

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	M4-T4-A11	
Topic	Personal Growth	
Learning Outcomes	<p><u>Basic (A): Referring to EQF level 3-4</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To define own strengths and weaknesses <p><u>Skills</u></p> <ul style="list-style-type: none"> To define the ability of one to identify strengths and weakness and be self-confident (Creative ability and creative power) <p><u>Competences</u></p> <ul style="list-style-type: none"> To support the use of self- empowerment and confidence in employment 	
Learning approach	<input type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input checked="" 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	Vision of the Future	
Duration	60 minutes	
Facility/ Equipment	Classroom, Internet access, chairs, tables, training room	
Participants will need:	<i>Notepad, pen or pencil</i>	
Attached worksheets	B1-1: Vision of the Future B1-2: Vision Board	
Main Tasks / Procedure	<p>Task 1</p> <p>Talk about the difference between a strength and a weakness and explain that all people have both. Provide examples such as, someone can be faster than the other, more artistic, more organized, more social and everyone can't be great on everything. Explain that a strength refers to an activity or a task that you have strong capacity in undertaking and a weakness that you might need support doing it. Ask the students to write or verbally identify 3 weaknesses of their own and 3 strengths. Give them examples; creative, persistent, patient, organized, clumsy, impatient, thoughtful etc. Provide support if necessary. Tell</p>	



	<p>them to keep their answers on their own. Give them 15 minutes to finish this exercise. Then, talk about how they find this exercise. (30 minutes)</p> <p>Task 2 Provide the Worksheet 1 and ask each student to complete it. Give them 15 minutes. There are not any wrong or right answers. This is a self-reflection exercise to enable individuals adopt a vision of the future. (20 minutes)</p> <p>Task 4 Wrap it Up (10 minutes) Discuss with the students why it is important to have a vision of the future which relates your strengths and weaknesses.</p>
<p>Useful Resources referenced to DATABANK (IO2-A2)</p>	<p>Strengths: Lesson Plan How to create a vision board that actually helps you get what you want out of life</p>
<p>Tips</p>	<p><u>EQF Levels 5 & 6</u> <u>Learning Outcomes</u> To comprehend the use of the vision board To adopt a vision of the future and set individual goals</p> <p>This task involves the creation of the vision board by each student. The teacher provides an example and explains to the students what they need to do. The student, with the support of the teacher, looks up online for pictures on search engines or on magazines. The students set their goals in at least three fields –career, education and social life. There are not any wrong or right answers. This exercise will help to identify their career and life goals and build up confidence.</p> <p><u>EQF Levels 7 & 8:</u> <u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • To develop a vision of the future with self-confidence and self-empowerment • To adopt a vision of the future using a vision board <p>Provide the Worksheet 2 to each student and explain what a vision board is. Each student needs to develop a vision board based on an example of the teacher. There are not any wrong or right answers.</p>

Worksheet 1

Worksheet B1-1: Vision of the Future



A vision defines the optimal desired future state; it tells of what you would like to achieve over a longer time.

A. Complete the following exercise:

Write down the segments of your life that you want to change:

➤ **Family**

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➤ **Education**

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➤ **Personal Attributes**

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➤ **Career Orientation**

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Worksheet 2

Worksheet B1-2: Vision Board



Vision Board

A visual map you create to design your best possible future.

A. Develop your vision board based on the example provided.

- Think about the segments of your life you want to change: Education, Family, Personal Attributes, Career Orientation etc.
- Print or cut images most appropriate and most interesting to you along with a word/quote.
- Put the vision board somewhere you can see it.

