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PROJECT RESULT NO. 2

PART 2/5



Materials for educators, trainers (training scenario/trainer's manual)

TRAINING COURSE ENTITLED

Key competences for people 50+
Entrepreneurship

2021-1-PL01-KA220-ADU-000035200

**PREPARED BY THE
PROJECT CONSORTIUM**

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VERSION: ENGLISH

FREE PUBLICATION

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Project result no. 2

Training course entitled:

Key competences for people 50+:

Entrepreneurship

Part 2/5 - Materials for trainers

Version: English



Prepared by the Project Consortium (main Author: Deinde)

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

The project implemented under the Erasmus+ program, from 1 February 2022 to 30 November 2023 by the consortium: Deinde sp. z o.o. (Poland), Institut Saumurois de la Communication (France), INERCIA DIGITAL SL (Spain), Stiftelsen Mangfold i Arbeidslivet (Norway).



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Materials for trainers



Introduction (1 hour)				
Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes):	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
	<p><u>Group acquaintance + "icebreaker"</u></p> <p>The trainer introduces himself/herself to the group and proposes an "icebreaker" game - "Find someone who..."</p> <p>Each person gets a "Find someone who..." sheet, e.g. has a cat, likes to get up very early, doesn't like tomatoes, knows how to ride a bike, has a special hobby, etc. (The number of questions may depend on the size of the group). The task of the participants is to find someone among other people who meets the given condition and enter the name of this person in their card. In this way, the participants get to know each other – their names, and learn something about themselves.</p> <p>The game ends when everyone completes all the fields on their cards.</p>	10 minutes	"Find someone who..." worksheet	
	<p><u>Programme and rules of the course</u></p> <p>The trainer briefly presents the programme of the course and sets the rules for the classes, for example:</p> <ol style="list-style-type: none"> 1. We respect each other 2. We are punctual 3. We do not interrupt when someone is speaking 4. We don't make fun of others <p style="text-align: center;">etc.</p>	10 minutes		



	<u>Pre-test - measurement of participants' initial competencies</u> The purpose of the test is to measure the initial knowledge of the participants (before the start of the course), therefore it also includes the answer "I don't know" (I'm not sure).	approx. 25 minutes	test sheets	
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Module 1: SELF-AWARENESS AND CREATIVITY IN MY LIFE				
Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes):	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.



<p>1.1 Self-awareness - the art of self-insight (6 h + 4 extra)</p>	<p><u>Self-consciousness</u></p> <p>Introduction to the definition of self-awareness. Ask the participants to each name one word that they associate with the concept of self-awareness (round).</p> <p>Read/show on Powerpoint presentation (slide 2) quote by August Witt: "<i>Self-awareness is the development of a personality that is made beautiful by happiness and love.</i>" Ask participants how they understand and interpret this quote. Encourage the group to discuss and then ask them to share what self-awareness means to them. Can anyone come up with a definition of self-awareness? Write down ideas/associations on the flipchart.</p> <p>Read the definition of self-awareness and its division into internal and external awareness. (Presentation 1.1, Slide 4)</p> <p>Ask the group why self-awareness is important (discussion).</p> <p>Self-awareness #81 – Jaroslaw Gibas (jaroslawgibas.com)</p> <p>The Beauty of Mind - An opinion-making and hobby blog on topics related to psychology, philosophy and art. (beautifulmind.com)</p>	<p>15 minutes (+additional 15 minutes)</p> <p>15 minutes (+additional 15 minutes)</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 1.1</p>	<p>– Knowing what self-awareness is (definition)</p>
	<p><u>Emotional intelligence</u></p> <p>Introduction to the concept of emotional intelligence. Ask participants how they would define emotional intelligence. What associations do they have (brainstorming)? Write down the given suggestions on a flipchart so that the participants can record them through a visual message.</p>	<p>20 minutes (+additional 15 minutes)</p>	<p>Computer, projector, flipchart</p> <p>Presentation 1.1</p>	<p>– Knowing what emotional intelligence is (definition)</p>



	<p>Briefly introduce the figure of Daniel Goleman (slide 5). Give a definition of emotional intelligence (Presentation 1.1, slide 6).</p> <p>Cogni-Logos (cognilogos.blogspot.com)</p> <p>Emotional Intelligence - According to Daniel Goleman - Exploring your mind (pieknoumyslu.com)</p>			
	<p><u>5 components of emotional intelligence</u></p> <p>Show the graph (slide 7) and discuss the individual components of emotional intelligence. Give an example for each item. Ask participants to give their own examples/experiences.</p> <p>Examples you can use:</p> <ul style="list-style-type: none">• Self-regulation – can be related to the fear of visiting the dentist, as well as the joy of meeting friends or a partner. Situations in which emotions appear make us automatically select them along with the information coming in at the moment. We regulate them when we state, for example, "I am afraid of visiting the dentist, but I will have healthy teeth"; "I'm stressed about defending my diploma thesis, but thanks to this I will have a higher education." An example of regulation is also stopping crying, joy.• Empathy is the ability to empathize. We must remember that a true empathic attitude takes place when we accept human individuality, get rid of all stereotypes, ideas or judgments about a given person. Examples are: helping an elderly or blind person to cross the street, enjoying	<p>20 minutes (+additional 20 minutes)</p>	<p>Presentation 1.1</p>	<p>– Knowledge of the 5 components of emotional intelligence</p>



	<p>someone's success or happiness, shopping for a neighbour who needs help, etc.</p> <ul style="list-style-type: none">• Social skills - the ability to deal with other people, thanks to which we can easily adapt, e.g. in a new job, easily establish new relationships. Also assertive attitude, verbal and non-verbal communication, understanding a given group; whether we recognize and understand what are the determinants in actions or in relations in a particular group. Motivating others to act through your attitude is also a good example.• Motivation - setting your own goals, openness to the opinions of others - both positive and negative, which are always motivating, appreciating our "loving critics", getting rid of bad habits, taking risks. When we feel a strong desire to do something, so strong that no one can stop us, it means that we are very motivated.• Self-consciousness – identifying specific, own emotional states and determining their impact on others, observing how much our emotions penetrate into our relationships, etc. An example of self-awareness may be when we find that we feel very good with one person, and we feel discomfort with another; I know that I am closer to my goal than a year ago; during a family dinner I was wrong and hurt my sister's feelings, I want to make amends and apologize to her, etc. <p>12 tips on how to motivate yourself to reach the top (rosnijwsile.pl) Emotional intelligence and its competences - BLOG Private addiction treatment center Tęcza - rehab, alcohol therapy (techacpt.pl)</p>			
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	<p><u>The benefits of self-awareness</u></p> <p>Invite the participants to "brainstorm" - ask them to reflect and give their ideas of what they think is the benefit of self-awareness. Remind the participants that each of them can submit as many examples as they want and that they cannot be criticized by anyone. Write down all the examples given by the participants on a flipchart</p> <p>Introduce slides 8-9 "Benefits of self-awareness." Provide more examples of the benefits of self-awareness (understanding your thoughts and feelings, expressing yourself authentically, learning more effectively, increasing self-esteem, strengthening self-discipline, establishing good relationships, the ability to listen, greater agency in decision-making, changing habits, better perspective).</p> <p>The benefits of self-awareness - WAREZA DIARY (augustynski.eu)</p> <p>Managing emotions, the human way. What does emotional management mean? - Manufaktura Development</p>	<p>15 minutes</p> <p>(+additional 25 minutes)</p>	<p>Presentation 1.1</p>	<p>- Knowledge of the benefits that can be achieved with a high level of self-awareness</p>
	<p><u>8 pillars of inner self-confidence</u></p> <p>Present slide 10 - 8 pillars of self-confidence. Read each of the pillars of self-awareness (encourage the participants to exchange opinions, to give ideas through questions, i.e.: What does self-esteem mean?; What does responsibility for your own life mean to you?; What do you mean by positive attitude approach? etc.) Add the participants' suggestions to the presentation at each pillar, in case of difficulties, give one option for each.</p>	<p>20 minutes</p> <p>(+additional 15 minutes)</p>		<p>– Knowledge of the 8 pillars of inner self-confidence</p> <p>– Proactivity</p>



	<p>Pillar 1 Self-awareness - deepen your self-awareness</p> <p>Pillar 2 Self-acceptance - look at yourself with your heart</p> <p>Pillar 3 Self-satisfaction - appreciate your actions</p> <p>Pillar 4 Self-confidence - do not doubt yourself, even when you have difficult moments, look for solutions</p> <p>Pillar 5 Value - put yourself first</p> <p>Pillar 6 Confidence in yourself - make decisions and act with confidence in yourself</p> <p>Pillar 7 Responsibility for your own life - live in a way of not doing anything against yourself, with dignity, bear the consequences for bad decisions and accept what serves and what does not serve as a lesson.</p> <p>Pillar 8 Positive attitude - try not to take everything "too seriously", distance yourself, look for advantages in every situation.</p>			
	<p><u>Exercise no. 1 - WORKSHEET 1.1</u></p> <p>Self-awareness is an essential component of emotional intelligence. It also includes self-knowledge. Encourage the participants to test their knowledge about themselves. Ask to fill out the cards:</p> <p>"Test Your Self-Awareness"</p> <ol style="list-style-type: none"> 1. What is most important to you in life? 2. What are your values? 3. What gives you energy? 4. What makes you lack energy? 5. My most pleasant memory from last year is . . . 6. What trait do you like most about yourself? 	<p>30 minutes (30 mins extra time)</p>	<p>WORKSHEET 1.1</p>	<ul style="list-style-type: none"> - The participant, through insight into his/her personality, based on the answers to the questions, is able to determine which of his areas require development/work . - Proactivity - Empathy and care for people and the



	<p>7. Who is most important to you in life? 8. Who is your greatest support? 9. How do you take care of yourself? 10. What makes you happy? 11. What makes you sad? 12. What makes you angry? 13. How do you make your decisions? 14. How often do you enjoy the little things? 15. When do you feel grateful? 16. What calms you down? 17. What relationships are supportive for you? 18. What do you like doing in your free time? 19. What do you value most about your job? 20. What is your strength? 21. What is your weakness? 22. What motivates you to develop? 23. Finish this sentence: I can't imagine my life without.....</p> <p>Encourage the group to discuss.</p> <p>Additional questions: <i>Were there any questions that made you think about whether the task was difficult/easy?</i> <i>Were there any questions you didn't answer?</i></p>			<p>world, taking responsibility, being guided by ethics in the entire process</p>
	<p><u>Ways to increase self-awareness - introduction</u></p> <p>How to take care of your self-awareness? Encourage the group to discuss.</p>	<p>10 minutes (+additional 10 minutes)</p>	<p>Presentation 1.1</p>	<p>– Knowledge of methods and tools to increase self-awareness – Proactivity</p>



	<p>List the important factors that are needed when working on self-awareness and show how important cognitive processes are (slide 11).</p> <p>All this is needed in everyday work on self-awareness!</p> <p>How to develop and take care of self-awareness? – Digital Nurses Association (pielegniarkicyfrowe.pl)</p>			<p>– Empathy and care for people and the world, accepting responsibility, being guided by ethics in the entire process</p>
	<p><u>Ways to increase self-awareness - the “4P” method</u></p> <p>4P – Method name comes from the first letters of Polish words: <i>Przestań</i> (stop), <i>poczuj</i> (feel), <i>poznaj</i> (know), <i>prowadź</i> (keep)</p> <p>Familiarize the participants with the 4P method - slide 12</p> <p>METHOD 4P - Briefly explain to the participants the meaning of each of the 4 variants:</p> <ol style="list-style-type: none"> 1. STOP - Explain to the participants that all emotions we experience are valuable and it is important that we allow ourselves to look deeper into our own emotions, no matter what they are, so that we can find their source. Dividing emotions into positive or negative often stops us from understanding what we feel and why. 2. FEEL – It is important to listen to our own body. It is a training that, when practiced, helps us a lot in understanding the current situations we find ourselves in and the emotions associated with them. The point is to calm down, it's best to close your eyes and remember extreme situations from our lives. It is important that these were situations that, when we reach our memory, were associated with strong emotions, preferably opposing 	<p>30 minutes</p>	<p>Presentation 1.1</p>	<p>– Knowledge of methods and tools to increase self-awareness</p> <p>– Proactivity.</p> <p>– Empathy and care for people and the world, taking responsibility, being guided by ethics in the entire process</p>



	<p>ones. In this process, let's try to focus on the body where we feel tension, whether it's a tightness in the stomach, or maybe a lack of breath, or maybe a pleasant shiver associated with some excitement. Such recognition of signals will make us able to delve into our emotions in "here and now" situations.</p> <p>3. KNOW - Everyone has sensitive points that are "triggered" in a relationship or contact with another person. For example, when we naturally like peace and work in a place where every little sound, conversations of our co-workers irritate us, disturb our thoughts, we must try to find the best solution to be able to regain concentration, e.g. by putting earplugs in our ears or closing the door from your office. It is especially important to work on our "triggers". Once we are aware of them, we can look for solutions to prevent or reduce them over time.</p> <p>4. KEEP - keeping a diary is somewhat similar to keeping a diary in your teenage years. The point is to describe the situations we find ourselves in and the emotions that accompany us. Thanks to such practices, we will easily distinguish emotions that serve us from those that lower our well-being. Another advantage is an objective view of oneself, noticing certain patterns of behaviour. We look from a completely different perspective, and best of all, we can make decisions about change. Our self-awareness is constantly evolving.</p> <p>Introduce slide 13 to the participants and give more ways to increase our self-awareness:</p> <p>-Looking for new experiences</p>			
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	<p>-Recognition of cognitive distortions -Analysis of professed values -Seeking the opinions of loved ones about your attitudes, characteristics or behaviours</p> <p>Together with the group, write on the flipchart how each variant can be developed.</p> <p>Psychology over coffee - Psychological blog Emotional self-regulation Get to know yourself (poznacsiebie.pl)</p>			
	<p>Exercise no. 2 - WORKSHEET 1.1</p> <p>(slide 14-15)</p> <p>Introduction to the exercise: Information on the importance of cognitive functions in developing self-awareness.</p> <p>For the development of our cognitive functions, exercises, logical and strategic games that require our commitment and thinking will be helpful.</p> <p>Examples of such games are: crosswords, scrabble, memory, chess, "cities-states", puzzles, etc. Let us remember that reading also has a great impact on the abilities of our brain, stimulating our senses, developing our emotions. Let's not forget about physical activity either.</p> <p>Distribute the prepared templates to the participants and explain what the exercise is about. For a minute, the participants look at the pictures and their arrangement on slide 12. After a minute, minimize the presentation and give the listeners time to write the items they remembered in the right places.</p>	<p>15 minutes (+additional 5 minutes)</p>	<p>Prepared templates on cards to be completed (WORKSHEET 1.1), pens</p> <p>Presentation 1.1</p>	<p>– The participant trains his/her cognitive functions</p>



	<p><u>Beliefs that facilitate and limit effective action</u></p> <p>Beliefs, otherwise views, ways of acting, attitude towards something when we believe that something is right or true, have been with us from an early age. Later, they are shaped at different stages of our lives. Most of the time, we cling to them and it's hard for us to change our approach. However, it often happens that our beliefs become a reflection of our reality. They can help us or hurt us.</p> <p>Introduce limiting and facilitating beliefs to the participants by giving examples, slides 16-17.</p> <p>Exercise 3</p> <p>Ask participants to analyze their beliefs that negatively affect effective action and look for alternatives that have a positive impact. Ask them to write negative beliefs in the first column and alternative beliefs that facilitate effective action in the second column.</p>	<p>20 minutes</p> <p>(+additional 10 minutes)</p>	<p>WORKSHEET 1.1</p>	<p>– Knowledge about beliefs that hinder and facilitate effective action:</p> <p>The participant is able to use at least one tool or method to build and support beliefs that facilitate effective action,</p> <p>The participant is able to use at least one tool or method to remove beliefs limiting effective action,</p>
	<p><u>Unmasking habits that prevent effective action</u></p> <p>Show slide 18. List the good and bad habits shown in the pictures. Introduce the participants to the topic by reminding them of these good and bad habits based on graphics.</p> <p>Then go to slide 19 and briefly present what good and bad habits cause in our lives.</p> <p>How to get rid of bad habits? - Psychologist Monika Gawrysiak</p>	<p>10 minutes</p> <p>(+additional 5 minutes)</p>		<p>- Taking action to eliminate habits that prevent effective operation</p> <p>- Undertaking actions aimed at creating and consolidating own habits that facilitate effective action</p>



				<p>The participant is able to use at least 1 tool or method to build and consolidate habits that facilitate effective action,</p> <p>The participant is able to use at least one tool or method to remove habits that hinder effective action</p>
	<p><u>7 Habits of Effectiveness</u></p> <p>Introduce the participants to slide 19 - 7 habits of effective action and discuss individual habits.</p> <ul style="list-style-type: none"> • H1 - be proactive (healthy eating, physical activity, attention to sleep/rest, preventive healthcare, attention to development in various areas of your life) • H2 - start with a vision of the end (a person who cares about a valuable life, bringing good to the lives of others until the very end) • H3 - do what is most important first (set priorities in life and make sure you take care of them in the right order) • H4 - think in terms of win-win (enter into win-win arrangements in life, e.g. the son needs his father's car to get to training, the father agrees on the condition that he 	20 minutes		<ul style="list-style-type: none"> - Identifying your own habits as facilitating effective action - Proactivity. - Empathy and care for people and the world, taking responsibility, being guided by ethics in the entire process



	<p>refuels the car, and the son makes sure that the car is always clear. Both sides are winning.)</p> <ul style="list-style-type: none">• H5 - first try to understand, then be understood (Such situations can be gained through cooperation, thinking about others and their needs)• H6 - synergy (a group participating in a brainstorming is able to do more than each individual)• H7 - sharpening the saw (when we cut a tree and at some point we can't go on, we have to sharpen the saw, just like in life sometimes we have to let go and take care of ourselves, read, take a bath, meditate, take a walk, take care of each of our spheres). <p>List the methods of building and consolidating habits that facilitate effective action. Give examples. Encourage the group to discuss.</p> <p>METHODS FOR BUILDING AND PRESERVING HABITS THAT FACILITATE EFFECTIVE ACTION</p> <p>Examples that you can use during discussions with the group:</p> <ul style="list-style-type: none">• SPECIFIC START DATE (do not say that you start, for example, to take care of physical activity from the new year or after Christmas. We set a specific date, preferably from tomorrow).• A COMPANION ON THE WAY (it is important to have a supportive environment or someone who will accompany us on this road in the process of creating good habits), especially when we work together with a group whose individuals support and motivate each other.			
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	<ul style="list-style-type: none"> • REWARD (there is a reward in the wheel of habit, but it's not about something we can buy, it's not about material goods. It's about the very fact that I do something for myself and the end result it brings. For example, regular exercise and weight loss with good nutrition relieve my spine and I gain health, and when I am healthier, I set an example for my loved ones and maybe I will inspire someone with it. <p>BUILDING HABITS - A Better Version of Yourself (openmindarea.pl)</p> <p>10 ways to effectively create good habits - Productive</p>			
	<p>Exercise 4</p> <p>Invite the participants to reflect on their habits that prevent them from being effective. Ask the participants to write them into the table in the first column. In the second column, ask for alternative habits that support effective performance.</p> <p>Discussion:</p> <p>Ask the participants...</p> <p>Questions for discussion:</p> <p><i>“Was the task easy/difficult?”</i></p> <p><i>“What was the problem for the group?”</i></p> <p><i>“Is it easier to list bad or good habits?”</i></p> <p><i>“Do they want to share what they entered in the table?”</i></p>	<p>30 minutes (possibly additional 15 minutes)</p>	<p>WORKSHEET 1.1</p>	<p>- The participant is able to distinguish between good and bad habits</p> <p>- Proactivity</p>



<p>1.2 Advantages of knowing one's strengths and weaknesses (3h + 1 extra)</p>	<p><u>Basic personality traits</u></p> <p>Introduction to the definition of personality: Encourage the group to share their examples. Ask them what <i>personality</i> means to them, what do they mean by this term?</p> <p>Present the PowerPoint presentation “The advantages of knowing your strengths and weaknesses”, slide 1 “Human personality”, read the definition of personality and the factors that influence it.</p> <p>Personality is a characteristic, relatively constant way of how an individual reacts to the social and natural environment, as well as the way of interacting with it. Several factors influence the formation of our personality:</p> <p>Temperament - (inherited) a set of characteristic features that is not dependent on the acquisition of knowledge, value system or behaviour. This is our disposition/nature, which we can easily control.</p> <p>Upbringing - the process of teaching children, transferring values and principles by parents, teachers' input, as well as observing siblings, peers, the functioning of their families, the environment (so-called modelling).</p> <p>Environment - everything around us.</p> <p>The big five</p> <p>Exercise 5</p> <p>Ask the participants to assign 5 adjectives to each of the factors that they think describe character traits. If the task is difficult, suggest that the participants imagine a person from their environment who is, for example, agreeable or extroverted and list</p>	<p>30 minutes</p>	<p>Presentation 1.2</p> <p>WORKSHEET 1.2</p>	<p>- Knowledge of basic personality traits</p>
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	<p>their characteristics. Give an example: Agreeableness - cooperative, trusting, kind, etc.</p> <p>After completing the exercise, ask the participants to share their ideas, present slides after each trait (slide 4 to slide 8) and read a short description of people with big 5 traits.</p> <p>(Slide 4) Agreeableness - People characterized by this trait are positive about the world. As a rule, these individuals are very trusting, sincere, acting for the benefit of others. These people do not like conflicts.</p> <p>(Slide 5) Openness - Open people can infect others with their warmth, they have no problem talking about feelings, they are aware of their own emotions. They are mostly creative people, hungry for experiences: those concerning their inner and outer world, they like novelties, new ideas.</p> <p>(Slide 6) Conscientiousness - People who are very organized, dutiful, disciplined, have clearly defined goals they strive for. They are characterized by commitment and responsibility.</p> <p>(Slide 7) Extroversion - Lively, sociable people, often talkative. They like to be among people and are often perceived as dominant, in the centre. Extroverts are full of energy, action-oriented, they feel bad in solitude, they can win people over.</p> <p>(Slide 8) Neuroticism - Neurotic people are more likely to feel emotions such as anxiety, anger, fear, anger, sadness, guilt. They are sensitive and experience everyday stress more acutely and do not always cope well with it. They are quite shy people.</p> <p>The researchers emphasize that the "Big Five" model is functional, but these are not all the options for personality traits.</p> <p>https://psychologia.edu.pl/slownik/id.osobowosc/i.html https://perso.in/big-friday/</p>			
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	<p>Neuroticism - what is neuroticism, features of a neurotic Good Therapy Center</p>			
	<p><u>Personality profile and its benefits</u></p> <p>Personality profile: Start a discussion (brainstorming) Support questions: <i>“Which one of you is able to determine what type of personality you are?”</i> <i>“Has any of you ever taken a personality type test? If so, what was the test like?”</i> <i>“What characteristics do you consider when describing your personality?”</i> <i>“Do you think personality affects our daily lives? How?”</i></p> <p>Benefits:</p> <p>- WE RECOGNIZE OUR STRENGTHS AND WEAKNESSES</p>	<p>15 minutes (+additional 15 minutes)</p>		<p>- Knowledge of what a personality profile is</p> <p>- Proactivity</p> <p>- A sense of initiative and agency, courage and</p>



	<ul style="list-style-type: none">- WE BECOME MORE AWARE OF OUR BEHAVIOUR AND REACTIONS, SO WE CAN PREVENT STRESS SITUATIONS- UNDERSTANDING OUR VERSATILITY, EXPECTATIONS OF OTHERS BECOME MORE MATCHING WITH WHAT THEY HAVE, WHAT THEY CAN OFFER/ PROVIDE US- COMMUNICATION WITH OTHERS IS SIGNIFICANTLY IMPROVED			perseverance in achieving goals
	<p>PERSONALITY TEST (WORKSHEET 1.2)</p> <p>A personality test based on the Hippocratic typology. He distinguished four types of human personality: choleric, melancholic, sanguine and phlegmatic.</p> <p>Give the participants tests to determine what type of personality they are.</p> <p>Explanation: After completing the entire test, count the number of "X"s in each column. Enter this number in the blank next to the "Total" field and match it with the appropriate type.</p> <p>https://naszeinspiracje.com/tematyka/pelne-zdrowie/rozpoznawanie-profilu-personality/</p> <p>Big Five Personality Test (30 subscales) (idrlabs.com)</p> <p>Four types of personality according to Hippocrates - which one are you? + Test (katarzynapluska.pl)</p>	30 minutes		



	<p><u>INDIVIDUAL LIFE VALUES AND GOALS (12)</u></p> <p>Our values, i.e. what we profess/believe in, what we follow, are essential in life. They form the basis of our relationships with family, friends and co-workers. They determine the choices we make in life, they shape us, motivate us and help us achieve our goals and successes.</p> <p>Authenticity Truthfulness, sincerity in relationships, compliance with reality. People for whom authenticity is important do not need to wear masks of characters they are not, they like themselves and are proud of who they are; are rather consistent in their actions, faithful to what they profess, regardless of the pressure felt from the outside.</p> <p>Balance Balance makes people feel an important balance between professional and life responsibilities. Maintaining this state is quite difficult due to unplanned events that bring confusion and internal imbalance.</p> <p>Identity The need to be part of society makes people feel obligated as citizens. This attracts them to engage in certain activities related to the functioning of people in the country, their social rights. They take part in protests, they persuade others to join the fight for certain ideas, they fulfil themselves in this way.</p> <p>Community It is basically the environment that surrounds us, the people who live in the closest environment: family, co-workers, friends, neighbours. If a community is motivating for people, it means that a sense of belonging is a huge life fulfilment for them.</p> <p>Friendships</p>	<p>15 minutes (+15 min extra time)</p>		
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	<p>For many people, friendship takes the top place in the hierarchy of their values, because thanks to true friends, their lives have a completely different quality. It makes them able to do a lot for those they care about and is a huge support, they have a big impact on the lives of others, but they can also learn a lot about themselves from them.</p> <p>Kindness In relation to maintaining relationships, this is a very important value. It causes that we have a good influence on others, sometimes it is a disinterested smile, a small gesture, e.g. passing someone in a queue, showing gratitude.</p> <p>Science and knowledge These are values that play a huge role in people's lives. They affect our lives and strengthen our inner strength, independence, less susceptibility to manipulation, our self-awareness, improving character.</p> <p>Leadership It can be motivating and inspiring, releasing energy in people. It is certainly a value that is important for people in managerial positions or with dominant features, who are not afraid and like to make changes in life</p> <p>Loyalty It is characterized by commitment to the other person. People who are professionally loyal to their employers and the people they work with maintain strong and honest relationships.</p> <p>Respect It refers to ourselves, all people around us, nature, places. It is a kind approach, reacting to evil, accepting others as they are, their beliefs, motivations, even if they are far from ours.</p> <p>Spirituality</p>			
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	<p>For many people, it is of great importance in life. Spiritual people are often characterized by the need to do good, whether in the religion they profess, the job they are currently in, the family they have. Nurturing spirituality is the overarching goal and makes them feel fulfilled in life.</p> <p>Material values There are those for whom material sources are one of the most important life values. Such people often work very hard in order to get promoted, because it makes them feel satisfied in life.</p> <p>Recognition It is very valuable for personalities who like to be appreciated for what they do. Such people fulfil themselves in positions where they can be leaders.</p> <p>Values in human life - Nobleconcierge Life values. Be guided by values in your life. - Coaching - Kamila Koziol (kamilakoziolcoaching.pl) Life Goals: A List of Goals Everyone Should Have (puntomariner.com)</p>			
	<p>SWOT-exercise</p> <p>Before presenting what a SWOT analysis is, ask if any of the participants has come across this method in their lives? If so, what are his/her experiences?</p> <p>Present slide 13 - SWOT analysis is one of the most popular tools for analyzing the functioning of an organization. It is used to identify all strengths, weaknesses, opportunities and threats in order to develop the improvement of the company's operations.</p>	<p>15 min (+15 min extra practice time)</p>	<p>Presentation 1.2 WORKSHEET 1.2</p>	<ul style="list-style-type: none"> - Knowledge of what the SWOT method is - Self-awareness of own strengths and weaknesses - Preparation of the wheel of life



	<p>The SWOT method can also be used to determine your personal positive or negative sides. A personal SWOT analysis is a mini-tool that will fully help you reach your goal and not lose potential opportunities. It is important that we focus on what we can develop and what we can change.</p> <p>S - Strengths</p> <p>W - Weaknesses</p> <p>O - Opportunities, i.e. potential chances and possibilities;</p> <p>T - Threats, i.e. potential threats.</p> <p>Exercise no. 6 , WORKSHEET 1.2</p> <p>ADDITIONAL QUESTIONS FOR THE PARTICIPANTS</p> <p>Strengths: What are my advantages? What makes me different from others? What do other people consider as my strengths? What are my achievements that I am proud of?</p> <p>Weaknesses: What are my disadvantages? What tasks at work are difficult for me? What are my bad habits at work/home? What personality traits hinder me and block my development? What are my concerns?</p> <p>Chances: What actions can I take to develop myself? What new can I learn? What opportunities may result from changes in the labour market?</p>			<ul style="list-style-type: none">- Defining life values and goals- Using the SWOT method- Proactivity- A sense of initiative and agency, courage and perseverance in achieving goals
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	<p>Can I count on a promotion and what requirements do I have to meet to get it? Is my industry future-proof? Threats: What obstacles do I have to face? Is the competition in my industry increasing? Is there a risk that I may lose my job? Why? Is there something I can't deal with that I should (e.g. technologies, foreign languages)?</p> <p>Based on your own answers, you should consider how you can strengthen your strengths and eliminate your weaknesses, as well as how to reduce threats and take full advantage of available opportunities.</p> <p>CIRCLE OF LIFE slide 17</p> <p>Who is the creator of the technique? The original concept of the Wheel of Life was created by Paul J. Meyer, founder of the Success Motivation Institute in 1960. Paul J. Meyer was a leader and pioneer in the coaching industry. He has built many programs to help people achieve their goals, manage their time, and be a better leader. Today, there are many versions of this technique and it is used for many purposes.</p> <p>The wheel of life - in other words, the wheel of balance, the coaching wheel of values. It is a method for anyone who wants to look at their quality of life, check in which areas they are fulfilled and which are those requiring certain actions. It may turn out that there will be something that will surprise us, which we did not realize before, and during the exercise it will reveal itself. Then,</p>	<p>30 mins (+15 mins extra time)</p>		
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	<p>for example, it will turn out that a change in a given area can be very constructive in relation to changes in other areas of life.</p> <p>The circle of life method is worth using when:</p> <ul style="list-style-type: none">- We feel the contradiction of values- We are facing an important decision- We feel problems in relations- Personal development is important to us- We experience repetitive patterns, etc. <p>Advantages of this tool:</p> <ul style="list-style-type: none">- It's not complicated- It helps define a value system- It helps to determine the level of satisfaction in a given area of life- It makes you aware of the causes of certain contradictions- It motivates you to make some changes- It helps in making decisions- It is conducive to the introduction of life balance- It helps you prepare for a job interview <p>We can prepare the wheel of life ourselves, it depends on us what areas of life we choose.</p> <p>Exercise no. 7, WORKSHEET 1.2</p>			
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	<p>Create your own life wheel, enter areas of life, rate each category on a scale from 1 (unsatisfactory level) to 10 (satisfactory level). Then look at the picture and answer the questions:</p> <ol style="list-style-type: none"> 1. What do you feel and think about your life when looking at the drawing? 2. Which values awaken biggest emotions and why? 3. Did anything surprise you? 4. Which areas require the most attention? 5. What would a score of 10 for each value give you? 6. What happens if you don't make any changes? 7. In which spheres can you make the fastest changes? 8. Which of these categories would you most like to improve? 9. What prevents you from making a change? 10. Who and how could help you make the change? 11. Where can you start? 12. When will you start? <p>Personal SWOT analysis - explore your personality Randstad https://weblog.infopraca.pl/2022/08/znajdz-swoje-mocne-strony-zrob-indywidualny-swot/ https://be-master.pl/kolo-zycia-be-master Circle of life - coaching tool (coaching, personal development) (annadobosz.pl)</p>			
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<p>1.3 The magic of creativity (6 h + 1 extra)</p>	<p><u>Patterns and limitations in the process of creative thinking</u></p> <p>Introduce the participants to the topic of the meeting by displaying slide 2 "Magic of creativity".</p>	<p>20 minutes (+additional 15 minutes)</p>	<p>Presentation 1.3</p>	<p>- Learning patterns/schemes and limitations of creative thinking</p>
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	<p>Slide 3: Before giving the participants a definition of creative thinking, encourage them to create a loose map of associations. Write the word CREATIVITY in the middle of the flipchart and write down all the associations the group gives. It will be very useful for the next parts of the meeting.</p> <p>Next, go to slide 4 and present a short definition of what creative thinking is and what factors influence this process.</p> <p>CREATIVE THINKING - This is a completely different way of thinking, acting, creating than the one most often used by us. It is believed that creative thinking is innate and weakens with age. The process of creative thinking is very much related to creativity.</p> <p>FACTORS AFFECTING THE PROCESS OF CREATIVE THINKING ARE: Experience, Intelligence, Emotions, Training.</p> <p>Go to slide 5 "THINKING ESSENCE" . Invite the group to a short discussion: Supporting questions: "Do we need to train our creative thinking in life?"; "Is this process an important part of our lives, looking at the points on the slide"? "Are the factors that we can achieve through practicing, training creative thinking important elements of our lives?"</p> <p>Inwentyka (zut.edu.pl)</p> <p><i>Creative Thinking 8 Techniques, Process and Examples / Personal Development / Thpanorama - Feel better today!</i></p> <p>Creativity - Array - ENGAGE (erasmus.site)</p> <p>General diagram of the creative process - Sciaga.pl</p>			<p>- Creativity that includes imagination, strategic thinking and problem solving, and critical and constructive reflection as part of evolving creative and innovation processes</p>
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	<p><u>Diagrams of the creative thinking process</u></p> <p>PowerPoint presentation (1.3), slide 6</p> <p>1. PREPARATION: This stage is about identifying the problem, collecting all the information needed to solve the problem. It will be useful to set goals, create mind maps, conduct brainstorming.</p> <p>2. ASK YOURSELF : It is best to ask yourself open-ended questions, because thanks to them we are willing to give a new answer. Questions are very useful in following a creative life.</p> <p>3. SEARCH/CONSCIOUS: Avoid rational thinking, assumptions. It is worth considering and analyzing all factors.</p> <p>4. INCUBATION: This is the beginning of developing a solution to the problem.</p> <p>5. EUREKA MOMENT: Moment of enlightenment, I have the answer, the so-called "ah, we got it!".</p> <p>6. ASSESSMENT: Evaluation of the solution to a given problem that appeared in the mind. It won't hurt to consult your opinion to possibly make some changes to finally confirm this solution.</p> <p>7. IMPLEMENTATION: Implementation of ideas. Keep making changes until you are completely satisfied.</p> <p>Exercise no. 8 , WORKSHEET 1.3</p> <p>Explain to the participants what task 8 is about.</p> <p>a) associations</p>	<p>30 minutes (+additional 15 minutes)</p>	<p>WORKSHEET 1.3</p>	<p>- Ability to work individually and in a team, mobilize resources (people and things) and maintain activity</p>
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	<p>The worksheet contains a table with two groups of words. The task is to match these words from the left column with the words from the right.</p> <p>b) "what if"</p> <p>The task for the participants is to create answers to the “what if” questions. Expand the sentences and then create your own. <i>Please remember that there are no bad associations/ideas.</i></p>			
	<p><u>Limitations of creative processes</u></p> <p>Limiting obstacles make the process often unidirectional and the result quite mediocre, more so than if it was not constrained by any factors.</p> <p>Go to slide 8 and familiarize the group with the limitations.</p> <p>ONE-SIDEDNESS – SEEING ONLY ONE DIRECTION, ONE MOST DOMINANT FEATURE OF A GIVEN OBJECT. IT DOESN'T ALLOW YOU TO IDENTIFY MORE STRENGTHS.</p> <p>EXCESSIVE KNOWLEDGE – LEADS YOU TO SEARCH FOR READY ANSWERS, ACQUIRED DURING EDUCATION IN A GIVEN FIELD. IT INHIBITS THE WILLINGNESS TO INVESTIGATE AND SEARCH FOR NEW SOLUTIONS.</p> <p>DIAGRAMS - ALLOW YOU TO MOVE IN A VERY LIMITED AREA, LIMIT THE SELF-ASSESSMENT OF VARIOUS ASPECTS, OBJECTS.</p> <p>IMPATIENCE - DISCOURAGES ACTIVITY IN THE PROCESS OF CREATIVE THINKING BECAUSE OF "I WANT IT NOW".</p>	<p>20 minutes</p> <p>(+additional 15 minutes)</p>	<p>Presentation 1.3</p>	
	<p><u>Tools of creative work</u></p> <p>Go to slide 10 “Creative tools” and present some useful options to the group. When discussing individual tools, you can use a flipchart and draw graphs to better outline the correct use of a given method to the participants. This will also stimulate the group's visual thinking.</p> <ul style="list-style-type: none"> • BRAINSTORMING <p>The best way to create a good idea is to generate many ideas. In order for the brainstorming process to be done well, you need to stick to the basic rules:</p>	<p>30 minutes</p>	<p>Presentation 1.3</p>	<p>- Knowledge of tools and principles of creative work</p>



	<p>1. EVERYONE HAS THE RIGHT TO HAVE A DIFFERENT OPINION. 2. ALL IDEAS ARE EQUALLY APPRECIATED. 3. CRITICISM OF OTHER PEOPLE'S IDEAS IS NOT TOLERATED.</p> <ul style="list-style-type: none">• METHOD 635 (Brainwriting) - slide 10 The technique of finding and saving ideas and solutions. The author of this technique from 1968 is Bernd Rohrbach. The number 635 corresponds to the specific factors that are taken into account when performing the task. 6 means the number of people participating in the exercise, as a whole - as all listeners, or 6 participants in one group. Each person has to create 3 solutions in no more than 5 minutes. All ideas must be written down on cards. The cards are circulated so that everyone can see the written concepts. Each person should fill out 6 sheets with their 3 answers. In the end, it gives us 6 people x 6 cards x 3 solutions, which gives a total of 108 ideas.• MIND MAP - slide 11 This technique engages two hemispheres of the brain: the left - responsible for logical thinking, analysis, numbers and the right - imagination, colours, perception of the depth of space. When creating a mind map, two hemispheres of the brain are involved, co-creating an infinite number of solutions/ideas. The mind map method focuses on associations, starting from the main phrases, through the general ones, to the most detailed ones. The role of the mind map is to increase productivity, assimilate knowledge and train memory.• ISHIKAWA DIAGRAM 1962 (fish diagram) - slide 12 The purpose of this method is to find the causes of specific effects and analyze the problem. The problem/consequence is placed on the right side (fish head), and on the left side all the going lines (up, down) at an angle to the straight line (fish spine). The first			
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	task is to determine the effect. Then find all the possible causes that gave birth to it.			
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	<p><u>Principles of creative thinking</u></p> <p>Presentation of slide 14 and acquainting the group with the rules applicable to the process of creative approach to the problem. It is worth noting that we have always had this ability, but we do not necessarily cultivate it and use it. Point out to the participants 5 principles that, when fully applied, will help to find a completely new approach in our lives.</p> <p>1. THE PRINCIPLE OF DIVERSITY</p> <p>The principle is simple. We work with as many different ideas as possible, because the more there are, the more likely we are to catch something really interesting.</p> <p>2. DEFERRED VALUATION PRINCIPLE</p> <p>It consists in rejecting the evaluation and criticism of ideas given by the group or individual ones during e.g. brainstorming.</p> <p>3. THE PRINCIPLE OF RATIONAL IRRATIONALITY</p> <p>Using intuition and emotions in the phase of finding a solution. To help this process, sometimes you need to get away from the problem and do something completely different. Go shopping, cycling, etc. It often happens that the solution comes by itself, then there is a moment of enlightenment. It happens that solutions are detached from patterns and schemes, unlike the ones we initially considered.</p> <p>4. PRINCIPLE OF PEOPLE</p>	<p>25 minutes (+additional 15 minutes)</p>	<p>Presentation 1.3</p>	
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	<p>A very important factor when working on finding creative solutions is having fun. It leads to getting rid of internal limitations. A positive atmosphere has a better effect on intellectual performance.</p> <p>5. NEWS PRINCIPLE</p> <p>Everything that happens and that we focus on is "here and now". We do not pay attention to external stimuli that can confuse us in the process of creating creative solutions.</p>			
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	<p>Exercise no. 9, WORKSHEET 1.3</p> <p>Game - "Defining objects"</p> <p>Prepare everyday items for the participants and let everyone choose the one that best suits their preferences. Introduce the task: Each participant must come up with a new definition/use for the object they have chosen (objects such as: spoon, ruler, soft toy, comb, mirror, candle, scarf, sunglasses, mug, watering can). Finally, ask each person to present their work.</p>	<p>25 minutes (+additional 5 minutes)</p>	<p>WORKSHEET 1.3</p> <p>items such as: spoon, ruler, soft toy, comb, mirror, candle, scarf, sunglasses, mug, watering can</p>	<p>- Using tools of creative work</p> <p>- Ability to work individually and in a team, mobilize resources (people and things) and maintain activity</p>
	<p><u>Ways to stimulate your own creativity</u></p> <p>Display slide 14 and remind the participants, before discussing the individual methods, how important it is to remember that our brains may not always be in good shape. We are often tired, we have problems concentrating. The reason for this is chronic stress, overwork, lack of physical activity. That is why it is so important to take care of rest, sleep, a balanced diet and to include certain activities in our lives that will absolutely change the quality of our lives. Here they are:</p> <p style="text-align: center;"><i>1. UNDERSTAND THE STEPS OF CREATIVE THINKING (slide 16)</i></p> <p>There are 4 stages: preparation, "hatching," understanding, verification.</p> <p>Preparation is the stage where we define the problem and delve into the topic. During hatching, we collect information and conduct analysis. During verification, we evaluate ideas that have arisen over time and submit them to our own assessment. All these</p>	<p>30 minutes (+additional 10 minutes)</p>	<p>Presentation 1.3</p> <p>WORKSHEET 1.3</p>	<p>- Learning methods to stimulate creativity</p>



	<p>steps will make the mind start to function much more naturally in a creative way.</p> <p>2. WALKING AND WALKING OUTSIDE (slide 17)</p> <p>This is the best method in situations when we feel internally blocked, irritable, lost. We are unable to make any decision. Oxygenation, above all, has a very good effect on the work of the brain. A lot of research shows that going out in the fresh air activates the production of hormones that enhance creativity.</p> <p>3. FREQUENT BREAKS AT WORK STIMULATE CREATIVE THINKING (slide 18)</p> <p>There are studies showing the impact of frequent breaks in the workplace on the final performance of employees. When we perform certain activities without interruption, a turning point is a common occurrence. The brain begins to be overloaded and mechanically pushes creative thinking to the background. Taking a break doesn't just "reset the head", it strengthens our physical health. The mind regenerates, and after more frequent breaks it works smoothly and effectively.</p> <p>4. DIVERSIFICATION OF KNOWLEDGE (slide 19)</p> <p>It is worth going beyond the areas to which we are accustomed. The very fact that we are firmly established in some areas of our choice is positive, but it limits our perspectives and makes our thinking more clichéd. The diversification of knowledge allows us to go beyond known solutions and look for completely non-standard, new ones.</p> <p>5. READING FREQUENTLY (slide 20)</p>			
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	<p>Reading books has a very beneficial effect on our development, regardless of our age. It is worth finding time to read at least a few pages or one chapter every day. Reading enriches our imagination, develops our vocabulary and the level of reasoning.</p> <p>6. <i>WRITING ALL DOWN MANUALLY (slide 21)</i></p> <p>Writing down (preferably every morning) primarily helps us put some order in our thoughts. Writing by hand is very helpful in the ability to assimilate information, concentrate and remember. A good way is also to always have your notebook, diary or even a piece of paper with you, on which we can quickly write down what just came to our mind and we feel that it is worth writing down, so that we do not miss it, we quickly note it down.</p> <p>7. <i>CREATE WHILE SLEEPING (slide 22f)</i></p> <p>This method is not easy and not for everyone, but it is worth trying, because amazing things can happen. You can visualize e.g. a solution to a given problem just before going to sleep and write down in your notebook what happened during your sleep right after waking up in the morning; perhaps the solution had presented itself in a dream and had been slightly modified. You can also set an alarm, e.g. when going to sleep, we set the alarm clock to sound up to an hour after falling asleep. When we wake up, we write down what happened during the dream. Sometimes we say that we are not dreaming, or we are so tired that nothing can wake us up, so it is good to try this method until it succeeds.</p> <p>Exercise 10 - DRAWING</p> <p>Instructions: Sketch a minimum of 5 circles and try to draw everything you can think of using these circles.</p>			
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	<p>How to develop creativity? • 10 ways to stimulate creativity (panoramafirm.pl) http://pdf.helion.pl/e_0701/e_0701.pdf Creative Thinking: 5 Ways to Awaken It - Exploring your mind (pieknoumyslu.com)</p>			
	<p><u>Turning criticism into effective evaluation</u></p> <p>Display slide 22 and encourage group discussion.</p> <ul style="list-style-type: none"> • Ask the question, "Is there anyone here among us who has never been criticized?" "If so, could you raise your hand?" (we assume there are no such people 😊) • After a while, ask another question: "Can people who like and appreciate criticism raise their hands?" If there are hands up, you can ask these people to elaborate and tell, for example, what they like about self-criticism, how it affects them. <p>When we hear an unfavourable opinion of another person in our direction, we have two choices:</p> <ol style="list-style-type: none"> 1. We agree with this opinion 2. We do not agree with this opinion <p>How to accept criticism and get the best out of it?</p> <ul style="list-style-type: none"> • Think about what phrases touched you the most and what emotions accompanied you? • Write down which words from the critique you find useful. • Remember that mistakes are a natural factor in human development. 	<p>30 minutes</p>	<p>Presentation 1.3 WORKSHEET 1.3</p>	<p>- Converting criticism into effective evaluation of ideas</p> <p>- Ability to work individually and in a team, mobilize resources (people and things) and maintain activity</p>



	<ul style="list-style-type: none">• If your idea is immediately denied, remember that this is the beginning of the road, the initial stage to the next one.• Remember that criticism can be constructive as well as a good introduction to start a discussion and exchange experiences with another person.• You can always thank for criticism using phrases such as: "Thank you for expressing your opinion, I have not considered this approach before, I will think about it." "Thank you for bringing this to my attention, I'll be more careful." "Thank you for your valuable comments." EXERCISE "TURN A DISADVANTAGE INTO AN ADVANTAGE" (WORKSHEET 1.3) Introduction to the exercise: In the left column of the table, write down the negative assessments you have heard about yourself, in the right column write these terms in a positive aspect. In this way, we practice turning disadvantages into advantages. This exercise shows us which area needs improvement and which, for example, makes our lives difficult. For example, "I'm day-dreaming all the time" (this is the accusation I've heard), the positive aspect of this feature is a highly developed imagination 😊. Principles of constructive criticism, or how to criticize to improve - PoradnikZdrowie.pl			
	<p><u>Tools supporting the process of generating ideas</u></p> <p>Slide 23: When discussing individual tools, you can use a flipchart and draw graphs, drawings to better outline the correct use of a given method to the participants. This will also stimulate the group's visual thinking.</p>	<p>30 minutes</p>	<p>Presentation 1.3 WORKSHEET 1.3</p>	<p>- Using methods and tools to support creativity</p>



	<ul style="list-style-type: none">• DESIGN THINKING - (design thinking in approaching a problem) slide 24 <p>This is a very versatile method.</p> <p>The purpose of this method is to solve problems, to create new innovative solutions. We look at the problem from the perspective of another person, employee, recipient, client, through conversation and observing their behaviour.</p> <p>STEP 1 - EMPATHY</p> <p>This is the moment of "awakening". We all have limitations as to our ideas, approach to perceiving the world, views. It is not easy for us to understand how another person perceives a given problem. To understand the essence of the problem and find effective solutions, we need to go outside.</p> <p>STEP 2 – DEFINING THE PROBLEM</p> <p>The stage defining the problem we will face and setting the direction for further actions.</p> <p>STEP 3 – LOOKING FOR SOLUTIONS</p> <p>The stage in which we develop strategies and create various solutions. It is very important not to deviate from the previously chosen direction so that the actions make sense.</p> <p>STEP 4 - PROTOTYPING</p> <p>Creating prototypes, the initial version of our solution.</p> <p>STEP 5 - TESTING</p>			
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	<p>In the last stage, we check how our concept works in practice, how what we have been working on works.</p> <ul style="list-style-type: none">• SCAMPER (slide 25) <p>Read to the participants what each letter of the abbreviation "SCAMPER" stands for and explain what the technique is about.</p> <p>The pioneer of the method is Bob Eberle (1970s). He created a scheme in the form of the abbreviation SCAMPER. Each element of the shortcut has helping questions with relation to the problem:</p> <p>S - SUBSTITUTE: "What can we replace this with?" "What happens if we change our course of action?"; "What happens when we change certain people in a given project?"; "What will happen if we change the materials we've used so far?" etc.</p> <p>C - COMBINE: "What can we combine?"; "How do you put it together?" etc.</p> <p>A - ADJUST: "What idea could I borrow?"; "What other inspirations can be used in this?" etc.</p> <p>M - MODIFY/MAGNIFY/MINIFY: "What can I add?"; "What needs to be doubled, strengthened, supplemented?" etc.</p> <p>P - PUT TO OTHER USES: "What other functions does this solution have?"; "What use can adults get from it?" etc.</p> <p>E - ELIMINATE: "What factors can I give up?"; "Is everything necessary?"; "Can I miss something?" etc.</p>			
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	<p>R - REVERSE/REARRANGE: "What happens when I change the order?"; "Should I rearrange something?"; "Maybe change the sequences?" etc.</p> <ul style="list-style-type: none">• LOTUS FLOWER (slide 26) <p>The creator of this method is Yasuo Matsumura. It consists in placing a circle in the centre of a sheet of paper, with the main problem in it. Then, draw more circles and enter possible solutions into them. You should add more circles to these drawn circles, enter the next suggestions/ideas, which in the end are the result of the previous ones. As a result, the so-called "grid" of numerous and different approaches to solving the main problem.</p> <p>How to generate ideas? 10 Creativity Techniques (linkedin.com) Design thinking step by step - generating ideas ifirma.pl</p>			
	<p><u>Creative problem-solving</u></p> <p>Slide 27 – There are many creative problem-solving methods. Each problem must be considered in several ways to get a complete solution. It is easiest to take three attitudes towards the problem.</p> <p>1. 3 DISNEY CHAIRS (slide 28)</p> <p>Walt Disney, genius, founder of the world's largest business giant, author of the "3 chairs" concept.</p> <p>When looking for a strategy, solutions for a specific problem, he divided the process into three stages. There were 3 rooms with 3 chairs:</p> <p>THE DREAMER'S CHAIR</p> <p>Sitting on this chair, we play the role of a dreamer, not caring about any limitations. We have the right to fantasize with "head in</p>	<p>30 minutes</p>		<p>- Using methods and tools of creative problem solving</p> <p>- a sense of initiative and agency, proactivity, perspective, courage and perseverance in pursuing goals</p>



	<p>the clouds", abandoning all everyday life and even the laws of physics.</p> <p>Positive (dreamer) attitude, when a problem becomes an opportunity for us and we focus on positively considering the options for solving it. We choose the solution that seems the most pleasant to us and associated with positive emotions, driven by commitment to its implementation.</p> <p>REALIST'S CHAIR</p> <p>From this point, you should move on to realistic thinking (realist) to indicate what are the real chances of success of such a solution. In this attitude, you should ask questions about how to implement it and consider whether such a solution solves a specific problem.</p> <p>CRITIC CHAIR</p> <p>At the end, there is a pessimistic attitude (critic) who will answer the questions about the disadvantages of a given solution. By design, it gives "worst-case" scenarios for solving a given problem.</p> <p>In conclusion: The dreamer looks at the problem in terms of opportunity and its solution as engaging work. The realist realizes what the problem is, and their solutions are analyzed in terms of sober thinking. The critic sees the problem as a very big obstacle and all its solutions have their downsides that must be taken into account.</p> <p>It is important to remember that for the Walt Disney method to be effective, participants must identify with their roles as much as possible, otherwise we call this anchoring.</p> <p>THE "5 WHY?" METHOD (slide 29)</p> <p>This is one of the methods that allows us to find the source of the problem step by step.</p>			
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	<p>EXAMPLE: I overslept to work 1. Why did you oversleep to work? Because I didn't set an alarm clock yesterday as I usually do. 2. Why didn't you set an alarm clock yesterday? Because I stayed up late until I finally fell asleep. 3. Why did you stay up late? Because I had to prepare an initial outline for the work. 4. Why so late? Because I'm overloaded with responsibilities. 5. Why are you overloaded with responsibilities? Because I took on too many projects at work.</p> <p>Creative Problem Solving - Disney Chairs - YouTube</p>			
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Introduction

The introduction is carried out within the additional time planned for the Module.

If the group knows each other and has had Module 1 earlier, and completed the pre-test for all Modules at the beginning of Module 1, the introduction element in Module 2 will be limited (steps 2 and 3) and should take no more than 10-15 minutes.

Tips for the trainer:

1. The learning process in Module 2 is based, among others, on the peer to peer method (learning through the exchange of knowledge). Environmental awareness and willingness to be active in this area belongs to the personal sphere of decision of a given person. Therefore, during the training, facts should be presented (included in the presentations), the participants should be encouraged to discuss and exchange opinions/experiences/knowledge, thus creating space for the participants to develop their own sensitivity in the issues raised. It is assumed that people aged 50+ have a certain level of knowledge and awareness in this area, which may vary significantly (i.e. in the group there may be people with extensive knowledge and awareness and people who have not been interested in this subject so far).
2. The time for individual activities and exercises should be adjusted to the needs of the group and its size.
3. The health needs of the participants should be taken into account (e.g. the need for a larger font, speaking louder, mobility difficulties, etc.) and the teaching process should be adapted to the diagnosed needs. You should have several exercise cards with you in appropriately larger font. If the needs



were not diagnosed at an earlier stage, e.g. in recruitment, you can ask about them at the beginning of the training, in a form that will be accepted by the participants (in order to maintain privacy, people can report their needs on cards and not present them on the forum of the group).

4. The trainer partly plays the role of a facilitator (i.e. improves communication between the participants sharing their experiences and knowledge). Thus, he/she is responsible for maintaining a friendly atmosphere in the group, based on respect and the right of each person to present their opinion. At the same time, the person conducting the classes is responsible for the implementation of the training program, thus controlling the time and emphatically closing discussions that, due to their length and intensity, threaten the implementation of the training (leaving the interested participants the opportunity to continue them during breaks).
5. The person conducting the training should set an example of pro-ecological activities during its organization and conduct (e.g. the use of reusable identifiers, avoiding unnecessary printing of materials, avoiding gadgets, ecological catering - coffee breaks, not using plastic bottles, cups, cutlery, proper segregation of waste generated during the training, etc.).

Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes)	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
Introduction - 1 didactic hour (45 minutes)	<ol style="list-style-type: none"> 1. Introduce yourself to the group. 2. Tell the participants what you will do in this Module: <ul style="list-style-type: none"> - climate change and its effects, - ecological activities - what we can do for the planet, - what do we gain by implementing ecological practices into our lives, - how we can plan a home budget taking into account ecology and what we gain thanks to it. 3. Ask each person to say briefly if they have had any experience with environmental education. If the group does not know each other (has not participated in another Module together), ask everyone to introduce themselves (people can put cards with their names in front of them, you can use identifiers). 	10 min - for a group of 5-6 people 20 min – if the group is larger (7-15 people)	-	Not applicable



	<p>Or</p> <p>If the group is larger than 10 people, you can use the question principle: ask people who have ever attended a training or workshop on environmental education to raise their hands. Ask people who believe that the problems arising from climate change are important and need to be addressed to raise their hands.</p> <p>You can also apply the principle of setting groups on two sides: "I invite people who took part in the training to the right, those who did not take part to the left", "I invite people who feel that they know a lot about ecology to the right, those who feel that the subject is not well known to them", etc.</p>			
	<p><u>Group rules - group contract</u></p> <p>On the board, write down the information collected from the participants, what principles are important to them and should accompany the group during this Module, for example:</p> <ol style="list-style-type: none">5. We respect each other.6. We are punctual after breaks.7. We do not interrupt other people's speech.8. We can drink during class.9. We try not to eat during class (except for health needs).10. Can we (during class) call each other by name?11. Do we use phones (i.e. go out to answer or not)?12. Possibility of using the password "waterfall" during too stormy discussion (we are testing this exercise, when the word "waterfall" everyone raises their hands and lowering them down, imitating falling water, they say "shiiyyyyy").13. Possibility of using the password: "to the shore" (each of the participants can use this phrase when they feel that the discussion has gone very far from the topic).14. Other ideas from the participants.	<p>15 minutes</p>	<p>A flipchart or whiteboard to write down the rules.</p>	



	The written rules should be placed in such a place that they accompany the group throughout the training.			
	<p><u>Pre-test - measurement of participants' initial competencies</u></p> <p>The purpose of the test is to measure the initial knowledge and skills of the participants (before the start of the course), therefore it also includes the answer "I don't know" (I'm not sure). Explain to the participants that at this stage of the training, marking the answer "I don't know" (I'm not sure) is absolutely correct .</p>	approx. 20 minutes	test sheets	

Module 2: ECOLOGY AND FINANCE IN MY LIFE

Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes)	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
<p>2.1 Ethical principles and challenges of sustainable development</p>	<p><u>Climate change</u></p> <p>Ask the participants to tell what they associate with this concept. Ask them if they can name specific manifestations of climate change.</p> <p>Read/show on Powerpoint presentation (slide 2) the definition of the term "climate change" and the manifestations and effects of climate change (slides 2-7). Ask the participants what they think about it. Should any action be taken in this regard?</p>	<p>20 minutes</p> <p>(+ additional 10 minutes for discussion if the group is larger)</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 2.1</p>	<p><u>Knowledge gained during the learning process:</u></p> <ul style="list-style-type: none"> - Being aware of data confirming the occurrence of climate change - Understanding the impact of consumption on climate change



<p>4 obligatory didactic hours + 1 additional hour, Venue: training room for group work and discussions (possibility for the group to sit in a circle during part of the exercise)</p>	<p>If the discussion time is short and attempts to encourage the participants are not effective, you can additionally display the Movie https://klimada2.ios.gov.pl/pokaz-filmy-education/ (Polish) https://www.youtube.com/watch?v=G4H1N_yXBIA (English)</p> <p>Bibliography: https://www.gov.pl/web/Rozwoju-technologie/zrownowazone-Rozwoju https://klimada2.ios.gov.pl/files/2021/Adaptacja%20do%20zmian%20klimatu%20na%20gruncie%20UNFCCC.pdf https://klimada2.ios.gov.pl/pokaz-filmy-education/ https://klimada2.ios.gov.pl/chronmy-lasy/</p>			<ul style="list-style-type: none"> - Knowledge of methods and tools to reduce unnecessary consumption <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
	<p><u>Loss of biodiversity</u></p> <p>Ask the participants if anyone has come across this term and what it means.</p> <p>Read/show on Powerpoint presentation :</p> <ul style="list-style-type: none"> - a definition of the term "biodiversity" (slide 8), - explain why biodiversity is important (slide 9) - present examples of the loss of biodiversity (slides 10-15). 	<p>25 minutes</p> <p>(+ additional 10 minutes for discussion if the group is larger or people are</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentatio n 2.1</p>	<p><u>Knowledge</u> gained during the learning process:</p> <ul style="list-style-type: none"> - Being aware of data confirming the occurrence of biodiversity loss - Understanding the impact of consumption on climate change



	<p>Ask the participants what they think about it. Do they notice the loss of biodiversity in their area compared to what they remember from their childhood and youth?</p> <p>What, in their opinion, is the reason for the loss of biodiversity.</p> <p>Provide the participants with scientific explanations of the reasons for the loss of biodiversity (slides 16-24).</p> <p>Bibliography: https://www.eea.europa.eu/pl/themes/biodiversity/intro https://zpe.gov.pl/a/zagrozenia-bioroznorodnosci/D19ogvFoa https://www.europarl.europa.eu/news/en/headlines/society/20200109STO69929/biodiversity-loss-meaning-and-causes</p> <p>Additional 20 minutes:</p> <p>If the majority of the group is using smartphones: you could talk about citizenship science and introduce some apps, encouraging people using smartphones and interested in nature to get involved in citizen science initiatives (e.g. people who often walk in the forest, and in areas where plants, animals and birds are present feeding birds, etc.).</p> <p>Citizen science initiatives help track biodiversity and biodiversity changes.</p> <p><u>Citizen science</u> is scientific research in which volunteers cooperate with professional researchers, as well as a form of scientific education, cooperation in scientific research and a social movement.</p> <p>Volunteers can:</p> <ul style="list-style-type: none"> • help collect data (e.g. carry out measurements, take photographs), 	willing to speak)		<p>- Knowledge of methods and tools to reduce unnecessary consumption</p> <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - A sense of initiative and agency, pro-activity, - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
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	<ul style="list-style-type: none">• help analyze data collected by professional researchers (e.g. recognize and classify images),• take part in research expeditions,• participate in competitions,• build and operate their own scientific instruments to collect data for their own experiments or for experiments carried out as part of larger projects, etc. <p>Among the most notable projects are the Galaxy Zoo, where volunteers classify galaxies, and more broadly, all projects related to the Zooniverse portal; BioWeatherMap, a platform dedicated to collecting data on biodiversity and public health-and CoCoRaHS (community Collaborative Rain, Hail and Snow Network), for which thousands of volunteers collect rain and weather data. Increasingly, volunteers are participating in research through websites such as SciStarter, the largest online collection of citizen science projects. They often take part in cyclical observations, such as the impact of global warming on plant and animal life in different geographical areas.</p> <p>A popular publicly available global species observation platform is iNaturalist, available as a website and smartphone app. It allows you to archive observations of animal, plant and fungal species using photos and geolocation. Another publicly available platform where various projects are published is scistarter.com.</p> <p>https://pl.wikipedia.org/wiki/Nauka_obywatelska</p> <p><u>Other applications: Ebird, MammalNet (Polish project partner: PAN)</u></p>			
	<p><u>Break</u></p> <p>If there was no full admission and the classes last less than 90 minutes, you can move the break to later - after completing 90 minutes of classes.</p>	<p>15 minutes</p>		



	<p><u>Principles and goals of sustainable development</u></p> <ul style="list-style-type: none"> - display the quote on slide no. 26 “We did not inherit the Earth from our ancestors. We only borrowed it from our children.” <p>Ask the participants:</p> <ul style="list-style-type: none"> - how they understand this quote - have they come across the concept of sustainable development and what it means to them. - explain the concept of "sustainable development" - Powerpoint presentation (slides 26-29) <p>Summarize that the concept of sustainable development is about people currently living on Earth (our generations) developing and meeting their needs while respecting the needs of future generations (our children, grandchildren, great-grandchildren, etc.).</p> <ul style="list-style-type: none"> - present the 17 sustainable development goals (slides 31-57). Discuss 7 goals directly related to ecology by presenting facts related to them. The first slide contains only a verbal password/name of the goal - display it and ask the group what they think about it, important/moderately important/not important, what they associate with it, what can be done. After a short discussion, show the slide with the facts justifying the importance of the goal. <p>Ask the participants what they think about it. Should any action be taken in this regard? What actions can be taken.</p> <p>Bibliography:</p>	<p>45 minutes</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 2.1</p>	<p><u>Knowledge gained</u> during the learning process:</p> <ul style="list-style-type: none"> - Being aware of ethical principles and challenges of sustainable development - Knowledge of the principles and objectives of sustainable development <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - A sense of initiative and agency, pro-activity, - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
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	<p>https://www.gov.pl/photo/68534860-e12a-49ef-91d9-9313cd3e36d5</p> <p>https://www.un.org/sustainabledevelopment/news/communications-material/</p> <p>http://www.un.org.pl/</p>			
	<p>If the group needs it, you can take a 5-minute break.</p>			<p>–</p>
	<p><u>Exercise: ecological self-assessment</u></p> <p>Distribute the ecological self-assessment sheets to the participants and ask them to complete them by ticking for each activity/description:</p> <p>(a) <u>that's what I do</u> (b) <u>I haven't done that yet, but I can try</u> (c) <u>it's not for me</u></p> <p>Let them know that the sheets are for them (i.e. they don't have to give them back).</p> <p>After completing the sheets (about 5-10 minutes), ask the following questions: <i>Has this exercise contributed anything?</i> <i>Did the participants realize anything?</i> <i>What surprised them when filling out this form?</i></p>	<p>25 minutes</p>	<p>Worksheet to be completed by the participants themselves (template attached)</p>	<ul style="list-style-type: none"> – Understanding the impact of consumption on climate change – Knowledge of methods and tools to reduce unnecessary consumption <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> – A sense of initiative and agency, pro-activity, – Being forward-looking, courage and perseverance in achieving objectives – Empathy and taking care of people and the world, – Accepting responsibility and



				adopting ethical approaches throughout the process
	<p><u>Smog and its impact</u></p> <p>Present the definition of smog to the group (slide 58-61). Explain the situation in Europe (slides 62 and 63). Ask the group what they think about it, whether they feel the smog. Does he know what are the effects of smog on people.</p> <p>Present the effects of smog on people (slides 64-69). If the information contained in them has already appeared in the discussion, then only confirm it briefly.</p> <p>Ask the group if they know about the effects of smog on the environment.</p>	20 minutes	Computer, projector, flipchart, A4 sheets for taking notes, writing instruments Presentation 2.1	<p><u>Knowledge</u> gained during the learning process:</p> <ul style="list-style-type: none">- Knowledge of what smog is and how it affects life and health <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none">- A sense of initiative and agency, pro-activity,- Being forward-looking, courage and



	<p>Summarize the environmental effects using slides 70-71.</p> <p>Ask the group if they know how to protect themselves from smog. Summarize this part with slide 72.</p> <p>Bibliography: https://encyklopedia.pwn.pl/haslo/smog;3976775.html https://smog.edu.pl/skutki-inf https://www.focus.pl/artykul/ranking-smog-on-50-most-polluted-cities-eu-az-36-is-in-polsce-180509043616 https://education.nationalgeographic.org/resource/air-pollution https://www.eea.europa.eu/themes/air/health-impacts-of-air-pollution</p>			<p>perseverance in achieving objectives</p> <ul style="list-style-type: none"> - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
	<p>Break</p>	<p>15 minutes</p>		<p>-</p>
	<p><u>Water resources</u></p> <p>Discuss the most important issues regarding water resources on earth (slides 73-77).</p> <p>Ask the participants how you can save water. Summarize your findings using slides 78-82.</p> <p>https://ekonsument.pl/materialy/publ_711_przede_wszystkim_woda.pdf https://ekonsument.pl/a67237_resources_wody_pitnej_na_swiecie.html</p>	<p>15 minutes</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 2.1</p>	<p><u>Knowledge gained</u> during the learning process:</p> <ul style="list-style-type: none"> - Knowing what water resources are and understanding their importance for the functioning of the planet and people <p><u>Attitudes reinforced</u> during the learning process:</p> <ul style="list-style-type: none"> - A sense of initiative and agency, pro-activity, - Being forward-looking, courage and



				<p>perseverance in achieving objectives</p> <ul style="list-style-type: none"> – Empathy and taking care of people and the world, – Accepting responsibility and adopting ethical approaches throughout the process
	<p><u>Principle 6R</u></p> <p>Ask the group if they have heard of the 6Rs or the earlier 3Rs</p> <p>The 3R principle, called in Polish 3U is: Reduce, Reuse, Recycle. The 3R principle has evolved into 6R in recent years</p> <p>6Rs: Rethink, Refuse, Reduce, Reuse, Recover / Repair, Recycle.</p> <p>Discuss the 6Rs using the presentation (slides 83-98). https://www.ekonsument.pl/a67196_zasada_6r_w_praktyki_Czy_prakyczy_poradnik_jak_konsumowac_odpowiedzialnie.html</p>	20 minutes	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 2.1</p>	<p><u>Knowledge</u> gained during the learning process:</p> <ul style="list-style-type: none"> – Understanding the impact of consumption on climate change – Knowledge of methods and tools to reduce unnecessary consumption <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> – A sense of initiative and agency, pro-activity, – Being forward-looking, courage and perseverance in achieving objectives



				<ul style="list-style-type: none">- Empathy and taking care of people and the world,- Accepting responsibility and adopting ethical approaches throughout the process
	<p><u>Exercise - sorting garbage</u></p> <p>The participants draw from the envelope/box after min. 10 examples of garbage (cards with the names of different waste).</p> <p>We mark places that are containers:</p> <ol style="list-style-type: none">1. Metal/plastics,2. Glass,3. Paper,4. Bio,5. Mixed waste,6. Other	25 minutes	Exercise card - "we segregate garbage" (attached)	<p><u>Knowledge</u> gained during the learning process:</p> <ul style="list-style-type: none">- Knowledge of methods and tools to reduce unnecessary consumption <p><u>Skills</u> acquired during the learning process:</p> <ul style="list-style-type: none">- Separating "less obvious" waste



	<p>Depending on the room and its equipment, it can be 6 tables (we put the name of the "garbage container" on each one) or 6 containers of any type (e.g. jars), 5 large envelopes. The purpose of the exercise is also physical activity, therefore the containers should be placed in different parts of the room.</p> <p>If the location of the room and the season allows, the exercise can be carried out outside, e.g. on the lawn in front of the room.</p> <p>If there is no wind, cards depicting garbage can be scattered on the lawn (10 per person).</p> <p>Each of the participants throws the garbage he/she draws into the container, which he/she considers the right one (we ask that the group does not consult, the exercise is anonymous).</p> <p>When all the "garbage" is in the "containers", the trainer takes each of the containers in turn, pulls out the garbage and reads their names. The group jointly assesses whether a given piece of garbage should actually go to a given container.</p> <p>It is possible to use a more ecological form of this exercise, i.e. the trainer displays and reads the name of the garbage, and the participants decide together which section it should go to.</p> <p>The purpose of this task is also the physical activity of the participants, which is why the form with "physical" moving around the room and throwing garbage into the containers was deliberately chosen for the target group.</p>			<p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - A sense of initiative and agency, pro-activity, - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
	<p><u>Sorting garbage - summary</u></p> <p>Using slides 100-111, summarize the issue of waste segregation.</p>	<p>15 minutes</p>	<p>Computer, projector, flipchart, A4 sheets</p>	<p><u>Knowledge</u> gained during the learning process:</p> <ul style="list-style-type: none"> - Understanding the impact of



	<p>If the exercise showed that the group is doing well on the topic, you don't need to go over every slide in detail - focus on those elements that were more difficult for the group during the exercise.</p> <p>In addition, discuss what is made of selected waste (slides We throw in - What is created). These slides show that our effort does indeed lead to the reuse of these materials.</p>		<p>for taking notes, writing instruments</p> <p>Presentation 2.1</p>	<p>consumption on climate change</p> <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - A sense of initiative and agency, pro-activity, - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
	<p><u>Greenwashing</u></p> <p>Ask the group if they have ever heard of greenwashing.</p> <p>In Polish, the following terms are sometimes used: – <i>ekościema</i>, green lie (<i>zielone kłamstwo</i>), green eyewash (<i>zielone mydlenie oczu</i>).</p> <p>Present the definition of greenwashing (slides 112 and 113).</p> <p>Then present examples of greenwashing (slides 114 and 116).</p> <p>Talk to the group about whether they have experienced any such "green lies".</p>	<p>15 minutes</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 2.1</p>	<p><u>Skills</u> acquired during the learning process:</p> <ul style="list-style-type: none"> - Greenwashing-recognition <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - A sense of initiative and agency, pro-activity,



	<p>Is it easy to recognize "greenwashing".</p>			<ul style="list-style-type: none"> - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
	<p>If the above elements without introduction took less than 5 teaching hours (smaller group, participants reluctant to discuss), the remaining time can be used for the European Green Deal presentation and discussion.</p> <p>The presentation familiarizes the participants – with the goal of achieving a climate-neutral economy in the European Union by 2050.</p> <p>In addition, the presentation contains facts and curiosities about the climate (statistics) that allow you to understand the scale and impact of problems in this area.</p> <p>The above-mentioned presentation can also be used as an extra time material for the implementation of the Module (if the time was not used for Introduction or other exercises).</p>	<p>30 minutes (additional time outside 5 teaching units).</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments</p> <p>Presentation 2.1 additional</p>	<p><u>Knowledge gained</u> during the learning process:</p> <ul style="list-style-type: none"> - Being aware of data confirming the occurrence of climate change and biodiversity loss - Knowing what water resources are and understanding their importance for the functioning of the planet and people - Knowledge of methods and tools to reduce unnecessary consumption



				<p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - Being forward-looking, courage and perseverance in achieving objectives - Empathy and taking care of people and the world, - Accepting responsibility and adopting ethical approaches throughout the process
<p>2.2 Home budget , 1 obligatory didactic hour, place: training room enabling group work</p>	<p>Exercise - Ecology and household budget</p> <p>Divide the participants into groups of 2-3 people.</p> <p>Give each group an activity sheet.</p> <p>In the card, the participants are to indicate whether a given activity/behaviour:</p> <ul style="list-style-type: none"> a) Increases savings in the household budget b) Is neutral for the household budget c) Increases household budget costs <p>After completing the task, talk with the group if it was easy to assess the impact of individual behaviours on the household budget.</p> <p>If the participants had a problem with assessing the impact of a certain behaviour, you will analyze it together.</p>	15 minutes	Exercise card.	<p><u>Knowledge</u> gained during the learning process:</p> <ul style="list-style-type: none"> - Knowledge of the financial and non-financial benefits of including environmental measures in a household budget - Knowledge of price comparison methods and tools <p><u>Skills</u> acquired during the learning process:</p> <ul style="list-style-type: none"> - Correct estimation and comparison of prices



	<p>Summarize the impact of green practices on your household budget using slides 3-12.</p>	<p>10 minutes</p>	<p>Computer, projector, flipchart, A4 sheets for taking notes, writing instruments Presentation 2.2</p>	<ul style="list-style-type: none"> - Ability to make financial decisions relating to cost and value <p><u>Attitudes</u> reinforced during the learning process:</p> <ul style="list-style-type: none"> - Creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection.
	<p>Exercise - Shopping Distribute the "Exercise - Shopping" card (1 card per person) to the participants. The task of the participants is to mark which product they would buy by comparing price, weight, composition, warranty and other parameters.</p> <p>The aim of the exercise is to make the participants aware that they should take into account various parameters when making a well-considered purchase.</p> <p>At the end of the exercise, lead a conversation in which the participants will present which product they have chosen and justify their choice.</p>	<p>20 minutes</p>	<p>Activity card - Shopping</p>	<ul style="list-style-type: none"> - The ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity <p>A sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives</p>



Module 3: PROJECTS IN MY LIFE				
Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes):	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
3.1 Turning ideas into plan and action (7 hours + 2 extra hours)	<p><u>Introduction</u></p> <p>Introduce the participants to the topic of Module 3 - projects in my life. Initiate a discussion about what the participants think the project is. Is there a specific definition according to them? Encourage discussion and free expression of thoughts.</p> <p>Next, show presentation 3.1 and present the definition of the project (what is a "project" in terms of project management). Highlight the key project features (slide 2).</p>	20 minutes (additional 10 minutes if the group is larger than 5 people/for the discussion)	Computer, projector Presentation 3.1	- Knowledge of project definition
	<p><u>Stages of project management</u></p> <p>Ask the participants what elements the project consists of. Appreciate each answer, and at the end, display slide 3 and list the project elements.</p>	10 minutes	Presentation 3.1 WORKSHEET 3.1	- Knowledge of the stages of project management



	<p>Slide 4 presents the stages of project management. Ask participants to look at the graphic in WORKSHEET 3.1 and discuss the relationships between the various stages of project management together:</p> <p><i>Initiating - authorization of a project or phase.</i></p> <p><i>Planning - defining and fine-tuning the goals and choosing the best of the alternative courses of action to implement the project.</i></p> <p><i>Executing - coordinating the work of people and the use of other resources to implement the plan.</i></p> <p><i>Controlling and monitoring - ensuring that project objectives are being met by monitoring and regularly measuring progress to identify deviations from plan so that corrective action can be taken if necessary.</i></p> <p><i>Closing - formalizing the acceptance of a project or stage and bringing it to completion.</i></p> <p><i>Groups of processes are related by the outputs they produce - the output or result of one often becomes an input to another.</i></p> <p><i>Groups of project management processes are not one-time events, but overlapping activities that occur with varying intensity in each phase of the project.</i></p> <p>Adapted from: A Guide to the Project Management Body of Knowledge (PMBOK® Guide) 2000 Edition, p. 31 https://www.cs.bilkent.edu.tr/~cagatay/cs413/PMBOK.pdf (accessed 10/11/2022)</p>	15 minutes	Whiteboard/flip charts	
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	<p><u>Roles in the project</u></p> <p>Ask participants to try the WORKSHEET 3.1 exercise of matching project roles to their descriptions. Then check your answers together.</p> <p>Key:</p> <p>1C, 2D, 3B, 4E, 5F, 6A</p> <p>Make sure everyone knows the correct answers (e.g. write them down on the board/flipchart).</p>	<p>20 minutes</p>	<p>WORKSHEET 3.1</p> <p>Whiteboard/flip chart</p>	<p>- Knowledge of the roles and tasks of individual people in the project</p>
	<p><u>Project card</u></p> <p>Ask the participants to read the table "Ways to create a project card in a team", which contains in a nutshell the content related to the next stages / elements of the project. Reading through this information will help participants visualize the overall structure of the project and the next steps to follow when creating a project.</p> <p>Then check out the small project card template.</p> <p>This is a good time to divide the participants into teams (depending on the size of the group) in which they will work on the task of developing their own project (project groups/teams).</p> <p>Think together about what projects each group can implement. In the absence of ideas, prepare cards with topics, e.g.:</p> <ol style="list-style-type: none"> 1. Creating space for recreation in a neighbourhood park 2. Organization of additional activities for people aged 50+ in the community centre 	<p>30 minutes (additional 10 minutes if any of the activities are extended for organizational reasons, e.g. dividing into groups)</p>	<p>WORKSHEET 3.1</p> <p>small cards for drawing the theme of the project</p>	<p>- Learn and understand project planning and management approaches that involve both processes and resources</p> <p>- Use of project planning tools/methods</p> <p>- Create design elements based on processes and resources</p> <p>- A sense of initiative and agency, proactivity,</p>



	<p>3. Renovation of the sidewalk in the neighbourhood</p> <p>Etc.</p>			<p>looking ahead, courage and perseverance in achieving goals</p> <ul style="list-style-type: none"> - Empathy and care for people and the world, as well as accepting responsibility, using an ethical approach throughout the process - Ability to work individually and in a team, mobilize resources (people and things) and maintain activity
	<p><u>Problem analysis</u></p> <p>Introduce slide 5 and talk briefly about problem analysis and characterize the tools that serve it. WORKSHEET 3.1 contains a more detailed description of the problem tree - ask the participants to read it. Discuss it together, and then discuss the other examples of the tree of problems and goals contained in WORKSHEET 3.1.</p> <p>Task</p>	<p>45 minutes (additional 10 minutes for the presentation of the group's work)</p>	<p>Presentation 3.1</p> <p>WORKSHEET 3.1</p> <p>sheets of paper, other necessary stationery items</p> <p>pens, markers</p>	<ul style="list-style-type: none"> - Use of project planning tools/methods (ability to create a problem and solution tree) - Creating project elements taking into account processes and resources



	<p>Now the task of the project groups is to create a tree of problems and solutions according to any scheme/system/method.</p> <p>Supervise the work of groups. Then ask the groups to present their work.</p>			
	<p><u>Goal analysis</u></p> <p>Show the next slides (6-11) that present the SMART* method for setting project goals.</p> <p>Specific</p> <p>Measurable</p> <p>Achievable</p> <p>Relevant</p> <p>Time-bound</p> <p>Ask the participants to – while working in project groups – create an analysis of the objectives according to the scheme/template contained in WORKSHEET 3.1.</p> <p>Supervise the work of groups. Then ask the groups to present their work.</p>	<p>40 minutes (additional 15 minutes for group presentation)</p>	<p>Presentation 3.1 WORKSHEET 3.1</p>	<ul style="list-style-type: none"> - Knowledge of how to set project goals (SMART method) - Using project planning tools/methods (using the SMART method) - A sense of initiative and agency, proactivity, looking ahead, courage and perseverance in achieving goals
	<p><u>Project Schedule</u></p> <p>Introduce slides 12-13 that describe how to create a project schedule using a Gantt chart.</p> <p>Refer to WORKSHEET 3.1 and ask the participants to familiarize themselves with the example of such a chart. If the conditions allow it</p>	<p>40 minutes (additional 15 minutes for group presentation)</p>	<p>Presentation 3.1 WORKSHEET 3.1</p>	<ul style="list-style-type: none"> - Knowing what the project schedule should contain (Gantt chart) - Using project planning



	<p>and the participants express such a desire, project groups can create their chart in Excel. If for various reasons it will be impossible or difficult, ask the charts to be created on a piece of paper. Supervise the work of groups. Then ask the groups to present their work.</p>		<p>sheets of paper, other necessary stationery items</p> <p>pens, markers</p> <p>possibly computers/lapt ops for participants</p>	<p>tools/methods (creating a Gantt chart)</p> <p>- Creating design elements taking into account processes and resources</p>
	<p><u>Project budget</u></p> <p>Present slides 14-17 on the project budget: its definition, step-by-step creation of the project budget, information on what should be included in the budget document.</p> <p>Then ask project teams to create their own budget documents (in any form - lists, tables, etc.).</p> <p>Supervise the work of groups. Then ask the groups to present their work.</p>	<p>30 minutes (additional 10 minutes for the presentatio n of the group's work)</p>	<p>Presentation 3.1 WORKSHEET 3.1</p> <p>sheets of paper, other necessary stationery items</p> <p>pens, markers</p>	<p>- Knowledge of what is included in the project budget (examples of project costs)</p> <p>- Using project planning tools/methods (project budgeting)</p> <p>- Creating design elements taking into account processes and resources</p> <p>- Ability to make financial decisions regarding cost and value</p>



	<p><u>Risk management</u></p> <p>On the basis of slides 18-19, briefly discuss what risk in the project is and what is risk management. Then ask the participants to familiarize themselves with the information on this topic contained in WORKSHEET 3.1.</p> <p>Discuss together an exemplary fragment of the risk register tool included in the materials. The task of the project groups will be to develop a risk register for their project (e.g. according to the given template).</p> <p>Supervise the work of groups. Then ask the groups to present their work.</p>	<p>30 minutes (additional 10 minutes for the presentation of the group's work)</p>	<p>Presentation 3.1 WORKSHEET 3.1 sheets of paper, other necessary stationery items pens, markers</p>	<ul style="list-style-type: none"> - Knowledge of what risk management is and how to respond to risk in a project - Use of project planning tools/methods - The ability to create a risk management plan: to determine the risk in the project and its assessment, and to plan the response to risk - Creating design elements taking into account processes and resources
	<p><u>Project results</u></p> <p>On the basis of slides 20-21, discuss what the project results are and what categories they fall into.</p> <p>Ask the project groups to try to determine what effects (outputs, results, impact) they will achieve by implementing their project. Ask them to classify the results by categories: hard/soft, qualitative/quantitative.</p>	<p>20 minutes (additional 10 minutes for group presentation)</p>	<p>Presentation 3.1 WORKSHEET 3.1 sheets of paper, other necessary stationery items</p>	<ul style="list-style-type: none"> - Knowledge of what project results are and how they should be quantified



	Supervise the work of groups. Then ask the groups to present their work.		pens, markers	
	<p><u>Closure</u></p> <p>Summarize the activities: briefly discuss the work of all groups, express praise for their effort and commitment.</p>	15 minutes		
<p>Advice for the trainer/other important notes for this part</p>	<p>Each activity can be extended or shortened accordingly, depending on the needs/size of the group and the conditions of the course (in order to extend the time to complete a given task, additional hours should be used in accordance with the method suggested in the scenario).</p> <p>*Various extensions of "SMART" - for the purposes of the course, one version of the SMART explanation has been adopted. The trainer can decide for himself/herself whether to give the participants alternative versions. Then, however, there may not be consistency in the project planning task.</p>			
<p>3.2 Personal projects planning (7 hours + 2 extra hours)</p>	<p><u>Introduction - personal projects</u></p> <p>Present the definition of personal projects, their typology and a quote from K. Sikora's article, which summarizes the idea of personal projects in our lives (Presentation 3.2, slides 2-3).</p> <p>Examples for each category:</p> <ul style="list-style-type: none"> • Interpersonal • Intrapersonal - expressed in general terms and aimed at changing oneself, e.g. working on one's shyness, etc. • Short-term (e.g. walk the dog) / long-term (e.g. first-year student - graduate) • General (e.g. be a better person) / more specific (e.g. dye your hair) 	<p>10 minutes (extra 10 minutes)</p>	<p>Computer, projector Presentation 3.2</p>	<p>- Knowledge of what a personal project is</p>



	<ul style="list-style-type: none"> • Feasible/impossible • Easy / Hard 			
	<p><u>Self-motivation - brainstorming</u></p> <p>Present slides 4 and 5 to explain to the participants what motivation and self-motivation are, what general methods can be used to increase your motivation.</p> <p>Brainstorm - ask the participants to give examples of how you can increase your motivation to take different actions. Write down the ideas of the listeners on the board or flipchart. For example:</p> <ul style="list-style-type: none"> • Do not do several (dozen) things at once - focus on a specific task • Appreciate even small steps • Organize the space around you • Take breaks at work • Act in accordance with your own learning and cognitive style • Think positively, create affirmations • Remember about a proper diet and active rest • Develop your competences • Break the routine • Diversify tasks • Do not forget about seasonal rest 	<p>30 minutes (additional 10 minutes to write suggestions on a flipchart)</p>	<p>Presentation 3.2</p> <p>Whiteboard/flip chart</p>	<ul style="list-style-type: none"> - Knowledge of methods and tools to increase internal motivation - Using self-motivation methods and tools adequate to one's own needs



	<ul style="list-style-type: none"> Reward yourself Use unconventional methods, e.g. stimulating scents <p>https://portal.abczdrowie.pl/automotive</p> <p>https://hrstandard.pl/2012/07/18/tajniki-automotive-i.e.-jak-sprawic-zeby-chcialo-sie-chciec/</p>			
	<p><u>Game - "My list"</u></p> <p>Ask the participants to create their own list of personal projects. They will have a limited time for this, e.g. 10 minutes. Ask them to write down everything that comes to mind - mundane activities and more far-reaching plans. Then check how many projects they managed to come up with in that time.</p> <p>Suggest that after listing the projects, the participants think about classifying them according to the categories they learned earlier.</p> <p>Volunteers can present their lists on the forum. Regardless of whether anyone will be willing to share their ideas for personal projects, ask the participants to look at them and their classification, which will be the basis for reflection - e.g. How many projects of certain type are there? Do we consciously avoid certain types of tasks? Etc.</p>	<p>30 minutes</p>	<p>sheets of paper, other necessary stationery</p> <p>pens, markers</p>	<p>- Creativity that includes imagination, strategic thinking and problem solving, and critical and constructive reflection as part of evolving creative and innovation processes</p>
	<p><u>My project</u></p> <p>Task for the students: Plan your own project in the area of e.g. work, family, home, leisure/hobbies, social life, health or any other branch of everyday life (e.g. quitting smoking, 4 books a month, gaining additional professional qualifications, etc.).</p> <ol style="list-style-type: none"> Perform problem analysis Define your goal with the SMART method Specify a schedule 	<p>30 minutes for each of the 5 elements (150 minutes) + additional 5 minutes for each</p>	<p>WORKSHEET 3.2</p> <p>sheets of paper, other necessary stationery items</p> <p>pens, markers</p>	<p>- Create personal projects taking into account: objectives, results, activities, schedule, budget and risk</p> <p>- Ability to work individually and in</p>



	<p>4. Plan a budget (if necessary) 5. Analyze the risk and how to reduce/eliminate it</p> <p>The trainer provides help and advice all the time while performing the task, supervises the work and checks its course and manner of implementation.</p> <p><u>GAME - Story cubes (energizer/intermission)</u></p> <p>At some point, the trainer stops work when all of the participants have reached a certain stage (e.g. halfway) and orders a break for an energizer game. This will allow the participants to take a break from planning a personal project for a while and "refresh" their heads.</p> <p>To play the game, you will need story cubes, which you can buy in advance or prepare yourself (e.g. made of paper/cardboard). Each dice (traditionally there are 9 of them) has a different picture on each side. The fun is to roll all the dice and start telling a story, e.g. starting with the words "Once upon a time...". Have each person say one sentence that will contain one symbol from the dice. In this way, all the participants create a story/tell one story. If there are more participants than dices, roll them again and continue the story.</p> <p>The game will give participants energy and stimulate creativity.</p> <p><u>Presentation of projects</u></p> <p>Selected and willing people can present their projects to the rest of the group. The presentation can also take place after the completion of individual stages, e.g. discussion of the work after analyzing the problems, then after setting goals using the SMART method, etc.</p>	<p>element (25 minutes)</p> <p>energizer – 20 min + additional 15 min (if the group is larger and the game time needs to be extended)</p> <p>60 minutes (+ an additional 30 minutes)</p>	<p>story cubes</p>	<p>a team, mobilize resources (people and things) and maintain activity</p> <p>- A sense of initiative and agency, proactivity, perspective, courage and perseverance in pursuing goals</p>
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		if the group is larger)		
	<p><u>Closure</u></p> <p>Summarize the activities and praise the effort and commitment of the participants.</p>	15 minutes		
<p>Advice for the trainer/other important notes for this part</p>	<p>Each activity can be extended or shortened accordingly, depending on the needs /size of the group and the conditions of the course (in order to extend the time to complete a given task, additional hours should be used in accordance with the method suggested in the scenario).</p> <p>If it is possible (computers in the room/laptops) and the participants express their interest, the trainer can present selected free tools supporting planning/implementation of personal projects, e.g. Google calendar or Nozbe tool (https://nozbe.com/pl/).</p>			

Conclusion (2 hours)			
Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes):	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
The trainer briefly summarizes the course and thanks all of the participants for their participation.	15 minutes		



<p><u>Post- test - measurement of the final level of knowledge</u></p> <p>The trainer conducts a final test to check to what extent the participants have increased their level of knowledge/competence.</p>	approx. 25 min + 5 min for organizational activities	test sheets	
<p><u>Final discussion</u></p> <p>The final discussion moderated by the trainer serves as a tool to measure participants' satisfaction with the course, creates a space for exchanging opinions/thoughts about the course - what was good and possible suggestions for changes.</p> <p>Examples of questions that the trainer can ask during the discussion:</p> <ol style="list-style-type: none">1. <i>What are your thoughts on attending the course?</i>2. <i>What did you especially like about the classes?</i>3. <i>Could anything be improved? Why?/How?</i>4. <i>Would you take this course again?</i>5. <i>Did you enjoy the materials and exercises?</i> <p>etc.</p>	45 minutes		



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