INSTRUCTIONAL RESOURCE PACKAGE

Using Soft Skills
in Non-Formal Education

Dr Walter Baeten

INSTRUCTIONAL RESOURCE PACKAGE:
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Acknowledgements

The Instructional Resource Package for Using Soft Skills in Non-Formal Education is developed through a joint cooperation of the SEAMEO Regional Centre for Lifelong Learning (Viet Nam), DVV International (Germany) and myself as an external consultant Dr. Walter Baeten.

The Instructional Resource Package adapts the original Training Manual for Facilitators: Using Soft Skills in Non-Formal Education to standardized lesson plans and presentations. The Package also includes a glossary to explain words and concepts indicated by critical users of the Manual from Cambodia, Lao PDR and Viet Nam. The standardised lesson plans for this package are taken from evidence-based theories in teacher training. Therefore, a short introduction to the lesson plan methodology is included in this Instructional Resource Package. The power point presentations support the trainers and facilitators in using the lesson plans. The explanations in the glossary are adapted from the Oxford and the Cambridge Learner's Dictionary. In the glossary, we also added examples and sentences in which the words and concepts are used.

The draft version of the Instructional Resource Package was tested during a Consultation Workshop organised by the SEAMEO Regional Centre for Lifelong Learning with participants from Cambodia, Lao PDR and Viet Nam. Thanks to all the participants of this Consultation Workshop giving their constructive feedback and valuable comments, the project management team was able to revise and finalise the draft Package. Thanks are also reserved for DVV International for their support in the Consultation Workshop.

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Dr. Walter Baeten

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Sample PowerPoint slideshows for each unit can be downloaded at:
https://www.seameocelll.org/events/consultation-workshop-on-designing-instructional-resource-package

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Introduction: the methodology of the lesson plan

Introduction Methodology Lesson Plan
Walter Baeten

Project: Resource Package for the Training Manual for Facilitators: Using Soft Skills in Non-Formal Education
SEAMEO CELLL

The lesson plan is divided into two parts: part one is general information and part two is the lesson plan. It is important to complete first the general information, because the facilitator needs to have a global idea of the situation and on what he/she will do.

The subject of the lesson must be clear. The subject refers to the manual; either to a topic of the theory or to a session for training. The facilitator needs to be aware of the global training plan and the position of this lesson in the entire plan.

For the learning environment, all relevant facts are noted like the name of the location or the community learning centre. The year of learning of the group and the number of adult learners are important as they help determine the methodology applied to the class; it is a difference to teach learners without experience or with a lot of experience; the same holds for the group size: Is it a normal sized group or a big one or a small one. Specific indications of the situation can be: outdoor session or training in a classroom, a small or big room, conference set up, etc.

For the entering behaviour, the facilitator describes in his own words who the adult learners are and how the group is related to the subject matter from a group-dynamic point of view. A very dynamic group requires a more interactive approach than a group who is more eager to just listen. All relevant additional information can be noted under situational information. It is important that the facilitator be aware of all these elements before he starts to make his lesson plan. He must have an open mind to make the most effective lesson plan for his adult learners. When they make time for the training, they deserve the best.

The facilitator notes down the sources of the lesson plan so he can always check his information and has a good starting point in case the learners ask for more in-depth information. If it is relevant, the facilitator notes down the enclosures to the lesson plan, e.g. whether he uses information cards, pictures, etc.

The facilitator indicates the general objectives and goals of the specific lesson. The facilitator is aware of the general purpose of the training and how the direct related objectives and goals of the lesson are building blocks to attain this final goal. In the training of skills, it is important to clearly formulate which general skills and attitudes will be trained during this session and what the facilitator wants to achieve. If relevant, this information is the starting point to work out the evaluation or assessment.

The practical tools to realize the lesson or training are solely material and methodological. The facilitator needs to know whether a projector is available and electricity is stable. If material is not available, the facilitator needs to look for alternatives as big pictures, posters, etc. The learning methods are based on the personal input of the facilitator. He must choose the best method related to the subject, the objectives and goals, the skills and attitudes and of course the learners themselves. All elements of this general information are connected and the facilitator needs to know it all before he starts to make the lesson plan.

The lesson plan is based on the idea to work with rows and columns to make it easy to read the lesson preparation vertically and horizontally. In a horizontal reading, you immediately see the connection between the activity, the content matter and the objectives at the same time. In the vertical reading, you get an idea of the sequence of objectives and activities.

The first column, the most important one, states the goals or objectives of this specific lesson part. Which change of behaviour / skills / attitude does the facilitator want to accomplish with this specific part? These goals or objectives are always formulated in a SMART way: Specific, Measurable, Achievable, Relevant and Time-bound. This first column must contain the answer to the WHY-question: Why do you want to do this as a facilitator?

The second column gives an overview of the content matter; this can be purely on a knowledge base, but you can also list some skills, competences or attitudes. This column shows almost the full text of the lesson or training. It is very important that the facilitator brings his interpretation in the given context of the lesson or training. This column gives an answer to the WHAT-question: What do you want to pass on to your adult learners?

The third column lists all the practical details related to that lesson part; which teaching formats, which extra materials you need, which instructions you want to give, where your adult learners sit. It gives an answer to the HOW-question: How does the facilitator have to teach this part (teaching methods and tools)?

The last column gives an indication of the timing of the activity. Of course, it is only approximate. But it is important to respect timing, answering the WHEN-question.

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Lesson Plan

Teachers' name	
Subject	
Academic year	

Learning environment

Lesson

Location				Date	
Year		Number of adult learners		Lesson topic	
Situation				Time	

Entering behaviour

Learners' characteristics	
Class group	Group-dynamics:
	Content-related:
Situational information	

Sources

Enclosures

LESSON TOPIC:

OBJECTIVES: GENERAL SKILLS AND ATTITUDES:

MATERIALS: TEACHING METHODS:

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Lead-in		
	Welcome	Teaching methods: Media: Lesson Materials: Organisation:	
	Introduction - Practical organisation room - Icebreaker		
Lesson			
	Activity 1		
	Activity 2		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Activity 3		
	Lesson End		
	Closing activity Close the session by thanking everyone for their participation		

Basics - Attractive - Effective - Time - Educational aims - Needs

Slide 1

Using soft skills
in non-formal
education

The lesson plan

Slide 2

The lesson plan

Lesson Plan

Teacher's name	
Subject	
Year	

Basics **– A**ttractiveness **– E**ffectiveness **– T**ime **– E**ducational Aims - **N**eeds

B A E T E N

Slide 3

The lesson plan

Learning Environment

Location		
Year		Number
Situation		

S C E E A L M L E L O

Slide 4

The lesson plan

Lesson

Date	
Lesson topic	
Time	

B A E T E N

The lesson plan

Entering Behaviour

Learner's characterics	
Class group	Group-dynamics:
	Content-related:
Situational information	

S E A M E O
C E L L L O

B A E T E N

The lesson plan

Sources

Enclosures

B A E T E N

The lesson plan

Lesson Topic:

Objectives:
General skills and attitudes:

Materials:
Teaching methods:

S E A M E O
C E L L L O

The lesson plan

Lesson plan (overview)

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA / LESSON MATERIALS / ORGANISATION	TIMING
Lead-in			
Lesson			
Lesson End			

B A E T E N

Slide 1

The lesson plan

S E A M E O

C E L L L O

Lesson plan (begin)

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA / LESSON MATERIALS / ORGANISATION	TIMING
		Lead-in	
	Welcome		
	Introduction Icebreaker		

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Slide 2

The lesson plan

B A E T E N

Lesson plan (body)

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA / LESSON MATERIALS / ORGANISATION	TIMING
		Lesson	
	Activity 1		
	Activity 2		
	Activity 3		

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Slide 3

The lesson plan

S E A M E O

C E L L L O

Lesson plan (end)

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA / LESSON MATERIALS / ORGANISATION	TIMING
		Lesson	
	Closing activity		
	Thank you.		

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Slide 4

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Sources and links

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Instructional Resource Package: Using Soft Skills in Non-Formal Education

Soft skills: the basics

Unit 1: Understanding Soft Skills and their Applications in Non-Formal Adult Education

Unit 2: Perspectives on Participatory Training and Adult Learning

Lesson Plan (Sample)

Teachers' Name	Walter Baeten
Subject	Soft Skills in Non-Formal Education: understanding soft skills and participatory training
Academic year	2017-2018

Learning environment

Lesson

Location	CLC-1 Mekong delta			Date	15/08/2017
Year	2*	Number of adult learners	25	Lesson topic	Understanding soft skills in non-formal adult education: the basics • Soft skills and their applications • Perspectives on participatory training
Situation	Conference set up			Time	90 minutes

* the number of years the learners have experience in learning soft skills

Entering Behaviour

Learners' characteristics	Adult learners; mixed group; 25 – 35 years old
Class group	Group-dynamics: very active group; different learners with good leadership capacities
	Content-related: very motivated to learn about soft skills in non-formal education
Situational information	Birthday Rain season

Sources

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Enclosures

LESSON TOPIC: Understanding soft skills in non-formal adult education: the basics

- **Soft skills and their application**
- **Perspectives on participatory training**

OBJECTIVES: participants know the difference between soft and hard skills, between traditional and alternative training methodology; participants know the participatory methodology, the way adults learn and the relation between both; participants know how to build and to sustain a good learning environment
GENERAL SKILLS AND ATTITUDES: participants can integrate the ideas and concepts about soft skills, participatory training, learning environment and non-formal education within their own teaching and training practice

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MATERIALS: flip charts, markers, paper tape; two napkins for each participant; slides on USB, LCD projector and computer
TEACHING METHODS: short lecture, individual and group exercise, debriefing

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LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Lead-in		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Informing the participants about the practicalities of the sessions	The facilitator introduces himself shortly and informs the participants about the practical side of the sessions. Slide 1 opening; slide 2 course practicalities; slide 3 timing; slide 4 special arrangements.	Teaching method: lecture Presentation: slides 1, 2, 3 and 4	5 min
Getting to know each other Creating a safe and enjoyable learning atmosphere Motivating participants to actively engage during the sessions	Instructions: The facilitator explains that for this activity the classroom becomes the outside world (local or international, dependent on the target audience). (slide 5) Everyone takes position as to where they are from. For example: the participants living in HCMC stand near the middle circle, those who live in Cambodia stand on a larger circle, those who live in Lao stand even farther away, etc. Then they have to answer two questions individually while walking slowly to an assembly point in class: the middle circle. (slide 6) Questions: where are you from? Give us one detail of what you have done already today. The facilitator sets the example: My name is Walter and normally I live in Belgium but at the moment I am living in HCMC. This morning I got up at 6 am, had some breakfast and then came by local bus 88 to this classroom to train you all. The facilitator invites all participants to do the same. He switches between those who are living close and those who are living far away. Every time he answers: *welcome*. When everyone stands in the circle, the facilitator concludes: *Welcome to all wherever you come from, however you start your day, it makes you a unique, a special learner in this room. Welcome.*	Teaching method: game Presentation: slides 5 and 6	20 min
Lesson			
Giving proof of understanding the difference between soft and hard skills.	The facilitator explains the difference between soft and hard skills by defining both concepts (slides 7, 8, 9). Then the participants have to indicate whether certain skills are soft or hard (slide 10) To make it livelier, the participants have to raise one hand if they think it is a soft skill and they have to get up when they think it is a hard one. Afterwards the facilitator discusses the correct answers. Then the facilitator gives some more background information on soft skills and their importance for non-formal education (slide 11) Non-formal education addresses the gaps in employability skills. In this wide range of	Teaching methods: lecture – matching activity - lecture Presentation: slides 7, 8, 9, 10 and 11	10 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	skills there is a growing importance of soft skills. The best learning environment for adults to develop these soft skills further is the non-formal education.		
Giving proof of understanding the difference between traditional and alternative training methodology. Being able to situate Participatory Training in this regard	Activity 1: demonstration (slide 12) The facilitator tells the participants that he's going to give two demonstrations and they have to pay careful attention carefully. Afterwards the difference between the two demonstrations will be discussed and analysed. The two demonstrations are about folding a napkin in a way called Kennedy White House. (Sample at the end of this lesson plan). Demonstration 1: without showing anything, the facilitator tells the participants that they have to fold the napkin horizontally in half, then fold it again in half, but this time vertically, then fold the right third of the napkin towards the centre and finally fold the left third so it meets the far edge. Flip the napkin and lay it on the table. Demonstration 2: now the facilitator hands out a napkin to each participant, and shows them how the fold it while slowly repeating the instructions (see picture below). Now the facilitator asks the participants to assign certain key phrases to either demonstration 1 or 2. All the key phrases belong to demonstration 1 so the participants have to come up with similar (contrastive) key phrases for demonstration 2. Finally, the concepts of traditional versus alternative approach are related to demonstration 1 and 2 (slide 12).	Teaching methods: demonstrations – discussion - lecture Presentation: slide 12	20 min
Giving proof of understanding the difference between traditional and alternative training methodology. Being able to situate Participatory Training in this regard.	Activity 2: short lecture The facilitator explains the difference between the two approaches based on the notes in the Manual (slides 13, 14) Then the facilitator positions Participatory Training as based on the alternative approach and gives more information about its essential aspects and some limitations (slides 15, 16) Participatory training is not just a set of techniques, but it functions in a certain historical, socio-political context. The trainer must be aware of this	Teaching method: lecture Presentation: slides 13, 14, 15, 16 and 17	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	context. The learners themselves are a rich resource of information and knowledge about this context. It is their real world, but it can be that the learners don't have the words to express themselves, to explain it. The Participatory Training creates an experience of personal and collective change to do it. The training encourages people to question what they have always accepted. The Participatory Training recognizes authentic and accurate people's knowledge, refreshes it with new insights and creates a powerful sense of ownership and a willingness to transform this reality. Learners become prepared to start action because they became more conscientious of their context. But Participatory Training itself cannot change structures and systems of society. It gives the learner the informed and well considered option to accept or reject new actions (slide 17).		
Reflecting on the way adult people learn. Being aware of how adult learners learn.	The facilitator asks the participants how they learned when they were young and whether and how they learn today, as an adult (slide 18). Differences and similarities can be discussed and words and phrases that can be related to the five key principles can be put on the flip chart. Then the facilitator explains that effective adult learning takes place when the essential characteristics of their learning mode are operationalised as principles guiding the learning process. The facilitator informs about these five key principles and explains each one of them (slide 19) Whenever it is possible he refers to the answers the participants gave on the reflection questions. 1. The importance of a well-defined self-concept (slide 20) 2. Learning occurs through feelings as much as thinking or acting (slide 21) 3. Adults choose by themselves whether to learn or not (slide 22) 4. Adults want to learn what is relevant for their lives and their problems (slide 23) 5. Sharing experiences by learners and trainer creates learning results and readiness for new learning (slide 24)	Teaching methods: reflection - lecture Presentation: slides 18 up to 24	10 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Giving proof of understanding the various phases that are part of experiential learning	An extra focus is put on the Experiential Learning Cycle, as adults learn best from and through experiences (slide 25) The facilitator explains the various phases. Exercise, to be done in pairs: If phase 1, the activity phase is 'Nearly getting an accident because you were tired', then what can be the other phases? Phase 2: Publishing: telling your story to others, thinking about it yourself Phase 3: Processing: analysing the situation (being tired), consequence could have been grave Phase 4: Generalising: thinking about how this can be avoided in the future (e.g. more coffee or tea, go to bed earlier, wake up later … Phase 5: Applying: doing these things Then the facilitator adds that training methods that use this cycle are called Structured Experiences.	Teaching methods: lecture - pair work Presentation: slide 25	5 min
Being aware of the importance of a positive learning environment.	The facilitator tells the story of the happy versus unhappy kingdom (slide 26): *Once there was a happy kingdom and next to it laid the unhappy kingdom. The king of the unhappy kingdom wanted to know the secret of the happy kingdom and decided to send a spy to find out.* *The spy came in the happy kingdom and met a farmer. He asked the man how they became so happy. The farmer said: 'I don't know, I think it is because our baker bakes delicious bread. When you eat it, you instantly start smiling.' And so the spy went to the baker's to get the important recipe. When he asked the baker about it, he said: 'No, no, it has nothing to do with my bread, it has everything to do with our cleaning lady. She always cleans the house so good that everything goes smoothly and that it is a joy to bake bread. I think people taste this when they eat my bread.'* *And so the spy went to the cleaning lady and asked about her special competences to clean everything so well with such enormous consequences. She told the spy that she has nothing to do with this*	Methods: storytelling – discussion - lecture Presentation: slides 26 up to 29	15 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	happiness of the country; it was due to the king's fool who made such excellent jokes that everyone was always happy. *And from the king's fool the spy was sent to the butcher's, to the school teacher and to so many other people that it took him 2 weeks before he returned to the unhappy king of the unhappy kingdom. There he presented his conclusion.* Then the facilitator asks the participants whether they know what the conclusion was? (slides 27, 28) The answer lies in the power of giving compliments, to handle things with a positive focus. Praising other people is vital in creating a positive atmosphere and this positive atmosphere is essential to get to learning. That brings us to the importance of the learning environment. The facilitator explains the various aspects of the special learning environment that is essential for adults to learn effectively. 1. Valuing learners and their experiences. It involves the facilitator to pay attention to his learners and to understand what they are sharing. 2. Sharing personal experiences. No endless story-telling, but focussed to the specific learning objectives. It combines self-expression, listening to others and critical analysis. 3. Openness. Many forms of openness are requested: to oneself and to the others; to learn, to question, to observe with an open mind. 4. Challenging. The learning environment should be a challenge to the learners. Learners should be stimulated to use all of their capacities. 5. Safety. It is very important to have psychological safety and comfort for every learner. For example: if I tell mistakes and I still will be accepted by others and they inform me without tearing me down. 6. Support. Creating conditions so the learners are supporting each other as much as the facilitator is supporting the learners and himself/herself.		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	7. Feedback. The learning environment must have conditions built in for feedback – for information to come back to the person and to the group. In order to build and to sustain this learning environment the facilitator needs several things to do (slide 29): 1. Select the subject matter and the learning methods relevant for the learners. 2. Constantly involve the learners by shared responsibility. 3. Ensure that all physical and administrative aspects of the training are well coordinated; take away any cause of stress and anxiety; all tasks can be delegated, but the facilitator has the final responsibility, because he/she is the first contact person for the participants. 4. Being aware of his behaviour as facilitator.		
Lesson End			
Concluding and summarising whatever has been discussed up to now	As a conclusion, the facilitator reflects on the grid on page 14 of the Manual: *The conditions for learning* (slide 30) The facilitator thanks all participants for their participation and attention (slide 31)	Teaching method: lecture Presentation: slides 30 and 31	5 min

THE KENNEDY WHITE HOUSE

1. Fold napkin in half horizontally.

2. Fold in half vertically, left side over right.
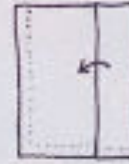
3. Fold the right third of the napkin towards the centre.

4. Fold the left third so it meets the far edge. Flip napkin and lay it on table.

Glossary unit 1: Understanding soft skills and their applications in non-formal adult education

work ethics: the faithfulness, the moral, the honesty and the good personality of an employee.

Examples to explain the meaning:
1. An accountant double checks all calculations to find a little mistake in the input of numbers.
2. A seller informs the houseman about the strengths and the weaknesses of a rice cooker, so that the houseman can make a good decision before buying.
3. A medical doctor gives the good-priced medicine to his patients instead of the expensive one, because he knows that the medical effect is the same.

Examples with the word in sentences:
1. They have a very strong _work ethic_.
2. I experienced first-hand his poor _work ethic_ and his bad attitude.
3. He had a strong _work ethic_ and a passion for music.

----

emotional intelligence (EI): the ability to identify and manage your own emotions or feelings and the emotions or feelings of others.

Examples of someone who has _emotional intelligence_:
1. When you see your friend, look at his face, you know that he is sad for something, you will not tell bad things or start joking around. You do not want to make him cry. You have emotional intelligence.
2. A teacher can understand the feelings of all students in the classroom, he knows everyone feels sad and unhappy. He is going to do something to make everyone happier to have a good atmosphere for learning.

Examples with the word in sentences:
1. He lacks _emotional intelligence_ and that is what brought him down.
2. Basically, _emotional intelligence_ refers to how well we manage ourselves and our relationships.
3. Do women have more innate _emotional intelligence_ than men do?

----

emotional balance: the ability to control your own emotions or feelings, especially the bad ones which could affect a group or its members. Without this ability, you can't keep your personal problems or feelings out of your professional life.

Examples to explain the meaning:
1. When you are really angry, you know it and you can control your emotion, you won't get angry with everyone around you because they have nothing to do with the reason why you are angry.

2. When you are really furious because your husband has broken the flower vase, you won't get furious with the whole family and you are able to continue to make breakfast for all.

Examples with the word in sentences:
1. An important part of therapy is to look for what is right, what is good and help them to get some *emotional balance*.
2. "Bounce" may be far from a great film, but its pleasures are consistent enough to remind you of how few movies nowadays come anywhere close to matching it in intelligence and *emotional balance*.

----

resilience: the ability of people to feel better quickly after some unhappy things have happened.

Examples to explain the meaning:
1. You have lost your wallet, you feel sad but two or three days later, you quickly don't feel so sad as the first day you lost it.
2. You have lost your boyfriend, you feel sad but you quickly don't feel sad any more after several days and you are open for a new relationship. You don't need to hurry. You feel yourself comfortable.

Examples with the word in sentences:
1. I don't have the *resilience* I used to have.
2. I have a fondness for the remarkable *resilience* of this horse.

----

participatory training: the act of learning the skills for a job by doing in the classroom the skills for a job; everyone, who is joining this act of learning works actively to get experiences about these skills.

Word family:
to participate (verb): to join or to take part in, to involve in an activity or event.
➔ participant (noun): a person who is joining an activity or event.
➔ participatory (adjective of the verb "participate")
➔ participation (noun): the act of joining an activity or event.

to train (verb): to teach a person the skills for a particular function or for a job.
➔ training (noun): the process of learning the skills that you need to do a job.

Examples to explain the meaning:
1. The adult learners join actively the team building game in the community learning centre.

2. The trainer invites the adult learners to join actively the whole group conversation about the use of buffaloes.

Examples with the word in sentences:
1. In *participatory* *training*, participants are discussing and questioning ideas.
2. It is important to realize that *participatory training* is not just a set of techniques.

----

quantifiable: able to be expressed or measured as a quantity.

Word family:
to quantify (verb): be able to describe/express a number/an amount of something.
➔ quantifiable (adjective)
➔ quantification (noun)

Examples to explain the meaning:
1. The teacher gives a mark for the results of the homework of every pupil.
2. The director compares the marks of the different classes and she makes a ranking.

Examples with the word in sentences:
1. I'm not sure these things are *quantifiable*.
2. Is there really a *quantifiable* deficiency among so many students?
3. "The public has seen a *quantifiable* benefit, " he said.

----

assertiveness: a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own rights or your own opinion in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Word family:
To assert (verb): strongly believe something is true and tell that in a confident way.
➔ assertive (adjective)
➔ assertively (adverb)
➔ assertion (noun of the verb "assert")
➔ assertiveness (noun)

Examples to explain the meaning:

1. She answers with a clear *no* when the man put his hands on her hips.
2. He shows a clear *don't do this* when the motorbike drives on the sidewalk.

Examples with the word in sentences:
1. In the past, Jones often kept her *assertiveness* in reserve.
2. But such a lack of *assertiveness* could cost patients their lives.
3. It requires *assertiveness* and a positive attitude on the part of the resister.

----

stress management: refers to techniques which help you to control your level of stress, to make you feel more relax.

➔ stress (verb, noun): pressure or worry which is caused by the problems in somebody's life.

Examples to explain the meaning:
1. She knows how to breathe in deeply to become relaxed before entering the meeting room.
2. He closes his eyes and focuses internally on the goal of the meeting. Only after five seconds focusing, he starts to talk.

Examples with the word in sentences:
1. That is why health professionals talk about *stress management*, not stress elimination.
2. These may include herbalism, homeopathy, relaxation, and other methods of *stress management*.
3. The cardio-vascular workouts can also provide a useful tool for *stress management*.

----

structure: to organize or to arrange something into a system.

Word family:
Structure (verb, noun):
➔ structured (adjective)

Example:
1. She puts the papers in the right black boxes of the adult learners.
2. She organises and realises step by step the different parts of the lesson to reach the final goal.

Examples with the word in sentences:
1. The board of directors needs fresh talent and a better *structure*.

2. Her windows were blown out but the *structure* was not damaged.
3. The bookshelves look fine as heavy, monolithic structures with closed sides.

Glossary unit 2: perspectives on participatory training and adult learning

critical consciousness: state of being critical about the world around us; the willingness to achieve an in-depth understanding of the world.

We can simply explain the term *critical consciousness*: the knowledge about the world (including politic and social) is a lot and very deep. This knowledge can help us to recognise or to distinguish and display or expose or reveal the conflicts in political and social issues.

critical: crucial; extremely important
consciousness: awareness; knowledge

Examples to explain the meaning:
1. Lisa is aware that the video advertisement for the new car doesn't reflect the real circumstances for driving.
2. The local tourist administration is aware about the need of a balance between mass-tourism and eco-tourism.

Examples with the word in sentences:
1. The open structure of free schools is intended to encourage self-reliance, _critical consciousness_, and personal development.
2. By developing _critical consciousness_, students learn to take control of their own lives and learning to become active agents, asking and answering questions that matter to them and the world around them (Freire, 1970, p. 193)

----

co-option (noun):
  ➔ co-opt (verb):
The meaning of the word "co-option" can be explained this way: Group X chooses option A and Group Y also chooses option A. Group X and group Y are sharing the same option A and obviously the same tools for working, the same purposes, benefits and results. So, we can say they are having the "co-option".

In the manual, there is a phrase:

"The ideological bias of Participatory Training needs to be understood clearly, otherwise the methodology can get reduced to a set of tricks and gimmicks. **We need to be aware of the constant danger of co-option, where similar words and activities are used** but the hidden intention is basically to make people conform and accept control."
The bold phrase means: The danger of co-option (the bad side of co-option), that is group X can exploit the same purposes or benefits to make group Y still work for the same goal, but group Y doesn't know the hidden purpose of group X, so group Y is exploited by group X without knowing. And in the bold phrase, the same tools are words and activities, but group X wants to use those for their own ambitions and group Y doesn't know about that.

Examples to explain the meaning:
Jane and Peter are working together for the same goal of researching medicines for HIV. They have invented a new formula which can kill HIV virus. They both say they use that to save humanity but Jane secretly sells the formula to a company to get a million dollars without telling Peter. Peter doesn't know and he continuously works to develop the medicine for HIV. In this example, we can say this is the "constant danger of co-option"

Examples with the word in sentences:
- Jane and Peter are in the *co-option* for saving humanity from HIV.

----

social dynamics: This is a term of sociology. It refers to:
  a) The behaviour of a group of groups (which is created by the interaction between every member in the group)
  b) The study of the relationship between individual interactions and the level of group behaviour.

Examples to explain the meaning:
  1. All villagers start to sing when they hear the rock band playing a popular song.
  2. All visitors of the restaurant clap their hands when the local hero enters.

Examples with the word in sentences:
  1. War or competition over resources may impact technological development or *social dynamics*.
  2. Piracy may be a viable force in our *social dynamics*.

----

microcosm: a thing or place or group that has all the characteristics (features and qualities) of something much larger = the world of something which is very small (tiny).

Examples to explain the meaning:
  1. The family is a microcosm of the society.
  2. The problems of one aqua farm reflects the problems of the whole fish industry.

Examples with the word in sentences:
  1. Today's race should be a *microcosm* of the competition.
  2. They call Congo a " *microcosm* of all Africa,"
  3. The microcosm is oneself, and the *macrocosm* is the universe.

self-concept: the concept about yourself = your opinion about yourself.

Examples to explain the meaning:
1. You are really fat but you think that you are thin.
2. She thinks that she is a smart lady, but she has a wrong self-concept. She is not smart, but she cannot accept this idea.

Examples with the word in sentences:
1. I feel as though I have a decent *self-concept*, acknowledging the strengths I have but also accepting my weaknesses.
2. Many people have an inaccurate *self-concept* of themselves, thinking they are not worth as much as they really are.

----

marginalisation: this is the noun of the verb *marginalize*.
to marginalize (verb) = to put somebody in a position in which they feel they have no decision, no power.
marginalisation (British English) = marginalization (North-American English)

Examples to explain the meaning:
1. A mother who always decides everything for her son. Therefore, the son cannot decide for himself and doesn't have enough self-confidence.
2. The child that doesn't learn to read and calculate will be marginalized in society.

Examples with the word in sentences:
1. It is a face marked by poverty, *marginalisation* and inequality.
2. Two decades of war had cemented the *marginalisation* of women.

----

autonomous (adjective): independent; (of a person) able to do things and make decisions without help from anyone else.

Examples to explain the meaning:
1. The smart man buys his own clothes in the shop.
2. The handsome lady decides by herself on the colour of her lipstick.

Examples with the word in sentences:
1. Teenagers should have the *autonomy* to make their own decisions in preparation for their lives as adults.
2. While the federal government has a great deal of power, it has given states some *autonomy* to govern themselves.

----

egalitarian society: a society in which everyone believes that "everybody is equal and should have the same rights and opportunities".

Examples to explain the meaning:

1. A society where the tensions between the lowest and the highest salary are low and acceptable.
2. A society where all children have the right on good education at school.

Examples with the word in sentences:
1. Could this have been a relatively peaceful and *egalitarian society*?
2. You'd struggle to find a truly *egalitarian society* even today.
3. *Egalitarian societies* are those communities advocating for social equality through equal opportunities and rights hence no discrimination.

----

to liberate their latent powers of independent thought and inquiry: to free or to release their potential powers of independent thought and questioning.
The latent powers of independent thought and inquiry here can be explained as:
a) Everyone needs to question things they do not understand and try to answer them.
b) Everyone needs to think and have their own opinions about what they are caring for. No one can be distracted by other's opinion.

Examples to explain the meaning:
1. Tom gives his own explanation to realize an egalitarian society.
2. Lisa develops her own opinion about birth control.

----

all changes entail risk: every time you make a change, it might have a risk after that.

Examples to explain the meaning:
1. When you start driving your motorbike, you are aware of the risks of traffic.
2. When you climb a coconut tree, you know that you can fall down.

----

philosophy: the study of the basic nature of knowledge, reality, and existence.

Examples to explain the meaning:
1. Taoism is a philosophical tradition about the basic nature of knowledge, reality, and existence.
2. The philosophy of Confucius emphasised personal and governmental morality, correctness of social relationships, justice and sincerity.

Examples with the word in sentences:
1. Today's subject, _philosophy_ class, is free will.
2. Their advice centres around _philosophies_ of life as much as work.

----

training and knowledge can never be neutral
neutral = without opinion about good or bad, right or wrong

Examples to explain the meaning:
1. A training focused on violence against women shows that violence is not allowed and that people must react against it.
2. The knowledge on the climate change is based on scientific insights. It cannot be denied.

Using soft skills in non-formal education

Demonstration lesson: the basics

Course practicalities

- Welcome
- Timing of the session
- Special arrangements

Timing

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12 AM	Session 1				
2-5 PM					

Special arrangements

1. Notes will be handed out after each session

2. Reading materials: see bibliography

Introductory lesson

**Classroom =
the outside world**

Where are you from?

What have you already done today?

SOFT SKILLS

Habits

Personal Qualities

Attitudes & Social Grace
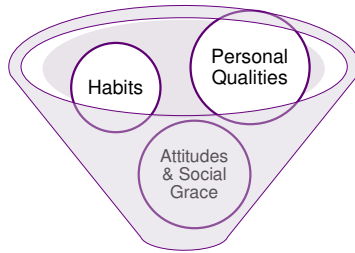
good employee/member
who is compatible to work with

HARD SKILLS

Trade skills

Subject matter expertise

e.g. accounting, typing, operating machinery, etc.

A good driver combines soft and hard skills

Soft or hard?

	SOFT	HARD
Operating a computer		✔
Motivating colleagues	✔	
Being able to plan your work	✔	
Being flexible	✔	
Mastering a second language		✔
Being able to drive fork lift truck		✔
Dealing with conflicts appropriately	✔	

- Growing attention to the soft skills: no person is working in isolation.

- As non-formal education addresses gaps in employability skills, soft skills are essential!

TRADITIONAL VERSUS ALTERNATIVE

Demonstration 1	Demonstration 2
Trainer = in control	Trainer = coach
Learner = empty container	Learner = packed with experience from before
Learner = passive	Learner = actively engaged
Focus = knowing more	Focus = being able to do something
TRADITIONAL APPROACH	**ALTERNATIVE APPROACH**

Major assumptions in traditional training methodology

- Acquisition of subject knowledge by learners will automatically lead to action, or change in behaviour.
- The facilitator 'owns' the knowledge and can therefore transmit or impart it as 'instructor'.
- Learning depends essentially on the facilitators' teaching capacity and the learners' learning capacity.
- Training is the responsibility of the facilitator and the training institution.
- Knowledge, and training, are value-neutral and 'objective'.

Major assumptions in alternative approach to training

- People cannot be developed; they can develop themselves.
- Acquired knowledge does not automatically lead to action or changed behaviour, people first need to be convinced about the importance of change.
- Learners themselves are a rich source of information and knowledge about the real world.
- The collective is a powerful tool for learning and change.
- Training and knowledge can never be neutral.

PARTICIPATORY TRAINING BASED ON THE ALTERNATIVE APPROACH

- Not just a set of techniques
- Aims at creating an experience of personal and collective change
- Encourages people to question what they have always accepted
- Recognises and validates authentic and accurate people's knowledge

LIMITATIONS
OF PARTICIPATORY TRAINING

- It can not change structures and systems of society.

- It gives the learner the option to accept or reject any option or change.

HOW DO WE LEARN?

FIVE KEY PRINCIPLES
FOR ADULT LEARNING

KEY PRINCIPLE 1

Adults come to the learning situation with a well-defined self-concept, and their learning can be facilitated by helping them to build up their self-concept.

KEY PRINCIPLE 2

Adult learning is an emotional experience, both in the sense that certain emotions are associated with learning, and that learning occurs through feeling as much as thinking or acting.

KEY PRINCIPLE 3

Adults choose whether to learn or not.

KEY PRINCIPLE 4

Adults learn what they think is relevant to their lives and their problems.

KEY PRINCIPLE 5

Adults learn based on experience.

THE EXPERIENTIAL LEARNING CYCLE

Applying

Experiencing

Generalising

Publishing

Processing
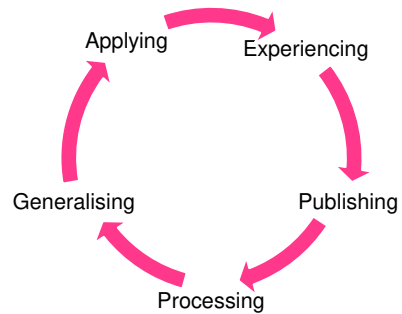
**The happy kingdom
versus
The unhappy kingdom**

The ideal learning environment and how to create, build, sustain and nurture it.

1. Valuing learners and their experiences

2. Sharing personal experiences

3. Openness

4. Challenging

5. Safety

6. Support

7. Feedback

In order to create such an ideal learning environment, some things need to be taken care of:

1. Relevancy of the subject matter and learning methods

2. Constantly involving the learners

3. Take away any cause of stress or anxiety

4. The trainer's behaviour

The conditions for learning

An environment of active people
A climate of respect
A climate of acceptance
An atmosphere of trust
A climate of self-discovery
A non-threatening climate
A climate of openness
An emphasis on the uniquely personal nature of learning
A climate in which differences are thought to be good and desirable
A climate which recognises the right of individuals to make mistakes
An atmosphere that tolerates ambiguity
An emphasis on co-operative evaluation and self-evaluation

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 3: Understanding Methods of Participatory Training

Lesson Plan

Teachers' Name	
Subject	Using soft skills in non-formal education: methods of participatory training
Academic year	

Learning environment

Location			
Year		Number of adult learners	
Situation			

Lesson

Date	
Lesson topic	Methods of participatory training
Time	60 minutes

Entering behaviour

Learners' characteristics	
Class group	
Situational information	

Sources

Pretty, J.N. 1995. *A trainer's guide for participatory training and action.* London, International institute for environment and development. Online: Institute of development studies. http://www.participatorymethods.org/ (Accessed 7 November 2017.) International institute for environment and development. https://www.iied.org/participatory-learning-action-pla (Accessed 7 November 2017.) *Participatory Learning and Action: a three-minute introduction.* https://www.youtube.com/watch?time_continue=17&v=NPlZM14HG_E (Accessed 7 November 2017.)

Enclosures

- Information card example: lecture
- Information cards:
   1.   Small group discussion
   2.   Case study
   3.   Role play
   4.   Simulation
   5.   Video review

LESSON TOPIC: Methods of participatory training

OBJECTIVES: understanding the basic concepts of different methods of participatory training GENERAL SKILLS AND ATTITUDES: participants are able to select the most appropriate method for different learning purposes in non-formal education; participants are able to motivate their selection

MATERIALS: flip charts, markers, paper tape; information cards; slides on USB, LDC projector and computer LEARNING METHODS: short lecture, individual and group exercise, debriefing

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Lead-in			
Giving proof of understanding how methods differ from each other and can be used for different learning purposes. Being able to select the most appropriate method.	Facilitator: In the first session, we discussed what soft skills are and what the meaning of Participatory Training is. We also discussed how adults learn and how we can create an ideal learning environment (slide 1) Now we are going to discuss the fact that different subject matter requires different ways to teach them, we are going to take a look at various METHODS. Who can give me an example of a teaching method? In the first session, so far, we have used a number of methods already. Can you give me an example? (game, story, demonstration, lecture, pair work)	Teaching methods: short group discussion in order to find out what they already know about the subject matter (= learning-training methods) Presentation: slide 1 Organisation: the participants sit in 5 groups of 5 persons for group work	10

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	What are the differences between them?		
Lesson			

Being able to select the most appropriate method.	The facilitator explains that when you select methods, there are several questions that can be taken into account (slide 2):
	Key question: how to select the most appropriate method? (Slide 3)
	1. What is the subject matter? What is the focus of the learning?
	   • Increasing knowledge; intellectual level;
	   • Increasing skills;
	   • Generating awareness; emotional level
	2. Who are the learners?
	3. Have we recognized the learner's knowledge and experience?
	4. Does the method foster both individual and collective learning?
	5. Is a conductive learning environment being created?
	6. Who is the facilitator?
		Teaching method: lecture
		Presentation: slides 2 and 3
			5

Getting familiar with a number of important methods. Co-constructing various teaching methods. Summarizing information about teaching methods.	The facilitator explains that we're going to work in 5 groups, 5 participants per group. (slide 4) Every group receives one information card with a specific method on it. 1. Small group discussion 2. Case study 3. Role play 4. Simulation 5. Video review Facilitator: In group, you summarise the information into 5 sentences. You get 10 minutes to do that. Then the participants of the first group divide themselves among the other groups and they explain the method using the five sentences they've written down. One participant goes to the facilitator to explain the sentences. The facilitator gives an example with the method Lecture (slide 5).	Teaching method: group work, (jigsaw) reading and summarising activity Presentation: slides 4 and 5 Needs: Information card sample: lecture 5 information cards 1. Small group discussion 2. Case study 3. Role play 4. Simulation 5. Video review	30
Getting familiar with a	The facilitator gives an overview of other teaching methods (slide 6):	Presentation: slide 6	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
number of important methods.	1. Reading material: the participant must read the text or pages in the textbook at home or in the classroom individually. 2. Practice and apprenticeship: the participants learn the skills by doing; the difference between the two lies in that practice is done in a controlled situation for example in a training centre while apprenticeship is done in real life situation and is usually of longer duration. 3. Demonstrations: the learners are requested to observe for themselves the object or the processes that they wish to learn. 4. Field visits: refers to visit demonstrations on location in real life. 5. Pictures/poster: the static form of visualisation; it is a very old and very important medium when dealing with illiterates; there are various modes of use depending upon the purpose. 6. Slide shows/Films/Animation: the dynamic form of visualisation; the major advantage is that the facilitator can bring inaccessible real-life situations into the training; reference for a short animation (Manual, p. 22; https://www.youtube.com/watch?v=XrlLtpcYu1Y) 7. Learning instruments: The participants are given a particular printed form containing clear instructions and questions; after filling in the form, the participants can read in the instructions on how to examine their answers and to assign their scores. 8. Learning games: they are lively, fun and involve everyone's participation; some complex issues can be explained in a simple manner; they give *here-and-now experiences*; the focus of the game must be clear because entertainment without learning is not the objective. 9. Ice breakers: some extra activities which usually are used in the classroom to motivate and engage the learners. 10. Fishbowl: a smaller group of 6-8 persons form a circle (the inner circle) in the middle of a room to discuss a topic. The remaining group members sit outside this circle and form the outer circle to observe the process of the discussion.	REMARK ON OPTIONS FOR TEACHING METHODS: the facilitator can choose between several options for this item: 1. Lecture: the facilitator gives an overview of the other teaching methods 2. Reading material: The facilitator orders the participants to read the information about the other teaching methods at home 3. Self-study: The facilitator orders the participants to read the information and to summarise in 5 sentences the advantages and the disadvantages of each method Related to time: the facilitator demonstrates with some participants the fishbowl (the last method in this overview).	
Getting familiar with the different roles of the facilitator	The facilitator explains how the methods of small group discussion, case study and role play use an experience for the purpose of the learning and how they follow the experiential learning cycle. The facilitator informs about the different roles of the facilitator in structured experiences (slide 7):	Teaching method: lecture Presentation: slide 7	10

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	1. Choosing the appropriate method 2. Preparation 3. Briefing about the task 4. Classroom organisation / dividing into groups 5. Maintaining control 6. Monitoring the discussion 7. Debriefing 8. Consolidating and summarising 9. Providing inputs Debriefing and consolidation: the facilitator tries to get the conclusions from the participants – example: what have you learned? – but also their feelings, emotions, experiences when relevant. The facilitator or a participant relates the debriefed information with a real-life context or the broader framework of what the participants need to learn. The basis for the debriefing and the analysis is the conceptual framework that the facilitator follows when choosing the content area. He/she relates it also to the learning objectives. It is essential that the facilitator relates it to real life. A scheme for questioning during the debriefing and consolidation is: 1. What did you see? How did you feel? Facts, feelings, etc. 2. Why did you feel the way you did? Reason. 3. Do such situations occur in real life? Link to real life. 4. Why do you think this happens?		
Lesson End			
Consolidating the knowledge on methods	The facilitator explains that all the information is also to be found in the Manual, pages 18 up to 33, the participants can read this at home by the end of the course.	Teaching methods: self-study, reading activity	5 min
Concluding	The facilitator explains that in this second part we've discussed methods. He/she thanks everyone for his/her participation (slide 8).		

ENCLOSURE: INFORMATION CARD EXAMPLE: **Lecture**

The lecture method is an effective way to introduce new information or concepts to a group of learners. A concise, stimulating and well-delivered lecture is always appreciated by learners. Unfortunately, few lectures are well prepared or learner-oriented. Besides, it is often used in such a manner that it is one-way, monotonous, directive, and encourages passivity. But it needs not always be so; lecture is a valid method in the participatory training framework also. The point is how to make it interesting and participatory.

How then should the lecture method be used?

The lecture method is primarily used to build upon the learners' existing base of knowledge. Thus, when beginning a lecture, it is essential to place the lecture at the learners' level. This can be done by asking some relevant and elective questions, and not starting straight away. Thereafter, the trainer will have to make constant efforts to situate the new information in the context of the learner by continuously providing examples and illustrations to relate it to the learners' context.

Use of lecture

- for conveying new information and concepts to the learners;
- when learners' experiences need to be situated and related within a theoretical framework;
- for stimulating and motivating learners for further enquiry;
- for presenting a specialised body of external information through expert resource persons.

Giving an effective lecture

- Prepare for the lecture, become very familiar with the subject matter;
- Identify and prepare supporting aids to illustrate the points made;
- A power point presentation could also be used during lectures where only the main points can be listed down through bullet points. It is important that these points are explained during presentation;
- Keep white board or flip chart and marker pens ready for noting key points;
- Provide examples to link the subject matter to the lives of the learners;
- Sequence the contents logically, sequentially and systematically, building upon previous content areas;
- Ask questions to check whether the learners are following;
- Provoke the learners to ask questions;
- Maintain eye contact with the learners to assess whether they are following or not, whether they are interested or bored;
- Maintain time stipulations, don't get carried away, but at the same time don't sacrifice essential material for the sake of time;
- Have a seating arrangement in which all can see the aids equally well and hear the lecture; A circular seating arrangement or if there are too many people, a double circle is useful;
- Be aware of your own body movements, and facial expressions;

- Speak loud and clear, and use simple language;
- Avoid being prescriptive, try to be provocative;
- If there is more than one trainer, then the others can supplement as well as monitor the process of learning.

Advantages	Disadvantages
- Allows the presentation of facts, information and concepts in a relatively short span of time - Multiple resource persons, knowledgeable and with different points of view can interact with the learners - Can be used with illiterate learners - A diverse range of supportive materials can be used to support the content areas e.g., slides, charts, posters, etc. - A large number of learners can be accommodated at one time	- The world view of the speaker dominates - It does not promote interaction in most cases - The participants can get carried away by the charisma and personality of the speaker instead of focusing on and analysing what s/he is saying - The pace is trainer-controlled

Summarizing sentences about Lecture:

1. A lecture is an effective way to introduce new information or concepts.
2. It's hard to make a lecture interesting and participatory.
3. You should relate lectures to the learners' worlds by providing illustrations and examples.
4. A lecture is useful to accommodate a large number of learners at the same time.
5. A lecture is very teacher centred (the teacher's world view, the teacher's pace, the teacher's language …).

INFORMATION CARD 1: **Small Group Discussion**

This is the most commonly used method under the category of structured experiences, because in a small group discussion, the trainer uses learners' own past experiences in a very deliberate manner for the purpose of learning. In this method, the learners are divided into groups of 5 to 6 people and given a real life or relevant subject matter or question to discuss. This discussion is carried on by the learners on the basis of their own past experiences, attitudes and values, on the basis of which they arrive at new knowledge, new insights. Discussion cannot be hypothetical or speculative if this method is to qualify as a structured experience. It is important to realise that the discussion is not an end in itself and the entire cycle needs to be completed, i.e., each small group should then present its discussions to the large group and on the basis of their presentations, working principles should be evolved. It is a common mistake to have the discussions without subsequent presentation and summarisation.

Steps

- Instruct the group clearly about the task, specify time and the form of presentation;
- Divide the large group into small groups;
- If different groups may be given different tasks, the groups should be divided first;
- Let the groups discuss (through sharing and analysis) the matter under consideration for the stipulated time;
- Let all the groups reassemble into a large group;
- Let one or two individuals from each group present their discussion to the large group;
- Add any relevant points that you feel have been left out and use the group presentations to arrive at a theoretical framework.

Uses
This method can be used for sharing information and experience.

Advantages	Disadvantages
- It allows the learners to be in control, in respect of pace, content and focus - It provides opportunities for the learners to express themselves - It allows the learners to validate their knowledge and skills - It allows learners to clarify, reflect and reconfigure their experiences - It helps in promoting a sense of belonging in a group - It can be empowering once the learners realise their own ability for critical thinking and change through this medium	- It is time consuming - It requires active facilitation by the trainer in order to keep the group focussed on the task - There is a possibility that dominant or aggressive members may hijack the process - Members might not be serious and that affects the quality of the discussion - It requires more space than a lecture - In mixed gender groups, women can be ignored - It is difficult to monitor the progress of many different small groups - Trainer needs special skills to facilitate, debrief and summarise the discussions

Summarizing sentences about Small Group Discussion:

1 ....

2 ....

3 ....

4 ....

5..

INFORMATION CARD 2: **Case Study**

In this method, other's experiences are provided to the group in the form of a case study. These experiences are reflected upon and analysed by the learners to then extract or arrive upon new principles. The learners own experiences, values, feelings form the basis for analysing others' experiences. Case studies (and stories) may be presented in written or verbal forms or even through the medium of film or song, depending upon cultural appropriateness.

Steps

- Present the case study;
- Divide the group into smaller groups and give them the task (question);
- Allow individuals to reflect;
- Let them discuss;
- Debrief and consolidate.

Uses

- Can be used to convey complex theoretical concepts in a simple way;
- Allows the group to reflect on its appropriateness in their milieu/life;
- Allows discussions/ sharing on potentially threatening situations on which the learners will not be willing to share if asked directly;
- Sharpens learners' analytical and diagnostic skills;
- Exposes learners to situations they might not ordinarily experience in their own lives;
- Exposes learners to similar experiences elsewhere to enable them feel a sense of solidarity and validation;
- Helps in creating new knowledge through collective reflection, analysis and synthesis.

Advantages	Disadvantages
- Simple - Can be used with illiterates and relatively unsophisticated people - Can be used for cognitive learning too - Low cost, culturally appropriate	- May be difficult to find an appropriate case study - The case study may be too general to focus on a specific issue - A case study written by someone else contains within it the writers' perceptions, feelings and ideologies which may lead to distortion of the objective reality - Hypothetical or prepared items may be too idealistic

Summarizing sentences about Case Study:

1 ....

2 ....

3 ....

4 ....

5 ....

INFORMATION CARD 3: **Role Play**

One of the most common training methods in use is called Role Play. Role Play is used in a variety of ways:

A small group enacts role play about a situation where other learners observe the role play. A discussion follows that enactment. In this use of role play, it is similar to a demonstration where learning occurs through observation. Such a role play can be enacted by the trainers themselves or a few outsiders or a handful of learners, with or without trainers.

In another way, role play is used to stimulate discussion on complex issues. A brief enactment by trainers or learners or both can be used to stimulate further group discussion on similar issues and experiences that learners share. This method of learning is essentially group discussion where role play merely acts as a stimulant or catalyst for the discussion that follows. In this use, it is similar to an aid like charts, video clipping, etc.

In certain situations, role play is also used to practice some skills. For example, the adult education instructors can be trained to practice how to motivate adult learners by enacting different roles. The prime method of learning here is by practicing and receiving feedback from learners and trainers after that practice.

In the fourth way, role play is a re-enactment of past experiences. In this sense, all learners are involved to enact an issue or a situation about which they are familiar in their past. For example, a group of 25 illiterate women learners can be divided into 5 sub-groups to prepare and re-enact the experience of being a wife in the family. Since all the learners share this experience and all of them are involved in re-enactment, learning occurs here through the twin steps of preparation and re-enactment.

This approach is particularly useful where learners share a somewhat similar experience and that experience or issue is difficult to recall because of its emotional valence. It can also be used where the possibility of recall of past experience is likely to be uneven among the learners. This use of re-enactment as role play is particularly apt for issues dealing with complex emotional and attitudinal aspects of learning.
This is the meaning of role play as a method of structured experience. The previous three meanings do not classify as a structured experience.
Obviously, the choice of a particular use of role play depends on the learning agenda, group of learners and trainer's capacity. But it is important to remember that the fourth type of use mentioned above – role play as a structured experience – implies learning from re-enactment of past experience which can be a powerful method if the focus of learning is awareness.

Of course, in whichever way role play is used, a discussion must follow to process the experience of either observation or re-enactment. This processing should follow the experiential learning cycle of debriefing explained earlier. It is important that the facilitator help the learner after completion of the role play to come out of their roles. The debriefing focuses on teasing out learning from the role play.
It must be remembered that real consolidation of learning through role play occurs through the steps of preparation, re-enactment, discussion, processing and analysis with generalisation to real life situation.

Advantages	Disadvantages
- It is energising - It helps the suppressed and illiterate to express their feelings - It is simple and low cost - It focuses on problems which are very real in nature - It presents complex issues simply and in a short while - It does not need material or advance preparation	- There is a possibility of it becoming entertainment which vitiates learning - The participants can get too involved in their roles and later loose objectivity during analysis - Acting can become an end in itself and the participants can overact or distort the roles - That the observers need to observe must be explained clearly or else the discussion which occurs later on the basis of this observation will be inadequate

Summarizing sentences about Role Play:

1 ....

2 ....

3 ....

4 ....

5 ....

INFORMATION CARD 4: **Simulation**
When learners need to become aware of something that they have not been very conscious of, when the situation involves complex interacting dynamics which can only be understood through an immediate 'hands on' experience, we use simulations. Simulation is a method based on 'here and now' experience shared by all the learners. It is done by assigning very definite roles to each participant and having them act out a situation according to the roles they have been given. It is carried on long enough to generate responses and reactions based on real feelings – the participants need to genuinely 'get into their role', However, learning takes place without any serious risk because the situation is after all 'make believe'.
The original meaning of the method derives from the situation used to train aircraft pilots, since real-life training is too risky. As any error during learning would prove fatal, conditions of real-life air and pressure are created inside a 'simulator' cockpit, and the pilot learns how to fly.

While use of simulations can result in very effective learning, it needs elaborate preparation and considerable trainer competence. The selection of simulations has to be done with great care keeping the level and background of the learners in mind. It should not deal with something that is too close to their real life; otherwise, they may not be able to deal with their feelings afterwards.

Steps
Pre-Simulation
- Decide upon the objectives and design or select the appropriate simulation;
- Plan the debriefing in detail. Have a conceptual framework ready;
- Delineate the roles carefully and prepare role briefs and a list of rules/ instructions. Decide who will assume which roles. Try to include all learners as simulations should not have observers;
- Define the situations and events in which the characters will interact. There may be more than one situation/event;
- Decide upon where to have the simulation. The site/s chosen should parallel the real-life sites of the situations chosen;
- Keep necessary props which may be used for the different roles ready at hand.

Conducting a Simulation
- Assign roles, give each person the appropriate role brief. This role brief should include what type of person s/he is, including some details of personal history;
- Ask the participants to study their roles and try to 'become' the role;
- Do not let different roles study each other's brief;
- Have some appropriate means of identifying the different roles like name tags;
- Brief the participants about the situation and let them start acting according to their interpretation of the roles;
- Stop the simulation when appropriate, or the essential part is over, or if it is getting out of hand.

After the Simulation

- Give the participants time to get out of their roles.

- Ask the participants to share their feelings, keep your questions directed and not vague; questions like—what happened to you during the simulation, how did you feel etc., can be asked;
- Note their responses (on a chart);
- Try to draw parallels with real life while analysing the patterns in the data;
- Collate these feelings, give necessary inputs and draw up a summary.

Advantages	Disadvantages
- Allows for explorations of very real-life situations, social processes and behaviours in a relatively non-threatening way - It allows for the study of very complex social processes - It is entirely controlled by the learners' pace - It involves activity and universal participation	- It requires that participants cooperate and internalise the roles - It is a difficult method and requires an experienced and skilled trainer to conduct it

Summarizing sentences about Simulation:

1 ....

2 ....

3 ....

4 ....

5 ....

INFORMATION CARD 5: **Video review**

Video may be used in a training in a number of ways. The most common way is to show a film for the purpose of giving new information to the learners. A different way of using video is using it for reviewing practice or behaviour.

Uses

- For conveying knowledge about something;
- For purposes of awareness raising about self and group;
- For enhancing skills by reviewing practice.

Steps

- Make a contract with the learners explaining that video is going to be used and their behaviour is going to be recorded. It must be made clear that it is only going to be used for learning and is going to be treated confidentially. It will not be shown to anyone outside the group and will not be used against them;
- Record on video the elements that you would like to focus their interest on ego, communication patterns, non-verbal messages aspects of behaviour etc.;
- Be as unobtrusive as possible when recording so that learners do not become self-conscious and alter their spontaneous behaviour;
- Show the recording to the learners at an appropriate time drawing attention to the points you would like to highlight;
- During the show do not criticise subjectively or be evaluative;
- Ask the learners to focus on their own behaviour according to the guidelines you have provided and not on how they or their friends appear on the screen;
- When showing the video make sure that no outsiders are present, respect the contract.

Advantages	Disadvantages
- It is a very powerful tool for learning about oneself and about a group because it is factual and objective and confronts the learners with hard evidence - It uses experiences, behaviour and situations generated in the course of the training, which are real and cannot be dismissed as contrived	- It may not be possible to apply this tool universally because of unavailability of video cameras - Learners might tend to focus on their looks and appearances - Learners can become very threatened or affected and withdraw into shells, or break down - Skill needs to be acquired by trainers in operating video cameras - It requires meticulous planning and preparation

Summarizing sentences about Video Review:

1 ....

2 ....

3 ....

4 ....

5 ....

Glossary

cycle of learning by experimental testing: the circle with the five steps of learning by doing or by practice; the learner takes step by step the five steps to learn

Examples to explain the meaning:

Tom wants to make better spring rolls. He shares his insights on making spring rolls with other adult learners. They reflect about the best way to make spring rolls. They deepen their knowledge of cooking with work. They learn to use another quality of oil.

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structured experiences: the methods of learning-training where the trainer carefully uses an experience for the purpose of learning and the trainer uses the experiential learning cycle.

Examples to explain the meaning:
1. The trainer shows how he rolls the vegetables in the rice paper.
2. The trainer demonstrates a question and answer session as tool for interactive learning.

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learning-training methods: ways to help to the learner to learn and train effectively.

Examples to explain the meaning:
1. The big group of 25 adult learners is divided into five groups for a small group discussion to share their experiences effectively. Small group discussion is a learning-training method.
2. The adult learners observe and participate in a guided museum tour to become better guides.
3. Observation during a field trip is a learning-training method.

----

conceptual framework: the broad theoretical framework that the trainer follows when choosing the content area. It relates to the learning objectives and the content area.
Framework is a set of beliefs, ideas or rules that is used as the basic for making judgment, decisions, etc.

Examples to explain the meaning:
1. The ecosystem of a forest is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas

2. The researcher's synthesis of literature represents on how to explain a phenomenon. It maps out the actions required in the study given his previous knowledge of other researchers' point of view and his observations on the subject of research.

----

conductive learning environment: guided learning environment: an environment for learning is created by someone who guides/leads you (such as teachers)

Examples to explain the meaning:
1. The classroom with wallpapers about biology and closets with dried flowers creates the best place to learn about nature.
2. The open space in the shadow under a tree invites the learners to focus on their goal that they sit together to learn.

----

concept (noun): notion; idea: an idea or principle/rule that is connected with something abstract.

Examples to explain the meaning:
1. The ideal world.
2. The idea is that the avenue beaches would be shifted, parkland added, and bike and pedestrian lanes further separated.

----

collective learning: this is a difficult concept that is variously defined. It is generally conceptualised as a dynamic and cumulative process that results in the production of knowledge. Such knowledge is institutionalised in the form of structures, rules, routines, norms, discourse, and strategies that guide future action.

Examples to explain the meaning:
1. A group of ten housemen share their knowledge on cooking soup to learn the best recipes.
2. A group of ten housewives improve their knowledge of English in a conversation club.

----

collective trainer's capacities and competence: understandable abilities of all trainers.

Examples to explain the meaning:
1. All trainers know everything about mathematics for grade one to grade six.
2. All trainers have empathy for learners with difficulties.

----

ice-breakers: some extra activities which is usually used in the classroom to establish or fortify or consolidate the relationship between a teacher and learners or among learners as a good starting point for learning.

Examples to explain the meaning:
1. The trainer invites all adult learners to tell briefly about their favourite music.
2. The trainer invites all adult learners to stand up in one line and to massage the neck of the learner standing before him/her.

----

manipulation: noun from *to manipulate*: it means to control or influence someone but often in a dishonest way so that they do not realise it.

Examples to explain the meaning:
1. The counsellor was able to reach the disturbed teen through her positive psychological influence.
2. The employer asks his painters to use low quality paint to paint the house and to tell the owner that it is the best quality paint.

----

personal history: the history of someone; the events, the things that happened in the past of somebody's life.

1. Tom tells Lisa that he has got five girlfriends before her.
2. Lisa tells the group that she was bullied in the primary school because she was a poor girl.

Using soft skills
in non-formal
education

Understanding methods
of participatory training

How to select the most appropriate method?

What is the subject matter?
- Increasing knowledge
- Increasing skill
- Generating awareness

Who are the learners?
Who is the facilitator?

Group work:
reading and summarizing

groups of 5 participants

step 1: summarize one information card into 5 sentences (15 minutes)
step 2: members of group 1 divide over the other groups to discuss their method using the five sentences, one group member goes to the trainer (2 minutes)
step 3: members of group 2 divide over the other groups to discuss their method using the five sentences, one group member goes to the trainer (2 minutes)
step 4: members of group 3 … etc.

Example group work: Lecture

1. A lecture is an effective way to introduce new information or concepts.

2. Hard to make a lecture interesting and participatory.

3. Go into the learners' worlds by providing illustrations and examples.

4. Useful to accommodate a large number of learners at the same time.

5. A lecture is very teacher centered.

Overview of other teaching methods

1. Reading material
2. Practice and apprenticeship
3. Demonstrations
4. Field visits
5. Picture/poster
6. Slide show/films/animation
7. Learning instruments
8. Learning games
9. Ice breakers
10. Fish bowl

The roles of the facilitator in structured experiences

1. Choosing the appropriate method
2. Preparation
3. Briefing about the task
4. Classroom organisation / dividing into groups
5. Maintaining control
6. Monitoring the discussion
7. Debriefing
8. Consolidating and summarising
9. Providing inputs

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 4: Understanding Self using Transactional Analysis

Lesson Plan

Teachers' Name	
Subject	Soft Skills in Non-formal Education: Understanding self using transactional analysis
Academic year	

Learning environment

Lesson

Location				Date	
Year		Number of adult learners		Lesson topic	Understanding self using transactional analysis
Situation				Time	90 Minutes

Entering Behaviour

Learners' characteristics	
Class group	
Situational information	

Sources

Enclosures

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Egogram and life positions questionnaire
Personal overview
- Egogram: your personal profile
- Life positions: how you appreciate yourself and others

LESSON TOPIC: Understanding self using transactional analysis

OBJECTIVES: knowing yourself to develop soft skills in non-formal education in a better way; understanding self by using transactional analysis
GENERAL SKILLS AND ATTITUDES: the adult learners get more insight in themselves by using transactional analysis; the adult learners become aware of their ego state and their life position

MATERIALS: see enclosures - one for each participant; flip charts, markers, paper tape; LDC projector and computer
TEACHING METHODS: short lecture, individual and group exercise, debriefing

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Lead-in		
	Welcome (slide 1) Make yourself comfortable for a lesson about understanding yourself, because understanding self and being self confident is vital.	Teaching methods: style short lecture; individual exercise Presentation: slides 1 and 2	5 min
Getting the participants familiar to talk about parenthood and childhood. Reflecting on past experiences.	Introduction (slide 2): The facilitator asks the participants to write down - the best five terms to describe the ideal parents, - the best five terms to describe their own parents, - the best five terms to describe their own childhood. Compare your description with your two neighbours. - Do they understand the chosen terms? - If necessary explain the chosen terms. Choose together with your two neighbours five common terms to describe parenthood and childhood. The facilitator notices the terms on the flip chart.		15 min

Lecturing the participants about understanding self by using transactional analysis	**Activity 1: introduction to self using transactional analysis** What is the "self"? The three broad aspects of the self (slide 3) • The cognitive self refers to our mental or intellectual capacities, our memory and logical abilities. • The affective self refers to our emotional side, our capacity to feel and express emotions. • The behavioural self refers to the way we do things; most of our behaviour is moulded by our emotions and beliefs. What is Transactional Analysis (TA)? (slide 4) • TA is a theory of personality and behaviour • TA is a systematic tool for personal growth and change • TA provides a theory of communication • TA offers a theory of child development – how our present	Teaching method: short lecture Presentation: slides 3, 4, 5, 6 and 7 Lesson material: full text in the manual	25 min

life patterns are originated in our childhood

The philosophy of TA
- All individuals are born OK.
- All individuals have the capacity to think.
- All individuals decide their own destiny and these decisions can be changed.

TA in adult education
- TA offers trainers a way of understanding what is happening on a social level within the group of learners and within themselves. It provides a map, a framework to start hanging experiences on.
- By learning TA, a trainer can gain more insight to how human relationships and communication tick. They can make more sense of the behaviour they see around them and put it into a wider context.
- TA brings greater awareness into the training session and with this comes options and the possibility of doing things differently.

The structural analysis of Ego states (slide 5)
- The Parent ego state is a set of feelings, attitudes, values coming from parents and significant parental figures.
- The Adult ego states are those feelings, attitudes, behaviours related to the current here-and-now reality.
- The Child ego state is a set of feelings, attitudes, values which are remnants of the person's past as a child.

The functional model of Ego states (slide 6)
- Critical Parent versus Nurturing Parent
- Adult
- Our Natural Child versus our Adapted Child

Three tools for self analysis (slide 7)
- Egogram is a drawing of your personality profile in terms of the functional model of ego states

	• Strokes are a form of recognition of a person; positive strokes invite us to feel OK about others and ourselves; negative strikes invite us to feel not OK about ourselves, about others or both
	• The four life positions are psychological senses regarding self, others and life, which the person takes; these determine the person's attitudes and perceptions
	    ○ I'm OK, you're OK.
	    ○ I'm OK, you're not OK.
	    ○ I'm not OK, you're OK.
	    ○ I'm not OK, you're not OK.		

Understanding yourself. Experiencing the tools Egogram and Life position questionnaire. Reflecting on the scores.	**Activity 2: Egogram and life position questionnaire** The facilitator distributes the questionnaire to each participant Each participant answers the 70 questions. The facilitator asks the participants to transfer the scores to their personal overview: • Egogram: your personal profile (Slide 8) • Life positions: how you appreciate yourself and others (Slide 9) The facilitator explains that the Egogram depicts the score for five aspects of one's personality: CP = Critical Parent, NP = Nurturing Parent, A = Adult, NC = Natural Child, and AC = Adapted Child. The highest possible score for each of these five aspects is 40 (maximum score for each statement – 4 x number of questions – 10). The higher the score, the stronger the particular Ego state. The facilitator explains that the Life Positions depicts how you appreciate yourself and others. The highest possible score for each of these basic four Life Positions is 20 (maximum score for each statement – 4 x number of question – 5). The higher the score, the stronger the particular Life Position. The facilitator asks the participants to write down the conclusions	Teaching method: individual exercise Presentation: slides 8 and 9	35 min

	for themselves: - What is the most dominant in their Egogram? What is the least dominant? - What is their personal life position? - Which are their personal conclusions for their actual situation? - would they like to change this situation? Why? How?		
Lesson End			
Putting the use of Egogram and Life Position questionnaire in a good perspective	**Closing activity** The facilitator asks the participants if they have comments on this experience with Egogram and the Life Position questionnaire. The facilitator is aware this might involve negative feelings, perhaps disappointments … It is important to keep the good atmosphere; no participants can have the feeling that he/she has to add personal stories. The facilitator reminds the participants that he/she uses in this lesson these two tools from transactional analysis only for a better understanding of the "self" by yourself. For most of you it is a first introduction. It doesn't make you a transactional analyst. It is not the purpose to compare your conclusions with others, but feel free to ask feedback from your real friends. (Slide 10) *Knowing others is wisdom, knowing yourself is Enlightenment*. (Tao Te King, verse 33. Lao Tzu) (Slide 11) Close the session by thanking everyone for their participation.	Teaching methods: whole group conversation; short lecture Presentation: slides 10 and 11	10 min

EGOGRAM AND LIFE POSITIONS QUESTIONNAIRE

This questionnaire has been developed to help you understand your behaviour and personal patterns – the hallmark for personal growth and developing soft skills. Please declare which statement fits best at this present moment. It will be most helpful to you the more open and honest you can be with yourself. Please use the following numbers to describe your answer:

4 = this statement fits extremely well
3 = this statement fits well
2 = this statement fits sometimes
1 = this statement fits hardly ever
0 = this statement doesn't fit at all

1.	I find it easy to assert myself.	
2.	I'm very sympathetic when people come to me with their problems.	
3.	My course of action when solving problems is more logical than intuitive.	
4.	I see myself as an impulsive human being.	
5.	I feel inhibited more often than I would like to.	
6.	I think it is important to respect traditions.	
7.	It gives me a huge satisfaction to consider other people's needs.	
8.	I usually keep my cool and stay business like when confronted with atypical situations.	
9.	I tend to fulfil my desires as quickly as possible.	
10.	I rather agree with somebody else than to get into an endless discussion.	
11.	I get angry about people who challenge recognised and accepted ways of thinking and behaviour.	
12.	I'm a forgiving person.	
13.	In all I do, I try to do it as perfectly as possible.	
14.	I'm a fun-loving person.	
15.	I often try to find out what other people expect of me so that I can comply accordingly.	
16.	I take leadership in critical situations because I know from experience what will work in such circumstances.	
17.	I strongly believe that all human beings are basically OK.	
18.	I analyse facts before I make a decision.	
19.	I have more interests and hobbies than the average person.	
20.	I believe that at the end of the day it's best to obey the authority.	
21.	I believe that society would benefit from a harsher punishment for any violations.	

22.	I find it very satisfying to help others to develop their potential and growth.	
23.	It seems that I developed the ability to think and act independently rather than to conform to other people's views.	
24.	I'm imaginative and I have lots of good ideas.	
25.	It seems that I pity myself more than others.	
26.	I have fairly clear ideas about what is right and what is wrong.	
27.	I often find myself in the role of consoling others.	
28.	I keep cool when others would either feel agitated or would switch off.	
29.	I'm rather spontaneous and I don't hesitate.	
30.	I try not to show feelings even when I'm very hurt inside.	
31.	I don't like to show my weaknesses to others.	
32.	I often get asked for advice.	
33.	My aim is to be objective.	
34.	I'm a curious person and I like to try out new things.	
35.	I find it hard to ask for something I need.	
36.	Once I've made up my mind I don't like to change it.	
37.	When I see that somebody has trouble with their tasks then I'm happy to ease their workload.	
38.	Whenever I work I'd like to do it thoroughly.	
39.	I'm frank with people. I say what I think and feel.	
40.	I feel that I can't cope on my own in many situations.	
41.	I am often surprised to see how stupid people are.	
42.	I enjoy helping others to get out of difficult situations.	
43.	I have a very good ability to explain things to people in a clear and accurate manner.	
44.	I find it hard to understand why so many people take life so seriously.	
45.	I continuously try to comply with what other people expect of me.	
46.	I do my day-to-day work in a routine rather than to try out new and inventive ways.	
47.	I feel exploited by others.	
48.	When having discussions my point of views rank amongst the best.	
49.	Patience is not my biggest strength.	
50.	If somebody is angry with me I try to conciliate with him/her.	
51.	I see myself as being confident.	
52.	I'm able to solve problems/tasks as well as other people would do.	
53.	I'd like to describe myself as being a fairly optimistic human being.	

54.	I know that I have many good qualities and skills.	
55.	I feel comfortable with myself.	
56.	I have little self-confidence.	
57.	I haven't achieved much in my life that I feel really proud of.	
58.	At times I think that I'm not good enough.	
59.	At times I feel useless.	
60.	In many situations I feel inferior to other people.	
61.	I really get on with everybody.	
62.	I especially feel comfortable with people who have other views than mine.	
63.	I consider it to be especially important what other people feel and think.	
64.	I believe it to be worthwhile to be open and honest towards others.	
65.	I sincerely believe that human beings are well able to lead and control themselves so that they can develop further.	
66.	I noticed that in conflict situations I tend to be right after all.	
67.	If I'm honest to myself I can see that I do criticise others more than that I praise them.	
68.	I quickly discover other people's weak points.	
69.	My experience is that when I give someone an inch they will take a mile.	
70.	I believe that human beings really need a strong and leading hand.	

EGOGRAM:
YOUR PERSONALITY PROFILE

	CP		NP		A		NC		AC
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	
Total		**Total**		**Total**		**Total**		**Total**	

LIFE POSITIONS:
HOW YOU APPRECIATE YOURSELF AND OTHERS

	I am OK		I'm not OK		You're OK		You're not OK
51		56		61		66	
52		57		62		67	
53		58		63		68	
54		59		64		69	
55		60		65		70	
Total		**Total**		**Total**		**Total**	

After completing the Egogram and Life Positions Questionnaire, ask the participants to transfer the scores to the tables above.

Explain that Egogram depicts the score for five aspects of one's personality: CP = Critical Parent, NP = Nurturing Parent, A = Adult, NC = Natural Child, and AC = Adapted Child. The highest possible score for each of these five aspects is 40 (maximum score for each statement – 4 x number of questions – 10).
Higher the score, stronger the particular Ego state.

Explain that Life Positions depicts how you appreciate yourself and others. The highest possible score for each of these basic four Life Positions is 20 (maximum score for each statement – 4 x number of question – 5). Higher the score, stronger the particular Life Position.

Glossary

transaction (noun): the process of trading or exchange between A and B.

Examples to explain the meaning:
1. Tom gives his T-shirt to Lisa.
2. Lisa and Ellen change their hats.

Examples with the word in sentences:
1. It is not known when the *transaction* can be announced officially.
2. These include bans on flights and on financial *transactions* with Haiti.

----

transactional analysis: a theory of personality and behaviour; a systematic tool for personal growth and personal change.

Examples to explain the meaning:
1. The adult learners learn about their needs of personal recognition.
2. The young learners know to change their behaviour in different situations. They are aware that they need to develop their behaviour.

Examples with the word in sentences:
1. *Transactional analysis* integrates the theories of psychology and psychotherapy because it has elements of cognitive ideas.
2. Berne created the theory of *transactional analysis* as a way to explain human behaviour.

----

lecture method: a way to teach something to someone. Everyone who stands in front of a group of people such as teachers, professors, presenters, lecturers, etc. They must study the way to teach or to transfer the knowledge or the information to everyone else. They need to make sure everything they say will be easy to understand.

Examples to explain the meaning:
1. The professor presents the results of different researches to his students.
2. The midwife informs the nurses about the theory of hygiene.

Examples with the word in sentences:
1. The teachers use variety of teaching innovations to supplement the usual *lecture method*.
2. In the modern education system, *lecture method* is one of the most commonly used methods and a form of didactic teaching.

----

psychic energy = mental energy: a concept in some psychological theories or models of a premise or an assumption about supernatural power.

Examples to explain the meaning:
1. Somebody can predict the future or can lift a table without using hands.
2. The masseur pretends to transfer his positive energy when he gives a head massage.

Examples with the word in sentences:
1. The professor concludes the wave pattern represents a rare and powerful form of _psychic_ _energy_.
2. There was tremendous _psychic_ _energy_ drawn into the community centre.

----

constancy hypothesis: the hypothesis that supposes that the amount of psychic energy within a person remains constant.

Examples to explain the meaning:
1. It is supposed that the energy received by eating a banana is unchanging.
2. It is supposed that the forces produced by the engine are always the same when the engine produces 100 rounds in one hour.

----

stroke: a form of recognition in the context of transactional analysis.

Examples to explain the meaning:
1. Conditional Positive strokes: "You look pretty!" "You've done a great job!" "Well done on taking the exam!"
2. Conditional Negative strokes: "Your work is unacceptable!" "You are stupid for getting fired!" "Your clothes look dirty!"

----

ego (noun): I, me, myself; your sense of your own value and importance.

Examples to explain the meaning:
1. I am the king of rock and roll.
2. I look in the mirror and I am proud of myself.

Examples with the word in sentences:
1. Perhaps his *ego* could not stand being passed by a woman.
2. I've heard people say this is all about *egos*.
3. The superstars sublimate their *ego* for the good of the team.

----

self: the combination of our knowledge, intellect, values and attitudes - the conscious and the unconscious.

Examples to explain the meaning:
1. Lisa is aware of herself as a smart lady.
2. Tom knows that he is a good man.

----

ego state: a suitable model or pattern of feeling and experience, and this model is related to a corresponding suitable model of behaviour.

Examples to explain the meaning:
1. The adult ego-state are those feelings, attitudes, behaviours related to the here-and-now reality.
2. You show the natural child state when you feel excited and enthusiastic as if you were a young child.

Examples with the word in sentences:
1. *Ego states* exist as a collection of perceptions, cognitions and affects in organised clusters.
2. *Ego state* therapy has sometimes been able to resolve complex psychodynamic problems relatively quickly.
3. Transactions is another concept in the transactional theory that relates to how people of a certain *ego state* interact with people of the same or different *ego state* at a particular moment.

Egogram: is a relationship diagram, describing the amount of energy a person uses externally, or actively, as one relates to others.

Examples to explain the meaning:
1. The diagram reflects that you are an open-minded person who makes contacts easily with other persons.
2. The diagram reflects that you are selfish person who doesn't care about other persons.

----

institutionalising mechanisms: Systems which create an organization.

+ mechanism (noun) = operation.

+ institutionalising is the adjective of the verb *to institutionalize*.

To institutionalize (verb): to make something become part of an organized system, society or culture, so that it is considered normal.

Examples to explain the meaning:
1. It is a custom to exchange business cards during a meeting in a formal context.
2. It is a custom to take off your shoes when entering a house in South-East Asia.

----

life position: are psychological senses regarding self, others and life, which a person can take.

Examples to explain the meaning:
1. The 15-years old boy is aware of his position of being the youngest brother in the family.
2. Lisa is self confident and realistic about meeting a good man for her. She is aware of her shortcomings and her strong points.

Example with the word in sentences:
- It is possible to find a branching coral in *life* *position*, although this is quite uncommon.

Using soft skills
in non-formal
education

Understanding self
using Transactional Analysis

Introduction

Understanding SELF

Three aspects of the self:

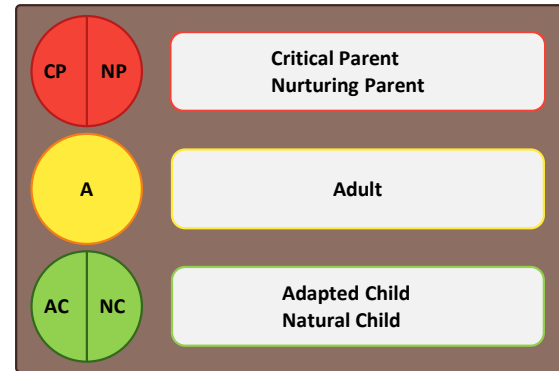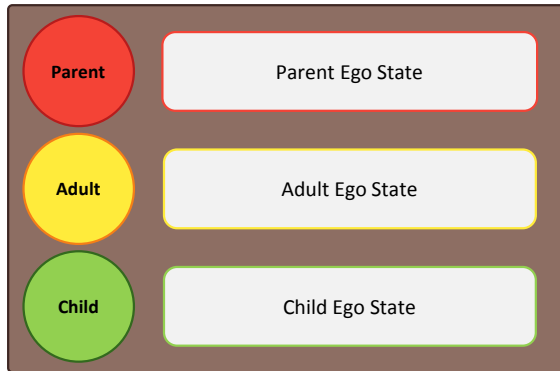Behavioural self

Cognitive self

Affective self
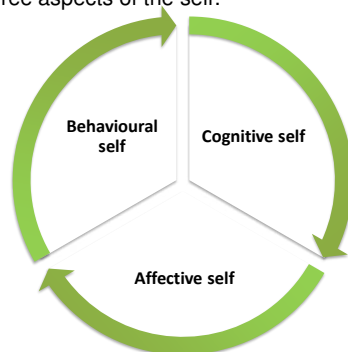
What is Transactional Analysis (TA)?

The philosophy of Transactional Analysis

Transactional Analysis in adult education
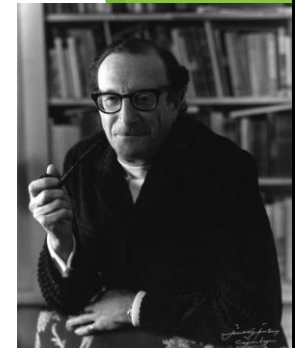
Eric Berne

Transactional Analysis (TA)

Parent	Parent Ego State
Adult	Adult Ego State
Child	Child Ego State

CP	**NP**	**Critical Parent** **Nurturing Parent**
A		**Adult**
AC	**NC**	**Adapted Child** **Natural Child**

Transactional Analysis (TA)

Tools for self-analysis

- ☑ Egogram
- ☑ Strokes
- ☑ Life positions

Egogram

YOUR PERSONALITY PROFILE

	CP		NP		A		NC		AC
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	
Total		**Total**		**Total**		**Total**		**Total**	

Life positions:

HOW YOU APPRECIATE YOURSELF AND OTHERS

	I am OK		I'm not OK		You're OK		You're not OK
51		56		61		66	
52		57		62		67	
53		58		63		68	
54		59		64		69	
55		60		65		70	
Total		Total		Total		Total	

Knowing others is wisdom,
knowing yourself is Enlightenment.

Tao Te King, verse 33. Lao Tzu.

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 5: Understanding Team and Team Building
Broken Square Exercise

Lesson Plan

Teachers' Name	
Subject	Soft Skills in Non-formal Education: Understanding team and team building
Academic year	

Learning environment

Lesson

Location	
Year	
Situation	

Date	
Lesson topic	Understanding team and team building
Time	120 minutes

(Year row also contains: Number of adult learners)

Entering Behaviour

Learners' characerics	
Class group	
Situational information	

Sources

Enclosures

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https://www.edx.org/course/working-teams-practical-guide-uqx-teams101x-1#! (Accessed 7 November 2017.)

Four sets of five envelopes containing pieces of cardboards prepared according the directions for making a set of broken squares
Handout 1: instructions for doing the exercise
Handout 2: observer instructions

Remark: the adult learners may not open the envelopes before the start of the exercise

LESSON TOPIC: Understanding team and team building

OBJECTIVE: The broken square activity and discussion will help the participants to understand and discover the critical processes of team building.
GENERAL SKILLS AND ATTITUDES: The adult learners can understand and discover the critical processes of team building. The adult learners acquire social skills for high-quality collaboration in a team.

MATERIALS for preparation in advance: (1) instructions for making a set of five broken squares; (2) original directions for making a set of broken squares; cardboards in four different colours or white cardboards and markers of four different colours; gauge or ruler; a pair of scissors; 20 envelopes
MATERIALS at start lesson: flip charts, markers and paper tape; four sets of five envelopes with broken squares, five handouts 1 instructions for doing the exercises, seven handouts 2 observer instructions and ball pens (five: one for trainer, four for groups, two spare copies observer instructions), presentation slides on USB, LDC projector and computer

TEACHING METHODS: short lecture, group exercise, debriefing and consolidation

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Lead-in			
Realising that a group often performs better than an individual.	Start / Lead-in: (Slide 1, 2) Welcome 1.1 Prepare yourself for a group exercise on team and team building 1.2 The facilitator invites the participants for an educational game. (Slide 3) Round 1: the facilitator shows 10 words on a slide for 10 seconds. (Slide 4) He/she asks the individual participants to write down all the words they can remember individually. Round 2: the facilitator shows 10 other, similar words on a slide for 10 seconds. (Slide 5) He/she asks the participants of one table to write down all the words they can remember as a team. The facilitator invites the participants to compare the number of words they could remember individually with the number that the group could remember. Conclusion: a team is stronger than the individual.	Teaching method: educational game Organisation: participants sit down in small groups of 5-6 persons around a table. Presentation: slide 1, 2, 3, 4 and 5	10
Lesson			
Experience of four stages of team development: Stage 1: The undeveloped team Stage 2: The experimenting team Stage 3: The consolidating team Stage 4: The mature team	Activity 1 (Slide 6) 1.1 The participants sit down in their groups of 5-6 persons; five persons will do the activity itself; the extra participants will be the observers of this group. (Slide 7) In case of this lesson plan: 24 = 4 teams of 5; 4 observers 1.2 Direct the group not to begin until after you have finished reading the instructions for the groups and after the observers have read their specific instructions. 1.3 Read the following instructions out loud:	Teaching method: group exercise Organisation: participants sit down in small groups of 5-6 persons around a table. Presentation: slide 6, 7 and 8 One set of five envelopes for each team. One handout 1 instructions for doing the exercise as a reminder on each table One handout 2 observer instructions for each observer; one ballpoint pen for each observer	45

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING

	• Each group receives one set of five envelopes with puzzle pieces. Each member takes one envelope. Wait to open the envelope.
	• Your group has enough pieces to make five identical sized squares.
	• The task will not be completed until each individual in the group has before them a perfect square of the same size as that held by others.
	• (Slide 8) Specific limitations are imposed during this exercise!!!
	    o Don't speak.
	    o Don't ask another member for a piece or in any way signal that another person is to give them a piece.
	    o Don't take a piece from another member.
	    o Members are not allowed to put other member's puzzle together.
	    o Members may give their pieces to other members, but not place those pieces in another member's puzzle. They must simply hand the piece to another member.
	
	1.4 The observers read their own instructions.
	1.5 The team that finishes the five broken squares first wins the exercise.
	1.6 Now, every participant can open his or her envelope and starts.		

Reflecting on the concept of team and team building	Activity 2 - part 1 (Slide 10) 2.1 Ten minutes break for the teams, not for the observers. 2.2 The observers must prepare very short conclusions on the teams without names of individuals by going back to the questions for observation.	Presentation: slide 9 Teaching method: debriefing with 3 steps: 1. preparing short conclusions by the observers	10

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	• How many people are willing to give away pieces of the puzzle? • Did anyone finish their puzzle but was unwilling to give any of their pieces away? • How many people are actively engaged in mentally putting the pieces together? • Periodically check the level of frustration or anxiety--how many people are pulling their hair out? • Was there any crucial turning point at which time the group began to cooperate? • Did anyone "mentally drop out" when they had completed their square? • Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?		
Reflecting on the concept of team and team building	Activity 2 - part 2 2.3 Debriefing of the individuals and the teams by using the following suggested questions. • How did you feel during the exercise? Why? • How many were frustrated? Why? How did you solve the communication challenges? • Was there any critical point at which the group started to cooperate? What was the cause? • What was the only way to be able to complete this activity? You had to be willing to give your pieces away. Why was that significant? • What are some principles for successful team cooperation? 2.4 Ask the observers to compare their conclusions with the findings of the individuals and the teams during the previous debriefing. 2.5 The facilitator must support them to focus on the process of team building. The facilitator makes the link with the hypotheses formulated in the lead-in.	Teaching method: whole class dialogue 2. debriefing discussions of the teams 3. comparing elements of the discussion with the conclusions	25

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Summarizing and consolidating the theory about team building	Activity 3 and 4 3. Short lecture with power point presentation about understanding team and team building. A team is a set of interpersonal relationships structured to achieve established goals. A team is two or more individuals. Teamwork has often to be learnt: not necessarily by any new skills, but by learning how to apply the skills we possess to team situations. Most organisational tasks are accomplished by teams. There are indicators of danger in team functioning for example 'group think' and acceptances of group norms as dictates . Features of effective creative teams (Slide 11) • Participatory leadership: the leader sees and respects his team members as active participants of the team. • Shared responsibility: all team members feel as responsible as the leader for the work unit. • Aligned on purpose: all members have a sense of common purpose about why the team exists and the function it serves. • High communication: there is a climate of trust and open, honest communication. • Future focussed: the team is not only concerned with the present, but also with the future of the organisation. • Focussed on task: the team is self-conscious about the task and its relation to the mission, the strategy, etc. • Structures, roles and rules: clear assignments are made and accepted; individual responsibility is an important aspect of role clarity. • Shared values: teams work well when members share ideology.	Teaching method: short lecture, question and answer session Presentation slide 10, 11, 12, 13 and 14	20

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	• Creative talents, skills and resources refer to the personal attributes of individual members. Small-group skills (Slide 12) • Tolerance or dissent: the team is comfortable with disagreement and conflict management. • Decision by consensus: most decisions of the team are reached by a kind of consensus. • Constructive criticism: criticism is frequent, frank and relatively comfortable. • Respect for feelings: team members are free in expressing their feelings. • Positive interdependence: the performance of the team is mutually caused by all members. • Reflective on group processing: the team reflects on all aspects of their internal processes. Two patterns of evolution of teams • First pattern: three phases of group development (Slide 13) • Phase 1: collection of individuals • Phase 2: groups • Phase 3: performing teams • Second pattern: four stages of team development (Slide 14) • Stage 1: the undeveloped team • Stage 2: the experimenting team • Stage 3: the consolidating team • Stage 4: the mature team 4. Question and answer session. Invite the participants to ask questions and add comments related to team and team building.		
Lesson End			

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Concluding words on team development. Ways to increase the cohesion of a team: (Slide 15) 1. Structuring cooperation among members. 2. Successfully meet the personal needs of members. 3. Maintaining a high level of trust among members. 4. Promoting norms that encourage the expression of individuality, trusting and trustworthy behaviour and concern and affection among members. (Slide 16) The facilitator closes the session by thanking all for their participation.	Teaching method: short lecture Presentation: slide 15	

Directions for making a set of broken squares

1. One set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons. Use different colours of cardboard or markers for each set. Please see drawings for preparing squares with various pieces.

2. To prepare a set, cut out five cardboard squares of equal size, approximately five-by-five centimetres. See copy from *A Handbook of Structured Experiences for Human Relations Training*. Volume I. Revised. J. William Pfeiffer and John E. Jones (Editors). La Jolla, University Associates Inc., 1974. on next page. Place the squares in a row and mark them as below, pencilling the letters, a, b, c, etc., lightly so that they can be erased later.

3. The lines should be so drawn that when cut out, all pieces marked "a" will be of exactly the same size, all pieces marked "c" of the same size, etc. Several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form all five squares, each 5 x 5 centimetre.

4. After drawing the lines on the five-by-five centimetres squares and labelling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

5. Mark the five envelopes A, B, C, D, and E and the colour of the set. Distribute the cardboard pieces in the five envelopes as follows:

       Envelope A   has pieces   i, h, e

Envelope B   has pieces   a, a, a, c
Envelope C   has pieces   a, j
Envelope D   has pieces   d, f
Envelop E   has pieces   g, b, f, c

6. The use of different colours of cardboards or markers will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6"X6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.
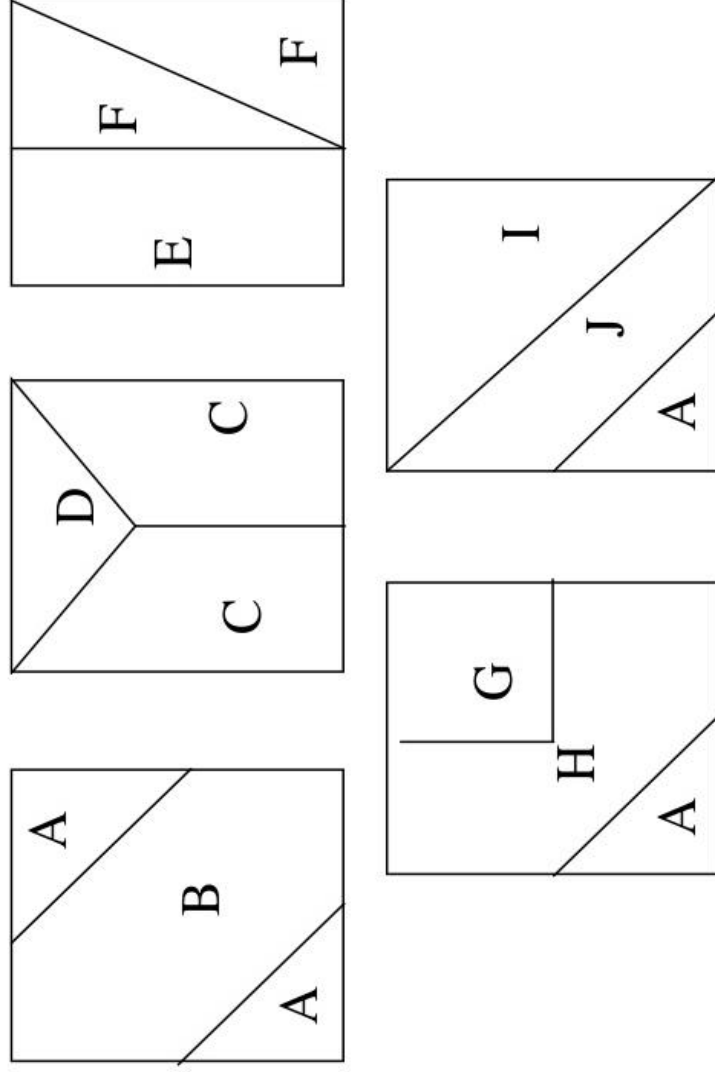
The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6"X6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes, 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 pieces I, H,E; 2 has A,A,A, C; 3 has A, J; 4 has D, F; and 5 has G,B,F,C.

Instructions for doing the exercise

1. In each set there are five envelopes of puzzle pieces.
2. Your group receives one set with enough pieces to make five identical sized squares, each five-by-five centimetre.
3. Each member takes one envelope.
4. The task will not be completed until each individual in the group has before them a perfect square of the same size as that held by others.

5. Very important. Specific limitations are imposed during this exercise:
- No member may speak.
- No member may ask another member for a piece or in any way signal that another person is to give them a piece.
- No member may take a piece from another member.
- Members are not allowed to put another member's puzzle together.
- Members may give their pieces to other members, but not place those pieces in another member's puzzle. They must simply hand the piece to another member.

Observer instructions

Your job is part observer and part judge. Make sure each participant observes the following rules while playing the game.

- No talking or pointing.
- Participants may give pieces to others but may not take pieces from other members.
- Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual at a time.
- No participant may work on puzzle in front of other team members.
- It is permissible for a member to give away all the pieces to his square, even if he has already formed a square.

Observations: as an observer, please record the following observations on this paper.
You may record the names of individuals in your group who identify with a particular question.
The participants may not see these questions and cannot see your notes either.

- Who is willing to give away pieces of the puzzle?
- Did anyone finish their puzzle but was unwilling to give any of their pieces away?
- How many people are actively engaged in mentally putting the pieces together?
- Periodically check the level of frustration or anxiety--who's pulling their hair out?
- Was there any crucial turning point at which time the group began to cooperate?
- Did anyone "mentally drop out" when they had completed their square?
- Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

A Handbook of Structured Experiences for Human Relations Training. Volume I. Revised. J. William Pfeiffer and John E. Jones (Editors). La Jolla, University Associates Inc., 1974. p. 25-30.
A Handbook of Structured Experiences for Human Relations Training.

Glossary

vision: the ability to think about the future with great imagination and intelligence.

Examples to explain the meaning:
1. Tom reflects about a world with self driving cars. He has a clear vision about the world in 2030.
2. Lisa speaks about a world without famine. She has a clear vision about the world in 2030.

Examples with the word in sentences:
1. We had shared this _vision_, and so we were connected.
2. So, our _vision_ of the world is more wide than small.

----

constituted Leadership: the fact that leadership is given by someone else who has more power than you or by an important law.

Examples to explain the meaning:
1. The president appoints the governors of the provinces.
2. The chairman was elected by a law which was voted in parliament.

Examples with the word in sentences:
- The whole concept of what _constitutes_ _leadership_ _effectiveness_ is difficult to be completely clear about, because it is a multi-faceted topic that may have a wide variety of possible components.

----

institutionalising mechanisms[2]: Systems which created an organization.
+ mechanism (noun) = operation.
+ institutionalising is adjective of the verb to _institutionalize_.
To institutionalize (verb): to make something become part of an organized system, society or culture, so that it is considered normal.

Examples to explain the meaning:

[2] Also in unit 4

1. It is a custom to exchange business cards during a meeting in a formal context.
2. It is a custom to take off your shoes when entering a house in South-East Asia.

Examples with the word in sentences:
- Election is a *self-institutionalising* *mechanism*.

----

pussyfooting: this is the adjective of *to pussyfoot*. It means: "to be careful or anxious about expressing your opinion and to worry that you will upset someone".

Examples to explain the meaning:
1. Be careful with generalizing about other people like: never take Belgians seriously.
2. Be careful with your comment that someone's appearance like that lady looks like a duck.

Examples with the word in sentences:
1. I won't *pussyfoot* around the word.
2. Say this for the old days: Prosecutors didn't *pussyfoot* around.

----

broken square **exercise:** an activity which has the name *broken square* is used to help learners understand team building. The name refers to the figure with four equal sides which is divided in several irregular pieces.

Examples with the word in sentences:
- In the *broken* *square* *exercise*, groups of six form to complete the task. While five members work to complete the squares, the sixth member of the group observes.

Using soft skills in non-formal education

Understanding Team and Team Building

Team and Team Building:
Introduction

- Welcome
- Combination
  - Educational game
  - Exercise with a team
  - Theory

**1.
Educational game: memory**

EDUCATIONAL GAME
Memory round 1 - individual

Activity	Talking
Process	Willing
Cardboard	Mental
LCD projector	Participatory
Pieces	Responsibility

EDUCATIONAL GAME
Memory round 2
Group 5 – 6 persons

Discussion	Pointing
Observer	Unwilling
Scissors	Frustration
Blackboard	Purpose
Patterns	Value

2.
Broken square exercise

C

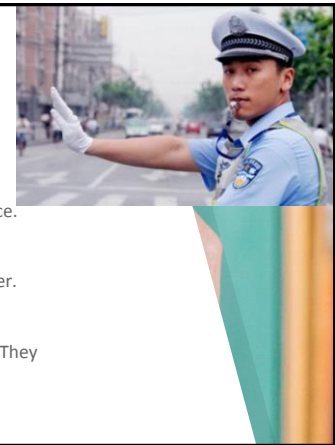B

A
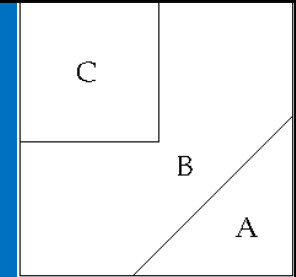
ACTIVITY 2 :
BROKEN SQUARE EXERCISE

➢ 5 persons do exercise; 6th person: observer

➢ One set of five envelopes with puzzle pieces

➢ Wait to open the envelope

➢ Your team has enough pieces to make five identical sized squares

➢ Team that first finishes wins the game

ACTIVITY 2 :
BROKEN SQUARE EXERCISE

🎇 RULES

➢ Don't speak.

➢ Don't ask another for a piece or signal to give a piece.

➢ Don't take a piece from another member.

➢ Don't support another to put his/her puzzle together.

➢ Members may give their pieces to other members. They must simply hand the piece to another member.

Debriefing

**3.
Team and team
building**

**FEATURES OF EFFECTIVE CREATIVE
TEAMS**

Participatory
leadership

Shared responsibility
Aligned on purpose
High communication

Future focussed / Focussed on task
Structures, roles and rules / Shared values
Creative talents, skills and resources

SOCIAL SMALL GROUP SKILLS

Constructive
criticism

Decision by
consensus

Reflective on group
processing

Positive
interdependence

Tolerance or
dissent

Respect for
feelings

EVOLUTION OF TEAMS:
FIRST PATTERN

Collection of individuals → Groups → Performing teams

EVOLUTION OF TEAMS:
SECOND PATTERN

Undeveloped team → Experimenting team → Consolidating team → Mature team

CONCLUDING WORDS
ON TEAM DEVELOPMENT

Ways to increase the cohesion of a team

1. Structuring cooperation among members
2. Successfully meet the personal needs of members
3. Maintaining a high level of trust among members
4. Promoting norms that encourage the expression of individuality, trusting and trustworthy behaviour and concern and affection among members

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 6: Understanding Leadership
Tower Building Game

Lesson Plan

Teachers' Name	
Subject	Soft Skills in Non-formal Education: Understanding leadership
Academic year	

Learning environment

Lesson

Location	
Year	Number of adult learners	
Situation	

Date	
Lesson topic	Understanding leadership
Time	90 minutes

Entering Behaviour

Learners' characteristics	
Class group	
Situational information	

Sources

Enclosures

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Observation sheet for the observers

LESSON TOPIC: Understanding leadership

OBJECTIVE: tower building exercise will help the participants learn about the leadership processes and different leadership styles.
GENERAL SKILLS AND ATTITUDES: the participants can understand and discover the different leadership skills and attributes; the participants develop their own attributes to be a good leader

MATERIALS: flip charts, markers and tape; one box with different sized wooden blocks and one blindfold for each team; 6 observation sheets and ballpoint pens; presentation slides on USB, LDC projector and computer
TEACHING METHODS: short lecture, group exercise, debriefing and consolidation

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Lead-in		
Realising that leadership skills can be learned and giving proof of understanding that there are different leadership styles and leadership skills.	Start / Lead-in (slide 1) Welcome Prepare yourself for a group exercise on leadership Listen to these three quotes and after they visualise what leadership means to you (slide 2). Quotes: • Leadership is the activity of influencing people to strive willingly for group objectives. (George R. Terry) • Leadership is as the interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialised goal – or goals. (Robert Tannebaum, Irving R. Weschler, and Fred Massarik) • Leadership is influencing people to follow in the achievement of a common goal. (Harold Koontz and Cyril O'Donnell). These definitions make no mention of any particular types of organisation. The facilitator asks some participants to present their visualisation. The facilitator lets the participants experience different leadership attributes and leadership styles.	Teaching method: style short lecture Presentation: slides 1 and 2 The participants have a ballpoint pen and paper to make their visualisation.	10 min
Lesson			
Anlayse and use leadership skills and leadership attributes. Compare/make a distinction between the leadership skills and leadership attributes	Activity 1: Tower building game (slide 3) 1.1 (Slide 4) The facilitator divides the large group in teams of minimum four persons per team; other persons are also appointed as extra observers per team. He/she uses the criterion colours to create the smaller teams: for example all people with the same colour of dress or shirt go together in one corner, in these groups all people with the same colour of eyes go together, with the same colour of shoes, with the same favourite colour, etc. The objective is to get the maximum mix of different people in the teams.	Teaching method: group exercise. Organisation: divide the group into teams of minimum 4 persons. Presentation slides 3, 4, 5 Lesson materials: One box of different sized building blocks and one blindfold for each team.	25 min

Unit 6: Leadership   Basics - Attractive - Effective - Time - Educational aims - Needs

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	1.2 In each team two persons would be assigned the role of "managers" and one person would be assigned the role of the "worker". Remaining member(s) would be there as observers. Give five minutes to the teams to decide who would be the two managers and who would be the worker. 1.3 (Slide 5) The facilitator calls the managers of all the teams and explains them the task which is to build the highest tower possible with the blocks given within 10 minutes. 1.4 The two managers would need to set a target, i.e. the height of the tower for their respective team and inform the facilitator who would note it down on the flip chart. Once the two managers have decided the height of the tower, they would go back in their teams and inform all about the target which cannot be changed. 1.5 The facilitator instructs that only the worker would be allowed to build the tower and hence no one else from the team would be allowed to touch the blocks. 1.6 The facilitator now announces that the worker is going to be blindfolded. This is followed by another announcement that the worker can build the tower only with his/her non-dominant hand, i.e. if a worker is right-handed, he/she would use his/her left hand to build the tower or the opposite left hand/right hand. 1.7 The facilitator informs that only the two managers can guide their worker during the tower building process of 10 minutes. 1.8 The facilitator now announces that each team, completing their task, would get 10 points for each block on top of the first block. If the task is completed i.e. the predetermined height is reached, the team will get a bonus of 20 points. The team with most points wins the game. 1.9 The facilitator hands over the blocks to each team. A total of 10 minutes is given to build the tower.	All boxes contain the same building blocks. Remark: distribution of the boxes after the anouncements. Sheet for observation and ballpoint pen.	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Reflecting on the concept of leadership. Being able to point the different leadership skills and attributes.	Activity 2 (slide 6) The facilitator starts the debriefing by asking following questions slide 7): • Did you achieve the target? • What happened during the exercise? • How did the managers communicate with the worker during the exercise? • Was one manager more aggressive than the other? • Was there any element of trust on one manager over the other? • What happened when several constraints are imposed on the worker? • Do you find similar experiences in your everyday work situation? • What lessons can be drawn with regard to leadership processes from this experience? The facilitator may start debriefing with the experience of worker, followed by the managers and then the observers. The observers are allowed to intervene based on their observations.	Teaching method: debriefing Presentation slides 6 and 7	25 min
Consolidating the experiences and summarising the theory about leadership	Activity 3 3.1 The facilitator leads a short discussion on leadership. The facilitator links back to the quotes and visualisations of the introduction. 3.2 The facilitator informs (slide 8) 1. Leadership styles (slide 9) • The autocratic leader who imposes his own will • The laissez-faire leader who has little or no concern for the task at the hand, but is concerned about his people • The democratic leader who is concerned equally with the task and his people 2. Leadership skills (slide 10) • Technical skills refer to a person's knowledge and ability • Human skills focus here on the ability to work effectively with people and to build teamwork	Teaching method: short discussion; short lecture Presentation: slides 8, 9, 10, 11 and 12	30 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	• Conceptual skills are the ability to think in terms of models, frameworks and broad relationships such as long-range strategic plans 3. Leadership attributes (slides 11 and 12) • Acceptability: The group considers the leader to be the kind they would have selected themselves, even if he/she is appointed by the authority. • Conceptual skills and creativity: He/she is creative and original; able to originate and develop new ideas to improve things. It is more than just problem-solving; it is conceptual thinking for idea-building, and looking ahead to plan pre-emptive changes. • Confidence – personal and interpersonal: People want to feel secure. To achieve that, the leader not only inspires confidence, but is also quietly confident of his/her own ability. • Delegation: He/she is able to delegate, and understands what delegation means. • Dependability and high integrity: He/she demonstrates integrity and trust – an inclination to hold on to his/her convictions within reasonable bounds • Effective persuasiveness: He/she is able to persuade others to take actions he/she favours. Such persuasiveness involves power of expression, personal acceptance and an understanding of the points of view of those to be persuaded. • Effectively helpful: He/she is available and understanding when people call for help. • Emotionally balanced: He/she leaves his/her personal problems and feelings out of his/her relationships with the group and its members by showing a consistent understanding approach. • Empathy: He/she shows respect for employees both as individuals and as a group. He/she is sensitive to and understanding of their needs. • Exemplary: He/she lives up to what he/she says by setting the right example. • Fair-minded: He/she is fair and square at all times and plays no favourites. He/she has the ability to make things happen. • Functional work environment builder: He/she ensures that the work environment is such that there is a minimum of conflict and confusion. • High self-esteem: A wise leader is satisfied to know that he/she is right. He/she never feels the need to prove that others are wrong.		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	• Leadership and membership role skills: It is important to be able to be accepted as one of the group, but it is just as important not to go so far that status as a leader is destroyed. • Motivated and motivator: He/she is able to motivate himself/herself, before proceeding to motivate others. He/she manifestly asks people to assume responsibility, and to strive for better things. • Open-mindedness: He/she realises and acknowledges that many of the ideas he/she uses come from the people in his/her group. Experienced leaders know the value of having the group feel that they are participating and that goals set reflect their own ideas and contributions. • Personally committed: To become a leader doesn't require exceptional personal intelligence, but rather exceptional personal commitment. • Responsible: He/she acts as a buffer between employees and higher management by not passing on the pressure to those who work for her/him. • Sound decision making and judgement: He/she is able to make high quality decision in time, avoiding procrastination of unpleasant issues.		
Lesson End			
	3.3.1 The facilitator concludes (slide 13): it is important to highlight that one can improve their leadership ability only if one understands the own limitations and potentialities. One should not try to force oneself into a role that makes them feel awkward and uncomfortable. The role of the leader is very important in achieving common goals. A leader must raise members' awareness and motivation and also convince the people that they can affect the change. Leadership skills can be learned. One's success as a leader calls for the blending of your personal capacities with sound leadership principles, which is continually applied. (Manual, p.63) 3.3.2 (Slide 14) The facilitator closes the session by thanking all for their participation.	Presentation slides 13 and 14	

Observer sheet for the observers

- Out of the two managers, who takes the lead to guide the worker?

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  ....

- Which manager was more assertive?

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- Did the worker listen to the two managers?

  ....

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  ....

- Did the worker pay attention to a particular manager's guidance?

  ....

  ....

....

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Basics - Attractive - Effective - Time - Educational aims - Needs

Glossary

conceptual skill: the ability to think in terms of models, frameworks and broad relationships such as long-range strategic plans.

Examples to explain the meaning:
1. The director has the ability to transfer the strategic plan for 2017-2022 in practical goals for each year.
2. The adult learner has the ability to explain the problems of the local farmers of cacao bones related to the world economy of chocolate production.

Examples with the word in sentences:
1. *Conceptual skill* involves the formulation of ideas.
2. Experienced designers use *conceptual skills* to advertise brands in digital spaces.
3. Concentration coupled with *conceptual skills* promotes creative insight into the research problem.

----

integrity: having strong moral principles.

Examples to explain the meaning:
1. Tom has a great respect for woman's rights. In his opinion they can never be discussed.
2. Lisa always wants to be honest when she is introduced to a man.

Examples with the word in sentences:
1. It challenges me to maintain the *integrity* of the police department.
2. An honest officer has nothing to fear from an *integrity* test.

----

human skill: the ability to work effectively with people and to build up teamwork. Human skill includes lots of soft skills.

Examples to explain the meaning:
1. Tom shows a lot of empathy to work with weak adult learners.
2. Lisa knows very well to talk with low educated people about their problems with their landlords.

Examples with the word in sentences:
1. *Human skill* involves the ability to interact effectively with people.
2. Thus, technical skill deals with things, *human skill* concerns people, and *conceptual skill* has to do with ideas.

----

the leadership process: a method of the leader to do something with his group of people.

Examples to explain the meaning:
1. The officer explains to his soldiers the plan to evacuate the flooded village. At the same time, he motivates them, he listens to their remarks to make the plan better.
2. The director of the centre has the abilities to conduct everybody of his centre from teachers to adult learners to the staff in the cafeteria.

----

leadership style: the behaviour of leaders; the personalities of leaders.

Examples to explain the meaning:
1. Autocratic leaders don't accept any disobedience.
2. Laissez-faire leaders accept everything from their people whether they work or whether they don't work.

Examples with the word in sentences:
1. The way he went about it revealed something of his _leadership style_.
2. Her strong, professional but feminine _leadership style_ is accentuated by her fashion.
3. His earnest and open _leadership style_ has won many fans.

**Using soft skills
in non-formal
education**

Understanding
leadership

Leadership: Introduction

Quotes

❑ **Leadership is the activity of influencing people to strive willingly for group objectives.** *(George R. Terry)*

❑ **Leadership is as the interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialised goal – or goals.** *(Robert Tannebaum, Irving R. Weschler, and Fred Massarik)*

❑ **Leadership is influencing people to follow in the achievement of a common goal.** *(Harold Koontz and Cyril O'Donnell)*

**1.
Tower building
game**

**ACTIVITY 1:
TOWER BUILDING GAME**

Make teams of minimum 4 persons:
   2 managers
   1 worker
   Other observer(s)

ACTIVITY 1 :
TOWER BUILDING GAME

The task: build the highest tower with your team

Only the worker is allowed to build the tower

The worker is blindfolded and works with non-dominant hand

The two managers guide their worker

The two managers decide on the height of the tower

Their decision is decisive

Time to build: 10 minutes

Scores

10 points for each block / Task completed: bonus 20 points

2.
Debriefing

ACTIVITY 2:
DEBRIEFING

Did you achieve the target?

What happened during the exercise?

How did the managers communicate with the worker?

Was one manager more aggressive than the other?

Was there any element of trust on one manager over the other?

What happened when several constraints are imposed on the worker?

Do you find similar experiences in your everyday work situation?

What lessons can be drawn with regard to leadership processes from this experience?

✿ **Remark: observers can intervene based on their observations**
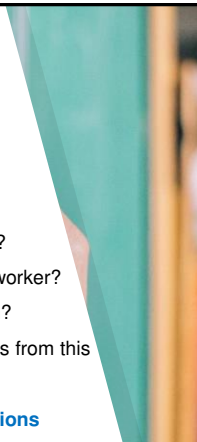
3.
Various apects of leadership

LEADERSHIP STYLES

- The democratic leader
- The autocratic leader
- The laissez-faire leader

LEADERSHIP SKILLS
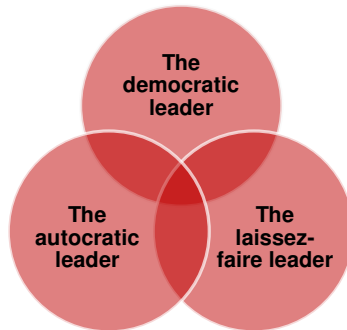
- Technical skills
- Conceptual skills
- Human skills
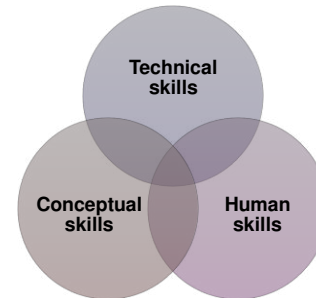
LEADERSHIP ATTRIBUTES – 1

- Acceptability
- Delegation
- Confidence: personal – interpersonal
- Creativity / conceptual skills
- Dependability and high integrity
- Empathy
- Effectively helpful
- Emotionally balanced
- Effective persuasiveness
- Exemplary

LEADERSHIP ATTRIBUTES – 2

- Fair-minded
- Functional work
- High self-esteem
- Leadership and membership skills
- Motivated and motivator
- Open-mindedness
- Personally committed
- Sound decision making and judgement
- Responsible

Leadership
Conclusion

Leadership skills can be learned. One's success as a
leader calls for the blending of your personal
capacities with sound leadership principles,
continually applied.

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 7: Understanding Decision Making
Project Planning Exercise

Lesson Plan

Teachers' Name	
Subject	Soft Skills in Non-formal Education: Understanding decision making
Academic year	

Learning environment   **Lesson**

Location				Date	
Year		Number of adult learners		Lesson topic	Understanding decision making
Situation				Time	120 minutes

Entering Behaviour

Learners' characteristics	
Class group	
Situational information	

Sources

Simon, H. 1967. *Administrative behaviour. A study of Decision Making Processes in Administrative Organisations.* 4th edn, New York, Free Press. On line: TUDelft. edX. *Creative Problem Solving and Decision Making.* https://www.edx.org/course/creative-problem-solving-decision-making-delftx-tpm1x-1 (Accessed 7 November 2017.) University of California. Coursera. *Effective Problem Solving and Decision Making.* https://www.coursera.org/learn/problem-solving (Accessed 7 November 2017.)

Enclosures

Project planning exercises sheet with the situation and the task (front side) for the individual ranking, the team ranking and the calculations (back side) Project planning exercises with the expert's ranking (second sheet) Remark: the adult learners may not see the expert's ranking before step 6 in activity 1

LESSON TOPIC: Understanding decision making

OBJECTIVE: Project planning exercise activity and discussion will help participants understand and discover the critical processes of decision making in an organisational context.
GENERAL SKILLS AND ATTITUDES: the adult learners can understand and explore the critical processes of decision making in an organisational context. The adult learners become aware of the human deterrents of decision-making and how to tackle them.

MATERIALS: flip charts, markers, paper tape, 26 copies (25 + 1) of Project Planning Exercises sheets (1 and 2), slides on USB,
LDC projector and computer (Standard in room - to check before lesson starts)
TEACHING METHODS: short lecture, individual and group exercise, debriefing

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LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Lead-in		
Getting to know each other by forming groups based on personal characteristics.	Start / Lead-in (slide 1) Welcome. (Slide 2) Make yourself comfortable with individual and small group exercises on the Project Planning Exercise to experience a decision making process. We will split into 5 teams of 4 persons and 1 team of 5: in each team there must be one person between 20 and 30 years old, 30 and 40, 40 and 50, over 50 years old. Age group 20-30 goes to	Teaching methods: icebreaker Presentation: slides 1 and 2 Combination of an individual exercise and a team exercise. Divide the large group into smaller teams of 3-4 persons of different ages. Every team must sit comfortably around their table for the discussion.	3 min 7 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	corner A, 30-40 to corner B, 40-50 to C and over 50 to D. The facilitator invites one member of each group to come in the middle of the room to form the final team. Depending on the situation, he/she can bring more people of the same category in one team. The objective is to get a good mix of ages and levels of experiences in the teams. In case all learners are from the same generation, the facilitator can split into teams based on the months in which the learners are born: January-February goes to corner A, March-April to corner B, etc.		
Motivating, engaging and inviting the participants by playing a game in which they have to make decisions as a team in a highly changing environment	**Introduction : yes-no decision game** I write on the backside of a flip chart a number between 1 and 1000. Each team can ask me one question. I will only answer with "yes" or "no". For example: Is the number even? Is the number higher than 500? Each team must decide internally about their two questions. They have to make decisions as a team in a highly changing environment. After each team has asked their first question, we make at the second round for the second question. Every team must decide which number I have written down. The team which gives the closest number to it, wins this introduction.	Teaching method: educational game Lesson material: flip chart	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Setting the context of activity 1 and giving instructions to the participants	**Activity 1 : project planning exercise** (slides 3, 4) Your organisation has just assigned you to a newly formed team, which is to take over a non-formal educational project. Your entire team has been assigned responsibility and authority to first design a plan for managing the project and then, after top management has revised and accepted your plans, carry out the project. Your team has been deliberately formed of individuals with experience from a number of departments because it was felt a greater range of knowledge and skills were needed in order to arrive at the most effective plans. None of you have been told anything about the project so far, other than it is expected to grow to sizeable proportions requiring additional people. Explain the task to the participants Despite the lack of information regarding the project, your team must now design a preliminary plan for managing the project. You will have on paper a list of 15 management activities (I through XV) arranged in random order. Your task is to rank order these activities according to the sequence you would follow in managing the project. This sequence will be reviewed by the management before you are given the go-ahead to begin work on the project. We will do it step by step: first individual, next as a team and finally comparing it with an expert's ranking.	Teaching methods: short lecture - sheets – the participants sit in their teams Presentation: slides 3, 4, 5, 6 and 7 Distribute the project planning exercises sheet with the situation and the task on the front side and on the back side the overview of the management activities and columns for the ranking and the calculations.	50 min
Step 1: Getting acquainted or familiar with management actions that play a role in decision making	(Slide 5) Step 1: Read carefully and decide on ranking the management activities from 1 (to do first) to 15 (last) in the column individual ranking. Since you have a few minutes before your team meets for the first time, go over the list of activities on the backside of the page and without discussing it with anyone, rank order the management activities according to the sequence you think should be followed in managing the project. Start with "1", the first activity through "15", the last activity. Please use column Step 1 (Individual	Step 1: individual exercise The trainer shows the participants that they have to fill out the column step 1: individual ranking Start of individual exercise At the end: check the completion of individual ranking	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Step 2: Confronting your ideas and interpretation with others in order to create a mutual understanding of the management activities and their role in the decision making process Step 3: Compairing the results so far with an expert's point of view	Ranking). You have 10 minutes for completing. (Slide 6) Step 2: Secondly you work together in your team and agree on the sequencing of management activities as a team. Note the results down in the column team ranking. Remember the ranking must be exactly the same for each team member, as the ranking is agreed upon by all members. You have 20 minutes for completion and internal group discussion. (Slide 7) Step 3: Transfer the expert's ranking to step 3 column of your sheet. Calculate the difference between column 1 (individual ranking) and column 3 (expert's ranking) for each management activity (row) and write the difference in Step 4 column. *(For example, if a participant's ranking for the management activity (find qualified people to fill positions) is 3 and the expert's ranking for this activity is 12, the difference is 9.)* On completion of Step 4, ask the participants to calculate the difference between column 2 (team ranking) and column 3 (expert's ranking) for each management activity (row) and write the difference in Step 5 column. *(For example, if a participant's ranking for the management activity (find qualified people to fill positions) is 8 and the expert's ranking for this activity is 12, the difference is 4.)* Finally make a total of column Step 4 and column Step 5 and work out the Average Individual Score of your team. Ask each team to write down the Average Individual Score under the appropriate team's number in sheet 1. Ask each team to insert the team score (got from Step 5) under the appropriate team's number in sheet 1. Each team works out the difference between the team score and the Average Individual Score. If the team score is lower than the	Step 2: group exercise The trainer shows the participants that they have to fill out the column step 2: team ranking Check the completion of the team ranking Step 3: After the completion check, share the Project Planning expert's ranking with the teams. Calculation of step 4 The trainer shows the participants that they have to note down the result of their calculation in column step 4: individual difference Calculation of step 5 The trainer shows the participants that they have to note down the result of their calculation in column step 5: team difference The Average Individual Score will be done by adding up all the individual scores (got from Step 4) of each member and divide by the total number of the team members	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Average Individual Score, then it's a gain for the team. If the team score is higher than the Average Individual Score, then it's a loss for the team. Each team shares who has scored the lowest and explains that the lowest score is the best score. Each team informs the number of individual scores lower than the team score.	Overview of results on a flip chart |	Group score	Average Individual Score	Difference
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			
Group 6					
Reflecting on the concept of decision making and the various steps that can be undertaken. Summarising the theory and relating this to the previous activities.	**Activity 2** (slides 8, 9) Debriefing discussion with following questions: - How easy was it to make the decisions individually? - How easy was it to make the decisions collectively in the team? - What worked well in the team? - How did you build the consensus decision in the team? - How were the differences of opinion handled in making the decision? - What were the challenges? - What lessons can be drawn with regards to decision making from this experience?	Teaching method: debriefing with swot-analysis with focus on the decision making process. (strengths, weaknesses, opportunities, and threats) Respect comments on the group dynamics. Presentation: slides 8 and 9	20 min

Summarising the theory and relating to the previous activities.	**Activity 3**
	3.1 Short lecture with power point presentation highlighting the various aspects and processes of decision making (slide 10).
	
	Various aspects of the decision making process (slide 11):
	• Decision making is making choices.
	• There are no standard procedures for decision making.
	• Some important features on decision making:
	    ○ Speed of the decision making process.
	    ○ Degree of rationality or being reasonable.
	    ○ Degree of acceptance.
		Teaching method: short lecture, question and answer session.
		Presentation: slides 10, 11, 12, 13 and 14
			20 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Six elements in decision making (slide 12): • The decision maker: individual or group. • Goals or ends to be served: the objectives. • The preference or value system: refers to the criteria. • Strategies: the different alternative courses of actions. • States of nature: factors not under control of the decision-maker. • The outcome: the resultant of a given strategy. Seven steps in the decision making process (slide 13): • Analysing the situation: starting point. • Collecting facts: collect all information. • Analysing the factors of the problem: look critical at the facts. • Create new ideas and new ways to tackle the problem. • Weighing alternative courses of action: collect all opportunities. • Deciding on a single course of action. • Following up: do it, observe, correct, go for the objectives. Human deterrents to decision-making: • It takes time to make decisions. • Speed and decisiveness are at the heart of an organisation's tempo. • Overlapping interests, problems of coordination. • The fear of making mistakes. Conclusions (slide 14): • The style of decision making is related to the style of leadership. • Scientific decision theories provide logical frameworks; emphasise the situational needs and the probable conditions. • Not all factors are controlled by the decision-maker.		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS/ MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	• The decision-maker can only decide on the basis of the available information. • Decision making is both a scientific process and a delicate art. 3.2 Question and answer question. Invite the participants to ask questions and add comments after the presentation.		
Lesson End			
Consolidating the lesson's topic in a creative way	**Closing activity** (slide 15) Make a visualisation of what you have learned about decision making. You are free to choose the form e.g. make a drawing, a small mind-map, formulate metaphor, etc. Show and explain your visualisation to your neighbours. (Slide 16) Close the session by thanking everyone for their participation.	Teaching method: individual exercise Presentation: slides 15 and 16	10 min

PROJECT PLANNING EXERCISE

1. The Situation

Your organisation has just assigned you to a newly formed team, which is to take over a non-formal education project. Your entire team has been assigned responsibility and authority to first design a plan for managing the project and then, after top management has revised and accepted your plans, carry out the project.

Your team has been deliberately formed of individuals with experience from a number of departments because it was felt a greater range of knowledge and skills were needed in order to arrive at the most effective plans. None of you have been told anything about the project so far, other than it is expected to grow to sizeable proportions requiring additional people.

2. The Task

Despite the lack of information regarding the project, your team must now design a preliminary plan for managing the project. On the next page is a list of 15 management activities (I through XV) arranged in random order. Your task is to rank order these activities according to the sequence you would follow in managing the project. This sequence will be reviewed by the management before you are given the go-ahead to begin work on the project.

3. Step 1

Since you have a few minutes before your team meets for the first time, go over the list of activities in the next page (Sheet 2) and without discussing it with anyone, rank order the management activities according to the sequence you think should be followed in managing the project. Start with "1", the first activity through "15", the last activity. Please use column Step 1 (Individual Ranking).

Step 2

Now, as a team, agree to the sequence of activities that should be followed. Please use column Step 2 (Team Ranking)

PROJECT PLANNING EXERCISE
Sheet 2

Sl. No.	Management Activities	Step 1 Individual Ranking	Step 2 Team Ranking	Step 3 Planning Expert's Ranking	Step 4 Individual Difference (1 – 3)	Step 5 Team Difference (2 – 3)
I	Recruit qualified staff to fill positions					
II	Measure progress towards and/or deviation from the project's objectives					
III	Identity and analyse the various tasks necessary to implement the project					
IV	Develop strategies (priorities, sequence, and timing of major steps)					
V	Arrange responsibility, accountability, and authority among project team					
VI	Set project objectives (desired results)					
VII	Train and develop staff for new responsibilities					
VIII	Gather and analyse the facts of current project situation					
IX	Establish qualifications for new positions					
X	Take necessary corrective actions on project					
XI	Coordinate ongoing project activities					
XII	Determine the allocation of resources (including budget, facilities etc.)					
XIII	Measure individual performance against performance targets					
XIV	Develop individual performance targets for each staff					
XV	Identify, analyse and decide on basic course of action					
Total						

PROJECT PLANNING EXERCISE
Planning Expert's Ranking

SI. No.	Management Activities	Planning Experts' Ranking
I	Recruit qualified staff to fill positions	8
II	Measure progress towards and/or deviation from the project's objectives	13
III	Identity and analyse the various tasks necessary to implement the project	5
IV	Develop strategies (priorities, sequence, and timing of major steps)	4
V	Arrange responsibility, accountability, and authority among project team	11
VI	Set project objectives (desired results)	2
VII	Train and develop staff for new responsibilities	9
VIII	Gather and analyse the facts of current project situation	1
IX	Establish qualifications for new positions	6
X	Take necessary corrective actions on project	15
XI	Coordinate ongoing project activities	12
XII	Determine the allocation of resources (including budget, facilities etc.)	7
XIII	Measure individual performance against performance targets	14
XIV	Develop individual performance targets for each staff	10
XV	Identify, analyse and decide on basic course of action	3

Glossary

value system: the global ideas of an individual or a group about their way of living.

Examples to explain the meaning:
1. When someone does something but the thing he/she does brings many benefits to everyone around him/her. So being friendly towards others is part of the value system of this person.
2. The villagers want a healthy life for everyone, so they ask a group of students to plant a lot of trees. The act of the students group shows the villagers' system about a healthy life.

Examples with the word in sentences:
1. Freedom is important but freedom is part of a larger _value_ _system_.
2. Every educational philosophy reflects a certain knowledge base and a certain _value_ _system_.
3. We need to reverse this _value_ _system_ and go back to the early 1900s.

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strategic decision: a long term, complex decision, which is made by senior management. These decisions will affect the entire direction of the whole organisation or the country.

Examples to explain the meaning:
1. The government decides to reduce illiteracy by 20% during the next five years.
2. The board of school directors decides to train five groups of 20 students for office work with computers every year.

Examples with the word in sentences:
1. Someone from the Pentagon is calling the press and leaking _strategic_ _decisions_.
2. Fundamentally, we think he has made the _strategic_ _decision_ to move against terrorism.
3. Managers will consult large shareholders more often before taking _strategic_ _decisions_.

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administrative decision: decision by an individual or a group about practical arrangements or about rules.

Examples to explain the meaning:
1. The board of school directors decides that every adult learner must be registered at the start of every evening session.
2. The ministry of economic affairs decides that all components of food products must be clearly indicated on the packages.

Examples with the word in sentences:
1. I would like to submit an _administrative_ _decision_ of mine for review.
2. "I have to make a final _administrative_ _decision_," he said.
3. At the same time, the president gave the government greater autonomy in making _administrative_ _decisions_.

----

principle of bounded rationality: the idea that the abilities to make decisions are limited by the information that people have, the cognitive limitations of their minds, and the finite amount of time they have to make a decision.

Examples to explain the meaning:
1. When a board of directors decides to build a new car and the directors want to calculate the price, they must accept that they are limited to do this. They split up the decision making process so they can make this calculation step by step.
2. When a judge needs to decide if a person is guilty, he must accept his limitations to come to a decision.

Examples with the word in sentences:
1. These internal costs are the background to the study of _bounded_ _rationality_.
2. _Bounded_ _rationality_ is a central theme in behavioural economics.

Using soft skills
in non-formal
education

Understanding
decision making

Decision making :
Introduction

- Welcome
- Combination
  - Individual exercise
  - Team exercises
- YES / NO game for teams

1.
Project Planning
Exercise

ACTIVITY 1: PROJECT
PLANNING EXERCISE

- Individual and team exercise
- The situation
- The task

INDIVIDUAL EXERCISE

Rank management activities
from I to XV

TEAM EXERCISE

- Rank management activities from I to XV
- Transfer expert's ranking
- Calculations
- Individual ranking versus expert's ranking
- Team ranking versus expert's ranking
- Average indivual score

	Group score	Average Individual Score
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		
Group 6		

2.
Reflecting focus on decision making process

ACTIVITY 2:
REFLECTING ON DECISION MAKING PROCESS

- Strengths
- Weaknesses
- Opportunities
- Threats

3.
Various apects and processes of decision making

ACTIVITY 3: VARIOUS ASPECTS AND PROCESSES OF DECISION MAKING

- Decision = choice between actions
- No standard procedures
- Some important features
- Speed of the decision making process
- Degree of rationality
- Degree of acceptance

SIX ELEMENTS IN DECISION MAKING

1. Decision-maker
2. Goals to be served
3. Preference of value system
4. Strategies
5. States of nature
6. Outcome

SEVEN STEPS IN
DECISION MAKING PROCESS

Analyse

Collect facts

Analyse factors

New ways to tackle

Look alternatives

Decide action

Follow up
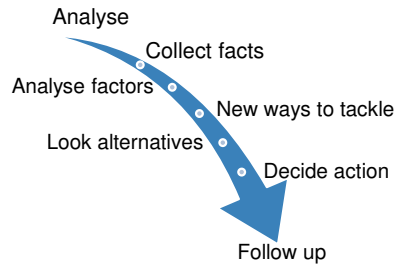
CONCLUSION
DECISION MAKING

1. Style of decision making – type of leadership
2. Scientific decision theories – situational needs
3. Difficulty factors not controlled by the decision-maker
4. Decision-maker can only decide on available information, accumulated experience, etc.
5. Decision making is both scientific process and a delicate art

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Decision making closing activity

VISUALISATION

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 8: Understanding Interpersonal Communication
Blindfold Game

Lesson Plan

Teachers' Name	
Subject	Soft Skills in Non-formal Education: Understanding interpersonal communication
Academic year	

Learning environment

Lesson

Location			
Year		Number of adult learners	
Situation			

Date	
Lesson topic	Understanding interpersonal communication
Time	120 minutes

Entering Behaviour

Learners' characterics	
Class group	
Situational information	

Sources	Enclosures
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LESSON TOPIC: Understanding interpersonal communication

OBJECTIVE: Blindfold game and discussion will help participants to understand the importance of effective interpersonal communication.
GENERAL SKILLS AND ATTITUDES: understanding the importance of effective communication and the communication process; become a better communicator/receiver of messages; become a better listener.

MATERIALS: One blindfold and one chair for each group; chairs and tables as obstacle - same number for every group; flip charts, markers, paper tape.
ROOM: A large room/ground where the participants will play the game; one chair per team in line on one side of the room; some chairs and tables as obstacle between one side of the room and the other side of the room.

LEARNING METHODS: learning game, short lecture, group work and debriefing

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Lead-in			
Introducing the topic	Start / Lead-in: Welcome (slide 1, 2) Prepare yourself for a learning game on interpersonal communication. To start we watch a short clip on communication (slide 3): *German coast guard trainee*. https://www.youtube.com/watch?v=yR0lWICH3rY Short group conversation on what is the problem? Which elements explain the miscommunication in this video clip.	Teaching method: short whole group conversation Media: - presentation slide 1, 2, 3 - video clip Participants sit down in the room	5
Lesson			
Experiencing of different roles in interpersonal communication: 1. non-verbal: the instructor 2. verbal: the speaker 3. listener: the blindfolded	Activity 1: Blindfold game (slide 4) 1.1 The facilitator divides the large group in teams of minimum three persons per team. All participants stand in a circle. The facilitator instructs to count one by one: 1, 2 and 3, again 1, 2 and 3, etc. All numbers 1 are called "honey", all numbers 2 are called "darling" and all numbers 3 are called "my love". The facilitator asks the first person to great the second as "darling", the second person great the third as "my love" and the third great the (new) first as "honey". After greetings, all honeys goes together, all darlings and all my loves. Then they split into small teams "darling 1" and " darling 2", "honey 1" and " honey 2" and " my love 1" and "my love 2". 1.2 The facilitator instructs the teams that the Blindfold Game would be played in three rounds by each team. (Slide 5 and 6) Each team will consist of - one instructor (who uses hand movements or other signs to direct <u>without</u> speaking)	Teaching methods: icebreaker; learning game Presentation slide 4, 5, 6, 7 Lesson materials: - one blindfold per team - one ball Rearrange the room for the game - one chair per team in every corner of the room - in case five or more teams also chair in middle of longest side of the room - all other furniture aside creating a playground as big as possible The speakers sit on the chairs with their back to the play-ground, so they cannot see what is happening. The instructors stand in front of him/her and they can see what is happening on the play-ground. The blindfolded people start with their back to the speakers.	55

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	- one speaker (who gives directions to the blindfold player by speaking following the non-verbal communication of the instructor), - one blindfolded person (who follows the verbal directions to touch the ball on the playground and pick it up). 1.3 The facilitator gives time to the teams to plan their strategy to play the game. This strategy may include agreeing on hand movements so that the speaker could understand directions such as 'go right', 'go left', 'go straight', 'come backwards', 'stop', 'bend down', 'higher', 'lower' etc. 1.4 The speaker sits on a chair facing the instructor who would be standing. The instructor is able to see what is happening on the playground and where his blindfolded teammate is moving and make gestures accordingly. The instructor is not allowed to make any sound. The speaker has her/his back towards the playground and hence is not able to see what is happening there but speaks following the instructor's hand movements. The instructor blindfolds his teammate and leads him/her to a place to start. 1.5 The blindfolded person plays the game and follows the voice of the speaker to touch the ball and pick it up. 1.6 The instructor guides his teammate and gives instructions to reach the goal i.e. the ball. The facilitator can move the ball on the playground in every direction without any word or sound. 1.7 The game is played in three rounds as each member of a team would switchs roles and repeats the game till each one of them has played all the three roles of instructor, speaker and blindfolded person.	The observers stand near their team.	

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	1.8 The observers ensure that no one is hurt when blindfolded. They can redirect the person if they venture into an area where there is a possibility of them being bumping into another object or other participants of the game. 1.9 The observers observe their teammates in their roles as speaker, instructor and blindfolded person.		
	10 minutes break		10
Reflecting on the concept of interpersonal communication.	Activity 2 (slide 7) On completion of the game, the facilitator leads a debriefing discussion by asking participants the following questions (slide 8): • How did you feel during the game? • What happened during the game? • What challenges did you face? • Did you feel constrained at any point of time during the game in different roles? • Have you faced similar situations in real life? • What lessons can be drawn with regard to the importance of communication from this experience? Specific question for the observers (slide 9): • Were there any differences between the speakers in your team? • Were there any differences between the instructors in your team? • Were there any differences between the blindfolded persons in your team?	Teaching method: debriefing Presentation: slide 7, 8 and 9	25
Consolidating concepts related to communication.	Activity 3 (slide 10) 3.1 Presentation highlighting the various aspects and processes of interpersonal communication Intro – quotes (slide 11):	Teaching methods: short lecture, question and answer session Presentation: slide 10, 11, 12, 13, 14, 15	25

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	Effective communication is the transmission of information and understanding of this information through the use of common symbols like words, signs, drawings, etc. There is a need for communication. All relationships start, sustain, change and end through the medium of communication. Communication is a dynamic interactive process. The most common forms of communication are oral communication and written communication. The best form of oral communication is the two-way, mutual contact. Written communication has several advantages like instrument of record, precision, but also disadvantages like time comsuming, difficult to put everything in it. The communication process: Important commonly used terms (slide 12): - Communicator/messenger: the person who sends a message. - Aim: the intention of the message; the reason for the communication. - Content: the words, the symbols. - Message: what the communicator wants to communicate. - Method/medium: the manner in which the message is conveyed, e.g. by writing, speaking, or signs; but also face-to-face, by phone, etc. - Communicant/receiver: the person who receives a message. - Decoding: the receiver must decode the message in terms that are relevant to him or her. - Situation: the context of the environment of the communication. - Feedback: return from receiver to messenger is		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	desirable; it can be a simple 'yes' or 'no'. - Noise: all factors that distort the intended message. Scheme of the communication process (slide 13) Factors in non-verbal communication (slide 14): - Distance: the amount of space between two people. - Orientation: face-to-face, back-to-back, side-by-side. - Posture: the level of self-confidence or energy. - Physical contact: touching, shaking hands, holding. - Facial expressions: smiles, raised eyebrows, etc. - Looking: the eye-contact as an expression of the aim, the message. - The tone: indication of emotional feelings e.g. agressive, tolerant, etc. - The appearance: the physical attractiveness, the looks. - The environment: the situation of the non-verbal communication. Quick suggestions for good listening (slide 15): - Stop talking: you cannot listen if you are talking. - Put the speaker at ease: help him/her feel that he/she is free to talk. - Show the speaker that you want to listen: look and act interested. - Remove distractions: e.g. do not shuffle papers; close the door. - Empathies with him/her: try to put yourself into her/his place. - Be patient: allow plenty of time; do not interrupt (as long as it is not strictly necessary). - Hold you temper: control your feelings. - Go easy on argument and critism: involve the communicator to the facts or your behaviour not to your person.		

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	- Ask questions: encourage the communicator. - Stop talking: you cannot do a good listening while you are talking, while you are doing something else. 3.2 Facilitate a question and answer (Q&A) session. Allow participants to ask questions and add comments, after the presentation.		
Lesson End			
Reflecting on what the participants have learned and experienced.	3.3 The facilitator closes the session and invites the participation to visualize for themselves the communication process. 3.4 The facilitator gives the participants a chance to reflect on what they have learned and most importantly to discuss with each other and share their opinions. 3.5 He/she thanks the participants. (slide 17)	Teaching method: short lecture; group dialogue Presentation slide 17	10

Glossary unit 8: Understanding interpersonal communication

decode (verb): to find or to understand the meaning of something.

Examples to explain the meaning:
1. She understands the happy look in his eyes. So, she decodes his signals well.
2. He finds out what she means when she says: "I have nothing to wear for this evening." In his opinion it was hard to decode what she really wants.

Examples with the word in sentences:
1. The ability to _decode_ this information isn't entirely new.
2. Finally, scientists have _decoded_ a portion of the anthrax genome.
3. He was not told the material came from _decoded_ foreign ciphers.

----

noise (noun): a sound, especially when it is loud, uncomfortable or disturbing; in a more general interpretation: all elements that are distracting the message or that has nothing to do with the message.

Examples to explain the meaning:
1. The noise from the music in the pub makes it very difficult for Tom to hear what Lisa says to him.
2. Many people in the background make it hard to recognize the moves of her body. This is also some kind of noise, as it distracts the message.

Examples with the word in sentences:
1. He doesn't make a lot of _noise_.
2. I could hear the _noise_ of a very big wave coming.

----

non-verbal Communication: the fact you give information without using spoken language; we can use body language, eye gestures.

Examples to explain the meaning:
1. His happy eyes tell her that he loves her.
2. She makes moves with her hand to tell him to come over.

Examples with the word in sentences:
1. Expectancy violations theory discusses the importance of personal space, territoriality and the expectations individuals have of another's _non-verbal communication_.

2. *Non-verbal* *communication* includes facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the communicators.

Using soft skills in non-formal education

Understanding interpersonal communication

Interpersonal communication:
Introduction 1

- Welcome
- Content of this lesson
  - Individual experience in team game
  - Debriefing
  - Presentation various aspects of interpersonal communication
- Question and answer session

Interpersonal communication:
Introduction 2

Video clip: German Coast guard trainee
youtu.be/yR0lWICH3rY

1.
Blindfold game

ACTIVITY 1:
BLINDFOLD GAME

1. The speaker: verbal communication
   He/she sees his/her blindfolded teammate

2. The instructor: non-verbal communication
   He/she cannot see his/her blindfolded teammate

3. The blindfolded person = the listener/the receiver

4. The observers

ACTIVITY 1:
BLINDFOLD GAME

1. Each team:
   minimum 3 persons + observers

2. Task: the speaker in coordination with the instructor guide the blindfolded teammate to touch the ball and pick it up.

3. The facilitator can move the ball in every direction.

4. Clear the room and take positions.

2.
Debriefing

ACTIVITY 2:
DEBRIEFING

- How did you feel during the game?
- What happened during the game?
- What challenges did you face?
- Did you feel constrained at any point of time during the game in different roles?
- Did you face similar situations in real life?
- What lessons can be drawn with regards to the importance of communication from this experience?

ACTIVITY 2:
DEBRIEFING

Observers:

Were there any differences between:
- The speakers in your team?
- The instructors in your team?
- The blindfolded persons in your team?

3.
Various apects and processes of interpersonal communication

Communication process

Effective communication: the transmission of information and understanding of this information through the use of common symbols.
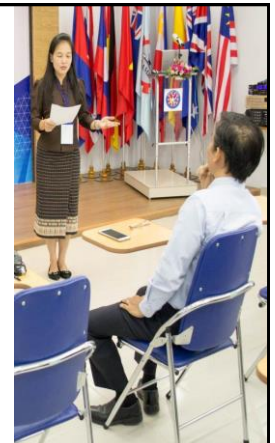
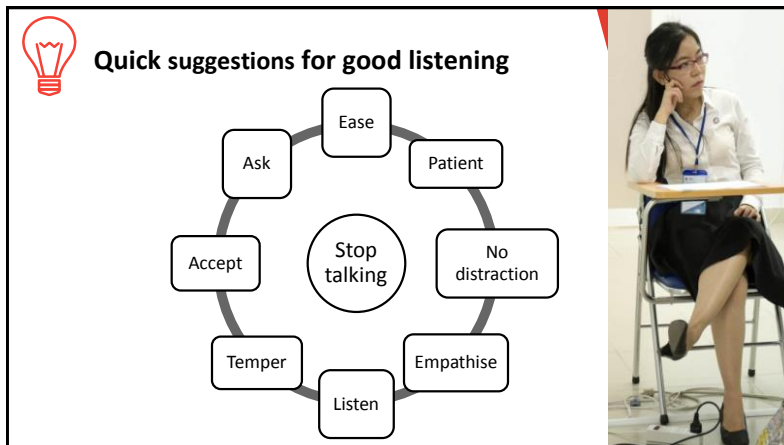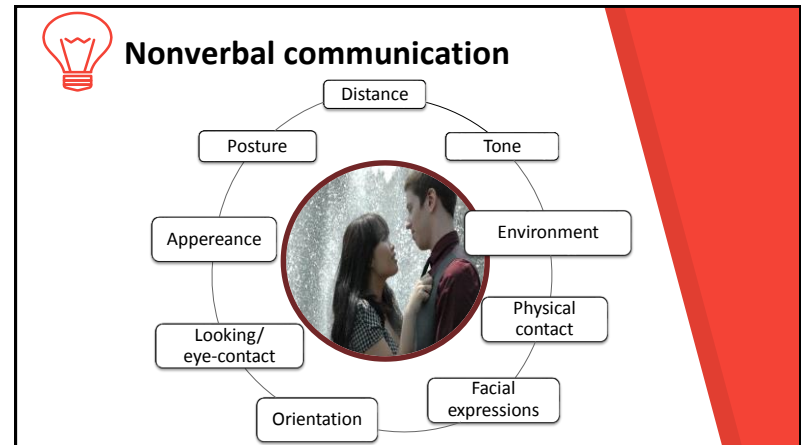The need for communication: all relationships start, sustain, change and end through the medium of communication.

Communication process

Important commonly used terms

- Communicator/ messenger
- Aim
- Content
- Message
- Method/medium

- Communicant/ receiver
- Decoding
- Situation
- Feedback
- Noise

Communication process

Nonverbal communication

- Distance
- Posture
- Tone
- Appereance
- Environment
- Looking/ eye-contact
- Physical contact
- Orientation
- Facial expressions

Quick suggestions for good listening

- Ease
- Ask
- Patient
- Accept
- Stop talking
- No distraction
- Temper
- Empathise
- Listen
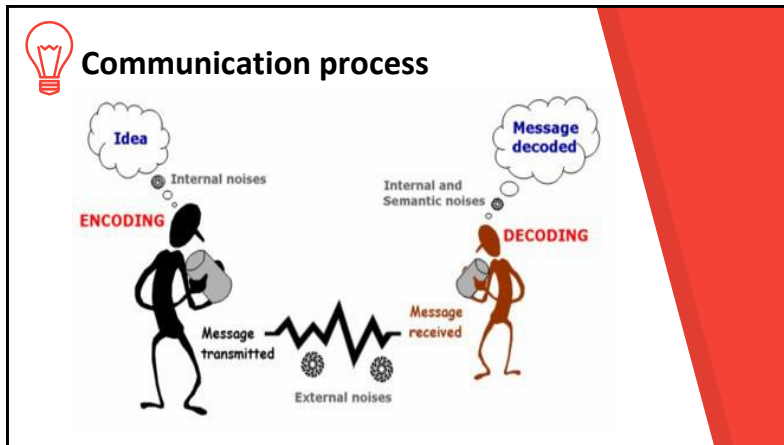
Interpersonal communication closing activity

Visualize for yourself the communication process

Instructional Resource Package: Using Soft Skills in Non-Formal Education

Unit 9: Understanding Collaboration and Conflict in Teams
Win as much as you can

Lesson Plan

Teachers' Name	
Subject	Soft Skills in Non-formal Education: Understanding collaboration and conflict in teams
Academic year	

Learning environment

Lesson

Location			
Year		Number of adult learners	
Situation			

Date	
Lesson topic	Understanding collaboration and conflict in teams
Time	120 minutes

Entering Behaviour

Learners' characteristics	
Class group	

Situational information	

Sources

Chen, C. and Roth, H. 2005. *The big book of six sigma training games*. New York, McGraw-Hill. pp. 91-94.

Pfeiffer, J. W. and Jones, J.E. 1974. *Handbook of structured experiences for human relations training*. vol.II., La Jolla, University Associates Inc.

On line:
*Demonstration Win as much as you can.*https://www.youtube.com/watch?v=kH9UwvIT_bY (Accessed 7 November 2017.)

Enclosures

4 x scoring card: win as much as you can
Example: global scoring overview

LESSON TOPIC: Understanding collaboration and conflict in teams

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OBJECTIVE: *Win as much as you can* exercise and discussion will help participants understand conflict and the importance of collaboration in teams for the benefit of all. Being able to handle conflict.
GENERAL SKILLS AND ATTITUDES: the adult learners can understand and discover collaboration and conflict in teams for the benefit of all. Being able to handle a conflict.

MATERIALS: flip charts, markers, paper tape; 4 sets of A-4 sheets marked with the symbols X or Y; set of playing cards
Slide, LCD Projector, and Computer.

TEACHING METHODS: short lecture, brainstorming, group formation and sharing by groups, debriefing

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LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
Lead-in			
Getting familiar with the topic collaboration and conflict in teams. Sharing each other's experiences.	Start / Lead-in: (Slide 1) Welcome Prepare yourself for an exercise on collaboration and conflict in teams. (Slide 2) Person-centred short whole class dialogue based on questions:	Teaching method: short whole class dialogue Presentation: slides 1 and 2	10 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	- With what kind of person can you cooperate well in your team? - With what kind of person do you have a conflict in your team? - Do you think that it is good to have conflicts? - Do you have a strategy to deal with this conflict? - Do you have a strategy to cooperate better? Remark: the trainer asks only some testimonies to get attention for the topic; he makes clear that he doesn't need any personal details.		
Lesson			
By playing a game, the participants feel and experience that collaboration and winning do not necessarily go together	Activity 1: Win as much as you can (introduction) (slide 3) 1.1 (Slide 4) The facilitator divides the group into small teams of 4 persons. *Method 1*: Dividing the group by distributing playing cards. The participants with the same kind of playing cards (symbol + number or symbol + figure) make one team. Hearts + number go in corner A, Diamonds (Ties) + number corner B, Clubs (Clovers) + number corner C, Spades (Pikes) + number corner D, Hearts + figure rest in the middle of the room. *Method 2*: Dividing the group by *Animal Sounds* activity. The facilitator invites the participants into a circle and hand out a small card to every person, with a name of an animal on each card, e.g. cow, horse, duck… Everyone has to make the noise of their animal and find the other cows, horses, etc. The only objective of these activities is to have small teams. The composition of the teams doesn't matter. 1.2 The teams are seated in different corners of the room for internal group discussions based on collaboration and cooperation. 1.3 The facilitator explains the rules of the game to the teams. He gives each team a set of two papers marked with the symbols X and Y. 1.4 The purpose of the game is to "win as much as you can". 1.5 The game is to be played in 10 rounds.	REMARK: the manual splits the game into an introduction (activity 1) and the game (activity 2) Teaching method and organisation: game with 4 teams Presentation: slides 3, 4 and 5 Lesson materials: *For method 1:* - one set of playing cards: 4 series of symbols + number; 2 series of symbols + figure. - The facilitator puts them in good order and gives each person one card and then everybody can search the other members of his team. *For method 2:* - pieces of paper with the name of animal on them (e.g. cow, horse, goat, owl, elephant, dog, etc.) - Based on the intended number of members for each team, the facilitator can prepare 3 or more cards of each animal. For each team: - one set of two papers marked with X and	10 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	1.6 Each team has to make a choice between two symbols, X or Y.

1.7 (Slide 5) The pay-off depends upon the choice made by all four teams. They are indicated on the scoring card. The facilitator explains the scoring card (see page 267). | Y
- one scoring card
- one global scoring overview | |
| The participants feel and experience that collaboration and winning do not necessarily go together | Activity 2: Win as much as you can (game) (slide 6)

The facilitator and the four teams play the game.

2.1 Teams may not communicate with the other teams during the rounds.

2.2 In each team, all members should agree upon a single choice for each round. It is important that it is a common agreement, which implements collaboration and cooperation to come to a decision.

2.3 Other teams should not know the choices made by any other teams before the instruction shows all choices.

2.4 Two or maximum three minutes are given to make the choice in each round. The game must run smoothly.

2.5 After the choice is made, the facilitator asks all the teams to show their choices and announces the overall result (say "two X and two Y") (slide 7).

2.6 Each team notes down their score accordingly, without revealing it to the other teams.

2.7 If any questions are asked, the facilitator's response should be the name of the game – "win as much as you can".
The game continues for rounds two, three and four.

2.8 (Slide 8) At the end of round 5, a bonus is announced. Before the teams are to make their choices, the facilitator invites one representative from each team in the middle of the room to negotiate with representatives of | Presentation: slides 6, 7 and 8 | 60 min |

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
	the other teams for 5 minutes. After negotiation, the representative goes back to his/her team for a decision with their team. The scores are to be doubled. Again 5 minutes negotiation with the representatives is a maximum. Decision in the teams should be in two or maximum three minutes. The game must run smoothly. 2.9 Rounds 5, 6 and 7 are played. 2.10 At the end of round 8, a new bonus is announced. Now, on completion of round 8, the participants are all invited into the centre to negotiate openly during maximum five minutes. Each team makes their decision within two or maximum three minutes. The scores are to be tripled. 2.11 Rounds 9 and 10 are played. 2.12 Each team notices their total score.		
Reflecting on the experiences of the game.	Activity 3 (slide 9) (Slide 10) The facilitator debriefs the group by asking the following questions: • Who won the game? Why? • Does winning in a small group mean more to you than winning all of the groups together? • How did you feel in the process? • Can you relate it to the outside world? • The effects of the competition and collaboration can be discussed.	Teaching method: whole class dialogue Presentation: slides 9 and 10	20 min
Getting familiar with concepts related to conflict and collaboration. Reflecting on past experiences related to conflict and	Activity 4 The facilitator discusses the understanding of the group in relation to "you" in the game. They elaborate on whether the "you" is meant as individual and/or for describing organisations? The facilitator asks the participants to relate this game situation to their real life scenario.	Teaching method: whole class dialogue; short lecture Presentation: slides 11, 12 and 13	15 min

LESSON OBJECTIVES	LESSON CONTENT	TEACHING METHODS / MEDIA/ LESSON MATERIALS/ ORGANISATION	TIMING
collaboration.	The facilitator should repeat how collaboration can be beneficial and maximise profit for all. The facilitator wraps up the session by highlighting conflicts and the importance of collaboration in the teams for the benefit of all and summarises key points from the session. Quote: since much conflict is natural, the goal of a group is not to eliminate conflict, but to view it as essential and healthy. (Slides 11, 12) Five ways of dealing with organisational conflict: 1. Denial or withdrawal: a person denies that a conflict exists; however the conflict doesn't go away. 2. Suppression or smoothing over: this can be useful when it is more important to preserve the relationship than to deal with the issue. 3. Power or dominance: is used to settle differences. Power strategies result in winners and losers. 4. Compromise or negotiation: has the risk that the compromise solution may be weakened to the point where it will not be effective. 5. Integration or collaboration: all partners of the conflict recognise the abilities and expertise of the others; the best of the group's thinking will emerge.		
Lesson End			
	Conclusion (Slide 13) Knowing some of the different methods of dealing with conflict is extremely useful to anyone working with groups or organisations. If a group leader is aware of these methods and their advantages and disadvantages, he will be more effective in handling conflict. (Slide 14) The facilitator closes the session by thanking all for their participation.	Presentation slide 14	5 min

Scoring card: *Win as much as you can*

Result choices		Points	Points
		X	Y
XXXX	4 X	-1	--
YYYY	4 Y	--	+1
XYYY	1 X + 3 Y	+3	-1
XXYY	2 X + 2 Y	+2	-2
XXXY	3 X + 1 Y	+1	-3

Global scoring overview

Round	Points			
	Team A	Team B	Team C	Team D
1				
2				
3				
4				
5 Bonus x 2	x 2	x 2	x 2	x 2
6	x 2	x 2	x 2	x 2
7	x 2	x 2	x 2	x 2
8 Bonus x 3	x 3	x 3	x 3	x 3
9	x 3	x 3	x 3	x 3
10	x 3	x 3	x 3	x 3
Total score				

Glossary unit 9: Understanding collaboration and conflict in teams

a happy ship: a ship or a boat on which the crew work together in a friendly way and without any disagreement. Its literal meaning: an organisation with members who have team spirit, collaborate easily and with high morale.

Examples to explain the meaning:
1. The team of SEAMEO CELLL is a happy ship.
2. The team of the community learning centre is a happy ship.

Examples with the word in sentences:
1. "An efficient ship is _a happy ship_."

Using soft skills in non-formal education

Understanding collaboration and conflict in teams

Collaboration and conflict in teams: Introduction

- Welcome
- Team exercise: *win as much as you can*
- Debriefing
- Understanding dealing with conflicts

X	Y

Win as much as you can

Exercise

ACTIVITY 1: INTRODUCTION
WIN AS MUCH AS YOU CAN EXERCISE

1. Making small teams
2. Purpose of the game: win as much as you can
3. 10 rounds
4. In each round your team chooses between X and Y
5. Based on your choice your team wins or looses points

ACTIVITY 1: INTRODUCTION
WIN AS MUCH AS YOU CAN SCORING CARD

Result choices		Points	Points
		X	Y
XXXX	4 X	-1	--
YYYY	4 Y	--	+1
XXXY	3 X + 1 Y	+3	-1
XXYY	2 X + 2 Y	+2	-2
XYYY	1 X + 3 Y	+1	-3

ACTIVITY 2: GAME
WIN AS MUCH AS YOU CAN EXERCISE

1. Decide in your team about the choice between X or Y
2. Don't communicate with other teams;
   (don't show your choice before instruction show)
3. Show choice of your team
4. Notice your score in the column of your team on global scoring overview

ACTIVITY 2: GAME

WIN AS MUCH AS YOU CAN GLOBAL SCORING OVERVIEW

Round		Points		
		Team A	Team B	Team C
1				
2				
3				
4				
5 Bonus	x 2			
6	x 2			
7	x 2			
8 Bonus	x 3			
9	x 3			
10	x 3			
Total score				

ACTIVITY 2: GAME
WIN AS MUCH AS YOU CAN EXERCISE

End of round 5: one representative of each team negotiates with the representatives of the other teams for 5 minutes; come to decision in your team.
Bonus: all scores are to be doubled

End of round 8: all participants are invited into the centre to negotiate openly; come to decision in team.
Bonus: all scores are to be tripled

Notice total score for your team

Win as much as you can

Reflecting on the exercise

ACTIVITY 3: REFLECTING ON THE EXERCISE
WIN AS MUCH AS YOU CAN

- Who won the game? Why?
- Winning in a small team or winning of all teams?
- How did you feel?
- Can you relate the exercise to the outside world?
- Effects of the competition and collaboration

Ways of dealing with organisational conflict

FIVE WAYS OF DEALING WITH ORGANISATIONAL CONFLICT

- Denial of withdrawal
- Integration/ collaboration
- Suppresion/ smoothing over
- Compromise/ negotiation
- Power of dominance

CONCLUSION:

- Knowing some of the different methods of dealing with conflict is extremely useful to anyone working with groups or organisations.
- If a group leader is aware of these methods and their advantages and disadvantages, he will be more effective in handling conflict.