

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-T5-A14</b>
Topic	<b>Social for Social Entrepreneurship</b>
Learning Outcomes	<p><b><u>Basic (A): Referring to EQF level 3-4</u></b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To understand what it means to be accountable and a leader and which behaviours help to demonstrate accountability</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To use different behaviours that help demonstrate accountability</li> </ul> <p><u>Competences</u></p> <ul style="list-style-type: none"> <li>To identify the target behaviour that shows accountability through perspective sentences (how others behave)</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>Accountability</b>
Duration	<b>60 minutes</b>
Facility/ Equipment	Classroom, Internet access, chairs, tables, training room
Participants will need:	<i>Pencil/Pen</i>
Attached worksheets	<b>B1-1: Accountability</b>
Main Tasks / Procedure	<p><b>Task 1</b> Ask the participants to tell their opinion on what accountability of a leader is. Make a group discussion about the responsibilities of each leader and team embrace.  (15 minutes)</p> <p><b>Task 2</b> The teacher provides the Worksheet: B1-1: What Accountability is. The teacher discusses with the students the role of being accountant in the workplace.</p>

	<p>(15 minutes)</p> <p><b>Task 3</b> The main objective of this task is to develop accountability skills in students. The teacher brings a jar which includes small pieces of guidelines and asks each student to take a piece of paper. The student reads the guidelines and needs to complete the task that it's asked of him. The following guidelines could be included:</p> <ul style="list-style-type: none"> <li>• Bring a glass of water and leave it on your desk</li> <li>• Close the door</li> <li>• Get a notebook and leave it on your desk</li> <li>• Find a book and bring it on your desk</li> <li>• Ask a friend of yours 'how are you?' and have a conversation with him/her</li> <li>• Make a coffee and give it to a friend of yours</li> <li>• Search online for an upcoming movie to the nearest cinema</li> </ul> <p>The students have 10 minutes to complete the activity.</p> <p><b>(20 minutes)</b></p> <p><b>Task 4</b> Wrap it Up (10 minutes)</p>
<p><b>Useful Resources referenced to DATABANK (IO2-A2)</b></p>	<p><a href="#">Judith Heumann - Defying Obstacles in "Being Heumann" and "Crip Camp"   The Daily Show</a> <a href="#">Accountability Exercise: Take One from the Jar</a></p>
<p><b>Tips</b></p>	<p><u>EQF Levels 5 &amp; 6</u> <u>Learning Outcomes</u></p> <ul style="list-style-type: none"> <li>• To define accountability and leadership</li> <li>• To evaluate the target behaviour that demonstrates accountability during a given situation</li> </ul> <p>The aim of the activity is to understand being accountable in the workplace and be able to define accountability. Task 3 is replaced with the following activity: The teacher divides the class in 3 groups. He/she provides a scenario example of 'shared team accountability' to the students. She reads the scenario aloud. Each group has 10 minutes to discuss and rank the characters of the scenario in order, from 1 (most accountable), to 3 (less accountable). The teacher reads the following scenario: Mark began work at a gift shop last week. His manager, Roxanne, did not teach him how to do the job because Mark used to work in a different shop and he is experienced in sales. Roxanne is rarely in the shop and she is always hasty when she comes in. One day when Mark was alone, the provider</p>

company of the sculptures brought what Roxanne had ordered. The delivery man asked from Mark to sign the delivery receipt. Mark signed the receipt without ensuring that the items came in correctly. When Roxanne came in, she saw that two boxes were missing. As a result, 100 euros were lost. Roxanne became frustrated toward Mark and told him that he's is not good as expected.

The students need to rank the characters, Roxane, Mark and Delivery Man from 1 (most accountable) to 3 (least accountable) and then they discuss their responses.

EQF Levels 7 & 8:

Learning Outcomes:

- To distinguish behaviours and actions which show accountability than those which do not
- To demonstrate leadership and accountability
- To adopt a target behaviour that shows accountability through control sentences e.g. what strategies the individual will use to accomplish the target behaviour in a given situation

Task 3 is replaced with the following activity:

The teacher explains to students that accountability is showed when an individual delivers their commitments, shows others they can be trusted to do what they say they will do and take responsibility for the outcomes of their actions. The goal of this activity is for the student to demonstrate knowledge on what behaviours show accountability and what not.

The teacher provides a paper with YES and NO on the opposite site. The teacher provides case scenarios to the students to assess whether the behaviour of the person in the scenario shows accountability. The educator reads the scenarios out loud and waits 1 minute until everyone votes. The case scenarios are found below:

1. Tina is the manager of an office supply company. She has an important meeting with the client at 9:00 a.m. She comes in the meeting at 9:30 a.m. and does not apologise to the client.
2. Joseph works in a coffee shop. His manager asked him to pick up the coffee seeds from a shop. Joseph forgot about it and asks his colleague to go and pick it up.
3. Aleksandra works in a project and she has done a very important mistake, causing a financial loss for the company she works in. Aleksandra asks to speak with her supervisor to apologise and take responsibility for the action.

Following the activity, the teacher asks the students to speak about an experience of their own. He/she asks the question 'can you think of an example where you held accountable for something?'

## Worksheet 1

### B1-1: Accountability



**An obligation or willingness to accept responsibility or to account for one's actions.**

#### **What are the accountability skills for a leader?**

- Drive for Results: Define the responsibilities and anticipations of each member.
- Honesty and Integrity: Have the courage to admit you've done a mistake.
- Trust: Build a positive relationship, offer knowledge and be consistent.
- Clear vision and Direction: Set a vision for your enterprise.
- Problem-solving and technical expertise: Provide training and skills you find important for your enterprise.
- Communication: Have a clear communication, ask and listen each team-member.
- Ability to change: accept feedback, take on challenges, be innovative, spread optimism, show concern and set clear goals.
- Collaboration and resolving conflict: If any issue arise communicate with the member immediately, bearing in mind the best of your enterprise