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INTRODUCTION

In almost all European countries there is a need to come up with innovative strategies which can improve young people's chances on the labour market. Unemployment is high in many countries, especially among the young. At the same time many companies report having trouble finding qualified workers. The problem begins with the education system. In the formal education students gain important knowledge and skills but they often lack certain soft skills which are essential to build a satisfying and successful career, there is a lack of explicit focus on employability skills in education. The great majority of European schools don't provide any teaching or training on this subject. They are included in some subjects, but there is no systematic teaching of these skills in almost any European country.

Employability skills are transversal skills and according to surveys 77% of employers believe that these skills are just as important as hard or technical skills. Studies show that 85% of success at work is due to workers' personality and ability to communicate, negotiate, and lead and only 15% is due to knowledge. Today's schools need to make their students college- and career-ready and part of career-readiness is the teaching of transversal i.e. employability skills, such as teamwork, organization, critical thinking, leadership and other. To boost young people's job prospects European schools should make it a top priority to put teaching and learning of employability skills in their curricula.

The overall aim of the **Erasmus+ project Ready, steady, work** was to provide European schools with a systematic and coherent kit for teaching transversal/employability skills in order to give students the resources to cope with the demands they will meet in their future workplace.

This schoolkit was made by teachers of five partner schools from Croatia, Greece, Poland, Spain and Luxembourg in the period between 2016-2018. It consists of thirteen lesson plans and three workshops and all lesson plans and workshops have been tried out with students of partner schools during the mobilities and as local activities.

Partner schools and coordinators:

Croatia- I. gimnazija Osijek, Ivana Štiglec

Greece- 4th Geniko Lykeio Zografou, Despoina Kyriakaki

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LESSON PLANS



Lesson Plan 1

EMPLOYABILITY SKILLS

Aims

- students will be able to identify and describe employability skills, qualities and values.
- students understand the importance of employability skills, qualities and values within the workplace and know how to practice and develop these skills in a school context.

Duration

1 lesson (45 minutes)

Procedure

In a group 1 student takes the role of the employer to interview a perspective new employee.

Students need to discuss what skills, attitudes and qualities they will be looking for in the interview.

Each student has a sticky label on which they write down the skills, attitudes and qualities they require. These are displayed in the classroom.

Students read what the others have written, compare and discuss the ideas in pairs or groups.

Employability skills are the key skills and personal traits they need to enter, operate and succeed in the new world of work. Transferable skills that we take with us from school to university, from university to work, from one work situation to other.

Teacher explains to students what the employability skills are.

EMPLOYABILITY SKILLS	DEFINITIONS
DECISION-MAKING	a process which involves analysing a problem, researching the options, weighing up the pros and cons and reaching a logical conclusion
ADAPTABILITY	the skill of anticipating and responding to changing circumstances and coping effectively with the changes; fitting into a new environment quickly and easily
COMMUNICATION SKILLS	the ability to communicate orally, in writing, or via electronic means. It includes interpersonal communication
INITIATIVE	taking action when necessary, introducing a new course of action

LEADERSHIP	the ability to lead by empowering others into an effective team; inspiring and energising others to carry out tasks and achieve goals
NEGOTIATING	being able to bring about agreement on a course of action through discussion, in order to achieve mutually beneficial results
ORGANISING	the ability to be systematic and efficient, planning your time and workload effectively
PROBLEM-SOLVING	the ability to research, analyse and evaluate information to develop solutions
TEAMWORK	working collaboratively with others, in order to achieve a goal
TIME MANAGEMENT	the ability to meet deadlines and prioritise your workload, develop strategies to work under pressure
INTEGRITY	treating others with honesty, fairness and respect
PRESENTATION SKILLS	presenting information clearly and effectively
CREATIVITY	generating and applying new ideas and solutions
CONFIDENCE	being strong professional, aware of your own abilities and values
RISK-TAKING	doing something that involves danger or risk in order to achieve a goal

Students use a set of cards with the different employability skills and their definitions on them. They work in small groups and find pairs.

In pairs students compare and discuss the order of the skills by importance.

Students choose a job and think of three important skills needed.

Other students try to guess the job.

Lesson Plan 2

CREATIVITY

Aims

Students will be able

- to identify creativity and creative thinking
- to develop their creativity through a range of different tasks
- to be aware of the importance of creativity and creative thinking within the workplace.
- to develop their knowledge and understanding of creativity in the school context.

Duration

1 lesson (45 minutes)

Students watch and discuss the video.

<https://www.youtube.com/watch?v=aH2ll5bwpKw>

Procedure

Egg drop challenge

You need: raw eggs, sheet of newspaper, masking tape, some of the following materials-cardboard, cotton, toilet paper, socks, glue, straws, plastic bags, balloons, material scraps, a ladder or a second-storey window to drop the egg from.

In small groups students should design a lightweight package that keeps an egg from breaking when it is dropped from 10 feet in the air. They should use as little packaging as possible and when they have finished they should test their idea.

Balloon Tower

Divide your group into teams of three and provide ten balloons and four 3-foot long strips of masking tape for each team. The object of this activity is to build the tallest freestanding tower in ten minutes. Students may not use any additional materials and the tower must be built on a table or the floor. The tallest tower and the first team to complete the challenge is the winner.

Human knot

Have everyone stand in a circle and ask each person to hold hands with two people who aren't directly next to them. When everyone is tangled together, ask students to untangle the knot without letting anyone's hand go to form a perfect circle.

New uses

Divide the students into groups of 4. Bring in a paper plate and tell students that they have 5 minutes to list as many new uses for a paper plate. After 5 minutes students report about the new things they discovered.

Lesson Plan 3

INITIATIVE

Aims

- students will use strategic thinking to develop their teamwork and leadership skills
- students will also use problem solving exercises to show initiative and improve their communication

Duration

1 lesson (45 minutes)

Procedure

3 students act as evaluators, they don't go to the groups.

Groups of 4 to 6 people select a leader of each group.

Only 3 evaluators and leaders stay in the classroom, the rest go out for a while.

The activity is only explained to the leaders and evaluators.

Students have 15 minutes to build one paper tower with the materials provided, as tall as possible, that can support an empty plastic glass.

Evaluate the aesthetic, height and stability of the tower.

Discuss the results.

Lesson Plan 4

ADAPTABILITY

Aims

Students are able

- to discuss a range of different topics, unscripted,
- to improve their adaptability skills
- to build on their existing knowledge and understanding.

Duration

1/2 lesson (25 minutes)

Procedure

Conversation hoppers

Students work in pairs, chairs on opposite sides of each desk, arranged in a circle.

The teacher gives the signal, the students will start discussing any topic that comes to mind, with absolute freedom.

After 90 seconds the teacher will make another signal and half the students will change desk and conversation partner.

When the new conversation partner arrives, the one staying on the table must continue talking about the same topic they previously had and the newcomer should try to adapt to that conversation and carry on with it. The one that stays on the desk will take notes about the ability to adapt to the new conversation of each newcomer.

This rotation will continue until every student has been on each desk and taken part in all the conversations.

The teacher in charge will ask the fixed students whether all the moving students were able to carry on with the conversation.

The moving students will be asked about how they were able to adapt to different conversations every 90 seconds and what was the most difficult one for them.

Different uses

Students, using their mobile phones, will access a board on pinterest

<https://www.pinterest.es/vbaosruiz/adaptability-activity/>

They will find some pictures.

In groups of five or six students, they must make a list of possible uses for the objects they see on the pinterest board. The uses must be different from their normal use.

Students discuss all possible uses of the different objects and write a list of the most logic, useful or interesting uses of the given objects.

Lesson Plan 5

RISK TAKING

Aims

- developing students risk taking skills
- improving their key vocabulary.

Duration

1 lesson (45 minutes)

Procedure

Empty Seats

Students are asked if they enjoy taking risks and shown the first 55 seconds of the following video

<https://www.youtube.com/watch?v=RS3iB47nQ6E>

Students discuss in pairs what they would do in this situation and give feedback.

Group discussion to predict what might happen to the people who decide to run the risk and take the two empty seats.

Students are shown the video until the end.

What's the most dangerous thing you've ever done?

Put students in pairs and ask them to write, in two minutes, words related to taking risks.

Students are given APPENDIX.

Select key words and give two or three to each pair.

They have to write a conversation using key terminology.

Afterwards, students are to write a for and against essay on one of the following quotes

- "To know what life is worth you have to risk it once in a while" - Jean-Paul Sartre
- "The biggest risk is not taking any risk" - Mark Zuckerberg

APPENDIX

Nouns safety • top priority • athletes • sportsmen/women • a risk taker • setbacks • achievements • fear • fitness • strength • endurance • dangerous stunts • to have /achieve your long-term/main goal

Adjectives extreme sports • tough competition/marathon • overconfident • irresponsible • adventurous • self-confident • sporty

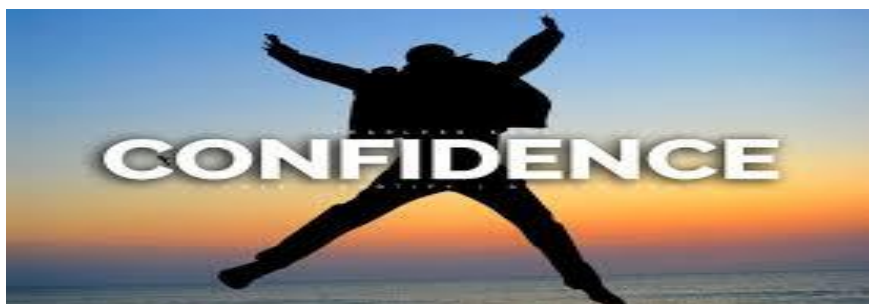
Verbs to accept/avoid risks • to suffer an injury • to need treatment • to perform stunts • to aim higher • to train hard • to ban • to get/keep fit

Phrasal verbs to take up • to give up • to work out

Expressions to face danger • to be under (a lot of) pressure • to find a balance • to raise your standard of achievement • to follow a strict routine • to run wild • to be willing to try new things • to overcome your fears • to take risks • to get a thrill out of ... • to have a rush of adrenalin • to look for excitement • to win respect • to meet new challenges • to test your limits

Lesson Plan 6

CONFIDENCE



Aims

- to make students understand the term self-confidence
- to describe the ways students can boost their confidence

- to list and reflect their strengths and weaknesses
- to show how their confidence can have an impact on their future career

Duration: 90 minutes

Procedure

Warm-up

Self- confidence – a feeling of trust in one’s own abilities, qualities and judgment

Write a quote on the board: **“The way to develop self- confidence is to do the thing you fear and get a record of successful experiences behind you.”** William Jennings Bryan (American politician)

Allow students time to respond out to the quote.

Encourage discussion about how it relates to them and makes them feel.

Explain that in this lesson they will be learning more about what self- confidence is and how to build their own one.

Task 1

1. Hand out the pieces with an article “How the brain works”.
2. Discuss with students.

Task 2

1. Give the students the quiz to do.
2. Review the answers.

Task 3

1. Play a short video “3 tips to boost your confidence”
https://www.youtube.com/watch?v=l_NYrWqUR40
2. Discuss the tips
 - Try a quick fix.
 - Believe in your ability to improve.
 - Practice failure.

Task 4 -Activity

Materials: jars with the names of the participants in it, a timer, sheets of paper

Duration time: 8 – 10 minutes

Steps:

1. Divide the students into groups of four.
2. Tell to write the names of the participants and put them in the jar (each group has their own jar with 4 names in it).
3. Each participant takes a piece of paper and folds it lengthwise.

4. For one minute everyone writes their weaknesses on the left side of the paper, *e.g. I am fat, nerdy... etc.*
5. After the minute is over they turn over their paper so that the blank paper is faced upright.
6. A participant's name is picked out of the jar.
7. For one minute the other participants list the things they like about the 'picked' person down on the blank side of the paper.
8. Steps 6-7 are repeated for each participant.
9. Everyone reads what other people wrote about him/her.

Evaluation and conclusion:

1. Discuss the activity with the students. Ask if it's possible to change their previous beliefs of themselves, to change the way they perceive themselves.
2. Ask if one's self-confidence can be an important factor when searching a job.

APPENDIX

How the Brain Works

Understanding your thought patterns and how the brain works provides a frame of reference for improving your self esteem.

Brain Pathways

The brain is made up of cells called neurons. These cells have nerve endings called synapses and dendrites. Nerve endings release chemical and electrical stimuli to communicate with each other. This brain communication forms neuro-pathways in the brain and is the basis for how the brain works.



When you initially learn something the pathway or connection is weak. The more frequently you think a particular thought the stronger the pathway becomes, forming an automatic habit of thinking. We call this brain training.

Now that you understand how the brain works let's take a look at an example:

Learning to Ride a Bike

At first you must pay attention to staying balanced, keeping your eyes on the road, holding onto the handlebars and steering in your desired direction. Then the more you practice, the stronger your bicycle riding pathways become.

Eventually you are able to get on your bike and ride without thinking. You're operating on automatic. A strong brain pathway has been created as though new brain software has been uploaded and is seamlessly operating in your mind.



How Your Self Esteem is Formed

Your brain works the same way in forming how you think about yourself. As a

child your thoughts about yourself are formed from the messages you've heard and believed from important and influential people in your life.

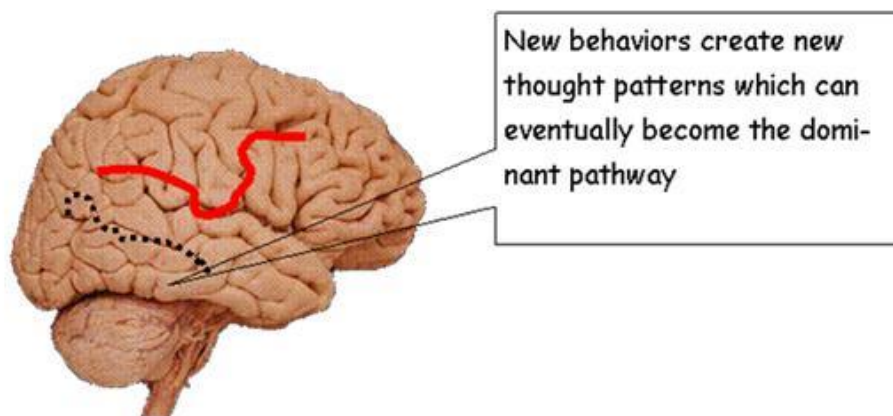
For example, if you were continually made fun of by classmates and not invited to play with them when you were a child, you have probably developed a low self esteem thought pattern regarding friends and social situations. As a result, as an adult, obsessive thinking reflecting these patterns, may automatically surface in social gatherings where you experience anxiety, fear and nervousness based on thoughts like:

- **People don't like me**
- **I was only invited because they had to**
- **Nobody's going to talk to me**
- **I don't know what to say**

These beliefs are what we call your dominant thought pattern. They operate on automatic, like a habit, and are the thoughts that trigger, consciously or unconsciously your feelings and reactions to the circumstances of your life.

Good News: Thought Patterns Can Be Changed!

When you become aware of what you are thinking and feeling, you can choose and practice using new thoughts and behaviours. With practice, your new thoughts will become your dominate thoughts replacing old patterns of thinking.



Remember: To create new thought patterns requires practice...like learning to ride a bike.

SELF ESTEEM QUIZ



Self-Esteem-Experts.com

Susyn Reeve, M.Ed. & Joan Breiner, M.Ed.



Instructions:

1. Read and answer each question
2. Review the answers, also located on this page
<http://www.self-esteem-experts.com/quiz-for-selfesteem.html>

1. How I feel about myself depends on what others think of me:

Always ___ Sometimes ___ Never___

2. When I am criticized I berate myself for being stupid:

Always ___ Sometimes ___ Never___

3. I easily ask for and accept help from others:

Always ___ Sometimes ___ Never___

4. I easily accept compliments:

Always ___ Sometimes ___ Never___

5. When I look in the mirror, I see flaws in my appearance:

Always ___ Sometimes ___ Never___

6. I make time in my schedule for activities that support my health and well-being:

Always ___ Sometimes ___ Never___

7. I am uncomfortable expressing my opinion and feelings in my personal relationships:

Always ___ Sometimes ___ Never___

8. I am anxious to admit that I don't know or understand something:

Always ___ Sometimes ___ Never___

9. In a restaurant, when I receive food that doesn't match my order, I say nothing and eat it anyway:

Always ___ Sometimes ___ Never___

10. I believe that I am confident and value myself:

Always ___ Sometimes ___ Never___

11. I openly express my opinions at work:

Always ___ Sometimes ___ Never___

12. I envy others:

Always ___ Sometimes ___ Never___

13. I believe my life would be better if I were more attractive:

Always ___ Sometimes ___ Never___

14. No matter what I do, I always find something wrong with the result:

Always ___ Sometimes ___ Never___

15. I believe I will never really be happy:

Always ____

Sometimes ____

Never ____

Quiz for Self Esteem Answers & Activities to Boost Self Esteem

1. How I feel about myself depends on what others think of me

Since high self esteem is based on what you think and how you feel about yourself, when it is dependent on the opinions of others, you feel as though you're on a self esteem roller coaster - feeling good about yourself when people agree with or compliment you and then headed for a valley of depression when someone disagrees with or withholds recognition.

Positive self -esteem is an inside job.

2. When I am criticized I berate myself for being stupid

Criticism is simply an opinion, a point of view. Berating yourself or automatically believing someone's criticism is self abuse. There may be times you wish you'd taken a different action, but to obsess and judge yourself nourishes thoughts that result in emotional pain and misery.

As soon as you notice you are criticizing yourself:

1. Acknowledge yourself for your awareness.
2. Focus your attention on a new thought supporting positive self esteem.

3. I easily ask for and accept help from others

There's a common belief that asking for help is a sign of weakness. This is based on the assumption that, I'm a strong/better person when I do it myself. While a sense of competence and satisfaction can be experienced when you accomplish something, it is a courageous demonstration of high self-esteem when you know you need help, ask for it and then receive it graciously.

4. I easily accept compliments

People desire recognition. At the same time they are uncomfortable or embarrassed when given compliments. For instance, someone compliments you for a job well done and your response is, "It was nothing." Or someone admires your new hair cut and you say, "I think it's too short." In these examples you are failing to receive the compliment and discounting the recognition being offered.

When you have positive self-esteem you accept compliments with a simple, "Thank You," and you allow yourself the good feelings that come with recognition. Begin by recognizing what skills, talents, gifts and abilities you are good at.

5. When I look in the mirror, I see flaws in my appearance

What you think and how you feel about your appearance is a reflection of your self-esteem. When you look in the mirror and your eyes immediately focus on your flaws you are reinforcing brain pathways that diminish your self-esteem.

While few of us actually measure up to the images of beauty fed to us by the media it is crucial for positive self-esteem to acknowledge your beauty. When you look in the mirror, direct your eyes to see the gifts of your reflection.

6. I make time in my schedule for activities that support my health and well being

Self-confidence and positive self-esteem flourish when you make time for activities that support health and well-being.

- Do you schedule time for this?
- Does something or someone else, you decide is more important, repeatedly interfere?

The safety announcement on an airplane includes a statement something like, “In the unlikely event you need oxygen, if you are travelling with a small child, first put on your oxygen mask . . .” This message applies in building your self esteem, as well. You must make the time to respect yourself by nourishing your health and well-being.

7. I am uncomfortable expressing my opinion and feelings in my personal relationships

Personal relationships offer clear evidence of your feelings about yourself. If you are fearful and anxious about expressing your opinions and feelings then you are either:

- Judging them as unacceptable, or
- Worried about the reaction of others.

Your willingness to express your authentic opinions and feelings, without, judgments, blame or expectations is evidence of healthy self esteem. While you may feel uncomfortable expressing yourself, do it anyway!

8. I am anxious to admit when I don't know or understand something

Feeling stupid, admitting that there is something you don't understand, often results in shame, embarrassment and low self-esteem. When you equate your self-worth with what you know and understand, it may be detrimental to your self-confidence.

For instance: a friend asks you if you've read a particular book, seen a movie and you say “Yes,” thinking that your friend would think less of you if you hadn't read the book or seen the movie.

Actually saying what is: “I didn't read that book,” or “I don't understand what that movie was about,” reflects healthy self-confidence. You are not a better or worse person based on what you've read, what you know, or what you understand.

9. In a restaurant, when I receive food that doesn't match my order, I say nothing and eat it anyway

The ability to assert ourselves – without malice or anger – is a powerful expression of positive self-esteem. People with low self-esteem take things personally, feeling victimized, when they are given the wrong order. They may feel angry and use this situation as proof that, “nobody pays attention to what I say.” Yet, in this situation it is you who is not honouring what you want by failing to express the error or misunderstanding.

Choose your actions based on the situation not upon fear of expressing yourself or feelings of inadequacy.

10. I believe that I am confident and value myself

Since self-esteem is a direct reflection of what you think and feel about yourself if you are confident and value yourself, you will naturally experience healthy self-esteem.

If you frequently berate, judge and abuse yourself in your thoughts, words and actions it is time to become aware of your dominant thought patterns and create – make-up – new thoughts.

11. I openly express my opinions at work

The confidence to state your opinions, clearly and directly, reflects positive self-esteem. Lacking this confidence you fail to express yourself, judging your point of view or the reaction you anticipate from others before you speak. Or you may express your opinion but clothe it with qualifications – for

example, “You may not think this is a good idea, but...” or “This may sound stupid to you, but...” In these examples you are judging and discounting your opinion.

Allow yourself the freedom to express your opinions – sometimes others will agree and sometimes they won’t, either way you have strengthened your positive self-esteem and confidence.

12. I envy others

Envy is a positive self-esteem killer. It’s based on a belief that what someone else is/has/does is better than what you are/have/do. Envy reinforces *I am not enough*.

While a momentary feeling of envy can awaken you to your desires and goals, a perpetual experience of envy and its’ sister jealousy always results in misery.

Rather than nourishing envy:

1. Acknowledge what you are grateful for.
2. Allow yourself to articulate your dreams.
3. Create thoughts and take actions to support the fulfilment of your desires.

A support group is a valuable resource to keep you focused on accomplishing your dreams and reminding you of your personal power.

13. I believe my life would be better if I were more attractive

Healthy self-esteem is dependent upon accepting yourself. When your happiness is dependent on your attractiveness, in all likelihood you will never be happy for very long, if at all.

Remember: Your self-esteem is a direct reflection of the thoughts and feelings you have about yourself. If you believe that your life would be better if you were more attractive – and you believe that right now you are not attractive, then a better life will be out of reach for you.

14. No matter what I do, I always find something wrong with the result

The thoughts you have about what you do reveal what you think and feel about yourself – your self-esteem. When you always find fault with what you do, you are actually abusing yourself.

Remember: At each and every moment you are doing the very best you can based upon your thinking at that particular moment. To transform self-criticism, start acknowledging your accomplishments and successes.

15. I believe I will never really be happy

This is a self-fulfilling prophecy. Napoleon Hill said, “If you can conceive it, and believe it, then you can achieve it.” This quote applies to all beliefs – whether based on thoughts that boost or diminish your self-esteem.

You are the creator of your experience based upon what you think. The creative process is the same for all things and includes the following components:

- A thought
- Charged with emotional energy
- Spoken with authority (you are the author)
- Acted on with conviction - faith in the thought

Lesson Plan 7

Decision Making

Aims

- to describe the nature of teenage decision-making
- to define the term “ decision making”
- to realize the pre-conditions that lead to successful decisions
- to acknowledge a certain decision-making model and become familiar with the process of decision-making
- to help students improve the quality of their decisions

Duration: 2-3 teaching hours

Procedure

Warm-up activity

Watch this video and answer the following questions.

<https://www.youtube.com/watch?v=vHLKfv0ALVE>

- ✓ Why do most teenagers make poor decisions?
- ✓ In what way are teenagers affected in decision-making by their everyday life?

What is Decision-making?

Decision-making refers to making choices among alternative courses of action which may also include inaction.

Decisions can be made through either an intuitive or reasoned process or a combination of the two.

- Intuition is using your ‘gut feeling’ about possible courses of action (intuition is actually a combination of past experience and your personal values).
- Reasoning is using the facts and figures in front of you to make decisions.

Applying Both Reason and Intuition

- One way to do this is to apply the two aspects in turn. It’s useful to start with reason, and gather facts and figures. Once you have an obvious ‘decision’, it’s the turn of intuition. How do you feel about the ‘answer’? Does it feel right?
- If not, have another look, and see if you can work out why not. If you’re not emotionally committed to the decision you’ve made, you won’t implement it well or effectively.

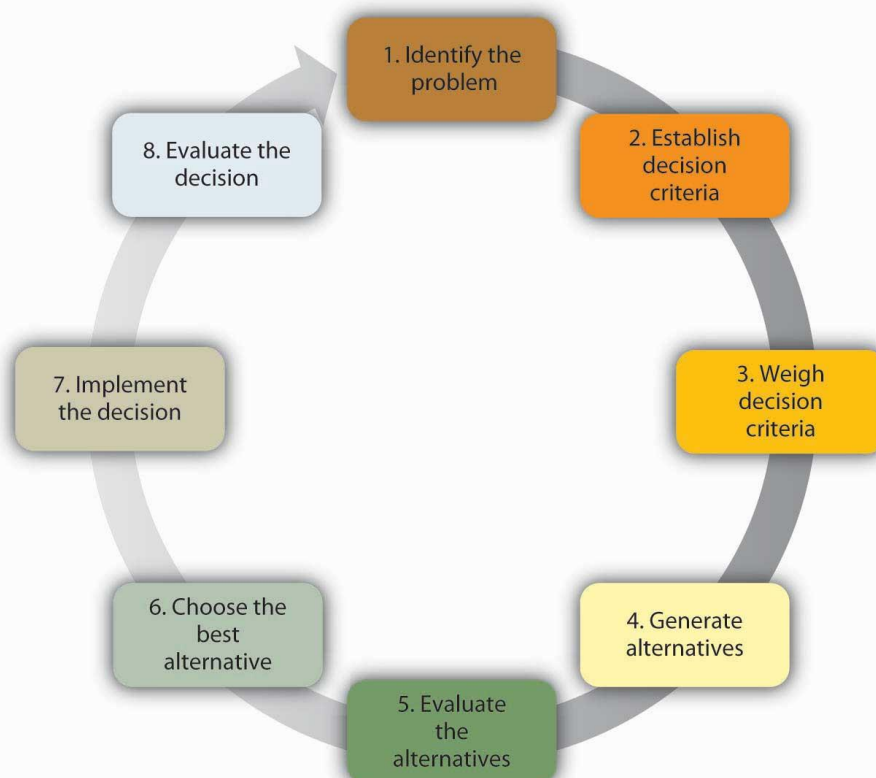
Decision-making Model

Decision Making Model	Use This Model When:
Rational	<ul style="list-style-type: none"> • Information on alternatives can be gathered and quantified. • The decision is important. • You are trying to maximize your outcome.
Bounded Rationality	<ul style="list-style-type: none"> • The minimum criteria are clear. • You do not have or you are not willing to invest much time to making the decision. • You are not trying to maximize your outcome.
Intuitive	<ul style="list-style-type: none"> • Goals are unclear. • There is time pressure and analysis paralysis would be costly. • You have experience with the problem.
Creative	<ul style="list-style-type: none"> • Solutions to the problem are not clear. • New solutions need to be generated. • You have time to immerse yourself in the issues.

Effective decision-making

Decisions need to be capable of being implemented, whether on a personal or organizational level. You do, therefore, need to be committed to the decision personally, and be able to persuade others of its merits.

STEPS OF DECISION MAKING



What Can Prevent Effective Decision-Making?

1. *Not Enough Information.* Take some time to gather the necessary data.
2. *Too Much Information* (analysis paralysis). Getting everyone together to decide what information is really important and why.
3. *Too Many People.* Sometimes it may be essential for one person to take responsibility for making a decision.
4. *Vested Interests.* They are often not overtly expressed, but may be a crucial blockage and therefore address them by exploring them with someone outside the process.
5. *Emotional Attachments.* Decisions tend to involve the prospect of change, which many people find difficult. But also remember that ‘*deciding not to decide*’ is also a decision.
6. *No Emotional Attachment.* A structured decision-making process can often help by identifying some very real pros and cons of particular actions, that perhaps you hadn’t thought about before.

Decision-Making Activity - Case Study

This activity will provide the students the ability to improve the quality of their choices.
(35-45 minutes)

Open a discussion on decision-making strategies. What was the best decision you have ever made under pressure?

Situation

Katie loves clothes. She wishes she could have all the designer clothes she wants. Unfortunately, she can’t; she has two brothers and three sisters, and her parents cannot afford to buy all their children designer clothes. Katie has a few friends that have some designer jeans. Her friends let her borrow the jeans, even though this is against her parents’ wishes. Her parents felt that Katie should not borrow them in case something were to happen to them. In that case, they would need to purchase an outfit to replace the damaged one.

One day on the way home from school, Katie tripped and fell on her knees. She tore holes in both knees of the designer jeans she had borrowed from her friend, Julie. Katie was crying, not only because she had injured her knees, but because the new jeans were ruined and they weren’t even hers.

What is Katie going to do?

Should she tell her parents?

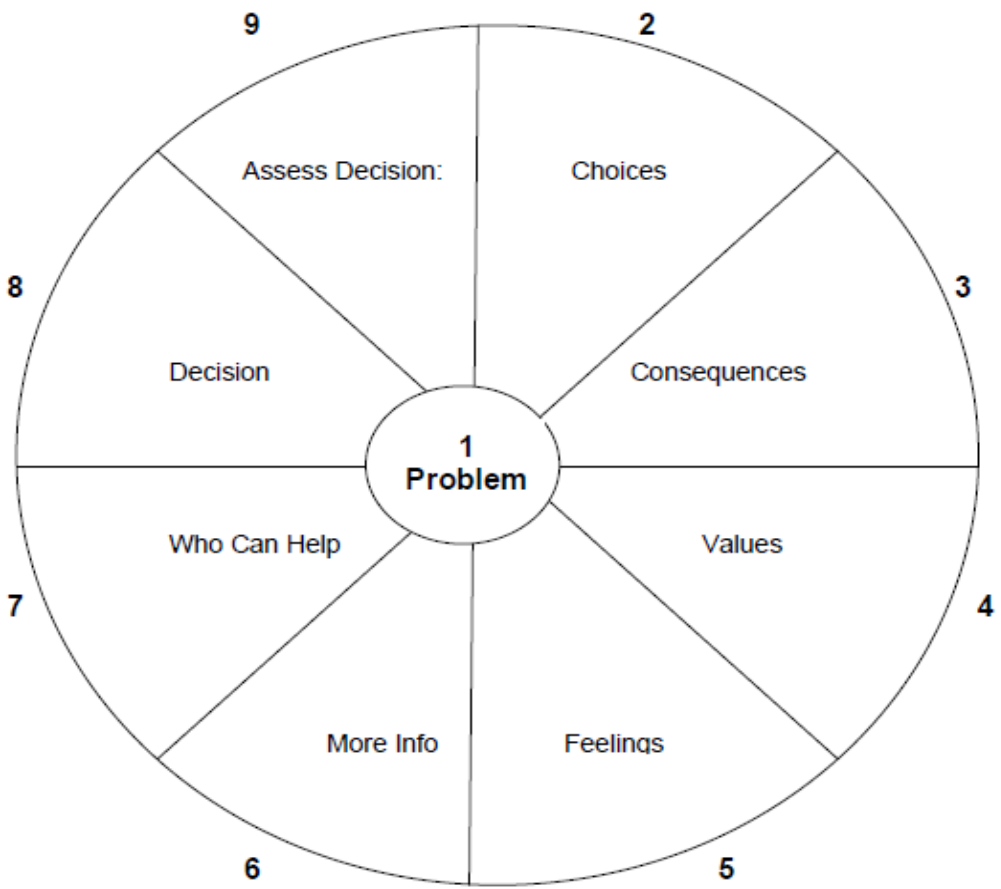
Should she tell Julie?

What decisions should Katie have made prior to borrowing the jeans?

Does Katie have an obligation to Julie?

Decision Making Wheel

This wheel will help you to make better choices in your life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the 9 choices, one by one. Fill in the blanks to make a decision for the situation described above.



Case Study Worksheet

Use this worksheet to evaluate the above case study.

Name _____

Date _____

Situation _____

1. Identify the problem

2. What are the person's choices?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. Gather information: What information should the person gather that would be helpful to know before making a decision?

- a. _____
- b. _____
- c. _____
- d. _____

4. Consider the outcome. What would be the results of the decision?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. Make the decision. What should the person do?

6. Evaluate your decision. Why do you think this is the best decision possible?

Discussion on Setting Goals

1. Do you ever set goals for yourself?
What are some goals you have right now (short-term and long-term)?
2. Agree or disagree:
It's better to set lower goals than to risk failure by setting higher ones.
3. Have you ever set a goal that was unrealistic?
What happened?
What did you learn from that?
4. Is it ever okay to take risks?
What kinds of risks are okay?
What kinds of risks are not okay?
5. Has there been a time when you turned a failure into a success? (describe)
What did you learn from that?
6. If you don't accomplish all your goals does that make you a failure?
7. What are some good ways to deal with disappointments?

Watch the following video.

Imagine you had a fight with a person that is important in your life and you don't know if you want to forgive him/her or not.

Follow the steps of the video.

In what way does the video help you make a decision? While watching the video, is your attitude changing in any way? How do you feel before and after making the decision?

<https://www.youtube.com/watch?v=qLfqHy9Ih18>

Lesson Plan 8

INTEGRITY

Aims

Students will

- understand the value of integrity
- be able to explain how relevant integrity is for their own life
- be able to teach peers about the importance of integrity

Duration:45-90 minutes

Procedure

Warm-up activity

- Start with the mind map 'I show integrity when I...' (individual task)
- A short quiz: Are you a person of integrity?

I always try to do what is right, even when it is difficult. T / F

I am true to myself. T / F

My ethical standards and principles are high. T / F

I don't compromise my values by giving in to temptation. T / F

I think I am/I am not a person of integrity because _____

Discussion questions

- What does the word *integrity* / *honesty* mean to you?
- Is being thought of as someone with integrity important to you? Why, or why not?
- How would you feel if someone accused you of not having integrity?
- How do you feel when you see someone who is not willing to stand up for his / her beliefs?
- Have you ever taken a stand that was unpopular and had to pay the price for that? Describe the situation. How did you feel? What did you learn?

Tasks

- In groups, students write five ways how to show integrity in everyday life (school, home, workplace...). Feedback.
- Teacher brings photos and articles from newspapers about different people, who show both, integrity and lack of integrity in some way. Students discuss.
- In groups, students choose 3 professions they consider honest professions and explain why.
- Each student creates five new honesty practices to improve their life and explain how these would affect their social relationships and emotional health.
- Teacher divides students in two groups. Both groups have to make a pros and cons chart of the following topics
 - Is it good to always be bluntly honest?

- Using white lies to encourage others in times of struggle

Students make a debate on both topics.

In groups, students can create posters or infographics.

Lesson Plan 9

NEGOTIATING SKILLS

Aims

- to learn co-operation skills
- to understand the concept of win-win
- to understand the importance of information gathering
- to define the term “ negotiating”

Duration: 1-2 teaching hours

Activity 1 - Arm Exercise

Setting up the game

You must never say the words “arm wrestle”. Here’s what you do: Everyone finds a partner. Ask partners to “assume this position.”



Demonstrate with a volunteer, and hand link position with both of your elbows on the table.

Explain, “This is a very easy exercise. There are three things you must know”.

1. You get a point if the back of your partner’s hand touches the table.
2. You want to get as many points for yourself as possible. You don’t care about anyone else.
3. Each ‘point’ is worth one small sweet.

Tell the students: “You have only 20 seconds to get as many points as you can. GO.”

Results

Ask how many points each person got. “0 points?” “1-5 points?” “6-20 points?” “More than 20?”. Hand out sweets to the winning pair. The sweets are shared between them.

Repeat the task 2-3 times

Behaviour questions: For a team that got a LOT of points, ask, “what did you do differently?” Why? Offer to show how some teams generated many points: by either flip-flopping their hands backward and forward or by repeatedly tapping one players hand on the table and agreeing to share the points.

Reasoning questions: For pairs who got many points, ask how or why they did what they did. How did they come to that? Who said what to whom? What were you thinking? Did the person who came up with the idea offer tap the back of their partners hand on the table, rather than their own?

Conclusions

At the end of the experience, discuss how difficult it is to develop a collaborative approach when people assume that more for one person means less for the other. Discuss how negotiating can bring positive outcomes for both parties – ‘Win-Win’

Activity 2 - The Erasmus Orange

The group is split into two teams, “A” & “B.” The teacher plays the role of Mr/Mrs Erasmus. Maximum number in a team is 4 students (if you have enough teachers) to make sure everyone is involved.

Mr/Mrs Erasmus is the owner of the only remaining Erasmus Oranges in the world (a very rare variety) and the one with whom the teams must negotiate.



Each team receives a scenario explaining why they must buy these special fruits and are told that they may only Mr/Mrs Erasmus one spokesperson at a time. On the private instructions, Group A learns that they need the rind of the orange to create a serum to protect pregnant mothers from a deadly disease. They have unlimited resources, which could make them a bit careless or arrogant. Group B learns they need the orange pulp which can be converted into a synthetic chemical gas to neutralize a nerve gas. Without it, millions of people around the world could die.

Private instructions:

Group A you must buy Erasmus Oranges because of a recent outbreak of Rudosen, a disease contracted by pregnant women that causes serious brain, eye, and ear damage to unborn children unless the pregnant mothers are inoculated early in their pregnancies. The Erasmus Orange rind can be made into a synthetic chemical serum by your company to prevent the spread of Rudosen. You are a very wealthy company and have unlimited resources. You are willing to pay a high price for the Erasmus Oranges to prevent this terrible disease. You have also recently found out that you are/your wife is pregnant.

Group B you must buy Erasmus Oranges because of a recent leak of a deadly nerve gas from old chemical warfare bombs stored in bomb chambers on a small Pacific island. Millions of people will die or suffer serious brain damage if the rest of the gas gets out of the bomb chambers and is then carried on the wind across the world. The Erasmus Orange pulp can be converted into a synthetic chemical gas by your company which will neutralize the nerve gas. You are a new company so you cannot pay lots of money to secure the crop as you may not have enough money left to pay for the process of converting the pulp into the neutralizing gas.

Mr/Mrs Erasmus, a farmer in South America, owns all of the Erasmus Oranges grown in the world this year. Mr/Mrs Erasmus begins the scenario by explaining the rarity of the Erasmus Orange, the costs involved growing and cultivating such a rare fruit, the care taken to pick, store and transport the fruit which can easily be damaged. You are willing to sell but all costs, and a very healthy profit, must be covered by any prospective buyers.

One spokesperson from each team in turn can speak with Mr/Mrs Erasmus until a satisfactory resolution is found.

Only once did the two teams bypass Mr/Mrs Erasmus and negotiate directly with each other. Once they realized that they each needed different components of the orange they became collaborative and resolved the issue satisfactorily even going so far as to share the costs. They provided Mr/Mrs Erasmus with a reasonable profit even though the demand had radically shifted.

What is Negotiation?

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome. Specific forms of negotiation are used in many situations: international affairs, the legal system, government, industrial disputes or domestic relationships as examples. However, general negotiation skills can be learned and applied in a wide range of activities. Negotiation skills can be of great benefit in resolving any differences that arise between you and others.

Discuss the definition with students.

What skills do you need?

Stages of Negotiation

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation.

The process of negotiation includes the following stages:

1. Preparation
2. Discussion
3. Clarification of goals
4. Negotiate towards a Win-Win outcome
5. Agreement
6. Implementation of a course of action

- Give a small group one of the six stages and they can then think about why it is important.
- Are there any current affairs issues that require very skilful negotiation? (Climate change agreement, Brexit etc.)

- What options are available if negotiation fails?

Lesson Plan 10

PLANNING AND ORGANIZING

Aims

- to understand the value of planning and organising
- to be able to build an articulated plan
- to be able to focus on priorities
- to be able to teach peers about the importance of planning and organising

Duration: 2 teaching hours

Procedure

Watch the following video and find out situations where **planning** and **organizing** are necessary
<https://www.youtube.com/watch?v=29DjfdreCf0>

Remember : **A goal without a plan is just a wish**



The Relation Between Planning & Organizing

- ✓ **PLANNING** conceive, develop and implement plans with purpose of accomplishing short and long-term goals.
- ✓ **ORGANIZING** the process of arranging tasks or resources so that you can perform or use them optimally

Discussion

Think about all the life situations you've been in school / leisure / travel / social and identify incidents and examples from them that show that you have already used the above skills.

First Task : Group Grid

Participants: 3-20

Duration: 45 minutes

Resources: masking tape, paper and pen or poster paper and writing utensils, optional : bell, chocolates, etc

Description

In this group exercise candidates create a grid and cross a predetermined path with limited instructions. The team must do this without talking.

This interactive activity energizes the group and demonstrates the importance of effective communication and working as a team to achieve success.

Instructions

If you have more than 10 participants, divide the group into two teams.

Explain that the activity is to be done in complete silence and that each team will be timed.

Ask each team to make a 5x6 square grid, large enough for both feet to fit inside each square.

Explain that to successfully complete the challenge, each person in the team must make their way across the grid according to a predetermined path.

If a mistake is made, the bell will be rung and the next person must start over.

Caution : Do not tell participants what their mistakes are:

- two feet not placed in the same square
- the wrong square is stepped in
- participant steps on a line
- more than one participant is in the grid at a time
- a member of the team spoke

Once the last team member had made it across the line, stop the timer and congratulate participants



Discussion

- What was most difficult about completing this activity?
- How did your team communicate with each other?
- If you were told the rules before hand, would this have helped your team complete the grid faster ?

Lesson Plan 11

Presentation Skills



Aims

- to improve students 'ability to give presentations
- to understand the importance of presentation skills
- to show appropriate strategies for conducting effective presentations
- to develop teamwork skills
- to help students get rid of emotional barriers
- to make students think of their future careers

Duration: 60 minutes

Procedure

Before the lesson students should be asked to prepare five-minute presentations of their hobbies and bring some properties connected to them.

Warm-up

The teacher talks to the class about presentation skills in general, ask whether they think they have such skills, whether they need them, if yes, why they are important.

Warm-up questions:

- What are presentation skills?
- Do you think you have such skills? Do you need them? Why?
- Would you like to be an effective presenter?
- What makes a good presentation?
- Are you going to use presentation skills in the future?

Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as the structure of your presentation, the design of your slides, the tone of your voice and the body language you convey

Watch a short video "Bad and good examples of presentation skills"

<https://www.youtube.com/watch?v=S5c1susCPAE>

Discussion

- What do you remember?
- What is bad during the presentation?
- What is good during the presentation?

Effective Presentation Rules	
Do not carry a lot of items	
Do not wear informal clothes	Dress formal and be professional
Do not stand with your back to the audience	Have energy and smile
Do not present a paragraph. Keep slides short and clear	Use clear texts and diagrams to your slides
Do not answer your phone	Keep your phone silent
Do not speak with a monotone voice	Speak loudly, clearly, stress important issues
Do not fold your arms	Keep good body language
Do not read directly from the screen / notes	Give handouts to your audience
BAD	GOOD

Practice

1. Put the following poster of interests on the ground and ask each student to put a prop on it.

ART
(writing literary text, drawing, painting, handicrafts: embroidery, knitting, sewing, clothes designing, interior design, ...)

SCIENCE
(associated with school subjects: Biology, Geography, Maths...)

RECREATION
(all areas of sport, sightseeing tours, touring trips)

TECHNICAL
(computer, electronics, modelling, cars, constructing kites, programming...)

CULTURE
(collecting objects, philately, numismatics, theatre, cinema, books, music...)

2. Divide the students into groups of 4. Each group should consist of people with various hobbies.
3. Tell the groups to prepare a presentation according to what they've prepared at home and according to rules of the effective presentation. Give them 10 minutes.
4. Each group gives a presentation of hobbies, the rest observes and assesses.
The presentation should include
 - Introducing the team
 - Describing interests
 - Arguments for choosing such hobbies (by each of the team member)
 - Presenting achievements
 - Discussing possible hobby actions in the place of living
 - Conclusion
 - REMEMBER TO SMILE
5. Discuss good and bad points of the presentations. Check if they know whether they were effective or not, and what they have to do to improve their speaking and presentation skills.

Lesson Plan 12

PROBLEM SOLVING

Aims

- to understand and get in the mind-set of solving a problem
- to identify key words that aid teamwork in the workplace
- to function as a team to solve work-related problems

Duration: 1-2 teaching hours

Procedure

Warm-up

In groups indicate what are the most important skills or personality traits to have while solving a problem?

You have approximately 5 minutes to complete your thoughts.
Compare your answers with the following list:

- ✓ TEAMWORK
- ✓ COMMUNICATION
- ✓ NEGOTIATION
- ✓ ADAPTABILITY
- ✓ CREATIVITY
- ✓ PERSUASION
- ✓ PERSISTANCE
- ✓ ANALYTICAL
- ✓ TIME-MANAGEMENT



Theory

Steps to Problem-solving in a workplace

- ✓ Identify the problem
- ✓ Discuss possible solutions with a group of people
- ✓ Decide which solution is in the best interests of the people in the work environment
- ✓ Try the solution by splitting up different tasks and spread them amongst the workers
- ✓ Evaluate the outcome
- ✓ If the outcome is not successful, look for reasons that this might be

Remember, all companies look for people with problem-solving skills.
You will more likely to be hired or promoted with it.

1st Activity

You have 25 minutes to solve the following problem

In Luxembourg, a private company works with high tech inventions in the Grand Duke towers. One of the scientists has developed a robot with advanced high spec human features, it looks, thinks and behaves like a real human.

However, there has been lots of disagreement between the Engineers and publicists to the extent where if you left them alone, they might not make it out alive. The publicists feel they should market it and let the world know. The Engineers on the other hand are not happy about letting the world know about the new invention as it is still only a prototype and want more time. The CEO has asked for a board meeting and everything is at stake. The board room is located at the very top of Grand Duke Towers. **The lift is very small and only takes two persons at a time and is operated by fingerprint touch ID.**

There are 8 participants

- ◆ Scientist
- ◆ Engineer 1
- ◆ Engineer 2
- ◆ Chief Design engineer
- ◆ Robot
- ◆ Chief Publicity
- ◆ Publicity 1
- ◆ Publicity 2

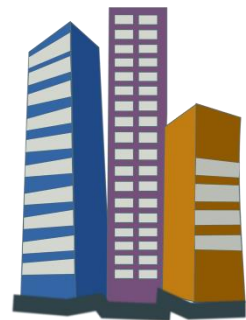
Everyone needs to get to the board meeting at the top of the Grand Duke Towers as quickly as possible. How many moves will it take?

Instructions

Allocate everyone a role, no written communication is allowed. In your teams, act out the solution, don't worry if you don't get it first try. However, some people might not have/want a role, their job is to work a solution with the rest of the team.

Remember

- A maximum of 2 people can use the lift at any time
- The chief publicist cannot stay with any of the engineers without the chief engineer's presence, in case of a fight
- The chief engineer cannot stay with any of the publicists without the chief publicist's presence, in case of a fight
- The robot cannot stay with any member if the Scientist is not there, it is after all very precious
- Only the Scientist, Chief engineer and the Chief Publicist have authorisation with fingerprint touch ID and can operate the lift



Activity Solution (one of many)

1. CDEng and Eng1 goes up, Eng1 stays and CDEng returns.
2. CDEng and Eng2 go up, CDEng returns
3. CDEng and CP goes up, CDEng stays with Eng1 and Eng2, CP returns.
4. Scientist and Robot go up
5. CDEng returns
6. CDEng and CP go up
7. CP returns
8. CP and P1 go up
9. Scientist and Robot return

10. Scientist and P2 go up, Robot stays alone
 11. Scientist returns
 12. Scientist and Robot go up
-

Discussion

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- Did you listen to each other? If not why not?
- What roles did you adopt?
- How was possible conflict managed?
- What kinds of behaviour helped or hindered you?
- How did you feel about the decisions?
- How satisfied were you with the decision ?
(ask each participant to rate his / her satisfaction out of 10)
- What have you learnt about the functioning of a team?
- How would you do the activity differently if you were asked to do it again?
- What situations at work / home / school do you think are like this exercise?

2nd Activity

List the 9 skills for problem solving in a diamond-shaped Structure

TEAMWORK
PERSISTENCE, COMMUNICATION
ANALYTICAL, CREATIVITY, TIME-MANAGEMENT
ADAPTABILITY, NEGOTIATION
PERSUASION

Lesson Plan 13

TIME MANAGEMENT

Aims

- to understand the importance of time management
- to learn to manage distractions
- to schedule priority tasks
- to understand the factors that affect the time available for work

Duration: 2 teaching hours

Procedure

Warm-Up Activity

At the beginning we ask students to close their eyes for 30 seconds and after that to open them. Nobody can watch the clock and we don't measure the time.

All we ask of participants is to open their eyes after what they believe has been 30 seconds.

Of course, they all open them at different times...

Afterwards, we talk about our understanding of time.

Even though everyone has an equal (24 hours a day or 30 seconds for example), in fact, we experience it and use it in different ways. Some of us experienced it as a short period, other as a long.



So... HOW LONG IS A MINUTE?

1st Activity

How Good is Your Time Management?

Instructions

For each statement, check the box in the column that best describes you. When you are finished, please calculate your total.

15 Statements to Answer	Not at All	Rarely	Some times	Often	Very Often
1. The tasks I work on are the ones with the highest priority.					
2. I find myself completing tasks at the last minute, or asking for extensions.					
3. I set aside time for planning and scheduling.					
4. I know how much time I spend on each of the various task I do.					
5. I find myself dealing with interruptions.					
6. I use goal setting to decide what tasks and activities I should work on.					
7. I leave contingency time in my schedule to deal with "the unexpected"?					
8. I know whether the tasks I am working on are high, medium, or low value.					
9. When I am given a new assignment, I analyze it for importance and prioritize it accordingly.					
10. I am stressed about deadlines and commitments.					
11. Distractions keep me from working on critical tasks.					
12. I have to take work home in order to get it done.					
13. I prioritize my To- Do list or Action Program.					
14. I confirm my priorities with my boss.					
15. Before I take on a task, I check that the results will be worth the time put in					

Calculate your total



Statements	Not at All	Rarely	Sometimes	Often	Very Often
1	1	2	3	4	5
2	5	4	3	2	1
3	1	2	3	4	5
4	1	2	3	4	5
5	5	4	3	2	1
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5

Score Interpretation

Score	Comment
15-30	Ouch! The good news is that you've got a great opportunity to improve your effectiveness at work, and your long term success! However, to realize this, you've got to fundamentally improve your time management skills.
31-45	You're good at some things, but there's room for improvement elsewhere. Focus on some serious issues and you'll most likely find that work becomes much less stressful.
46-75	You're managing your time very effectively! Still, you can make this even better!!!

The following is a quick summary of the main areas of time management that were explored in the quiz, and a guide to the specific tools you can use for each.

Goal Setting (Questions 6, 10)

To start managing time effectively, you need to set goals. When you know where you're going, you can then figure out what exactly needs to be done, in what order. Without proper goal setting, you'll fritter your time away on a confusion of conflicting priorities.

People tend to neglect goal setting because it requires time and effort. What they fail to consider is that a little time and effort put in now saves an enormous amount of time, effort and frustration in the future.

Prioritization (Questions 1, 4, 8, 13, 14, 15)

Prioritizing what needs to be done is especially important. Without it, you may work very hard, but you won't be achieving the results you desire because what you are working on is not of strategic importance.

Most people have a "to-do" list of some sort. The problem with many of these lists is they are just a collection of things that need to get done. There is no rhyme or reason to the list and, because of this, the work they do is just as unstructured. So how do you work on to Do-List tasks – top down, bottom up, easiest to hardest?

To work efficiently you need to work on the most important, highest value tasks. This way you won't get caught scrambling to get something critical done as the deadline approaches.

Managing Interruptions (Questions 5, 9, 11, 12)

Having a plan and knowing how to prioritize it is one thing. The next issue is knowing what to do to minimize the interruptions you face during your day. It is widely recognized that managers get very little uninterrupted time to work on their priority tasks. There are phone calls, information requests, questions from employees, and a whole host of events that crop up unexpectedly. Some do need to be dealt with immediately, but others need to be managed

Procrastination (Question 2)

"I'll get to it later" has led to the downfall of many a good employee. After too many "laters" the work piles up so high that any task seems insurmountable. Procrastination is as tempting as it is deadly. The best way to beat it is to recognize that you do indeed procrastinate. Then you need to figure out why. Perhaps you are afraid of failing? (And some people are actually afraid of success!)

Once you know why you procrastinate then you can plan to get out of the habit. Reward yourself for getting jobs done, and remind yourself regularly of the horrible consequences of not doing those boring tasks.

Scheduling (Questions 3, 7)

Much of time management comes down to effective scheduling of your time. When you know what your goals and priorities are, you then need to know how to go about creating a schedule that keeps you on track, and protects you from stress.

This means understanding the factors that affect the time you have available for work. You not only have to schedule priority tasks, you have to leave room for interruptions, and contingency time for those unexpected events that otherwise wreak chaos with your schedule. By creating a robust schedule that reflects your priorities and well as supports your personal goals, you have a winning combination: One that will allow you to control your time and keep your life in balance.

2nd Activity

Let's watch a video about:

How to Manage Time - 10 Tips That Work

<https://www.youtube.com/watch?v=go5XyuI7DkA>

3rd Activity

In groups indicate 5 common time-management mistakes.

You have approximately 4 minutes to complete your thoughts.

Compare your answers with the following list:



10 Common Time Management Mistakes

- ❑ #1- Failing to keep a to-do list
- ❑ #2- Not setting personal goals
- ❑ #3- Not Prioritizing
- ❑ #4- Failing to Manage Distractions
- ❑ #5- Procrastination
- ❑ #6- Taking on too much
- ❑ #7- Thriving on "busy"
- ❑ #8- Multitasking
- ❑ #9- Not taking breaks
- ❑ #10- Ineffectively Scheduling Tasks

The graphic features a blue background with a sunburst effect. On the right side, there is a black silhouette of a stick figure holding its head with both hands, with several short lines radiating from the top of its head, suggesting a headache or stress.

4th Activity

Many students are able to remain completely focused while they are studying, but most of us allow ourselves to be distracted from a task at least some of the time.

Our brain seems to let us know when we need a break, so we stop what we're doing to make a phone call, talk to someone in person, eat something, have a coffee or something else.

This has always been the case, but in the 21st century there are more potential distractions than ever before. We are constantly bombarded with emails, text messages, tweets, instant messages and other electronic distractions.

An important part of being an effective student is to learn to manage those distractions to get the best out of the time you spend studying.

A. Complete our quiz to get an idea of where you might have problems dealing with distractions.

Tick the statements that are true for you.

Then estimate how much time you spend every day doing each activity you ticked.

When I am studying or working ...	YES	NO	min / h per day
I check my personal email			
I answer my mobile phone			
I answer text/instant messages.			
I chat online			
I use social networking sites			
I read messages on Twitter, etc.			
I surf the internet			

B. Work in pairs. Compare your answers to the quiz.

Which of you is more easily distracted?

Discuss the following questions

- What are your three main electronic distractions?
- How much time do you spend doing each one every day?
- What effect do these distractions have on your life?
- Do they make you less effective when studying?

WORKSHOPS

Workshop 1

TEAMWORK

Aims

Students are expected

- to develop their confidence and teamwork skills
- to build on their existing knowledge concerning the essential skills of teamwork
- to develop their understanding of the roles and responsibility of individual team members
- to learn non-verbal communication and improved coordination and communication skills

Duration

A school day

Procedure

The toilet paper game

Toilet Paper Game is an icebreaker where students have to introduce themselves in an innovative way, the more toilet paper they choose to tear off, the more they have to share about themselves.

Students are seated in a circle. The teacher passes the toilet roll to the first person and they take as much tissue as they feel they need. For every square of toilet paper the students have, they have to say something about themselves.

What is teamwork?

Students start by giving their own definitions of teamwork, the teacher can add some theoretical background if points aren't addressed.

Students can either write or discuss the 7 Essential Skills for Teamwork.

Listening, questioning, persuading, respect, help, sharing, participating.

The Belly and the Members

One day it occurred to The Members (parts) of the Body that they were doing all of the work while the Belly got all of the food. They believed the Belly was lazy and unproductive.

It was decided that they would hold a meeting that evening to discuss how unfair this seemed. After what was a very long meeting that night it was voted on that The Members of the Body would go on strike until the Belly agreed to take its proper share of the work.

The unhappy body parts didn't do anything for several days in an attempt to stop feeding the Belly. The Legs stopped walking, the Hands stopped moving and the Teeth stopped chewing.

As a result of this inactivity and the starving of the Belly, the Legs became more and more tired, the Hands could hardly move anymore and the Mouth became parched and very dry.

Eventually the entire Body collapsed and passed away as the Belly completely starved.

Group discussion on the story, focusing on the students own strenghts and skills.

Crossword

Divide the pupils in four groups, and each group must select a leader and a second-leader. The groups look for a word which defines the teamwork skills: cooperation, communication, organisation. Each group selects only two words which have to be defined with the supervision of the coordinator in order not to repeat words.

The leaders will design the crossword structure enumerating the words, while the groups define the selected words. The leaders won't reveal to their group the solution of the crossword.

The leaders will write in a sheet the definition of the two words of their group while the rest of the students make the structure using the rolls paper and black paint.

The leader will give the paper with the two definitions to the second-leader of other group, then the second-leaders and his team will look for the solution. The leader, who is the only one who knows the solution, will orient his group to a correct solution.

When each group has the solution for his two words, the leaders will write the solution in the crossword.

Developing teamwork, role play

Students are to decide who should be eligible to receive financial assistance to buy a flat. You will give your opinion on the issue and defend it.

They work in groups to evaluate, take and defend positions, working as a team.

Every year state governments distribute money to people who are in need.

Students play the role of applicants who are applying for financial assistance to buy a flat and will determine which ones are eligible. They should consider their needs, capacity and other values and interests.

Students are divided into 6 groups. One group will play the role of the Eligibility Board and listen to representatives of other groups. Each group will represent one applicant and present arguments to the Board explaining why they should receive money.

Each group should study and prepare their arguments to present them to the Board. They should also select a spokesperson. Students should focus on need, capacity and other values. While the groups are preparing, the Board should reach some preliminary impressions about the applicants. After the groups present their arguments the Board should reach a decision and explain it to the class.

UNSKILLED WORKER

John Harwood and his wife, Louise, struggled continually to feed their eight children, aged one to twelve. Both parents were poorly trained and uneducated, which made it very difficult for them to find jobs. Louise was unable to work outside her home because child care was unaffordable.

They constantly moved from one flat to another because they could not afford paying the rent. John had applied at more than seventeen factories and at various community agencies, but there were no openings in manual labour categories. The Harwoods could not provide a minimal level of shelter, food or other necessities for themselves or their children, so they applied for government financial assistance.

ABANDONED CHILDREN

Mary Jones was a 26-year-old mother of two who suffered from drug addiction. She had already been jailed for one year on a narcotics offense. While in jail she attended Narcotics Anonymous meeting and learned that addiction is a disease recognized by the European Medical Association. She vowed to stay away from drugs when she was released.

After getting out of jail, Mary and her husband George had a third child. This increased the pressures they both felt and they again became involved in drugs. Mary's job did not pay enough to support her and George's drug habit as well as their other needs. As a result Mary spent a lot of money and was seriously overdrawn at the bank.

The Joneses frequently left the children alone while they searched for money and drugs. Since the children were young they could not look after themselves. Neighbours often heard them crying and could see that they were dirty and improperly fed.

One evening George took drugs, set the house on fire and lost consciousness from an overdose. The neighbours managed to rescue the family but the house was gone. Mary called the ambulance, but later that night he died. Believing that she was unable to care for her children and work at the same time, Mary applied for state government financial assistance.

PARAPLEGIC WORKER

Donald Pierce, whose legs were paralyzed at birth, moved about in a wheelchair. To maintain his health he visited the doctor frequently and received regular physical therapy.

Educated in his home through tutoring, Donald excelled in English and political science. Due to his interest in civic matters and current events, he began writing letters to the editor of his local newspaper. The editor of the newspaper recognized Donald's ability to analyse community problems and provide good ideas. He asked him to work part-time as a staff writer.

Donald received the same pay as others for this type of work; however, because of his special needs, he could work only a few hours a week. In the meanwhile his father, who Donald lived with, died and suddenly he was facing the threat to stay without the flat because he could not pay the rent. Although Donald was able and willing to contribute to his own support, he still needed help and found it necessary to apply for state government financial assistance.

UNEMPLOYED ENGINEER

Andrea Bear had been an engineer in the aerospace industry. She had worked for Aero Labs for seven years and lived in the company's flat. As a result of a government cancellation of a contract, Aero Labs laid off several hundred employees, among them Andrea. She also had to move out of the flat. Andrea's specialization was hydrology: she worked on designs for undersea missile launching devices. After losing her job and flat, she spent several hundred euros on a job resume and distributed it to prospective employers. She received a few vague responses and finally a job offer at a much lower salary than she had been making at Aero Labs. The offer came from a firm in another country, and her family was against moving.

After several months of looking for a job and changing flats she applied for state financial assistance.

ECCENTRIC CREATOR

Boris Axelrod was by common standards eccentric to his habits. He slept all day and worked throughout the night on his creative projects. These included composing music, inventing various machines and writing philosophical essays on the nature of love and patriotism, which he hoped to publish.

Boris was thrifty and liked gaudy second hand clothes. He had not been successful at earning money with any of his creations, not because he lacked talent, but mostly because he did not understand business matters.

Boris's father left the family when Boris was young and had not been seen or heard from since. When his mother was alive, she supported Boris. After she died, found it necessary to himself. He had a mechanical mind and sometimes found work as a handyman, but he preferred night work and had difficulty getting it. Once he had a regular job as a night watchman, but he became so absorbed in composing a musical suite that he forgot to go to work and he was unaware for two weeks that he had been fired.

Boris had no relatives and scarcely any friends. The few people who knew him said: "He'll never be able to hold a job,," One day his landlord knocked at his door and said he could not wait any longer for the rent, so Boris was on the street. Finally, a neighbour suggested that he apply for state financial assistance which would help him get a flat.

Landing on the moon

Your spaceship broke down on the moon. You were supposed to join the space station in the distance of 300 km and you have to cross the range of the mountains. You are provided with the items that can help you to survive in the moon conditions.

Students are set the task to put the items in the order of importance. They work in teams to discuss, decide and write the order of importance.

A list of items

(based on Moon Explorer Problem, Kroechnert)

A box of matches, a tin of concentrate food, 20m of nylon rope, a silk parachute umbrella, a portable solar power telescope, a box of powder milk, two fifty-kilo bottles of oxygen, a map of universe seen from the moon, an Inflatable life-raft, a compass, 25 litres of water, a signal rocket, a first aid kit and a solar power FM transmitter.

Item	Expert explanation
A box of matches	There's no gravity on the moon, completely useless
A tin of concentrate food	Efficient means of needed energy
20m of nylon rope	Useful when transporting the injured
A silk parachute umbrella	Sun protection
A portable solar power telescope	Useless beyond the light side
A box of powder milk	A volume substitute of food concentrate
Two fifty-kilo bottles of oxygen	The most useful, you can't live without it.
A map of universe seen from the moon	A basic navigation device
An Inflatable life-raft	The bottle of CO ₂ you can use as a drive
A compass	Magnetic field on the moon isn't polarized.
25 litres of water	Completing the significant loss of body humidity

A signal rocket	When the vehicle is at sight, signals will be useless
A first aid kit	Injection needles can be used to operate some special space suits devices
A solar power FM transmitter	FM range allows communication with the parent vehicle only at a small distance

Running dictation

Warm-up questions

How many hours sleep do teenagers need? Do you ever fall asleep on public transport?

Activity 1

Instructions:

Cut up several copies of ‘Competitive sleeping’ and blu-tack them at eye level around the classroom.

Put students in groups. One student of each team has to run to a text, read a few words and then run back to his team and dictate. One student has to write what he/she hears and the rest of the group can help with the dictation. The first group to finish are the winners.

When one group has finished, stop the activity. Groups compare what they have written with the text.

Activity 2

Competitive sleeping

Spain’s first National Siesta Championship was held in Madrid in October 2010. Competitors in the contest tried to sleep for 20 minutes on sofas in a busy shopping centre.

Judges monitored the participants’ pulses to check that they were asleep. The judges then gave points to the sleepers for falling asleep quickly, for the volume of their snores, for the most original sleeping position and for being well dressed.

Pedro Soria Lopez from Ecuador slept for 15 minutes and won the first prize of 1000 euros.

Ask students if they think the story is true. Play the video:

<https://www.bbc.com/news/av/world-europe-11614885/siesta-competition-won-by-security-guard>

Ask if they can imagine a similar competition in their country. Why or why not?

Spiders web

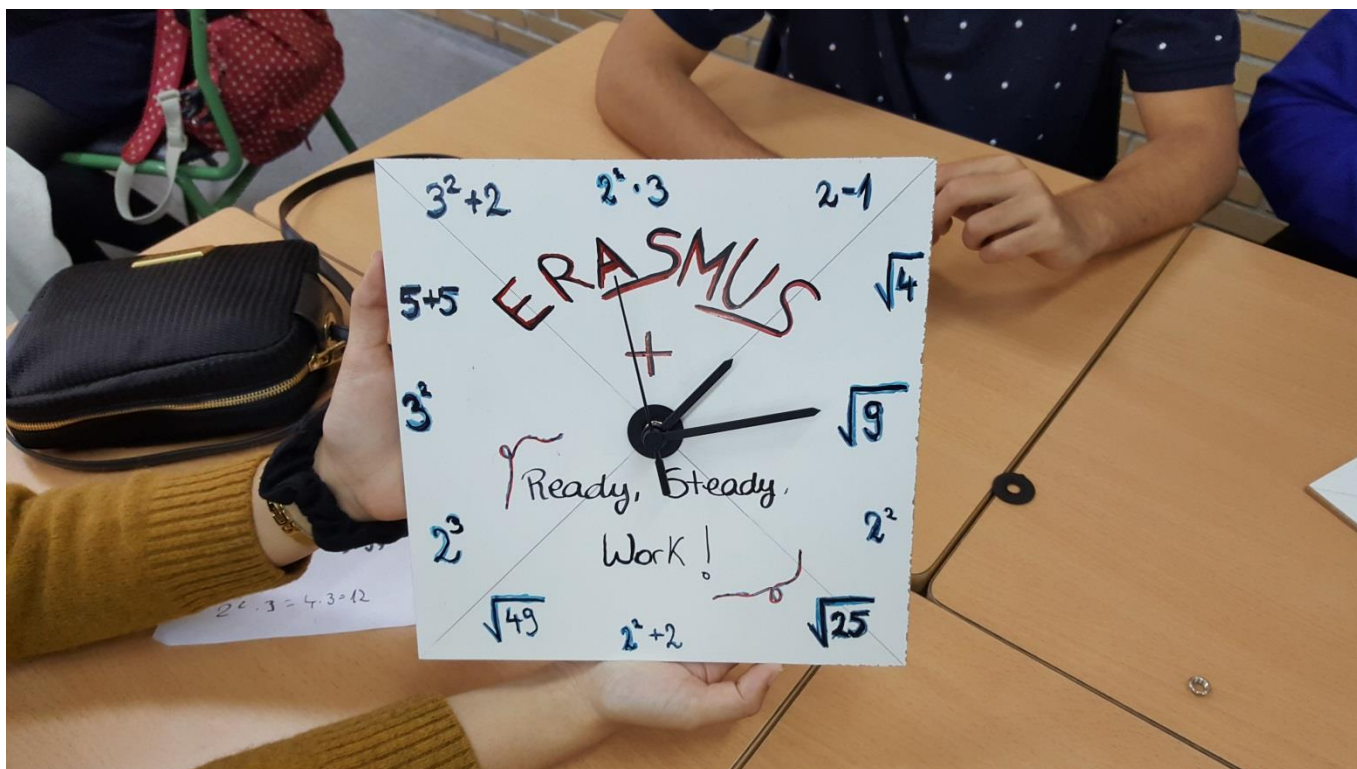
Tape two pieces of string across a doorway, one at about three and a half feet and the other around five feet. The string is the poisonous spider web. Teams must get all their members through the opening between the strings without touching it. Increase the difficulty by taping more pieces of string across the doorway.

A Shrinking vessel

Create a space on the floor. The team has to stand in that space. We gradually shrink the space, so that the team will have to think fast and work together to keep everyone within the shrinking boundaries.

Erasmus clocks

Students are divided into groups to make a clock, using only their native language, visual images and any other kind of non verbal communication. They have to build what they have agreed on as a team.



Workshop 2

COMMUNICATIONS SKILLS

Aims

- to define the term 'communication skills'
- learn how to listen effectively
- understand the difference between verbal and non verbal communication

Duration : 2 teaching hours (2 x 45 minutes)

Listening questions

Listening is a big challenge since we spend so much of our communicating time listening (45 %). If you are not a good listener, you will be a less effective communicator.

The average person speaks at about a rate of 150 words per minute (wpm). The problem is that we can hear at about a rate of 1,000 wpm. This obviously gives us a lot of extra time. What do we do with this time?

Evaluate your listening skills

LISTENING QUESTIONNAIRE

When listening to another person I...	Always 1 point	Usually 2 points	Often 3 points	Rarely 4 points	Never 5 points
Get distracted					
Listen only to facts					
Interrupt					
Assume the other person already knows					
Prejudge					
Tune out					
Ignore nonverbal clues					
Total					

Scoring

- 31–35 points = Effective Listener
- 21–30 points = Good Listener
- 14–20 points = Not-so-good Listener
- 13 points or less = Huh?

Train story

Teacher tells students to listen to a story about a train. They have to listen very carefully and pay attention to details because they will get a question at the end of the story.

A train leaves the station with 3 passengers and stops at London and 5 more get on. It next stops and Albany and 2 passengers get off. Next stop is Pleasantville and 23 new passengers get on board. The train makes its next stop in Dallas where 21 get off and no one gets on. The train chugs along until it reaches Hollywood where 3 more passengers get on. The next stops are Buffalo where 6 get on and 4 get off, Moosehead where no one gets on or off, and Clarksburg where 24 passengers get on board. The train reaches the end of the route in Los Angeles where everyone gets off.

How many stops did the train make?

Students probably expected a question about the number of passengers at the end of the story. Often our assumptions cause us to focus on the wrong things when we communicate with others and that we need to keep an open mind about what may be most important and critical communications.

Wedding story

- The best man is the brother of the usher.
- The best man and the bridesmaid went to college with the groom.
- The usher went into the army after high school.
- Ann's college roommate took Sally to a family reunion in May.
- Steve and Jerry had to give up their Rose Bowl tickets to attend the wedding.
- Dan and Steve's mother attended the wedding, but didn't sit with her sons.

Who is the

Bride: _____

Bridesmaid: _____

Groom: _____

Best Man: _____

Usher: _____

Wedding Story Answers

Bride: **Sally**

Bridesmaid: **Ann**

Groom: **Jerry**

Best Man: **Steve**

Usher: **Dan**

Wedding Story Rationale

You know that the best man and the usher are brothers from the first clue, and they are named Dan and Steve based on the last clue, but you don't know who's who yet.

In the second clue, you learn that the best man and the bridesmaid went to college with the groom. This means that either Dan or Steve went to college with the groom.

The fourth clue tells you that Ann went to college, so you can assume that she is the bridesmaid.

In the fifth clue, Jerry is introduced, so knowing that he is neither the usher nor the best man, you can assume that he is the groom.

Going back to the fourth clue, you can now assume that Sally is the bride because she is not the bridesmaid. So if Ann's roommate took Sally to the family reunion in May, the roommate must have been Jerry.

You can assume that the wedding was in January based on the fact that Jerry and Steve had to give up their Rose Bowl tickets to go to the wedding. So by May, Jerry and Sally were married and thus went to the family reunion together as husband and wife.

You also know from the fifth clue that Steve was going to the Rose Bowl with Jerry, so he was the one who went to college and was thus the best man, leaving Dan as the usher who went into the army after high school.

NON-VERBAL COMMUNICATION

Aims

- to introduce the concept of body language
- understand the difference between verbal and non verbal communication
- understand the cultural context of body language in different societies

Duration 2 teaching hours (2 x 45 minutes)

When we communicate face-to-face, we receive messages on 3 basic levels: verbal behaviours, voice inflections and non-verbal behaviours.

Feelings are often communicated through body language

Which of these do you think is the most important?

Procedure

Introduce the concept of body language through a demonstration that sends the class a "mixed message." For example, storm into the room, slam a book down on your desk, stand with your arms crossed, frown, stamp your foot and say, *"Today will be a great day; we will do some really interesting and fun things today."*

Then ask the class how they felt about the words you were saying. Did they believe them? Were they comfortable with them? Why not? How else were you communicating? Which was more believable?

Ask for volunteers to demonstrate, through body language, the following words (feelings);

• Scared • Hurt • Worried • Excited • Guilty • Bored • Sad • Irritated • Angry

Have the class identify the feelings being demonstrated.

Body language worksheet

Instructions

Look over the photos provided and answer the questions that follow.



Self-Reflection Questions:

1. What message does each person's body language send?

2. Does the racial/ethnic identity or gender of the people in the pictures affect the interpretation of their body language?
3. Does age or social status make a difference in the way their body language is perceived?
4. How would you react to the body language shown in each of the photographs?
5. What situations have you experienced in which your body language was misinterpreted?
6. Have you ever made judgments about others based on their body language? Can you give specific instances?

Nonverbal Activity: Silent Movie

Aims:

- to be able to write a story
- to learn how to act out and read non verbal messages
- understand how language can solve problems

Duration : 1 teaching hour (45 minutes)

Procedure

Divide students into two or more groups.

For the first half of lesson, some students will be screenwriters and other students will be actors. Roles will switch for the second half.

The screenwriter students will write a silent movie scene, with the following tips in mind:

1. Silent movies tell a story without words.

It is important to start the scene with a person doing an obvious task, like cleaning the house or rowing a boat.

2. This scene is interrupted when a second actor (or several actors) enters the scene.

The appearance of the new actor/s has a big impact.

Remember that the new characters could be animals, burglars, children, salesmen, etc.

3. A physical commotion takes place.

4. The problem is resolved.

The acting groups will perform the script(s). Everyone sits back to enjoy the show!

This exercise gives students a great opportunity to act out and read non verbal messages.

Job interviews

Aims:

- to be able to communicate effectively in an interview
- to prepare for an interview and possible questions
- to practise an interview scenario

Duration : 2 teaching hours (2 x 45 minutes)

Procedure

Most asked job interview questions and how to answer them

Prepare cut-out cards for students.

Each group gets a set of questions and advice on how to answer them.

They have to match the questions with the pieces of advice.

1. Tell me about yourself	Confine your answer to work related stuff. Never go much into the personal details unless the panel asks you.
2. Tell me about your dream job	If your response is a specific job along with the responsibilities that you expect, you may be put under the scanner to confirm whether you suit that particular role. So, better make use of stereotyped phrases like friendly environment etc.
3. Why did you leave your last job?	Give out a positive response of the sort 'I am in pursuit of better opportunities'. However factual that may be, never ever speak out things like 'It is the ill tempered boss at the workplace that made me think of this change'.
4. What is your weakness?	Don't start listing out all your personality disorders straightaway. Stay composed and quote silly weaknesses that are strengths in disguise. Things like 'I take time in getting ready to the office and so, I set my alarm two hours in advance' sound good.
5. What are your strengths?	The more you market, the more will be the demand. Just list out all your strengths. Be prepared to give examples that reflect them.
6. What do you know about the type of work we do?	Do necessary homework by browsing every nook and corner of the company's website as that is the most authentic source of information to answer questions like these. Talk to the people working at the company for specific information, in case you know someone personally.
7. Why should we hire you?	Speak in a balanced tone to send them a message that you need the job as much as the company needs you. Never compare yourself with other participants.
8. Do you consider yourself successful?	Invariably say yes. Success does not mean getting control over the whole world. Discuss all your major achievements till that point in time.
9. Why have you been unemployed for such a long time?	Cover up with the productive activity you have done during that time right from attending any course to improving the knowledge by any means such as freelancing or else working for no compensation.
10. What do co-workers say about you?	Just come out with the regular compliments you used to receive from your colleagues and take care that you do not sound too exaggerating.
11. How long would you expect to work for us if hired?	Don't be too specific by giving away a word for a particular period of time. Answers like 'as long as both the parties feel satisfactory' sound good.

12. Do you think you are overqualified for this position?	Try to convince that you are apt for the job. Never express any sort of doubt about your credentials by speaking a bit uncertain. Assure them that you are the right person.
13. Describe your management style	It is very important that you make the listener understand the point that you lay a lot of emphasis on the communication of any sorts with the subordinates or colleagues. Talk about the way you use to guide people or how you share with them to make them comfortable with what they do.
14. Are you a team player?	Once again a firm yes is necessary for this! Exemplify with various scenarios you succeeded in meeting the project deadlines as a team.
15. What is your philosophy towards work?	No adjectives for these sorts of questions. Just speak out about your basic values you adopt at the workplaces in a few words and the energies you can bring into the workplace.
16. What position do you prefer on a team working on a project?	Create a sense of a feeling that you are flexible and don't mind whether you have to follow or else to lead.

After they finish go through all the questions.

Tell students to listen carefully because in the next activity they have to apply what they have learned.

Mock interview

Students work in pairs.

One of them will be an interviewer and the other a person applying for a job.

They decide together what kind of a job it will be.

Questions

1. Tell me about yourself.
2. Tell me about your dream job.
3. Why did you leave your last job?
4. What is your weakness?
5. What are your strengths?
6. What do you know about the type of work we do?
7. Why should we hire you?
8. Do you consider yourself successful?
9. Why have you been unemployed for such a long time?
10. What do co-workers say about you?
11. How long would you expect to work for us if hired?
12. Do you think you are overqualified for this position?
13. Describe your management style.

14. Are you a team player?

15. What is your philosophy towards work?

16. What position do you prefer on a team working on a project?

Curriculum Vitae (CV) and Cover Letter

Aims

- to introduce Europass
- to give tips on effective CV and letter writing
- to practise online completion of application forms

Duration 1 to 2 teaching hours

How to format a CV

How long should a CV be ?

Your CV should be around 2 pages in length, in order to effectively communicate your value to employers without boring them.

What do employers look for?

When employers read your CV they are looking for the skills, knowledge and experience that prove you can perform their role.

Research your target employers and job adverts to find out exactly what your CV should include.

What font should I use?

A good CV needs to be easy to read and professional-looking, so use a clean simple font and avoid anything too elaborate. The following fonts will work well: Arial-Tahoma-Verdana

Should I include a photo?

Unless you are applying for an acting or modelling job, you don't need to include a photograph in your CV. It is not a must.

Do I include all my experiences?

For completeness and transparency you should include all of your experience ideally.

However, if you have lots of very old or irrelevant roles, you can shorten them to brief summaries in order to save space.

Should I hide employment gaps?

If you have one or more long periods of unemployment, then it's best to be up-front and explain them on your CV.

Ideally try to explain the gaps with constructive content such as travelling, volunteering or completing personal projects.

Should I include my interests?

Interests and hobbies are an optional CV section and should only be included if they add value to your application.

Should I include references?

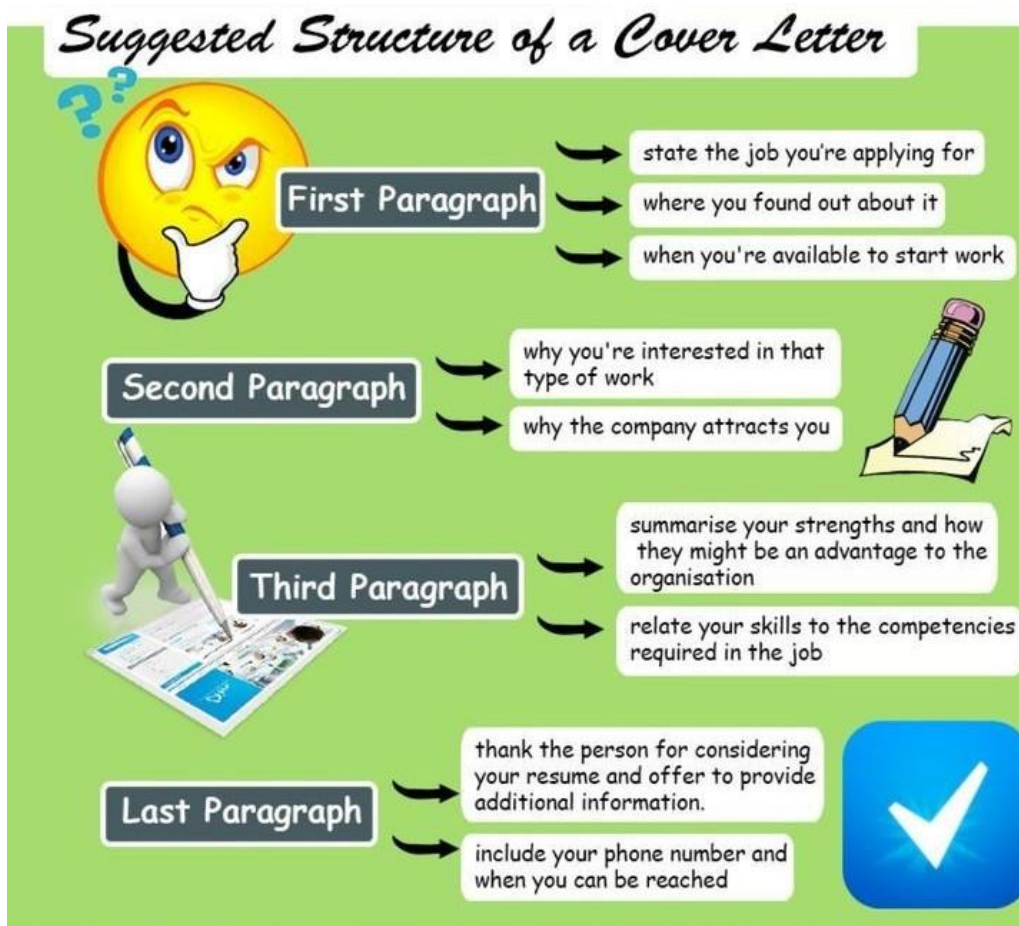
Employers will not need to contact your references until some stage later so there is no need to include reference details on your CV.

If you do include them, make sure you have their permission.

Do I need a cover letter?

You should always send an introductory note when applying for a job in order to convince the recruiter to open your CV.

While the CV is usually more brief and factual, your cover letter should give personal touch and should convince your employer to open your CV.



Europass CV

Introduce the students to the Europass CV and tell them they can find templates in all European languages. Analyze the template.

<http://europass.cedefop.europa.eu/documents/curriculum-vitae/examples>

If there are computers available, students fill out the online CV and cover letter.

<https://europass.cedefop.europa.eu/editors/en/cl/compose>

If not, we give students a sample of a CV and a template to fill it out.

Workshop 3

LEADERSHIP

Aims

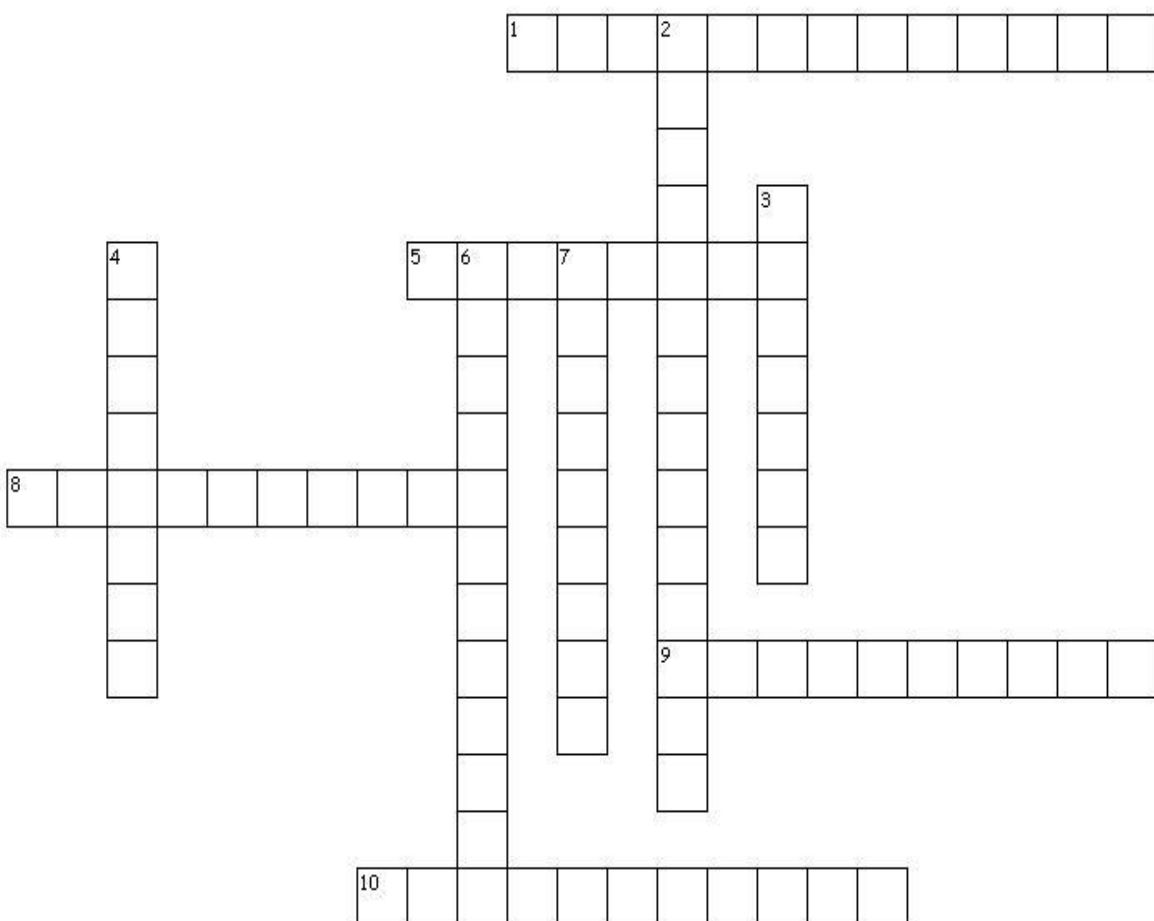
- to define the term 'leadership'
- to learn how to be an effective leader
- to acknowledge the key traits for leaders

Duration : 2 teaching hours (2 x 45 minutes)



Warm – up exercise

CHARACTER OF A LEADER



Complete the crossword with nouns describing character of a person.

1. Knowledge and understanding of yourself
2. The ability to realize what will happen in the future and make wise decisions
3. The ability to understand other people's feelings and problems
4. The quality of being honest, free from self-interest or injustice, conformity with established rules and laws
5. A tendency to believe that good things will always happen
6. Determination to keep trying to achieve something in spite of difficulties
7. Adherence to moral and ethical principles and complete harmony in what one things, says and does
8. The belief that you have the ability to do things well or deal with situations successfully
9. A strong feeling of interest and enjoyment about something
10. The ability to change or be changed easily to suit a different situation

1. *self-awareness* 2. *farsightedness* 3. *empathy* 4. *fairness* 5. *optimism*
6. *perseverance* 7. *integrity* 8. *confidence* 9. *enthusiasm* 10. *flexibility*

Procedure

Do I have all these Characteristics ?

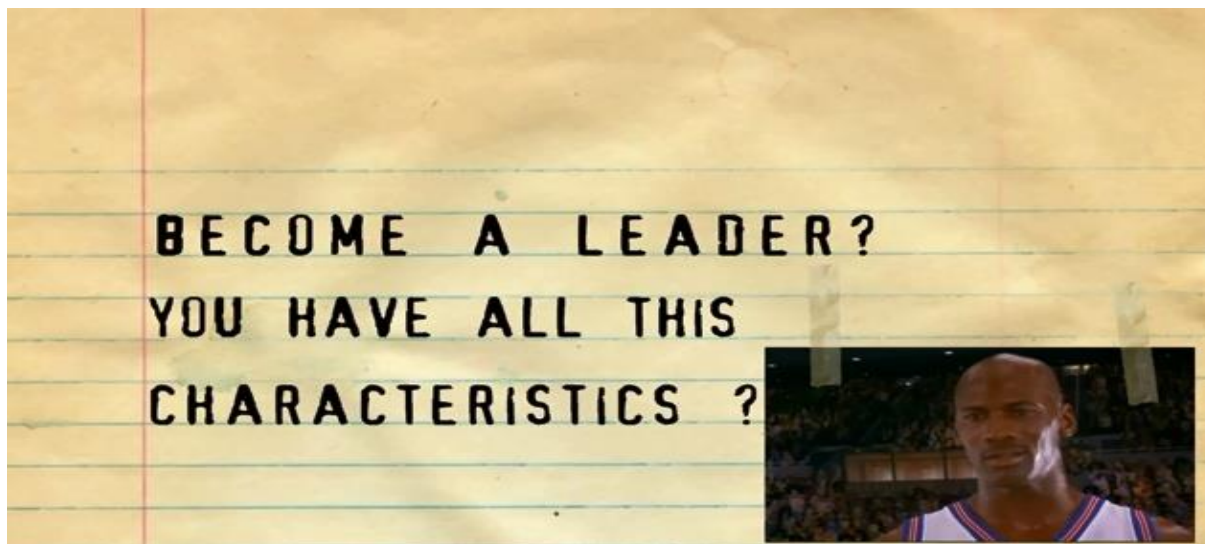
1. Ability to delegate
2. Sense of humor
3. Ability to inspire
4. Good & healthy lines of communication
5. Support teammates
6. Creativity - Thinking out of the box
7. Capability to translate vision into reality
8. Show your commitment & lead by example
9. Believe in the goals and mission and work towards it
10. A leader is a man who can adapt principles to circumstances

Discussion

- Talk about yourself.

- Justify by giving examples from your own experience.

Cartoon Video on Leadership Characteristics



<https://youtu.be/T5PmwcBnXJo>

The key traits for leaders according to Kirkpatrick, S.A. and Locke, E.A.

Drive : a broad term used to encompass the concepts of having a record of achievement, being strongly motivated and ambitious, having energy and tenacity, and being able to take the initiative;

Leadership motivation: the desire to lead others, often because of the development of a clear vision of where the company or organisation should be.

It is very firmly *not* about the desire for power in itself;

Honesty and integrity : it is about presenting an honest picture of yourself, so that your followers will respect you;

Self-confidence : it is associated with emotional stability;

Cognitive ability : often described as intelligence.

Knowledge of the business : it is thought to be essential for credibility. However, this does not always follow, as there are plenty of examples of highly successful CEOs being brought in precisely because they did not know the business and so would be more likely to encourage disruptive innovation.

Kirkpatrick, S.A. and Locke, E.A. (1991) "Leadership: do traits matter?", Academy of Management Perspectives, 5(2), 48-60

Game/Alias

A person must describe a word without using the root of a word.

1. Delegator
2. Evaluative
3. Proactive vs. Reactive
4. Interested in Feedback
5. Flexible / Adaptable
6. A good Communicator
7. Enthusiastic
8. Open-Minded
9. Resourceful
10. Consistent
11. Well Educated
12. Respectful
13. Open to Change
14. Organized
15. Initiative

THE SIX LEADERSHIP STYLES						
By Daniel Goleman						
	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths

Task

Make cards using the theory and try to guess which leadership style they represent.

Pick up your card and act it out.

Who can guess what kind of Leader you are?

Discussion

Choose three personalities from different fields (Politics – Athletics – Culture – Society ...) you consider as leaders and refer to their **Leadership Characteristics**.



Task

Do a simple role-play activity in the imaginary situation described below.

Imagine you are on a ship going across the Atlantic.

Suddenly the ship hits the iceberg and it starts to sink.

People rush to the lifeboats.

After a while, there is only one lifeboat left.

There are still 14 passengers; unfortunately the boat can carry only 7.

You want to be in the boat.

Create 14 cards with different roles. Each student picks one card.

The other students vote. They can vote 1 to 7 persons.

You have to make a 4-minute speech to convince the others that it is you, who should stay in the lifeboat, that you are useful enough to help them get to the shore safely.

Show enthusiasm, be creative, confident, positive and convincing.

Watch the next video

<https://youtu.be/jeeX9N3QhIk>

IF YOU LEARN FROM DEFEAT, YOU
HAVEN'T REALLY LOST.

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