



# SUCCESS@WORK

## MANUAL FOR SOFT SKILLS DEVELOPMENT OF TRAINEES

**CO-CREATED BY MENTORTEC, ANESPO, BLICK, CECE, EFVET, PIT AND PIXEL**



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## Welcome to Success@work!

**Success@work** is a manual structured to be easily used by you. The idea is that you do the activities of this manual outside your VET centre and classes, by your own, at any place and time. Despite this, in the case you need, you can also talk or meet with a counsellor or trainer of your VET centre, anytime you need support.



In this manual you can find different activities, easily implemented by you in different places, that can support you in the acquisition and/or strengthening of their soft skills.

The manual is organised in four main sections:

Welcome to Success@work	Learning about soft skills...	How to use Success@work?	Success@work activities
<ul style="list-style-type: none"><li>Section in which you can know more about the goals and structure of the manual</li></ul>	<ul style="list-style-type: none"><li>Here you can find more information about Soft Skills, namely definition and examples of soft skills</li></ul>	<ul style="list-style-type: none"><li>The section in which you can find information about how you can use this manual</li></ul>	<ul style="list-style-type: none"><li>Where are introduced the activities for the development of your soft skills, in which you also find all the supporting materials to do the activities</li></ul>

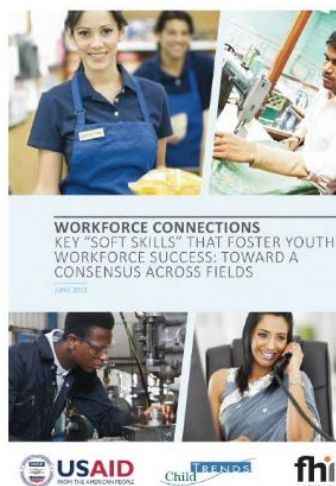
Figure 1 – Identification of the chapter of the Success@work manual.

## Learning about Soft Skills...

### What are Soft Skills?

Soft skills often also referred to as transversal skills or competencies, key skills, core skills or life skills, are recognized to be the success factor enabling individuals to fulfil their personal, educational, social and professional lives, career development and higher income.

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Soft skills are skills, competencies, behaviors, attitudes, and personal qualities that enable youth to navigate their environment, work with others, perform well, and achieve their goals. We've identified five key soft skills that — according to researchers, employers, youth, and program implementers — most enable youth (15-29) worldwide to be successful in the workplace.

[View Publication](#)

Figure 2 –News “Key “Soft Skills” that foster youth workforce success: toward a consensus across fields” of Child Trends<sup>1</sup>.

Completely different from “hard skills”, soft skills can be defined as “Skills that are cross-cutting across jobs and sectors and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence)”<sup>2</sup>.

### Why are soft skills so relevant?

In the past years, soft skills are considered crucial and quite relevant, particularly to young qualified people. Among the diversity of reasons for its relevance in the actual society, soft skills are widely recognised as strategic to:

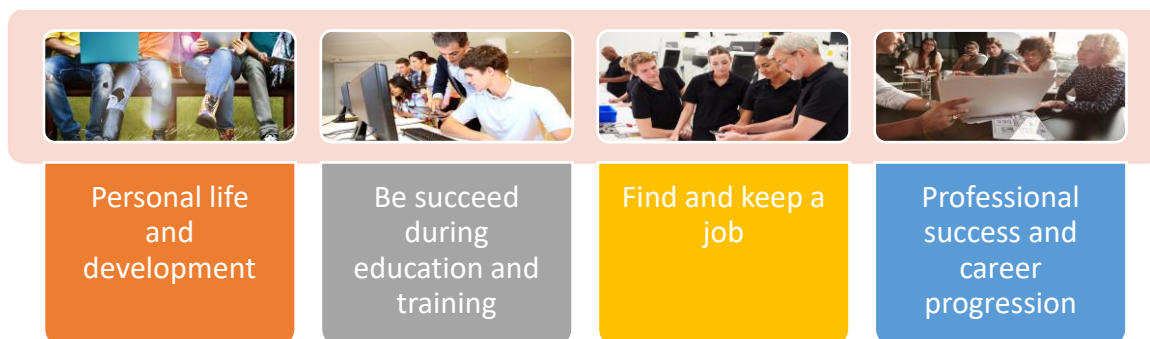


Figure 3 – Relevance of the soft skills to the different dimensions of life.

<sup>1</sup> Publication of *Child Trends* available [here](#).

<sup>2</sup> Definition from the *Skills Panorama Glossary, Cedefop, European Union* available [here](#).



More than ever, companies and employers, are seeking for young qualified people that can easily evidence the adequate balance of hard or technical skills and soft skills. Besides being a differentiating factor between candidates with similar qualifications and know-how, soft skills are also seen as an important factor to raise the possibilities of success of young people at the workplace.

*Young people with developed soft skills “are more likely to be productive, retained on the job, and promoted, and thus they tend to earn more than those less competent in soft skills. Youth competent in these soft skills contribute to the collective efficacy, productivity, and growth of their employers, and when they start their own businesses, they are more likely to be successful.”*

### Can soft skills be developed and assessed?

Soft skills can be progressively developed or “mastered” over a lifetime, once that they are personal qualities related to life experiences to date, meaning that new experiences and interactions will constantly impact its acquisition, development and consolidation. This is an idea that is widely accepted today, however, for a long-time society understood that soft skills couldn’t be learned.

This also means that investing the acquisition and development of soft skills throughout lifespan, can be strategic to the adaptation to the different contexts of life, particularly relevant for you.

### How can I turn my focus to the need of strengthening my soft skills?

01

- See the counsellor of your school

The counsellor of your school can provide you information about how you can proceed to assess your soft skills and support you understanding the results of the assessment. In short, to assess your soft skills you can answer to an online soft skills assessment tool and, with the support of your counsellor, to know and understand the results

to your questionnaire.





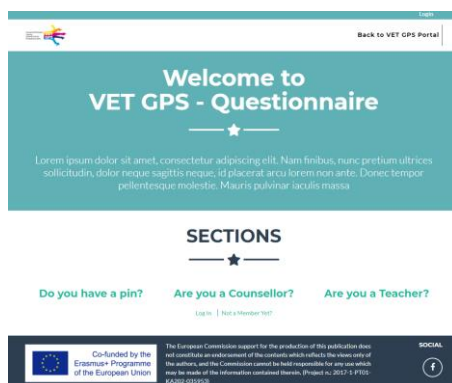
## How can I assess the level of development of my soft skills?

02

This will allow you to know, which soft skills you can mobilized, and which one you need to reinforce. Having this knowledge, it will be easier to define your learning plan focused in the acquisition, development or consolidation of soft skills.

- assess the level of development of your soft skills

For this effort, you can use the online **Soft Skills Self-Assessment Tool** with the support from the counsellor of your VET school<sup>3</sup>.



## Which soft skills can I acquire or strengthen?

03

- Identify the soft skills that you need to strengthen

With the online **Soft Skills Self-Assessment Tool**, you will be able to assess six soft skills that can be developed or strengthened through the implementation of the activities introduced in this manual.

You can find different examples of soft skills when researching about this topic. In this manual, are included the set of soft skills identified by trainers, tutors and representative from companies as being more relevant:

<sup>3</sup> Know more about this tool [here](#).



<b>Problem solving &amp; creativity</b>	<ul style="list-style-type: none"> <li>• Ability to think and identify a solution to a complex situation and problem, using imagination or original ideas.</li> </ul>
<b>Readiness to learn &amp; critical thinking</b>	<ul style="list-style-type: none"> <li>• Readiness to learn is related to the availability of a person to seek and invest in learning and in behaviour change. Critical thinking is related to the ability of analysing situations and information and make a reasoned judgement about it.</li> </ul>
<b>Adaptability</b>	<ul style="list-style-type: none"> <li>• Ability to change and to be able to adjust to new situations, conditions, and contexts, without compromising our beliefs, ideas and personality.</li> </ul>
<b>Self-motivation &amp; positive attitude</b>	<ul style="list-style-type: none"> <li>• Ability that drives a person to do things without the influence from other people, with a positive mental attitude that focuses on the bright side of life and a mindset that envisions favorable results.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to interact with others in several contexts, to exchange information, ideas, knowledge, expertise, etc.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Cooperation between the members of a group of people to achieve a common goal.</li> </ul>

Figure 4 – Identification and brief description of the soft skills that can be assessed and strengthened.

### What should I do with the results related to the assessment of my soft skills?

Once you have the results of the level of development of your soft skills, you can work with your counsellor on its analysis and in the definition of your plan to increase the level of development of the soft skills. The reinforcement of your soft skills can be made in classes, with the support from your trainers; in counselling, with the guidance of your counsellor; or at home or any other place by yourself and using this manual.

**04**

- Understand and use the results of assessment



## How to use Success@work?

### Getting started with Success@work

This section is to support you with information about how to use this manual to strengthen your soft skills, by preparing and implementing activities outside your class or school.

The manual relies on the idea that you can autonomously identify, prepare and implement an activity matching your soft skills needs, expectations and preferences. Despite being prepared to be used independently, this manual and activities can be done with your colleagues or with the guidance of your counsellor or trainer(s).

In this manual, you will find, not only a detailed description of the activities, but also any support that its implementation may require. However, for any activity or situation, you are free to choose other supports or to adapt the ones that we provide to you. You can also, identify other activities that, in your perspective, can be useful for reinforcing your soft skills and, based in the methodology behind the activities introduce in this manual. You can easily take the best benefit from the new activities that you may select or identify.

### What I need to know about Success@work?

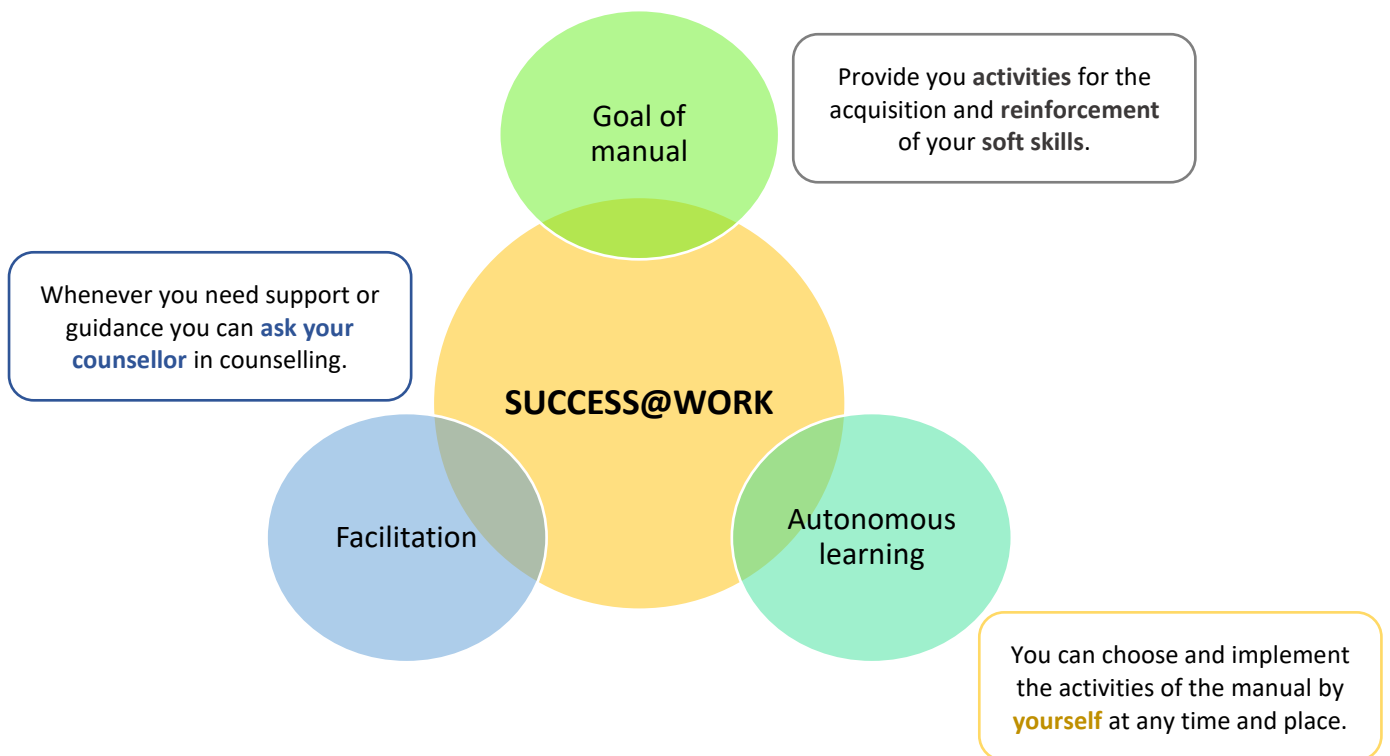


Figure 5 – Identification of the goal of the manual and of the key-concepts behind it.



## What is in a Success@work activity?

Success@work provides you **26 activities** selected and structured to promote the acquisition and the development the following **six soft skills**:

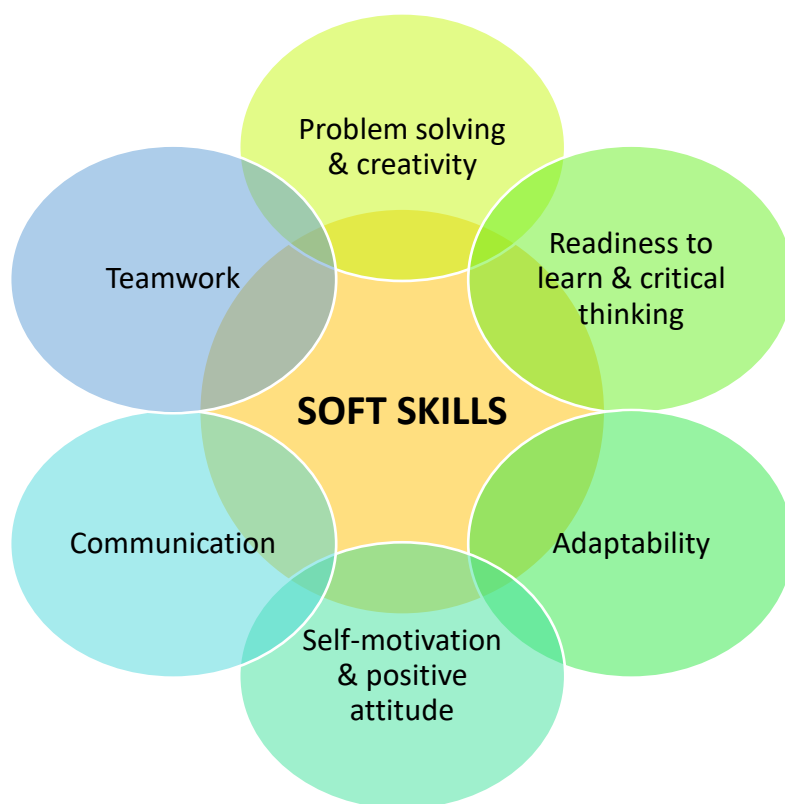


Figure 6 – Identification of the soft skills covered by the activities of the Success@work manual.

The activities are presented following the same structure (see Figure 6.), allowing you to easily identify and choose the ones more adequate to your goals:

<b>Name of the activity</b>	Scope of the activity
<b>Soft Skills approached</b>	Soft skill(s) approached (from the 6 identified above)
<b>Duration</b>	Estimation of the time that you will need to implement the activity
<b>Type of activity</b>	Self-reflection, Practical or Interactive activity
<b>Objectives</b>	Expected results of the activity
<b>Setting</b>	Resources that you will need to implement the activity (worksheets and hangouts are also provided)
<b>Debriefing activity</b>	Self-reflection questions about the activity and its impact
<b>Tips for trainees</b>	Suggestions that can help you in the implementation of the activity
<b>Activity Description</b>	Step by step instructions on how to prepare and implement the activity.

These activities are planned for personal and individual implementation and thus, at the end of each activity you will be challenged to think about its relevance, adequacy and impact on your learning. This process of self-reflection is identified as “Debriefing Activity”, central for



your awareness related to the reinforcement of your soft skills, strengthen the possibility of been succeed in this process.

### How can I select the activities?

From the activities provided you are free of selecting the ones that will allow you to work on the acquisition and strengthen of your soft skills.

So, how can you do this?

We suggest you a step by step approach by answering to the following questions:

What is your level of development for each one of the soft skills?

From the ones that you need to reinforce, which one is more relevant to you at personal, social, educational or professional level?

From the activities of the manual, which ones approach the soft skill you identified in the previous point?

From the activities approaching the selected soft skills, which ones can you implemented?

From the activities you can implement, which ones you like the most?

**Did you select, at least, one activity? Great you are ready to start!**

During the implementation of the activity you follow the instructions, step by step, or adapt the activities as you. In the case you adapt, is important that you guarantee that the:



- activity foresees the development of the soft skill that you identified.
- debriefing remain, allowing you to think about the activity, its impact and relevance.

After you finalise one activity you can proceed and select another one, according to your needs, profile and preferences.



## Success@work activities

### Select your activities

Nr.	Name	Type	Duration	Soft Skill(s) approached	Short description
1	<a href="#">Ms. X hates me</a>	Practical	30 minutes	Problem solving & creativity	Analysing a problem and looking for a solution
2	<a href="#">MY problem, MY solution</a>	Self-reflection	10 minutes	Problem solving & creativity	Identify a real-life problem you are currently facing and work towards a solution to that problem.
3	<a href="#">Take the lead</a>	Practical	30 minutes	Problem solving & creativity	Share your opinion and convince the group.
4	<a href="#">5 questions, 1 answer</a>	Practical	15 minutes	Problem solving & creativity	Create and write down 5 questions that have the same answer.
5	<a href="#">Crime and Punishment</a>	Practical	45 minutes	Readiness to learn & critical thinking	Read an article about crime and punishment. Then, take a different perspective of the people described and formulate your own opinion at the end of this activity.
6	<a href="#">Identifying usefulness</a>	Practical	5-15 m per day for 1 week	Readiness to learn & critical thinking	Define an object. Once per day for one week define two different uses of the same object. In the end of the week you should have 10 different uses for that object.
7	<a href="#">Am I really willing to learn?</a>	Self-reflection	30 minutes	Readiness to learn & critical thinking	In this activity, you will find a self-assessment questionnaire that will allow you to know your awareness related to your readiness to learn skills.
8	<a href="#">If I could change!?</a>	Self-reflection	2h for the worksheet	Readiness to learn & critical thinking	In this activity you are challenged to identify behaviours that you would like to change on you and think in a strategy and plan to change it.
9	<a href="#">Do I have adaptability?</a>	Self-reflection	30 minutes	Adaptability	With this activity you will be able to understand if you have adaptability or not.
10	<a href="#">I tell or do not tell</a>	Self-reflection	1h	Adaptability	This activity is related to moral dilemmas and after implementing it you will be better prepared to deal with similar situations, developing flexibility and adapting to different realities.
11	<a href="#">What Would Happen?</a>	Self-reflection	30 minutes	Adaptability	In this activity you will be challenged to think about your feelings, thought and reaction to unexpected situations.

Nr.	Name	Type	Duration	Soft Skill(s) approached	Short description
12	<a href="#">My Goal</a>	Self-reflection	30 minutes	Adaptability	In this activity you will need to link a goal to a personal quality that can help you to reach that goal.
13	<a href="#">Be the best version of you</a>	Self-reflection	5 m per day for 1 week	Self-motivation & positive attitude	In this activity you will be challenged to do some exercises, on weekly base, to strengthen your positive attitude towards different situations of your life.
14	<a href="#">Do it!</a>	Self-reflection	5-10 minutes per exercise	Self-motivation & positive attitude	Different people get motivated in different ways. With this activity you'll learn seven basic exercises to getting motivated. Which one will help you unlock your potential? Try them all to find out!
15	<a href="#">Stop making excuses!</a>	Practical	30 minutes	Self-motivation & positive attitude	With this activity you will try to reach your goals in a smart and positive way.
16	<a href="#">Refuel and re-energize</a>	Self-reflection	15 minutes	Self-motivation & positive attitude	This exercise allows you to think and reflect in your winning and next successes!
17	<a href="#">Changing perspective</a>	Self-reflection	20 minutes	Self-motivation & positive attitude	This exercise is a tool that allows you to reshape your negative attitudes into more positive ones and will contribute to your overall well-being.
18	<a href="#">Join a group</a>	Interactive	At least 2 months in a weekly basis	Communication, Teamwork	The main idea is to guide the trainee to search for and engage in an online group discussion.
19	<a href="#">How would you act?</a>	Practical	At least 1 week.	Communication	With this activity you will improve your understanding about the different roles in a communication/dialogue.
20	<a href="#">"Non-verbalise" your communication</a>	Practical	Different times during the year	Communication	With this activity you will have a better understanding about the dynamics of the non-verbal communication.
21	<a href="#">Improvisation</a>	Self-reflection	Different times during the year	Communication	In this activity you will be challenged to think of how you would react in a situation where you are in a state of comfort and suddenly an element of annoyance breaks that moment.
22	<a href="#">Why do we argue?</a>	Practical	1h	Teamwork, Communication & Critical Thinking	After watching a sequence of a movie, you will be challenged to reflect about you own behaviour in conflicts.

Nr.	Name	Type	Duration	Soft Skill(s) approached	Short description
23	<a href="#">Skills that are important in teamwork</a>	Practical	20 minutes	Teamwork	In this activity, you are invited to rate group work skills according to the importance those skills have to you. You also have the possibility of assessing those skills on you.
24	<a href="#">Me as a group-member</a>	Self-reflection	20 minutes	Teamwork	This activity is to be done after a group work, allowing you to reflect about your contribution, role, satisfaction with your performance.
25	<a href="#">Contract with myself</a>		45 minutes for the worksheet, for 3 weeks	Teamwork	In this activity you will be challenged to choose a teamwork ability that you want to strengthen, and you establish a contract with yourself to do it.



## Activities

### Activity – Ms. X hates me

<b>Soft Skills approached</b>	Problem solving and Creativity
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Practical Activity
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Capability of analysing a problem and look for possible solutions;</li> <li>◆ Ability to be empathic;</li> <li>◆ Ability to share your feelings and opinions.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Ms. X hates me</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ How did you feel about the activity?</li> <li>◆ Did you need the help of the tips or did you find a possible solution without them?</li> <li>◆ How can this activity help you face future problems?</li> </ul>

### Activity Description

**1.** Imagine the following scenario:

- *Imagine that you are working in a group with four other classmates.*
- *You feel that whenever you suggest something, anything, one of the members refuses it.*
- *You think it is something personal against you, but you don't know what.*

**2.** Identify solutions to overcome this situation and write them down, using the worksheet *Ms. X hates me* (section A.).

**3.** Think about other situations similar to this one, answering to the questions of worksheet *Ms. X hates me* (section B.).

**4.** Think about the activity answering to debriefing activities, also available on the worksheet *Ms. X hates me* (section C.).



# Ms. X hates me

## Worksheet

### A. Identify solutions to overcome this situation:

- ◆ How could you deal with a situation like this?

- ◆ What are important factors and steps to resolving this kind of situation, adequately or positively?

### B. Think about other situations...

1. Remember the last time(s) you experienced a similar situation and write down as much as you can remember:

Question	Your answers
What was the problem?	
How significant was the problem?	
Why did it happen?	
How did you deal or proceed in that situation?	
Was the way you dealt with it or proceeded beneficial?	
What would you do differently in a similar situation?	





2. Try to put yourself in someone's shoes if they feel they are being ignored/undermined etc. and reflect on:

Question	Your answers
How you would feel in his/her situation?	
Could the way you talk be felt as too demanding?	
Could your suggestions ever be construed as orders?	
Do you ever speak loudly or in a way that could be interpreted as authoritarian etc.?	
How does our behaviour feed the way others react/ behave?	

In real life situations, if you cannot find out why others might feel/respond negatively to your comments, we suggest you share how you feel with him/her.

### C. Think about the activity

#### 1. How did you feel about the activity?

#### 2. Did you need the help of the tips or did you find a possible solution without them?

#### 3. How can this activity help you face future problems?



## Activity – MY problem, MY solution

<b>Soft Skills approached</b>	Problem solving and Creativity
<b>Duration</b>	10 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"><li>◆ Ability to find solutions to real problems;</li><li>◆ Ability to set realistic and short-term goals to improve a current situation.</li></ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"><li>◆ Worksheet MY problem, MY solution</li></ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"><li>◆ Have you been able to come with a possible solution to your problem?</li><li>◆ Have you followed any systematic tool for problem solving?</li><li>◆ Was it helpful?</li></ul>
<b>Tips for trainees</b>	Support yourself in a step by step problem solving system to solve the problem.

### Activity Description

1. Identify a real-life problem you are currently facing (in any area of your life) and write it down in the worksheet *MY problem, MY solution* (section A.).
2. Think about how you can solve that problem, defining concrete measures to solve it. Write down the answers in the worksheet *MY problem, MY solution* (section B.).
3. Think about the activity answering to debriefing activities, also available on the worksheet *MY problem, MY solution* (section C.).



# MY problem, MY solution

## Worksheet

### A. Identify a real-life problem you are currently facing.

**EXAMPLE:** You have a Maths exam in 2 weeks but as you've been sick for 1 week you don't understand how to do most of the exercises.

### B. How are you going to solve the problem?

**For example:** You decided to hire a personal tutor. Which tutor are you going to call? How much are you willing to pay? How many classes do you think you need? When are you going to take these private lessons?

Describe the specific measures you are going to take to solve the problem. It is really important to describe how you are going to solve the problem step by step in as much detail as possible.

### C. Think about the activity

1. Have you been able to come with a possible solution to your problem?

2. Have you followed any systematic tool for problem solving?

3. Was it helpful?



## Activity – Take the lead

<b>Soft Skills approached</b>	Problem solving and Creativity
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ ability to analyse a problem and look for possible solutions</li> <li>◆ capacity to share opinions</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet Take the Lead</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Did the activity helped you to think in strategies for sharing your opinion or idea in a group?</li> <li>◆ Do you consider the activity useful?</li> </ul>
<b>Tips for trainees</b>	Support yourself in a step by step problem solving system to solve the problem.

### Activity Description

#### 1. Imagine the following scenario:

- *You work for an advertising company.*
- *Your teammates have proposed two different marketing campaigns to promote a product from a well-known brand.*
- *You strongly believe that one of the options is better than the other one, but more people support the other option. To be more precise, 4 (including the responsible of the marketing department) versus 3. They are about to take the decision and you want to make them change their mind.*

2. Prepare yourself to intervene and share your opinion, using the worksheet *Take the lead* (section A.).

3. Check some sources about persuasive communication: [The balance careers](#) and [Small Business](#).

4. Think about the activity answering to debriefing activities, also available on the worksheet *Take the lead* (section B.).



# Take the lead

## Worksheet

### A. Prepare yourself to intervene:

Try to find the best way to share your opinion.

Question	Your answers
How would you face the situation?	
Which resources would you use?	
What kind of sentences would you say?	
What would your body language be?	

Now, try to prepare yourself to defend your position:

- ◆ Prepare a persuasive communication to present to your colleague to share your point of view.
- ◆ Take turns practising and refining your message, style etc. and give each other feedback.
- ◆ What helps to get our message across most effectively? Make a list of all the elements that influence the success of sharing our ideas:

### B. Think about the activity

**1. Did the activity helped you to think in strategies for sharing your opinion or idea in a group?**

**2. Do you consider the activity useful?**



## Activity – 5 questions, 1 answer

<b>Soft Skills approached</b>	Problem solving and Creativity
<b>Duration</b>	15 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Lateral thinking, ability to generate multiple alternatives.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet 5 questions, 1 answer</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ How did you find this exercise?</li> <li>◆ How do you think you could stimulate your creativity capacity for generating endless possibilities?</li> <li>◆ How will you improve this skill and your ability to see beyond the obvious or personal and cultural filters?</li> </ul>
<b>Tips for trainees</b>	Support yourself in a step by step problem solving system to solve the problem.

### Activity Description

1. Create and write down 5 questions that have the same answer, writing them down in the worksheet *5 questions, 1 answer* (section A.). You will have 3 minutes to do it.
2. Repeat the activity as much as you want with different answers/key words.
3. Think about the activity answering to debriefing activities, also available on the worksheet *Take the lead* (section B.).



# 5 questions, 1 answer

## Worksheet

### A. Think about 1 answer and 5 questions to it

#### Chosen answer/key word:

**EXAMPLE:** Choose any word as your common ANSWER – i.e. DOG

#### Questions:

**For example:** 1. Which animal is considered to be man's best friend? 2. How do you spell God backwards? 3. How would you finish the phrase: I'm off to see a man about a... 4. What can be a guide, a guard and a hound?

- 1.
- 2.
- 3.
- 4.
- 5.

### B. Think about the activity

#### 1. How did you find this exercise?

#### 2. How do you think you could stimulate your creativity capacity for generating endless possibilities?

#### 3. How will you improve this skill and your ability to see beyond the obvious or personal and cultural filters?



## Activity – Crime and Punishment

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	45 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>♦ critical thinking skills, pointing out the different perspectives and contexts in a situation.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>♦ Worksheet <i>Crime and Punishment</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>♦ What did you feel during the development of this activity?</li> <li>♦ What did you learn during the development of this activity?</li> </ul>
<b>Tips for trainees</b>	In the case you think that would be useful to develop this activity in your class, we challenge you to talk with your trainer to suggest it.

### Activity Description

1. This critical thinking exercise is based on a news article. Start reading the article available on the worksheet *Crime and Punishment* (section A.).
2. Reflect a little bit about the content of the article and start answering to the questions available on the worksheet *Crime and Punishment* (section B.).
3. Think about your perspective related to the situation described in the article, writing your answer on the worksheet *Crime and Punishment* (section C.).
4. At the end of the activity, think about its impact on you, answering to the questions of the worksheet *Crime and Punishment* (section D.).





# Crime and Punishment<sup>4</sup>

## Worksheet

### A. Read the article

In 1974, at the age of 19, Doris Drugdealer was arrested for selling \$200 worth of heroin to an undercover police officer in Michigan. She received a 10 to 20 years prison sentence for this crime. After serving about 8 months of her sentence, she decided that she could not tolerate prison and with the help of her grandfather, plotted an escape. She used a work pass to walk away from prison. In May 2008, after 34 years, Doris was captured again by detectives who matched fingerprints from her driver's license to her prison records.

Doris said that in 1974 she was a “stupid little ...hippie-ish girl...a pothead.” During the 34 years that Doris evaded prison, she worried every day that she would be caught. While looking at a sunset, she would marvel at her freedom and wonder if the past would catch up with her. She was very careful to lead the life of a model citizen and even volunteered for Common Cause, an organization that promotes government ethics and accountability. She married an executive and had three children and lived a comfortable life in an upper middle-class neighbourhood in California. She never told her family about her past. Her husband of 23 years stated that he loved his wife as much as the day they were married and that she was a “person of the highest integrity and compassion” and had dedicated her life to raising her children. She taught her children to be responsible citizens and to avoid drugs. Her husband said that the arrest “was the next worst thing to having a death in the family.” Doris worried about the effect of her arrest on her son who had just graduated from high school and her older daughters. A neighbour commented that it would not be useful to society to send Doris back to prison.

Undercover drug officers believed that Doris had connections to “higher ups” in the drug world and was a teenage leader in a 1070's drug ring. They found \$600 in her apartment, paraphernalia for cutting heroin and pictures of her with other drug dealers. Doris described herself as a recent high school graduate who was strapped for cash, working at a minimum wage job and driving a \$400 car. She said that every day of her life she regretted getting herself into this situation. She was extradited back to Michigan to serve her original prison term. Her family and friends submitted a plea for clemency to the governor of Michigan. Should the governor grant her clemency?

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<sup>4</sup> This exercise is based on excerpts from “Former Fugitive Drawing Sympathy” and “Captured Fugitive Now Waiting for Extradition, and to Learn Fate” from the San Diego Union Tribune, May 1 and 2, 2008. By Dr. Marsha Fralick.



## B. Analysis of the situation

*This critical thinking exercise is based on a news article in which a young woman was arrested for selling \$400 worth of heroin to an undercover police officer in 1974. She was sentenced to a 10-20-year prison term but escaped after 8 months. She was caught 34 years later in 2008. She had become a model citizen with 3 children that she had raised as model citizens. She was returned to Michigan to complete her jail sentence. Her family and friends petitioned the governor for clemency.*

1. State the problem as simply and clearly as you can.

2. Describe the values and point of view of Doris Drugdealer.

3. Describe the values and point of view of her husband.

4. Describe the values and point of view of her children.

5. Describe the values and point of view of her neighbours.

6. Describe the legal and societal issues.



### C. In your perspective...

After looking at different points of view, what is your reasonable point of view?  
Please justify? Include a brief description of your values.

### D. Think about the activity

**1. What did you feel during the development of this activity?**

**2. What did you learn during the development of this activity?**



## Activity – Identifying usefulness

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	5-15 minutes per day, for one week
<b>Type of activity</b>	Practical Activity
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Capability of being constructive</li> <li>◆ Ability to think outside the box</li> <li>◆ Research skills</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Ms. X hates me</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Were you able to find the proposed different uses for the object?</li> <li>◆ Did you think about uses for that determined object that you had never thought?</li> <li>◆ Have you started viewing this object in a different way?</li> </ul>
<b>Tips for trainees</b>	The idea of this activity is to make you think differently, to make you question the usefulness of objects that you never thought about. Also, to make you search for different possibilities, to give you the ability to discover different alternatives through research.

### Activity Description

1. Choose an object in which you will focus for one week and write it down on the worksheet *Identifying usefulness* (section A.).
2. In each day of the week, identify two uses (different ones) of the object you identified. The idea is to repeat this activity every day during a week of 7 days. Write down the uses you identified on the worksheet *Identifying usefulness* (section A.).
3. Replicate the process as many times as you want, identifying a different object every week.
4. When finalising the activity think about it, answering to the questions available on the worksheet *Identifying usefulness* (section B.).



# Identifying usefulness

## Worksheet

Week: From \_\_\_/\_\_\_/\_\_\_\_\_ to \_\_\_/\_\_\_/\_\_\_\_\_

### A. Identify an object and its uses...

- ◆ Which object you choose for this week?

- ◆ In the table below, identify the uses of the object you identified:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Use 1							
Use 2							

### B. Think about the activity

1. Were you able to find the proposed different uses for the object?

2. Did you think about uses for that determined object that you had never thought?

3. Have you started viewing this object in a different way?



## Activity – Am I really willing to learn?

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Awareness related to your readiness to learn</li> <li>◆ Knowledge about the soft skill <i>readiness to learn</i></li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Am I really willing to learn?</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ What did you learn with this activity?</li> <li>◆ Did your awareness related to your readiness to learn increased?</li> <li>◆ Do you recommend this activity to your colleagues?</li> </ul>
<b>Tips for trainees</b>	If during this activity you consider useful, you can talk with the counsellor of your school.

### Activity Description

1. Think about your willing to learn, scoring the statements available on the table of the worksheet *Am I really willing to learn and change?* (section A.).
2. After answering find your total score, according to the process defined on the worksheet *Am I really willing to learn and change?* (section B.).
3. With the information available on the worksheet *Am I really willing to learn and change?* (section C.), know the meaning of your score.
4. When finalising the activity think about it, answering to the questions available on the worksheet *Am I really willing to learn and change?* (section D.).



# Am I really willing to learn?

## Worksheet

### A. Self-assessment

- ◆ Score each one of the statements below according to what you are feeling today and using the following scale: 1- I am not like this; 2- I am working to be like this and 3- I am really like this.

Statements	1	2	3
1. I embrace all the opportunities to learn something new.			
2. I feel that I achieved my goal, whenever I learn something new.			
3. Working in a team is an opportunity to learn something new with others.			
4. I am able to listen to feedback, even when focused in aspects to be improved.			
5. I usually do self-assessment of my competencies.			
6. I reflect on my achievements, performance and opportunities for improvement on a daily base.			
7. I value the evaluation and feedback provided by my peers and colleagues.			
8. I am always looking forward to new opportunities to learn and grow.			
9. I am committed to learning in the different contexts of my life.			
10. Learning is one of my main goals.			



## B. Find your score

- ◆ Count the number of statements you scored with 1, 2 and 3 and write it down in the correspondent column “Nr. of answers”.
- ◆ Consider that 1 value 1, 2 values 2 and 3 values 3 and calculate the total you have per item. For example, imagine that you scored 2 questions with 1, 3 with 2 and 5 with 3, your total per item is 1-2, 2-6 and 3-15.
- ◆ Calculate your total score by summing up total per item. For example, following the example above your total score would be 23.
- ◆ Write your scores on the table below.

YOUR SCORE	1	2	3
Nr. of answers			
Value	1	2	3
Total per item			
<b>TOTAL SCORE</b>			

## C. Understand your score

- ◆ Do you know your score? Great, now you can understand its meaning:

Score	Interpretation of the results
0-10	It seems that learning is not your top priority. We challenge you to think about the meaning and relevance of lifelong learning and, in the case, you need support, talk with the counsellor or teachers of your school about it.
11-20	You consider learning an added value and the situations allowing you to learn have an interesting importance for you. We challenge you to think about new opportunities of learning and, in the case, you need guidance, talk with the counsellor of your school.
21-30	Learning is a central aspect and you are always looking for an opportunity for learning. You are in the good track and we challenge you to keep following the path of lifelong learning.





#### D. Think about the activity

1. What did you learn with this activity?

2. Did your awareness related to your readiness to learn increased?

3. Do you recommend this activity to your colleagues?





## Activity – If I could change!?

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	2h for the worksheet
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Awareness related to the behaviours you would like to change in you</li> <li>◆ Ability for defining strategies to start working on that change</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>If I could change!?</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Did you manage to identify behaviours that you would like to change?</li> <li>◆ Did you manage to plan and define a strategy for changing those behaviours?</li> <li>◆ Do you consider this activity easy or difficult to be implemented autonomously?</li> </ul>
<b>Tips for trainees</b>	If during this activity you consider useful, you can talk with the counsellor of your school.

### Activity Description

1. Start by identifying in a sheet the behaviours you would like to change in yourself: write down everything that it comes to your mind.
2. From the behaviours you written in the sheet, select the ones that you can actually change and work on. Select, at least, one of the behaviours write it down on the worksheet *If I could change!?* (section A.).
3. Think about what you already did to change the behaviours that you included in the table and write it down on the worksheet *If I could change!?* (section A.).
4. Select one behaviour that you identified as being suitable of changing and think about a plan to work on that behaviour using the worksheet *If I could change!?* (section B.).
5. Once you worked on a behaviour, you can select another one and plan how you can change it using the worksheet *If I could change!?* (section B.).
6. When finalising the activity think about it, answering to the questions available on the worksheet *If I could change!?* (section C.).



# If I could change!?

## Worksheet

### A. Exploring behaviours and plans of change...

- ◆ If you could change one of your behaviours, what would it be?

Personal life	Family life	Social life	Professional life

- ◆ What you already did to change that behaviour?

Behaviour	What I already did to change it?



## B. Planning the change...

Which behaviour I would like to change?

How I would like to change it?

Step	Deadline	Progress/Notes	Achieved?

How will I know when achieve my goal?

## C. Think about the activity

1. Did you manage to identify behaviours that you would like to change?

2. Did you manage to plan and define a strategy for changing those behaviours?

3. Do you consider this activity easy or difficult to be implemented autonomously?

## Activity – Do I have adaptability?

<b>Soft Skills approached</b>	Adaptability
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Awareness related to your ability to adapt to new situations</li> <li>◆ Knowledge about the soft skill <i>adaptability</i></li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet Do I have adaptability?</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ What did you learn with this activity?</li> <li>◆ Did your awareness related to your adaptability increased?</li> <li>◆ Do you recommend this activity to your colleagues?</li> </ul>
<b>Tips for trainees</b>	If during this activity you consider useful, you can talk with the counsellor of your school.

### Activity Description

1. Think about your ability to adapt to new situations, scoring the statements available on the table of the worksheet *Do I have adaptability?* (section A.).
2. After answering find your total score, according to the process defined on the worksheet *Do I have adaptability.* (section B.).
3. With the information available on the worksheet *Do I have adaptability?* (section C.), know the meaning of your score.
4. When finalising the activity think about it, answering to the questions available on the worksheet *Do I have adaptability?* (section D.).



# Do I have adaptability?

## Worksheet

### A. Self-assessment

- ◆ Score each one of the statements below according to what you are feeling today and using the following scale: 1- I am not like this; 2- I am working to be like this and 3- I am really like this.

Statements	1	2	3
1. I am aware of the world continuous change and ready to adapt to changes and different contexts.			
2. I try to understand the changes and adapt to it, instead of criticising them.			
3. I look, continuously, for new knowledge that can be useful for my learning process and growth.			
4. I try to innovate and bring new solutions to different contexts of my life (e.g. home, school).			
5. I am aware of the need for developing new skills and I look for new opportunities to strengthen them.			
6. I change the way of doing things, exploring new strategies to learn and acquire new competences.			
7. I look for inspiration from good examples and value, at the same time, my own skills and strengths.			
8. I value the work in teams and always work for the better result of the group.			



## B. Find your score

- ◆ Count the number of statements you scored with 1, 2 and 3 and write it down in the correspondent column “Nr. of answers”.
- ◆ Consider that 1 value 1, 2 values 2 and 3 values 3 and calculate the total you have per item. For example, imagine that you scored 2 questions with 1, 3 with 2 and 5 with 3, your total per item is 1-1, 2-4 and 3-3.
- ◆ Calculate your total score by summing up total per item. For example, following the example above your total score would be 18.
- ◆ Write your scores on the table below.

YOUR SCORE	1	2	3
Nr. of answers			
Value	1	2	3
Total per item			
<b>TOTAL SCORE</b>			

## C. Understand your score

- ◆ Do you know your score? Great, now you can understand its meaning:

Score	Interpretation of the results
0-8	It seems that you have your routines and way of doing your tasks. We challenge you to think about the relevance of having adaptability and, in the case, you need support, talk with the counsellor or teachers of your school about it.
9-16	It seems that you have some adaptability and that you can strengthen it even more. We challenge you to search about strategies and activities to strengthen your adaptability, in the case you need guidance, talk with the counsellor of your school.
17-24	It seems that you have an interesting level of adaptability and are able to face new situations and changes. You are in the good track and we challenge you to keep strengthen that adaptability.



#### D. Think about the activity

1. What did you learn with this activity?

2. Did your awareness related to your readiness to learn increased?

3. Do you recommend this activity to your colleagues?







## Activity – I tell or do not tell<sup>5</sup>

<b>Soft Skills approached</b>	Adaptability
<b>Duration</b>	60 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to analyse a situation and a moral dilemma;</li> <li>◆ Ability to identify and share arguments;</li> <li>◆ Ability to share your feelings and opinions.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet I tell or do not tell</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Was this activity relevant for you?</li> <li>◆ What did you learn or change after implementing this activity?</li> </ul>

### Activity Description

1. Check the cases introduced on the worksheet *I tell or do not tell* and select one that interests you (section A to E).
2. Select one of the cases, read it, think about the questions introduced and write down your answers on the worksheet.
3. When finalising the activity think about it, answering to the questions available on the worksheet *I tell or do not tell* (section F.).

<sup>5</sup> Adapted from an article of the *Superinteressante* magazine.





# I tell or do not tell

## Worksheet

### A. Case 1 - Drunkenness

At a party, a teenager drinks alcohol and feels badly. Should colleagues warn his/her friend's parents? This is one of the dilemmas our trainees may face.

Let's imagine an unusual situation: John and Felipe are 14 years old and they went to a party where there was alcohol. Felipe drank and he was very ill.

A question arises: Should John call his friend's parents or not? This is a great drama for John:

- ◆ If you call, your friend might think he's been betrayed, because his parents will get angry;
- ◆ If you do not call, your friend can be left unattended and, at the limit, be at risk of death.

John is faced with a dilemma, defined by the Aurelian dictionary as "an embarrassing situation with two difficult or painful exits." For us, adults, there seems to be no doubt: for many times we put ourselves in the role of parents, we think that it is necessary to seek help and an end point. For young children, the answer is also simple: "call mom and dad to help". But for teens, loyalty to friends is so strong that the question arises among which path to choose: preserve friendship above all else? Or opt for the security of telling parents that they recognize a life-threatening situation?

After reading and analyse the case, please think and answer to the following questions:

Question	In your perspective...
What would you do in a situation like this if you were John?	
Should John call his friend's parents or not? Why?	
If you were Felipe would you like to call your parents? Why?	
If you were Felipe's parents, what would you think of the situation?	
If you were John's parents what would you tell him?	
If you were the owner of the party, what would you do?	



## B. Case 2 - Who killed the worms?

*In the distribution of the tasks with the students of the second year, Maria was responsible for feeding the animals that live in the terrarium. On Friday the teacher notes that the animals are not well and asks what happened to them. Fearful of being punished, Maria does not mention that she forgot to give food all week. The teacher says that the whole class should be punished unless someone tells what happened to the animals. Paul knows that Mary did not feed the animals.*

After reading and analyse the case, please think and answer to the following questions:

Question	In your perspective...
What would you do if you were Maria? Why?	
What did you think of the teacher's attitude? Explain your answer.	
What would you do if you were Paul? Why?	
What would you feel if you were a student of this class and you were experiencing this situation?	



### C. Case 3 - Finding is not stolen?

Leandro was walking around the club and he found a \$ 50 bill. He was very happy, feeling the luckiest boy in the world. He soon thought that with the money he would buy a birthday present for his father. Leandro told his friends and said, "Find is not stolen, so the money is mine."

After reading and analyse the case, please think and answer to the following questions:

Question	In your perspective...
What would you do if you found the money?	
Do you agree with the phrase "find is not stolen"?	
If you were Leandro's friend, what would you advise him to do?	
How do you think the person who lost the money is feeling?	

### D. Case 4 - Who stole my pencil?

John forgot his pencil on Math Day. The only colleague who had an extra pencil was Peter. Since Pedro did not like John, he did not want to lend him the pencil. Then Mariana took Peter's pencil without seeing it and gave it to John. When he found out that John had his pencil, Peter told the teacher and demanded that she punish John.

After reading and analyse the case, please think and answer to the following questions:

Question	In your perspective...
If you were Mariana, would you tell it was you who took the pencil and put yourself at risk?	
If you were the teacher, how would you solve the issue?	
What did you think of Pedro's actions: not wanting to lend the pencil and demanding punishment? Explain.	



### E. Case 5 - I ran into a guy. Do not tell anyone

A friend wants to tell you a secret and asks you to promise not to tell anyone. You give your word. He says he ran over a pedestrian and he is going to take refuge in a cousin's house.

What would you tell the police? The truth or not? Explain your answer.

### F. Think about the activity

1. Was this activity relevant for you?

2. What did you learn or change after implementing this activity?



## Activity – What Would Happen?

<b>Soft Skills approached</b>	Adaptability
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to identify adaptation scenarios;</li> <li>◆ Ability to reflect on and to be flexible with unpredictable situations.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet What Would Happen?</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ What did you like in this activity?</li> <li>◆ What did you dislike in this activity?</li> <li>◆ Do you consider this activity relevant?</li> </ul>

### Activity Description

1. Think and answer to the questions presented on the worksheet *What Would Happen?* (section A.). In the case you consider relevant, you can add other situations that would change your life and think about how you would adapt to that change.
2. When finalising the activity think about it, answering to the questions available on the worksheet *What Would Happen?* (section B.).



# What Would Happen?

## Worksheet

### A. Imagine if...

Imagine that you would experience a major change in your life and try to think what would happen and how would you react to it.

Question	How would you react?
What would happen if you move to another school?	
What would happen if you moved to a new city?	
What would happen if you won a lottery?	
What would happen if your job was less interesting than expected?	
What would happen if....	
What would happen if...	

### B. Think about the activity

#### 1. What did you like in this activity?

#### 2. What did you dislike in this activity?

#### 3. Do you consider this activity relevant?



## Activity – My Goal

<b>Soft Skills approached</b>	Adaptability
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to evaluate your resilience and adaptability skills for the pursuit of individual or collective projects of future development;</li> <li>◆ Motivation to reinforce your goals and life projects.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>My Goal</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ How did you felt when carrying out this activity?</li> <li>◆ What difficulties did you experienced during the implementation? How did you overcome them?</li> </ul>

### Activity Description

1. Start thinking on your goals and write them down on the worksheet *My Goal* (section A.).
2. Select one goal and think about personal qualities that can helps or difficult its achievement, an action plan to overcome difficulties and strategies to achieve the goal. Write your answers on worksheet *My Goal* (section B.).
3. You can select another goal and do the same thing for it.
4. When finalising the activity think about it, answering to the questions available on the worksheet *What Would Happen?* (section C.).





# My Goal

Worksheet  
Worksheet

## A. Defining my goals

Identify your goal for each one of the dimensions identified above. You can identify several goals for each dimension:

Dimension	Which are your goals
Personal	
Family	
Training	
Professional	

## B. How you will achieve your goal.

Identify your goal for each one of the dimensions identified above. You can identify several goals for each dimension:

My goal is:	
<b>Personal quality that helps achieve the goal</b>	<b>Personal quality that makes it difficult</b>
<b>An action that can overcome the obstacle</b>	<b>Strategies to achieve the goal</b>



### C. Think about the activity

1. How did you felt when carrying out this activity?

2. What difficulties did you experienced during the implementation? How did you overcome them?





## Activity – Be the best version of you

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	5 minutes per day, for one week
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability of self-reflection and positive thinking as strategies to develop positive attitude as soft skill</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Be the best version of you</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Was the activity easy to develop?</li> <li>◆ Which exercise work better for you?</li> <li>◆ Was the activity relevant on your daily day life? Are you more positive and optimistic after developing these exercises?</li> </ul>
<b>Tips for trainees</b>	You may develop your one self-reflection questions.

### Activity Description

1. Start with self-reflection based on the questions available on the worksheet *Be the best version of you* (section A.).
2. Check the five exercises provided on the worksheet *Be the best version of you* (section B.).
3. Choose one of the five exercises provided on the worksheet *Be the best version of you* (section B.) and apply it every day for one week.
4. By the end of the week, you can select another exercise and apply it also.
5. When finalising the activity think about it, answering to the questions available on the worksheet *Be the best version of you* (section C.).



# Be the best version of you

## Worksheet

### A. Think about the following questions

- ◆ Do you struggle to stay positive?
- ◆ Are you, most of the time, pessimistic rather than optimistic?
- ◆ Do you sometimes feel that it is impossible to think positive in most situations?

If you answer “yes”, to at least one of the questions, this activity is for you!

### B. Instructions

It can be hard to be positive all of the time, and of course, it is not possible to never have any negative thoughts. However positive attitude and staying motivated encourages the exploration of strategies for strengthening the commitment to be the best version of you.

If you want to feel generally more positive and optimistic, we present 5 positive thinking exercises that you can try and see which works for you. Being positive can also help you with your friendships and relationships as you will be giving off a happy energy and are likely to have that back in return too. When you find exercises that work for you, it can become a lot easier to become more optimistic and positive in your day to day life.

Identification of the exercises	Description of the exercises
<b>1. Believe You Will Succeed</b>	In order to feel more positive, you will need to start believing in yourself. When you believe in yourself, you are showing great self-worth and care. Try not to get scared by the fear of failing or not reaching your goals and know that even if you do make a mistake, you can try again. Believe that you will achieve your goals and you are one step closer to doing so.
<b>2. Practice Positive Affirmations</b>	Positive daily affirmations are great for keeping you optimistic and reminding you of the good things in your life. Positive affirmations are statements you repeat to yourself every day that make you feel good. For example, if you are struggling with low self-esteem, you would repeat “I am beautiful” to yourself in the mirror, this could be in the morning or whenever you would prefer. When you keep repeating these affirmations you are reminding yourself of these positive statements and can start to believe in them more and more. Also try to use positive words when you are talking. You should try and stop using words such as “no”, “can’t”, “won’t” and “don’t”, and replace them with more positive words. This way you are changing your physical words and your brain can start getting used to a more positive language.



Identification of the exercises	Description of the exercises
<b>3. Express Gratitude</b>	Practicing gratitude can be a great way to change your mindset into being more positive and optimistic. There are many ways you can practice gratitude. Find things from your day that you were thankful for, such as a sunset, no traffic or having a great day and write these down at the end of the day. This can help you to reflect on the good that is happening around you.
<b>4. Create Realistic Goals</b>	If you are making unrealistic goals for yourself you are much more likely to fail no matter how hard you try, which can understandably, make you feel frustrated and negative. Try and set achievable and realistic goals for yourself, a step at a time, so that it is a little bit easier for you and you will be more motivated and excited to get started on your goals.
<b>5. Be inspired with something</b>	Sometimes it can be quite hard to get inspired, especially if you are not able to find anything that inspires you. It's always a good idea to read an inspiring book, or watch an inspired movie, and you can start to feel much more optimistic and motivated after hearing about someone else's successes. It can also help you to see how far someone else has come, even when faced with challenges like you may have.

### C. Think about the activity

**1. Was the activity easy to develop?**

**2. Which exercise work better for you?**

**3. Was the activity relevant on your daily day life? Are you more positive and optimistic after developing these exercises?**



## Activity – Do it!6

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	5-10 minutes for each exercise
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ strengths and weaknesses, and work on them;</li> <li>◆ goals and try to achieve them;</li> <li>◆ soft skills and feel empowered.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet Do it!</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Which exercise did work better on you?</li> <li>◆ What did you feel when you try them?</li> <li>◆ In which exercise did you feel the most fulfilled?</li> <li>◆ Do you think after developing these exercises you are more motivated? Did the activity had an impact on your daily life?</li> </ul>
<b>Tips for trainees</b>	At the end of the exercises you may ask guidance to a counsellor to learn how to improve your strengths and work on them.

### Activity Description

1. Think about a challenging situation that you experienced recently and try to answer to the three questions available on the worksheet *Do it!* (section A.).
2. Identify a challenge or situation to which you want to be motivated and write it down on the worksheet *Do it!* (section B.).
3. Check the six exercises provided on the worksheet *Do it!* (section B.).
4. Choose one of the six exercises provided on the worksheet *Do it!* (section B.) and try it.
5. By the end of the week, you can select another exercise and apply it also.
6. When finalising the activity think about it, answering to the questions available on the worksheet *Do it!* (section C.).

<sup>6</sup> Source: © 2011 Health Fitness Corporation.





# Do it!

## Worksheet

### A. Think about your reaction

- ◆ Identify a situation in which you felt you were being challenged and write it here:

- ◆ In that situation, what did you think and feel about the possibility of succeeding?

#### 1. Can I do it? Explain...

#### 2. Am I motivated to do it? Explain...

#### 3. Is it worth it? Explain...

Do you think you need to work your motivation to embrace new challenges, without making excuses? In the case you answered “yes” to one of these questions, proceed with the activity.

### B. Identify a challenge

- ◆ As a first step, write down something that you are trying to motivate yourself to do:

- ◆ Check the six exercises we introduce below and choose one exercise that you would like to do, to work on your motivation for the challenge you identified above.



## #1: Make It Wonderful

Think about the project or lifestyle change you want to take on. What are the benefits you will be working toward? Close your eyes and actually visualize yourself gaining these benefits.

1. Now write a few sentences about your successful completion of the project or lifestyle:

Next, fill in the blank: I allow myself to fully feel how much I want \_\_\_\_\_.

2. Do you know anyone who has successfully completed a similar project or lifestyle change? Write down any names here:

3. What benefits do these people seem to be enjoying that you would like to have for yourself?





## #2: Love and Respect Yourself

This key helps you focus on your positive qualities and free yourself from negative thinking. Think about and complete the following statements...

1. I have personal strengths that will be strategic to reach my goal(s). These strengths include:

2. Past successes and failures have taught me skills that will help me reach this goal. These skills include:

I, (fill in your name) \_\_\_\_\_ am committed to be succeed and reach my goals and for that effort, I will mobilize my strengths and resources.



### #3: Involve Other People

Support from others often helps people achieve goals. Companionship, praise, advice, gentle nudges, and competition are all examples of support.

Think about your network of support and answer to the following statements:

1. Would it help you to talk with someone as you work toward this goal? If so, with whom could you talk?
2. Would it help you to do any activities, such as exercise, with someone else? If so, with whom might you do them?<sup>7</sup>
3. Would it help you to have fun while working toward your goal? If so, how could other people help you make this project fun?<sup>8</sup>
4. Would joining a support group help you reach this goal? If so, how could you find or start one?<sup>9</sup>

<sup>7</sup> A reliable friend who shares your interest is especially helpful here.

<sup>8</sup> Getting together for a “bake healthy desserts” day could be one example.

<sup>9</sup> Good resources might include the Internet, a health professional and your local phonebook or library.





5. Would it help to have others check in with you about your progress? If so, who could do this for you?

6. Does it help you to have other people notice or praise your accomplishments? If so, whom could you ask for this praise or recognition?

7. Does it help you to compete with others who have the same goal or join some type of charitable or team activity? If so, what's one step you could take towards this option?





#### #4: Make a Plan and Break It Down

Committing to a project and making it manageable are equally important. First, make your goal a high priority so that you set aside time to work on it every week. Then break it down into manageable chunks—a step-by-step list of what tasks you need to do and what skills or information you might need— and set up a timeline for accomplishing each step. If you get off track, adjust your plan or expand the timeline.

Are you ready to make your project high priority? Are you ready to take the first step?

Yes  No

If you answered “yes” please continue with this exercise. If you answered “no,” please continue to use the other exercises until you feel a stronger commitment.

1. On the lines below, please describe your overall plan:

2. What, if anything, do you need to learn?

3. What skills, if any, do you need to develop?



4. What is the first step you need to take?

5. How long will it take you to complete your first step?

6. Do you need to overcome any major obstacles to accomplish the first step? If so, how will you overcome them?

Answer these questions as many times as necessary, as you continue to take small steps toward your goal.





## #5: Make Sure Your Environment Supports Your Goal

1. List the places where you spend a lot of time<sup>10</sup>:
2. Think about your physical surroundings in these places. Do they support the project you plan to undertake<sup>11</sup>?
3. Now take a minute to think about how you can change your environment to help support your goals<sup>12</sup>.
4. Sometimes making changes in your environment requires agreement with someone else. Do you need to talk to anyone about making changes? If so, to whom?
5. What's the best way to approach this person?

<sup>10</sup> for example, home, work, car, business travel by air or car, and so on.

<sup>11</sup> If you want to quit smoking, for example, a smoke-free environment will be helpful.

<sup>12</sup> Can you, for example, remove all cigarettes, ash trays, matches and lighters from the environment and put packages of gum where you usually keep cigarettes?





6. In the spaces below, draw two pictures. First draw a picture of one of your environments as it is now. Then draw it as you would like it to be (if you're not comfortable drawing, take the time to close your eyes and imagine the two environments).



## #6: Pay Attention to Your Feelings

Change stirs up positive and negative feelings for most of us. Your positive feelings may include excitement, anticipation, happiness, hope, and pride. Your negative feelings may include resentment, fear of failing, self-doubt, anger, sorrow, being overwhelmed—even fear of succeeding.

1. What positive feelings do you have about the change you want to make? Try to state them in single words (happy, excited, and so on).
2. Focus on these positive feelings as much as you can. Let them wash over you. What negative feelings do you have about the change you want to make?
3. Sometimes negative feelings can serve a positive purpose. Anxiety, for example, may encourage you to carefully consider what skills you need to achieve your goal. Just thinking or writing about your feelings may help you understand the purpose of a negative emotion and move beyond it. At other times, you may need to talk with a trusted friend or a professional counsellor, such as an Employee Assistance Counsellor, to do so. Write down a positive purpose that your negative feelings about your goal might serve.





4. Is there some action you need to take?

5. Do you need to talk with someone about your feelings? If so, to whom?

### C. Think about the activity

1. Which exercise did work better on you?

2. What did you feel when you try them?

3. In which exercise did you feel the most fulfilled?

4. Do you think after developing these exercises you are more motivated? Did the activity have an impact on your daily life?



## Activity – Stop making excuses!

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ skills to face new challenges and be more positive about your goals.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ <i>Worksheet Stop making excuses!</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ What did you feel when you were thinking about the initial questions, before writing your goals?</li> <li>◆ Did it help you to write your goals in an efficient way?</li> <li>◆ Was the SMART format useful?</li> <li>◆ Do you think this SMART format can help you to achieve your goals in a more effective way?</li> </ul>
<b>Tips for trainees</b>	In the case you need support for the implementation of this activity, please talk with the school counsellor.

### Activity Description

1. Close your eyes for 2 minutes and try to visualize your goals.
2. Did managed to visualize your goals? Great, before you write them down, think and answer to the questions available on the worksheet *Stop making excuses!* (section A.).
3. Think and write down your goals at short and medium term following the guidelines provided on the worksheet *Stop making excuses!* (section B.).
4. When finalising the activity think about it, answering to the questions available on the worksheet *Stop making excuses!* (section C.).



# Stop making excuses!

Worksheet

## A. Before settling down your goals, think about...

Questions	Notes
What time do you have available?	
What's your energy and appetite for achieving this goal?	
What level of knowledge does it require?	
Will you need any new knowledge?	
How are you going to achieve that?	
Can you estimate the effort required in relation to the value of the likely outcome= valence?	
Is it a very large goal that needs to be split into sub goals?	
Are there any quick wins?	
Do you need to gain support to achieve your goals? Who from: colleagues, your partner, staff? How will you do this? Can you organise goals into a framework- Short term, Medium term, and Long term?	
Do you know other people who have achieved goals like this? Can you learn from them and model your behaviour on their success?	



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## B. Settling goals

Are you ready to write down your goals? Great, start doing it based on the guidance provided below:

1. The best way to establish goals with impact on your motivation is to think on SMART goals, which basically are goals that are:

S	Specific	Defines exactly what your focus is.
M	Measurable	Is capable of being measured and has a clear outcome described.
A	Attainable	Is achievable.
R	Realistic	Expresses a goal which is achievable, but which may have some element of stretch and challenge.
T	Timely	Specifies an end date or a date by which the objective will be achieved.

2. Having this in mind, define and write down your goals at short and mid timer, using the table below:

Type of goals	Your goals
Short time (up to 3 months)	
Mid-term (3-6 months)	



### C. Think about the activity

1. What did you feel when you were thinking about the initial questions, before writing your goals?

2. Did it help you to write your goals in an efficient way?

3. Was the SMART format useful?

4. Do you think this SMART format can help you to achieve your goals in a more effective way?



## Activity – Refuel and re-energize

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	30 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Optimism and resilience and cultivate a positive mindset</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Refuel and re-energize</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Did the activity allow you to think in your past winnings?</li> <li>◆ What did you feel when you were writing your past recent successes?</li> <li>◆ What did you feel when you were writing your achievements for the next years?</li> </ul>
<b>Tips for trainees</b>	<ul style="list-style-type: none"> <li>◆ Get enough sleep, eat nutritious food, and exercise regularly to stay healthy.</li> <li>◆ Avoid multi-tasking by choosing one subject or task at a time and focusing all of your attention on it.</li> <li>◆ Take planned—and well-earned—breaks to stay refreshed and motivated.</li> <li>◆ Build a routine and apply time management skills to become more organized and productive.</li> </ul>

### Activity Description

1. Think, reflect and write 3 situations in which you have succeed at each phase of your life, using the worksheet *Refuel and re-energize* (section A.).
2. Think about your success and answer to the questions of the worksheet *Refuel and re-energize* (section B.).
3. When finalising the activity think about it, answering to the questions available on the worksheet *Refuel and re-energize* (section C.).



# Refuel and re-energize

## Worksheet

### A. LifeMap

Write down three things you have succeeded at for each phase of your life. Whenever you find yourself feeling low because you haven't yet achieved certain thing you want, remember your wins and relieve them, let them lift you and encourage you.

#### ◆ When I had 0 to 5 years old

- 1.
- 2.
- 3.

#### ◆ When I had 5 to 10 years old

- 1.
- 2.
- 3.

#### ◆ When I had 10 to 15 years old

- 1.
- 2.
- 3.

#### ◆ Recent success

- 1.
- 2.
- 3.





◆ Success I want to achieve in the next 5 years      Age: \_\_\_\_\_

1.
2.
3.

### B. Think about...

After writing your success answer to the following questions:

◆ Did you know you had all those winnings?

--

◆ Which winning did you like the most? Why?

--

### C. Think about the activity

1. Did the activity allow you to think in your pass winnings?

--

2. What did you feel when you were writing you pass recent successes?

--

3. What did you feel when you were writing your achievements for the next years?

--





## Activity – Changing perspective

<b>Soft Skills approached</b>	Readiness to learn / Critical Thinking
<b>Duration</b>	20 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ ability to think critically about your problems and try to solve it in a positive way</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Changing perspective</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Do you think this exercise will allow you to have healthy relationships with other people?</li> <li>◆ Do you have more positive thinking after doing this exercise?</li> <li>◆ Do you control better your negative thinking?</li> </ul>

### Activity Description

1. Identify challenges, constraints or any problems you may have in different context of your life – Home, Family, Friends and School – and write them down on the worksheet *Changing perspective* (section A.).
2. Go through each challenge, constrain and problem that you listed and think about it, following the questions available on the worksheet *Changing perspective* (section B.).
3. Look to what you have written and try to “turn” the challenges, constraints and problems in solutions and possibilities of improvement *Changing perspective* (section C.).
4. When finalising the activity think about it, answering to the questions available on the worksheet *Refuel and re-energize* (section D.).



# Changing perspective

Worksheet

## A. Identify challenges, constraints and problems

Home	Family	Friends	School

## B. Thinking about challenges, constraints and problems

Challenges, constraints and problems	How do I feel about it?	What will happen if I do not solve it?	How can I change my negative attitude to a positive one?	What will happen once I solve it?





### C. Turn it in solutions or possibilities of improvement

Write down your challenges, constraints and problems in a different way, converting them in solutions and possibilities of change:

Home	Family	Friends	School

### D. Think about the activity

1. Do you think this exercise will allow you to have healthy relationships with other people?

2. Do you have more positive thinking after doing this exercise?

3. Do you control better your negative thinking?



## Activity – Join a group

<b>Soft Skills approached</b>	Communication, Teamwork
<b>Duration</b>	At least 2 months in a weekly basis.
<b>Type of activity</b>	Interactive
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to interact and express yourself</li> <li>◆ Ability to actively participate in group work</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ ICT devices with Internet connection</li> <li>◆ adequate space where you feel comfortable</li> <li>◆ Worksheet <i>Join a group</i></li> </ul>
<b>Debriefing activity</b>	To be done in 3 main phases <p><b>Phase 1</b> – After the observation (step 4)</p> <p><b>Phase 2</b> – During the engagement in the group (step 4)</p> <p><b>Phase 3</b> – At the end of the activity (questions available on the worksheet)</p>

### Activity Description

1. Think and write about a topic that you like and would like to discuss with others and write it down on the worksheet *Join a group* (section A.).
2. Search for online groups of discussion about the topic you choose and write them down on the worksheet *Join a group* (section B.).
3. Explore the groups and select one that can be more interesting for you. Write it down on the table of the worksheet *Join a group* (section B.).
4. Take part of the online group of discussion:
  - a. At first you can only observe the interaction and communication of the other participants to better know their dynamic.
  - b. Whenever you feel comfortable you can increase your engagement in the discussion.
5. When finalising the activity think about it, answering to the questions available on the worksheet *Join a group* (section C.).



# Join a group

## Worksheet

### A. I would like to know more about...

- ◆ Identify a topic that you would like to discuss with other colleagues:

### B. Finding groups...

- ◆ Identify and describe the online groups you searched:

Online groups	Exploring the group

### C. Think about the activity

Phases	... I felt?	... I though?	... I overcame the following challenges
After the observation			
During the engagement in the group			
At the end of the activity			



## Activity – How would you act?

<b>Soft Skills approached</b>	Communication
<b>Duration</b>	At least 1 week. It is better to run this activity multiple times during the year.
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Understanding about the different phases of a dialogue;</li> <li>◆ Ability to identify non-verbal behaviours which are fundamental in a conversation;</li> <li>◆ Ability to deal with different types of conversation and people;</li> <li>◆ ability to communicate with others.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>How would you act?</i></li> </ul>
<b>Debriefing activity</b>	To be done in 2 phases: <p><b>Phase 1</b> – After the reading of the dialogue (step 1)</p> <p><b>Phase 2</b> – After the creation of the dialogues (step 2) (questions available on the worksheet)</p>

### Activity Description

1. Find a dialogue, read and analyse it following the instructions available on the worksheet *How would you act* (section A.).
2. When finalising this step think about it, answering to the questions available on the worksheet *Join a group* (section B.).
3. Create your own dialogue, following the steps introduced on the worksheet *How would you act* (section C.).
4. When finalising the activity think about it, answering to the questions available on the worksheet *Join a group* (section D.).



# How would you act?

## Worksheet

### A. Finding and analysing a dialogue

- ◆ Search for a dialogue:

The dialogue needs to be very detailed, not only regarding the conversation itself, but it has to describe the different non-verbal behaviours or reactions the characters have.

- ◆ Analysing the dialogue

<b>Topic</b>	
<b>Role of the characters:</b> Who leads the conversation and how the others take part on it	

### B. Think about the activity

After the first phase, think about the following questions and answer them:

1. The tone of the communication seems to be...

2. How the communication could have gone differently? Could certain characters behave differently?

3. I noticed the following communication aspects...



### C. Create your own dialogue...

- ◆ Decide the topic of the dialogue
- ◆ Think of different characters that interact among them (at least 3)
- ◆ You should try to create the script for your chosen character, while developing the whole conversation, keeping in mind that you should also try to write down the non-verbal communication of the characters (i.e. reactions, movements of the body, emotions etc...) and how the character would react in different situation according to specific answers they got.

### D. Think about the activity

After the second phase, think about the following questions and answer them:

1. The tone of the communication I used is...

2. Why did I choose the characters to behave in the chosen way?

3. I used the following communication aspects...





## Activity – “Non-verbalise” your communication

<b>Soft Skills approached</b>	Communication
<b>Duration</b>	It should be carried out different times during the year.
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to use the right body language in different situation;</li> <li>◆ Ability to connect the right non-verbal communication to the verbal one;</li> <li>◆ Ability to understand the non-verbal communication of others.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet “Non-verbalise” your communication</li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ Which type of non-verbal communication has been used?</li> <li>◆ Did it happen to you to use this type of non-verbal communication?</li> <li>◆ When non-verbal communication is easy to identify and when it is not?</li> </ul>

### Activity Description

1. Choose a movie or a series that you think you can watch easily without getting bored. It is better to choose a movie you already watched so that you can focus on the non-verbal communication.
2. Try to choose one or two important dialogue(s) that you know already to focus on. You should pay attention to the non-verbal communication that the characters of the movie use.
3. Write down in the worksheet “Non-verbalise” your communication (section A.) all the non-verbal aspects used by the characters of the movie connecting them to the verbal communication used (i.e. words, tone etc...) in order to create connections between the two types of communication. Create your own dialogue, following the steps introduced on the worksheet *How would you act* (section C.).
4. When finalising the activity think about it, answering to the questions available on the worksheet *Join a group* (section B.).



# “Non-verbalise” your communication

## Worksheet

### A. Watch a movie and observe

- ◆ Which movie did you selected?
- ◆ Which dialogue(s) did you choose?

1.
2.

- ◆ What did you observe?

Dialogue(s)	Non-verbal communication used

### B. Think about the activity

1. Which type of non-verbal communication has been used?

--

2. Did it happen to you to use this type of non-verbal communication?

--

3. When non-verbal communication is easy to identify and when it is not?

--



## Activity – Improvisation

<b>Soft Skills approached</b>	Communication
<b>Duration</b>	It should be carried out different times during the year.
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to deal with any kind of problems through communication</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Improvisation</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ How did you feel speaking with this person?</li> <li>◆ Which communication strategies would you use?</li> <li>◆ What could the main difficulties be to approach this person? And how did you manage to overcome them?</li> </ul>

### Activity Description

#### 1. Imagine the following scenario:

- You are watching a sport game on television or your favourite movie on a sofa in a situation where you feel perfectly at your comfort.
- Suddenly, a person enters the room, sit beside you and change channel according to his preferences.
- A discussion take place, but that person insists that he/she has the rights to do so.

#### 2. Try to imagine how you would deal with the situation using your communication skills.

Write it down on the worksheet *Improvisation* (section A.).

#### 3. When finalising the activity think about it, answering to the questions available on the worksheet *Improvisation* (section B.).



# Improvisation

## Worksheet

### A. How would you deal with the situation?

- ◆ Imagine how you would deal with the situation using your communication skills...

### B. Think about the activity

#### 1. How did you feel speaking with this person?

#### 2. Which communication strategies would you use?

#### 3. What could the main difficulties be to approach this person? And how did you manage to overcome them?



## Activity – Why do we argue?

<b>Soft Skills approached</b>	Teamwork, Communication & Critical thinking
<b>Duration</b>	60 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Ability to behave constructively in conflicts;</li> <li>◆ Ability to reflect on your own emotions;</li> <li>◆ Ability to reflect on your own strategies to fulfil your needs;</li> <li>◆ Ability to identify your needs;</li> <li>◆ Ability of being empathetic with others.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Why do we argue?</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ What was the easiest task – what the hardest?</li> <li>◆ Was it easy to find a win-win-solution?</li> <li>◆ What did you learn through this activity?</li> </ul>
<b>Tips to trainees</b>	We recommend doing a counselling session after this single work.

### Activity Description

1. See the movie [xxx](#) available [here](#).
2. Think about the on the emotions and needs of the conflict partners, and about the strategies they used. Written them down on the worksheet *Why do we argue?* (section A.).
3. Think about a situation in which you experienced a conflict and reflect about your behaviour during it. Written down your conclusions on the worksheet *Why do we argue?* (section B.).
4. When finalising the activity think about it, answering to the questions available on the worksheet *Why do we agree?* (section C.).



# Why do we argue?

## Worksheet

### A. Think about the movie...

Questions	Answers
Try to empathize with one of the characters (the Person A) - what does Person A want?	
Try to empathize with the other character (the Person B) - what does Person B want?	
What does Person A do to get what he/she wants?	
What does Person A do to get what he/she wants?	
What do you think – how does Person A feel?	
What do you think – how does Person B feel?	
What do you think – what does Person A really need?	
What do you think – what does Person B really need?	
Put yourself in the shoes of Person A and tell Person B what you feel and what you need. Take care to do this in a way that Person B is able to understand you.	
Put yourself in the shoes of Person B and tell Person A what you feel and what you need. Take care to do this in a way that Person A is able to understand you.	
Can you help Person A and Person B to find a win-win solution for their conflict?  Please describe:	





## B. Think about you...

Think now of a conflict you have had with another person lately.

Questions	Answers
Describe it shortly from your perspective. How did you feel and what did you really need?	
Now put yourself in the shoes of the other person. How would he or she describe the situation from his or her perspective? How did he/she feel and what did he/she really need?	
According to all these considerations: would you have acted / argued differently then?	
What will you do differently next time?	

## C. Think about the activity

**1. What was the easiest task – what the hardest?**

**2. Was it easy to find a win-win-solution?**

**3. What did you learn through this activity?**



## Activity – Skills that are important in teamwork

<b>Soft Skills approached</b>	Teamwork
<b>Duration</b>	20 minutes
<b>Type of activity</b>	Practical
<b>Objectives</b>	<p>At the end of the activity you will be able to improve your:</p> <ul style="list-style-type: none"> <li>◆ Ability to designate important skills for teamwork;</li> <li>◆ Ability to assess their own teamwork skills;</li> <li>◆ Ability to be motivated to strengthen your own teamwork skills.</li> </ul>
<b>Setting</b>	<p>For the development of this activity you will need:</p> <ul style="list-style-type: none"> <li>◆ Worksheet <i>Skills that are important in teamwork</i></li> </ul>
<b>Debriefing activity</b>	<p>At the end of the activity think about:</p> <ul style="list-style-type: none"> <li>◆ What did you learn with this activity?</li> <li>◆ Was it relevant to assess or teamwork skills?</li> <li>◆ Did the activity allowed you to improve those skills?</li> </ul>

### Activity Description

5. Rate the skills identified on the worksheet *Skills that are important in teamwork* (section A.), according to their relevance to you.
6. Assess your teamwork skills, by filling the table available on the worksheet *Skills that are important in teamwork* (section B.).
7. Compare the both rates and fill in the table of the worksheet *Skills that are important in teamwork* (section C.).
8. When finalising the activity think about it, answering to the questions available on the worksheet *Skills that are important in teamwork* (section D.).





# Skills that are important in teamwork

## Worksheet

### A. Rating skills...

Look at the list below and consider which of the skills you find more important and which ones less important.

Then enter a number from 1 to 13 in the "Rating" column. You can only use each number once.

1 means: I think it's most important, 13 means I find it the least important.

Skills that are important in teamwork	Rating
To adapt to the group and to recognize everyone as equals. (Adaptability)	
To commit to a common goal (Commitment)	
To abide by agreements. (Reliability)	
To see what is needed and take the initiative. (Initiative)	
To be able to express oneself understandably. (Communication capability)	
To listen attentively to the others. (Communication capability)	
To say one's opinion without attacking or devaluating others. (Communication capability)	
To discuss disagreements peacefully. (Conflict ability)	
To support others and to accept help. (Collaboration)	
To acknowledge and take up other opinions. (Compromise)	
Not to be discouraged by a setback, but to learn from it. (Resilience)	
To deliver tasks on time and in good quality. (Self-responsibility)	
To feel responsible for the mood in the group and to take a positive influence. (Care)	

Write here the reasons for your choice:

I think \_\_\_\_\_

most important, because \_\_\_\_\_

\_\_\_\_\_

I think \_\_\_\_\_

least important, because \_\_\_\_\_

\_\_\_\_\_



## B. Assess your skills

Look at the list below and think about what skills you are stronger in and which you master less. Then enter again in the column "Rating" a number from 1 to 13. You can only use each number once. 1 means: I can do the best, 13 means: I can least.

Skills that are important in teamwork	Rating
To adapt to the group and to recognize everyone as equals. (Adaptability)	
To commit to a common goal (Commitment)	
To abide by agreements. (Reliability)	
To see what is needed and take the initiative. (Initiative)	
To be able to express oneself understandably. (Communication capability)	
To listen attentively to the others. (Communication capability)	
To say one's opinion without attacking or devaluating others. (Communication capability)	
To discuss disagreements peacefully. (Conflict ability)	
To support others and to accept help. (Collaboration)	
To acknowledge and take up other opinions. (Compromise)	
Not to be discouraged by a setback, but to learn from it. (Resilience)	
To deliver tasks on time and in good quality. (Self-responsibility)	
To feel responsible for the mood in the group and to take a positive influence. (Care)	

Write here a short explanation for your choice. Refer to a concrete experience of you, for example: I am very good in feeling responsible for the mood in the group and to take a positive influence. For example, when our team was really frustrated after the last lost match, I cheered them up by playing a funny video.

I'm very good in \_\_\_\_\_

For example, \_\_\_\_\_

At least I can \_\_\_\_\_

For example, \_\_\_\_\_





### C. Compare rates

Now enter your ratings of task 1 and task 2 in this table:

Skills that are important in teamwork	Rating A.	Rating B
To adapt to the group and to recognize everyone as equals. (Adaptability)		
o commit to a common goal (Commitment)		
To abide by agreements. (Reliability)		
To see what is needed and take the initiative. (Initiative)		
To be able to express oneself understandably. (Communication capability)		
To listen attentively to the others. (Communication capability)		
To say one's opinion without attacking or devaluating others. (Communication capability)		
To discuss disagreements peacefully. (Conflict ability)		
To support others and to accept help. (Collaboration)		
To acknowledge and take up other opinions. (Compromise)		
Not to be discouraged by a setback, but to learn from it. (Resilience)		
To deliver tasks on time and in good quality. (Self-responsibility)		
To feel responsible for the mood in the group and to take a positive influence. (Care)		

Compare now your rates:

- ◆ If your two scores to a skill are very close together (eg. 5 and 6 or 11 and 9), then what you find important will match your strengths.
- ◆ If the first number is 4 points or more larger than the second, (for example, 10 and 3), then you are good in an important team ability, but you do not find it so important.
- ◆ If the first number is 4 points or more smaller than the second, (for example, 4 and 9), then you find a skill important, but do not consider yourself as particularly good at it.

Do you want to strengthen this ability of yours? That you find it important helps you! Think of a person who is really good at this ability. What can you learn from her/him?

At the next opportunity (group work), try to pay more attention to practicing and implementing this ability!



#### D. Think about the activity

1. What did you learn with this activity?

2. Was it relevant to assess or teamwork skills?

3. Did the activity allowed you to improve those skills?



## Activity – Me as a group-member

<b>Soft Skills approached</b>	Teamwork
<b>Duration</b>	20 minutes
<b>Type of activity</b>	Self-reflection
<b>Objectives</b>	At the end of the activity you will be able to improve your: <ul style="list-style-type: none"> <li>◆ Reflection skills about your role in a working group;</li> <li>◆ Ability to take responsibility for the group result.</li> </ul>
<b>Setting</b>	For the development of this activity you will need: <ul style="list-style-type: none"> <li>◆ Worksheet <i>Me as a group-member</i></li> </ul>
<b>Debriefing activity</b>	At the end of the activity think about: <ul style="list-style-type: none"> <li>◆ What are the benefits of this activity for you?</li> <li>◆ Is this activity useful to understand and improve your participation in a group?</li> </ul>

### Activity Description

1. After a group work, reflect about your participation, contribution and role in the group, in all its phases and following the instructions available on the worksheet *Me as a group-member* (sections A to D).
2. Think about your level of satisfaction related to the work in the group, by filling in the section E of the worksheet *Me as a group-member*.
3. Write down your conclusions about the work in group, answering to the questions available on the worksheet *Me as a group-member* (section F).
4. When finalising the activity think about it, answering to the questions available on the worksheet *Me as a group-member* (section G.).



# Me as a group-member

## Worksheet

### A. Phase 1 – Group formation

How did it happen that you have just worked in this working group?

Questions	Answers
a) Did you choose this group yourself? Why did you choose this group?	
b) Have you been assigned to this working group? Are you satisfied that you have been assigned to this group or would you rather have been in another group? - Why?	

### B. Phase 2 – dealing with the task, brainstorming

Questions	Answers
<b>How was the task discussed in the group?</b>	
<b>Have all group members participated?</b>	
<b>Who really excelled?</b>	
<b>Have all opinions and suggestions been heard?</b>	
<b>How were decisions made?</b>	
<b>What did you contribute?</b>	
<b>What has generally gone well in this phase?</b>	
<b>What has not gone so well at this stage?</b>	
<b>What could the group have done better?</b>	
<b>What did you learn for yourself during this phase?</b>	



### C. Phase 3 – Taking on a role / task

Questions	Answers
How have the individual roles / tasks been distributed?	
Are you satisfied with your role / task or would you rather have taken on another role / task?	
If you would rather have taken on another role / task - what next time could you do so that you get a role / task that suits you better?	

### D. Phase 4 – Work on the task

Questions	Answers
How did you manage your role / task?	
How was the collaboration of the group?	
What was the mood in the group?	
Have all agreements been complied with?	
Has anyone supported you? – How?	
Did you support someone? – How?	
Could you meet the specifications (time, cooperation, results, ...)?	
What was difficult in this phase?	
What was helpful during this phase?	
What did you learn for yourself during this phase?	



### E. Phase 5 – Results of the group

Questions	Answers
How satisfied are you with your work?	
How satisfied are you with the overall result?	
Could the group have achieved a better result? – How?	
What could you have done to improve the overall result?	

### F. Conclusion

Questions	Answers
What did you learn about group work?	
What did you learn about yourself?	
What did you do well overall?	
What do you intend to do differently the next time?	
What can help or support you to do so?	

### G. Think about the activity

1. What are the benefits of this activity for you?

2. Is this activity useful to understand and improve your participation in a group?



## Activity – Contract with myself

<b>Soft Skills approached</b>	Teamwork
<b>Duration</b>	<ul style="list-style-type: none"> <li>◆ Work on the worksheet: 45 minutes</li> <li>◆ Self-experience: more or less 3 weeks</li> </ul>
<b>Type of activity</b>	
<b>Objectives</b>	<p>At the end of the activity you will be able to improve your:</p> <ul style="list-style-type: none"> <li>◆ teamwork skills;</li> <li>◆ motivation;</li> <li>◆ sense of responsibility;</li> <li>◆ commitment to stick to a decision.</li> </ul>
<b>Setting</b>	<p>For the development of this activity you will need:</p> <ul style="list-style-type: none"> <li>◆ Worksheet <i>Contract with myself</i></li> </ul>
<b>Debriefing activity</b>	<p>At the end of the activity think about:</p> <ul style="list-style-type: none"> <li>◆ What helped you, to stay end this activity?</li> <li>◆ What has changed for you through this exercise?</li> </ul>
<b>Tips to trainees</b>	Write down your experiences with this exercise in a kind of diary.

### Activity Description

1. Select one of the teamwork skills that you would like/need to strengthen from the list available on the worksheet *Contract with myself* (sections A).
2. Check your motivation to work and improve the skill you selected by thinking of the questions of the worksheet *Contract with myself* (sections B).
3. Define your plan to strengthen the skill you selected, following the instructions of the worksheet *Contract with myself* (sections C).
4. Think about your commitment to your plan and establish a contract with yourself, worksheet *Contract with myself* (sections D).
5. When finalising the activity think about it, answering to the questions available on the worksheet *Contract with myself* (section E.).



# Contract with myself

## Worksheet

### A. Choosing skills

Choose from the list a skill that you want to strengthen and train:

Skills that are important in teamwork:	
1	To be part of the group and to recognize everyone as equal. (Adaptability)
2	Being able to express yourself in an understandable way. (Communication skills)
3	To listen attentively to the others. (Communication skills)
4	To support others and to be supported. (Cooperation)
5	Recognize other opinions and take them up if necessary. (Willingness to compromise)
6	To complete tasks on time and in good quality. (Personal Responsibility)
7	To feel jointly responsible for the mood in the group and to exert a positive influence. (Caring)

If you want to practice another skill with this method, it is the same. You can also choose a skill for this exercise that is not in the list.

Which skill did you choose? Enter it here:

In order for you to successfully develop your chosen ability, you need:

**B. motivation**

**C. a plan**

**D. a serious intention**

**Together it is often easier!**

You can tell a friend about your intention and ask them if they would like to do this exercise together with you. Of course, she or he can also choose another skill that she or he wants to practice.

The most important thing is that you can tell each other how you are doing, that you can support each other, and that you can cheer each other up.



## B. Your motivation

Questions	Answers
Why do you want to improve and train this ability? Write a short reason for your choice here.	
What would improve for you if you practiced and strengthened this ability?	
Where could you use this ability anywhere?	
Take a moment and imagine in detail a situation in which you have successfully used this ability. How do you feel?	

These instructions and these questions all serve to strengthen your motivation. If you have answered the questions above honestly, you now have some good reasons to start training.!

## C. Your plan

For example, a good training plan would be to practice regularly once a day or at least five times a week for three weeks. This makes practicing easier because it becomes a habit.

In the table on the next page you will find some suggestions on how to train the appropriate skill (always in the row below the skill). Of course, there are many more possibilities with each skill; you are welcome to think of another one or have someone help you. Start with the easiest step (practice first with familiar people in familiar surroundings) and increase the difficulty as soon as you feel confident.

Now think about the individual steps to reach your goal.

1.
2.
3.
4.

Nr.	Skill	Description
1	To be part of the group and to recognize everyone as equal. (Adaptability)	Observe yourself when you are in a group. Feel part of the group and enjoy feeling a part of it. Focus on what you have in common with others and what connects you. It is not a question of making it right for everyone, but of granting everyone the same rights as oneself. If you find individuals unsympathetic, try to find something about them that you like and then concentrate on that when you are dealing with this person.
2	Being able to express yourself in an understandable way. (Communication skills)	Order your thoughts and put yourself in the position of your counterpart. What information does he or she need? Wait until you have the attention, speak loudly. Keep your sentences rather short, allow yourself a break for breathing and thinking in between. Ask others for feedback and ask them what they understood of what you said.
3	To listen attentively to the others. (Communication skills)	Use as many conversations as you can to practice listening. Give your counterpart full attention. Also pay attention to his posture, facial expressions, gestures and emphasis. Repeat what you have heard and only then think about your answer.
4	To support others and to be supported. (Cooperation)	Offer your support to others as often as possible. These can also be small things; it is best to put yourself in the position of the person you want to support and think about what they might need right now. Ask others for support as often as possible. Think about what you really need and what you can expect others to do. (FOR EXAMPLE: Help with a task, but you can also ask others for advice or feedback.) Don't forget to express your gratitude later!
5	Recognize other opinions and take them up if necessary. (Willingness to compromise)	Make sure that you don't avert and counter other opinions from the outset but think about how the other person may have come to this opinion. You can also ask. If you succeed in honestly asking your question with interest, the other person will not feel rejected and will be happy to give an answer.
6	To complete tasks on time and in good quality. (Personal Responsibility)	Keep your appointments reliably. Divide the time in such a way that everything can go well, and you can check everything again at the end. You can choose as a training field for this task: All tasks for school or education, agreements in your family (e.g. taking care of household or pets), but also everything you do for your friends, e.g. preparing a party, etc.)
7	To feel jointly responsible for the mood in the group and to exert a positive influence. (Caring)	Consider in a group situation (this can be in a group work at school, in your family or in your spare time when you are travelling with friends): what is the mood right now? How did this mood develop? Who had a significant influence on it? Try to have a positive influence on the group mood, e.g. by reporting a pleasant event, doing someone a favour, offering your help, playing music that others also like, or something similar. You certainly know a person who has this ability and from whom you can learn. What would she/he do?



### C. Your serious intention

Experience shows that the motivation from the beginning unfortunately does not always last until the expected success is achieved. That is why it often takes more than one pious hope, namely a conscious and binding decision, a real intention.

So that this intention can help you to take your plan seriously and to continue it even when your motivation has decreased a little or other things are much more important, write it down like a real contract with yourself.

#### Contract with myself

I have decided that I will practice and strengthen my ability to

---

(Enter the skill you want to train)

#### This is my binding training plan:

I'm going to train this ability

---

(Enter here how often you will practice, e.g. once a day, three times a day, five times a week...)

this way: \_\_\_\_\_

(Enter exactly what you're going to do to practice this ability.)

---

---

---

Should I, for whatever reason, not be able to keep to my training schedule, I will

---

(Enter here what you will do as a replacement, or when exactly you will make up this task)

---

I'll practice consistently until \_\_\_\_\_

(Enter here the date, until when you will train)

---

(Place, Date)

---

(Signature)





### E. Think about the activity

1. What helped you, to stay end this activity?

2. What has changed for you through this exercise?





Success@work manual was designed by a set of organisations representing Vocational Education and Training (VET) providers and companies from Portugal, Spain, Italy, Austria and Brussels.

Aiming at supporting trainees attending VET courses or training, Success@work manual is a document providing the necessary guidelines, information and resources, allowing them to successfully assess and (continuously) develop their soft skills during and after their educational and training path.

With this manual, trainees will be able to understand the relevance of the soft skills in the learning process, in the transition and integration in the labour market and in the success and career development in companies. At the same time, trainees will be able to have access to different information and materials, for the assessment and development of their soft skills.

This manual is structured to be easily used by trainees attending VET courses. The idea is that trainees can use this manual outside the VET centre and classes, by their own, at any place and time.

Despite this, the manual can also be used by VET professionals (e.g. trainers, counsellors and/or tutors) in different settings of their daily activities and as a complement to the resources they have to support young trainees in the assessment and development of their soft skills.