

AN INNOVATIVE  
OUTREACH  
PROGRAMME TO  
EQUIP ADULTS WITH  
DISSABILITIES WITH  
KEY COMPETENCES  
(SOCIAL  
ENTREPRENEURIAL  
AND DIGITAL)



## **ENTRE4ALL COMMUNITY SUPPORT CENTRES**

Project number: 2019-1-SI01-KA204-060426

### **O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs**

#### **O2.1. Teaching and learning material based on the social activation approach**

**TEMPLATE:** Training Techniques and handouts for adult educators/trainers

**Partner:** Emphasys Centre

**Date:**



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Module	1. Social Skills	
Activity Number	<b>M4-T4-A10</b>	
Topic	<b>Personal Growth</b>	
Learning Outcomes	<b><u>Basic (A): Referring to EQF level 3-4</u></b>	
	<u>Knowledge</u>	
	<ul style="list-style-type: none"> <li>To understand personal empowerment and self-confidence</li> </ul>	
Learning Outcomes	<u>Skills</u>	
	<ul style="list-style-type: none"> <li>To define the ability of one to identify strengths and weakness and be self-confident (Creative ability and creative power)</li> </ul>	
	<u>Competences</u>	
Learning Outcomes	<ul style="list-style-type: none"> <li>To support the use of self- empowerment and confidence in employment</li> </ul>	
	Learning approach	<input type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input type="checkbox"/> Individual e-learning <input checked="" type="checkbox"/> Open-distance learning <input type="checkbox"/> Work-based learning <input type="checkbox"/> Community work <input type="checkbox"/> other (please specify)
	Training Technique	<b>Empowerment and Confidence</b>
Duration	<b>40 minutes</b>	
Facility/ Equipment	Classroom, Internet access, chairs, tables, training room	
Participants will need:	<i>Notepad, pen or pencil</i>	
Attached worksheets	<b>B1-1: Creative Power</b>	
Main Tasks / Procedure	<b>Task 1</b> Make sure that arrangements for the hearing impaired take place. Have a look on the video below <a href="https://www.ilovestyle.com">ilovestyle.com - Η Καρολίνα Πελενδρίτου για την αναπηρία της</a> (3 minutes) Have a discussion with the students about confidence and empowerment. Explain the role of confidence and empowerment for their future endeavors.  (10 minutes)	
	<b>Task 2</b>	

	<p>Provide the worksheet 1: Creative Power. Read the document aloud. Afterwards, read the example below:</p> <ul style="list-style-type: none"> <li>- When the radio announces traffic is stopped on our route home and we think of a different route going back home.</li> <li>- When light is out and we light up candles until light is back.</li> <li>- When a painter paints and does a mistake and finds a way to cover it with color.</li> </ul> <p>Read the most frequent reasons that affect people with disabilities to feel confident. Ask the students if they have never experienced any of these obstacles.</p> <p><b>Task 3</b> Ask the students ‘What do you love to do?’. Comment on the meaning of strengths, leadership, diversity and inclusion. Explain to the students that we can’t be good at everything and we need to accept it. Ask the students to write on a piece of paper their responses to the following questions (they can say it if they prefer so): <i>Think about when you were a child, what did you like to do?</i> <i>What did you want to learn when you were a child?</i> <i>How do these things show up for you today?</i> <i>What are the two things you find yourself good at? (you can prompt each student such as cooking, running, drawing, organizing, etc.)</i> <i>Which do you think is your best skill? (You can prompt the student to respond if necessary).</i> (20 minutes)</p> <p><b>Task 4</b> Wrap it Up (10 minutes) Discuss the role of creative ability, be confident and identify your strengths.</p>
<p><b>Useful Resources referenced to DATABANK (IO2-A2)</b></p>	<p><a href="#">Lesson Plan: Know your strengths. Own your strengths</a> <a href="#">Confidence</a> <a href="#">Empowerment</a> <a href="#">18 Self-Esteem Worksheets and Activities for Teens and Adults</a></p>
<p><b>Tips</b></p>	<p><u><a href="#">EQF Levels 5 &amp; 6</a></u> <u><a href="#">Learning Outcomes</a></u></p> <ul style="list-style-type: none"> <li>• To recognise creative ability and power</li> <li>• To define empowerment and confidence</li> <li>• To apply self-empowerment and self-confidence in decision-making</li> </ul> <p>As Task 3 Activity, the teacher divides the class in two groups. Each group needs to discuss for 10 minutes and provide their response to: <i>What is confidence?</i> <i>What is empowerment?</i> <i>What is creative ability?</i></p>

A member of each group tells their response in front of the others and the whole class discuss them.

Following this activity, the teacher provides the following scenario to the students.

Example of lack of confidence:

*Claudia is 23 years old and goes to the college every day. She wants to be an office assistant. Claudia spends most of her time alone and she gets very shy when talking to new people. When she is at home she likes to organise her things and reads magazines. The professor at the college always tells her that she is really good in the courses she attends to but she needs to speak up more. On the assessment day she had to prepare a presentation. Claudia was looking down and found it difficult to articulate the words and she wasn't good at it. As a result, her grade fell and received a negative feedback by her professor. Claudia thinks to give up the opportunity as she believes that she will never be as good as presenter as other people.*

Ask the students, what Claudia should do instead of giving up? Think about creative ability.

What is Claudia's strength? What is her weakness?

EQF Levels 7 & 8:

Learning Outcomes:

- To encourage others to be self-confident and self-empowered
- To react to challenging situations with a creative ability
- To develop a vision of the future with self-confidence and self-empowerment
- To explain the role of self-empowerment and confidence

As task 3 activity, the teacher asks students to fill in the following lines:

*My friends think I'm awesome because...*

*My classmates say I'm great at...*

*I feel very happy when I...*

*Something that I'm really proud of is...*

*I make my family happy when I...*

*One unique thing about me is...*

Ask the questions to tell you why it is important to be empowered and confident. Discuss how these can impact on your personal and career goals.

Divide in a group of 2 people each, one person needs to express something they lack confidence in e.g. talking to new people, drawing, writing, cooking, dancing etc. The other person tries to empower him/her.

# Worksheet 1

## Worksheet B1-1: Creative Power



**Confidence** is the quality of being certain of your abilities or of having trust in people, plans, or the future:

**Empowerment** is the process of gaining freedom and power to do what you want or to control what happens to you.

**Creative power** is a process in which a person has the energy and passion to act.

**Creative ability** is the ability of one's to recognise their feelings, address a challenge *or* opportunity via engaging in a creative way. Creative ability derives from the 'belief structure' (what we believe about ourselves and the world).

Why people lack confidence?

- Lack of self-empowerment and self-confidence.
- Lack of direction from themselves or others.
- Being afraid of failure and of rejection.
- 'Homeostasis': Subconscious desire to remain consistent with what they have done in the past leading into remaining in the 'comfort zone'.
- Lack of proactive thinking: remaining passive to new information and ideas and following a routine without challenging our minds.
- Lack of finding creative ways to solve a problem but lie in rationalisation.

**Questions:**



Have you ever felt any of these feelings?

What did you do when you once felt them?

What could you have done instead?