: lecture hall. 2.3. Motivation (**2** didactic hours + **1** hour), place: classroom. 2.4. Confidence and resilience (**3** hours didactic), conference room location. 2.5. Life positions (**3** hours didactic + **1** hour) place: classroom. **3. MODULE - Time Management (7 didactic hours + 4 additional hours):** 3.1. Time blockers and stress management (**2** didactic hours + **1** hour), location: conference room. 3.2. Define and prioritize your activities (**2** didactic hours + **1** hour), place: conference room. 3.3. Plan your activities (**1** didactic hour + **1** hour), place: conference room. 3.4. Planning the future without stress (**2** didactic hours + **1** hour), place: conference room. **4. MODULE - Conflict Management (7 didactic hours + 3 additional hours):** 4.1 The different types of conflicts (**2** didactic hours), location: conference room. 4.2 The different reactions to conflicts and how to change negative actions (**2** didactic hours + **1** hour), place: conference room. 4.3 Our needs to live in harmony (**1** didactic hour + **1** hour), place: conference room. 4.4 Conflicts resolution (**2** didactic hours + **1** hour), place: conference room. **CONCLUSION: Measuring the final level of key competences**
Form of course	Teaching will be done in a stationary system.
Group size (minimum and maximum number)	10 participants

Literature and teaching materials for trainers	**Literature:** NLP in video: https://www.youtube.com/watch?v=MIl3WGKVBn4 NLP on a website: https://www.nlp.com/what-is-nlp/ AT in video: https://www.youtube.com/watch?v=NfIuXG8AN9Y **Teaching aids:** Presentation of the PTT Icebreakers: https://www.gpb.org/blogs/education-matters/2016/07/21/20-great-icebreakers-for-the-classroom The 7 principles of learning: https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/The-7-principles-of-learning How to develop motivation: https://www.tsw.co.uk/blog/leadership-and-management/vrooms-expectancy-theory/ **Material**: paper and pens, computer, mobile phone, paperboard, videoprojector.

Literature and teaching materials for participants	**Literature:**
	NLP Handbook: https://doc.lagout.org/science/WorkBook.pdf
	Who Stole My Cheese: Author Spencer Johnson
	How to create a Gantt: https://www.gantt.com/creating-gantt-charts
	Communication: https://open.lib.umn.edu/businesscommunication/chapter/1-2-what-is-communication/
	NLP in video: https://www.youtube.com/watch?v=MIl3WGKVBn4
	NLP on a website: https://www.nlp.com/what-is-nlp/
	AT in the video: https://www.youtube.com/watch?v=NfIuXG8AN9Y
	
	Videos:
	Eisenhower Matrix: https://www.youtube.com/watch?v=tT89OZ7TNwc
	
	Teaching aids:
	Presentation of the PTT
	Egogram: https://www.solutests.com/test-analyse-transactionnelle.php
	
	Personality tests:
	   – My assertiveness
	   – My response to conflict
	   – My level of self-confidence
	   – My level of resilience
	   – My important needs (Maslow's pyramid)

	– The 5 engines		
	– My time blockers		
	– My means of communication (VAKOG)		

Methods and forms of validation of learning outcomes	The evaluation of the acquisition/improvement of competences includes an evaluation in three dimensions: - Knowledge, - Competencies, - Attitudes. 1) Knowledge is measured twice (at the beginning and at the end of the course). Participants will complete initial and final competency tests: quizzes, questions and answers. 2) Skills are measured twice with personality tests, quizzes and role plays. 3) The attitudes that can be checked during the course are assessed by the trainer in the form of written advice and role-playing. **Templates for the initial and final knowledge/skills tests/exercises, the opinion of the course leader and other verification tools, as well as instructions for use and reading the results are attached to the programme.**

Detailed content of the modules (curriculum with learning outcomes and verification criteria)

1. MODULE - BASICS OF COMMUNICATION (14 HOURS): (11 hours compulsory, 3 hours for personality tests and reading or watching videos)

Module unit	Educational content (topics/exercises/other)	Learning outcomes (knowledge, skills, attitude)	Verification criteria
1.1 What is communication? (2 teaching hours), location: classroom	– The post-it round – Did you know that? – Some definitions – The three types of communication – Did you say: communicate? – Game: Is my communication clear?	**Knowledge:** Have the same sense of communication Identifying our communication problems **Skills:** Be able to communicate well **Attitude:**	The participant can: Describe what communication is. Identify communication problems.

		Being open to other communication styles	
1.2 Verbal communication (2 didactic hours + 1 additional hour), place: conference room	– Difference between verbal and non-verbal – How does the brain work? – The left brain – The right brain – Test: Colour Game – Barriers to communication – Role-playing	**Knowledge:** Discover tools to improve communication and learning **Skills:** Improving our communication Remove our communication blockers **Attitudes:** Determine how we communicate with others	The participant can: Understand how your brain reacts. Explain verbal communication. Understanding the reality of others.
1.3 The six qualities of good communication (4 teaching hours), place: conference room	– The knowledge to be a good communicator – Assertiveness – Test: are you assertive? – Open-mindedness – Empathy – Clarity – Active listening – Feedback	**Knowledge:** Learning to be assertive Discovering our level of assertiveness Determining our level of empathy **Skills:** Improve our assertiveness Develop our empathy **Attitudes:** Demonstrating confidence Be less or more passive Be less or more aggressive Be less or more manipulative Listening to others	The participant can: Define their level of passivity, aggression, manipulation or assertiveness when communicating with others. Adapting communication to the situation. Understand the meaning of empathy. Develop empathy when communicating with others.
1.4 Non-verbal communication and NLP (2 teaching hours), location: conference room	– Types of non-verbal communication – Introduction to NLP – Beliefs	**Knowledge:** Discover tools to improve communication and learning **Skills:** Improving our communication	The participant can: Discover the importance of non-verbal communication.

		Attitudes: Improve our non-verbal communication	Improve non-verbal communication skills.
1.5 Transnational analysis (2 hours didactic), location: conference room	– Founder – Introduction to Transactional Analysis – Online test (link) – Presentation of the 5 drivers and how to say "no" when you don't want to say "yes – Test: what are your drivers? – Individual interpretation – The ego states – Transactions (single and cross) – Role play	**Knowledge:** Determining your own drivers **Skills:** Learn to say "no" Find the best positions when dealing with others. **Attitudes:** Be able to adapt our response to the situation	The participant can: Understand why they can't say "no" without feeling guilty. Adapt your behaviour to the situation. Determine which ego states he/she uses in different situations.

2. MODULE - LEARNING TO LEARN (15 HOURS DIDACTICS): (11 compulsory hours and 4 hours for tests and reading)

Modular unit (as indicated in the *Course Structure* section)	Content of the course	Learning outcomes (Knowledge, skill, attitude)	Verification criteria
2.1 Memorizing (3 teaching hours), place: conference room	– The 4 learning styles – Test: What are your learning styles? – A tool for better memorization: the VAKOG Test: What is your memorization profile?	**Knowledge:** Determine our learning styles in order to learn faster Discover our preferred method of memorization **Skills:** Adapt your learning style to the subject Discover your preferred mode of communication **Attitudes:**	The participant can: Understanding how our brain works. Determine how you memorize. Improve memory. Improve communication by using the best communication channel.

		Understanding that we are all different Be able to help others learn Adapting our communication to others	
2.2 Critical thinking (2 teaching hours), place: conference room	− Definition of critical thinking − The 5 skills of critical thinking − How can we improve our critical thinking?	**Knowledge:** Developing our critical thinking skills **Skills:** Observation, analysis, deduction, communication, problem solving **Attitudes:** Be able to remain as objective as possible when considering information or a situation	The participant can: Use critical thinking to observe, analyse, deduce, communicate and solve problems. Remain objective when solving a problem.

2.3 Motivation
(3 teaching hours), place: conference room
	− Developing motivation
	− Maslow's pyramid of needs
	− Test: Determining your own needs
	Victor Vroom's theory of expectation
	    o Life expectancy
	    o Instrumentality
	    o Valence
	− How to find our deepest motivation
	− Video (link)
		Knowledge:
		Learning to find a good motivation
		Skills:
		Knowing what our motivating factors are
		Attitudes:
		Be a good motivator for others
			The participant can:
			Determine your own motivation.
			Explain why.
			Find out what motivates them.

2.4 Confidence and resilience (3 teaching hours), place: conference room	− Types of self-confidence − Causes of loss of self-confidence − tips to help you gain confidence − The origins of resilience − The benefits of resilience − Things to grow: 10 keys to resilience	**Knowledge:** Determining our level of self-confidence and resilience Developing self-confidence **Skills:** A positive dialogue with oneself Progress, not perfection	The participant can: Determine their level of self-confidence and resilience. Have a positive self-talk.

		Taking care of your physical and mental health Keeping problems in perspective Connecting with other people Focus on your strengths Keeping hope alive Be resilient in your beliefs **Attitudes:** Have better communication Opening up to problems.	Take care of your physical and mental health. Keeping the issues in perspective. Connect with other people. Focus on your strengths. Keeping hope alive. Be resilient in your beliefs.
2.5 Life positions (3 teaching hours), place: conference room	– Life positions – Recognition – How to say "no"? – The 5 drivers – Test: Why we can't say 'no' (appendix - identify the binding messages)	**Knowledge:** Determining one's own life positions **Skills:** Learning to say "no" **Attitudes:** Be able to adapt our response to the situation	The participant can: Understand why they can't say "no" without feeling guilty. Adapt your behaviour to the situation.

3. MODULE - TIME MANAGEMENT (11 HOURS): (7 hours compulsory and 4 hours for tests and reading)

Modular unit (as indicated in the *Course Structure* section)	**Content of the course**	**Learning outcomes (knowledge, skills, attitude)**	**Verification criteria**
3.1 Time blockers and stress management (3 teaching hours), place: conference room	– Why manage time? – Does stress affect you? – Physical manifestations – Psychological manifestations – Behavioural manifestations (	**Knowledge:** Learning about the psychological effect of time on people **Skills:**	The participant can: Determine your time blocks. Be able to manage time-related stress.

	– The basic properties of time – The subjective duration of time) – Definition of time management – Test: What is your conception of time? – What are your problems with time? What determines your conception of time?	Becoming aware of what we really want to do **Attitudes:** Identify the causes of stress	
3.2 Define and prioritise activities (3 teaching hours), place: conference room	– Preparing to invest in change – Some concepts – The Eisenhower principle – Five time management tips – The priority pyramid – Parkinson's Law – The Pareto principle	**Knowledge:** Learn to break down the activities you want to do in the near future Learn to sequence and prioritise activities **Skills:** Be more organised in daily life **Attitudes:** Proactivity	The participant can: Develop a list of activities. Organise activities in sequence. Prioritise the activity using the Eisenhower matrix.
3.3 Planning your activities (2 hours of instruction), location: conference room	– Pareto theory adapted to time – Some techniques – Colour codes – Appropriate use of technology – Reading technique – The NERAC method	**Knowledge:** Learn to plan your daily activities so that you don't waste time Know how to plan an agenda **Skills:** Be more organised in daily life **Attitudes:** Proactivity	The participant can: Create your own Gantt
3.4 Planning for the future without stress (2 hours didactic), place: conference room	– Evaluating time – Planning – Setting priorities – Procrastination	**Knowledge:** Learning to plan for the future without guilt Developing a professional and personal plan	The participant can: Project yourself into the future with as many realistic steps as possible.

Test: Do you procrastinate?		**Skills:**	
What are your priorities today?		Reduce stress levels	
		Attitudes	
		Identifying the causes of time-related stress	

4. MODULE - CONFLICT MANAGEMENT (10 HOURS DIDACTIC): (7 hours compulsory and 3 hours for tests, reading)

Modular unit (as indicated in the *Course Structure* section)	Content of the course	Learning outcomes (knowledge, skills, attitude)	Verification criteria
4.1 The different types of conflict (2 didactic hours), place: conference room	- Is conflict a necessity? - Conflicts and disagreements? - The different levels of conflict - The different types of conflict - The different causes of conflicts: misunderstanding, psychological, company-related - Some techniques to avoid conflict - Steps to avoid conflict	**Knowledge:** Learn the different types of conflicts **Skills:** Determine what needs to be met in order to be satisfied. Understand that we do not all have the same needs. **Attitudes:** Be open to the needs of others.	The participant can: Identify a type of conflict and highlight latent conflict. Differentiate between conflicts of opinion, interest and need. Understand their particular needs. Understanding the needs of others.
4.2 The different reactions to conflicts and how to change negative actions (3 teaching hours), place: conference room	- Common reactions to change - Individual reactions to change - The four types of resistance to change What is the best way to respond to change?	**Knowledge:** Learn the different reactions to conflict **Skills:** Improve our relationships with others, especially when we are in conflict **Attitudes:** Determining how to react when we are in conflict	The participant can: Adapting one's reaction face to conflicts. Understand the reaction of others.

		Knowledge:	The participant can:
4.3 Our needs for living in harmony (1 teaching hour), place: conference room	– Managing conflict: the different stages – The five strategies for resolving conflict – The choice of strategy – Personality of the protagonists – Some rules to follow	**Knowledge:** Learning what helps us to live in harmony **Skills:** Be able to accept yourself. **Attitudes:** Fighting against what prevents us from living in harmony Learning to be at peace with yourself	The participant can: Determine what prevents him from living in harmony. Be able to accept your way of thinking. Being able to find peace with oneself.

4.4 Resolving conflicts (2 teaching hours), place: conference room	– Resolving the conflict: step by step
	– How to respond to conflict:
	  • The DESC method
	  • The broken record
	  • The counterpoint
	  • Globalization
	  • The sphynx
	  • The quilt technique
		Knowledge:
		Determining our level of self-confidence and resilience
		Developing self-confidence
		Learning to solve problems
		Skills:
		A positive dialogue with oneself
		Progress, not perfection
		Taking care of your physical and mental health
		Keeping problems in perspective
		Connecting with other people
		Focus on your strengths
		Keeping hope alive
		Be resilient in your beliefs
			The participant can:
			Determine your level of self-confidence and resilience.
			Have a positive self-talk.
			Take care of your physical and mental health.
			Keeping the issues in perspective.
			Connecting with other people
			Focus on your strengths
			Keeping hope alive
			Being resilient in your beliefs

		Attitudes: Have better communication Opening up to problems.	