

Session Plans Module 1: Personal and Everyday Coping Skills

SESSION PLAN _Using Calendar app. on mobile phone	
Partner	CLAVIS sprog & kompetence
Modul	<ul style="list-style-type: none"> ● Personal and everyday coping skills ● Digital skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● Digital skills ● Organizational skills
Learning/training objectives	<ul style="list-style-type: none"> ● appreciating the benefits of organizing time and tasks, ● appreciating the benefits of using a calendar, ● being able to schedule appointments, meetings, visits, and other occasions on a calendar, and ● Being able to use calendar-app on mobile phone.
Materials/resources required	<ol style="list-style-type: none"> 1. Classroom with smart/white board 2. Printouts of a 1 day, 1 week, 1 month, 1 year calendar 3. Participants' own mobile phones
Duration	2 x 60 min.
Preparation	<ol style="list-style-type: none"> 1. Beforehand, make sure that the participants have their mobile phones for training under the session.
Methodology	
Step 1	<p>Brainstorm (10-15 min): Ask the participants to mention dates and tasks they must remember today and in the near future. Write the participants' answers: (examples)</p> <ul style="list-style-type: none"> ● <i>Parents meeting in children's school</i> ● <i>Appointment with the dentist</i> ● <i>Having guests</i> ● <i>Visiting someone</i> ● <i>Children's birthdays</i> <p>Lead into <i>The use of a calendar in planning and organizing tasks through the day, the week ...etc.</i></p>

<p>Step 2</p>	<ul style="list-style-type: none"> ● Group work (10-15 min): Divide the participants in groups of 3-5 participants and ask, “<i>why is it good to plan and organize our time, now and in the future?</i>” Monitor and encourage the participants to think of and find many answers. ● In plenary (10-15 min.) Gather and write the participants’ answers: “<i>Planning and organizing our time:</i>” <ul style="list-style-type: none"> ● <i>helps us not to forget important tasks,</i> ● <i>reduce the stress of remembering different dates of different occasions,</i> ● <i>helps us allocate reasonable time to each occasion,</i> ● <i>helps us not to make overlapping appointments,</i> ● <i>gives us an overview of our time and tasks now and in the future,</i> ● <i>others</i>?
<p>Step 3</p>	<p>Presentation (40-45 min.): Use the smart board/computer to present the digital calendar and give the participants an overall presentation of the calendar system in minutes, hours, days and up to years. Show the participants examples on how to add dates and tasks with alarm in the calendar.</p>
<p>Step 4</p>	<p>Training (40-45 min.): Ask/help/guide the participants to open the calendar app. on the mobile phone and add their appointments, dates, and tasks (from step 1) in the calendar.</p> <ul style="list-style-type: none"> ● Train further by opening the course plan on the screen and ask/guide/help the participants to add it to the calendar.
<p>Comments:</p>	<ol style="list-style-type: none"> 1. The same methodology can be implemented in learning to use other apps that relevant for the participants needs and objectives such as: <ul style="list-style-type: none"> ● <i>Maps</i> in building employability and everyday coping skills ● <i>StepsAp</i> in promoting health awareness. 1. When working with participants with bigger challenges than the project’s target group, the session can be divided into 2 sessions: <ul style="list-style-type: none"> ● 2 x 60 min.: Step 1 & 2 ● 2 x 60 min.: Step 3 & 4

SESSION PLAN “ My economy when I am employed” _1

Partner CLAVIS

Modul	Personal and everyday coping skills
Skills & competences in Focus	Critical thinking skills
Learning/training objectives	<ul style="list-style-type: none"> • Appreciating the personal independence and security in having a job (apart from having a stable income) • Understanding the local rules for pension and unemployment security
Materials/resources required	<ul style="list-style-type: none"> • Smart board/computer and big screen • Block notes for the participants
Duration	2 x 60 min.
Preparation	<ul style="list-style-type: none"> • Notice: The session and its objectives proceed in session plan, “My economy when I’m employed: 2” • Find in advance websites/platforms that provide clear, basic, and overall information about the local rules for pension, and unemployment security.
Methodology	
Step 1	<p>Lead-in:</p> <ul style="list-style-type: none"> • Invite the participants to answer the following question: <i>“In addition to providing a stable income, does work provide other forms of economic security?”</i> • Write <i>“Stable income”</i> on board, elicit, and guide the participants to the following: <ul style="list-style-type: none"> o <i>Pension payment</i> o <i>Unemployment security</i> o <i>Paid holidays,</i> o <i>Paid sick leaves, and maternity leaves</i>
Step 2	<ol style="list-style-type: none"> 1. Present (or make sure that the participants understand) the difference between <u>work pension</u>, <u>state pension</u>, and <u>private pension savings</u>. 2. Ask the participants to think of the benefits of having a pension, gather examples, and underline the importance of “being independent from other’s economic help at a later age.” 3. Use a local digital platform to provide the following information clearly: <ul style="list-style-type: none"> • Pension age. Show examples of pension age for different age groups. • Pension percent of salary. show examples of -relevant- salaries and calculate their pension fx. pr. Year/10 years.

	Encourage the participants in making examples and calculating answers
Step 3 (add steps if needed)	<ol style="list-style-type: none"> 1. Present (or make sure that the participants understand) unemployment security. 2. Ask the participants to think of benefits of having unemployment insurance, gather examples, and underline the importance of “remaining economically independent, and maintaining economic security for the family.” 3. Use a local digital platform that presents the following information about the local unemployment security rules. Show examples of different unemployment security for different <u>-relevant-</u> salaries.
Comments:	The session can be divided in two sessions or combined with “My economy when I’m employed: 1” in one session according to the participants’ level and overall skills.

SESSION PLAN “ My economy when I’m employed” _2

Partner	CLAVIS
Modul	Personal and everyday coping skills Employability
Skills & competences in Focus	Critical thinking skills
Learning/training objectives	<ul style="list-style-type: none"> • Appreciating the personal independence and security in having a job -apart from having a stable income • Understanding the local rules for paid holidays, sick leaves, and maternity leaves
Materials/resources required	local websites/platforms that provide clear, basic, and overall information about pension, unemployment security
Duration	2 x 60 min.
Preparation	<ul style="list-style-type: none"> • <u>Notice</u> that the session is a continuation of session plan, “My economy when I’m employed: 1”. • Find in advance websites/platforms that provide clear, basic, and overall information about the local rules for pension, and unemployment security.

Methodology	
Step 1	<p>1. Lead-in Write on board “<i>Pension payment</i>”, and “<i>Unemployment security</i>”, and ask the participants to recapitulate what they have learned about the 2 elements and their benefits.</p> <p>1. Present (or make sure that the participants understand) the term, paid holidays.</p> <p>1. Ask the participants to think of benefits of having paid holidays, gather examples, and underline the importance of being able to:</p> <ul style="list-style-type: none"> ● coordinate holidays together with the family and friends (schools/work), ● have resources to spend good holidays, ● have time for personal interests, ● etc. <p>1. Use the digital platform to provide the following information:</p> <ul style="list-style-type: none"> ● Number of paid holidays ● Number of other -national- paid holidays ● Rules for coordination holiday with colleagues
Step 2	Use the previous methodology in step 1 (No. 2 & 3) with “sick leaves, and maternity leaves”.
Step 3	Recapitulation of what is learned under both sessions: “My economy when I’m employed” 1 and 2
Comments:	The session can be divided in two sessions or combined with “My economy when I’m employed: 2” as one session according to the participants’ level and overall skills.

SESSION PLAN – “Coping with the stressors in my life”	
Partner	EINC
Modul	Personal and everyday coping skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● Knowledge on stress management ● Coping strategies.

Learning/training objectives	Being able to manage everyday stress situations better.
Materials/resources required	Handout “Dealing with the stressors in my life”; Paper for brainstorming, Markers.
Duration	45-60 min.
Preparation	The trainer prepares a short presentation on stress management, prints handouts and makes an introduction to the topic.
Methodology	
Step 1	The work in smaller groups or discussion in one group between migrant women is organised on the topics: <ul style="list-style-type: none"> • What are the biggest stressors in their lives? • How are they dealing with stressful situations? • What are their ways to calm down?
Step 2	The trainer provides information about stress management and the tips to deal with the everyday stress.
Step 3	The handouts are spread (see Annex).
Step 4	Women are asked to fill the handouts distinguishing: <ul style="list-style-type: none"> • the stressors which are very important for them, • the stressors which are not so important, • the stressors which they can influence, • the stressors which they cannot influence.
Step 5	The trainer provides the explanation that it is important to concentrate on the important issues which can be influenced by each of the women finding the ways how to solve these situations. as well the discussion how to deal with the situations which cannot be changed is organised in the group.
Step 6	Each woman is invited to comment what they have found while performing this task and what she is able and would like to change.
Comments:	The exercise could be performed individually and in groups.

Handout: "Coping with the stressors in my life"

Stressors

Very important to me

Not so important to me

I can influence

I cannot influence

SESSION PLAN – How to cope with & manage changes	
Partner	EINC
Modul	Personal and everyday coping skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Being aware of own resources • Setting goals • Making plans • Making decisions • Understanding and coping with stress
Learning/training objectives	<ul style="list-style-type: none"> • Being able to understand better personal motivation for the change (employment) • To develop coping strategies.
Materials/resources required	Handout; paper for brainstorming, markers.
Duration	45-60 min.

Preparation	Print handouts for all the participants.
Methodology	
Step 1	The brainstorming in group is organised on these topics: <ul style="list-style-type: none"> • What are the benefits of employment? • What obstacles do you face while seeking employment? • What is your motivation to get employed? • What challenges do you face in this process?
Step 2	The handouts are spread together with the example. Participants are asked to fill the handouts distinguishing: <ul style="list-style-type: none"> • The individual factors which foster participants for the change (to get employed); • Factors, which are stopping them from the change.
Step 3	The trainer provides the explanation that it is important to deal with inner fears, and uncertainty and look for the help in challenging situations (help with child care, (re)training in order to get qualification; etc.).
Step 4	The sharing with peers on the possibilities to deal with the challenges is organised answering the questions: <ul style="list-style-type: none"> • How can I deal with my inner uncertainty? • What help do I need in order to change my situation and get employed and where I could get it?
Step 5	Each participant is invited to comment on: <ul style="list-style-type: none"> • what they have understood about their motivation, • what they would like to change, • what The possibilities are.
Comments:	The exercise could be performed individually or in the group depending on the situation and the possibilities. It gives participants an occasion to understand the situation and their own motivation related factors, as well to look for the opportunities in order to find solutions for the obstacles and strengthen motivation for the positive change (employment).

HANDOUT “Example”

Factors which foster for the change (<i>why do I need to get employment?</i>): Internal (<i>why do I want to get employed?</i>)	Factors, which are stopping from the change
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and external (<i>what opportunities would employment provide to me?</i>) factors	(why it is difficult for me to get employed)
Examples	Examples
Self-realisation (do what I love) Earning money Gaining social contacts	Fear I do not know the language I do not have qualification I have to take care of small children

HANDOUT “Your answers”

Factors which foster for the change (<i>why do I need to get employment?</i>): Internal (<i>why do I want to get employed?</i>) and external (<i>what opportunities would employment provide to me?</i>) factors	Factors, which are stopping from the change (why it is difficult for me to get employed)
Your answer	Your answer

Ask yourself:

- How can I deal with the inner uncertainty which is stopping me from the change?
- What help do I need and where I could get it?

Session Plans Module 2 – Social Skills

SESSION PLAN TEMPLATE	
Partner	Magenta Consultoría Projects SLU
Module	Soft skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● <i>Communication skills</i> ● <i>Conflict resolution skills</i>
Learning/training objectives	<ul style="list-style-type: none"> ● <i>Learn how to communicate with others in order to achieve getting what we need.</i> ● <i>Learn how to behave properly when confronted with conflict.</i> ● <i>Improve negotiating skills.</i> ● <i>Improve their conflict resolution skills</i>
Materials/resources required	<ul style="list-style-type: none"> ● Flipchart ● Colour markers ● The theory required is available here: http://conflict911.com/cgi-bin/links/jump.cgi?ID=18998 ● An orange / the image of an orange / a ball
Duration	2 hours (2 x 60 mins)
Preparation	
Methodology	
Step 1	<p>Presentation:</p> <ol style="list-style-type: none"> 1. We will start a discussion about the importance of conflict resolution. The main topics will be: <ol style="list-style-type: none"> a. What is conflict: <i>What do you consider a conflict?</i> The instructor will write the ideas that participants provide in a flipchart. <i>Have you ever been in a conflict situation? Did you know what to do?</i> At this moment, it could be possible that some participants have not realized it was a conflict situation (in some cases, they may think it is a normal situation). We will define what a conflict is (from one small discussion due to a disagreement or a big argument).

	<p>b. What situations in the workplace and in your personal life can trigger or lead to a conflict? How can we prevent them?</p> <p>c. How should we or should we not behave during a conflict? What can I do to solve it? The instructor will write participants' suggestions in the flipchart.</p> <p>Reflection:</p> <p>1. Having summarised the discussion, the instructor will define the appropriate behaviour during a conflict. Focusing on the following aspects and its importance:</p> <p>a. Empathy towards the other persons involved in the conflict: Understanding their opinion and position.</p> <p>b. Respecting the other person, behaving politely and respectfully, but not allowing to be openly disrespected or treated impolitely.</p> <p>c. Learning to seek compromise when there is no common ground in the discussion.</p> <p>d. Not being afraid of conflict, sometimes it is necessary, but try not to make it the first option.</p> <p>e. Communicate: The other person cannot read minds. Express your opinions and position, always in a polite manner.</p> <p>Discussion:</p> <p>1. We will have a discussion about the participants and how they deal with conflict:</p> <p>a. Do you follow the previously explained appropriate behaviour? Did it work?</p> <p>b. If you approached it differently, what did you do?</p> <p>c. Do you feel capable of behaving as explained? How can you adapt your skills and personality for a correct conflict resolution behaviour? The trainer will invite each participant to express their opinion, and what personal challenges they think they will face, or what strength they think they have.</p>
<p>Step 2</p>	<p>Learning to negotiate: the Orange Negotiation</p> <p>Presentation:</p> <p>Participants will be divided into two teams, representing fake countries (1 and 2, for explaining purposes). The instructor will play the role of the "Magician", the keeper of the last remaining "magic orange". Both groups will receive this explanation: They must buy this special orange, and only one spokesperson can contact the Magician at a time. (This will last 5min).</p> <p>After this, each group will receive private instructions: Country 1 learns that they need the rind of the orange to create a special component that will help them develop a protection against chemical spill that has poisoned the local water supplies. They appear to have unlimited resources, which occasionally makes them a bit careless or arrogant. Country B learns that they need the pulp of the orange to create a serum to protect pregnant mothers from a deadly disease that is ravaging the area. Without it, all of the expectant mothers will become tragically ill and die. They have extended, but limited resources available to trade (5min explanation).</p> <p>Discussion:</p>

	<p>Each group will have time to debate among themselves what can they offer to the magician to trade for the orange. Eventually (10-15min), they may try to negotiate with the other group, realizing that they need different parts of the orange. At this point, they most likely try getting to an agreement between them, to share the cost of buying the orange. (10-15min).</p> <p>After buying the magic orange, the instructor should start a conversation so the participants can share their opinions about the activity, what they think they have learned with it and if they think they could have done something better/differently. This would last until the session is finished.</p>
Comments:	<p>ACTIVITY 1: This activity must be very dynamic, helping participants to feel more comfortable talking in public, debating and expressing their opinions, and consequently.</p> <p>If participation is not too active, instead of debates and sharing experiences, the instructor can explain the concepts in a more extensive way.</p> <p>ACTIVITY 2: If the groups do not seem to realize that they can collaborate with each other, the trainer should suggest it. If by the end of the activity time (30-40min more or less) they have not gotten to this point, the instructor should ask both groups to share their needs, so they can debate about what happened.</p>

SESSION PLAN TEMPLATE	
Partner	Magenta Consultoría Projects SLU
Module	Soft skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● <i>Communication skills</i>
Learning/training objectives	<ul style="list-style-type: none"> ● <i>Learn how to communicate effectively with others.</i> ● <i>Improve communication skills.</i>
Materials/resources required	<ul style="list-style-type: none"> ● Flipchart ● Colour markers
Duration	2 hours (1st part 30 min – 2nd part 80 min)
Preparation	

Methodology	
Step 1	<p>How to effectively communicate</p> <p>This activity will be divided into two parts. The first one will last around 30 min: Introduction: 15 minutes.</p> <p>The instructor will begin the session by talking about the importance of effective communication with the participants, asking what they think makes communication effective. They will discuss it and write the suggestions in a flipchart. The instructor should guide the debate around these keys (15 min):</p> <ol style="list-style-type: none"> 1. It builds trust: If we show that we listen to others and take what they say into account, they will trust us more, and will act trustworthy. 2. Prevents and resolves problems: A fluid communication will avoid surprises and puts everyone in the same page. 3. Creates better relationships 4. Increases engagement: Effective communication is two-sided. If you communicate effectively, others will reciprocate. <p>Discussion: 15 minutes.</p> <p>Then, the instructor will ask the participants again about some tips to consider about communication skills, using the flipchart too. The instructor should provide a few keys to help participants develop their communication skills too (15 min):</p> <ol style="list-style-type: none"> 1. Know what you want to say and do not contradict yourself. Be consistent and organize the information. 2. Make sure that people engage with you: Look for eye contact, but do not stare, ask them questions, even if they are rhetorical. 3. Make sure you are understood, look for gestures of approval, ask questions. 4. Choose the correct message in the proper context, and use appropriate emotions and tones. <ol style="list-style-type: none"> 1. Provide helpful feedback <ol style="list-style-type: none"> 1. Always use, with moderation, your body language. <p>Presentation: 5 minutes.</p> <p>The instructor will divide participants into smaller groups of three or four people (this may need to be adjusted depending on the number of participants).</p> <p>Discussion and reflexion: 40 minutes.</p> <p>This part will go like this:</p> <ol style="list-style-type: none"> 1. Each group must choose a topic to talk about in front of the rest of the group. They have to talk between them and decide the topic, so they deliver among themselves. If this is too hard for them, the instructor can offer topics such as “what is one good book”, “what is the best food for a picnic”. Participants will still have to discuss and agree on what they are going to talk about, but it will be easier for them to think (15-20 min).

	<p>2. After choosing the topic, each group will decide what they are going to say. They do not need to look for information, just express their personal opinion. They have to prepare a short speech, depending on how many groups are, from at least five minutes to a maximum of 10. Each participant has to talk. For this part, they will have 20min.</p> <p>3. With the remaining time after all the groups have talked, participants will share their opinions about it, if they feel they have learnt something useful, if they were able to apply what was taught in the talk, etc.</p>
Comments:	The instructor is teaching how to effectively communicate, so he or she should do what they preach, as an example. If the instructor does not feel prepared, a short video from YouTube can be a good support.

SESSION PLAN - "Appropriate behaviour in conflict situations"	
Partner	EINC
Modul	Social skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● The ability to resolve conflicts. ● Communication skills.
Learning/training objectives	<ul style="list-style-type: none"> ● Deepening knowledge and developing the ability to resolve conflicts. ● Being able to behave constructively in conflict situations.
Materials/resources required	Handout "Suitable and not suitable behaviour in conflict situation" Paper/white board for brainstorming, markers.
Duration	45 min.
Preparation	Printing the handouts and preparation to the theme. Possible to use videos, examples and some theoretical material on the topic "conflict resolution".
Methodology	
Step 1	<p>The discussion between participants is organised about:</p> <ul style="list-style-type: none"> ● The conflict situations and appropriate behaviour in such situations based on the participants experience and understanding. ● The causes of the conflicts in workplaces and in personal life.

	<ul style="list-style-type: none"> • What are the positive/negative consequences of conflict situations?
Step 2	The trainer summarises the discussion and defines the behaviour which helps to deal during conflict situations and the opposite – the behaviour which is harmful.
Step 3	The handouts “Suitable and not suitable behaviour in a conflict situation” are spread.
Step 4	Participants are asked to choose what kind of behaviour is more specific to them when responding to a conflict situation.
Step 5	Each woman is invited to comment what they have discovered – which type of behaviour they choose most often and to comment how they feel about that.
Step 6	The participants are invited to think what they would like to change in order to be more successful in solving conflict situations personally as well as in workplaces and to share their thoughts with the group.
Comments:	It is important to talk about the active listening and suitable attitudes as these are crucial issues for the conflict’s resolution. The trainer should encourage women to share their thoughts, experience and opinion in order to get a better understanding of the challenges they face and be able to comment and facilitate the learning towards gaining skills for successful resolution of conflict situations. The handout serves as a test and at the same time as the tips for constructive behavior in conflict situations. Women are encouraged to think about the benefits they gain if they know how to deal with the conflict situations properly.

Handout: “Suitable and not suitable behaviour in conflict situation”

	<p><i>Inappropriate behaviour in conflict situations – behaviour which does not help to solve conflict situations, on the contrary – it deepens conflict situations.</i></p> <p><u>You should avoid:</u></p>	<p><i>Appropriate behaviour in conflict situations - behaviour which helps to solve conflict situations.</i></p> <p><u>You should:</u></p>
	The orientation only towards your own needs and feelings.	Be able to understand and recognize the needs and feelings of the other person too.

1	Reacting in a challenging way. Behaving angrily, being hurtful and resentful. At work this may mean shouting or losing your temper.	Be calm, attentive and ready to listen to other person's opinion with respect.
1	Being not ready to compromise when positions are too different and it is difficult to find a common solution.	Be able to seek compromise when positions are too different and it is difficult to find a common solution.
1	Turn your back on what is going on by leaving the room or ignoring your colleague. You should not ignore a problem hoping it will disappear.	Have a belief that facing conflict is the best thing for both sides: thus you should try to reconcile the needs of both sides and seek for the common solution to the problem.
1	Seeking to win, and being not ready to understand the other person's point of view.	Be ready to understand the other person's point of view.
1	Do not express your feelings and ignore your needs, during the conflict situation.	To express your feelings (in an appropriate way) and acknowledge your needs during the conflict situation. Honesty and clear communication play an important role in the resolution process.
1	Trying to ignore the person or conflict situation itself.	Acknowledge that a difficult situation exists. Acquaint yourself with what is happening and be open about the problem.
1	Concentrating on areas of disagreement.	Look for common areas of agreement, no matter how small.

SESSION PLAN – “Expression through emotions”	
Partner	Center for Social Innovation – CSI Cyprus
Module	Social skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● Communication skills ● Empathy and respect ● Effective communication ● Body language skills

Learning/training objectives	<ul style="list-style-type: none"> • Being able to express different emotions • Being able to detect several different emotions in others • Being able to listen actively • Being able to notice body language signs
Materials/resources required	<p>Strips of paper Pens A bowl or a jar Post-its White board Marker Laptop with access to the internet (and speakers, if possible, for the video).</p>
Duration	1,5h
Preparation	<p>The trainer is advised to do some relevant reading regarding communication skills and more particularly, expressing and detecting emotions in others. Further reading can be found in the Comments section.</p>
Methodology	
Step 1	<p>These are the instructions for this activity:</p> <p>Cut several strips of paper. On each strip of paper, write down a mood, feeling, or disposition, like guilty, happy, suspicious, paranoid, insulted, or insecure.</p> <p>Fold the strips of paper so you can't see what is written on it and place them in a bowl or jar. These are your prompts.</p> <p>Have each participant take a prompt from the bowl or jar in turns and read the exact same sentence to the class, but with the emotion the prompt specifies.</p> <p>The sentence everybody will read is: "We all need to gather our possessions and move to another building as soon as possible."</p> <p>After each participant reads out the sentence with the emotion they chose from the bowl, discuss with the rest of the team what they think the speaker is feeling (or what they are supposed to be feeling).</p>
Step 2	<p>After each participant has had a chance to read the sentence based on one of the prompts, run through the emotions displayed and see how many each participant guessed correctly. Finally, lead a debriefing discussion on how things like tone and body language can impact the way a message is received.</p> <p>Invite the team to notice things more closely like listening to what the other person is saying and how they are saying it, as a way to identify what the other person is feeling.</p>
Step 3	<p>Give out post-its to all participants and ask them to write down why they think it is important for people to express themselves and for listeners to recognize their</p>

	emotions. The participants should place the post-it on a white board and the trainer should start the discussion by reading the post-its one by one and initiating a discussion among the participants.
Step 4	As a closing “exercise”, the trainer can show the following funny scene from the famous series “Seinfeld” where the characters try to say a specific phrase with different emotions. Before showing it to the participants, ask them to notice how each character says the phrase and what they are feeling and discuss later. https://www.youtube.com/watch?v=yMe7mlRv8UE These pretzels are making me thirsty (Seinfeld: Season 3, Episode 11, The Alternate Side).
Comments:	This activity can be easily done in an online session as well. Further reading: https://www.apa.org/news/press/releases/2017/10/emotions-listen https://onlinelibrary.wiley.com/doi/full/10.1111/gbb.12544

SESSION PLAN – “How to socialize at work”	
Partner	CLAVIS sprog & kompetence
Modul	Social skills Employability skills
Skills & competences in Focus	Intercultural competences Social skills in relation to employability
Learning/training objectives	Appreciating that norms differ from one culture to another Having intercultural social competences related to the local workplace
Materials/resources required	<ul style="list-style-type: none"> • Smart board or White board and computer • Quiz (se under step 2)
Duration	2 x60 min.
Preparation	
Methodology	
Step 1	1. “How do you do in your culture?” Lead in:



	<p>Ask the participants to tell how people normally greet each other in their different cultures. Give examples and make a list over different ways of greeting in different culture:</p> <ul style="list-style-type: none"> ● <i>By shaking hands</i> ● <i>By exchanging a hug</i> ● <i>By exchanging a kiss on the cheek.</i> ● <i>By bowing for each other</i> ● <i>By exchanging a shoulder touch</i> ● <i>By saying "hello"</i> ● <i>Others?</i> <p>1. The intimate sphere"</p> <p>Presentation by instructor:</p> <p>Introduce the participants to the concept of the physical intimate sphere and its different levels:</p> <ul style="list-style-type: none"> ● <i>The public zone (more than 350 cm. according to the culture)</i> ● <i>The social zone (120-350 cm. according to the culture)</i> ● <i>The personal zone (45-120 cm. according to the culture)</i> ● <i>The intimate zone (15-45 cm. according to the culture)</i> <p>Group work</p> <p>Ask the participants to:</p> <ol style="list-style-type: none"> 1. <i>give examples of the different levels of the intimate sphere.</i> 2. <i>Talk about the intimate sphere in your cultures and in groups and compare, whether the intimate sphere differs from one culture to another.</i>
<p>Step 2</p>	<p>QUIZ: Unwritten rules at work</p> <ul style="list-style-type: none"> ● Ask the participants to talk in small groups (3-5) about what "unwritten rules" mean and to give examples from their own cultures or from the local culture ● Collect the examples in plenary and write them on the smart/white board ● Present the quiz: <p>Ask the participants to guess:</p> <p><i>" which of the following unwritten rules do apply in the local workplace:</i></p> <ol style="list-style-type: none"> 1. <i>to shake hands with your colleagues every day.</i> 2. <i>to come to work on time</i> 3. <i>To take lunch break alone</i> 4. <i>to share lunch packet with your colleagues</i> 5. <i>to participate in social activities arranged by the workplace</i> 6. <i>to ask if you are in doubt about something concerning your work and workplace</i> 7. <i>to treat your boss as a friend</i> 8. <i>not to discuss religion with your colleagues</i> 9. <i>It is ok to get angry and raise your voice at work"</i> 10. <i>(others?)</i>

	Answer the quiz in plenary and discuss with the participants why it is important to know the unwritten rules in the local workplaces and the local society in general.
Comments:	The quiz can be done orally or on a delivered handout, or on a smart board.

SESSION PLAN – “Workplace ethics” - EINC	
Partner	EINC
Modul	Social skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● Knowledge on workplace culture; ● Communication skills; ● Adaptation skills.
Learning/training objectives	<ul style="list-style-type: none"> ● Being able to understand and respect workplace rules. ● Deepening knowledge about the workplace culture; ● Developing communication skills; ● Strengthening adaptation skills.
Materials/resources required	Computer, internet connection. Videos, PPT.
Duration	45 min.
Preparation	The trainer prepares the presentation on workplace culture and adaptation skills, some videos in national language or in English (if available and depending on the participants abilities). As well the presentation on the rules of conduct at work.
Methodology	
Step 1	Participants are invited to brainstorm what challenges they face in the workplace related to the workplace culture and everyday procedures.



Step 2	The trainer presents the main aspects of the successful adaptation in the organisation and some knowledge on: <ol style="list-style-type: none">1. Workplace culture – what is it and how to adapt in a new workplace,2. Rules of conduct at work:<ul style="list-style-type: none">• how to behave when a person gets ill;• how to behave when a person has family or other issues and is late for work;• what is the procedure of taking free days/holidays; and etc.) .
Step 3	The discussion on these topics is facilitated. Participants are invited to share their experience and understanding in relation to the issues mentioned above. The appropriate behaviour is defined and how to deal with difficult situations. How to prepare for the first day in a new workplace and how to behave in order the adaptation process would be easier. Tips for successful adaptation are given.

Session Plans Module 3 – Health Awareness

SESSION PLAN TEMPLATE	
Partner	Magenta Consultoría Projects SLU
Module	Health awareness
Skills & competences in Focus	<ul style="list-style-type: none"> ● <i>Reflection about their personal situation (health sphere)</i> ● <i>Speak about any problems they may have.</i>
Learning/training objectives	<ul style="list-style-type: none"> ● <i>Become aware of mental and physical health.</i> ● <i>Learn tips for better healthy habits.</i> ● <i>Promote the participants' mental and physical well-being and health by strengthening their physical and mental awareness and by motivating them for exercise and healthy nutrition, physical training etc.</i> ● <i>Learn more about health and all related topics that may be interesting and important for the target audience.</i> ● <i>Improve the communication capacity of participants in this area in the language of the country in question.</i> ● <i>Losing the fear of expressing their ideas and possible health problems they may have, like for example stress.</i>
Materials/resources required	<ul style="list-style-type: none"> ● Sheet with a test. ● Pens. ● Video about healthy lifestyle (the proposed video is in English with available subtitles, but the instructor may have to look for a similar video in their language): https://www.youtube.com/watch?v=6ajmuRg2o3Q
Duration	2 hours (25 mins; 45 mins, 25 mins)
Preparation	
Methodology	
Step 1	<p>What is health? Introduction: 5 min. The instructor will give a brief introduction to the participants on the most important aspects of health.</p> <p>Presentation: 20 minutes.</p>

	<p>During the talk th instructor should speak especially about the following points:</p> <ul style="list-style-type: none"> • Introduce participants about mental and physical health problems. • Give special relevance in the talk to mental illnesses and their relevance. • Mentioning the most common mental illnesses. • The importance of exercise and a balanced diet in maintaining good mental and physical health. • Relevant data from WHO. <p>The instructor should take into account that some participants may not want to actively participate, or state their comments out loud. In this case, the instructor should not force a participant to comment or talk about their experience if they do not want to. It is possible that this participant, after seeing an adequate and comfortable environment in the classroom, will be encouraged to participate. The instructor's attitude should always be one of conciliation that encourages but never forces or pressures any participant, who are free to participate if they feel comfortable, or not to participate.</p> <p>The advice given above is applicable to the entire activity.</p>
<p>Step 2</p>	<p>A test to know me</p> <p>Introduction: 5 minutes.</p> <ul style="list-style-type: none"> • While the teacher distributes the sheets with the test questions, they will explain what to do, how to complete the activity and what will be done after finishing the exercise. <p>Once all the students have the sheet, they will do the test in approximately 20 minutes. The questions of the test are provided in Annex 1.</p> <p>Discussion: 40 minutes.</p> <p>After finishing the test. The instructor should take their own sheet with the test and read the questions aloud, trying to get participants to state their own answers and reflect together. Participants do not need to answer aloud if they do not want to, as this can be perceived as too invasive.</p> <p>The instructor will thus read each question out loud and wait for an answer, to then comment on tips or suggestions to improve this specific topic. If the participants feel confident, they are encouraged to give their opinion and start a brief debate.</p> <p>At the end of the exercises, the participants get to keep their sheets so they can further reflect on their process and health.</p>
<p>Step 3</p>	<p>Reflection: 25 minutes.</p> <p>In the first part of the activity, a video will be played, which will explain several healthy tips that can be introduced into one's lifestyle. After playing the video, the instructor will provide participants with sheets of paper and pens for them to write the most relevant data they heard during the video. Also, participants will have to</p>

	<p>state which of those tips are a great positive contribution in their lives, and if they already implement them in their everyday life.</p> <p>Discussion: 10 minutes.</p> <p>To do this, the instructor will divide the group of participants into small subgroups of 2-3 participants. In this part of the activity, each group must internally discuss their answers.</p>
Comments:	<p>The instructor should not pressure participants to give their opinion on any issue, as these are sensitive issues when dealing with mental health. Some participants only prefer to listen to the opinion and advice of the teacher or other participants.</p>

ANNEX I

Question	Yes	No	Sometime s
I worry a lot about things that happen in my life.			
I don't have enough time for everything I do in my life.			
I smile or laugh less than I used to.			
I use alcohol, cigarettes, caffeine, or drugs to deal with stress.			
I have trouble to relax.			
I have a habit of clenching my fists, cracking my knuckles, playing with my hair, or tapping my fingers.			
I have trouble falling asleep or staying asleep.			
I have difficulty concentrating.			
I get mad if things don't go as I plan and / or want.			
I feel tired during the day.			
I like to have everything under control.			
I have had a medical problem because I work too much.			
I have a hard time finding fun things to do.			
I often feel sad or disappointed.			

SESSION PLAN – “Boosting your mental health resilience”	
Partner	Center for Social Innovation – CSI Cyprus
Module	Health awareness
Skills & competences in Focus	<ul style="list-style-type: none"> • Reading skills • Mental health • Physical health
Learning/training objectives	<ul style="list-style-type: none"> • Being able to develop self-awareness about one’s emotions • Being able to develop mental health resilience • Being able to demonstrate methods that facilitate the participants in understanding the meaning of resilience and how they can increase this characteristic
Materials/resources required	A4 paper, pens, 2 boxes
Duration	60 minutes
Preparation	The trainer should do extensive research on mental health resilience and the importance for individuals to develop it, in order to focus on their mental health, especially amidst the pandemic circumstances. Some resources for the trainer are included in Table 1 in page 3.
Methodology	
Step 1	<p>The trainer presents to the participants a short introduction to mental health resilience, what it means and why it is important for people to cultivate it.</p> <p>“Resilience is a person’s capacity to respond to pressure and the demands of daily life. Dictionary definitions include concepts like flexibility, suppleness, durability, strength, speed of recovery and buoyancy. In short, resiliency affects our ability to ‘bounce back’. Resilience is a learned ability, through practical skills, that enables our capacity to bounce in adversity, grow our master skills, connect with others and find flow in work. Having a common definition of resilience enables individuals and teams to build insight and activate the right response when required.”</p>

	The trainer then asks the participants to discuss the meaning of resilience and asks them to share their own experiences, if they had any, that helped them build personal resilience throughout their lives so far.
Step 2	The trainers give to the participants the following questionnaire (Table 2 seen below) by telling them: As a rough initial guide, rate yourself in terms of the following ingredients of resiliency on a scale from 1 to 10. Give to each participant 5 minutes. The trainees should write their name in the top of the paper and put the 1st part of the questionnaire in a box. The 1st part of the questionnaire is seen at Table 2 in page 3.
Step 3	The trainer explains to the participants to consider each example/question individually (from the previous step). The trainer asks the participants to complete the 2 nd questionnaire anonymously (Table 3 seen below). They should ask them: "For each item above, if you rated it more than zero, ask yourself why. Also, what could you do to increase your score on each item, making it closer to ten?". Each participant should answer these questions anonymously and then put them in a second box. The trainer then collects all the questionnaires, and one by one they should read the unknown answers in front of the team.
Step 4	Reading the answered questionnaires: For this phase of the activity, while the trainer reads the anonymous 2 nd questionnaires (one by one), the participants will suggest some solutions to the anonymous writer from their own point of view. (For the area: "What could I do to increase the score to make it closer to ten?"). For example: "I suggest you to do...". This step will finish after the trainer reads all the anonymous answered questionnaires.
Step 5	Debriefing/Feedback from the participants <ul style="list-style-type: none"> ● What actually is resilience? ● Do you believe that each individual has the characteristic of resilience? Is it actually an inherent feature? ● In what ways can you increase the personal level of resiliency? ● Did all these pieces of advice from all the participants help you understand clearer the definition of resilience and how you can increase it, in order to recover from difficulties?
Comments:	It is very important that the trainers can use this type of activity throughout the training process. They can use the questionnaires every week and follow the progress of the participants. Also, they should mainly focus on the personal needs of each woman and try to create, in collaboration with her, an action plan that aims to strengthen and empower the element of resilience. Thus, every week the individual will be able to rate her progress and focus on specific areas of her everyday routine that she will be able to build upon. The element of resilience is a personality characteristic and it is very important for the trainers and the trainees to understand that its acquisition happens gradually.

Table 1: List of readings

Title	Link
Shifting From Survival to Supporting Resilience in Children and Families in the COVID-19 Pandemic: Lessons for Informing U.S. Mental Health Priorities	https://psycnet.apa.org/fulltext/2020-40856-001.pdf
Resilience Is Spreading: Mental Health Within the COVID-19 Pandemic	https://psycnet.apa.org/fulltext/2020-38956-001.pdf
Stress resilience during the coronavirus pandemic	https://www.sciencedirect.com/science/article/pii/S0924977X20301322
Resilience and mental health	https://www.hal.inserm.fr/file/index/docid/534325/filename/Davydov_Clin_Psychol_Rev_30_479.pdf
Resilience: A new integrative approach to health and mental health research	https://cutt.ly/DkiGqZP

Table 2: First Questionnaire

Name & Surname:	
Question	Rating
1. I have plenty of support from other people in my life	___/1 0
2. I am able to accept myself for who I really am	___/1 0
3. I am confident in my ability to cope with adversity	___/1 0
4. I am good at communicating and interacting with others at times of stress	___/1 0
5. I am good at facing challenging problems in life and solving them systematically	___/1 0
6. I cope well with my emotions in the face of adversity	___/1 0

Table 3: Second Questionnaire

Question	What made me rate this above zero	What could I do to increase the score to make it closer to 10?
1. I have plenty of support from other people in my life (___/10)		
2. I am able to accept myself for who I really am (___/10)		

3. I am confident in my ability to cope with adversity (_ /10)		
4. I am good at communicating and interacting with others at times of stress (_ /10)		
5. I am good at facing challenging problems in life and solving them systematically (_ /10)		
6. I cope well with my emotions in the face of adversity (_ /10)		

SESSION PLAN – Improve your health	
Partner	CLAVIS sprog & kompetence
Modul	Health awareness Personal & everyday coping skills
Skills & competences in Focus	Physical health Mental health
Learning/training objectives	<ul style="list-style-type: none"> • Understanding the difference between mental and physical wellbeing • Understanding the interrelation between mental and physical wellbeing • Developing healthy habits, interests, and practice
Materials/resources required	Classroom with smart/white board Hand-outs (attached)
Duration	2 X 60 min.
Preparation	Beforehand, make sure that the participants have a basic health awareness such as understanding basic nutritional elements and concepts (minerals, vitamins, protein, calories...etc.).
Methodology	
Step 1	Physical health



	<p>1. Ask the participants to share what they understand by the concept, <u>physical health</u>. Invite and guide the participants to give examples. Write some of the examples on smart/white board: <i>Physical health, examples:</i></p> <ul style="list-style-type: none"> • <i>Feeling tired</i> • <i>Having backache</i> • <i>Having influenza</i> <p>(Other examples)</p> <p>1. Guide to and conclude: “Our physical health is our <u>bodily wellbeing</u>,</p> <p>Mental health</p> <p>1. Follow the same methodology with the concept, mental health: <i>Mental health, examples:</i></p> <ul style="list-style-type: none"> • <i>Being sad/ negative</i> • <i>Losing social interests</i> • <i>Having depression</i> <p>(Or other examples)</p> <p>1. Guide to and conclude: “Our physical health is our <u>emotional, social, and psychological well-being</u>.”</p> <p>1. Invite the participants to give examples of “good advice to mental and physical health”.</p> <p>Categorize the examples as:</p> <p>1. <i>Physical health</i></p> <p style="padding-left: 20px;">A. <i>consuming a healthy diet</i> Elicit/give a concrete example: “<i>Drink more water and less coffee and black tea.</i>”</p> <p style="padding-left: 20px;">B. <i>Being physically active</i> Elicit/give a concrete example: “<i>take the stairs instead of the elevator.</i>”</p> <p>1. <i>Mental health</i> Elicit/give a concrete example: “<i>Go for a walk every day.</i>”</p>
<p>Step 2</p>	<p>The relation between mental and physical well-being</p> <p>Presentation: Re-use the advice from step 1 to present the interrelation between mental and physical health:</p> <p>1. A. Less koffee is also good for our mental health, as too much coffee -caffeine- can worsen our sleep and affect our mood negatively.</p> <p>1. B. Physical activities increase the “happy hormones”.</p> <p>1. Physical activities increase the “happy hormones”.</p> <p>Group work: Invite the participants to discuss and mark the habits, interests, and practices in the hand-out as physically healthy, mentally healthy, or both.</p>

	<p>Encourage the participants to give other healthy habits, interests, and practices that we can integrate in our daily life.</p> <p>Plenary Invite the groups to share and discuss their answers and examples. Guide the discussion to underline the relation between the mental and the physical being and the individual's role in maintaining a healthy lifestyle.</p> <p>Individual work Find 4-6 new habits, interests, and practices that you wish/plan to integrate in your daily life for your own physical or/and mental well-being.</p>
Comments:	<p>If the participants' health awareness is at a weaker level, the session can be preceded by a preparatorial session for presenting the following at a basic level:</p> <ul style="list-style-type: none"> ● Human body's basic elements; bones, blood, organs, muscles ...etc. ● Human body's elements and their functions ● Nutritions and its sources; vitamins, minerals, protein, fat ...etc. ● Nutrition and calories.

Habits, interests, and practices and a healthy lifestyle

Read the following advice to healthy habits, interest, and practices. Are they physically healthy, mentally healthy, or both physically and mentally healthy?

Habit, activity, practice	Physically healthy	mentally healthy
1 Drink more water and less coffee and black tea.	X	X
2 take the stairs instead of the elevator.	X	X
3 Go for a walk every day.	X	X
4 Walk bare feet, when you can.		
5 Eat less meat.		
6 Sing.		
7 Stay away from smoking.		
8 Have a bedtime routine.		
9 Eat less sugar.		
10 Avoid sitting for longer than 20 minutes.		
11 Organize and plan your day.		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Session plan _ "Let's be active!"	
Partner	CESIE
Modul	Health Awareness
Skills & competences in Focus	<ul style="list-style-type: none"> • Planning Competences • Critical Thinking Skills • Decision Making Skills

Learning/training objectives	<ul style="list-style-type: none"> • Appreciating personal Physical Activity needs. • Developing a Physical Activity Plan that contributes to personal health related fitness goals. • Being able to monitor Physical Activity Plan progress
Materials/resources required	Board, post-its, templates, and Sheets (Physical activity Inventory, Physical Activity Plan Template, Physical Activity Log Template)
Duration	2 hours
Preparation	Create presentation on Physical Activity; Adapt the templates at the bottom and/or create new ones.
Methodology	
Step 1	<p>Introduction:</p> <ul style="list-style-type: none"> • Activity: What physical activities do you usually do? What sports have you done in your life? group creation of an overview table of classroom skills indicating frequency, time and intensity (light, moderate and vigorous) of participants' usual activities. <p>Presentation on Physical Activity: definitions, benefits, components, criteria, etc.</p>
Step 2	<p>Physical Activity Plan:</p> <ul style="list-style-type: none"> • Introduction: The goal is to plan 55 hours of physical activity over 5 months (11 per month, 3 per week, 25 min per day). Point out criteria for selection: balance the intensity of activities, feasibility, etc. • Activity: read the Physical activity Inventory and select the activities you would like to do. you can add more if you want. (https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/3_pa.pdf) • Activity: Individually fill in the Personal Activity Plan • Activity: Discussion on content of the Activity Plan: are these activities that you already do? Are they new ones? What kind of support do you need to carry on these activities? Do you think is feasible? <p>Activity: What do I need to do/find/learn/etc in order to pursue my plan? Create a List of Actions (maybe with the use of a template) that you need to perform in order to be prepared to start</p>
Step 3	<p>Physical Activity Log</p> <ul style="list-style-type: none"> • Introduction to the template and explanation on how to keep track the activities done throughout the course. Review the sample at the bottom. • Questions and discussion.
Comments:	<ul style="list-style-type: none"> • The Physical Activity Log should be monitored throughout the entire duration of the course.

Physical Activity Log Template 1



Name _____ Class _____
Month _____ Week of _____

	Activity Description	Duration	Intensity (Light, Moderate, Vigorous)	Personal Reflection
<i>Example</i>	<ul style="list-style-type: none"> ▪ Walked to school ▪ Jogged after school ▪ Mowed the lawn 	<ul style="list-style-type: none"> ▪ 20 min. ▪ 30 min. ▪ 15 min. 	<ul style="list-style-type: none"> ▪ Light ▪ Vigorous ▪ Moderate 	Felt great today. Had a good sleep. Ate too much at dinner. Feel a bit stressed about math test tomorrow.
Day 1	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 2	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 3	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 5	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 6	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 7	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Totals				

Physical Activity Log Template 2

Practice Physical Activity Log (Grade 11)				
Name _____				
Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

Physical activity log example

Practice Physical Activity Log Sample				
Name: Jo O'Murrie				
Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Feb. 28, 2011	<ul style="list-style-type: none"> ▪ basketball ▪ resistance training—back and arms 		0.5	1.5
Mar. 1, 2011				
Mar. 2, 2011	<ul style="list-style-type: none"> ▪ yard work ▪ resistance training—shoulders and chest 		1.5	1.0
Mar. 3, 2011	<ul style="list-style-type: none"> ▪ Pilates ▪ resistance training—back and arms 		1.0	1.0
Mar. 4, 2011				
Mar. 5, 2011	<ul style="list-style-type: none"> ▪ dancing—ballroom 			1.5
Mar. 6, 2011	<ul style="list-style-type: none"> ▪ walking ▪ resistance training—back and arms 	1.5		1.0
Total Time at Each Intensity Level		1.5 hours	3.0 hours	6.0 hours
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		10.5 hours		

SESSION PLAN – “Tips for a healthy life”

Partner	Center for Social Innovation – CSI Cyprus
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Module	Health awareness
Skills & competences in Focus	<ul style="list-style-type: none"> • Research skills • Reading skills • Digital competences • Mental health • Physical health
Learning/training objectives	<ul style="list-style-type: none"> • Being able to lead a healthy and balanced life in a consistent way • Learn practical tips about wellness • Being able to take care of one's self • Developing mental health resilience • become more aware about healthy practices and how to adopt them in daily life
Materials/resources required	Laptop/computer Screen Flipchart/whiteboard Markers Post-it Pens
Duration	2,5h
Preparation	Print one copy of the document "SESSION PLAN_Tips for a healthy life_30DAY Health Challenge_CSI" and "SESSION PLAN_Tips for a healthy life_30DAY Health Challenge Reflection Journal_CSI" (both found as Annexes to this session plan) to distribute to each participant in step 2. The trainer should go through the link below with the 20 tips beforehand.
Methodology	
Step 1	<p>Briefly present WHO's 20 tips for 2020 on a big screen and for each one, reflect and discuss with all participants. Do they already follow some of the tips? What would they like to focus more on, on a personal level? Why is it even more important to follow such tips amidst the COVID-19 circumstances? Write main findings of the discussion on a whiteboard / flipchart.</p> <p>The tips: https://www.who.int/philippines/news/feature-stories/detail/20-health-tips-for-2020</p> <ol style="list-style-type: none"> 1. Eat a healthy diet 2. Consume less salt and sugar 3. Reduce intake of harmful fats 4. Avoid harmful use of alcohol

	<ol style="list-style-type: none"> 5. Avoid smoking 6. Be active 7. Check your blood pressure regularly 8. Get tested 9. Get vaccinated 10. Practice safe sex 11. Cover your mouth when coughing or sneezing 12. Prevent mosquito bites 13. Follow traffic laws 14. Drink only safe water 15. Breastfeed babies from 0 to 2 years and beyond 16. Talk to someone you trust if you're feeling down 17. Take antibiotics only as prescribed 18. Clean your hands properly 19. Prepare your food correctly 20. Have regular check-ups
<p>Step 2</p>	<p>Present the 30-Day Challenge document (Annex). Go through the challenges and explain to the participants the idea behind it – to complete each challenge in a span of 30 days. Ask the participants to take the challenge and complete as many as possible. It is okay if they do not follow every day but explain that that's the purpose.</p> <p>Ask the participants to keep a reflection journal on their personal journey for the challenge and cross out which ones they will complete.</p> <p>Distribute one copy of the Annexes per participant, if this is done face-to-face or send the documents via email if this is done online. Let the participants know that you will meet again (either f2f or online) to discuss their results.</p>
<p>Step 3</p>	<p>After 30 days, ask the participants to meet up again and discuss their results, using their completed reflection journal document.</p>
<p>Comments:</p>	<p>This session plan can be done either as a one-on-one session or with a group.</p>

30-day Health Challenge!
Reflection journal

Name and Surname	
Which challenges did you find <i>more</i> useful? Why?	
Which challenges did you find <i>less</i> useful? Why?	
How did this challenge help you in developing a healthier lifestyle?	
General comments/notes on your journey	



30-day Health Challenge!

Day 1 Make the decision to take this challenge!	Day 2 Stretch for 10 minutes in the morning and before you go to sleep	Day 3 Eat vegetables with every meal	Day 4 Drink at least 8 glasses of water	Day 5 Go for half-hour walk in a park	Day 6 Start keeping a journal
Day 7 Start your day with something inspiring – a book, a poem or a quote	Day 8 Call a friend and go for a walk	Day 9 Eat a healthy breakfast	Day 10 Write a list of things you are grateful for place it somewhere you can see it every day	Day 11 Drink tea instead of coffee	Day 12 Bake a no-sugar dessert
Day 13 Discover new music on YouTube or Spotify	Day 14 Eat meatless meals	Day 15 Go a whole day without refined sugar	Day 16 Call a friend or family that you haven't talked in a while	Day 17 Take a free online yoga class	Day 18 Exercise for ½ hour
Day 19 Declutter your home	Day 20 Bake a new healthy recipe	Day 21 Do a deep breathing exercise	Day 22 Watch a feel-good movie	Day 23 Have a social media-free day	Day 24 Write down something good that happened today
Day 25 Adopt a new healthy habit	Day 26 Do an activity outside	Day 27 Donate something you never use	Day 28 Meditate in the morning and before you go to sleep for 5 minutes	Day 29 Sign up for a free course online	Day 30 Invite someone to complete this challenge!

Session Plans Module 4 – Language Skills

SESSION PLAN _ “My personal and social skills at work”	
Partner	Clavis sprog & kompetence
Modul	Language skills
Skills & competences in Focus	Personal skills Social skills
Learning/training objectives	Appreciating work- related personal and social skills Being aware of own personal and social skills Being able to present own personal and social skills in the local language (to be used in writing a cover letter)
Materials/resources required	Attached hand-out, Personal and Social Skills Smart board/white board
Duration	2 X60 min.
Preparation	
Methodology	
Step 1	<ol style="list-style-type: none"> 1. Give an example of a work-related personal skill: <i>Creative/innovative</i> Explain and train the vocabulary and Invite the participants to give examples of how be creative at work (e.g., “I can suggest new, good ideas and alternatives.”) <ol style="list-style-type: none"> 1. Ask the participants to think of other personal skills and discuss their values and importance in life in general and at work in specific, and present vocabularies from the hand-out.
Step 2	<ol style="list-style-type: none"> 1. Give an example of a work-related social skill: <i>cooperative</i> Explain and train the vocabulary and invite the participants to give examples of how to be cooperative at work (e.g., “I can help my colleagues when I can.”) <ol style="list-style-type: none"> 1. Ask the participants to think of other personal skills and discuss their values and importance in life in general and at work in specific, and present vocabularies from the hand-out.

Step 3 (add steps if needed)	<ol style="list-style-type: none">1. Hand in the exercise sheet:<ol style="list-style-type: none">1. Teach and train the vocabularies,2. Ask participants to work in small groups with exercise 1 & 2,3. ask the participants to do exercise 3 & 4 individually.2. Recapitulation: Invite the participants to share the skills you wish to acquire: <i>“I want to be good at,, and”</i>
Comments:	The session plan is followed by session plan_ “Write your own cover letter”

My personal and social skills

What do the following skills mean?

Skill	(Meaning in your language)	Personal	Social
1. Creative		X	
1. Organized			X
1. Cooperative			
1. Dedicated			
1. Have a positive attitude			
1. Have a leader			
1. respectful			
1. Have good manners			
1. Have good hygiene			
1. Show interest in others			
1. Good at listening to others			
1. Flexible			
1. Good at following directions			
1.			
1.			
1.			
1.			
1.			

1. Are they personal or social skills?
2. Are there other skills you can add to the list?
3. Which of these skills do you think you have?
4. Which of these skills do you wish to acquire?

Session plan _ Communication in a professional context	
Partner	CESIE
Modul	Languages skills
Skills & competences in Focus	<ul style="list-style-type: none"> ● Language skills ● Oral and written communication skills ● Organizational skills
Learning/training objectives	<ul style="list-style-type: none"> ● Being able to speak about professions, skills and competences. ● Being able to write a CV.
Materials/resources required	<p>Online: Digital Board (jamboard etc), CV template (either online or printed at home) papers and pens</p> <p>Offline: Board/flipcharts, post-its, CV template (printed), papers and pens</p>
Duration	130 minutes
Preparation	<ul style="list-style-type: none"> ● Prepare the material ● Gather information on how to write a successful CV. ● Be prepared to share your experience.
Methodology (Task Based Language Teaching – TBLT)	
Step 1	<p>Pre- task (10 min)</p> <p>The instructor makes a short introduction about his/her studies and asks the learners to make a brainstorming about professions they know/like the most.</p>
Step 2	<p>Task (120 min)</p> <p>1. The instructor asks the learners to share their thoughts about their studies and professions in pairs:</p> <ul style="list-style-type: none"> ● What have you studied? ● What is your work? / What job would you like to do? ● How long have you been doing this job? ● Do you like your job; What do you like; / What do you dislike? <p>1. The instructor shares his/her experience of how (s)he found the specific job and asks the learners to talk again in pairs about their experiences:</p> <ul style="list-style-type: none"> ● How did you find your job? ● If you are unemployed, what do you do to find a job?

	<p>1. All together make a discussion why a CV is useful (brainstorming) and how they think it should look like (good characteristics).</p> <p>1. The instructor shares the <u>European CV generator</u> with them and also different offline formats (e.g., word templates). Learners choose their favourite format and proceed into writing/filling out their CV.</p>
Step 3 (add steps if needed)	<p>Post- task: The instructor gives feedback if necessary, which the learners can use to improve their CVs. The instructor introduces the linguistic structures (grammar, vocabulary etc) relevant to the topic and tailored to the level of participants.</p>
Comments:	<p>This activity is at the intersection of the Language and Employment Module. After, the same methodology can be adapted to teach the language specific to the job sectors that are of interest for the learners.</p>

SESSION PLAN – How to communicate at work in a supermarket

Partner	CLAVIS sprog & kompetence
Modul	<ul style="list-style-type: none"> ● Language skills ● Employability
Skills & competences in Focus	Vocabularies and communicative skills
Learning/training objectives	Being able to communicate with colleagues and customers in a supermarket-work-context
Materials/ressources required	<ul style="list-style-type: none"> ● Smart board or computer and white board ● Photos of food items in supermarkets
Duration	2 x 60 min.
Preparation	Ask the participants to take 10-15 photos (using mobile phones) of new food items they wish to learn.
Methodology	
Step 1	<p>1. Brainstorm: Ask the participants <i>“How many food-items do you know in the local language?”</i></p>

	<ol style="list-style-type: none"> 2. Collect the participants' vocabularies and guide them to categorize them under: "<i>food sections</i>": <ul style="list-style-type: none"> o <i>dairy products,</i> o <i>vegetables,</i> o <i>fruits</i> o <i>...etc."</i> 2. Teach/train the participants in the new vocabularies from the brainstorm. 3. Groups of 3-5: Ask the participants to show the photos of food items on their mobiles and introduce the names of the items that one/some of the group participants know. Help each other to learn them. 4. Collect the participants' vocabularies and guide them to categorize them under the "<i>food sections</i>" from the brainstorm. 5. Oral and written training with the new vocabularies.
<p>Step 2</p>	<p>Introduce the acquired vocabularies from step 1 in context:</p> <ul style="list-style-type: none"> • <u>Form</u>: <i>bottle, glass, bag, frozen, fresh ... etc.</i> • <u>Weight</u>: <i>kilo, liter, gram</i> • <u>Price</u>: Present and train the participants in <i>numbers</i>. • <u>Expiry date</u>: Present and train the participants on weekdays, <i>months ... etc.</i> • <u>Location</u>: Present and train the participants in vocabulary different <i>food sections, shelf/shelves, row/rows, behind, in front of... etc.</i>
<p>Step 3</p>	<ol style="list-style-type: none"> 1. Recapitulate the new vocabularies from step 1 and 2 by using photos. 2. Introduce the vocabularies in communicative context: <i>"Excuse me, where can I find? -> It is behind the Section, row number...etc."</i> <p>1. Train further with other relevant communicative contexts.</p>
<p>Comments:</p>	<ul style="list-style-type: none"> • This session can be followed by more sessions for new input within the same context such as learning about hygiene rules in supermarkets, about working as a cashier, and others relevant input. • The same methodology can be used in building language skills within other relevant workplace contexts. • The duration of the session plan can be adjusted according to the participants' goals.

SESSION PLAN _" My cover letter"

Partner

CLAVIS

Modul	Language skills
Skills & competences in Focus	Employability skills Social skills
Learning/training objectives	Producing an adaptable template for a cover letter
Materials/resources required	<ul style="list-style-type: none"> • Smart board and computers (or block notes and white board) • A template for a cover letter. • A set of copies of 5-6 job announcements that are within the participants profile
Duration	2 X 60 min.
Preparation	<ul style="list-style-type: none"> • Make the copies. • Choose the example that you will use in step 1.
Methodology	
Step 1	<p>Lead-in: Invite the participants to discuss the question: “<i>What documents do we send when we apply for a job?</i>” Elicit, and guide the participants to the following:</p> <ol style="list-style-type: none"> 1. <u>CV: Information</u> <ul style="list-style-type: none"> • <i>My personal data: name, age, nationality</i> • <i>My education: What? Where? When?</i> • <i>My work experience; What? Where? When?</i> • <i>Other skills: languages, computer skills, etc.</i> 1. <u>Cover letter: A text</u> Present the following elements in using the template: <ul style="list-style-type: none"> • <i>To whom do I direct the letter?</i> • <i>Why do I write the letter?</i> • <i>Why do I think I am suitable for the job?</i> • <i>What are my job-related social skills?</i> • <i>What are my job-related personal skills?</i> • <i>Closure</i>
Step 2	<p>Use online examples of standard cover letters. Work with each element keeping the participants’ focus on both language correction and appropriation, e.g., the difference between:</p> <ol style="list-style-type: none"> 1. Formal and non-formal language: “<i>Hi John,</i>” or “<i>Dear John Simpson,</i>” 1. Suitable reasoning: “<i>I am applying to the job because of the salary,</i>” or “<i>I’m applying to the job because I find it interesting/ it suits my profile.</i>”

	<ol style="list-style-type: none"> 1. Social skills: <i>"I love to make fun,"</i> or <i>"I'm a positive person."</i> 1. Personal skills: <i>"I'm intelligent"</i> or <i>"I'm an easy learner."</i> 1. Formal and non-formal language: <i>"See you,"</i> or <i>"Kind regards,"</i>
Step 3	<ol style="list-style-type: none"> 1. Present an online job announcement that is within the participants profiles, and ask the participants to make a suitable cover letter for the job. Underline the standard parts of the cover letter. 2. Give the participants the copies of the job announcements and ask each participant to select one of the jobs and write her own cover letter for the job. Monitor and guide the participants in their individual work. Ask the participants to underline the parts that they want to use when they apply for a job. 3. Ask/help the participants to save/upload their respective cover letters for further use. 4. As home/individual work, ask the participants to adapt the cover letter to other relevant online job announcements.
Comments:	<p>The session plan requires that the participants have worked with and produced a CV.</p> <p>The session plan does not provide a template as standards for cover letter differ from an EU-country to another.</p>

SESSION PLAN - Short presentation of yourself (Elevator speech)	
Partner	EINC
Modul	Language resources module
Skills & competences in Focus	<ul style="list-style-type: none"> ● Work-related language skills, relevant vocabulary; ● Communication skills, being assertive; ● Preparation for the job interview -training of self-presentation (employability skills); ● Digital skills.
Learning/training objectives	Being able to present yourself to potential employers.
Materials/resources required	The means of translation (Google translator), Computer/mobile phone Internet, paper, pen.

Duration	60 -120 min. Depending on the form (individual or group activity and the size of group)
Preparation	Trainer should prepare the material for presentation on the successful preparation for the job interview.
Methodology	
Step 1	The trainer describes the importance of the preparation for the job interview and the main points of the self-presentation.
Step 2	The learner is asked to write down (in her language) short presentation (about 30 words) of herself mentioning the most important issues: her name, level and field of education, work experience and motivation to work.
Step 3	After the learner is asked to translate her presentation.
Step 4	In the final step the learner is asked to read her presentation.
Step 5	The feedback is given about the language used and the quality of presentation.
Comments:	Could be used during language or during the employability training.

SESSION PLAN - The most important words in my profession/occupation

Partner	EINC
Modul	Language resources module
Skills & competences in Focus	<ul style="list-style-type: none"> • Work-related language skills, relevant vocabulary; • Communication skills, assertiveness; • Preparation for job interview (employability skills); • Digital skills.
Learning/training objectives	Being able to communicate with employers and colleagues.

Materials/resources required	Lists of paper; The means of translation (Google translator); Computer/mobile phone; Internet.
Duration	60 - 90 min. Depending on the form (individual or group activity and the size of group).
Preparation	The trainer should ensure the proper internet connection, access to the computers.
Methodology	
Step 1	The learner is asked to write down (in her language) the most important words and expressions used in her profession/occupation (at least 20);
Step 2	After the participants are asked to translate these words (in written) to English and/or national language of the country;
Step 3	The learner is asked to read these words to trainer (or to other participants if the activity is performed in group);
Step 4	The feedback is given about the language used;
Step 5	The learners are asked to describe what they like most in their job using the words and expressions written and to involve new words needed. The steps are the same – to write in national language and then to translate their text.
Step 6	To present it to the group.
Comments:	Could be used during language or during the employability training.

Session Plans Module 5 – Digital Skills

SESSION PLAN _ Introduction to basic digital skills	
Partner	Magenta Consultoría Projects SLU
Module	Digital Skills

Skills & competences in Focus	<ul style="list-style-type: none"> • Digital skills
Learning/training objectives	<ul style="list-style-type: none"> • Understanding the concept “digital skills” • Appreciating the role of digital skills in building up other important skills • Appreciating the importance and benefits of having digital skills.
Materials/resources required	All materials needed are provided as annexes.
Duration	2 x 60 min.
Preparation	
Methodology	
Step 1	<p>Introduction and discussion: 20 minutes.</p> <p><i>What are digital skills?</i></p> <p>The instructor discusses the following questions with the participants:</p> <ul style="list-style-type: none"> • <i>What do you consider digital skills to be?</i> • <i>In which field can you find these competences?</i> • <i>Do you use technology daily?</i> • <i>Is it important to know how to create basic digital content to find a job?</i> • <i>Is it important to know how to create basic digital content in your everyday life?</i> • <i>Do you know the basic elements of a computer?</i>
Step 2	<p>Reflection(30 minutes):</p> <p>- Group work: The instructor hands in the table (Annex 1) to each participant and invites them to work in groups to evaluate their competences and how much they think they know about different items and resources.</p>
Step 3	<p>The instructor draws a table in a flipchart (Annex 2) with some examples of digital skills that will be completed by the participants. (30 min).</p>

Step 4	<p>Conclusion (30 minutes):</p> <p>The instructor hands in Annex 3 and explains some of the fundamental elements.</p> <p>Recapitulation (10 minutes): The instructor hands in Annex 4 and asks the participants to fill in the questionnaire about the acquired knowledge during the session.</p>
Comments:	The duration of the session can be adjusted according to the participants profile.

SESSION PLAN TEMPLATE	
Partner	Magenta Consultoría Projects SLU
Module	Digital skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Digital Skills
Learning/training objectives	<ul style="list-style-type: none"> • Know the employment social networks. • Improve search skills in these networks. • Improve their digital skills for the job search
Materials/resources required	<ul style="list-style-type: none"> • Classroom with computers. • Post-its. • Social networks aimed at job searching can be the following: infojobs, ticjob, studentjob, eures, laboris, simplyhired, adtriboo, indeed, linkedin. • Sheets of paper (Annex 1) • Cards (Annex 2)
Duration	45 mins
Preparation	
Methodology	
Step 1	Presentation: 15 minutes.

	<ul style="list-style-type: none"> • The instructor distributes some post-its with one name of a social network that helps in the job search and ask the participants to work in groups and search the internet for information about the social media they got in their post-its, search the platform and gather as much data about it as possible. Discussion: 10 minutes. • Participants work in pairs to share all the information and data they gathered during their research. The two participants will have different social media networks, so they both will learn new information. Conclusion: 20 minutes. • To conclude this activity, all those participants with the same social media assigned will present to the rest of the group what they learned, in order to see if some people found some info that others didn't. All participants have to talk and present their social network.
Step 2	<p>Introduction: 10 minutes.</p> <p>The first step in this exercise is for the instructor to give a short talk, lasting about 10 minutes. This little talk should deal with the importance of social media when looking for work. The instructor must explain that there are general social networks, like Facebook, where you can also look for a job. But there are others that are more job oriented, like LINKEDIN.</p> <p>Presentation (20 minutes):</p> <p>After the talk, the instructor will group the participants into groups of 3-4 participants. For each group created, the instructor must deliver a sheet that will be divided into two columns with the titles of:</p> <ul style="list-style-type: none"> • "Good practices" • "Bad practices" <p>Along with the sheet, cards with different practices will be distributed to participants. Once all the groups have a sheet and cards, they must decide in which column to fit the practices that appear in the cards provided according to the talk received and their own opinions.</p> <p>Discussion (15 minutes):</p> <p>At the end of the class, the instructor has to go through each group and correct their distribution under the columns, listen to their opinions and create small debates.</p>
Comments:	<p>Digital tools aimed at searching for a job may vary from one country to another. Examples here contained are only examples, and some of them may not exist in other partner countries.</p>

ANNEX 1

The cards: about 6 cards have to be done.

Real Work History	Applying for a position for which you are not qualified	A lot of information.
Declare that you have more experience, without being true.	Do not lie about studies and skills.	Remark Achievements and Awards

ANNEX 2

Good practices	Bad practices

SESSION PLAN - "Europass CV"	
Partner	EINC
Modul	ICT resources
Skills & competences in Focus	<ul style="list-style-type: none"> ● Digital skills; ● Language skills; ● Job search skills.
Learning/training objective	Being able to prepare CVs in English and residence country languages.
Materials/resources required	Computer; Internet.
Duration	60 min.
Preparation	Participants are invited to bring the copies of their documents (education graduation certificates, qualification certificates, etc.) to the meeting and to have the dates of starting and finishing working in different workplaces.
Methodology	
Step 1	The trainer introduces Europass website and documents, mainly Europass Cv and Cover Letter documents and their usefulness: https://europa.eu/europass/en/about-europass
Step 2	Participants are invited to get acquainted with the process of preparation and examples of Europass CV.
Step 3	Preparation of the individual CV in English and/or residence country language.
Step 4	Share the results with others.



Step 5	The preparation of the Cover letter might follow the next session.
Comments:	Could be used during employability training.

SESSION PLAN _ Google Workspace: Docs, Presentation, Sheets	
Partner	CESIE
Modul	Digital Skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Digital competences • Written language skills
Learning/training objectives	<ul style="list-style-type: none"> • Being able to write and edit Google Word documents. • Being able to create presentations through Google Presentations • Being able to create simple tables through Google Sheets
Materials/resources required	Internet connection; computer; each participant should have access to device that connects to the internet (preferably a laptop or a tablet)
Duration	120 min.
Preparation	Create a google account for participants who don't have it (N.B: If you have implemented the previous activity on " Google Workspace: Gmail, Calendar Drive" participants should already have their personal accounts)
Methodology	
Step 1	<p>Introduction</p> <p>The instructor presents Google Workspace and the tools to the class on a general level (what they are, what they are used for)</p> <p>Discussion on previous experience of the participants with the tools.</p>
Step 2	<p>Exercises</p> <p>Please choose <u>max 2 exercises</u> to be implemented in one session (120 min.)</p> <ol style="list-style-type: none"> 1. Participants access Google Doc individually and write a short message to a family member with a list of items to buy. They should format the document as follows: 12 pt, Cambria Font, 1.5 line spacing, title in bold, message in italics, items in bullet points, important items underlined or highlighted, the message and the list in different colors, list aligned at the center. They should then insert the word count at the end. They can also be asked according to their level of expertise to add 1 picture, put the items in a table, insert links to the items or the store, etc. <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise.

	<ul style="list-style-type: none"> • Discussion on difficulties of participants and clarifications <p>1. Participants are asked to access Google presentations and create a short presentation on one of the items included in the list created under exercise 1 presenting the object (e.g., history, what it's used for, a recipe if it's a food item, why they like it, personal ties to the object and so on). They should choose a theme, insert at least 4 slides with different layouts, add pictures and new text boxes, change the color of the background, add transitions.</p> <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise. • Discussion on difficulties of participants and clarifications <p>1. Participants are asked to access Google Sheets and create a simple sheet using the items list created under exercise 1. They should name column A "Items" and B "Price"; copy the items in column A (one in each cell), assign a price to each item, format the cells of column B as currency; name the last row of column A "Total"; sum the price of the items in the last row of column B; format the table (first row in bold and fill it, add borders). According to their level of expertise they could insert two more columns B: "Price per Item" and C: "Number of Items", thus the column D: "Price" would contain a multiplication formula B*C.</p> <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications
Step 3	Final discussion and clarifications
Comments:	<p>Introduction</p> <p>The instructor presents Google Workspace and the tools to the class on a general level (what they are, what they are used for)</p> <p>Discussion on previous experience of the participants with the tools.</p>
	<p>Exercises</p> <p>1. Participants access Google Doc individually and write a short message to a family member with a list of items to buy. They should format the document as follows: 12 pt., Cambria Font, 1.5 line spacing, title in bold, message in italics, items in bullet points, important items underlined or highlighted, the message and the list in different colors, list aligned at the center. They should then insert the word count at the end. They can also be asked according to their level of expertise to add 1 picture, put the items in a table, insert links to the items or the store, etc.</p>

	<ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications <p>1. Participants are asked to access Google presentations and create a short presentation on one of the items included in the list created under exercise 1 presenting the object (e.g., history, what it's used for, a recipe if it's a food item, why they like it, personal ties to the object and so on). They should choose a theme, insert at least 4 slides with different layouts, add pictures and new text boxes, change the color of the background, add transitions.</p> <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications <p>1. Participants are asked to access Google Sheets and create a simple sheet using the items list created under exercise 1. They should name column A "Items" and B "Price"; copy the items in column A (one in each cell), assign a price to each item, format the cells of column B as currency; name the last row of column A "Total"; sum the price of the items in the last row of column B; format the table (first row in bold and fill it, add borders). According to their level of expertise they could insert two more columns B: "Price per Item" and C: "Number of Items", thus the column D: "Price" would contain a multiplication formula B*C.</p> <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications
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SESSION PLAN _ Google Workspace: Gmail, Calendar, Drive

Partner	CESIE
Modul	Digital Skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Digital competences • Language skills • Organizational skills

Learning/training objectives	<ul style="list-style-type: none"> • Being able to send, receive and navigate the email tool (Gmail) • Being able to manage appointments and tasks through Google Calendar • Being able to manage files through Google Drive
Materials/resources required	Internet connection; computer; each participant should have access to a device that connects to the internet (preferably a laptop or a tablet)
Duration	120 min.
Preparation	Create a new google account for the instructor to use during the exercise.
Methodology	
Step 1	<p>Introduction</p> <p>The instructor presents Google Workspace and the tools to the class on a general level (what they are, what they are used for)</p> <p>Discussion on previous experience of the participants with the tools.</p>
Step 2	<p>Exercises</p> <ol style="list-style-type: none"> 1. Explanation on how to open a Google Account. Each participant opens a new Google account and the instructor offers individual guidance. <ul style="list-style-type: none"> 1. Participants are asked to access Gmail and divided into couples. They write an email to each other and reply to the email. (According to their level of confidence they can be also asked to include attachments, links to websites, to put the instructor in cc or bcc, to forward the email to the instructor) <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications 1. Participants are asked to access google calendar and insert all the following meetings of the workshop as “events”; some more “tasks” to complete before the next meeting; one “reminder” of a personal moment (birthday, etc.). According to their level of expertise they can also be asked to: invite other participants to the event, create separate calendars for personal and work appointments; change colors; add recurring events. <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications 1. Participants are asked to access Google Drive, create a folder, add some documents to the folder by dragging them, rename the folder and share the folder

	<p>by link and by email in editing mode with the instructor and in view mode with one peer.</p> <ul style="list-style-type: none"> • The instructor gives individual guidance throughout the exercise • Discussion on difficulties of participants and clarifications
Step 3	Final discussion and clarifications
Comments:	<p>External resources: https://ied.eu/project-updates/digital-literacy-module-teaching/ https://www.migrantliteracies.eu/wp-content/uploads/2020/03/MigrantLiteracies-WS-proposal-Digital-skills-improving-employability.pdf</p>

SESSION PLAN – “How to spot fake news online”	
Partner	Center for Social Innovation – CSI Cyprus
Module	Digital skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Critical thinking competences • Digital skills • Listening skills • Language skills (English)
Learning/training objectives	<ul style="list-style-type: none"> • Being able to detect fake news • Being able to distinguish between reliable and unreliable sources on the internet • Being able to avoid scams and fake announcements online
Materials/resources required	<p>Screen Speakers Laptop Post-its Pens White board or flipchart Markers Printed articles below (step 3) OR the links to the articles, if the participants can access them online (the 2nd option is advised to avoid paper waste)</p>
Duration	2,5h
Preparation	The trainer should watch and read all the articles and videos provided below beforehand, to have an idea of the materials presented to the group.

Methodology	
Step 1	<p>As a first step, make an introduction saying that there are a lot of fake news distributed online every day. The internet is a vast platform and practically anyone can share anything and claim it is true without any constraints. For this reason, people should learn to cultivate their critical thinking and apply specific questions to themselves when reading news online, to help inform themselves in a proper way.</p> <p>Show the following three videos to participants – each video is seven minutes or less and quite interesting in order to avoid making the participants bored or lose their attention. They give practical tips for spotting fake news on the web. Ask participants to take notes with what they found interesting in each video. Don't be specific; let the participants choose what fascinated them in the video, in order to hear diverse opinions.</p> <p style="text-align: center;">i. Five ways to spot fake news, by Quartz https://www.youtube.com/watch?v=y7eCB2F89K8</p> <p>ii. How to Spot Fake News Hannah Logue TEDxYouth@Lancaster, by TEDx Talks https://www.youtube.com/watch?v=YDxGZIW8Z74</p> <p>ii. How do I spot fake news? by BBC What's New / Actu Jeunes https://www.youtube.com/watch?v=0vjar1iqK-c</p>
Step 2	<p>The second step of this activity will be to ask participants to share what they found interesting in each video. Write their thoughts on a white board or post its. Then, the trainer should initiate a discussion about the main findings from the videos.</p> <p><u>From the 1st video:</u> 5 tips:</p> <ol style="list-style-type: none"> 1. Where is the information from? 2. Does the headline sound neutral? 3. Who wrote it? 4. What are the article's sources? 5. Are the images accurate? <p><u>From the 2nd video:</u> Focus on 5 things when gathering information - CRAAP</p>

	<p>C: Currency R: Reliability A: Authority A: Accuracy P: Purpose</p> <p>Discuss the aforementioned points with the group and why these are important to focus on. Additionally, mention that the fake news phenomenon has exacerbated since the COVID-19 pandemic started, with a lot of inaccurate information about the virus being shared online, especially by people who deny the virus even exists or who question the vaccination process. Explain the term infodemic: “An infodemic is an overabundance of information, both online and offline. It includes deliberate attempts to disseminate wrong information to undermine the public health response and advance alternative agendas of groups or individuals. Mis- and disinformation can be harmful to people’s physical and mental health; increase stigmatization; threaten precious health gains; and lead to poor observance of public health measures, thus reducing their effectiveness and endangering countries’ ability to stop the pandemic”.</p>
<p>Step 3 (add steps if needed)</p>	<p>The third step is a practical exercise for the participants to apply the aforementioned tips when reading an article. Divide the group into two sub-groups, give them 20-30 minutes to read the article and then answer the five questions from the Quartz video above. The 1st group should read the article number 1 below, and the 2nd group the article number 2 also seen below. When each group has the answers ready, ask a representative from each group to present their findings and discuss. In the end, ask each participant which article they think is the real one and which one is the fake one.</p> <p>Biden Announces Nation Will Rejoin Paris Hilton Fan Club: https://www.theonion.com/biden-announces-nation-will-rejoin-paris-hilton-fan-clu-1846091822</p> <p>South African variant of Covid found in eight areas of England: https://cutt.ly/xkonLP6</p>
<p>Comments:</p>	<p>The activity can be done either face-to-face or online; either in groups or individually.</p> <p>Further reading: WHO article - Managing the COVID-19 Infodemic: Promoting healthy behaviours and mitigating the harm from misinformation and disinformation - https://cutt.ly/XkocbdD</p>



	Proposition for transferability: The trainer can translate the summary of the videos in Step 2 in their national language and then discuss them with the participants.
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Session Plans Module 6 – Employability Skills

SESSION PLAN _ Writing a Cover Letter	
Partner	CESIE
Modul	Employment
Skills & competences in Focus	<ul style="list-style-type: none"> ● Written communication skills ● Digital skills ● Critical thinking skills
Learning/training objectives	<ul style="list-style-type: none"> ● Being able to write a cover letter ● Being able to identify and avoid common mistakes
Materials/resources required	Presentations Sheets (job postings, cover letter template, tips, checklist) Board and post-its Each participant should have access to an electronic device (phone or PC) and internet connection
Duration	180 min
Preparation	<ul style="list-style-type: none"> ● Prepare a presentation ● Prepare/Adapt sheets and templates (job postings, cover letter template, tips, checklist) ● Ask your students in advance to tell you a position they would potentially like to apply to and prepare a job posting for each of them (you can find it online or make it up). ● Be prepared to give useful and informed feedback and tips on how to write a cover letter.
Methodology	
Step 1	Warm Up: Write the words “Cover letter” on the whiteboard. Ask the participants: <ol style="list-style-type: none"> a. Have you ever written a cover letter? b. Do you know what is the purpose of it?

	<p>c. What was your experience with it? Any lessons learned? what issues do you face?</p>
<p>Step 2</p>	<p>Introductory activities</p> <ol style="list-style-type: none"> 1. Introduce the topic to the participants <ul style="list-style-type: none"> • What is a cover letter and why is it necessary? 1. Activity: Group brainstorm on the Cover letter <ul style="list-style-type: none"> • What do you think a Cover letter should include? 1. Present the Cover Letter to the participants including: <ul style="list-style-type: none"> • Sections • Length (1/2, max 1 page) • General idea of the content • Appropriate language and tone
<p>Step 3 (add steps if needed)</p>	<p>Guided individual step by step writing of a Cover letter:</p> <ol style="list-style-type: none"> 1. Explain the participants that each of them is going to write his/her own cover letter for the job posting they want (you should prepare these in advance) and hand each of them a copy of their job posting. 1. “Before you start writing” <ul style="list-style-type: none"> • Explain the participants that they should gather information that will help them write the cover letter: Good sources include: • job description • job advertisement • public information about the organization (ex: website, brochure, news story) • private information about the organization (e.g., informational interview results) • your resume • Activity: Each participant makes individual research on the above-mentioned topics and takes notes. 1. “First paragraph” <ul style="list-style-type: none"> • Guide the participants to introduce themselves in the first paragraph, including: • your reason for writing • the position you are applying for • why you are interested in the position • how you heard about the position: Was the job advertised? Were you referred by someone? Why you are interested in the company? The first paragraph is also a good place to demonstrate knowledge about the organization that you learned from your research or may have from personal experience as a customer. • Activity: Each participant writes the first paragraph of their cover letter.

	<p>1. “Second paragraph”</p> <ul style="list-style-type: none"> • Explain the participants that they should highlight their skills and qualifications. Include: <ul style="list-style-type: none"> • elements from the job advertisement: highlight the skills and qualifications that the employer has requested; ensure you cover all key points from the job ad • elements from the job description: show how your experience matches the skills, duties and job responsibilities; include information about relevant soft skills (ex: “great team player”) • other relevant highlights from your experience that fit for this position: use real examples of accomplishments and mention courses and training • clearly describe how the company would benefit from hiring you. • Activity: each participant writes the second paragraph of their cover letter <p>1. “Third or closing paragraph”</p> <ul style="list-style-type: none"> • Explain the participants that they should use the third, or closing, paragraph to finish their cover letter. Mention: <ul style="list-style-type: none"> • your appreciation for the reader’s time and attention • your interest in meeting the employer to discuss the job • the best way to contact you. Before your name at the end of your letter, include a closing. Some examples include: <ul style="list-style-type: none"> • Sincerely, • Best regards, • Respectfully, • Activity: each participant writes the third paragraph and the closing of their cover letter <p>1. “Formatting your Cover Letter”</p> <p>Have each participant: (1) insert the paragraphs in the template; (2) add the contact information and address the letter to the company as explained in the template, (3) re-read and edit the cover letter looking at the tips and at the checklist, (4) format the document (font, bolds, spaces, etc.)</p>
Comments:	<p>Have some volunteers read their cover letter out loud and use their examples to give useful feedback to the class and answer their questions. Final discussion and questions</p>
	<p>External Resources http://www.manitobacareerdevelopment.ca/cdi/docs/writing_cover_ltrs.pdf</p>

EXAMPLES AND TIPS

FIRST PARAGRAPH

Example:

Sarah Jones: Sarah's past 10 years have focused on her roles as a homemaker, mother and volunteer at her children's school. She is interested in fashion and has some previous retail experience. Here's the first paragraph of her cover letter: *Amy's Boutique has a strong reputation for providing quality customer service in retail women's fashion. I am a frequent customer of Amy's Boutique and was very excited to see the job advertisement in the newspaper, on March 4, 20XX. I believe that my customer service skills, along with my keen eye for fashion, would make me an excellent addition to your team as a Sales Clerk.*

Darel McDonald: Darel is applying for a job that a friend of his recommended. Check out how he handled this referral in his first paragraph: *My close friend, Mathew Barley, recommended that I apply at your organization. I heard the crew and supervisors at Johnson Suppliers are amazing people to work with and that your company truly values its employees. As a result, I am responding to the position posted on the Job Bank for seasonal construction labourers. Please accept this letter and attached resume as an application for a position with your company.*

Tips:

- If you were referred by someone it can be risky to use a friend or colleague's name to open doors because sometimes that person may not be respected by the employer. If it seems clear that your contact is in a position of respect, it's likely a good idea to mention the specific name
- Don't start your letter with a standard sentence like "I am writing in response to your job posting." Instead, write something interesting that sets you apart from other applicants and describes how you will add value to the organization

SECOND PARAGRAPH

Example:

Sarah Jones: Sarah used bullets to highlight skills in her second paragraph: *Some of the benefits that I can bring to Amy's Boutique include:* • a good sense of fashion • an ability to help people choose clothes that bring out their best features • an ability to work with diverse groups of people • commitment to helping others become their "best" selves • teamwork skills and coaching abilities

Darel McDonald: Darel used his second paragraph to highlight the things that set him apart from other job applicants: *My resume will show that I have a good work history as a skilled general labourer with various certificates and almost two decades of experience behind me. What sets me apart from others is my ability to interact well not only with co-workers and supervisors but also with customers. In my ability to speak both English and Cree, I can easily interact with individuals from diverse backgrounds.*

Tip: Sometimes it is better to split your second paragraph into two separate paragraphs. Use two paragraphs if you have: • too much information to put into one paragraph (greater than seven lines) • two

or more types of information to include, such as highlights of: education; work experience; community/volunteer activities

THIRD PARAGRAPH

Example:

Sarah Jones: *I am available to meet with you to discuss my skills and the benefits that I could bring to the Sales Clerk position. You can reach me at (204) 123-4567. I appreciate your consideration of my application for the above position.*

Darel McDonald: *Although I have numerous years of experience working in construction, I have never had the opportunity to work for your company and I would welcome the chance to be part of your construction team. Please call me at (790) 123- 4567 at your convenience to discuss how I can contribute to Johnson Suppliers this season. Thank you for your time and consideration.*

GENERAL TIPS

Remember to use your own words when you write your cover letter. Use the words in this activity as a starting place, but personalize your letter to make sure that it shows your unique qualities regarding the position.

Watch for standard language like company, agency, or institution (ex: a hospital would not be called a company; an auto repair shop would not be called an agency)

- personalize your cover letter
- be clear and to the point
- outline qualifications with positive information
- use language from job descriptions
- use examples of real accomplishments
- mention you are available for an interview
- type your letter using basic font (ex: 10-12 point font)
- use bold font only for emphasis
- sign your cover letter (if not emailing)
- spend time writing your cover letter and have someone else proofread it
- match the style of your resume

- use a strong opening sentence in your cover letter
- spell out all words and avoid using acronyms and abbreviations
- use appropriate email addresses
- use active language
- keep the cover letter to one-to-two pages
- use white paper
- use the cover letter to highlight key aspects of your resumé

CHECKLIST

- standard piece of paper (8 ½ by 11)
- white (or off white) high quality paper
- cover letter fits on a single page
- appropriate amount of white space
- consistent spacing
- standard one inch margins
- paragraphs aligned to left
- appropriate email address is used
- correct spelling, grammar and punctuation
- correct names, titles and addresses
- heading is correct and consistent with resume
- first paragraph introducing yourself and reason for applying
- the position you're applying for
- why you are interested in the position
- how you heard about the position
- why you are interested in the company
- second paragraph highlighting skills and qualifications
- elements and language from the job descriptions
- how your experience qualifies you for the position
- how the company would benefit from hiring you
- real examples of accomplishments
- relevant courses completed
- third paragraph closing the letter
- thanking the employer for time and attention
- interest in meeting the employer
- appropriate contact information o signature

COVER LETTER TEMPLATE



Your Name

Your Address

Your City, Province Postal Code

Telephone Number (with area code)

- If you created personal letterhead as a header for your resume, use the same format for your cover letter; this looks more professional and saves space

Today's date

Individual to whom you are writing

Title

Name of Organization

Address

City, Province Postal Code

Re: (Identify position and competition number or include this in first paragraph)

Dear (name of individual),

- You may have to make a phone call to find out who to address this to.

First Paragraph

- Indicate why you are writing; begin with a strong opening to catch the reader's attention. If you don't have a reference ("Re:") line, identify the position (**you can bold it to make it stand out**) or type of work you are applying for, and how you learned of the opportunity.

Second Paragraph (It's possible that this section will take more than one paragraph)

- Identify your skills and experience that are relevant for this position. If specific qualifications or requirements have been requested, address them all. If you are missing something essential (ex: a driver's license), provide a solution (ex: "My driver's exam is scheduled for one week from today").

Third Paragraph

- Express in a positive way that you look forward to meeting.
- Thank the reader for considering your application.

Closing (ex: Sincerely,)

Your Name Typed

SESSION PLAN – Gender and work in different cultures	
Partner	CLAVIS sprog & kompetence
Modul	Employability skills
Skills & competences in Focus	Intercultural understanding in general Intercultural understanding in relation to gender and employability Knowledge about women in the local labor market Awareness of own skills and goals in relation to the labor market
Learning/training objectives	<ul style="list-style-type: none"> • To appreciate cultural differences in gender roles • To appreciate the values of and relate to employability
Materials/resources required	<ul style="list-style-type: none"> • Classroom with smart/white board • Hand-out for step 2, a list of benefits of having a paid work
Duration	2 X 60 min.
Preparation	Make a copy of the hand-out for each participant.
Methodology	
Step 1	<p>“Gender roles in different cultures”</p> <p>Lead-in: Ask the participants whether they think that gender roles in the local culture differ from their own cultures. Encourage the participants to give examples of differences that they have seen or experienced.</p> <p>Presentation: Present cultural profiles on an overall level as:</p> <p style="margin-left: 40px;">A. Cultures with interdependence and mutual support between <u>1- the individual</u> and <u>2- the groups</u>. The state does not provide the necessary support. The whole society, therefore, is not organized as one group. (in most non-European/ Western countries). The overall cultural norms are based on:</p> <ul style="list-style-type: none"> • Rights can differ according to gender. • Duties can differ according to gender.

	<p>B. Cultures with interdependence and mutual support between <u>1- the individual</u>, <u>2- the groups</u>, and <u>3- the state</u>. The state represents the whole society as one group (European/Western countries in general). The overall cultural norms are based on:</p> <ul style="list-style-type: none"> ● Women and men have equal rights. ● Women and men have equal duties. <p>(Underline continually that <u>there is no culture that is better than another</u>, and that <u>each culture is suitable for a certain environment</u>.)</p> <p>Group work: Ask the participants to give examples of how rights and duties for women and men can differ in their own cultures.</p>
<p>Step 2</p>	<p><u>Gender roles and work in different cultures</u></p> <p>Lead-in: Direct the participants focus on gender roles in earning a living. Ask the participants: <i>“Find examples of paid and unpaid work done by both genders in your culture.”</i></p> <p>Presentation:</p> <ul style="list-style-type: none"> ● Introduce the local culture, where it is both important and meaningful for both genders to have a paid job. Show the participants statistical figures of the labor power among women and men of both genders. ● Ask the participants to think of their own culture and find similarities and differences in gender roles in the labor market in comparison with the local culture. <p>In plenary:</p> <ul style="list-style-type: none"> ● Invite the participants to think why, <i>“is it good/beneficial for the individual -men as well as women- to have a paid work.”</i> ● Collect and write the answers as a list: <ol style="list-style-type: none"> 1. <i>Work gives us economic security.</i> 2. <i>Work enables us to provide ourselves and our families with a proper life standard.</i> 3. <i>Work enables us to be role models for our children.</i> 4. <i>Work challenges us and gives us means to develop ourselves.</i> 5. <i>Work gives us a sense of pride and identity.</i> 6. <i>Work helps us be independent.</i> 7. <i>Work enables us to establish new social contacts and join new networks.</i> 8. <i>Work is beneficial for our mental, emotional, and physical health. (People who work are generally healthier.)</i> 9. <i>Work gives us economic security in our old age (pension).</i> 10. (others?) <p>Group-work:</p> <ul style="list-style-type: none"> ● Hand over the hand-out and ask the participants to set a cross by the benefits that have higher priority in relation to their individual plans and goals.

	<ul style="list-style-type: none">• Invite the participants to share their priorities and how they think they can gain them.
Comments:	It is recommended after this session to invite a guest speaker to talk about her own work experience in her own culture and/or in the local labor market. The guest speaker is active in the labor market and has a similar profile to the participants in terms of cultural and educational background.

Work and gender

(Hand-out)

<i>Which of the following is important for you in relation to having a paid work?</i>	
1.	<i>to have economic security.</i>
2	<i>to provide my family with a proper life standard.</i>
3	<i>to be role model for my children.</i>
4	<i>to be challenged and to develop myself.</i>
5	<i>to have my own sense of pride and identity.</i>
6	<i>to support myself economically.</i>
7	<i>to establish new social contacts and join new networks.</i>
8	<i>to have a good my mental, emotional, and physical health. People who work are generally healthier.</i>
9	<i>to have economic security in my old age</i>
10	(Other reasons)



SESSION PLAN – “Job search, technologies and techniques to understand job demands”	
Partner	Center for Social Innovation
Module	Employability skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Digital knowledge in utilising online platforms for learning • Reading/writing skills • Knowledge of preparation for job finding
Learning/training objectives	<ul style="list-style-type: none"> • Preparing for job search and job interview • Being able to create a LinkedIn profile • Being able to create a Curriculum Vitae • Being able to roam country-specific employment platforms • Being able to know more about legal framework of several EU countries to be employed
Materials/resources required	Screen & laptop for platform presentation by the trainer Electronic device to access the online platform (laptop, computer, tablet, or smartphone) for each woman Wi-Fi connection Whiteboard & markers / post-its and pens
Duration	2 – 2,5h
Preparation	This exercise is a Module on the online platform for the Erasmus+ project “E-mploy-Me!” that aims to promote the socio-labour integration of unemployed immigrant women through empowerment and digital skills.. The module title is “Module 2: Job search, technologies and techniques to understand job demands”. The trainer should sign up on the platform (http://e-mploy-me.eu/e-learning-platform/) and go through the Module before presenting it to the user(s). The module is comprised by three Units and assessment activities for each unit.
Methodology	
Step 1	The trainer introduces the participants to the online platform (http://e-mploy-me.eu/e-learning-platform/) and asks them to sign up (an e-mail is needed). Specific, step-by-step instructions of how to sign up are included as an Annex to this session plan.
Step 2	After signing up, the trainer explains the process of taking the Module on the online course. Note: Specific, step-by-step instructions of how to take the course are included as an Annex to this session plan. Participants can only go through

	Module 2 for this session plan, but they can complete the course in their own time, if they desire.
Step 3 (add steps if needed)	The trainer gives the participants some time to complete Module 2 – around 2h depending on the participants’ pace. Trainer will be able to provide support throughout the exercise.
Step 4	When all participants finish, the trainer initiates a discussion about the participants’ experiences with the Module. What did they like the most and what did they find the least relevant? Is the module helpful in supporting the participants’ employability skills? If yes, how so? The trainer writes the main findings on a whiteboard/post its and presents them at the end.
Comments:	The platform is available in the following languages: EN, GR, ES, DE, IT. Legal framework is specific for the following countries: Cyprus, Spain, Germany, Austria, Italy. The exercise can be done either individually or in a group.

SESSION PLAN – “Job suitable for me”	
Partner	EINC
Modul	Employability resources
Skills & competences in Focus	<ul style="list-style-type: none"> ● The employment possibilities evaluation; ● Preparation for the job interview; ● Digital skills.
Learning/training objectives	<ul style="list-style-type: none"> ● Being able to evaluate own employment possibilities realistically; ● Being able to consider formal and informal qualifications required for the preferred job;
Materials/resources required	Handout “Job suitable for me”; Computer/mobile phone; Internet.
Duration	45 min. Depending on the form (individual or group activity and the size of group).
Preparation	Printing the handouts for each participant. To provide the list of the links of the possible job search websites in the country and the links to the descriptions of the qualifications in the national system.

Methodology	
Step 1	The trainer presents the importance of evaluation of a person's professional interests, possibilities, competences and skills for the successful job search. As well as fulfilment to formal and informal requirements for the preferred job position.
Step 2	The participants are asked to think about the possible careers /job positions that they think would suit them according to the criteria mentioned in the handout and to write them down in the handout below.
Step 3	It is recommended to spend some time researching the careers that participants have identified in order to find out more about the requirements for the positions and to eliminate unsuitable options.
Step 4	Share the results with others.
Comments:	Could be used during employability training, related to personal planning (further training, internships, volunteering, job-search).

Annex:

HANDOUT

	I. Please write the job positions that you <i>would like</i> to work on and you <i>have enough skills and competences</i> to perform (as well you have qualification certificate (if it is needed)):
1.	
1.	
1.	

If you have put an option or two answering to the first question, it is very good – that means that you have the career option and the direction for your job search.

If you cannot put any answer to the first question, then it is recommended to extend and research other options available.

In any case, please find out if there are more careers that may also be a possibility for you, filling the table below:

	II. Please write the job positions that you <i>would like</i> to work on, but you <i>still lack special skills or competencies needed</i> to work there (thus you need to take the training). These job positions are:
1.	
1.	
1.	
	III. The job positions that you could work on, as you have enough skills/competences to perform but you are not so much willing to work at (simple jobs that you could perform easily):
1.	
1.	
1.	

Now you have the options of the most suitable jobs for you. Share the results with the group/trainer/consultant.

Now you can spend some time researching the careers you have identified in order to find out more about the requirements for the positions of the preferred jobs. After you'll make your research you may choose to find out more about some careers or eliminate unsuitable options. You may use this info in your individual progression plan.

Session plan_ “Let's get ready for your next job interview!”	
Partner	CESIE
Modul	Employment
Skills & competences in Focus	<ul style="list-style-type: none"> ● Critical Thinking skills ● Language skills
Learning/training objectives	<ul style="list-style-type: none"> ● Being able to understand and use job interview related vocabulary ● Being able to prepare for a job interview ● Being able to undertake a job interview ● Being able to identify and avoid common mistake
Materials/resources required	Board (digital: jamboree, etc./ physical: flipcharts), Sheets (common questions; Do/Do not) papers and pens.
Duration	120 min
Preparation	<ul style="list-style-type: none"> ● Adapt the sheets to your local context and to the level of participants. ● Prepare the materials. ● Be prepared to give useful and informed feedback and tips on how to prepare for a job interview.
Methodology	
Step 1	<p>Warm Up:</p> <ul style="list-style-type: none"> ● Write the words “Job interview” on the whiteboard. ● Ask the participants: <ol style="list-style-type: none"> a. When was the last time you had a job interview? b. Did you have good or bad experiences? c. Do you have any interview- related stories? d. Brainstorm some common mistakes before or during a job interview and write them down.
Step 2	<p>Activity 1: What you should and should not do at an interview: http://youtu.be/DbrfxRZr6D4</p>

	<p>1. Pre-teach the following vocabulary that the participants will hear from the video clip. Ask the participants to repeat with you after your explanation.</p> <ul style="list-style-type: none"> a. Interview blunders b. professional appearance c. proper personal hygiene d. being punctual e. no interruption f. no cell phone g. positive body language <p>1. Explain to the participants that they are going to watch a video on interview blunders.</p> <p>Watch the video clip http://youtu.be/DbrfxRZr6D4 for a few times and then have the participants prepare five answers of their own on what they should and should not do at the job interview. “What should you do at the interview?” “What shouldn’t you do at the interview?”</p> <p>1. On the whiteboard, write the following questions and ask the students to repeat with you a few times, and then answer the following questions together. (You can write down the participants answers on the white board.)</p> <ul style="list-style-type: none"> A. What should you do before the interview? You should ... B. What should you do at the beginning of the interview? You should ... C. What should you do during the interview? You should ... D. What shouldn’t you do at the interview? You should ... E. What should you do after the interview? You should ... <p>1. Final questions and discussion</p>
Comments:	

Partner	Magenta Consultoría Projects SLU
Module	Employability
Skills & competences in Focus	<ul style="list-style-type: none"> ● <i>Establishment of goals and objectives for the professional path</i> ● <i>Examine available tools and factors that may hinder it</i> ● <i>Improve digital skills with regards to creating a CV online</i>
Learning/training objectives	<ul style="list-style-type: none"> ● <i>To understand professional and personal background, and how it affects our present and future.</i> ● <i>To learn how to set goals that are realistic and achievable.</i> ● <i>To identify what may stop us and what may boost our process along the way.</i> ● <i>To understand why CVs are important.</i> ● <i>To understand how to adapt a CV to the needs of the job application to properly fit the role.</i> ● <i>To get to know the Europass model of the CV.</i>
Materials/resources required	<ul style="list-style-type: none"> ● Flipchart paper ● Pens / markers ● Computers ● Projector
Duration	2 x 45 mins
Preparation	
Methodology	
Step 1	<p>My career path</p> <p>Introduction: (5 minutes)</p> <ul style="list-style-type: none"> ● The instructor will introduce the activity by asking participants to briefly reflect upon their past experiences, both personal and professional. ● After 5 minutes, the instructor will provide flipchart sheets to participants, one for each of them, and ask them to draw a road. They will have to take into account that this is the road of their lives, so they are the ones that will design it. <p>Creation of their road: (35 minutes)</p> <p>Participants will have to then draw themselves at the beginning of the road, and define their starting point: where they are at this moment. At the other end, in the finish line, they will have to draw their goal: where they want to get in the professional field. The instructor will then ask some questions that lead to reflection so participants are able to identify:</p>

	<ul style="list-style-type: none"> • Possible obstacles they may find in their way (internal and personal problems, external conditions, lack of training and knowledge, etc.) • Which of those obstacles they can solve (the lack of training can be solved by taking courses, for example) and which of those they cannot (some external factors out of their control) • People and/or institutions that can help them in the process (friends and/or family that offer their emotional support, institutions and/or organisations that provide counselling services, for example) • Small milestones in their process, which make them closer to their final goal • All the steps that they will have to take in order to achieve the final goal <p>Conclusion: (5 minutes)</p> <p>The instructor, after guiding them through the whole process, will ask them to reflect on their mission and final goal, taking into account the whole vision they will have now of their process. Some of the participants may realise that their goals are too ambitious, or that they are not taking the right steps to reach it, or that they are in the right path and they just need to keep working towards their final objective.</p>
<p>Step 2</p>	<p>Learn how to create a CV</p> <p>Introduction: (15 minutes)</p> <p>At the beginning of the session, the instructor will show the participants the platform to create Europass CVs (https://europa.eu/europass/eportfolio/screen/cv-editor?lang=en) in the appropriate model. Together with the participants, they will go through the webpage seeing all the steps necessary to create the CV in Europass format. It is important for the instructor to highlight that this is the most appropriate format, as it is used throughout all the UE and it can be useful if they want to move to other countries or apply to jobs that are based in other EU members.</p> <p>Development: (30 minutes)</p> <p>Participants, with the help of the facilitator, will have to create their own CV, adapting it to the goal they set for themselves in the previous activity. (E.g.: if they want to become a math teacher, they can adapt their experience and competences to those who fit in the role they are applying for). At the end of the session, and if participants are comfortable doing it, they can share with the rest of the participants their CV to get some feedback.</p>
<p>Comments:</p>	<p>The instructor will have to take into account that some participants will not have the enough confidence to share their experiences and personal opinions with the rest of the group. The instructor has to keep in mind that this is an individual process that can be shared with the rest only if the person is willing to do so.</p> <p>The Europass webpage is available in different national languages so this exercise is adaptable to different countries. If the participants do not have the digital resources needed (computers) to carry out the activity, the instructor can print out templates</p>

	from the Europass model of the CV so the participants can complete it with the appropriate information.
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SESSION PLAN - Successful participation in the job interview	
Partner	EINC
Modul	Employability resources
Skills & competences in Focus	<ul style="list-style-type: none"> • Suitable behaviour during the job interview, • Communication skills.
Learning/training objectives	<ul style="list-style-type: none"> • Being able to choose the suitable behaviour during the job interview, • Understanding of preparation for the job interview, • Training communication skills.
Materials/resources required	Handout” The tips for your successful behaviour during the job interview”; Sheet of paper for brainstorming, markers.
Duration	45 min.
Preparation	Handouts should be printed for each participant.
Methodology	
Step 1	<p>The trainer presents the main aspects of the successful job interview stressing the importance of:</p> <ul style="list-style-type: none"> • preparation, • constructive behaviour, • active listening. • body language and etc. <p>Videos could be demonstrated for the purpose to explain main important points.</p>
Step 2	The participants are asked to brainstorm what behaviour is suitable and which is not suitable and share their experience of participation in the job interviews.
Step 3	The handouts with the tips are delivered.



Comments:

Each participant can comment on the tips given and share with the group what mistakes they make during the job interview and what they would like to change in their behaviour in order to be more successful during the job interview. As well, maybe they would like to add and share their advice to other participants as well successful examples.

HANDOUT “The tips for your successful behaviour during the job interview”

During the job interview it is <u>recommended</u> to:	During the job interview you should <u>avoid</u> to:
Be prepared and learn about the organisation before going to interview.	Not to read in advance about the organisation as you could learn more about it during the job interview.
Mute your phone before the interview.	Answer your phone during the interview.
Ask concrete questions about the position for which you are applying to clarify exactly what the job entails.	Ask the interviewer a lot of questions not directly related to the job position.
Listen carefully to the interviewer and answer questions directly, honestly, and concisely.	Interrupt the interviewer and not try to answer the interviewer’s questions properly.
Limit information you provide to the interviewer to facts related to the position for which you are applying.	Share with the interviewer all your positive and negative experiences from your previous job(s).
Find out about the working environment.	Ask the interviewer about the salary first.
Clearly describe your skills, competences, and abilities related to the position that you are applying for.	Ask the interviewer about your holiday time during the interview.
Thank the interviewer for her/his time at the end of the interview.	Leave immediately (after the interview) without thanking the interviewer for her/his time.
Prepare a list of achievements. List two or three your achievements, which are related to the tasks of a particular vacancy.	Listing everything in a row, achievements that are not needed in a particular job.
Think about what information you can share and what you cannot share before the interview, and mark these boundaries during the interview.	Telling everything that you think about without considering.
There are confidentiality agreements for commercial information. Do not mention names and absolute numbers in your results like that potential employer can think that in future its possibility of information leaking.	Telling a potential employer about previous work projects where you were involved, plans of the projects and numbers of investment.

Speak emphatically and try to be confident even if you are stressed, avoid monotony in your speech.	Do not keep your voice down, sit hunched over or without using body language.
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SESSION PLAN – “Training & Learning Opportunities”	
Partner	Center for Social Innovation
Module	Employability skills
Skills & competences in Focus	<ul style="list-style-type: none"> • Digital skills • Critical thinking skills • Research skills
Learning/training objectives	<ul style="list-style-type: none"> • Learn how to roam the internet and look for specific training and learning opportunities • Identify specific platforms and learn how to efficiently use them
Materials/resources required	Laptop / computer Screen For participants: laptop or tablet or mobile phone Wi-Fi connection
Duration	2,5h
Preparation	Trainer should go through the resources below and familiarize themselves with them before presenting them to the participants. Additionally, if the trainer knows about other similar resources/providers that offer support to migrants, they should also present them.
Methodology	
Step 1	<p>The trainer makes a short introduction about this specific session, mentioning that there are various learning and training opportunities for migrants that are free and can be accessed either face-to-face or online. Some of these opportunities also give incentives to migrants, e.g. a certificate of attendance.</p> <p>As a first step, the trainer gives an overview of the identified platforms below and what they include/their purpose:</p>



For training and employment opportunities:

- a. Help Refugees Work platform

<https://www.helprefugeeswork.org/>

Explain the registration process.

Note: Only persons with refugee status or subsidiary protection are allowed to register (asylum seekers).

For social integration and general support:

- b. MiHub – Migrant Information Center

<https://www.mihub.eu/en/>

Training opportunities:

- c. Cyprus Productivity Center

http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_en/index_en?OpenDocument

The Republic of Cyprus currently implements vocational training programmes for specialised manual labour (welding, plumbing, automation, car repairs and others) through the Cyprus Productivity Centre. The vocational training programmes provided by the state are also open to recognised refugees. The training programmes are held in Greek. However, vocational training in English is sometimes provided through local municipalities and NGOs.

Technical Vocational Training (TVT) offers accelerated initial training and continuing training for technical personnel in industry and technical advice to businesses for solving specific problems. Training programs are organised in specially equipped laboratories in Nicosia, Limassol and Larnaca by qualified instructors. Training Programs are offered in the following vocations: mechanical installations, machining, welding, plumbing, central heating and hydraulics, facility maintenance, building construction, carpentry and cabinetmaking, car mechanics, electrical installations, design and production of clothes, telecommunications (mobile telephony), automation, car body repairing, refrigeration and air conditioning and constructions with aluminium.

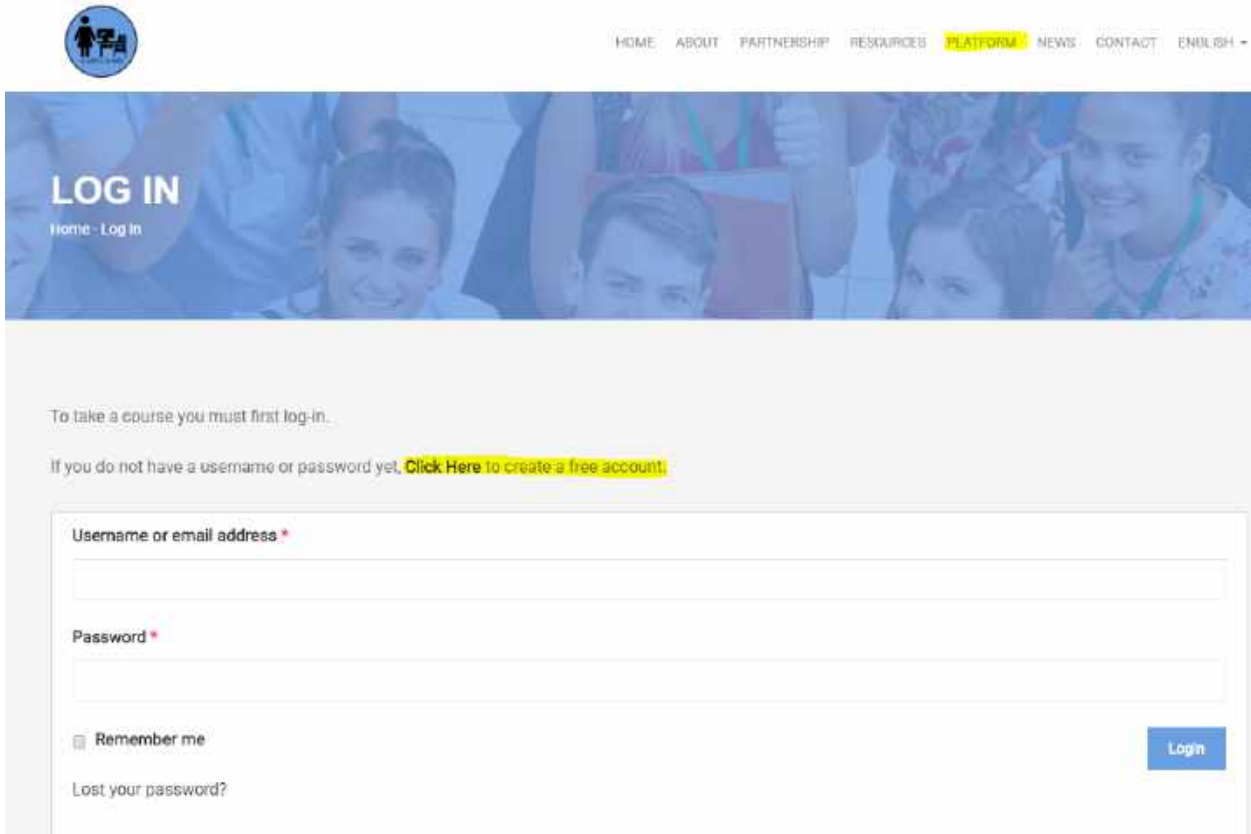
- d) United Nations High Commissioner for Refugees – UNHCR Cyprus

	<p>UNHCR Cyprus offers support to refugees in Cyprus with regards to their integration. Additionally, it offers educational and training opportunities that are free of charge.</p> <p>See more: https://help.unhcr.org/cyprus/integration-support/</p> <p><u>Other training organisations / providers</u></p> <p>The following organisations are based in Cyprus and they offer, on a project-basis, different trainings addressed to migrants and refugees that usually offer a certificate of attendance if you complete a training.</p> <p>Center for Social Innovation – CSI Cyprus: www.csicy.com Synthesis Center for Research and Education: https://www.synthesis-center.org/ Citizens in Power: https://www.citizensinpower.org/ Research and Education in Social Empowerment and and Transformation – RESET CY: www.resetcy.com Dorea Educational Institute: https://dorea.org/</p>
<p>Step 2</p>	<p>As a second step, ask the participants to register on the aforementioned websites, where possible, and to follow them on social media so as to keep up with their activities and events.</p> <p>Additionally, help participants write a short email introducing themselves and expressing their desire to keep informed about training opportunities for migrants. Mention specifically that they give their consent to send them emails for relevant training and other opportunities for migrants, if that is indeed the case. Send that email to the relevant organisations that offer free training for migrants.</p>
<p>Comments:</p>	<p>This Session Plan is specifically designed having in mind the national context of Cyprus. If partners wish to implement it, they should adjust it to the national context of their country by replacing the institutions / organisations that offer training, employment, education or social integration opportunities to migrants in their own national context.</p> <p>This session can be implemented either in a group or one-to-one (trainer and participant).</p>

How to access the EmployMe Platform and register on the online course

Step 1: Go to www.e-mploy-me.eu

Step 2: On the menu bar, click on “Platform” and then on “Click here to create a free account”



The screenshot shows the top navigation bar with links: HOME, ABOUT, PARTNERSHIP, RESOURCES, PLATFORM (highlighted in yellow), NEWS, CONTACT, ENGLISH. Below the navigation bar is a blue banner with a group of people and the text "LOG IN" and "Home - Log In". Below the banner is a message: "To take a course you must first log-in." and "If you do not have a username or password yet, [Click Here to create a free account!](#)". Below this is a login form with two input fields: "Username or email address *" and "Password *". There is a "Remember me" checkbox and a "Login" button. At the bottom of the form is a link: "Lost your password?"

Step 3: Please complete your personal information as seen in the picture below (First Name, Last Name etc.), and then click “Submit”. Remember the username, email and password because you have to use them

to log in in the next step.

If you already have an account, [Click Here](#) to log in.

First Name	Last Name	Username *
<input type="text"/>	<input type="text"/>	<input type="text"/>
User Email *		
<input type="text"/>		
User Password *	Confirm Password *	
<input type="text"/>	<input type="text"/>	

Step 4: Go to the section “Platform” again and put your Username or Email address and Password to log in the course.

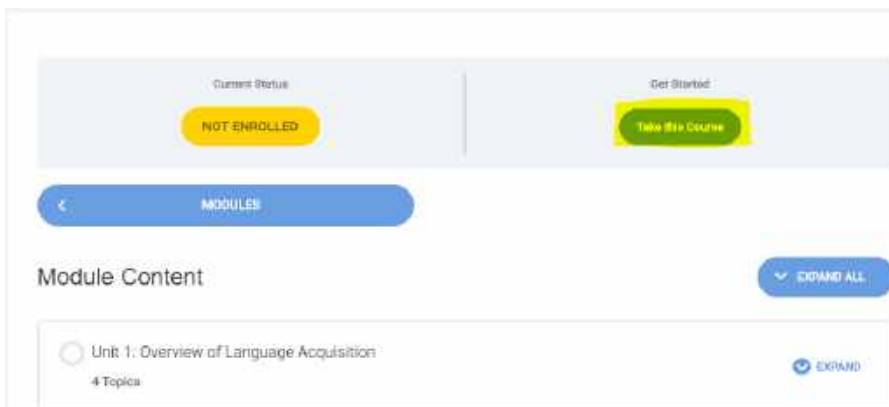
To take a course you must first log-in.

If you do not have a username or password yet, [Click Here](#) to create a free account.

Username or email address *
<input type="text"/>
Password *
<input type="text"/>
<input type="checkbox"/> Remember me
Lost your password?

Now you have access to the 4 modules of the online course!

Step 5: Start with Module 1. Click on “See more” under the module and then on “Take this course”.



Step 6: Now you can begin to take the course! In the picture below, you first click on “Unit 1: Overview of Language Acquisition” to start from the beginning.

0% COMPLETE 0/26 Steps

[←](#) MODULES

Module Content

[EXPAND ALL](#)

- Unit 1: Overview of Language Acquisition**
4 Topics [EXPAND](#)
- Unit 2: Developing Core Language Skills
11 Topics [EXPAND](#)
- Unit 3: Online Language Learning Tools
7 Topics [EXPAND](#)
- Activity 1: SMART Goals
- Activity 2.1: Listening

Then, click on “Introduction”. You are now ready to begin the online course!

Unit 1: Overview of Language Acquisition

Module 1: Learning a Foreign Language > Unit 1: Overview of Language Acquisition [BE PROGRESS](#)

Unit Content [0% COMPLETE](#) [0/4 Steps](#)

- INTRODUCTION**
- Challenges of Learning a New Language
- Making SMART Goals: Specific, Measurable, Attainable, Relevant, Time-Bound I
- Making SMART Goals: Specific, Measurable, Attainable, Relevant, Time-Bound II

[Back to Module](#) [Mark Complete](#) ✓