

HAPPINESS IN THE CLASSROOM TRAINING PROGRAM



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

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Introduction

Welcome to the Happiness Project Training Programme! This program is all about helping young students like you feel happier and healthier. We'll be covering a bunch of fun and essential topics that will help you become a more confident and capable person.

Some of the things we'll be learning include the following:

- How to be more adaptable and handle new or unexpected situations
- How to understand and control our thoughts and emotions
- How to understand and be kind to people who are different from us
- How to communicate effectively with others
- How to work well in a team and resolve conflicts
- How to set and achieve our goals
- How to think critically and make good decisions

Throughout the program, you'll participate in various activities and games to help you practice and apply your learning skills. We'll also discuss real-life examples and problems you might encounter in your everyday life, so you can learn how to handle them best.

We're excited to have you join us on this journey to feeling happier and more confident.

Let's get started!



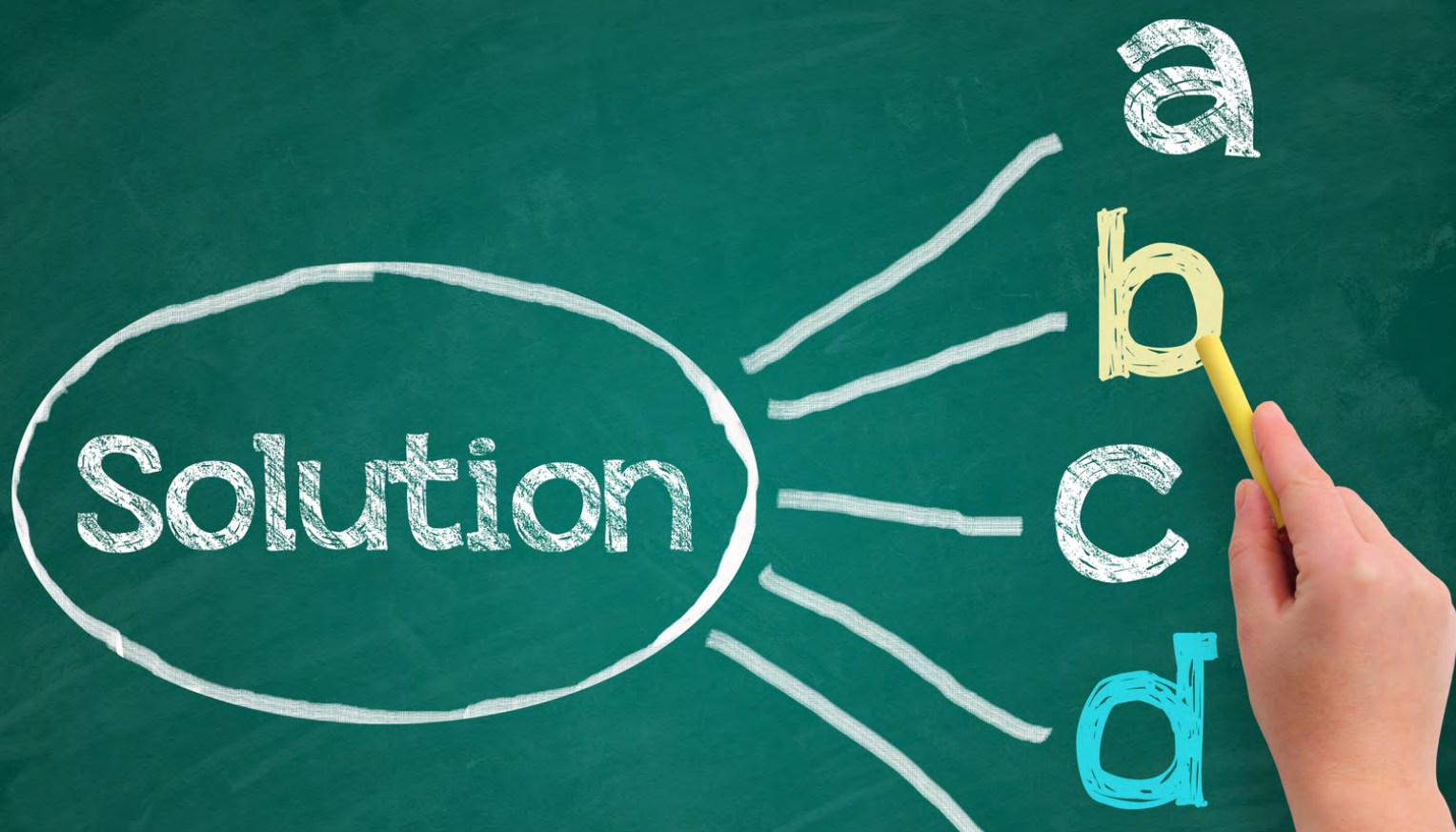
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Module 1

ADAPTABILITY



Did you know that your happiness will depend on your ability to adapt to the different circumstances that arise in your life? The greater your ability to adapt, the better use you will make of yourself and the happier and more fulfilled you will feel.

Adaptability is not a given, it is something we have to work on; that is why we help you here.

Invitation to the module

Hello reader!

This module introduces the concept of adaptability and what it means to adjust to new or changed circumstances. It will also help you foster and develop knowledge on flexibility, problem-solving, goal-setting, sustainable development, and more!

Because...

- How many times have you had to change a plan or an idea?
- Are you able to make decisions on your own?
- Have you ever found yourself in a situation without knowing what to do?
- Do you know what the 5Rs and green impact mean?

If something impacts you negatively - falling behind in your exams or not getting into the team or the university you had hoped for - you will rely on your adaptability. It will help you find creative ways to move on and improve. This skill will be incredibly beneficial for your well-being in a world of constant change.

In this module, you will find tools and dynamics to help you deal with different emotions, situations and maximize your ability to adapt. Sounds good, doesn't it? 😊 Also you will also be asked to work individually, in small and large groups, to solve open-ended problems, so you will improve your skills using constructive feedback.

Let's get started. Are you ready?

Go ahead!



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Unit 1

Think green, think big!

Keywords for you:

Flexibility, strategic thinking, social responsibility, green environment

Theoretical background

Learning is adapting; if we look closely, we will see that this is something we do every day, even if we are unaware of these achievements. In a situation of adversity, you either adapt or succumb; so the response you can give to the situation will either strengthen or weaken you.

It is possible to transform the most damaging aspects of a situation into new opportunities for growth and development so that you can harness the energy and transform it into a beneficial and positive current, thus guiding your own life on the path to happiness.

People have the opportunity to use their skills and creativity to imagine and realize new scenarios and forms of the social and ecological organization more peacefully and sustainably. So, you as a future leader must be prepared for the challenges of tomorrow because it is essential for the future your generation will inherit!

This unit encourages commitment to ecological actions to design a happy and sustainable world, concluding by carrying out the proposed tools and involving your peers and you in spreading the message of a sustainable world.

Sounds interesting, right? 😊 Based on the realities that will be worked on in this unit, you will be asked to reflect on how they see the current global situation and the main problems of our time.

Unit 1



Imagine an alternative world

The class will be split into two groups. Each peer will step forward and adopt a role that reflects your conception of the world, which will be progressively joined by the rest of the group members until a collective proposal is created.

Then, there will be a discussion about what the group has represented and what everyone thinks are the main problems in our world. Your group will be asked to think of solutions to change this situation, reflecting on what they would like their "Alternative World" to be like.

The groups will be asked to create wall mural that represents a global situation different from the previous one, following the same dynamic explained above.



Unit 1



My alternative world

We will reflect on what this alternative world we have designed looks like and what happens in it. With these brainstorming ideas, each group will fill in two columns on a blackboard or sheet of paper.



As the last step, we can generate content to distribute our message of commitment to an alternative world based on well-being and happiness. To do this, each group can create audiovisual material (messages, photos, videos, etc.) using the collective proposals created, the mural designed during this activity, or other proposals that your group considers to disseminate to the greatest number of people.

This way, we share with the community what we have learned about social and environmental alternatives. At the same time, we announce our commitment to the message, carry out concrete actions and reaffirm ourselves as agents of change to achieve a world of sustainable alternatives.

Unit 1



Sustainable gymkhana

This activity stimulates reflection on the environmental issue as a whole, on the importance of preserving the environment and taking care of waste production, especially in selective collection. It is aimed at students between 12 and 16 years of age.



Split up into groups and each group will be given a map of the area and the location of the different tests will be marked on it. Each team will start with different levels so that we do not have to wait for each other. When you and your team finish each of them, the map will be signed and you will be given a clue to go to the next one. The team that first manages to reach the control point with all the tests signed will be the winner.

This exercise consists of looking for waste at different points or hiding places. Each object has to be deposited in a container according to the waste. We will have to look for a variety of items such as bottles, containers, drinks cans, empty tetra bricks, plastic bottles, etc.



Unit 1



Sustainable gymkhana

We will simulate various colored containers so that we can put our rubbish in the one we think is best to recycle, until we get them all right we will not go on to the next level. The containers can be:

- Plastic containers: yellow.
- Organic waste bin: brown.
- Paper and cardboard container: blue.
- Collection of furniture and junk: orange.

Once the gymkhana has been completed and each container is correctly distributed. Your teacher invites the classroom to think about everyday actions that we can take in our daily lives to take care of the planet like tips, on how to refuse, reuse and recycle.



The aim is to come up with options on how to help the environment and take care of future generations. This experience will make you aware of the importance of respecting and caring for the environment.

Unit 1



Second chance - 5R

Have you heard of the 5 R? As mentioned above, conserving the environment is not just a choice, it is a necessity. That is why it is essential to be aware of the **5 R: refuse, reduce, reuse, repurpose, and then recycle**. These have become essential if we want to do our bit to make a difference. From the very beginning, practicing eco-friendly habits should be your priority.

Where is all this going?

Productions should be valued for their effectiveness and not for their beauty. It is a question of creating from waste, not generating more, that is to say, giving "a second life" to certain products for which only "small gestures" are needed. This is why we must choose the necessary materials and use them well.



To finish, you will collect different products from the containers where you deposited each material previously in the gymkhana, and from there, you will decorate the materials and decide what use you will give them.

Don't forget to share your creations with the people you love and admire because small gestures make a difference!

Unit 1



Check your Understanding

You will share your opinions and ideas in a circle with the rest of your peers to look for connections, practice divergent and convergent thinking to generate as many ideas as possible in order to select the best ones.

As the last step, you and your peers will prepare in groups of 4 a written report or similar story about what you have learned at the end of the unit.

The report should include questions such as:

- Use 3 words to describe the knowledge acquired.
- What's surprised you the most about the unit and how do you feel now?
- What is the one topic you need to learn more about to help you live a fuller life?
- What can you learn from your biggest mistakes?
- I couldn't imagine living without...
- Name things that inspire you - books, role models, websites, quotes, paintings, stories, etc.

Unit 1



Additional information



Learning Resources about the environment and sustainability for teachers - Lesson plans website



Environmental Lessons - Lesson plans website



Problem-solving scenarios in the vocational environment - Games website



How to protect the environment- BBC Learning English

Click above to see a series of links to fun classroom activities and youtube videos

Unit 2

One 4 all. All 4 one

Theoretical background

Keywords for you:

Emotions, flexibility, empathy and teamwork.

Life is full of surprises. Some of them are nice but some others are not so much. Sometimes bad situations make you feel sad, worried, upset... However, if you train and have enough tools to interpret unpleasant situations, you can live healthier lives, avoiding suffering and empowering happiness.

This unit will allow you to acquire tools and healthy ways to interpret difficult situations, work in groups, and find solutions to different conflictive problems. These tools allow you to be happier even though you have bad moments in life. In this unit, some dynamics are presented. Working in groups will be fantastic!!

Based on social-emotional education and personal values, you will try to solve some problems by trying to understand how other people feel and let the rest of the class know how you feel in certain situations. Remember to be patient, listen carefully and try to be empathetic. Let's share!!



Unit 2



Feel the life!

First, you will all sit on the floor in a big circle. In the middle of the circle, you will find a shoe print and a poster board, where you describe a hypothetical situation that makes a person feel sad, anxious, and worried... Take it in turns, as volunteers, stand on the shoe marks near the cardboard and share with the rest of the group how you would feel if you were the person who is suffering from that situation. Let's put ourselves in someone else's shoes!

Once you have shared your feelings and opinions, it is time to make small groups, and think of several ways to find positive facts or solutions for the situation given to make the person feel happier or, at least, feel less worried or sad. After that, write them all in different post-its, and share your team's ideas with the rest of the groups. Finally, paste the most relevant post-its around the initial cardboard.

Have you realized that after a sad situation there is always something positive or a solution that makes us feel better?



Unit 2



You, my support.

Choose a mate and get your smartphones ready. Let's use Whatsapp! In this activity, one of you will send a text message to the other person telling him or her something that makes you feel sad or worried (it can be real or not).

The other person will reply by giving support, expressing optimistic ideas and different ways to solve the situation.



Don't forget to create the conversation using emotions with words and emojis, gifs, and so on.



Unit 2



Shake your heart!

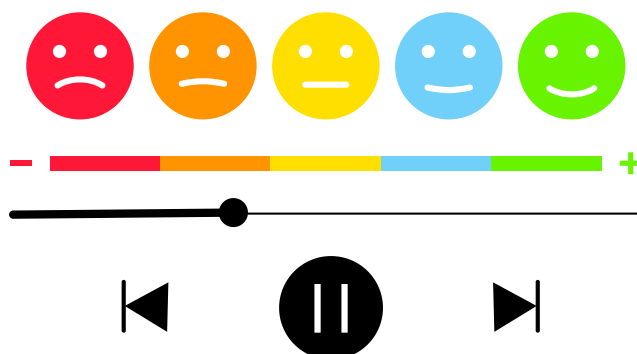
Form a group of 5 partners and choose 3 of the 5 cards that you will find face down on the table. Each card contains a specific emotion: love, sadness, fear, anger, joy, surprise, confidence, optimism, etc.

Each group will have to match this emotion with a song that each of you thinks represents it. It is important that you share your opinions and discuss which is the best choice for each emotion. You can also use your smartphones.

Get into groups of 5 people and take a pen and paper. Listen to 5 different songs and discuss how you would label each one with a feeling. Share the team's decisions with the other groups and listen to each other's ideas.

Then, in the same team, decide which is the most motivating song to change a 'bad day' into a better one. Share your team's ideas and take note of others' ideas as well. They are sure to be interesting.

Don't forget that music is a good way to change the mood. As Bob Marley used to say. Don't worry be happy!!!



Unit 2



Check your Understanding

Individually, you will complete a questionnaire to self-evaluate what you learned about the worked topics. You will classify each item into “Yes”, “Sometimes” and “No”.

The questionnaire contains the following 10 items:

1. I understand what I feel
2. I understand what others feel
3. I can share what I feel with others
4. I can empathize with others
5. I can find possible solutions to my problems
6. I can find possible solutions to other people's problems
7. I can use a positive dialogue with myself
8. I can use a positive dialogue with other people
9. I can listen to me
10. I can work with a group

Unit 2



Additional information



V.O. Complete. The benefits of emotional intelligence for our children. Daniel Goleman



4 Social/emotional skills you can easily practice with teens.



Adolescence_Cliques_Crowds_Conformity- Video

Unit 3

Taking advantage of social networks

Theoretical background

Keywords for you:

Social responsibility, solidarity, strategic thinking, and empathy.

Did you know that happiness has a social perspective we should be aware of?

Happiness depends on our responsibility and ability to act, i.e. on the social dimension of being human. We can feel happy and fulfilled if we make those around us happy and if we collaborate with others.

Happiness is linked to responsibility and the capacity to act, so we must ask ourselves if we cannot do more, much more, for our friends, family, neighbors, our streets, for all those human beings who may depend on us, but to whom we do not pay attention.

We then propose a series of exercises that encourage reflection on social responsibility and helping others based on the ability to adapt to cope successfully with any situation.

In addition, we will reflect on the role of social networks in building our social responsibility.



Unit 3



Help to smile

Many children and adolescents spend long periods of time away from their families and social environment due to hospitalization.

A hospitalization process causes anxiety and sadness to a greater or lesser extent.

Our nature drives us to altruism, which is demonstrated by the fact that the more we help others, the better we feel. Acting without expecting anything in return and being aware of the gestures of others will make us all happier. The aim of this activity will be to contribute to improving the quality of life of hospitalized children and adolescents by making them smile with our help.

Below, we propose an enriching and rewarding activity that can fill you with happiness in which you will participate in a group of 25 students aged between 13 and 14 years old. This action will consist of meeting other children and teenagers who learn in an environment very different from yours and with different opportunities.

In the first session, we propose that you make contact with the boys and girls in the hospital in your city, for example through letters. In them, you will introduce yourselves and explain your intention to help them, encourage them and make them happy by sharing experiences, games, or words.



Unit 3



Help to smile

Your objective will be to obtain a response in order to create a link that in some way will allow you to get to know the circumstances and affective needs of these people-

In the second session, once we have obtained an answer, the next step will be to arrange a visit to the hospital to meet them personally. Once there we can ask them if they would like to share with you some workshops designed by yourselves sharing mutual interests that will benefit you both and fill you with happiness.

As for the last session: we encourage you to share your experience with more people so that in some way you can encourage others to make nice gestures to people in need.



Unit 3



Boost the economy in your neighbourhood

Solidarity makes you happier. Here is a project in which you will discover how you can be happier by helping others! We encourage you to create your group of 10 students aged 14-15 will participate.

As you can imagine, you will have a school full of empty hydrogel jars piled up in a corner without knowing what to do with them. As responsible for not generating waste, and contributing and helping the companies in your neighbourhood, the first task will be to look for companies dedicated to selling soap.

Steps to follow:

Step 1: Decide what your charity campaign will be and whom the money you raise from the sale of the soap pots will go to.

Step 2: Find a suitable company, and explain the project and its purpose, as the intention is to collaborate with the purchase of soap to refill the discarded jars of gel and sell them again in a charity campaign to help other people.

Step 3: Inform the families of your work and carry out your campaign to sell the proceeds. Your group can take advantage of one of the school parties where the number of people attending is higher.

Step 4: As a final task, you can all be the ones to hand over the amount raised to the association finally chosen by your working group.

With this activity, you will feel proud of your work because even small gestures to someone in need will make you happy.



Unit 3



We learn together

Making someone else happy is a great source of satisfaction, especially when it is an older person. This activity will consist of you learning from your elders and them learning with your help. You will participate in a group of students aged 13 to 17 with older people from your neighbourhood and surroundings ♥.

1

In the first work session at school, you will receive a visit from professionals from the old people's home and the social services of the neighbourhood; they will inform you about the characteristics of an old people's home and its residents.

2

You will divide into groups to analyse the needs of the elderly to adapt to the new times and we will open a debate on the problems surrounding the elderly in the neighbourhood. After the debate, you will surely come up with activities to help each other.

3

The second session will take place in the neighbourhood's old people's homes. You will visit the senior citizens' centre, where you will have the opportunity to introduce yourselves to each other and chat to build a relationship.

4

After the visit, it would be good to invite the elderly people to visit your centre. When they arrive, you will have prepared questionnaires to interview them and find out about the habits of young people in their time and how they differ from yours.

Another idea is to carry out workshops during the visit, such as music, painting, reading and new technology workshops.

Unit 3







Social networks with social responsibility

Making good use of social media and promoting social responsibility is a key factor in bringing something positive to our world! Social networks are tools that allow us to connect with people, through messages and propose ideas or create actions to improve our environment.

In this activity, you will have to research advertising spots to analyze companies' corporate social responsibility. With this research, you will analyze how companies focus on positively impacting society, the environment, and the well-being of their customers and employees.

You will also learn about the benefits of corporate social responsibility and question why some companies do not have this responsibility. Here are the commercials for you to watch:

COMMERCIAL	QR CODE (SCAN ME)
<i>Nike Dream Crazier</i>	
<i>Dove. Fat Pandora</i>	
<i>Orange. Grooming</i>	
<i>Always. Like a girl</i>	

Unit 3



Social networks with social responsibility

After analyzing the spots, we will open a debate that will help you reflect on the following issues:

- Are some companies aware of their role as active agents and their social responsibility?
- Are consumers aware of the lack of business ethics of some companies?
- Are there sexist stereotypes and roles that advertisements assign to men and women?
- Does the media influence and condition people, sometimes promoting negative stereotypes and roles?



Unit 3



Check your Understanding

Responsibility education is of great importance in society; In this sense, we must guide our students in self-reflection and self-criticism about the most relevant aspects that they have found during the process and development of the unit, answering questions such as

- Have my habits on social networks changed in any way?
- Am I more responsible in the use I make of my social networks?
- How have I contributed with my responsible actions to society?
- What benefits have I obtained? What benefits have others obtained?
- Being more socially responsible can help my happiness and that of others?

Being responsible benefits social coexistence, since this value is the concretion of discipline, collaboration, duty, and respect for oneself and towards others.

We can generate a final debate in which the students give their opinion on the answers of their classmates

Unit 3



Additional information



Personal responsibility video.



Personal Social Responsibility for a better world -
Example stories.



ADAPTABILITY

Module Summary

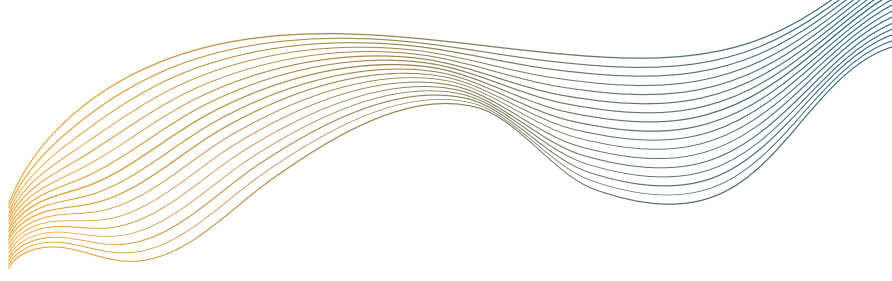
Adaptability is essential because allows you to solve problems and overcome challenges. It is the ability to change actions, direction, or perspective to adapt to different conditions or environments. It involves consciously navigating, rather than being driven by changing circumstances. In other words, it includes the ability to assess an evolving situation from multiple perspectives, to change one's thinking and point of view, and to choose the best response. As an adaptable person, you can thrive amid chaos. So this closing will allow you to deepen the knowledge you have learned, think about the difficulties you had, and reflect on what you have achieved to conclude the adaptability module, so you can move on to the next one!

About the author



Ángela, from Seneca School staff, Spain

We foster diversity in education and try to educate solidarity and environmentally respectful people with a high critical capacity, teamwork, and compromise with innovation. These are our essential values. We look forward to the overall impact on our school in different stages with our participation in European projects.



Module 2

SELF-AWARENESS



How well would you say you know yourself?

- Not well at all
- I cannot answer this question
- Very, very well

This module helps you to find a better connection with yourself and understand your actions, thoughts, or emotions in different situations.

Invitation to the module

Hello there!

Are you ready to go with us on this self-awareness rollercoaster?

This module is dedicated to the concept of self-awareness which represents the ability to focus on yourself and how your own actions, thoughts, or emotions do or don't align with your internal standards.

People are too often unaware of themselves, especially when caught in a cycle of fights, depression, anxiety, relationship problems, defeat, or even in everyday life. Fortunately, you can become more aware of your problems, and it is essential to pay special attention to the following four elements: feelings, thoughts, emotions, and patterns.

Building up self-awareness competence is essential. So, in this module, you will:

- learn how to evaluate yourself objectively, manage your emotions, align your behavior with your values, and understand how others perceive you.
- get familiar with internal self-awareness and external self-awareness.
- be able to answer the questions “Who am I?”.
- be able to use different self-reflection methods.
- know how to maintain a moment-by-moment.
- be able to identify personal strengths and areas for improvement.



Ready? Let's dig into this.



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Project: 2021-1-BG01-KA220-SCH-000031568

Unit 1



Peel the onion

Keywords for you:

Internal and external self-awareness

Would you say you know yourself?

Can you follow your gut?

Do you know what you want?

Do you know how you will react to certain situations and why?

You usually speak to yourself in a positive way, don't you?

Don't worry if you haven't answered these questions with yes; also adults do not answer all of them with "yes." Self-awareness is a lifelong learning or discovering process that develops throughout your life.

Self-awareness is the ability to monitor our inner world. Still, others describe it as the difference between how we see ourselves and how others see us.

Research suggests that when we see ourselves clearly, we are more confident and more creative. We make sounder decisions, build stronger relationships, and communicate more effectively. We're less likely to lie, cheat, and steal. We are better students who use more opportunities.

There are two types of self-awareness, internal and external.

1. Internal represents how we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.
2. External self-awareness means understanding how other people view us. Research shows that people who know how others see them are more skilled at showing empathy and taking others' perspectives.

Unit 1



Peel the onion

Onion makes us cry sometimes, but we peel it anyway. So, let's peel our personal onion as well and dig deeper. It is hard sometimes to do so, but it is so worth it in the end when we become more aware of ourselves, more self-confident, and more related to our inner world.

Although all exercises are adaptable and without age limits, the activities would be the most beneficial for youngsters aged 15-17. All you need for them is some blank papers and pencils.



Unit 1



My core values

There are two parts to this exercise. In the beginning, you will have a look at your values. Your values are the things that you believe are important in the way you live and work. They (should) determine your priorities, and deep down, they're probably the measures you use to tell if your life is turning out the way you want it to.

Part 1:

Take a list of papers and read the values we listed below. Choose the ones that are the most important for you, the core ones, and use the structure on the picture to represent them.

You can help yourself by reading each line and choosing the most important from each line for you. In the end, you will make a final decision from these 17 values and make a picture with your 7 core values.

Adventure	Kindness	Teamwork	This too shall pass attitude
Communication	Learning	Excellence	Change
Innovation	Career	Quality	Excitement
Beauty	Caring	Personal development	Goodness

Involvement	Wisdom	Respect	Joy/Play
Forgiveness	Faith	Work harder and smarter	Love
Openness	Order	Advancement	Diversity
Generosity	Integrity	Humanity	Responsibility
Connection	Creativity	Success	Respect
Family	Freedom	Security	Loyalty
Abundance	Spiritualism	Strenght	Wealth
Excellence	Contributing	Power	Cooperation
Friendship	Pride	Health	Balance
Home	Fun-loving	Courage	Knowledge
Leadership	Humor	Charisma	Compassion
Patience	Change	Prosperity	Gratitude
Money	Fame	Justice	Self-respect

Unit 1

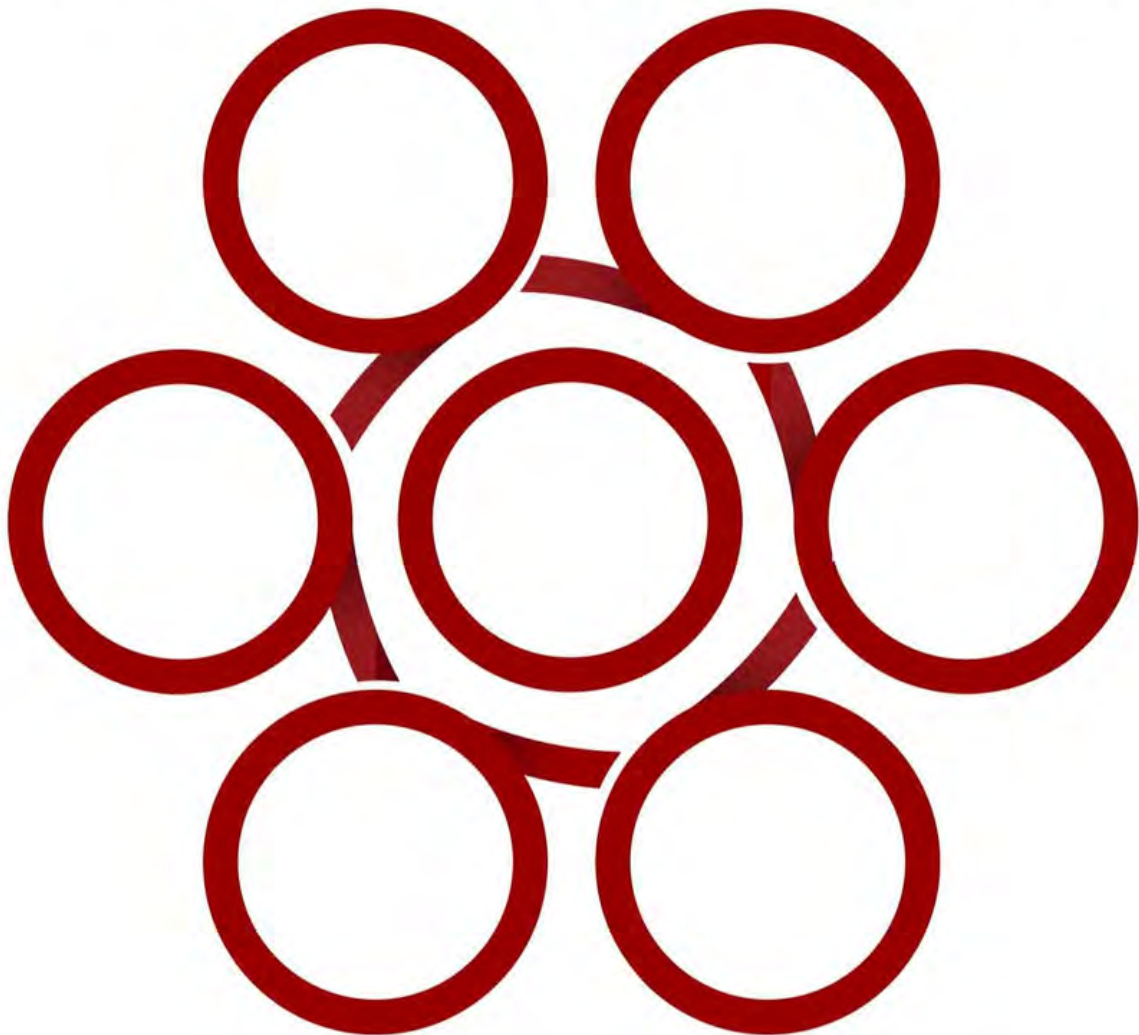


Picture of my core values

Part 2:

Make a picture with your 7 core values.

CORE VALUES



Unit 1



Who are you?

Take a piece of paper and write down 10 keywords that describe you the most. Then look for a pair in the classroom and you will do a very easy, yet very powerful activity. Each of you will alternately ask each other one simple question 20 - 30 times: "Who are you?" and keep asking as long as the other has the answers and write down all the answers to your partner. And you switch sides and your partner is asking you the same.

The aim of the activity is to help you discover all the identities and roles each of us carries, but yet is there anything else left when we move away from all the roles? Who is the real person behind all these roles? Who is the real you?

Example:

Person A: Who are you?

Person B: I'm Betty.

Person B: Who are you?

Person A: I'm Laura.

Person A: Who are you?

Person B: I'm a student.

Person B: Who are you?

Person A: I'm a daughter.

Etc.



If there is time left you can also share with each other how you see the other if they forget about all the roles they haven't mentioned.

Unit 1



Check your Understanding

Take 5 minutes to reflect on these questions. Reflection happens in a circle with the rest of your peers or in small groups or pairs. During these sessions, you will try to look what are the aha moments you had after the exercise, what are the outcomes. You will also discuss what you have learned and where you can use these skills in your everyday life.

QUESTIONS FOR REFLECTION:

- Have you discovered important values in your life? How was the process of finding values for you?
- What did you use as determinants or pillars of your identity?
- Have you ever encountered any stereotype or discrimination because of any part of your identity? Which one? What do you think about those who behave inappropriately towards someone because of some characteristic of him or her?
- Which parts of your identity do you like the most?

Unit 1



Additional information



Video: How To Know Yourself



Article: How To Find Yourself: 11 Ways To Discover Your True Identity

Fun fact: Even though most people believe they are self-aware, only 10-15% of the people who were studied actually fit the criteria. So, you have one more reason to dig deeper and be more self aware.

Unit 2

Find your ikigai

Keywords for you:

Ikigai, purpose, personal strengths, and areas for improvements

Have you ever heard about ikigai? Japan is ranked second in the world for life expectancy, with women expected to live 88.09 years and men expected to live 81.91 years. While it's true that diet plays a role, many Japanese people believe ikigai has a lot to do with their longevity and living a happy life. So, we want you to live a long and happy life.

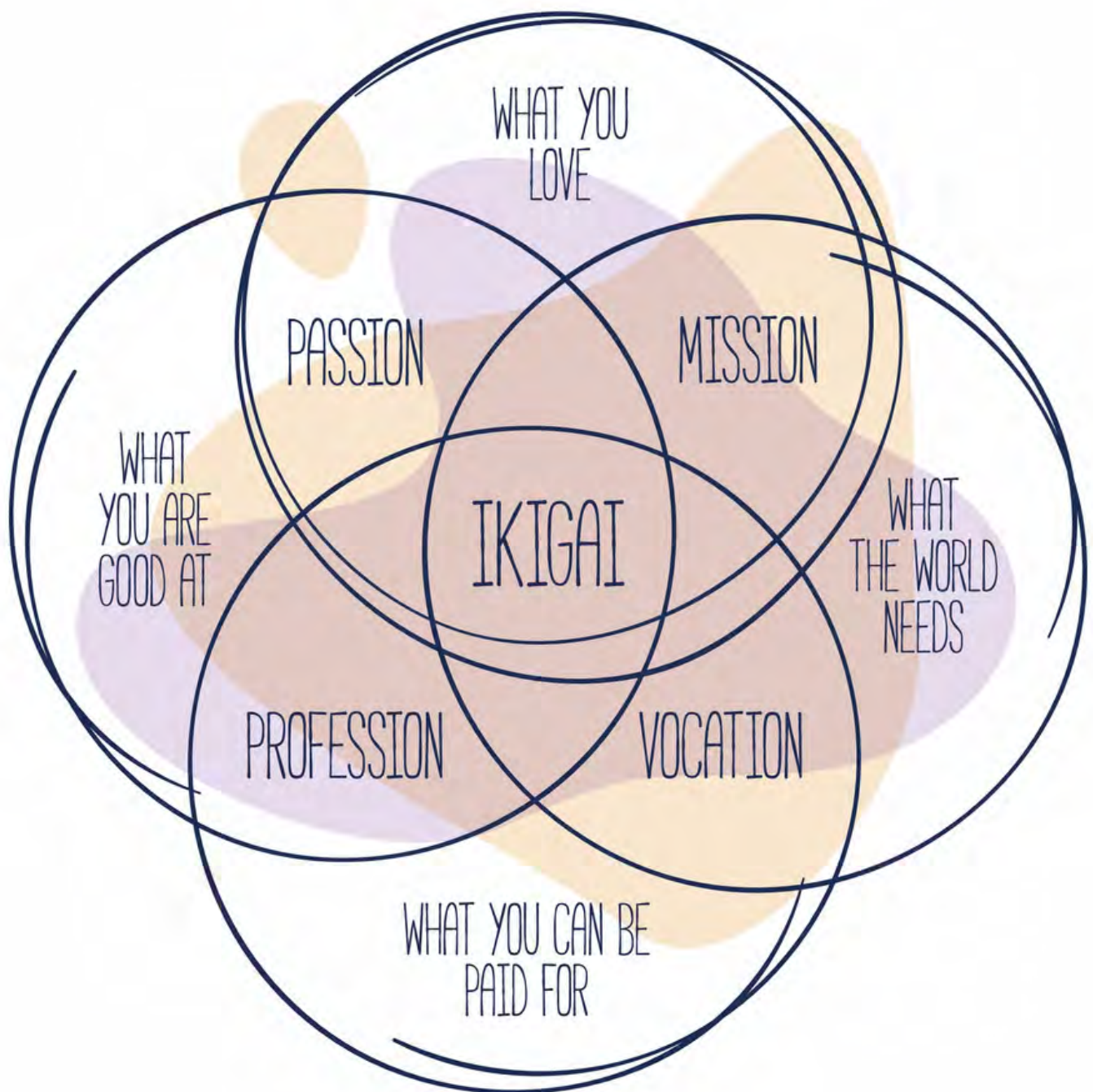
Ikigai is a Japanese philosophy that helps you find your true life purpose, your 'reason for being'. 'Iki' in Japanese means 'life,' and 'gai' describes value or worth. Your ikigai is your life purpose or your bliss. It's what brings you joy and inspires you to get out of bed every day.

Ikigai can help you:

- Design your ideal work lifestyle.
- Create strong social connections.
- Create a healthy work-life balance.
- Pursue your dreams.

Why are you here? What is your purpose? Find your ikigai, but keep in mind that ikigai is not solid, it can change over the years.

If or when you know your ikigai and understand its meaning, you're aligned with the work you've longed to do and the work the world needs you to do.



Unit 2



My ikigai

Think about and write down to a paper:

<p>What you love. Your ikigai should be something that you enjoy doing ...</p> <p>(you do it over and over again, when you do it, you are never board and you forget about everything around you ...)</p>	
<p>What you are good at. Another thing that can help you get closer to finding your ikigai is figuring out what you are, or would like to be, good at ...</p> <p>(what skills do you have, what do you do better then the others, about what people turn to you, what are you good at and you want to be even better ...)</p>	
<p>What you can get paid or rewarded for ...</p> <p>(for what work you were paid until now, for what you would like to be paid, for what you could be paid, what would you do if you have not been working/had a job ...)</p>	
<p>What the world needs ...</p> <p>(what can you do to make people around you happy, what does your local community need, what challenges around you are you able to solve, what kind of changes you can bring to the people around you ...)</p>	

When you finish you have your current ikigai.

Unit 2



Check your Understanding

Take 5 minutes to reflect on these questions. Reflection happens in a circle with the rest of your peers or in small groups or pairs. During these sessions, you will try to look what are the aha moments you had after the exercise, what are the outcomes. You will also discuss what you have learned and where you can use these skills in your everyday life.

QUESTIONS FOR REFLECTION:

- What do you think are your personal strengths?
- What are the areas for improvement?
- How was the process of discovering ikigai for you?
- Are there some new outcomes that you have not expected?
- Do you think you already find your ikigai? You can do ikigai over and over again. It is never over :).

Unit 2



Additional information



SCAN ME

Video 1: Short presentation of the Ikigai process



SCAN ME

Video 2: TEDx Talk by Emily Bidle on The Secret to a Purposeful Life

Unit 3

Stay in the present moment

Keywords for you:

present moment, meditation, calmness, breathing

How often do you find yourself in a present moment? Really being HERE and NOW? Do you remember how it was when you were a child? How did you feel? As Jean de La Bruyère said: “Children have neither a past nor a future. Thus they enjoy the present, which seldom happens to us.”

We should definitely learn from you (them) and think about the quotes below every day to remind ourselves what counts.

“Yesterday is history. Tomorrow is a mystery. Today is a gift. That is why it is called the present.” — Alice Morse Earle

“Time isn’t precious at all, because it is an illusion. What you perceive as precious is not time but the one point that is out of time: the Now. That is precious indeed. The more you are focused on time — past and future — the more you miss the Now, the most precious thing there is.” — Eckhart Tolle

“If you feel anxiety or depression, you are not in the present. You are either anxiously projecting the future or depressed and stuck in the past. The only thing you have any control over is the present moment; simple breathing exercises can make us calm and present instantly.”
— Tobe Hanson

“The ability to be in the present moment is a major component of mental wellness.” — Abraham Maslow

“Life gives you plenty of time to do whatever you want to do if you stay in the present moment.” — Deepak Chopra

When you practice being present, you're building good habits for your future well-being. Present moment awareness over time has also been found to decrease stress and abrupt changes in your mood because you have more control over your thoughts.

Focusing on the now allows us to notice feelings like worry, fear, anxiety, and uncertainty and transform them into seeing each moment as a fresh experience. The present is a continual arrival of new beginnings — here, we have the power to release what does not serve us and be “reborn” at any time. You can embody anything you wish in each new moment. The past and future are both concepts that we can think about but not actually experience. For we humans, all we have is the present — and it's all we truly need.

We are happiest in the present moment.

The present is our natural state of being. Here, we're not tied to the past, or things we wish had turned out differently. Nor are we entertaining unnecessary anxieties about the future. When we are truly present, we can welcome the unknown. We are happy to be alive, knowing each new moment is a gift. We flow with the current of life, whatever surprises come our way. The continuous arrival of the now lets us re-center ourselves, acting from a place of authenticity and compassion, rather than reactivity and resistance.

When we worry about the past and future, we wall ourselves off from the present.

Unit 3



Staying in the present moment

Remember: There is only one time that is important—now! It is the most important time because it is the only time when we have any power. Leo Tolstoy

Although all exercises are adaptable and without age limits.



Unit 3



Your fractal portrait

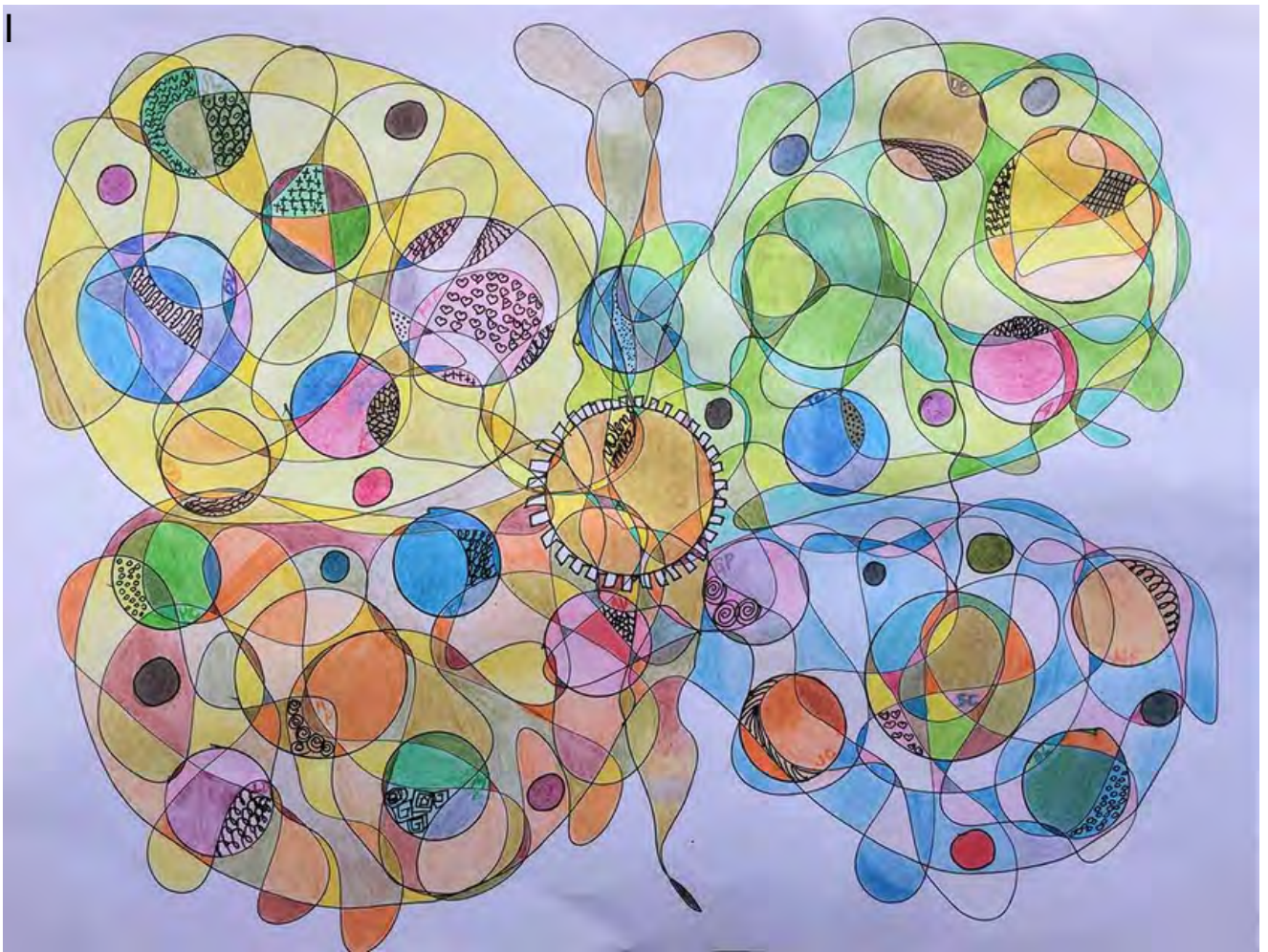
Today you will draw and use this time to learn how to be in the moment. Creativity is in all of us in different shapes and versions. You will draw your fractal portrait. You need a paper and a pencil.

Fractal pictures are made with closed eyes in just one line with no breaks in between. Every picture should have a stop where it finishes (it can be a dot or a bench of lines). Take a paper and pencil or crayon, take some deep breathes, take some time, close your eyes and make your self portrait only with one continuous line. This will be your portrait from your intuition. After finishing you will take different colours of crayons and colour the portrait. Each of you might find different shapes (like hearts, animals, etc.) in their portrait. You should think about what these symbols are trying to tell me, show me. What is happening in me?

You can use this technique every day in the morning before starting the day and see how you are feeling. Round shapes represent the calm state of mind, sharp shapes show us that we are tense and that something is going on in us. Anyone should ask what?

Do not forget - always with closed eyes and in one line.





Source of picture: <https://www.meavalens.si/metoda-fraktalne-risbe/>

“Sometimes you need to sit lonely on the floor in a quiet room in order to hear your own voice and not let it drown in the noise of others.” — Charlotte Eriksso

Unit 3



Check your Understanding

Take 5 minutes to reflect on these questions. Reflection happens in a circle with the rest of your peers or in small groups or pairs. During these sessions, you will try to look what are the aha moments you had after the exercise, what are the outcomes. You will also discuss what you have learned and where you can use these skills in your everyday life.

QUESTIONS FOR REFLECTION:

- How do you feel after doing it and looking at it?
- Were you able to stay in the moment? To be present?
- If you have found any shapes in the picture what do you think they are telling you?
- What is the present moment?
- Why do you think it is important to be able to stay in the present moment?

Unit 3



Additional information



SCAN ME

Video 1: How to - Relax with drawing fractals



SCAN ME

Article1: How to Live in the Moment: 35+ Tools to Be More Present



SCAN ME

Article 2: Art Therapy

SELF-AWARENESS

Module Summary

As you were able to see, we hope, self awareness is the base for everything. It is one of the most important parts of education and self development.

To know myself.

To know who I am, what are my strengths and what are the areas that I can improve, why I am here, how I see myself and how others see me.

To be aware of how anybody can solve his/her problems, and to pay special attention to the four major elements: feelings, thoughts, emotions, and patterns.

The methods/exercises/scenarios we prepared for you are a small insight in the topic and in the activities that can be connected with it. We wanted to share some new approaches, some new methods that will be interesting, engaging, inspiring and helpful for you.

What we believe it is important is to take time to go deeper in these questions and topics as well as to take time at the end of reflect on every activity that was done.

We find it super useful that you, students can take enough time at school to think about these sometimes hard, but important views on your life path.

We hope you enjoyed this rollercoaster ride with us and that you are willing to try yourself out in the next interesting **topics**.

About the author

Rada Drnovšek, Slovenia



I have more than 15 years of experience in the youth field, where I went through all the phases, from a participant to project coordinator and manager. My vision is to inspire people of all ages for their own development and consequently make the world a better place.



Module 3

SOCIAL AWARENESS



Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Invitation to the module

Hello reader!

As part of the process of growing healthy young people, the goal of this module is to improve social awareness among students. The ability to comprehend and empathise with others, especially those from different backgrounds than one's own, is referred to as social awareness. Learning outcomes of this module are:

- Concerning one's family, friends, and school and being inspired to contribute to their well-being
- Ability to build positive relationships
- Resistance to environmental pressure -> resisting negative social pressure
- Confronting stereotypes
- Showing leadership in groups
- Seeking or offering support and help when needed

You will learn to answer the following questions:

- What causes feelings? Why are positive ideas so important? What factors influence how emotions are felt? What function do emotions serve?
- What exactly are the good deeds? Do good deeds have any meaning?
- How observant do you think you are? How observant are you really?
- How often do we deal with other people's lives while failing to notice our own? Why is it so?

Having good social awareness will help improve your life and the environment around you.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Unit 1

Stay
Positive!

Positive vision wall

Keywords for you:

Positive and negative emotions, Positive vision, Positive ideas, Empathy, Motivation, Self-regulation, Emotional self awareness

Positive emotions do not have the same effects on people like negative emotions do; they do not make them act out irrationally or make them express it in a violent way.

The desire to act in a rash way or something similar is in psychology called an action tendency.

Most events caused by emotions are portrayed negatively in nature, and they tend to link emotions to specific action tendencies.



Unit 1



Positive vision wall

This is a common activity where you create your own poster or wall of positive ideas for a better future.

The goal is for you to actively participate and prepare your own ideas and put them to a common wall of ideas. You and your colleagues are supposed to communicate and collaborate in a supportive way. We will assign to you an A4 paper, and all the school material you might need for this exercise (pens, crayons etc.).



Action ideas:

Create your own positive vision board and share your hopes for a better tomorrow!

Find an empty wall in school, school yard or a public place - or if you can't find one, place a large board - and use this as inspiration! Set up a table with playing cards and pens for everyone to use.

Unit 1



Positive vision wall

"Write your vision for a better future!" write an instruction plaque. or
"What are you going to do today to make the world a better place?"

Everyone is to fill out their notes and post them on the wall to show how small acts of kindness can add up to big things!

As the wise Greek storyteller, Aesop, said: "No act of kindness, no matter how small, is ever wasted!"



Unit 1



Positive vision wall

You can create posters, motivational/inspirational videos about your ideas for a better future.

You can discuss amongst yourselves what you view as the best ideas for a positive vision for future.

Link: <https://www.good-deeds-day.org/getideas/positive-vision-wall>



Unit 1



Check your Understanding

Daniel Goleman's work underpins social-emotional learning theory, which bases the concept of social and emotional intelligence (EQ) on a number of key social awareness components, which include:

Emotional self-awareness: Understanding what one is feeling and appreciating how different moods can impact those around us is the skill of emotional self-awareness.

Self-regulation is the art of controlling one's emotional response - anticipating outcomes in order to avoid being emotionally reactive in personal and social situations.

Motivation entails understanding how to use emotional factors to learn and achieve personal objectives.

Empathy is the ability to understand the emotions and circumstances of others.

Unit 1

Additional information



Video what is critical thinking:

<https://positivepsychology.com/broaden-build-theory/>



The James-Lange Theory of Emotion:

<https://www.verywellmind.com/what-is-the-james-lange-theory-of-emotion-2795305>

Unit 2

good deeds



Doing good deeds

Keywords for you:

Good deeds, Positive change, Life-changing

We can completely change the world around us by doing the simplest and most obvious of good deeds, making it so much more beautiful and happier to be in.

A common concern among many young people is that you do not believe you have enough power or strength to effect positive change in society. With this workshop, we hope to demonstrate to you that no matter how minor an effort appears to be, its impact can be life-changing.



Unit 2

Doing good deeds



As part of this exercise we want you (students) to tell us what you believe could be making it hard for you to create a positive change and whether you believe you can do anything at your age.

The ones who provide the most positive responses will be put in separate groups later on in order to motivate the rest of their team.
10 min

- You will divide into several groups.
- We will assign you an A4 paper, and all the school material needed for this exercise (pens, crayons etc..).
- Then we want you to prepare a presentation on methods you believe will help achieve the biggest impact. 15 min
- After each presentation you will have a short discussion. 30 min

At the end of the exercise you and your friends/colleagues will reflect, give your opinions on what you have learned during the workshop.

You will then be asked to tell us whether or not you feel that you can make a bigger change than before.

Unit 2

Doing good deeds



More ideas of good deeds:

- Planting tree



- Assisting animal shelter



Unit 2

Doing good deeds



Afterwards we will roll a shot video showing an example of a large impact with at first sight seemingly small effort.

https://www.youtube.com/watch?v=YUdOoTLv3kA&ab_channel=petsonlineuae.com



When the video finishes we will reflect and ask you certain question about your valuable insights

Unit 2

Doing good deeds



What exactly are the good deeds?
Do good deeds have any meaning?

It is something done, performed, or completed, an act without personal gain. Perform a good deed every day is an exploit or achievement, feat, brave act.

Deeds are frequently used, an act or gesture, especially one that demonstrates one's intentions, character, or the like: Her actions are self-evident.

Unit 2

Additional information



<https://www.iave.org/good-deeds-day/>



Good Deeds Day is an annual tradition of doing good, where hundreds of thousands of people around the world choose to volunteer and help others every day, putting into practice the simple idea that every single person can do something good, be it large or small, to improve the lives of others and positively change the world.

The 29th of March will mark the global day of doing good and the cause is looking for people, who uphold these principles, to join in.



We all want to do the right thing! Whether for ourselves or our loved ones, the planet or society as a whole. Good deeds, no matter how big or small, we make a positive impact and feel great at the same time.

Unit 3



How aware are you?

Keywords for you:

Self-evaluation, Self-control,
Self awareness, Observant

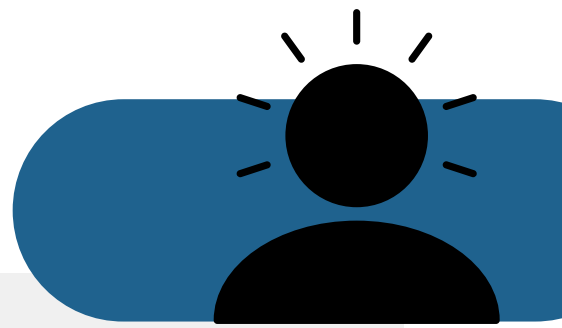
Generally in life we go around minding our own businesses and so we tend to miss many important things around us. This exercise will be a fun way of showing how by only focusing on one specific detail, we can miss the whole story by doing so. By seeing the entire story we can get a much better grasp regarding the world and the people around us.

Being observant, perspective, actually paying attention to things around us, knowing others strengths and weaknesses is demonstrated by asking and reflecting on that question.

How frequently do you engage in this type of reflection?

Why? Because having a strong sense of your surroundings is a skill that, like a muscle, requires regular exercise to remain strong and flexible.

Unit 3



How aware are you?

At the beginning you (students) will be given two questions to reflect on:
How observant do you think you are?
How observant are you really?

Action ideas:

After which we will show you a few short videos. These videos will have a basic goal at the start such as (count the number of sodas, how many people wear pink shirts etc..), while some crazy stuff happens in the background.

When each video finishes we will ask around to see who caught upon what and after which we will replay the video in which case you might be shocked to see what some of you missed in the backgrounds.



Unit 3



How aware are you?

Examples of videos:



How Aware Are You? - Situational Awareness Test - #1



How Aware Are You? - Situational Awareness Test - #2



How Aware Are You? - Situational Awareness Test - #3

Unit 3

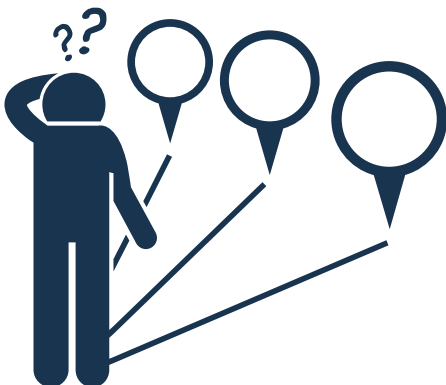


How aware are you?

Use the discussion as a tool to discuss how we are sometimes aware of events and things that are not important while the important ones slip by us unnoticed.

How often do we talk about other people's problems and issues that don't concern us, while failing to address our own?

How often do we deal with other people's lives while failing to notice our own? Why is it so?



Unit 3

Check your understanding



We can reflect on whether we are thinking, feeling, and behaving as we "should" when we engage in self-evaluation. Are our standards and values being followed, or are we dealing with something less important?

This is known as a comparison to our correctness standards. Every day, we use these standards to assess the correctness of our thoughts, behaviours, and awareness.

Using these methods teaches us awareness and self-control as we evaluate and determine whether we are making the best choices in certain scenarios.



SOCIAL AWARENESS

Module Summary

Socially aware students are more likely to participate in school activities and communicate with their peers.

You must be socially aware in order to learn about and understand society. Social awareness skills will help students understand how to communicate and cooperate with others in the long run.

Although a student's social awareness develops throughout his or her school years.

The scenarios below will then be put to practice with your classmates. The following scenarios are ones that some of you will willingly act out.

You will be involved in difficult, unusual, challenging, or divisive real-life scenarios.

About the author

Velid Tinjak, Bosnia and Herzegovina

As a project manager, I have years of experience working on Erasmus KA2 projects. I have fine-tuned my skills in marketing, management and social skills which helps me in managing projects no matter how big or small they may be. I am used to working with people from various backgrounds and strongly believe the best way to get results is good communication and cooperation in the team.



Module 4

Emotional self-control & Positive Outlook



Skillful work on yourself is an invaluable gift. Invest your time and energy in it, and positive experiences will allow you to see all that was once unattainable to you. Live authentically in harmony with yourself and others. Look at yourself, set goals for action and experience.



Invitation to the module

Dear students,

The aim of this module is to support you successfully manage behaviour and emotions. It will support you in acceptance of your feelings and provoke to live/act authentic in society.

What will you learn exactly about?

- How to recognize feelings before you act impulsively.
- How to implement healthy ways to cope with stress.
- How to organise yourself to make successfully plan and complete tasks at home/school/work.
- How to stimulate brain for more effective work.
- How self esteem and self-confidence influence motivation, success, and mental health.
- How creative and flexible thinking support your ability to shift perspective or attention in response to a switch in rules, or to new or unexpected situations.
- How optimism can help you to build strong mental attitude and also support coping skills, better physical health and higher persistence when pursuing goals.

This module is a lesson which is based on three units:

1. **Take a breath** - which includes impulse control and stress management.
2. **Me, myself and I** - which contains executive skills and self-confidence.
3. **Good for you** - which covers optimism, self esteem, self-confidence and also flexible thinking.

Are you curious what this means in practice?

We believe that taking the time to explore the next units will allow you to discover new things that will help you to function better with yourself and with others. It will support your internal power to make the plans and dreams come true. And remember that "The journey of a thousand miles begins with one step."



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Unit 1

What is stress management and self-control?

Keywords for you:

Emotional intelligence, impulse control, stress management

Thanks to the fact that nature has equipped us with emotions, we are able to feel pleasant and unpleasant states. We are able to determine that something pleases us or exceeds our limits. If we feel pleasant emotions then it is much more likely that what is happening around us is in line with our expectations and goals. So what if our body reacts to external stimuli in an intense way, doesn't allow us to function, and we feel bad? Most likely, someone or something has crossed our boundary.

What can we do to avoid an outburst of unpleasant emotions in such a situation? How do I put myself in a state of balance and control the situation to make it safe for me and my loved ones?

What do you think is behind the words stress management and impulse control? In this module we will explore the answer to this question together.

Self-control is a skill that enables you to have more control over your emotional reactions. It helps regulate one's states and contributes to avoiding undesirable ones, such as outbursts of aggression. Studies show that people with high self-control find it easier to plan and achieve goals and maintain physical and mental health.

Stress management involves improving one's competence in responding to stressful situations, recognizing unpleasant stimuli and improving the conscious organization of ways out of stressful situations.

Unit 1

Take a breathe



The work of understanding one's own states should begin by thinking about them:

- What/who am I?
- What can I say about myself?
- Am I patient with myself?
- Am I able to wait my turn.
- In what situations do I feel emotions bubbling up inside me?
- Is someone/something able to stop me, in a high tension situation?

Take a deep breath. Write down on a piece of paper what comes to your mind.

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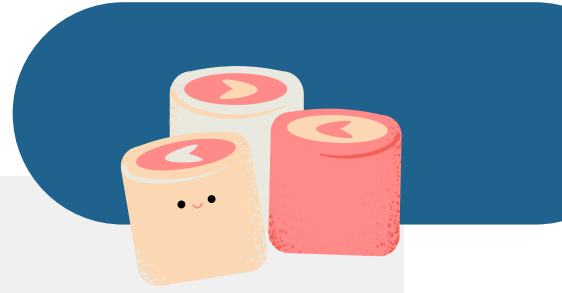
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Unit 1



Work on impulse control - The Marshmallow Experiment

Impulse control is the ability to become more proficient at anticipating consequences, planning actions, deferring gratification and consequently setting goals. Self-awareness leads to a better understanding of what is going on inside us. Watch the experiment and think about what might have happened in the lives of the participants of the task and try to answer the question how

How long am I able to last?



Watch the experiment and answer the questions:

- ***What emotions could the children feel?***
- ***What was motivator to do this?***
- ***How do you think you would behave in this situation?***

Circle the appropriate statement

I consider myself to be:

- (a) impatient,
- (b) somewhat impatient,
- (c) patient,
- (d) somewhat patient,
- (e) very patient.

Unit 1

When do I feel stressed?



Another step toward better understanding ourselves is to look at situations that throw us off balance. Try to describe on a worksheet the situations and states in which you feel stressed.

A worksheet template consisting of a large gray rectangular frame. At the top center of the frame is a red clip icon. Inside the frame, there are six rows, each starting with a black square checkbox followed by a horizontal line for writing.

Keep the list in a safe place. In a situation where you are not sure about your condition, you can look at it and see if you felt similar emotions then? It is good to know that we all experience stress because it is biological. It is a natural reaction to a change or situation beyond our capabilities.

Unit 1

Visualization - the daily practice of focus and mindfulness



Visualization is a relaxation technique whose long-term practice helps to bring emotions under control and calm the breath. Try reading into the text and imagining something that you feel is calming.

Sit in a comfortable place, make sure the floor is comfortable and the environment is warm. Turn off the sounds on your phone and cover your eyes with a blindfold. Close your eyes and try to imagine, for example, a waterfall. Work slowly, glance what it looks like from the very top all the way to the bottom, look at how wide it is, maybe you can see if it is deep. Feel its smell and the temperature of the water. Try to make sure you describe every detail as accurately as possible. Try to imagine the sounds occurring around it and the gentle drizzle falling on your cheeks. Imagine a bird flying over the bluff, most likely looking to find food. The vegetation around the waterfall is very lush. We see spreading trees, strong green leaves and flowers that smell delicately....

Your story could go on for a very, very long time. When it is finished, you can shake off your hands and stretch your body. How do you feel now? You can develop your visualization every time you feel you need a moment of rest. You will feel the greatest effects by practicing it every day.



Unit 1



Check your Understanding

How to check if the proposed exercises are bringing the intended results?

1. At the beginning of the week, think about what might happen at school, at home, or with friends. Write down your predictions on how you will behave in specific situations.
2. Every evening of the selected week check with the list what happened and try to describe as accurately as possible how you reacted to positive / negative / new / intriguing / embarrassing situations.
3. After a week, check if you can see the change and plan new action steps.



Unit 1

Additional information



-



Video 1: Here you will find suggestions for breathing exercises that positively affect the condition of the whole body.



Video 2: Learn more about self-regulation

Unit 2

My myself and I

Keywords for you:
*Executive skills, self
confidence*

Executive functioning skills are the critical foundation that allows to be successful in the classroom and beyond. They are the skills that help us to plan, stay organised, pay attention to important information, use strategies to get us back on track when we veer off course, be flexible when things don't go our way, and persevere through challenges.

Executive functioning skills can be taught, practised, and strengthened over time.

Self-confidence is a kind of way of thinking about yourself, which a person shows through his actions and what he says about himself. In other words, self-confidence is a state in which we feel good about ourselves, accept ourselves and believe in our abilities.



Unit 2

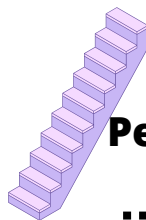
My skills



We need executive skills to function on a daily basis. Add an example of your practical action to each icon and see how many activities you are working on and can increase. When writing your examples, please be mindful and kind to yourself. Remember that everyday success can be completing a math task or mastering your breathing in a stressful situation.



Problem solving



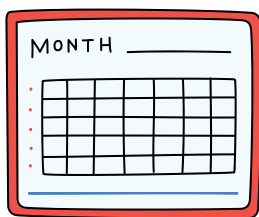
Perseverance



Flexible thinking



Impulse control



Meeting deadlines



Working memory



Goal getting



Time management



Organization

Executive functioning skills are life skills

A stylized illustration featuring a blue pen with a yellow band, a green leafy branch, and a blue wavy line. The pen is positioned vertically, the branch is curved and leafy, and the wavy line is a thick, dark blue stroke. The background is white with a light blue horizontal band.

Find out from the video and find out what is capable of keeping yourself.

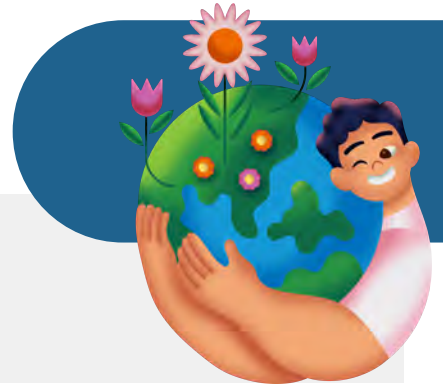


To be able to use and develop self-confidence, it is useful to know what we can and like to do. How is it with you and complete the table.

[illegible]

Unit 2

Green plan



Did you know that:

- air pollution is one of the world's biggest killers?
- by the year 2040 there will not be enough water in the world to quench the thirst of the world population and keep the current energy solutions going if we continue doing what we are doing today?
- microplastic pollution has been discovered in snow close to the peak of Mount Everest, the world's highest mountain?
- climate change poses a fundamental threat to the places, species and people's livelihoods?

There are many dangers connected with environmental pollution but each of us can reduce the harmful effects through our actions. Search the internet for what proenvironmental steps you can take today and choose 2-3 things to start doing now. Are you ready? Give it a try! Every small step matters. Each of us is important, and the sum of the actions of individual people can have a huge effect.



Unit 2

Your life is in your hands



Seeing value and worth in yourself despite what others think about you is important to your overall well being. It can affect how you think, feel and act towards yourself and also impact how you let others treat you. Analyse how self-esteem influences your approach to life: are you a passive recipient or are you trying to actively create your life path as much as possible.

Answer the following questions in your mind, then watch the video below.



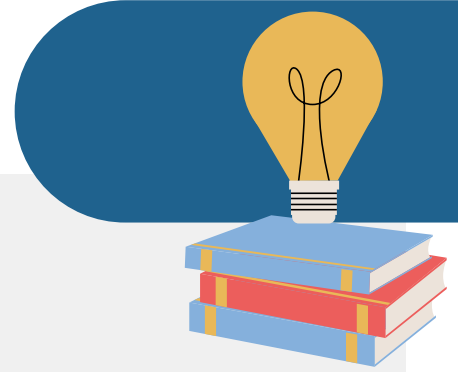
- Are you often delaying or avoiding things you have to do?
- Do you actively take steps to reach your dreams?
- Are you very harsh on yourself?
- Are you often overworking yourself until the task is done to perfection?
- Are you feeling awkward when someone praises you?

Think if you can work on some suggested areas to become more successful and happy.

We will support you through the next exercise.

Unit 2

Learn from your mistakes



What do you feel when you make a mistake? Fear, shame, confusion, anger?

Have you ever thought that every mistake is a lesson and an opportunity for development, and that your approach to mistakes can be supportive or destructive for you?

It is also important to understand that we can develop our skills through persistent work and effort. In order to achieve the goal, there will probably be various lapses and mistakes. It's good to see them as reasons to grow rather than quit. Remember how you treated mistakes when you were learning something you really cared about .. nautilly, right?

Take a look at the picture and analyse two different approaches.



Unit 2

The power of thinking



Think about what emotions the following sentences evoke and how it affects you. Do you see the difference?

I'm so fat.

I hate myself.

What's wrong with me?

I'm so stupid!

I can do it!

I like myself.

It will be better next time.

I will practice and it will be easier for me.

You should know that thoughts determine your actions. One of the secrets to dealing with challenges and the emotions that come with them is being able to create thoughts that support you. Your inner critic is the biggest hurdle, but your inner voice doesn't have to be destructive. What can you do?

1. Use affirmations. Positive affirmations are short, positive statements that you can repeat regularly to yourself or leave notecards around where you will regularly see them. They should be positive, in the present tense, and state something that you want. Try saying something to yourself such as: "I'm alive and well" or "today is going to be a great day!" It sounds too simple, right? You'd be surprised at how effective this practice can be in creating positive energy.

2. Remind yourself to focus on the good things, no matter how small they are. Try attaching thought triggers to items you use every day to remind yourself of things that make you happy. Little triggers can build up over the course of a day and make a difference.



Unit 2

Additional information



Video 1: Find out more information about executive functioning skills



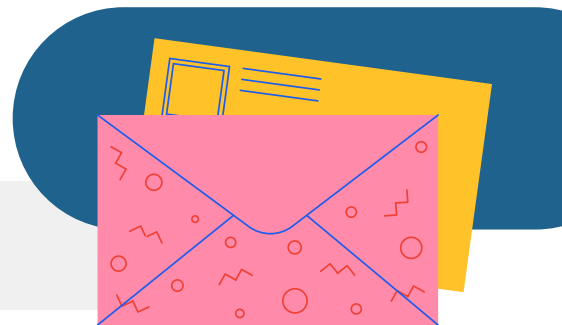
Find out more informations about Self-Regulation



If you want to understand better differences between growth and fixed mindset learn more from the short video

Unit 2

Check your understanding



After completing the exercises from this unit, check if it is clear for you:

- The planet needs your actions and your routine can have a good effect on the environment. Do you know how you can do it?
- Some of your actions and habits are an obstacle to success in relationships or at school / work. Have you discovered them and have an idea how to work on them?
- Each mistake is an opportunity for development. Remember your recent mistake, and list what you have learned in doing so.
- Your thoughts influence your emotions and actions. Have you started working on your inner voice?

If you have not yet found all the answers to the questions posed, you can always work on yourself and look for answers in this text and beyond. Good luck!



Unit 3

Good for You!

Keywords for you:
Cognitive flexibility,
optimism

Cognitive flexibility is the ability to jump from one topic to another easily and quickly. A person with high cognitive flexibility is likely to be able to learn more effectively, find creative solutions and create new things. Research shows that we can develop cognitive flexibility by taking part in exercises that improve the ability to empathize, imagine and think creatively. High levels of cognitive flexibility can support learning processes, adapting to new situations, getting out of patterns and taking the perspective of others.

Optimism is a kind of way of looking at the world. A person who views his life in an optimistic way determines his behavior and directs it toward the achievement of intended goals, which are the building blocks of a sense of satisfaction. He motivates his actions with conviction and hope for success. Optimism can be counted among a person's internal resources, which contributes to an easier way of finding oneself in problematic situations, a growth mindset and seeing small successes.



Unit 3

YOU CAN
DO IT!

Positive vibrations

Take part in a small street experience. Based on the information that good energy returns try to come up with 20 positive, short sentences. Write them on prepared cards and try handing them out to strangers you meet in the city. Example. *It's nice to see you. You are important.*

**Think it!
Want it!
Get it!**

**Remember, you are
important!**

After completing the task, evaluate on a scale of 1-10:

1. how well do you feel now?
2. To what extent do you feel stressed?
3. How much did you have to step out of your comfort zone?
4. Are you on the side to try this experiment once again?

Unit 3

Different doesn't mean worse



Think about what you choose to do every day and how you perform certain daily activities. Try to write the answers in the appropriate places. Choose a day when you feel like a challenge and try to do these activities in an unusual way or try something completely new. If you stir your tea with your right hand, today try doing it with your left.

A worksheet titled "Think about it and answer the questions." is shown. It has a light gray grid background. In the center is a circular illustration of a smiling girl with dark hair, wearing a pink top. Surrounding her are ten questions, each with a dotted line for an answer. The questions are: "Where do you spend your breaks at school?", "What kind of drinking do you do most often?", "Who do you spend time with after school?", "Which hand do you use to use the phone?", "Which hand do you write with?", "What do you order the pizza with?", "What time do you get up?", "Which leg do you kick the ball with?", "Are you eating breakfast?", "What do you do before going to bed?", "Which hand do you use to stir your tea/coffee?", and "Which way do you go to school?". At the bottom, there is a question: "At what point in the day do you listen to music?". The worksheet is decorated with star stickers in the corners and along the edges.

At the end of the week, reflect on what you learned about yourself. How did you feel about making such changes? What does routine give us, and what does it hinder us from doing?

Unit 3

Dream board



Think about how you imagine yourself in 5, 10 or 20 years. Prepare a collage/ poster where you post pictures of people/places/objects, etc. that you would like to go to. Remember! Your collage can include anything you can think of.



Dream
Big

Remember to write down on a separate sheet of paper your ideas on how, in small steps, you can get closer to your dream goals. This way you will be able to determine whether the goals you have come up with are realistic.

Unit 3

Additional information



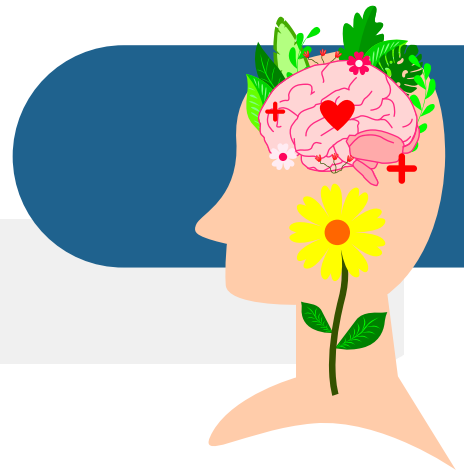
Video 1: Here you can try playing a game that is a simple way to practise flexibility thinking.



Video 2: Click here for more information on self-directed messages.

Unit 3

Check your understanding



After completing the task, evaluate on a scale of **1-10**:

- How well do you feel now?
- To what extent do you feel stressed?
- How much did you have to step out of your comfort zone?
- Are you on the side to try this experiment once again?

At the end of the week, reflect on what you learned about yourself. How did you feel about making such changes? What does routine give us, and what does it hinder us from doing?

Remember to write down on a separate sheet of paper your ideas on how, in small steps, you can get closer to your dream goals.





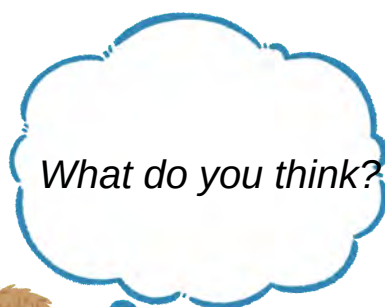
Emotional self-control & Positive Outlook

Module Summary

How do you feel after finishing working in this module? Has anything changed in your everyday life, the way you read and react to emotions, and also your approach to challenges and difficulties?

Let's check it through reflection / answers to the following questions:

- How do you deal with reading your emotions?
- What are your ways to control your emotions?
- How many self-regulatory guidelines have you tried in practice?
- Have you found your own way to deal with stress?
- Have you gained more confidence and understanding for your mistakes?
- Do you remember that thoughts cause emotions?
- Are you trying positive self-talk on a daily basis?
- Are you able to deal with your inner critic?
- Do you find the positives in yourself?
- Can you find positives out of difficult situations?
- Do you dream, do you plan?
- Have you received guidance on how to put your plans into practice?





Emotional self-control & Positive Outlook

Module Summary

Even if your answers aren't completely satisfactory, every little progress is an important stage in development. Remember that every major change requires a series of small steps, so it is important that you have embarked on the right path of development.

We wish you good luck in continuing to discover how much power your mind is and how much you can achieve with controlling your emotions and your inner critics! Your life is in your hands.

About the author



Marta Grzeško-Nyczka, Józefina Matyla

We are academic teachers and we prepare students for pedagogical work in schools and other educational, aid and therapeutic institutions. In our work, we pay particular attention to building a positive atmosphere, cooperation in a group, creative and effective work on the development of knowledge, skills and awareness of one's own abilities/potential.



Module 5

COMMUNICATION



Do not under any circumstances open these pages if you want to keep talking with your friends and family the way you did before.

Start the next Module *only* if you want to explore your hidden talents and incredible potential to relay your desires and dreams in the best possible way.



Invitation to the module

- How often do you get criticised?
- How often do you feel misunderstood or unheard?
- Have you ever been in a situation where you are on one side and feel like everyone else is on the other?
- Have you ever wanted to get your point across but failed to explain yourself then and adequately... We all know what happens.
- Do you hate being asked too many questions? 😞

Believe it or not, everyone finds themselves in such a place at some point, regardless of age. And it isn't very good. And because we know - and feel you - we have created this module to share what we now know about communication. In this module, you are going to learn how to talk and how to listen effectively.

You are going to become a Communication Athlete but without having to do any push-ups. 🙅



Unit 1

A Tale of Two Glasses

Since we received the James Webb Space telescope photos, Space itself has been all the rage. We now have full-colour, high-resolution images and have seen what galaxies, stars, planets and satellites look like up close. Or as close as possible to a billion-year-old light matter anyway.



Keywords for you:

verbal, nonverbal, sender, receiver

Doesn't it look magical? Can you even believe it's real and we are part of it?

Have you seen many photos of the Earth? Isn't it beautiful, too? How cool is it that we live here?



You know that Earth suffers, though. Apart from the beautiful photos, many others show us we are very close to changing the planet irrevocably. And not for the better.

You probably already had a talk about ecology with your family or teachers.

Perhaps you have even made posters or participated in an organised clean-up of a park or your neighbourhood. We hope you might have come across some lovely devices young people like you have already created to fight pollution.



A Tale of Two Glasses

We, the creators of this program, sincerely believe that each of you can change the world for the better. Human beings are lovely, intricate and complex creatures. They possess enormous amounts of compassion, creativity and brash bravery that give us hope for the future.

To help give you a perspective on Earth preservation and the preservation of humankind, we would like to tell you a story of another planet called Pax, where magic happens regularly. There is no pollution, hunger and poverty, and wars; everyone understands and fully accepts each other. How is this possible, you might ask? Well...

A Story of Two Mirrors

Once upon a time, Pax was ruled by a mighty king. He was strong and wise. He was also famous for being fair. He cared deeply for this yellow planet, for he had already studied history and knew the story of the lovely green planet that ultimately succumbed to destruction by its unwise inhabitants. So he was well aware that all that stood between ruin and prosperity was the wisdom to bring people together.

He also knew that, like every other ruler before him, he would eventually have to leave this world for the next. He had one deep wish - to ensure that Pax and its people continue to thrive. So when his time to go was near, he called his sons and daughters, and along with this undying love, he left them his two most potent weapons - **two magical Mirrors.**



A Tale of Two Glasses

He bid them to use the mirrors wisely. The King warned his children that a time would come when the power of each Mirror would no longer be enough. He told them of an old prophecy foresaw humanity's progress and the new times it would bring. The rulers of the new would have to adapt to protect their people. His final breath came before he could share the most essential part of the prophecy, and his children were left to grieve and ponder his last words. His heir continued to use the Mirrors, called "Say-it-all" and the "Show-it-all", and he helped the people of Pax maintain the peace on their planet. He passed the mirrors to his heir, and the tradition continued. Every ruler on the throne continued to count on the Say-it-all Mirror, to tell the truth and on the Show-it-all Mirror to silently collect and show the wisdom of people. And the old King's secret remained undiscovered for many years...

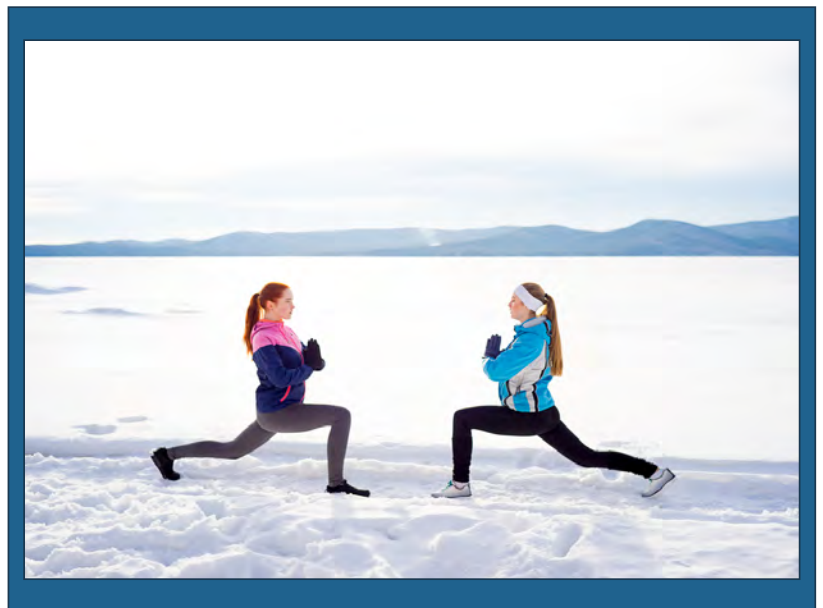
Has it been long since you read a fairytale? Does this one seem a bit unfinished to you?

We hope that you will join us on our way to discovering the King's secret. On our way to do it, we will find many small secrets that you might find helpful in living your life on the blue planet and maybe even save it from being another line in someone else's history book.



A Tale of Two Glasses

To start the search, we will become further acquainted with the power of mirrors. Please find a partner from your class and stand in front of each other. Begin this game by choosing one of you as a leader and the other - as a follower (the mirror). Let the leader think of 3 states of mind without talking to show them to their mirror. The mirror has to imitate the leader as closely as possible. The leader needs to see the expressions in the other person and see if they were understood correctly. Did your mirror guess what you chose to show them?



After the leader is done, it's time to return the favour - to become the mirror and to receive and reflect their partner's faces.

Take 5 minutes with the whole class to discuss what happened and how you felt when you saw yourself being reflected.

- Was it weird?
- Was it nice to be understood?
- Did your partner get it right each time?



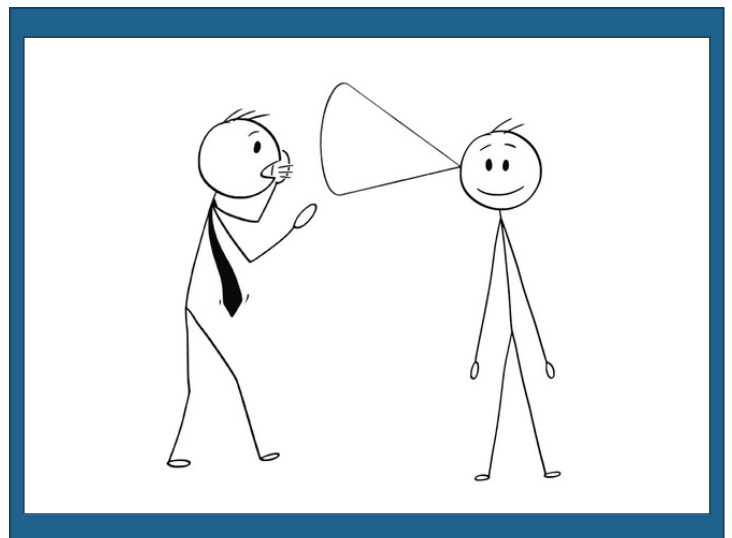
A Tale of Two Glasses

Once you have finished, we would like to introduce you to a small but essential concept behind this Mirror game. In the most general sense, communication happens when you and your partner play mirrors - you both express or receive information with another person. And this is precisely what the word means: "to share."

Communication could happen in the most obvious ways (or verbally) - through listening, speaking, writing and reading (just as we are communicating now).

It could also happen nonverbally - by gesturing, mimicking, and touching, just as it did with the mirrors.

Usually, when we communicate, we take turns being the sender and the receiver. Surprisingly, good communication is generally less about proper talking and more about adequate listening and observing the other side.





Additional information



Video:

A non-traditional look at Verbal and Non-verbal Communication

Fun Fact: Did you know that matching others' behaviour is one of the easiest ways to get them to feel at ease with you? Make it a point to observe those around you and you will find that people who are friends do the same things - sip their drink at the same time, walk down the street in step, laugh at the same time; they sit in almost identical positions.

Unit 2

Talk Away

Keywords for you:

intent, honesty, kindness,
bias



Last time we used the Tale of Two Mirrors to illustrate our point. Today we're going to turn our eyes to a very famous Say-it-all Glass - the Mirror of Snow White's evil stepmother. We are going to tip-toe around the corner of her palace and overhear the following conversation:

- Mirror, mirror on the wall, who is the fairest of them all?
- How is your health?
- Excellent, why?
- Well, then, you should be glad. It's always better to be healthy, than to be prettier than Snow White...

And now we are going to tip-toe back from this conversation and talk a bit. Do you think there is a better way to tell the unpleasant truth? How? Have you been in a situation where you had to choose your words carefully or where someone has hurt you unintentionally? Why does the choice of words matter so much?



Talk Away

Let's play a little game: Sit in a circle. Your teacher will point at someone who should start the chain. This person should look at the one on their left and briefly describe them by talking about the three most important things they notice and in no more than three sentences. But there is a catch: they should do this without giving their opinion at all and by trying to sound as neutral as possible. For example: "You have brown hair and your eyes are blue. You have freckles on your face".

After hearing the description of themselves, the person on the left side of the speaker should explain what possible meanings came to their mind upon listening to the other person and why they chose to say these words precisely. For example: "I think they like people with brown eyes." or "I think they could mean that my nose is too big."

This should continue until everyone has been described.

With so many words at our disposal, verbal communication can be a beautiful exchange between two or more people. But it could also get really twisted.

There are many theories about how and why this happens and we would like to share with you one of them. It is called the "Four Sides Model" of Communication and was developed 40 years ago. Even so, it is still applicable today.



Talk Away

According to this model there are four possible ways in which we could send or understand information:

- as a pure fact with no secondary intent. For example: “Earth is flat.”
- as an appeal - to request to ask someone else for something. “Could you please pass the salt?”
- as an expression of self - by revealing an emotion, motive, etc. “Well, I could have never expected it! I am so surprised by this!”
- as connected to the relationship between the sender and receiver - whether they get along, for example. “You always frown at my clothes. I am fed up with it!”

According to Mr. Schulz von Thun - the person who invented the Four Sides Model - these four aspects of communication can appear in the messages of the sender and of the receiver. This means that even if you ask for something (for example, to be let to sleep longer in the morning), the receiver - your parent can see this as related to your relationship with each other (that you maybe again avoid helping them with housework).

The “Four Sides Model” is a very useful tool to keep in mind. It can help you express yourself more clearly and to understand the messages other people are sending your way. It also makes it very clear that meaning something doesn’t automatically lead to it being understood the same way by the other person.



Talk Away

This model is not all there is to communication. But it is a useful starting point.

Your teacher will now ask you to form groups of three or four with other people. You will be presented with a small scenario and three reasons for it - the catch is that these reasons are not necessarily your own but could belong to another group. Your aim will be to find in the room three possible reasons behind the development of your own scenario and afterwards to present them to the group.

To complete today's work together with everyone else you will do a very similar exercise but as a group. Your teacher will designate four corners of the room for each type of the four communication aspects. They are going to describe several different situations. After you hear each one, please think about it quickly and go to this corner of the room you believe fits the way you would understand the chosen words if they were directed at you.



Additional information



Video:

How to speak so that people want to listen

Fun Fact: Research shows that most individuals spend 60% of their conversation time talking about themselves. This number jumps to 80% while conversing on social media.

Unit 3

Look Closer

Keywords for you:

non-verbal communication,
active listening

This time we are going to start not with a story but with a little warm-up. Let's stand up and gather together. We hope you are good at using your hands and facial expressions because you are going to need them. You are going to need some space to move, too.

Now that you've exercised a bit, we can all sit. Remember what we learned so far about communication. If you have paid attention (and just in case you didn't, we'll say it again), you will now know that communication could be verbal and non-verbal. You also know that people can misunderstand a message because of the way it was said or because of something they thought they heard. And that all of us have biases and tend to look for specific things while communicating.

Last time we spoke about speaking 😊 but this time we are going to focus on the type of communication that happens when you don't use words and on how to combine both to become the best listener ever.

Albert Mehrabian, a well-known researcher of body language, once stated that 7% of communication is related to words only. Non-verbal communication is everything you say or receive without words. It includes facial expressions, gestures, loudness or tone of voice, body language, personal space, eye gaze, touch, etc.





Look Closer

Knowing how to recognise body language signs and how to control your body language could mean the difference between a nice conversation and an emotional explosion between you and someone else. Communication isn't just about talking but also about showing what you mean or listening with your whole self. And it could be quite confusing trying to catch what people are saying and what they are not. To help you out we have prepared a small checklist for you. It includes the most important things you should pay attention to. Use it to improve your own body language or to learn how to read others.

- Eye contact – Look in the eyes of the other person. Are they looking at you, too or do they stray around from time to time?
- Facial expression – What is their face showing? Do they look interested in what you are saying or does their face lack any expression? Is there any visible emotion that you can discern?
- Tone of voice – How does the other person sound when they are talking to you? Do they sound happy or maybe tense? Do they use their natural tone or is it higher/lower?
- Posture and gesture – observe their body - is it relaxed or stiff/fidgety? Notice whether their shoulders - are they relaxed?
- Sounds – Do you or the other person make sounds to show that you are involved in the conversation or listen to what the other is saying? Can you tell whether they agree with you just by looking at them?



Look Closer

It's important to be able to read the signals that other people send. This includes paying attention to inconsistencies, looking at all the nonverbal cues as a whole and trusting your instincts. If you sense that something isn't adding up, it's likely because the verbal and nonverbal signals don't match.

There is also one more thing, connected to both verbal and non-verbal communication - being mindful of one's words and being able to read others is great, but how do we ensure that they also feel heard and appreciated for their own words and signals?

Active listening is a skill that involves paying close attention to what is being said both verbally and nonverbally. It involves repeating what the speaker has said, asking questions and thinking about the possible message. Practising active listening can help communication immensely.





Look Closer

Let's try something together. Form a pair with someone you haven't worked with before during this Module. Each of you will receive a role that they need to play without saying what they are playing. Let one of you start by saying a simple statement about themselves. For example: "I am hungry." or "I like listening to metal music.". The other person should respond by asking them a question about their statement. Like: "What kind of food would you like to eat?" or "Yeah? And why do you like this music?". After they receive their answer, they should ask another related question. After asking three questions in total, they should say: "So let me see if I got this - you are hungry and would like to eat.." - and summarise what they have heard. You then switch places.

After all pairs are done, everyone in the room should say what they think the other person was playing. For those who were right - what do you think helped you discover the truth? For those who were wrong - what prevented you from discovering the identity of the other character?



Additional information



Video:

Non-verbal Communication as told through the eyes of the 13-year old Leyla Tacconi

Fun Fact: We can tell a true smile from a fake by looking at a person's eyes. The mouth shape of a smile is easy to fake—we do it all the time out of politeness. But the eyes are the giveaway: When we're truly happy, we not only smile but also crinkle the corners of our eyes in a “crow's feet” pattern. But when people fake a smile, they usually forget about their eyes.

Unit 4

Communication Issues

Keywords for you:

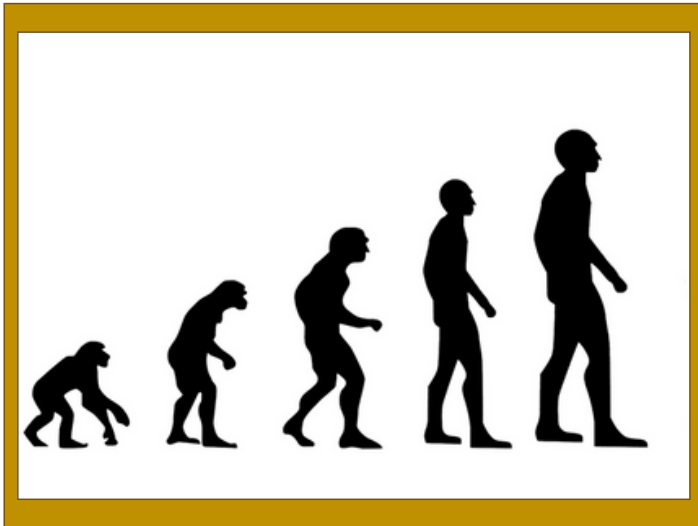
Miscommunication, barriers

Miscommunication is like the cracked surface of a mirror. It twists and fractures what is being said until sometimes it is not even remotely close to the initial meaning. Too often people mishear, misunderstand or frankly - just plain out ignore others. Being a participant in such an exchange can make you feel really unhappy and lost. It's very humane to crave the connection and acceptance that comes from being understood and to feel angry or sad when you are not. It's impossible to control all parts of communication. What we can do is try and work on our own skills, improve ourselves and make sure that we do our best. And to always show compassion to ourselves and to others. Making an effort doesn't always prevent you from making mistakes. It does not shelter you from others' mistakes either. But it can help you reduce the number of times when communication goes wrong.





Communication Issues



We already know you are good with metaphors, so we are going to invite you to a **little game**. To play, everyone needs to form a circle...

This is a very good illustration of how a message can get convoluted and even completely

changed in a conversation. It's so easy for someone to mean one thing and for someone else to understand a completely different one. Just as it's easy for the first person's expression to mean one thing while the fifth one's - a whole other.

When such misunderstandings happen in communication it is usually due to one of these **common barriers**:

- **Physical** - It can be as simple as not being able to hear or see the person you're trying to communicate with. This can happen if there is a lot of noise in the environment, or if the person is wearing headphones and you're trying to talk to them from across the room.
- **Cultural** - Different cultures have different ways of communicating. What may be considered polite in one culture may be considered rude in another.



Communication Issues

- **Language** - This is probably the most obvious barrier to communication, but it's also one of the most difficult to overcome. Even if both people speak the same language, there can still be barriers if they have different dialects or use different jargon.
- **Emotional** - We all have emotions, and they can sometimes get in the way of effective communication. We may say things that we don't mean, or we may not be able to listen to others properly.

Let's stand up again. Please start walking freely around the room and listen to your teacher's instructions. Your teacher is going to play a game of several levels with you and we have just one advice - use both your ears AND your eyes.

Fortunately, there are many ways in which you can **overcome communication barriers**:

- One of the best strategies to overcome physical barriers to communication is to make sure you have the person's attention before you start speaking. This can be as simple as tapping them on the shoulder or saying their name. It could be just asking them to confirm in a video chat or over the phone that they can hear you. And once you have their attention, you need to make sure you are speaking clearly and at a volume that they can hear. If there is a lot of noise in the environment, you may need to speak louder or find a quieter place to talk.



Communication Issues

- To overcome cultural barriers to communication, it's important to be aware of the differences between cultures and how they communicate. If you know that eye contact is considered rude in the culture you're communicating with, then avoid making direct eye contact. Instead, focus on body language and facial expressions. It's also important to be respectful of the other person's culture and not make any assumptions about what is considered polite or impolite. If the meeting between you and the other party is pre-planned, just do a small research beforehand.
- Language barriers can be difficult to overcome, but there are some things you can do to help. If you're trying to communicate with someone who doesn't speak your language, you can try and use Translation Apps like Google Translate. Don't forget that sometimes drawing what you mean is easier than trying to find the appropriate word.
- Emotional barriers to communication can be tricky to overcome, but it's important to try. If you're feeling angry, sad, or frustrated, take a step back and take a few deep breaths before you start speaking. This will help you to calm down and think more clearly.

Communication Issues



If calming down and talking is beyond you - that is totally, absolutely fine. You can then always, and it's best to, walk out of the room. Change the place, leave the situation for a couple of minutes or more and you will be able to get at least part of your wits back.

Changes in behaviour when talking do not happen overnight. It might take you weeks to get it right but this is one of “those” things where the wait is worth it.

By now you surely have been in

situations where it was best to just not say anything or wait and you wished you had done it. We have all been there.

It's quite important to listen to what the other person is saying without getting defensive. To try to see their point of view and to understand where they're coming from. But it is not always easy and not at all if you have a different pattern of reactions.

If you're finding yourself regularly struggling with communication, it may be a good idea to seek out the help of an adult. Your parents or a trusted teacher can surprise you with the level of acceptance and understanding about your struggles. You can also read more about overcoming emotional barriers in the next chapter - Nonviolent communication.



Communication Issues

Now that we are past the hard part, we would like **to show you something.**

Please take a sheet of paper that's preferably already used - there is no need to waste paper as you are not going to write on it. Your teacher will tell you what to do next.

Why did you think we chose this exercise? What is your teacher trying to show you?



Additional information



Video:
Communication Barriers

Fun Fact: Today, there are over 6,000 languages spoken in the world. In Papua New Guinea alone, over 800 languages are spoken.

Unit 5

Non-Violent Communication

Keywords for you:

NVC, needs

Hello again! We sincerely hope that by now you have started to think of our time together as your time for rest, challenge and maybe even self-improvement. We hope to be able to further engage you and to keep your curiosity alive.

“Every criticism, judgement, diagnosis, and expression of anger is the tragic expression of an unmet need.”

“All violence is the result of people tricking themselves into believing that their pain derives from other people and that consequently those people deserve to be punished.”

“You can't make your kids do anything. All you can do is make them wish they had. And then, they will make you wish you hadn't made them wish they had.”

Have you ever heard those sentences said before? Do you know what they have in common?

They were all said by Marshall Rosenberg - a famous American psychologist who created the Nonviolent Communication approach.



A Tale of Two Glasses

Most of us have been taught that in order to get what we want, we need to be assertive. We need to speak up for ourselves, and make sure that our needs are met. However, there is another way to communicate that can be just as effective, if not more so. This is Nonviolent Communication (NVC). NVC is based on the belief that all human beings have the same basic needs and wants. We all want to feel loved, respected, and valued. When we don't feel these things, we may act out in ways that are harmful to ourselves or others. The goal of NVC is to help us meet our needs in ways that are respectful and considerate of others.

We know you have seen enough textbooks by now so we are not going to rely on your proficient reading skills. **We are going to send you on a small mission instead.** You are going to need your phones or another smart device, a working internet connection and possibly, the Google Translate App if there is not enough information in your mother language.

Your teacher is going to invite you to form groups of 4-5 people. Once you do it, you are going to have 20 minutes to research and formulate and answer to the following two questions:



A Tale of Two Glasses



What do you believe were the personal reasons that drove Marshall Rosenberg to develop the NVC approach?
Do you believe NVC is applicable to your everyday life?

As you might have seen, Nonviolent Communication is nothing new. It is based on the most basic principles of humanity.

All it does is remind us how good it feels to be authentically connected to another person. This connection is our natural state when no violence is present in our hearts. NVC helps us to return to this state by showing us how to communicate with others in a way that is respectful, compassionate and effective.

The Four Principles of NVC:

1. Listen to yourself and others with empathy.
2. Express yourself honestly.
3. Make requests rather than demands.
4. Practice giving and receiving feedback constructively.



A Tale of Two Glasses

These four principles can help you communicate more effectively with your friends and with the adults in your life. When everyone in a classroom is using NVC, the result is a more respectful and cooperative environment.



Your teacher is going to split you into four teams - one for each principle of NVC. Your task will be to read your principle and illustrate it for others using the available craft materials. Please include at least one practical example of its use, so others can understand

you better. Don't hesitate to ask for help from your teacher if you need it.

Learning how to practise NVC is a lovely but long process that takes longer than one lesson. We hope to have been able to spark your interest and to have planted the seed of a new peaceful point of view towards communication. If you would like to learn more about NVC, there are many books and websites that can help.



Additional information



Video:
Nonviolent Communication

Positive Fact: NVC has been shown to be effective in a variety of settings, from corporations to prisons to mediation centres. It is now being used to help shift cultures in institutions, organisations, and governments.



Communication

Module Summary

Hello, dear Communication Athletes! Congratulations on reaching the end of our journey together! We hope to have been able to help you in becoming more knowledgeable and just a bit more skilled in communication than you were a week ago. There is always room for growth and the world is a big place with awesome opportunities to do it. ♥

Before you move on to your next adventures, we would like to tell you the rest of the Tale of Two Mirrors and to throw one last challenge your way.

And the Story Ends...

“The Say-it-all Mirror and the Hear-it-all Mirror served the Kings and Queens of Pax long and well. They were passed down again and again until, 1000 years later, time took its inevitable toll and the Glasses started to show the first signs of wear and tear. Their lovely polish peeled and on their surface remained not the real image but its distorted version. The King remembered that once upon a time there was a secret of his forefather that his predecessors were not able to discover. He hoped that it could help him save the mirrors and keep them in service of the people of Pax.



Communication

Module Summary

He laid down the mirrors next to each other and started to carefully examine their frames. Maybe the answer was somewhere in the mirrors and not in the library archives that were long before searched more than once. Indeed, was it possible that the answer to his prayers had been in front of his eyes the whole time? He looked and looked. He then decided to carefully raise the mirrors and to check all sides. The king slowly turned them over to face each other, so he could look at their back. He gathered them until their surfaces touched. And with the bright light that followed, came the realisation what the big secret was. There was a flash and the two mirrors stuck together and then merged into one. The new mirror was big, whole and showed no sights of use as the previous ones did. What it showed was the kingdom of Pax. In astonishment the King asked himself: “But what is this?! What does this Mirror do?!” and the Mirror replied: “This new world that you live in and the kingdom of today that you rule do not need two separate mirrors. The old king died before telling his children of the prophecy. But it was not necessary. Not at all.

I was not needed before but I am here now just as the old wizard predicted - when the world is ready to both listen and speak I will appear before the ruler of this royal line to help him lead his people into the new era. The world will be saved yet again.”

Communication

Module Summary

The King was wise. He recognised the chance to protect his people and his planet. So he kept the Mirror and used it to rule in a fair and honest manner. He became famous not only for speaking fairly but for actually seeing and listening to his subjects. He died of old age surrounded by his family and passed the new Mirror to his daughter after receiving her heartfelt promise that she will protect the planet.

The End

Communication, dear athletes, is just like the Mirror. Anyone could be good at speaking or at listening. But the key to being good at communication and to feel understood, accepted and happy is to be able to combine these skills in a way that is good for all.





Communication

Module Summary

We hope to have been able to provoke your interest. We hope to have been able to make you feel seen and heard even through these pages. But most of all we hope that you reach the next phase of your life - adulthood - happy. This world - our world - needs more people like you, so we can save it.

About the author



Maria Stankova, Bulgaria

I'm an English school teacher and youth trainer who dreams of improving the understanding of adults and students of the complex and magical process of learning. I love my profession and I am deeply grateful for the chance to communicate daily with human beings who keep teaching me about love, bravery and potential.



Module 6

Teamwork & Conflict Management



You can expect the need to cooperate with people at every stage of your life and in any field. Do you know the most valued skills you can gain to succeed in working with others? If you want to find out not only what these skills are but also how to practise them, read ahead.

Invitation to the module

This module focuses on teamwork and conflict management, both of which hold a vital role in our daily life. Therefore it is crucial to use both to establish and sustain a collaborative environment.

Because teamwork allows you to share ideas and duties, it makes everyone involved feel less stressed and enables you to be more precise and thorough in your task completion which will help you reach your objectives faster. But what happens when the role of teamwork is threatened?

When a team fails, productivity and efficiency suffer significantly, and any kind of collaboration is next to impossible. A sudden presence of a negative, uncomfortable atmosphere influences not only the team's happiness but also directly increases one's stress level.

This is why it is necessary to turn to conflict management before the situation worsens. Conflict can increase awareness of problems that exist and provide a reason for finding a better way forward. When conflict is managed effectively, team members see conflict as a tool to exchange ideas while allowing each party to be equally heard.

Therefore, it is essential to use conflict management before things get worse. Conflict can make you more aware of the problems you face and give you the motivation to find a solution. When conflict is managed effectively, team members view it as a tool for ideas exchange ensuring that all parties are given an equal chance to be heard. If you are supported by a team, you are more likely to take risks that result in innovation.

Team members are happier, more productive, inventive, and creative when they feel valued and when others are interested in them.

Unit 1

Teamwork - Dream work

Keywords for you:

*team, cooperation,
strategy, problem solving,
collaboration*

Theoretic background

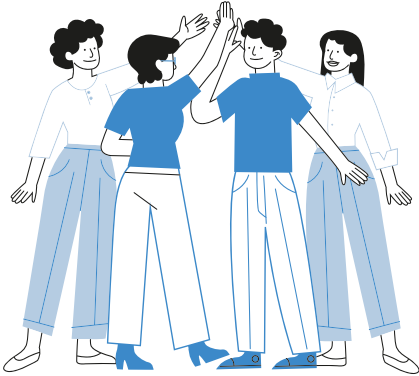
Albert Einstein gets all the credit for discovering the theory of relativity, right? But the truth is that he relied on conversations with friends and colleagues. Only thanks to them he could find his most famous discovery. To be honest - that is the case almost always. Another brilliant mind of history, John J. Murphy, has said: "Behind every genius is a team. When people play off each other's skills and knowledge, they can create solutions that are practical and useful."

So... what can we learn from the great minds of the world? It is much easier to be successful and happy if you have help from many other team players. Since the time when Einstein and Murphy shook our world with their wisdom, the importance of teamwork has been proven again, again AND again.

Teamwork is the work of a bunch of different people that would always bring out a rich diversity of fresh, creative, and unique ideas. Looking at teamwork a little bit deeper, you can see it develops the bonding between the team members and makes progress easier and faster. Teamwork brings people closer in the sense of emotion and helps them realize the importance of each individual. Teamwork can also guide the group through challenges and obstacles that one individual cannot overcome. Without teamwork, none of these benefits would ever come.

Exercises

Teamwork - Dream work



This unit encourages understanding the importance of every team member individually, but also group work as a whole. Being a part of the team can help you grow as an individual and achieve much more. Sounds great, right? But that is not all! Learning and working in a group can also be much more fun and interactive than working alone.

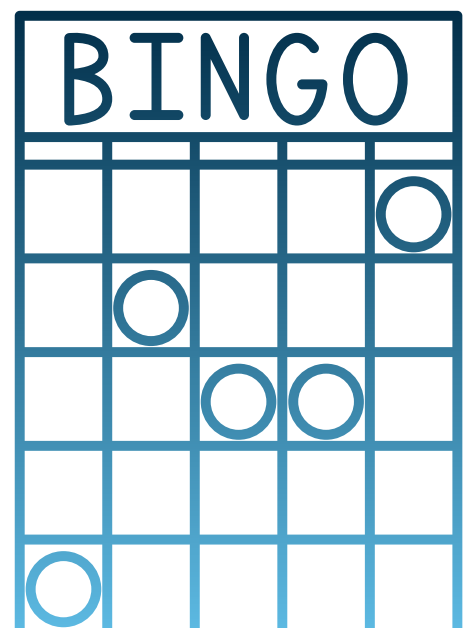
In this unit, we have provided you and your team with great getting-to-know-each-other, problem-solving, collaboration, cooperation and trust-building activities! All activities are hands-on, creative and based on communication between the group members.

Although all exercises are very adaptable and without age limits, the activities would be the most beneficial for youngsters aged 13-15.

1 Human Bingo

The first things first. One thing that helps to become a better team member is to get to know who your team is.

In this activity you will enjoy learning more about one another with “Human Bingo.” You will get a paper with a grid on it. In each square there will be different characteristics, events and other statements. Each group member will have to find someone in the room that fits the description in the box. For this activity you will have to follow the rules of the traditional game of bingo.



2

Mission impossible!

Anything is possible when you work together! The idea is that “impossible” tasks can only become more achievable by listening carefully to your fellow group members and following the instructions given by others in your team to complete the task.

I will give you a hint - to be successful during this activity, it is essential for each and every member of the team to stand up, get involved, find their strengths, and support each other, but most importantly - be creative and have fun together. At the same time, try to check in and reflect on your own processes by asking these questions:

1. What are my emotions during this activity?
2. What type of group member am I?
3. What is the role I am the most comfortable with?
4. How am I engaging with others?
5. Do I act or think first?
6. What parts of this activity do I enjoy the most?

In this activity, your group will face a variety of challenges and activities to complete your Mission. What kind of tests? That's what you will see when the Mission impossible starts!



3

Treasure hunt



This activity is played in the field with given borders. In the field there are randomly placed objects. There are approximately 10 pieces of each object type. (10 pens, 10 cups, 10 slippers, 10 balls, etc.)

The goal for each team is to collect one type of object (team one - all cups, team two - all balls, etc.) decided by the trainer/teacher.

Your group is divided into unions of 3 people. This is your team.

There are different roles within the team. You can choose from:

- Mute participant is watching the field and gives instructions to the communicator about the direction and actions of the blindfolded person. Instructions have to be made without using vocal sounds.
- Communicator is watching the mute participant and decoding their instructions into verbal instructions for the blindfolded participant in the field.
- Blindfolded participant receives instructions from the communicator and according to the instructions collects necessary objects bringing them back to their team.

But that is not all. There will be some additional rules:

- Blindfolded participants can hold only one object at a time.
- The communicator cannot move their legs and cannot turn their head.
- Mute participants cannot use any sounds. (no words)
- The blindfolded participant can't step into a "restricted area" inside the field or step out of the field.
- If any rules are broken - all collected objects are placed back in the field.



Unit 1



Additional information



Video 1:

Build Character Build Success channel talks about what is teamwork and how to approach it.



Video 2:

RocketKidsOnline explains what it means to be a great team member. Teamwork teaches us to get along, respect others, and accomplish our goals together. What is teamwork? And what can you learn? Well, here are four things we can learn from teamwork:

1. Learn How To Listen
2. Learn How To Speak
3. We Can Build Ourselves Up
4. Learn How To Think

Unit 1



Check your understanding

After each activity, you will have a small session where you share your opinions and ideas about the learning from the activities. These activities will happen in a circle with the rest of your peers or in small groups. During these sessions, you will try to look for connections and discuss what strategies worked and why. You will also talk about what decisions were the best for the team, what your team struggled with and how to improve teamwork in the future.

Talking and discussing your "Ah-a!" moments with the group is fantastic. As we learned in this unit, learning from others and their ideas can help us boost our learning and be more successful. Then, after all these learnings have appeared, we need time to sort them out, put them in order and understand how to use these newfound ideas in our everyday life. Here a personal debriefing comes in handy.

After these activities and after the group debriefing, you can reflect on your learnings by yourself. Here are some questions that can help you start this process:

- Was it easy to find a place/role in your group, and how did you feel playing your role in each activity?
- Did you feel responsibility/trust/fear?
- Did you find out something new about yourself? What? When?
- Can you name some strong sides of yours that benefited the team?
- Do you see some things you should work on?
- How can this experience (and lessons learned) be taken to your everyday life in school or outside activities?

Unit 2

Don't hesitate - communicate!

Keywords for you:

*communication, debate,
persuasion, interaction,
speech*

Theoretic background

Communicating effectively is one of the most essential life skills to learn. Having strong communication skills aids in all aspects of life – from professional to personal life and everything that falls in between. In contrast, poor communication skills lead to frequent misinterpretations and frustration. And as you already know, this leads to conflicts. It is also one of the most critical elements of teamwork and leadership.

Communication is not only receiving and giving information. In order to successfully work in a team and have your ideas heard - you need way more than just basic communication skills. That is why debating, negotiating, persuasion, questioning, giving and receiving constructive feedback are so important. These are essential skills not only for communication itself, but also for conflict resolution.

Debating helps you to develop essential critical thinking skills – the ability to make reasoned and well-thought-out arguments in addition to questioning the evidence behind a particular stance or conclusion.

On the other hand, persuasion is the art of convincing others to agree with your view or go through with your actions. Many people know about it, but not everyone can use it to its total capacity.

Feedback is valuable information that is used to make crucial decisions. Nevertheless, receiving feedback improves confidence, motivation to learn and, ultimately, the achievement of the individual or the group.

These are just a couple of reasons why these are the most important skills these days and why you should practise them as much as you can!



Exercises



Don't hesitate - communicate!

This unit is designed to practice a lot of skills mentioned above.

Here, we propose a sequence of active, hands-on, games that will encourage you to practice public speaking, express opinions, give and receive feedback, and much more. These skills will help you grow as an individual and a great team member. The activities are based on roleplay, discussions and debates.

The activities listed below are designed to be worked on with other people. Still, we suggest examining them even if you are on your own. It might be helpful to think of the action you would take when the time to shine and show your communication skills appears.



1 Blind Drawing

This is a simple team activity that will encourage communication, especially listening.

You are divided into pairs. Your first instruction is to sit back to back, where one team member is given a picture of an object or word. Without specifying directly what the thing is, the person has to describe the image without using words that clearly give away the image.

These should be non-related words; for instance – if it is a “flower”, then the person can describe it as hearts put together (to form flower petals), a string/rope holding the hearts (Stem), rain/water drops (leaves) and so on. The person with a pen and paper then has to draw the object based on the verbal description and their own interpretation.

The final outcome is fun to see and depicts whether you and your team member can effectively communicate, imagine, and innovate in each other's company.



2 Fit the Market

For this activity, your group will be divided into small packs of 3 people. Each group member will have a role, and each participant will have to behave as a representative of this role:

- The seller - tries to sell the product most innovatively and creatively.
- The buyer - tries to buy and think about the product, to be convinced or not by the seller.
- The observer - observes the overall process.

After you as a team decide on each role, the trainer will provide you with some objects (i.e. marker, newspaper, notebook, pencil, tape roll, etc.). The task of the seller and buyer is to negotiate the price of these objects. The observer just observes without interfering in the negotiation.

After a few minutes, you will have the opportunity to switch roles.

This activity will end when each person has played each of the roles.



During this activity, you will be able to practice communication, public speaking, persuasion and cooperation skills.

Your group will be divided into 3 packs:

- Advocacy - the group that agrees with the statement
- Opposing - the group that disagrees with the statement
- Listeners - the group that observes and decides on the winning team.

The trainer or teacher will make a statement - for example: Every person should practice Zero Waste lifestyle.

Depending on your group's role, you will have to prepare an argument that will convince the listeners to agree with your statement.

One participant of the advocacy group will be the group that opens a debate (greetings to the audience and the opposing group). They will also explain the group's position and why they will defend it. As the last, they will present the arguments of the advocacy group. All this should take 4 minutes.

The Opposing continues. One speaker presents the opposing group's position on the debate statement and goal. They will end the speech by presenting the arguments of the opposing group. (4 min)

The listeners will be able to ask questions to both groups. (2 min)

The debate will continue for a couple more rounds, where the teams will have the opportunity to defend their side of the statement.

At the end of the debate, the listeners will vote for the winning team.

The teacher will lead and facilitate the process from the beginning till the end.

4

Mediation role play



During this activity, you will go through the mediation process as a conflict management tool. You will practise communication, debating, persuasion and conflict management skills. This activity might take up to 60 minutes.

Your group will be divided into smaller groups of 3. Each group member will have their role - mediator, Person 1 and Person 2.

Each group will reenact the situation one by one. Before each roleplay, teacher will give participants a description of the role and problem. Your task will be to represent this role in a small etude of this situation in front of the class. Each person is obliged to react in the interests of the part they have gotten. The task of a mediator is to try and facilitate the communication between Person 1 and Person 2.

After the roleplay, the rest of the class and the teacher can suggest the mediator how to better problem-solve this situation and give feedback on the whole etude.

The example of the roles and situation:

The role I: Mediator

The case description is as follows: George is against his neighbour Nina, who lives in the flat above his (one floor up). He placed a call to the mediation centre. He declared that Nina plays the piano loudly and late in the night. Nina said that George offended her. Both agreed to visit the mediation centre.





4

Mediation role play: continuation

Role II: Person 1

You agreed to visit a mediation centre because you want to resolve the conflict with your neighbour, George. You state that George offends you by knocking at the ceiling (your floor). By doing that, he interrupts your playing, which is also why some of your vases are broken. You are angry with him because he does not respect your profession. You are a musician and a teacher. You consider that you have the same professional rights that he has. Please, do not bring additional and/ or new details into your role.

Role III: Person 2

You are nervous because of your neighbour's behaviour, Nina, who lives in the flat above yours. Every morning you have to go to work, and therefore you have to sleep well. She plays her favourite music loudly all night long and thus forces you to listen to it. You are angry with her. You think that when you knock at her floor (your ceiling) with a stick, you communicate your negative emotions quite clearly. You believe your protest was ignored because nothing has changed in her behaviour. You gave a call to the mediation centre to make an appointment. You want to visit the centre and resolve this conflict. You may choose any profession. Please, do not bring additional and/ or new details into your role.

With a teacher or trainer, you briefly discuss what feedback is, why we need it, and the principles of constructive feedback.

After the discussion, everyone sits in a circle and one chair is placed in the middle. This chair is called the "hot chair".

One by one, team members sit on this "hot chair".

The person on the "hot chair" is given a role that they have to play. It could be a role from a story, video, book or event the whole class is familiar with.

The other members then give specific feedback to the character sitting in the "hot chair", bearing in mind the principles of constructive feedback.

There is a time limit set for each person's visit of the hot chair.

While sitting on the hot chair, you cannot react to individual comments. Still, you have some time for reactions and questions once the feedback round is over and before the next team member takes the seat.

The next level of activity is to give actual constructive feedback to actual team members. In this case the people sitting in the "hot chair" are not playing the role, but they are just being themselves and people giving feedback give constructive feedback to this person.

Have fun and be constructive.



Unit 2



Additional information



Video 1:

This animated video describes the six universal Principles of Persuasion that have been scientifically proven to make you most effective as reported in Dr. Cialdini's groundbreaking book, Influence.



Article:

This article describes five major conflict management styles and could be interesting to the youngsters aged 15.

Unit 2



Check your understanding

After each activity, you will have a small session where you will share your opinions and ideas about the learning from the activities. These activities will happen in a circle with the rest of your peers or in small groups. During these sessions, you will try to look for connections and discuss what communication strategies worked and why. You will also discuss what you have learned and where you can use these skills in your everyday life.

To strengthen your learnings from this unit, please answer these questions:

- How do you usually react to conflicts in real life? How could it work better?
- What new strategies did you learn from this unit? Which of them would you like to try out in real life?
- What are the things you should still practise more? And what could help you
- What strategies would you use in real life and in what situations?
- What is your main takeaway from this unit?

Unit 3

Lead with a heart

Theoretic background

Keywords for you:

leadership, team roles, characteristics.

We started this Module by talking about teamwork, and we will end this Module by talking about teamwork, but with a little twist. The team has different roles in it. Each position is just as important as the others. When a team performs at its best, you'll usually find that each member has clear responsibilities. As importantly, you'll see that every role needed to achieve the team's goal is performed thoroughly and well.

The most known team role in society is the leader. It is a significant role with specific responsibilities and characteristics. This is exactly what we will talk about now.

Leadership is associated with benefits, discipline, success and power. However, perhaps the sign of a truly successful leader is a happy, healthy and motivated team. As mentioned above, the leader is a team member, too. Right?

Are you interested in what leadership activities can do for your school or personal relationships and later on in your career, too? Read on.



Exercises



Lead with a heart

With the activities below, you can look at leadership from different perspectives, get to know what type of leader you are, and, most importantly, boost your leadership skills. These science-based exercises will not only enhance your ability to understand yourself a bit more but will also give you the tools to work with other people, may they be your classmates, clients, students, or employees.

1

What type of leader are you?

We all have heard of the great leaders of the world. Each one of them has led their team with a different motivation, techniques, approach and manner. Taking a leadership inventory and understanding your unique leadership style is the first step in evolving your leadership skills and becoming better support for your team. Your leadership style impacts your performance as well as performance of the team.

Each one of the leadership styles brings its own strengths and also some weaknesses. Are you a transformative, servant, front-line, postmodern, contrarian, or metamodern leader?

Do you want to find out yours? Here is an easy test that will help you in this journey: Leadership Style Test (psychologytoday.com)

After taking the test, and reading your results, find a pair you can discuss the results with. While in conversation you can answer these questions:

1. Which parts of the results do you agree with? Why?
2. Which part of the results do you disagree with? Why?
3. In what way would you like to improve your leadership skills?
4. What are you already good at?

For this activity, 4 volunteers will be asked to actively show initiative and participate in the game. One team member will play the role of an employee who has missed meetings or been recently late to work. (or other scenarios made by your teacher). Each of the other three participants will have to demonstrate a different style of leadership and communication with the "employee" accordingly. All other classmates will observe people imitating the scenario.

After each demonstration of how to deal with the employee, you and the whole group will be asked to reflect on the different leadership approaches. For example, you could consider what worked and what did not. After this activity, you will briefly discuss what the "ideal" leader would do in the scenario.

Leader of the blind

Your group will be divided into pairs.



Your task will be to have a pleasant walk in pairs. Easy, right? But there is a twist!

One of you will be blindfolded by a scarf. The other person in the pair (the one with eyes wide open) might provide help and guidance. You can decide how to provide this support; you can hold hands with other body parts or give verbal instructions. It is all up to you what direction and destination you choose. Here I would also invite you to get playful and really explore the surroundings. You can be on the floor, touch the surfaces around you, move, dance, try to use your other senses etc. The braver blind folded person will be, the more careful and attentive the other person should be. Their job is to make sure blindfolded people can play safely.



Remember that after a time limit, your roles will swap, so both of you will have a chance to practice your leadership skills and trust in following. Both of these skills are very important in teamwork and successful communication.

“Who do you admire and why?”

Knowing what you want and who you want to become is very important in the private and professional sectors. We learn a lot from the examples of others. And this is exactly what we will analyse right now.

With the help of this worksheet, you can examine leadership role models and the qualities we see in them that we want to develop in ourselves.

[Microsoft Word - Who Do You Admire.docx \(teentruth.net\)](#)

Try it out. This process might surprise you!

After you will be done with the individual work, the teacher might ask you to share what surprising things you have discovered. The discussion might happen in pairs, small groups or even with the whole class together! Be ready to share.

Perform!



One of the key responsibilities of a team leader is to encourage team bonding. One way to facilitate bonding is improvisation. ‘Improv’ develops communication skills – helping teams to listen and pay attention. It also builds self-awareness, self-confidence, and creativity, which are essential competencies in our vibrant lives in this modern society.

Your group will be arranged into ‘audience’ and ‘performers’. Then, audience members will call out the specified location, profession, and scenario (e.g., coffeehouse, cop, and purchasing a doughnut). Chosen suggestions are fun and should promote creativity.

Performers will then improvise and perform a theatre on the suggested topics. How will it happen, you might ask? For this you have to wait and see, as your teacher will give you all the information you will need.



Unit 3

Additional information



Article:

This article will be the most useful for the students aged 15+. It talks about the qualities that are the most valued in great leaders



Unit 3

Check your understanding



For this Unit, you will be asked to review your peers and give them your feedback. They will be asked to do the same for you.

Peer review feedback is a great way to identify your strengths and weaknesses and those of others. And also practice your leadership skills. This form of evaluation can benefit all parties involved, helping to build self-awareness and grow in new ways that we might not have realised before. It focuses on your and your team member's strengths and areas of improvement. The benefits are two-fold: it helps you to grow in new ways that may have been difficult for you while also ensuring everyone involved feels confident about their abilities.

You will get a prompt, and your task will be to finish the sentence based on your knowledge and experience with this person.

Prompts:

I admire your/when you...

I appreciate your/when you...

In my opinion, you still need to work on...

You seem to struggle with...

I think you...



Check your understanding: continuation

Do not forget to be honest and constructive! We already learned about it in the previous exercises!

As for self-reflection, we suggest you evaluate yourself with the similar prompts you were being assessed by others.

Now that others have evaluated you try to check which feedback is valuable and resonates with you and your growth. Remember - feedback is an opinion. It is helpful to know how others perceive you. Still, not all opinions are correct. It is important to check in with yourself.

Prompts:

I think I am good at...

My team benefits because I ...

I still need to work on...

I struggle with...

I think I...



Teamwork & Conflict Management

Module Summary

By accomplishing the tasks, we are hoping for you to be able to work well as a team when conflict arises to be able to resolve it. We are also hoping for you to be able to recognize your own behaviours, and emotions, and recognize methods for stress management to improve your well-being.

To evaluate the things you and your team has learned during this module you will have to overcome a challenge. With this activity, you will determine how much you have learned about communication, problem-solving, creative thinking, leadership and team roles. All that fun stuff.

Your group will be divided into 2 teams. Each team will get different materials. For example - newspapers, lego, toy bricks, straws, paper, cardboard etc.

Your task is simple - work together to build a bridge. But of course, there will be a twist. Each sub-team will be constructing half the bridge. During the challenge, teams will not be able to see each other. You will have to rely on communication skills to build both halves of the bridge so that it is possible to connect them.

When the time is up - you will try and put the bridge together. Your teacher or trainer will test the bridge and let you know if you succeeded.

Have fun and remember - you and your team is the biggest resource you have!



About the author

Ieva Fridmane, Slovakia

I am a passionate youth worker and trainer who loves her job with international experience in education - both formal and nonformal.

The scope of my work is wide, but mainly focused on team building, personal growth, growth mindset, self-awareness and leadership for youth workers, educators, teenagers, and young adults. Another one of my passions I also have is developing educational resources and designing training methodology.



Module 7

Goal Setting and Persistence



A quick question:

What do spending all of your money at once, climbing mount Everest, getting 1M likes on Tik-Tok, improving your grades and being happy have in common?

To learn, open dive into the next few pages. You might even learn something new as a bonus.

Invitation to the module



The world's record for holding breath underwater is 24 minutes. A man from Jaipur, Surendra Kumar Apharya, holds the Guinness world record for writing 1,749 characters on a single grain. He also has to his credit, a world record of writing 249 characters on a strand of human hair.

Ashrita Furman has set more than 600 official Guinness Records and currently holds 530 records, thus holding the Guinness world record for the most Guinness world records.

What do you think these have in common? Is it age? Or location? Or maybe the race or religion of these people? What is it, really?

Have you ever set a goal that seemed easy to achieve in the beginning but at some point became surprisingly hard to reach? Do you think it was the goal that made it hard or was it yourself? The answer might surprise you but in most cases it's actually both.

One of the soundly proven ways to achieve the fabled sense of happiness that we all talk so much about is to actually feel accomplished. To know at the end of the day just before you close your eyes that your being here on this Earth has brought a change for the better for you or someone else. And it's an awesome feeling like nothing else in this world.



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Project: 2021-1-BG01-KA220-SCH-000031568

Invitation to the module

Of course, accomplishment does not come overnight. You probably have already heard that success is 5% talent and 95% hard work (or something similar). So as you see, regardless of the percentage, there are two significant parts of reaching this point - recognising what you are capable of and actually doing it.

To help you on your way to this lovely sense of accomplishment we are going to share with you some of the proven techniques to learn how to set the best possible goal and to persist until you succeed. You might have many questions or even feel doubt at some point - please don't hesitate to ask your teacher, to contact us or to look for answers. Curiosity is what moves the world forward!



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Project: 2021-1-BG01-KA220-SCH-000031568

Unit 1

You are a Universe



Keywords for you:

talent, goals, record, potential



What does it mean to have talent for something?
What is talent?
Do you think that everyone has some sort of talent or are there a chosen few that are lucky enough to be more gifted than others?

A person could be many things to others - someone's child or grandchild, nephew or niece, a cousin, a partner, a friend. But what is a person to themselves? What do you see when you look in the mirror in the morning? What is your purpose, your passion?

In the "Introduction" part we spoke about records. But a record for some people could be getting up in the morning after a long illness. Or helping someone when you yourself feel under the weather. There are many ways to set a record - be it personal or a world one. But they usually start with setting a goal.

Speaking of goals, your teacher is going to show you something and then ask you a question.



You are a Universe

Let's try to set and achieve some goals, then.

Now, you are going to play a second round of the game but this time there are going to be new rules.

It's quite different when everyone contributes in a way they feel confident about.

As you have discovered, this game is a metaphor. It shows in a very simple way that everyone can bring something to the table and everyone could be useful - even if it is by not interfering and offering encouragement.



Every human being is born with enormous potential. Everyone is a universe within themselves. And to know your worth can bring you a sense of satisfaction and even happiness. It could be difficult to discover what you are here for. But as always, it starts with a single step.

Your teacher is going to invite you to the stations you might have noticed when entering the room. You are going to be given 15 minutes to choose one or two that you like best.

Then - we'll see. 😊

Unit 2

Not yet

Keywords for you:

Growth mindset, fixed mindset



In the previous unit you had some time to think about potential and you even got homework! Fortunately this one can be done even without actually having taken the time at home to think.

All you need to do is move around the room and take a look at what your teacher prepared for everyone.

Now, it's one thing to know (or not) where one, some or all of your talents lay. But are you already a great musician? Can you paint better than

Monet? Can you calculate someone's taxes, build a house or cure an illness yet? Not yet, right? And this is great! Because "yet" is a very, very powerful word.

A professor named Carol Dweck gave a group of children a simple test and separated them into two subgroups. The first group was told that they had done really well – they were "smart". The second group was given the same compliments but with one crucial difference: they were told that they had worked hard and did their best.



Not yet

So, what happened when both groups were given a more difficult task?

The group who had been praised for their intelligence didn't fare so well. They became more anxious and stressed and less likely to try again in case they failed and looked "stupid". Those who had been praised for their effort tried harder, persevered and ultimately achieved better results.

Carol Dweck labelled this difference in reaction a "growth mindset" or a "fixed mindset".

What about you? Do you think you have a fixed mindset or a growth mindset?

It's not always easy to tell but here are some pointers:

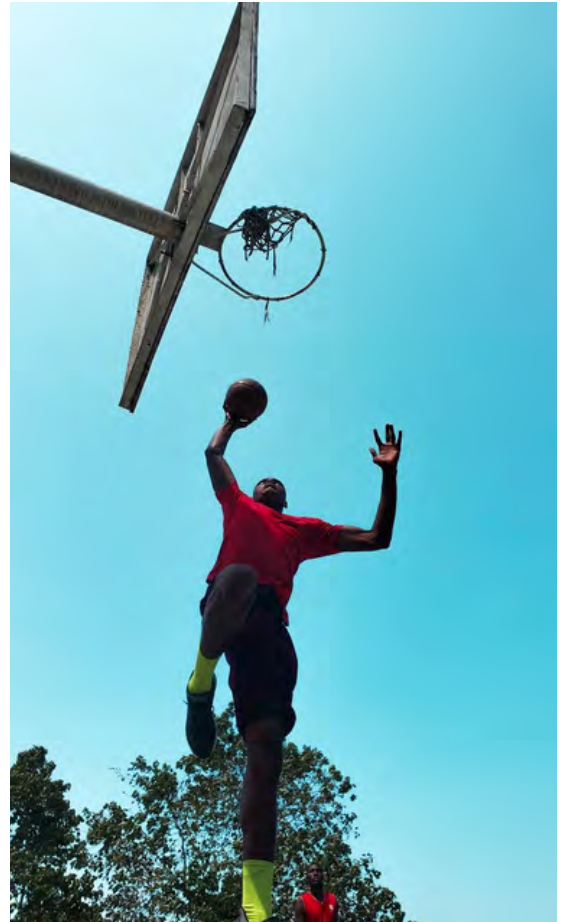
- Do you give up easily or do you persevere when things get tough?
- Do you see effort as a positive thing or a sign of weakness?
- Do you view failures as an opportunity to learn or as confirmation that you're not good enough?
- Do you surround yourself with people who support and encourage you or do you let negativity drag you down?



Not yet

You can always develop a growth mindset simply by thinking more about your abilities and by taking small steps to improve. Remember, it's not about being "smart", it's about becoming smarter. And that takes effort, dedication and a whole lot of "yet"

"Not yet" means to believe. And to help you believe we are going to do an open experiment involving the whole class. Please split into two equal (or similar) teams. Let one of the teams make an outer circle and the other team - an inner circle.



People from both circles should face each other so each of you should have a partner from the other circle. What happens next is entirely up to you and your "yets".

For your final task please gather together again and use the materials your teacher provides to complete your final quest for the day.



Additional information



Video:

Try these world records at home - Guinness World Records

Positive Fact: In 2004 Thomas Blackthorne lifted 27 pounds using just his tongue and without injuring himself.

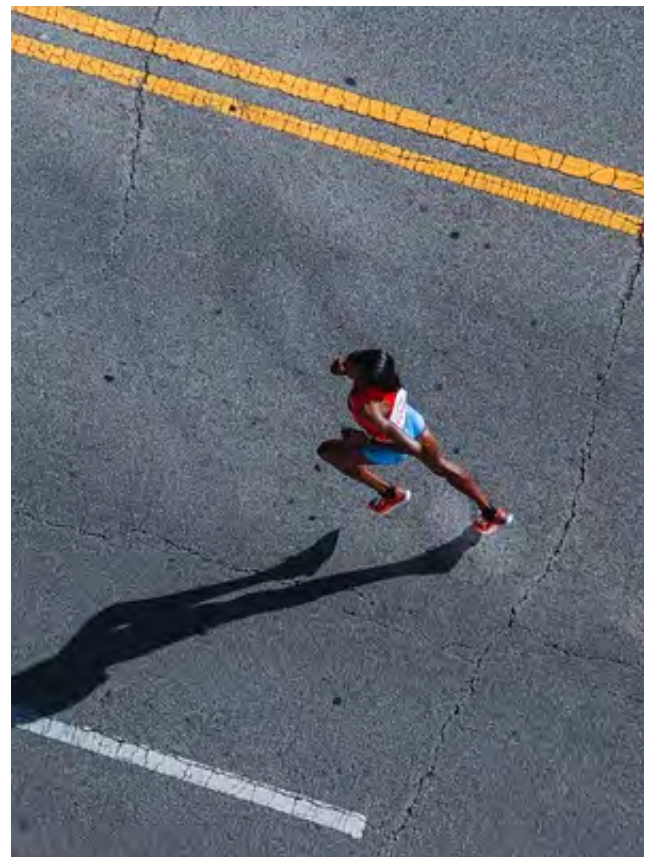
Unit 3

Why Marathon and not a Race

Keywords for you:

Effort, short-term goals, long-term goals

Hello again, record-setters! We hope you had fun last time but even if you didn't quite, we sure hope that you thought about your potential and about the endless possibilities to improve yourself and reach your desired destination. Please bear in mind that it's totally okay to not have one - what we are doing here is provide you with powerful tools to use now or in 20 years - whenever you feel that you want to try something and become good at it.



So, we covered the “talent” part. But what about the 95% work? To help you picture it better, we are going to ask you a question - what psychological qualities do you think an athlete needs to run a marathon and what - to run a race? Is there any difference at all? Why?



Why Marathon and not a Race

Goals are like these two disciplines. Short-term ones are like sprints; they're things you want to achieve in the near future, usually within a year or less. Long-term goals are more like marathons; they'll take longer to achieve, usually several years.

But why have both types of goals? And how can you tell which kind of goal is right for you?

The answer lies in understanding the difference between the two types of goals and how each can help you achieve your dreams.

Short-term Goals: The Power of the Present

Short-term goals are all about taking action in the here and now. They're things you can start working on right away and see results from quickly. That's why short-term goals are often used to achieve larger, long-term ones.

For example, let's say your goal is to improve your grade in a certain subject. A short-term goal could be to create a list of all the units you are going to study for the next two weeks and try to learn a bit about them in advance so you can participate more actively in the class. This will help impress your teacher and help them see that you're invested in their subject.

Try and take 5 minutes to write down or draw three short-term goals that you would like to achieve.



Why Marathon and not a Race



Long-term Goals: The Power of Patience Long-term goals require planning and patience but they can be just as rewarding as short-term ones. That's because they give you something to strive for over a longer period of time.

For example, if your goal is to become a lawyer, a long-term goal could be to go to a specific university in the next couple of years. This may seem like a daunting task but by breaking it down into smaller, short-term goals (like studying 2 lessons for the exams per week), it can become more manageable.

Please, take another 5 minutes to think of just one or two long-term goals. Write them down or draw them on a separate sheet of paper. Now put the paper in your wallet.

No matter what your goals are, remember that both short-term and long-term ones are important. They each have their own unique benefits that can help you achieve your dreams. So don't be afraid to set goals that challenge you. Just make sure they're realistic and achievable so you can enjoy the satisfaction of
Let's play a game.



Why Marathon and not a Race

How do you keep running when it gets too hard? Is there any way to train persistence and to support yourself while you fight for what you want?

There are several tips we would like to share with you. But like most things in life it will not come easy.



Additional information



Video:

Why the secret to success is setting the right goals

Positive Fact: People who set goals and work towards them generally have a more positive outlook on life, seeing challenges as temporary setbacks instead of personal failings. This growth mindset allows them to learn from their mistakes and keep going even when things are tough. So if you're feeling down about yourself or your situation, setting some goals might be just what you need to get back on track.

Unit 4

Bullseye

Keywords for you:

Planning, prioritisation, list

Okay, so by now you have become quite knowledgeable about several things: human potential, growth mindset theory and goals. You are basically ready to set a record of your own but before you do, there is just a small matter to settle - to actually learn how to plan for success.

You have identified your passion, you know what you are good at and what you need to work on and now it is time to start making things happen.

The key to success lies in effective planning and prioritisation. You need to be clear about your goals and what you need to do to achieve them. This means setting realistic targets and breaking them down into manageable tasks. Once you have a plan, it is important to stick to it and not get sidetracked. Prioritise your tasks so that you can focus on the most important ones first. Don't forget to review your progress regularly and adjust your plan if necessary. Remember, there is no such thing as a perfect plan - the important thing is to just get started and to keep going even when things get tough.





Bullseye



Making a plan is essential for any big project, whether it's a school assignment, a weekend getaway with friends, or your future career. But if you're like most teenagers (and adult people, too), the thought of sitting down and mapping out your goals can be pretty daunting.

Here are a few tips to help you get started:

1. Start with the big picture.

What do you want to achieve? What are your long-term goals? Once you have a general idea of where you're headed, you can start breaking down the steps you need to take to get there.

2. Be specific.

The more specific your goals are, the easier it will be to develop a plan to achieve them. For example, rather than saying you want to "lose weight," try setting a goal of losing a specific amount of weight by a certain date.

3. Make it achievable.

If your goal is too big or unrealistic, you're likely to get discouraged and give up before you even get started. So be sure to set goals that are challenging but also attainable.



Bullseye

4. Write it down.

Putting your goals in writing will help you stay focused and on track. Plus, it's always satisfying to cross something off your list once you've accomplished it!

5. Take action.

A goal is only as good as the plan you make to achieve it. So once you've got your goals mapped out, it's time to get to work. Make a schedule, set deadlines, and most importantly, stick to it!



With these tips in mind, you're well on your way to achieving any goal you set your mind to. Just remember to take things one step at a time and always keep your eye on the prize. So, let's put our knowledge to practice.

Please, get back to your groups of four and take 30 minutes to set two specific goals for your group: one short-term and one long-term. Write a detailed plan on how you are going to achieve them and include

Bullseye



checkpoints which you will use to track your progress and parameters you will look for. Describe the possible obstacles on your way and possible preventive measures plus what you are going to do to



maintain your motivation and overcome them should they happen. Set a final date for your achievement.

After you are done and upon your teacher's signal, please present your goals in 2 minutes to the class.



Goal setting and Persistence

Module Summary

There will be times when reaching your goals seems impossible. That is when persistence comes to the rescue and takes you over that threshold of feeling lost and not good enough. It takes time to develop the ability for working toward a goal even when faced with difficult challenges but it is totally worth it.

Each game of this module has been focused on supporting good planning skills and persistence. We hope to have been of use to you with them. Now, to complete your lesson in these valuable skills, we are going to invite you to play one final game.

About the author



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I am an economics and entrepreneurship teacher in PGASG VET school. Passionate about helping students build a deep understanding of the complex and fascinating subject matter. My teaching style, which focuses on making learning fun and engaging, has earned me love from peers and students alike for its effectiveness in boosting student knowledge and confidence.



Module 8

CRITICAL THINKING



You can think better if you ask questions and believe only some things. Be open to new ideas, but also be able to see when something could be a better idea. This will help you find solutions that are even better than what you have found before!

Invitation to the module

Hello reader!

It is not by chance that we've left this module for last in our training for happiness. You are already aware of

- your emotions and the emotions of others;
- you can communicate with others, build teams and resolve conflicts;
- know how to adapt to unusual situations;
- you can set goals and pursue them.

The time has come to open the door to knowledge of critical thinking.

- Have you ever been a victim of manipulation or propaganda? 😊
- Have you ever strongly believed in something, and it turned out to be a lie?
- And have you ever been in a dilemma about whether a fact shared by a friend is actual or not?

You will find the answers to these and other questions in this module.

Thinking critically is the key to making wise, informed decisions and avoiding manipulation or misinformation.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Unit 1

What is Critical Thinking? Debunking Santa Claus

Did you believe in Santa Claus as a child?
And what made you stop?

Keywords for you:

Critical Thinking, Common Sense, Evidence, Memory, Facts, Problem Solving

Critical thinking is the ability to think clearly and rationally about what to do and believe. To think critically is to apply common sense and to look for evidence of whether a statement is true.

Critical thinking is not a matter of accumulating information. A person with an excellent memory who knows many facts could be better at critical thinking. A critical thinker can draw consequences from what he knows, however small they may be. He knows how to use the information to solve problems and seek out appropriate sources to obtain it.



But let's go back to the Good Old Man with the presents and the process of debunking the myth around him. It will help us illustrate what critical thinking is.

Unit 1



What is Critical Thinking? Debunking Santa Claus

When we still believe in Santa Claus, we tend to delude ourselves into believing in his existence. If he's gone, there will be no gifts. Even if someone has planted the seed of doubt in us, we don't want to believe it. And when we start to doubt, we unlock an essential process - we notice more signals, pay attention to the information and check if it is reliable.

For example, we've guessed who dressed up as Santa Claus or seen mom and dad buying what we later received from the store. Some kids go further and directly reveal the hiding place of the gifts 😊.

And when we already feel that we will not be left without gifts, we can ask an adult's authoritative opinion on whether there is a Santa Claus.

These are common first steps in critical thinking. As you can see, it is much more than proving or disproving a statement.

Critical thinking is a skill that helps you analyse arguments to make sure they are based on solid and accurate evidence.

Unit 1



What is Critical Thinking? Debunking Santa Claus

It is the ability to question the information received and to create a more reasonable and unbiased position. It is connected with scepticism - the attitude of not accepting everything that comes to you without questioning it. And yet it should be made clear that it is not a matter of not believing in anything and disagreeing with everyone. 😊 Rather, it's about developing your point of view based on data analysis and synthesis. To question a statement's truth and use evidence and argument to confirm that what is said is true. Critical thinking seeks objectivity. This means that when we look at information, we should not be influenced by our personal feelings or by other people's opinions.

One researcher on the topic summarises the key points of critical thinking as follows:

- It is independent - it helps us to form our own opinions based on the knowledge we have acquired;
- It uses the information only as a starting point in thinking;
- Critical thinking starts with asking questions and is oriented towards problem-solving;
- It seeks convincing arguments, as there may be more than one solution.

Unit 1



What is Critical Thinking? Debunking Santa Claus

Given the above points, it seems possible to have more than one perspective on any complex problem. Just because someone disagrees with us doesn't mean we should necessarily change our minds or insist that we are right. If we feel in doubt, we could ask more questions and check what we think is right. And sometimes, we can just come to an agreement that we disagree.

Here's what a short argument for and against the existence of Santa Claus might look like:



<p>Santa doesn't exist because:</p>	<p>Santa Claus may exist because:</p>
<p>If Santa delivers presents to 15% of all families, he must visit 91.8 million homes. If he gave these homes one small gift, his sleigh would weigh 353,000 tons. Santa has 31 hours (including different time zones) to deliver his presents, so he must travel at least 650 miles per second.</p>	<p>Santa can use the theory of relativity. The clock in his moving sleigh will tick slower than the clocks in the homes he has to visit. Santa can create space-time shortcuts ("wormholes") using exotic materials. This way, Santa can move from chimney to chimney and jump straight in time to deliver all the presents.</p>
<p>Santa is too old. By now, he should be 1750 years old.</p>	<p>Gene therapy already works, and with advances such as the treatment of bleeding disorders, the power of gene modification and the increasing use of stem cells, this is no surprise. Santa can use cellular alchemy to rid himself of the effects of old age and the incredible stress of express deliveries.</p>
<p>Santa Claus can't produce so many gifts, even though he has helpers for this.</p>	<p>Santa has all the digital instructions for producing the gifts. He can use nanomachines to build them atom by atom from soot, snow and other chemicals collected along the way. That's not so far-fetched at all, given the advances in 3D printing. Big toys would require thousands of nanomachines working together - and therefore drain Santa's technological resources. Children shouldn't expect more than one big gift every Christmas.</p>

Unit 1



What is Critical Thinking? Debunking Santa Claus

Well, do you know how it sounds? Isn't it possible that, if he didn't exist before, at least today, a genuinely super-technological and genetically modified good old boy could appear from somewhere and give away game consoles, bicycles, phones, books and whatnot?

But don't assume we want to convince you of anything! We want to show that having more than one evidence-based thesis is possible. And to be able to confirm or deny any of them, we need to ask the right questions and investigate enough credible sources.

You'll be able to discuss all this in detail in the following chapters.

Unit 1



Check your Understanding

Take 5 minutes to reflect on these questions about Santa and Critical Thinking:

- Did you believe in Santa Claus as a child?
- And what made you stop?
- Why do you think we are taught to believe in Santa?
- What did you think of the technological or scientific explanations that Santa could exist?

We will have fun with a game at the end of today's topic.

Please divide into pairs. Your teacher will show you some pictures. Under each of them, there are different groups of people. Discuss with your partner and decide how you think these groups would react to what is shown in the picture. Why? What type of people would react differently?

Unit 1



Additional information



Video what is critical thinking: [Critical Thinking](#)



Relativity theory: The past, present and future of general relativity - [Science Museum Blog](#)



The wormhole idea: [The Science Of Interstellar](#)



Gene editing: [Genome editing reveals a role of a gene essential for human embryo development | Crick](#)

Fun fact: When we realise that computers also have a much better memory than most humans, memorising alone does not constitute thinking.

Unit 2

What is an argument? (A two-part lesson)

Part 1

Keywords for you:

Argument, Premise, Facts,
Conclusion

We used the word argument in the previous unit but needed to explain what it meant. Are you familiar with this term?

Let's play a game. You will only need a sheet of paper and a pen.

The sheet can also be used on one side. We won't write much. 😊

Your teacher will ask you three questions you must answer within 2 minutes, and then we will practice our critical thinking.

This chapter will look at some simple examples to help us understand the argument, premises and conclusion. All of these are the foundation of critical thinking. It sounds complicated, don't worry! We will not use mathematical formulas. Instead, we will use some scenarios from everyday life to show how these concepts can be applied in real life.

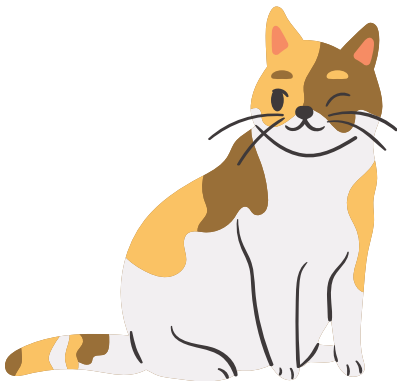


Unit 2



What is an argument? (A two-part lesson)

- An **argument** is a set of statements showing why another statement is true. We'll be able to consider all the answers you gave a moment ago as arguments.
- **Premises** are statements that help us understand why we believe something.
- The **conclusion** is the proposition that premises lead us to believe.
- A **good argument** is one in which the premises give an excellent reason to believe the conclusion. We need to learn how to look for good arguments because even bad arguments can turn into good ones if we find supporting evidence.



Statement 1: Male cats have a skin colour of one or two colours.

Statement 2: All cats with skin decoration of more than two colours are female.

Therefore, the cat in the picture is female.

Premises can be of two types.

- Those that guarantee the conclusion are called **deductive arguments**.

However, some arguments do not support our statement unequivocally. With them, it is likely, but not guaranteed. These arguments are called **amplifying**.

Unit 2



What is an argument? (A two-part lesson)

To illustrate the cat statements, we will consider another simple example.



Unit 2



What is an argument? (A two-part lesson)

Statement: Peter will not be tested tomorrow in English.

Arguments:

- Peter is sick and won't come to school tomorrow.
- Our teacher tests us only at will; he is shy and never raises his hand.

The first case is proof of our statement. This makes the argument suitable and deductive. If Peter is sick, he will not be able to come to school, and there is no chance of being tested.

In the second case, we have two statements - the teacher tests us only at will, and Peter is shy and never raises his hand. If both of our assumptions are true, then our statement is true. But we cannot be sure. The teacher may have decided to test everyone beginning with the letter P today. Or he may even be substituted with another teacher who does not test the same way. Peter may have overcome his shyness and wished to be tested. We will have to find additional arguments to prove our thesis in this case. You already know which kind they must be, right?

Unit 2



What is an argument? (A two-part lesson)

Sometimes, however, the arguments may be deductive, but the conclusion is still wrong.

Statements:

- All basketball players are tall
- All weightlifters are short

According to you, what sport does
160 cm tall man play? Why?



We've almost reached the end of this part. In it, we discovered what an argument is, a conclusion, and the types of arguments. Now to consolidate our knowledge, we will play a game. Your teacher will divide you into several teams, and each team will have to come up with and defend a thesis using the two types of arguments.

Unit 2

What is an argument? (A two-part lesson)

Part 2

Keywords for you:

Argument, Premise, Facts,
Conclusion

At the beginning of this part, your teacher will provide you with absolute statements, and you will have to guess whether they are true or false.



Unit 2



What is an argument? (A two-part lesson)

In the previous part, we talked about the foundation of critical thinking. Here we will look at critical thinking as a process. As we already know, sometimes, even though our arguments are correct, our conclusion still needs to be corrected. This is where deduction and induction come in to help.

- The deduction is based on reasoning from "general" to "particular". The process itself is called analyse.
- "Someone crashed my car." Arguments: The window is broken, and the glass is on the ground. The wallet that was in the glove compartment is gone.
- Induction is a conclusion formed in the process of reasoning from "particular" to "general". The process itself is called synthesis.
- The local football team just signed a new striker with impressive stats. Over the last few years, the team has scored more wins. Next year they will win the championship.

Unit 2



What is an argument? (A two-part lesson)

In life, things are not always that simple. It is rare to have a deductive argument, especially if it is based on more than one piece of evidence. This is where the steps and questions in the next lesson come in to help.

Take 5 minutes to reflect on Arguments:

- Did you notice how we can be wrong with assumptions?
- Why do we assume things in life?
- How often do you use deduction?

We already know a lot about every aspect of the arguments and critical thinking process. Let's have some fun and test our knowledge.



Unit 2



Additional information



Video: 20 Facts You've Always Believed That Are Actually Not True

Real fact: How did Aristotle prove that the earth is round?

In the treatise "On Heaven", written before 350 BC he explains:

"Once again our observation of the stars make clear not only that the earth is round, but also the fact that the circle is of large dimensions, since even a small change in the position to the south or north is the obvious change in the horizon."

In fact, in Egypt and near Cyprus you can see some stars that are not visible in the northern regions, and the stars that cannot be seen in the north are very different in these regions. All this shows that the Earth has a round shape and is also a sphere of large size.

Unit 3

Critical thinking in action

Keywords for you:

Evidence, analysis,
reasoning, perspective,
discussion

Today we will try to put into practice what we have learned so far. Think of a problem you've tried to solve but didn't work out. It's a good idea to choose a problem that has tripped you up more than once.

Let's reflect on it together a little bit.

We will divide the reasoning into 5 stages. At every stage, please write down everything that comes to mind, however absurd it may seem in your eyes.

Before we begin, we should clarify that we will not always have to go through all the steps. The questions we have chosen for you will also not always be applicable and necessary for your case. Still, it's good to have them all in one place because you never know when you'll need them. 😊

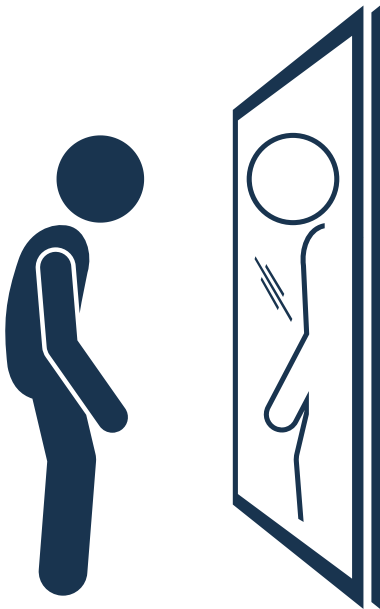
Let's get started



Unit 3



Critical thinking in action



Stage 1: Self-monitoring

Does the problem you chose make you feel bad? If not, you don't have a problem at all. And how would you feel if your problem was solved?

Write several statements about your problem. It may exist only in certain situations. Write everything down. This will be useful information for the next step.

Stage 2: Doubt

Question every thought you have about the chosen problem. Pay special attention to these thoughts that really bother you. For your convenience, here are some questions you can ask yourself. It is not necessary to ask all of them. Besides, we're sure you can think of more 😊

- Is this thought based on emotion or fact?
- What evidence is there that this thought is correct?
- What evidence is there that this thought is not accurate?
- How can I test this belief?
- What is the worst that can happen? How can I react if the worst happens?
- In what other ways can this information be interpreted?

Unit 3



Critical thinking in action



Stage 3: Collection of evidence

Ask! In the previous step you asked yourself and now is the time to reach out and ask everyone else or search for the information in books, the internet etc. Asking questions or searching for information connected to your problem can provide you with amazing solutions you may not have thought of.

After receiving an answer, make sure to note the circumstances around it - for example if you asked your mother about something and she was working on the laptop at the time it is possible that her answer might not be properly thought of.

When looking for information on the Internet, try to get it from a reliable source. Collect evidence for and against your statements. What are they based on? Are they based on evidence, beliefs or assumptions? Which assumptions are rational? We can summarise all these questions in one - WHY?

Unit 3



Critical thinking in action

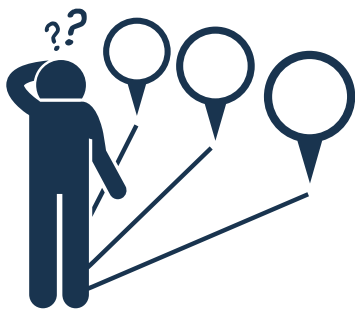
Step 4: Carrying out analysis

Compare the assumptions you have reached after gathering evidence and think about the advantages and disadvantages of each one. This will help you decide if it is worth changing your way of thinking about the problem.



Ask yourself:

- What do you gain from calling yourself a dumb, for example?
- What does this model cost you emotionally and practically?
- What are the long-term effects?
- How does this pattern affect those around you?



Step 5: Generating alternatives

Einstein defined insanity as doing the same thing over and over again and expecting different results. In order to solve a problem, you need to find an appropriate explanation for it as we showed you in the steps above.

This way you will be prepared to approach the situation from a different angle and maybe resolve it.

Creating alternative solutions to an issue helps us put our resources to better use and improve many situations that make us unhappy.

Unit 3

Critical thinking in action



Well, it wasn't that hard, was it?

Let's test the same reasoning model in a short discussion.

Cotton grocery bags protect water quality.



Your teacher will divide you into teams of 4-5 people. All teams have 5 minutes to determine whether they think this statement is true or false and explain why. Within those 5 minutes you can use your phones to find any information you think is important for the discussion afterwards.

During the discussion you will ask and answer questions of the other teams. Your teacher will help you with clarifying questions if necessary. At the end of the lesson, you will have the opportunity to compare your conclusions with the actual facts for this statement that your teacher will provide.

Take 5 minutes to reflect on your critical thinking in practice:

- Was it difficult to research on your phone?
- Did you trust what you found?
- Did you already make a conclusion before you started researching?
 - Why? Why not?

Unit 3



Additional information



Six Environmental Myths:

[Six Environmental Myths To Get Rid of This Earth Day » Publications » Washington Policy Center](#)

Real fact:

Myth: Human population is growing exponentially and it's ruining the planet.

Reality: Since the late 1960's and early 1970's, the rate of population growth worldwide has been steadily declining. In fact, many countries have such low reproductive rates today that they are worried about shrinking populations. This does not mean that population growth is not a problem - it just means that the human population is likely to peak within this century, and that environmentalists need to start thinking a lot less about population growth per se and more about the drivers of increasing resource use and greenhouse gas emissions.

Unit 4

Common traps in thinking

Keywords for you:

Thinking, fallacy, error, traps

COMMON TRAPS IN THINKING

WE FOUND NO LINK BETWEEN **BLUE**
JELLY CANDIES AND ACNE

WE FOUND NO LINK BETWEEN **WHITE**
JELLY CANDIES AND ACNE

WE FOUND NO LINK BETWEEN **BROWN**
JELLY CANDIES AND ACNE

WE FOUND NO LINK BETWEEN **RED**
JELLY CANDIES AND ACNE

WE FOUND A LINK BETWEEN **GREEN**
JELLY CANDIES AND ACNE

WE FOUND NO LINK BETWEEN **PURPLE**
JELLY CANDIES AND ACNE

wow!

Unit 4

Common traps in thinking



**GREEN JELLIES CAUSE ACNE
SCIENTISTS 95% SURE**



Unit 4



Common traps in thinking

A logical error or logical fallacy is an error in reasoning. It leads to incorrect reasoning, a misconception or an assumption. Logical errors often sound very convincing. They are based either on emotions or relationships between people. The most common among them are:

Appeal to authority: something is assumed to be true just "because the Mister said so" or "because they said so on TV".

Example 1: On TV, it said aliens will land in Paris on February 28, 2024. Everything said on TV is accurate, so aliens will land in Paris next year.

Example 2: Uncle said he had never seen black swans. Uncle has seen many species of birds. He hasn't seen black swans. Therefore, black swans do not exist.

Reference to the number: many people believe this statement to be accurate, or the elite thinks so.

Example 1: Many people believe saltwater boils faster, so I have to put salt in my water when I cook spaghetti.

Example 2: The honours in the class said we wouldn't have a maths class. Therefore, we will not have a maths class today.

Unit 4



Common traps in thinking

Argument from lack of knowledge: it is true (or false) because the contrary has not been proven.

Self-centred thinking: it is the result of our perceptions - "It is true because I/we believe it"; "It is true because I want to/always have believed it"; "It is true because my interest requires me to believe it".

Sociocentric thinking: you think your culture or country is the best and other cultures are not so good. You may also believe that your religion is the only correct one.

Although trust is vital in social relationships, doubt is more valuable regarding scientific information. You should be able to question what the teacher says and what you read in textbooks or on the internet. You should be able to check the information and find out whether it is correct. You have to use evidence and logical thinking to make a decision. People have made many discoveries by questioning conventional wisdom.

Unit 4

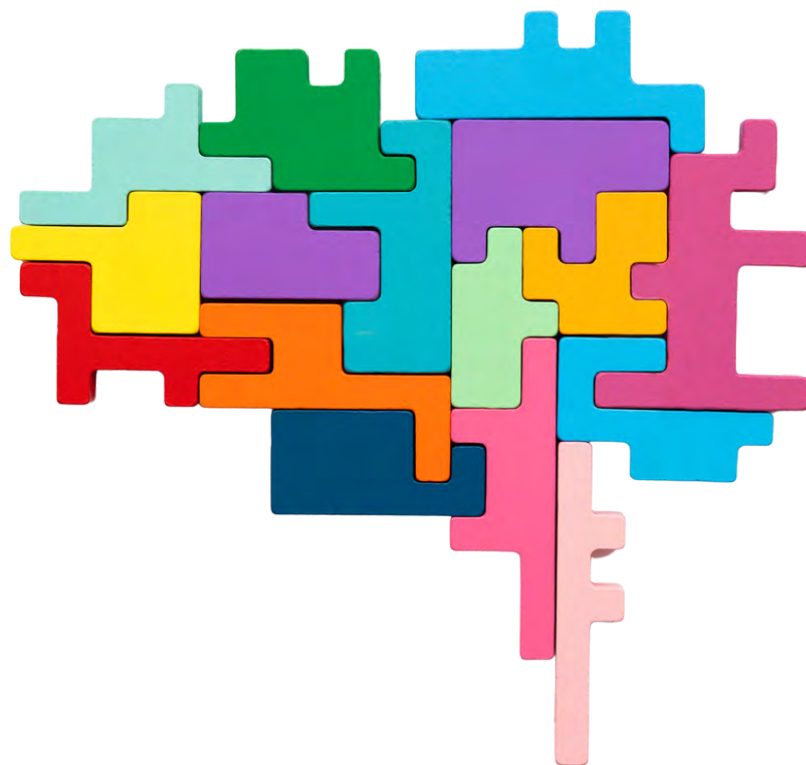


Common traps in thinking

Take 5 minutes to reflect on the unit:

- What did you think about the comic book with the scientists?
 - Do you think most people conclude too soon and too specifically?
- Which logical error/fallacy did you know about before?
- Which fallacy do you notice often?

The time has come for our game. Your teacher will explain the rules to you.



Unit 4



Additional information



List of logical fallacies:
[List of fallacies - Wikipedia](#)



Fun fact: [16 Things That Are Considered Normal In Other Countries](#)



CRITICAL THINKING

Module Summary

When we hear the word 'critical thinking' often the first thing that comes to mind is being critical or negative. But critical thinking is not about being negative. It's the opposite. It's a way of approaching problems systematically and logically to find the best possible solution.

Critical thinking is a valuable skill that everyone should cultivate. It allows us to approach problems logically and systematically and find the best possible solutions. By learning how to think critically, we can avoid delusion or manipulation and make better decisions in all areas of our lives.

About the author

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As a project manager, I have many years of experience in marketing and sales. I have fine-tuned my skills in critical thinking which helps me to manage projects no matter how big or small they may be. Difficult tasks don't scare me; instead, they serve as a challenge to make a positive contribution.

