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„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335



Workshop scenario

General information about the workshop

Treasure Island – your social competences

<p>Name of Social Competence</p>	<p>Social competences:</p> <ul style="list-style-type: none"> • Teamwork skills • Taking decisions, problem solving/difficult situations • Communication skills (included assertiveness)
<p>Name of the workshop</p>	<p>Treasure Island – your social competences</p>
<p>Learning Objectives</p>	<ul style="list-style-type: none"> • identification/analysis of personal potential • recognition of the strengths in the frame of social competences • determining directions and possibilities of the development • determining possibilities to use the strengths/competences acquired in social and professional life
<p>Duration</p>	<p>6 hours</p>
<p>Didactic materials needed</p>	<ul style="list-style-type: none"> • colored cards (for each participant minimum 2 pieces) • table or flipchart/sheets of paper flipchart • color markers • fixation strap • instruction (annex 3a) and papers with description of roles (annex 3b) Case of new truck • computer with access to the Internet (best for each participant) • metaphor bones/narrative bones (e.g. story cubes)



<p>Innovative approach</p>	<p>To use IT tools for synthesis:</p> <ul style="list-style-type: none"> ● on the experiences so far, knowledge, qualifications ● results of each exercises realized during classes and plan for further actions
<p>Learning results/outcomes</p>	<ul style="list-style-type: none"> ● learning participant names ● group integration, fostering positive relations ● security increasing ● self-knowledge increasing ● identify areas of interest, individual preferences of participants ● acquisition/improvement of decision-making skills, communication skills, persuading others to own opinion, arguing ● developing skills of work team ● acquisition of knowledge about behaviors in interpersonal contacts ● development by participant the ability to behave in an assertive way ● acquisition of knowledge concerning tools and possibilities for practical application ● determining possibilities to use in practice the knowledge and abilities gained during workshop
<p>Attachments listed</p>	<ul style="list-style-type: none"> ● Instruction for educational game The example of new truck and cards with roles description (annex 1) ● Form Recognition of behaviors pro and antyassertive, key for the exercise and additional materials duplicated for all participants (aanex 2) ● My Portfolio - description of the tool (annex 3)



Agenda of the workshop

1. Introduction
2. Personal/tutor/participants introduction
3. Expectations of participants in terms of workshop
4. Diagnosis of selected areas in social competences: teamworking, decision pursuing, problem solving/difficult situations, communication skills included (assertiveness)
5. My portfolio - tool (internet application for supporting the evidence for possession skills)
6. Balance sheet of work in the group



Description of the activities

Activity 1	Introduction
Didactic materials needed	
Type of activity	individual

Description

Tutors present the programme of workshops, the purpose of which and the main features. During that part of the workshop technical and organisational issues will be also discussed.

Activity 2	Tell something about yourself
Didactic materials needed	<ul style="list-style-type: none"> • Colored cards (for each participant min 2) • Board or flip chart
Type of activity	individual, discussion

Description

1. Each participant presents and provide information about himself/herself that can be shared with others. For example: name and surname, what do you like, how do you feel, what feelings he/she has, where do he/she lives. Additionally on small cards he/she writes down expectations and fears concerning the participation in classes.
2. Tutor/tutors should also say smth about himself.
3. Then participants stick on the board/flip chart and discuss their expectations and fears. Tutor gives the opinion and refers it to the training programme.
4. Tutor can make sure that:
 - Participants better knew each other
 - Smth was particularly difficult



Activity 3	The tree of the group
Didactic materials needed	<ul style="list-style-type: none"> • sheets of paper flip chart • color markers • fixing strip
Type of activity	work in group, discussion

Description

1. Tutor divides participants in 2 groups and each group receives one sheet of paper flip chart
2. The task of participants is to draw a tree with the trunk and branches
3. The trunk means the common features. Participants draw in the trunk everything what connect them: common interests, their residence, favourite meals, sex etc.
4. Each branch that is drawn symbolizes the member of the group. Participants over branches write everything what distinguishes the person from the rest of the group (no member of the group does not know it, do not have it, does not look etc.) and sign it with the own name.
5. At the end the participant indicated hung on the flip chart and presents records, which links the group, and then each participant tells about it, what was drawn on the own branch.
6. The summary – the tutor indicates connecting elements, common for all persons, and also emphasises individual characteristics.

The exercise which can require from participants information about other and areas of their life from private and professional life.



Activity 4	<p>Diagnosis of social competences chosen: abilities of work team, taking decision, solving problems/difficult situations, communication abilities (included assertiveness):</p> <ul style="list-style-type: none"> • Educational game The example of new truck or Detective • The exercise Recognition of behaviors pro and antyassertive
Didactic materials needed	<p>instruction of educational game The example of new truck and sheets with the description of roles (Annex 1)</p> <p>The Form Recognition of pro and antyassertive behaviors, key to exercise and additional materials copied for all participants (Annex 2)</p>
Type of activity	<p>Game, individual work, discussion</p>

Description

Part I

1. The tutor divides participants in 2 groups: the team of 6 persons, which will work or resolving a problem and observers. Participants of the team draw cards with names and roles that they will play in the exercise. You should ask that each person to read only the own role (Annex 1). It is forbidden to exchange remarks concerning the own role.
2. The tutor gives instruction (Annex 1). The tutor starts with the phrase: The manager asked the own employees to wait him in his office. Apparently he wants to speak about smth with his team. He is not yet. When the manager sits down it will mean that he came into the office. What now will be said is solely dependant from you. Are you ready? Then participants undertake to solve problem playing roles which are assigned.
3. After accomplishing of works participants discuss preferred solutions. The tutor writes on the board/flip chart initials of participants and solutions proposed by them.
4. The summary and discussion of the results in terms of:
 - evaluation of the quality of solutions. The quality of the solution can be measured through what car will be removed. The highest quality is the solution in case where the worst car have been removed – Henryka/Halina



- evaluation of the level of the acceptance of the decision. The acceptance can be measured by calculating number of persons not satisfied – lower number the bigger acceptance of the decision
- analysis process to undertake decision in the group, elements that improve effectiveness of the work in group and decreasing the efficacy of group activities, group dynamic (communication, relations, defined roles)
- problem analysis of a similar psychological nature. Can participants see the wider problem?

Instead of The example of a new truck the tutor can use the educational game Detective. The game helps to improve the social and entrepreneurial skills. They are:

- Time-managing
- Planning
- Priority setting
- Decision taking
- Work in the team
- Maintaining a balance between private and professional life

Players working in small teams, think how to separate tasks into urgent ones, non-urgent matters, and important, non important. Then take decision which one should be realized for the short term. Engaging humorous storyline cause engagement of different persons of different ages and different positions. Participants feel like detective from crime stories. Variety of tasks appears very simple but it is easy to fall into the trap of urgency of tasks of lower importance, forgetting what is really important. Planning is the main goal in the game, however particularly curious participant will guess who is behind a mysterious theft.

Additional information is available on the page:

<http://www.akademiaqier.com/detektyw/>



Part II

Recognition of behaviors pro and antyassertive

1. Introduction to the topic assertiveness.
2. The tutor distributes for participants the form *Recognition of behaviors pro and antyassertive*.
3. Later the tutor explains the method, in which it is to be filled in.
4. Participants run the exercise.
5. The tutor distributes the key for exercise.
6. Participants compare their choices with answers stated in the key.
7. The tutor initiates discussion about differentiation between the assertive, aggressive and submissive behavior, the most common problems with the own assertiveness and ways of developing.
8. At the end participants receive additional materials.

Annex 1

Instruction for the educational game The example of new truck

Members of the team are asked to participate in solving the following problem.

Let us assume that you are the team of renovating building, making different repairs. Every day you are leaving to different places in the city to make repairs. Each of you drive a small van and feel responsible for its use. If you are attached to your cars, you are looking for them and try they drive good. Of course each of you needs to have a new car from which you could be more satisfied and even proud.

Here you have some facts about cars and members of the team Wiktora/Wandy, manager:

- Grzegorz/Grażyna – 17 years of service in the company, has 2-years ford
- Bogdan / Bożena – 11 years of service in the company, has 5 – years dodga'a van
- Jan/Joanna – 10 years of service in the company, has 4 – years ford van
- Czesław/Celina – 5 years in the company, has 3 – years ford van
- Henryk/Halina – 3 years of service in the company, has 5 – years chevrolet van3

Most of you drive in the city. Jan/Joanna and Czesław/Celina more often drive in the suburbs.



Facts about cars and members of the team Wiktora/Wandy should be recorded on the board.

After a moment you will play a role for one of the mentioned persons. You will receive more detailed information. Please feel the spirit of the role, to accept facts and make effort in order your attitude during discussion will be in the accordance with the spirit of the role. From that time everything depends of You.

Description of the roles

Wiktor/Wanda – manager of the building renovating team

If you are manager of the renovating building team, in which each worker drive a small van to get to the places of work. Once in a while you get new van in order to exchange older equipment. Always you have problem to take decision to whom of employees you can give new car. Often arguments, misunderstandings arise because each of them consider that is entitled to have a new car. Often it happens that whatever you decide it provokes the opposition.

You have the same problem again because new van was assigned to your team. It is Chevrolet. To resolve the problem of the allocation you decided to give decision to Your team. Just you will tell them about new car and propose them to decide themselves – us how they want.

Grzegorz/Grażyna

If the team receives the New van you consider that it should belong to You because you are the older and you don't like your current car. You have your own personel chevrolet and you would like to drive also Chevrolet van – the same you drived before you received ford.

Bogdan/Bożena

You feel that you are a Worth to have new car. Your existing car is too older. As the older employee from you received almost new van, you consider that now it is your turn. You care a lot your dodge and it looks like new one. You consider, that the human should be awarded if he treats the company's car as the own.

Jan/Joanna

You have to drive more then other employees because you work in the suburbs. You have enough the old car and feel that in view of the large number of rides you should receive the new one.



Czesław/Celina

In your current car is cold because since Henryk/Halina smashed the door of your van since it was never enough tight. The door transmits a lot cold air and you think that because of that often you caught a cold. You would like to have heated car because you have to drive a lot. If the car has good brakes, tyres and is comfortable it doesn't matter what is the brand.

Henryk/Halina

You have the worst car in the team. It has 5 years and before you received it, it has been in the poor state. The vehicle did never work well and you have to suffer it over the past three years. The highest time, you get a new car. Do you think that the next car your team will receive should be yours. You didn't have any accident, only a small – when you smashed the door of Czesław/Celina truck, when he opened it, and you drove it out of the garage. You hope, that it will be the new ford because you like drive him.

Annex 2

Recognition of pro and antyassertive behaviors [1]

Analyze the examples below and indicate which one from behaviors in response to a given situation is as the following:

AS - assertive,

U - submissive,

AG - aggressive

Situation 1

A. Client in the restaurant gets a dish, that didn't order.

B. Client calls the waiter and screams: „I do not wish this treatment! You are loser!”

AS U AG

Situation 2



A. Your friend asks you to finish his Project, what is connected with, you will have to stay more longer in the work. It conflicts with your plans.

B. You go to your friend and say: „Unfortunately I have plans for this afternoon and I can't finish your project. I'm sorry. We can work on it together tomorrow.”

AS U AG

Situation 3

A. Irena convinces her friend for a parachute jump. Her friend is afraid of it and doesn't feel like it. Irena insists.

B. Her colleague thinks: „I don't want it but if I refuse, Irena will laugh and certainly will be very offended”. Resigned she asks Irena: It's hard, if you want it so, I will jump with a parachute”.

AS U AG

Situation 4

A. You borrowed to your colleague 100 euro. She avoids you and move-in date of payment. You don't know what happens. It is strange, because before she paid back the money on time.

B. You call to your colleague and say with the voice strongly irritated: „I demand that you paid me back the money right now! If not, I will tell about your debt to all our friends!”.

AS U AG

Situation 5

A. Tomasz participates in social event. He hears, that Sławomir talks false tales about his manager of the company, where they work together. Tomasz doesn't agree with his colleague, furthermore he considers, that business things shouldn't be discussed during social event.

B. Tomasz asks Sławomir: „I am sure, that we will find more interesting things to talk about at today's meeting, we can discuss on business things tomorrow at work.”

AS U AG



Key to exercise

Correct answers:

Situation 1- AG;

Situation 2 – AS;

Situation 3 – U;

Situation 4 – AG;

Situation 5 - AS



Look now at the following table, which will make you understand, why people behave a certain way and what can be consequences of such behavior.

Aggressive, submissive and assertive behaviors – causes and consequences

Causes	Consequences
<p>Why we are aggressive?</p> <ul style="list-style-type: none"> - we afraid that we will not get what we want, - we don't even believe in ourselves, - before it turned out to be effective, -we want to get attention, -we want to show our power, -we want to put my anger somewhere, -we want to manipulate others, 	<p>What we're risking?</p> <ul style="list-style-type: none"> -conflicts with other people, -the loss of self-respect for myself, -the loss of self-respect for others, -we will be not liked, -stress
<p>Why we are submissive?</p> <ul style="list-style-type: none"> - we afraid about losing the acceptance -we're frightened of the reaction of the other -we believe that it is polite behavior -we want to avoid conflicts -we want to manipulate others 	<p>What we're risking?</p> <ul style="list-style-type: none"> -to lose self-esteem -the sense of injustice, anger -frustration -to encourage the other to dominate -outbreak of violence caused by accumulation of feelings



<p>Why we are assertive?</p> <ul style="list-style-type: none"> -we feel good about ourselves -we respect ourselves and others -it helps to achieve the goal -we hurt others less -the faith grows in us -we have control of our life -we are honest for us and others 	<p>What we're risking?</p> <ul style="list-style-type: none"> -maybe we won't be liked because we express ourselves openly, -changes in relations with others -some stress in the initial phase to be assertive
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Activity 6	My Portfolio
Didactic materials needed	computer with internet access (the best for all participants)
Type of activity	<ul style="list-style-type: none"> - The presentation of the tool - Individual work - Discussion

Description

1. The tutor discusses My Portfolio (Appendix 5 a).
2. Participants have the opportunity for individual work with the tool.
3. People concerned can open personal account in the application
4. After establish the account: to fill out self test, to fill out individual fields concerning existing skills, education, interests. Helpful in work with the application will be results of the exercises accomplished.
5. To sum up – discussion about profits, possibilities and limits to use the tool for planning the path educational-professional.



What is my Portfolio?

The application, by which:

- You **gather** everything, what prove Your abilities – it can be scans or photos of certificates or badges, photos of works that are done (such as embroidery, poster, the clothing tailored, the fence that has been built, the bike that has been built etc.), photos or films showing what you can do (how you control the boat, how you run the vocational training, how you make a dish), texts (e.g. commercial text, article e.g.), graphics and projects, movies and songs recorded;
- You **indicate** skills confirmed by that proofs;
- Proofs that has been chosen are connected with skills that you **sort out in your folders** and you can share it with persons that you have selected.

My Portfolio will help you:

- **To know and name** a lot of skills, which often you don't remember and you don't realize what can lead you to new areas of professional life;
- **Collect** in one place your most precious achievements;
- **Present** in orderly and friendly way your achievements to others e.g. to employer, friend, vocational advisor;
- **Identify and record** learning outcomes for purposes of validation conducted under Integrated System of Qualification.

Version for computer and telephone

In such form Portfolio enables to build your folder in any place and anytime.

Thanks to the application you can:

- upload files
- take photos with the phone and add them to your proofs
- attach to portfolio records from YouTube or files from the cloud

The direction is open: you can start from the attachment of proofs and assign them skills, but also as well as you can firstly list the skills, to which you will add proofs. In determining skills the questionnaire can be helpful that will conduct you through stages of your professional and educational activity. Later you will add freely skills, proofs, you change everything as you want, you create folders, and if you want – you share selected information.

Możesz też stworzyć i wygenerować **oparte na umiejętnościach CV**.

You can also create and generate CV based on your skills.

The application is available on the page: <https://mojeportfolio.ibe.edu.pl>



Why it is worth to create portfolio?

You will accumulate your capacities

In one place you will accumulate proofs confirming your skills, first of all what you can be proud of. In my Portfolio you can easily organize all material and freely manage it. You can segregate it in files and provide it, what you want to others, and also generate CV based on your learning outcomes.

You will know your advantages.

Determining your learning outcomes (that is knowledge, skills, social competences), you will see the whole range of possibilities, you will find out better which have not yet been not clearly visible.

You will simplify the path to qualifications

Institutions will lead the validation (that is checking learning outcomes regardless the education received) to certify qualifications and increasingly provide support from adviser, who initially help to realize what are learning outcomes. My portfolio is a good tool for the realization of that goal. Further, more often institutions confirm that learning effects on the basis of an analyses provided by the candidate's evidence. Thanks to my Portfolio you can right now collect and appropriately describe them, in order to receive later more easily qualifications.

Register account and create your portfolio

My Porfolio is a simple tool to collect proofs for their qualifications. Record here your certificates, photos, works etc.

Activity 7	With what I finish lectures?
Didactic materials needed	Story cubes
Type of activity	Individual work Discussion

Description

1. Each participant throw the set of cubes
2. The tutor asks with what they finish the meeting taking into account symbols shown on the walls of cubes and connotations they have connected with that:
 - *what have you learned, what was important, what did you like?*
 - *what was missing, with what it is worth to complete the subject?*



3. The tutor initiates discussion to sum up the meeting. Participants should have occasion to comment their answers and present an attitude towards others speak

[1] The guide „Personal and professional potential – the selection of exercises and tests” available on the page:
<https://wuplodz.praca.gov.pl/documents/58203/870404/Poradnik%20dla%20osób%20poszukujących%20pracy%20-%20Potencjał%20osobisty%20i%20zawodowy%20-%20WCAG%202.0/c9063444-2cfd-4bf5-a6f0-c11346b23355?t=1487682610196> (as at 03.06.2019)



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