



Erasmus+

TRAINER GUIDEBOOK

FOR NON-FORMAL EDUCATION ON BASIC AND TRANSVERSAL SKILLS FOR ROMA YOUTH

Erasmus+



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QUICK GUIDANCE FOR THE TRAINER

The Trainer Guidebook for Non-Formal Education on Basic and Transversal Skills for Roma Youth is designed to be used together with the corresponding Student Guidebook. The Trainer Guidebook includes the same content to be found in the Student Guidebook, but it includes additional instructions for the trainers which are not shared with the students. This is done for didactic reasons. It allows the trainer to create a group dynamic in class, to guide the session, and to emphasize specific educational points.

The Guidebook is comprised of 24 sessions which are designed to have an approximate duration of 2 hours each.

Many of the exercises are designed for and best done as small group work. However, depending on class size, many of them can also be done as individual work. Particular exercises are designed to be completed individually by the students; these are generally exercises that are related to acquisition of certain ICT skills.

The program is purposely designed to incorporate intensive use of ICT. Hence the effective delivery of the course requires computers, smartphones, and Internet access. Nonetheless, some of the work can also be done with pen and paper, without the use of ICT.

The program introduces the use of mobile applications for educational purposes. There is a growing understanding that mobile applications hold great educational potential and can be particularly effective in work with young people. They can be especially used in non-formal education. The exercises have been tested with various groups and have been accepted well.

Many of the warm up and/or relaxation exercises have been included only in a few sessions, in order to avoid repetitiveness. Such exercises include the hangman, or the mobile applications. Trainers are encouraged to use them more extensively, as well as to develop similar exercises, whenever possible, involving the students in the process.

SESSION 1

1.1 Basic skills self-assessment

FOR THE TRAINER

The objective of this exercise is to receive an insight into the basic literacy skills, particularly reading, writing and numeracy among the group of students. The aim of the exercise is to provide relevant information about the level of proficiency in these skills among each student. The self-assessment is not anonymous. This will ensure that the trainer has relevant insight into the level of proficiency of the students in each of these skills, for designing a more personal approach in the work with the students.

The exercise should be performed individually by each participant. The trainer should explain that it is important to be honest when doing the self-assessment and that it serves to help us identify things we should improve.

FOR THE STUDENT

Please conduct the following self-assessment. Mark the response that corresponds to your abilities:

Reading

	Yes	Somewhat	No
I can read and follow directions on products or labels.			
I can read and understand emails, memos or letters			
I can read several short documents, such as newsletters, brochures or magazine articles to find information.			
I can read and understand formal documents, such as service contracts and incident reports.			
I can read and follow directions in equipment manuals, installation guides or work orders.			
I can read and follow directions in equipment manuals, installation guides or work orders.			

I can find information in a document.			
I can understand graphs, tables or charts, such as production reports or load charts.			
I can compare information from a variety of documents.			
I can enter information into graphs, tables or charts.			

Numeracy

	Yes	Somewhat	No
I can perform one-step calculations, such as addition, subtraction, multiplication or division.			
I can perform multi-step calculations and calculations using percentages, fractions, decimals or ratios.			
I can take precise measurements, such as length or temperature.			
I can calculate the dimensions, area or volume of different shapes.			
I can plan or monitor schedules, budgets or inventories.			

Writing

	Yes	Somewhat	No
I can use correct grammar and spelling.			
I can write to inform or request information.			
I can express my opinions in writing.			
I can write brief notes, such as log entries or reminder notes.			
I can write documents using a template, such as contracts or financial reports.			

1.2 Reading: A Legendary Dog

FOR THE TRAINER

The aim of this exercise is to put into practice student's reading skills. This exercise aims to facilitate comprehension of written text.

The students should work individually, using the Student Guidebook, or to be provided with handouts.

The trainer explains the aim of the exercise. Students are given 10 minutes to read the text. Then they have to provide answers to closed-ended questions (true/false) below the text.

After the end of the exercise reveal the correct answers (1-a; 2-b; 3-c; 4-b; 5-b) and discuss the responses of the students.

Provisional questions may include:

Was the text difficult to understand?

Which questions were the easiest to answer and which were more difficult?

FOR THE STUDENT

Read the text below:

"A Legendary Dog

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog - Hachiko. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive- just look for the crowds.

Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Ueno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong, and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive"¹.

¹ The text is adapted from: <https://www.usingenglish.com/comprehension/10.html>

Now, read the following claims and provide an answer:

1. The neon lights are bigger than Hachiko's statue.
 - a. Yes
 - b. No
 - c. Does not say

2. Hachiko was born in Tokyo in 1923.
 - a. Yes
 - b. No
 - c. Does not say

3. The professor dies from a heart attack.
 - a. Yes
 - b. No
 - c. Does not say

4. The statue of Hachiko is inside the station.
 - a. Yes
 - b. No
 - c. Does not say

5. The professor worked at a secondary school.
 - a. Yes
 - b. No
 - c. Does not say

Questions for discussion:

Was the text difficult to understand?

Which questions were the easiest to answer and which were more difficult?

SESSION 2

2.1 Numeracy: Math Games

FOR THE TRAINER

The objective is to use math in a fun and competitive way, and to encourage students to refresh their math skills. This is an exercise that promotes practicing the students' math skills without the pressures associated with conventional methods of learning mathematics.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the application Math Games – Brain Workout from Play Store.

The game requires simple math.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

FOR THE STUDENT

Please download and play the mobile app game: Math Games – Brain Workout, following the instructions by your trainer.

2.2 Numeracy: Planning a holiday

FOR THE TRAINER

The objective is to put their math skills into practice, using everyday life situations.

For this exercise, students need access to a computer / a smartphone and Internet.

Students should work individually or in small groups. In order to conduct the exercise, they will need paper, a pen and a calculator.

The exercise is to plan a family holiday by spending the least amount of money. They are given three holiday destinations, information about distance to location, average price per kilometers with different

transportation, average price per meal in each of the destinations, and average price per accommodation. The students are supposed to calculate the most budget-friendly option.

After the exercise, the trainer can promote a discussion between the students about the difficulty of the exercise, the time they took to complete it, and elaboration of their answers.

FOR THE STUDENT

In the following exercise you are going to plan a family holiday with a duration of 7 days. You are travelling from Tirana with your parents and brother. You have three possible destinations you can choose. You are provided with information regarding the distance, price per kilometer, average price of accommodation and average price of meals in restaurants. Select the destination that is the least costly.

The information you need is presented in the table below:

	Parga	Budva	Dubrovnik
Distance from Tirana (km)	385	175	266
Price of bus per km (EUR)	0.2	0.21	0.75
Average price of accommodation per day (for four people)	30	25	30
Average price of meal in restaurants per person (EUR) / you need to calculate three meals per day	15	20	25

Discussion:

Which is the cheapest option?

Which is the most expensive one?

Was the task difficult?

How did you come up with the answer?

SESSION 3

3.1 Reading / Creative thinking

FOR THE TRAINER

The exercise is a continuation of the sessions on reading and creative thinking.

First, the trainer introduces the students with the objective and stages of the exercise. Students should read a sample text. Then they have to identify relevant keywords in the puzzle. After this step, they have to form a logical sentence using the keywords that they have identified.

The following keywords are contained in the puzzle: example, activist, successful, community, Roma, problems, leave school, passionate, integrate, opportunity, programme, education. The trainer can add texts with different keywords, and construct puzzles.

The exercise takes about 30-40 minutes. Students can work individually or in small groups. After the exercise, the trainer can begin a discussion about the difficulty of the process and the skills applied to complete the exercise.

The trainer can make the game competitive, by assigning points for each identified keyword, as well as points for the length of the sentence and the time taken to complete the exercise.

FOR THE STUDENT

Following the instructions of the trainer, complete the exercise.

First, you need to read carefully the text below.

Second, you have to identify relevant keywords from the text hidden in the puzzle.

Then, you have to form a sentence using the keywords you have identified.

Setting an example²

Cristina Tanase, 29, from Giuggiu, Romania is leading by example to prove it is possible to be Roma and successful. Born into a Rudari Roma family, the youngest of five children with three older sisters and a brother, she admits she wasn't very good at school to begin with. Like many young Roma girls, she expected to leave school early, get married and have children. However, an opportunity to mix with other people from different cultures inspired her to change her outlook on life and concentrate on her education. Now, she is a teacher and a passionate activist working with Save the Children Romania as a project manager. She specializes in educational initiatives within the Roma community

² *Stories About Roma People: Stopping Discrimination Against Roma*, available at: http://ec.europa.eu/newsroom/document.cfm?doc_id=44176

where there is a very high percentage of children who do not go to school. One of the projects Cristina is involved with is a specially devised 42-day programme to integrate Roma children, between three and six-years-old, with youngsters from other communities. The aim is to prepare them for mixing with students from different backgrounds at school. "I really love to see the look on the faces of the children as they get involved with the activities. We have so far integrated more than 500 children into schools over the last three years as a result of this programme," said Cristina, whose own background means she can identify with the children she mentors. "Being Roma working for Roma I understand better the culture, what is needed and the problems many of these children face every day," she said. "My parents did not have much education. My father left school after 8th grade and my mother after 4th grade but they both wanted much more for their children. "I was not very good in school to begin with but by going to church regularly I got to mix with other people, experience different cultures and get involved in activities with other communities." Cristina realized that if she wanted to succeed in life she would have to do better. Years of study paid off as she went to High School, on to college and then got a scholarship for university. "Now, I want to show children that it doesn't matter if they are Roma or Romanian, rich or poor, we are all the same and we can all be successful." said Cristina.

Now, find the keywords in the puzzle below.

P	R	O	G	R	A	M	M	E	A	E	R	V	S	D	C	B	S	N	M
S	C	C	D	X	E	Y	I	Z	H	L	K	T	V	W	O	A	M	C	C
C	V	E	R	E	X	A	M	P	L	E	V	B	N	R	M	B	E	V	E
F	H	E	C	S	W	C	A	B	T	Y	H	J	K	L	M	V	L	S	W
E	F	G	C	R	Q	T	Y	C	Y	W	A	S	S	I	U	V	B	C	M
T	R	Q	D	U	T	I	O	Y	P	X	W	U	J	D	N	S	O	C	L
A	C	I	S	E	T	V	R	I	P	C	C	S	Y	B	I	C	R	X	E
N	Q	N	E	M	F	I	C	F	B	C	X	R	U	E	T	A	P	A	A
O	X	T	V	X	W	S	Q	B	E	J	K	L	U	T	Y	C	E	R	V
I	X	E	T	G	X	T	A	S	W	D	F	E	C	G	H	I	S	J	E
S	X	G	O	W	S	G	S	T	V	J	U	Q	X	G	R	T	C	V	S
S	T	R	T	X	Q	F	A	G	T	C	G	C	X	Q	Y	X	Y	I	C
A	X	A	X	V	U	E	T	N	V	D	H	T	A	C	J	L	O	W	H
P	X	T	E	L	F	A	E	T	V	N	O	N	E	T	C	B	T	O	O
A	R	E	X	F	N	Y	U	E	W	T	I	N	T	I	I	O	T	T	O
C	V	Y	T	I	N	U	T	R	O	P	P	O	Q	E	C	O	I	T	L
X	F	T	Y	V	N	D	H	I	O	V	A	E	R	V	Y	U	N	C	H
X	V	N	T	C	D	E	T	B	J	K	D	E	T	V	W	Q	T	V	O
X	E	W	E	D	U	C	A	T	I	O	N	S	W	T	U	I	C	V	O
C	U	L	T	U	R	E	W	C	T	I	C	A	D	A	M	O	R	J	I

Finally, you need to construct a sentence with the words you have identified.

Was the exercise difficult?

How much time did you take to complete the exercise?

3.2 Reading and numeracy

FOR THE TRAINER

The aim of this exercise is to put into practice student's reading skills. This exercise aims to facilitate comprehension of written text and use of information to create meaningful knowledge.

The students should work individually or in groups of two.

First, the students should read the text. Then, using the information provided in the text, they should respond to the questions below the text. Alternatively, the trainer can provide several scenarios / texts and repeat the exercise.

After the completion of the exercise, the trainer can initiate a discussion about the way information was used to create knowledge about a subject. Provisional questions include:

Did you find the necessary information easy?

How did you come up with the answer?

FOR THE STUDENT

Follow the instructions of the trainer and complete the exercise.

Scenario:

You are traveling from Skopje to Naples by plane. There is no direct line between the two cities, so you will need to transfer between flights. You are going to travel from Skopje to Zagreb with Croatia Airlines, and take a Wizz Air flight to Naples. However, you are travelling on a tight budget. You have booked flights that allow only hand baggage. For this, you need to check both companies' baggage policies to know what you are allowed to take with you. Read the texts and answer the questions.

Croatia Airlines

Hand baggage allowance

Economy Class passengers: 1 piece

- max. weight 8 kg
- total sum of dimensions up to 115 cm (55x40x20)

Business Class passengers: 2 pieces

- max. weight per piece 8 kg
- total sum of dimensions up to 115 cm (55x40x20) or 57x54x15cm if it is a foldable garment bag

In exceptional cases, depending on the type of aircraft, hand baggage allowance for Business Class passengers can be restricted to 1 piece.

Baggage that does not conform to the prescribed dimensions/weight will not be accepted as hand baggage and can only be transported as checked baggage. In some cases, this entails additional charges.

What to take additionally?

Each passenger may additionally take:

- 1 personal item with a maximum size of 40x30x10 cm (16x12x4 in) into the passenger cabin

(e.g. 1 ladies hand bag or 1 laptop or 1 shoulder-strapped bag)

In addition to 1 personal item, each passenger travelling with a child under 2 years of age is also entitled to:

- 1 infant's carrying basket or 1 fully collapsible stroller/pushchair or 1 car seat
- Infant's food for consumption on board.

*Carrying baskets, strollers and car seats have to be handed over at the gate or before boarding the aircraft. Only car seats can be accepted on board, provided that they are carried on a separate seat purchased for the infant.

In addition to 1 personal item, disabled passengers may also take:

1 pair of crutches and/or braces or any other prosthetic device

Wizz Air

When flying with WIZZ, each person can bring:

- one item of hand luggage, no larger than 55 x 40 x 23 cm, maximum 10kg weight.
- up to six items of checked-in baggage, weighing no more than 32kgs each
- duty-free items purchased at the airport after security checks

Additional items on board

You can take the following items on board free of charge:

1. a coat or blanket
2. mobile phone
3. reading material for the flight
4. for children younger than two: food for the duration of the flight and a foldable baby stroller or a small crib
5. a pair of crutches for physically disabled passengers

Questions:

1. How many pieces of luggage you can take as hand baggage (combined policies)?
2. What are the allowed dimensions of hand baggage (combined policies)?
3. Can you also bring a purse (combined policies)?
4. What is the allowed weight of your hand baggage (combined policies)?

SESSION 4

4.1 Writing: Writing an essay

FOR THE TRAINER

The exercise is focused on strengthening students' writing skills.

The exercise should be conducted individually. The students can use a piece of paper and pen, but using a computer is also recommended.

The trainer should explain the objective of the exercise. Explain that they should be attentive to using proper grammar and punctuation and a logical sequence of ideas presented in the essay.

Then, the students need to write a short 500-words essay on the topic: "The best day of my life"

After the completion of the exercise, invite several students to read their essays.

Stimulate other students to comment on the essays and provide recommendations for improvement.

FOR THE STUDENT

The exercise is focused on strengthening your writing skills.

Write a short 500-words essay on the topic: "When I was a child I wanted to be...".

4.2 Writing: Writing a formal letter

FOR THE TRAINER

The exercise aims to teach students to write formal letter.

At the start of the session, the trainer should explain the basic rules for writing formal letters. Then, the students are asked to write a formal letter according a given scenario. This exercise requires students to work individually. The students can use a piece of paper and pen, but using a computer is also recommended.

After the completion of the exercise, several students are asked to read their letters. Stimulate other students to comment on the essays and provide recommendations for improvement.

FOR THE STUDENT

The exercise aims to strengthen your skills for writing formal letters.

Writing a formal letter

Write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language / jargon.

Addresses: Your address should be written in the top right-hand corner of the letter. The address of the person you are writing to should be written on the left, starting below your address.

Greeting: It is common to use a formal greeting, such as Dear Sir or Madam, in cases when you do not know the name of the person you are writing to. It is always advisable to try to find out the name of the person you are writing to. If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only.

First paragraph: The first paragraph should be short and state the purpose of the letter.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. This part should not be very long, so keep the information to the essentials and concentrate on organizing it in a clear and logical manner rather than expanding too much.

Last paragraph: The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Ending a letter: Formal letters usually end with a formal greeting, such as: Yours Faithfully. If you do not know the name of the person, end the letter this way.

Using the instructions, write a formal letter according to one of the two scenarios.

Scenario 1:

You are sending an application for a university scholarship. Along with the necessary documentation you need to write a formal letter explaining your motivation to study at the university.

Scenario 2:

You are a member of a local community of activists. Your community has a frequent problem with flooding during heavy rain due to lack of proper atmospheric sewer. You are writing a letter to the Mayor of your city, explaining your problem and the desire to meet him and discuss the matter.

SESSION 5

5.1 Communication and active listening

FOR THE TRAINER

The aim of the exercise is to put into practice students' communications skills. This is an exercise where clear verbal instructions and active listening are of importance.

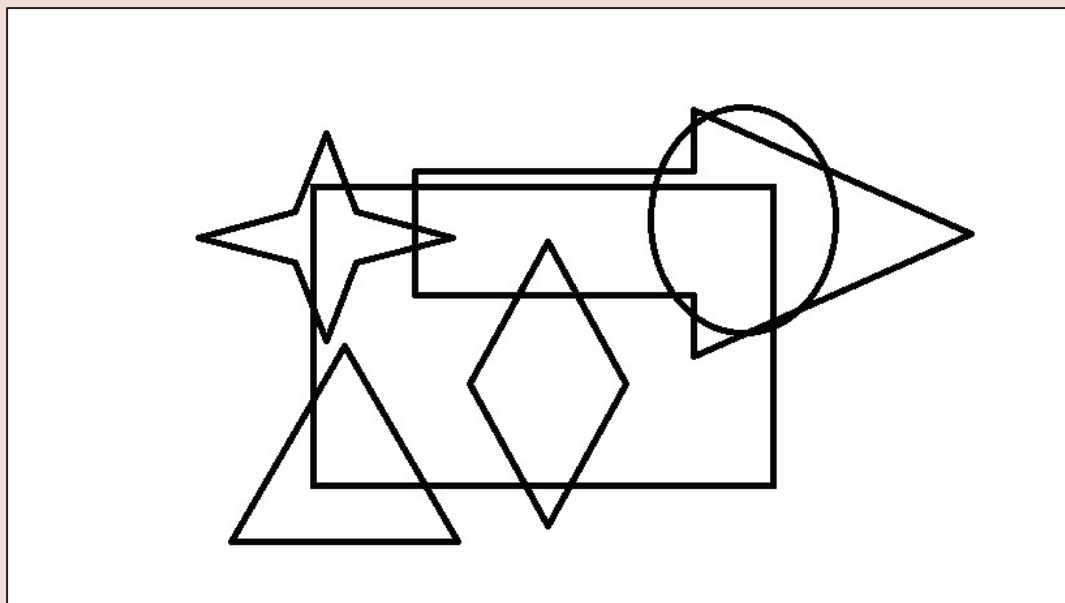
This exercise can be implemented regardless of the size of the group. Students are grouped in pairs of two. The trainer should explain which skills are of importance for completing the exercise successfully. Then the students are asked to position themselves to seat back-to-back.

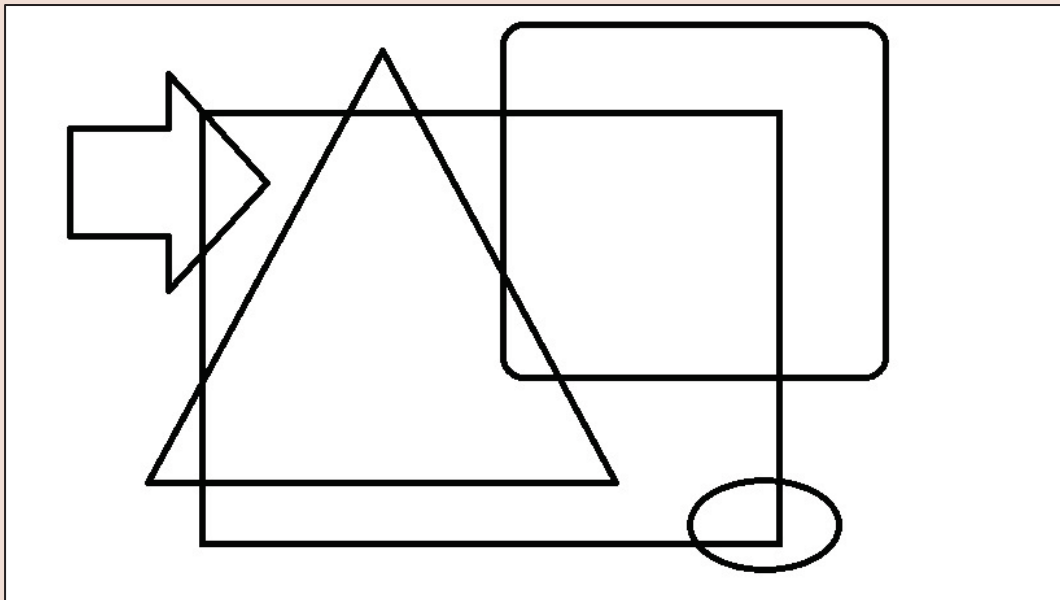
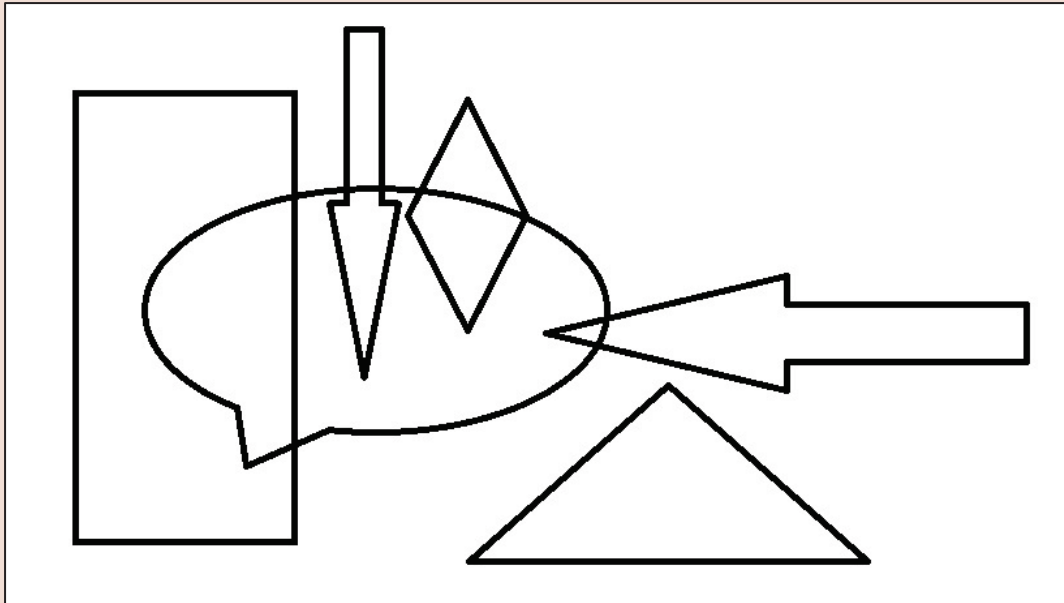
Instructions (picture) is provided to one member of each pair. The other members are given a piece of paper and a pen. The task is to follow the instructions of their partner and replicate the picture according to the instructions of the partner. The instructions must be verbal – no eye contact or any other contact is allowed.

The students are given 10 minutes to work on the exercise. After the time has passed, each pair is invited to show their work. The pair with the most accurate replica is the winner.

The complexity of the task is defined by the complexity of the picture. Hence, the trainer can use the provided templates, or develop alternative pictures for replication.

Here are some templates that can be used to complete this exercise:





FOR THE STUDENT

The aim of this exercise is to put into practice the communication skills you learned about in the previous sessions. You will work in pairs of two.

Following the instructions of the trainer, you and your partner are assigned to replicate a picture. Only verbal instructions can be provided, and no eye contact, or any other type of contact is allowed.

You have 10 minutes to complete the exercise. The pair that has produced the most accurate replica is the winner.

5.2 Active listening 1

FOR THE TRAINER

The focus of this exercise is to introduce the students to the concept of active listening. In the first part, the trainer explains the concept of active listening, and its importance in everyday and business communication. The trainer should initiate a small discussion about the concept and motivate students to contribute their examples of where active listening can be applied.

Topics to be covered:

What is active listening;
 Why is active listening important in everyday life and at work;
 The methods of active listening;
 The most common techniques in active listening.

Provide an overview of the general verbal and nonverbal techniques in active listening.

After that, make a brief overview of the active listening techniques, presented in the table below.

FOR THE STUDENT

This session is devoted to active listening.

Topics to be covered:

What is active listening;
 Why is active listening important in everyday life and at work;
 The methods of active listening;
 The most common techniques in active listening.

Review the active listening techniques presented in the table below. Have you used any of them so far?

Active listening techniques

Technique	Goal	Method	Examples
Encouraging	<ol style="list-style-type: none"> To show interest To maintain conversation 	<ul style="list-style-type: none"> Without “agreeing to disagree” Use neutral terms with a positive tone of voice 	<ol style="list-style-type: none"> “I see...” “This is interesting.” “A-ha...”
Extorting	<ol style="list-style-type: none"> To gather relevant information To stimulate others to reveal their concerns To establish a climate of open communication 	<ul style="list-style-type: none"> Ask open, unobtrusive questions Do not express consent or disagreement Use stimulating body language, such as nodding 	<ol style="list-style-type: none"> “What are you concerned about?” “Why is this important to you?” “How does this affect you?”
Reaffirming	<ol style="list-style-type: none"> To show others that you are listening carefully and that you are trying to understand them Confirm your understanding of what has been said 	<ul style="list-style-type: none"> Paraphrase the points of the other person Avoid value judgments or imposition of an opinion Asking for confirmation 	<ol style="list-style-type: none"> “In other words, you have concluded that...” “So this is how you look at the problem ...” “Would you be correct to say ...”
Explanatory	<ol style="list-style-type: none"> Discover latent or unspoken worries Understand ambiguous or vague statements Test interpretations 	<ul style="list-style-type: none"> Avoid frequent interruption Provide focused and open-ended questions Ask for more detailed explanations 	<ol style="list-style-type: none"> “I’m not sure what you mean by ...” “Can you tell me more about the meaning of ...?” “What makes you believe that ...?”

SESSION 6

6.1 ICT Self-assessment

FOR THE TRAINER

The objective of this exercise is to receive an insight into the basic ICT skills among the group of students. The aim of the exercise is to provide relevant information about the level of proficiency in the usage of computer hardware and software among each student. The self-assessment is not anonymous. This will ensure that the trainer has relevant insight into the level of proficiency of the students in each of these skills, for designing a more personal approach in the work with the students.

The exercise should be performed individually by each participant. The trainer should explain that it is important to be honest when doing the self-assessment and that it serves to help us identify things we should improve.

FOR THE STUDENT

Please conduct the following self-assessment. Mark the response that corresponds to your abilities:

	Yes	Not sure, but likely	No
Can you turn on/off a computer?			
Can you open, use and close programmes from the start menu?			
Do you know what an "icon" is and what to do with it?			
Do you know how to use a mouse to "drag" an item?			
Do you know how to reboot your computer?			
If you have a programme /file on a USB stick or a CD, do you know how to tell the computer to run / open it?			
Do you know how to open up more than one programme at a time and move between them?			

Do you know how to search for a file on your computer?			
Do you know how to create a folder?			
Do you know how to save files to a desktop folder, hard drive or disk?			
Can you remove programmes that are not used via the add/remove programmes feature?			
Do you know how to install or upgrade an application?			
Do you know what font or typeface is?			
Do you know how to edit, copy, cut and paste a block of text?			
Do you know how to insert and remove/modify margins, tabs, headers, footers, page numbers and line spacing in your word processor?			
Do you know how to change text fonts, size, color and style?			
Do you know how to insert graphics and other files (spreadsheets, other documents) into a document?			
Do you know how to "save as" in order to change the format of the document you are saving from one type of word processing programme to another?			
Do you have an e-mail address that you regularly use?			
Do you know how to compose, send, reply to and forward e-mail messages?			
Do you know how to send an attachment as part of an e-mail message?			

Have you ever used more than one browser (Google Chrome, Internet Explorer, Mozilla, Opera)?			
Can you create presentations using wizards, design templates or blank layouts?			
Can you create individual slides using standard layouts and designs?			
Do you know how to change text fonts, add bullets or numbers to slide content?			
Can you add objects (e.g. clip art, pictures, video clips, sound) to your presentation?			
Do you know how to add animations and transitions to slides?			
Do you know how to include tables and charts in your presentation?			
Can you navigate between slides and switch between different views (slide, outline, etc.)?			

6.2 Introduction to Microsoft Office Word 1

FOR THE TRAINER

The aim of this exercise is to introduce the students to the basic functionalities of Microsoft Office Word.

For this exercise, the students need a computer with Microsoft Office Word installed. No more than two students can use the same computer.

Topics to be covered:

Introduction to Microsoft Office Word;

Opening a new document;

Saving a document;

Saving a document under a new name;

Changing fonts;

Changing colors of font;

Highlighting text;

Changing line spacing;

Changing page layout and page margins;

Changing font size.

Then, ask the students to produce the sample text in Microsoft Office Word.

FOR THE STUDENT

Topics to be covered:

Introduction to Microsoft Office Word;
Opening a new document;
Saving a document;
Saving a document under a new name;
Changing fonts;
Changing colors of font;
Highlighting text;
Changing line spacing;
Changing page layout and page margins;
Changing font size.

Exercise: reproduce the following text in Microsoft Office Word:

"Dimitrinka works part-time as a health mediator in the Bulgarian village where she grew up while studying **to be a nurse in the capital, Sofia**. The twenty-six year old knows she's bucking the odds: fewer than half of one percent of Bulgarian Roma obtain degrees in higher education. (Times New Roman, 10pts, line spacing 1.5).

But she has a grant from the **Roma Education Fund**, and a deep conviction that education is the key to success and integration. (Arial, 10pts.)

"For me, integration means education. That's what integration is—equal access to good education for all. **The (Roma) community should also adopt it as a value.** Education should be a value, and opportunities should exist for getting it, because not everyone can afford it now," Dimitrinka says. (Verdana, 10 pts., line spacing 1.5)

Her **ambitions** as a parent are likely to multiply her family's successes. She points to her 7-year old son Tsvetan and says: "I want to see him be **successful**, I want to see him well-educated, speaking several languages and living a good life³." (Arial, 12 pts., line spacing 1.5)

The document should be saved under the name: StoryOfDimitrinka.doc

³ Source: Replicating Roma Success Stories in Bulgaria, <http://www.worldbank.org/en/results/2013/09/11/replicating-roma-success-stories-in-bulgaria>

SESSION 7

7.1 Introduction to Microsoft Office Word 2

FOR THE TRAINER

The aim of this exercise is to promote the use of Microsoft Office Word among the students. After learning the basic functionalities for text processing, this exercise involves the use of other features, such as drawing tables, inserting pictures and SmartArt.

For this exercise, the students need a computer with a Microsoft Office Word installed. No more than two students can use the same computer. First, explain the process of creating tables in Microsoft Office Word. Other topics that should be covered are:

Editing tables;
Inserting and formatting pictures;
Using SmartArt.

If you have a group of students with different level of proficiency in Microsoft Office Word, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Word can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Following the demonstration of the functionalities, the students should continue with the exercise. The students should replicate the sample table in Microsoft Office Word.

FOR THE STUDENT

Introduction to Microsoft Word 2.

Topics to be covered:

Editing tables;
Inserting and formatting pictures;
Using SmartArt.

The aim of this exercise is to promote the use of Microsoft Office Word. After learning the basic functionalities for text processing, this exercise involves the use of other features, such as drawing tables, inserting pictures and SmartArt.

Replicate the following table in Microsoft Office Word:

1	2	3	4
one			
	two		
		three	

7.2 Introduction to Microsoft Office Excel 1

FOR THE TRAINER

The aim of this exercise is to introduce the students to the basic functionalities of Microsoft Office Excel.

For this exercise, the students need a computer with Microsoft Office Excel installed. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office Excel, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Excel can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

Introduction to Microsoft Office Excel;
 Opening a new workbook;
 Saving a workbook;
 Saving a workbook under a new name;
 Changing sheets;
 Changing names of sheets;
 Formulas.

Then, ask the students to make the sample calculation in Microsoft Office Excel.

FOR THE STUDENT

The aim of this exercise is to introduce the basic functionalities of Microsoft Office Excel.

Topics to be covered:

Introduction to Microsoft Office Excel;

Opening a new workbook;
 Saving a workbook;
 Saving a workbook under a new name;
 Changing sheets;
 Changing names of sheets;
 Formulas.

Using the formulas, please complete the following calculations:

Item	Price of single item	Number of Items needed	Total price
Can of Coca Cola	0.5 EUR	27	
Pizza	5 EUR	6	
Bottle of water	0.23 EUR	16	
Napkins	0.012	45	
Total price			

SESSION 8

8.1 Introduction to Microsoft Office Excel 2

FOR THE TRAINER

The aim of this exercise is to promote the use of Microsoft Office Excel among the students. After learning the basic functionalities of Microsoft Office Excel, this exercise involves the use of formulas, as well as creation of charts.

For this exercise, the students need a computer with a Microsoft Office Excel installed. No more than two students can use the same computer. First, explain the process of creating tables and charts in Microsoft Office Excel.

If you have a group of students with different level of proficiency in Microsoft Office Excel, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Excel can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Following the demonstration of the functionalities, the students should continue with the exercise. The students should follow the instructions and perform the operations.

FOR THE STUDENT

The aim of this exercise is to promote the use of Microsoft Office Excel among the students. After learning the basic functionalities of Microsoft Office Excel, this exercise involves the use of formulas, as well as creating of charts.

Using the formulas, please complete the following calculations:

Employee	Price per hour	Number of hours worked	Total fee
Mirela	9 EUR	135	
Jasna	10.5 EUR	246	
Ivan	15 EUR	78	
Ramiz	13.3 EUR	125	
Total			

Calculate the overtime individual fees of the employees.

Calculate the total costs for overtime fees.

Create a chart displaying the distribution of fees.

Create a chart displaying the distribution of overtime hours.

8.2 Problem solving 1

FOR THE TRAINER

The aim of this exercise is to introduce the students to the basic concepts of problem solving. Problem solving relates to the individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious.

Provisional topics to be discussed:

- Evaluation of information or situations;
- Braking down information into key components;
- Alternative approaches to analyzing a problem;
- Formulation of alternative solutions;
- Making effective decisions;
- Recognizing long-term consequences of alternative solutions.

First, one or several students read the text. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions. Here are several sample questions for discussion. The trainer should formulate additional questions.

- What is problem solving?
- Why do we need problem solving skills?
- Can we learn how to solve problems better?

FOR THE STUDENT

Read the following text:

“Problem solving is an integral part of work and daily life. Problems are often defined as situations in which people do not immediately know what to do to achieve their goals due to obstacles or challenges of some kind. To solve problems, individuals must thus be able to access and process information, evaluate the consequences of possible choices, and learn from previous steps. Problem solving tends to be required whenever people encounter a new situation. As our home and work environments frequently change, our routine behaviors quickly become outmoded, and it often becomes necessary to find new ways to achieve our goals. Given the pace of economic and social change in contemporary society, most adults now need higher levels of problem-solving skills than were called for in the past...”

Source: OECD Skills Studies: Adults, Computers and Problem Solving: What's the Problem?. OECD, 2015

Key words:

Problem solving	The process of finding solutions to difficult or complex issues.
Information	Facts provided or learned about something or someone.
Information processing	Interpreting incoming information to make a response suitable within the context of an objective, problem, or situation.
Evaluation	The making of a judgement about the amount, number, or value of something; assessment.
Problem-solving skills	Problem solving requires two distinct types of mental skill, analytical and creative. Analytical or logical thinking includes skills such as ordering, comparing, contrasting, evaluating and selecting. Creative thinking refers to using the imagination to create a broad range of ideas for solutions.

We all solve problems on a daily basis, at school, at work and in our everyday lives. For coming up with an effective solution of a problem, there are several steps or stages:

1) Identification of the problem

- Finding out what is the exact problem
- Gathering information systematically
- Summarizing information

2) Managing the problem

- Breaking down a problem into smaller parts
- Defining and considering different options
- Analyzing the possible effectiveness of these options in greater depth

3) Decision-making

- deciding between the viable options for what action to take

4) Resolving the problem

- Implementing action
- Evaluation progress

5) Evaluation of the results

- Reviewing the problem and problem-solving process to avoid similar situations in future

SESSION 9

9.1 Problem solving 2

FOR THE TRAINER

The aim of this exercise is to stimulate creative thinking and problem solving among the students. The exercise is the classic riddle *The Bridge and the Torch*.

The students can work individually or in small groups.

Explain the scenario of the exercise.

Then, start the exercise. The person or group that comes up with a solution first is / are the winner(s).

FOR THE STUDENT

Follow the instructions of the trainer about individual / group work.

Read the following text:

“There are four people who need to get to the other side of a bridge, each with their own time needed to get across said bridge. However, the bridge can only support two of them for each trip (and the person with the longer time is counted when traveling in the pair). It is dark and there is only one torch so a person who has crossed the bridge has to come back for a return trip in order to lead another person across once again.

Person A can get across in 1 minute, Person B does it in 2 minutes, Person C crosses in 5 and the slowest, person D can get across in 10 minutes. You need to get everybody to the other side in under 17 minutes, or the zombies will reach the four passengers.”

The person / team that solves the puzzle first is the winner!

Did you come up with a solution?

Did you come up with the solution fast?

How did you come up with the solution?

9.2 Collecting Information Over the Internet

FOR THE TRAINER

The objective of this part of the session is to provide student with relevant skills for access to Internet, using the Internet for searching for information, interacting over the Internet, downloading files. For this session, a personal computer or smart devise and Internet access is necessary.

Since it is expected that the participants have had some experience with using the Internet, the trainer should focus on a more interactive approach, providing space for the students to show their existing skills.

Topics to be covered:

Introduction to Internet;

Conducting an online search for information using different search engines and tools;

Evaluating information: considering the authority, timeliness and relevance of sources to ensure validity.

FOR THE STUDENT

The objective of this part of the session is to develop your skills accessing the Internet, using the Internet for searching for information, interacting over the Internet, downloading files. For this session, a personal computer or smart devise and Internet access is necessary.

Topics to be covered:

Introduction to Internet;

Conducting an online search for information using different search engines and tools;

Evaluating information: considering the authority, timeliness and relevance of sources to ensure validity.

9.3 Using the Internet to Access Information

FOR THE TRAINER

The objective of the exercise is to put into practice the lessons learned in the previous part.

The students need to conduct an online search for information. The guidelines are provided in the student section below.

The duration of the exercise is 20 minutes.

The students can work individually or in small groups.

For the completion of the exercise the students will need a personal computer or a smart device with Internet access.

FOR THE STUDENT

This exercise requires from you to put into practice your Internet skills.

In the table below, there is a list of questions you need to find the answers for online. For every answer you provide you will also have to cite the source.

You have 20 minutes to complete the exercise.

	Zagreb	Ljubljana	Athens	Krakow
Population (number)				
Founded in...				
Rate of unemployment				
Celebrity born here				
Best restaurant in...				
Most famous tourist attraction				
Average salary				
River running through the city				
Most famous historical landmark				

SESSION 10

10.1 Using ICT in teamwork: Introduction to Asana

FOR THE TRAINER

The aim of the exercise is to enhance students' knowledge in working with team management software. The proposed software for the exercise is Asana. The selection was based on the fact that this software is free for teams of maximum fifteen members, as well as the fact that it incorporates several basic features that are commonly used in other project / team management software. This software can also be used on a PC or as an Android or iOS application.

The exercise requires the use of computer and access to Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

Topics to be covered:

How can ICT help in team management?

What is Asana

Which are the basic features of Asana

Setting up an Asana profile

Development of projects and teams in Asana

The exercise should be preceded by a brief discussion about the benefits of ICT when working on tasks / projects and the management of the work of the team members.

The rest of the session should be devoted to introduction to Asana, its features, opening accounts to the members of the teams, and explanation on how the distinctive features are used in project and team management.

The last step should be an exercise on team work on a project managed through Asana (role-play). The students are grouped in teams consisting of 4-5 people. The different teams are given the same project. The winning team is the one that completes the objectives of the project in the least amount of time.

FOR THE STUDENT

Topics to be covered:

How can ICT help in team management?

What is Asana

Which are the basic features of Asana

Setting up an Asana profile

Development of projects and teams in Asana

10.2 Using ICT in teamwork

FOR THE TRAINER

The objective of this exercise is to teach students the use of Asana in project and team management. An additional objective is to strengthen business communication skills, time management and leadership skills.

The exercise requires the use of computer (with camera) and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

First, the trainer presents the topic of the session. S/he explains how ICT can help in project and team management.

The students are grouped in teams consisting of 4-5 people. The different teams are given the same project. The winning team is the one that completes the objectives of the project in the least amount of time.

Prior to the start of the exercise, 5 minutes should be devoted to debriefing of the teams, so the teams can delegate team roles and tasks. Each team needs to use only Asana for communication and management of the task. Each team can also use the Internet to search for necessary information for completing the task.

In the next step, role-play is organized. The trainer has several situations prepared. One situation is role-played followed by debriefing, then the next situation is role-played. If needed, students can be engaged in inventing new situations.

FOR THE STUDENT

Following the instructions of the trainer, please conduct the following role play exercises:

Scenario 1:

Your team has been given the task of planning a business trip for a group of four. They need to travel from Sofia to Berlin, next week, from Monday to Thursday. They prefer to travel by plane, but they have a limited budget of 1,100 EUR. You will also need to arrange airport transfer / rent a car, and accommodation in a four-star hotel for 1,400 EUR in total. You will also need to collect information about restaurant prices near the hotel and arrange them according to proximity and price. Finally, you need to gather information about the ticket prices for the major attractions in Berlin. All relevant information needs to be presented in one document, under relevant sections and subsections.

Scenario 2:

Your client wants to buy a business package for mobile phone line and phones for its 20 employees. Some of the employees have frequent business trips, so having a roaming business package as well would be an advantage. The client wants to purchase 15 Samsung A5 phones for the employees and 5 Samsung S8 for members of management. Your team needs to find the least expensive package for phone line and smartphones. You need to display data by average monthly costs, services included in the price, roaming costs, as well as phone prices. You need to display all information by mobile operator, and finally recommend the most cost-effective option.

SESSION 11

11.1 Introduction to Email 1

FOR THE TRAINER

The aim of the exercise is to introduce students to emailing as a form of written communication.

The session is focused on providing basic introduction to the functionalities of Microsoft Office Outlook, as well as to teach them some of the general rules in email communication.

For this exercise, the students need a computer with Microsoft Office Outlook installed, and an Internet connection. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office Outlook, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Outlook can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

Introduction to Microsoft Office Outlook;
Opening an email account;
Checking unread email;
Creating a new email;
Saving an email contact.

The trainer can initiate a discussion on the advantages of email communication. The trainer can ask the students about their experiences with email communication.

After the discussion, the students should complete the exercise. For this exercise individual work is preferred, although in specific conditions, the students can work in groups of two. In this case, each of the students' needs to complete the exercise.

The exercise for this session is to save three email contacts and write a short message in a group email.

FOR THE STUDENT

The aim of the exercise is to introduce you to emailing as a form of written communication.

Topics to be covered:

Introduction to Microsoft Office Outlook;

- Opening an email account;
- Checking unread email;
- Creating a new email;
- Saving an email contact;
- Sending an email;
- Sending an email to multiple contacts.

Do you have an email account? Have you ever written an email? If you do, please share your experience with emailing.

Following the instructions of the trainer, write and send an email.

11.2 Introduction to Email 2

FOR THE TRAINER

The aim of the exercise is to teach students some of Microsoft Office Outlook's features.

For this exercise, the students need a computer with Microsoft Office Outlook installed, and an Internet connection. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office Outlook, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Outlook can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

- Replying to an email;
- Forwarding an email;
- Sending an email attachment;
- Sending a delayed email;
- Creating an email signature.

After the trainer has explained the specific features of email software, he / she should also explain their application in everyday email communication, and more specifically, business communication.

Next, the students, individually, or in pairs of two, have to conduct the exercise. The trainer can develop alternative scenarios as well. The focus of these scenarios is to promote the use of various email features among the students.

Scenario:

You need to write an email confirming their hotel reservation. The email should be sent to email addresses of the hotel, your colleague who is traveling with you, and your boss. You need to attach copies of your travel documents. The email sending should be delayed for 5 minutes. Your email needs to be automatically signed, with your first and last name, position, and company.

After you have sent the email, forward it to another colleague.

FOR THE STUDENT

The aim of the exercise is to teach you some of Microsoft Office Outlook's features.

Topics to be covered:

Replying to an email;

Forwarding an email;

Sending an email attachment;

Sending a delayed email;

Creating an email signature.

Follow the instructions of the trainer and complete the exercise according to the scenario:

You need to write an email confirming their hotel reservation. The email should be sent to email addresses of the hotel, your colleague who is traveling with you, and your boss. You need to attach copies of your travel documents. The email sending should be delayed for 5 minutes. Your email needs to be automatically signed, with your first and last name, position, and company.

After you have sent the email, forward it to another colleague.

SESSION 12

12.1 Introduction to Microsoft Office PowerPoint 1

FOR THE TRAINER

The aim of this exercise is to introduce the students to the basic functionalities of Microsoft Office PowerPoint.

For this exercise, the students need a computer with Microsoft Office PowerPoint installed. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office PowerPoint, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office PowerPoint can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

- Introduction to Microsoft Office PowerPoint;
- Opening a new presentation;
- Saving a presentation;
- Saving a presentation under a new name;
- Design of presentation: templates, fonts, layout;
- Changing fonts;
- Changing colors of font;
- Adding animations;
- Adding tables;
- Adding charts;
- Adding pictures;
- Changing font size.

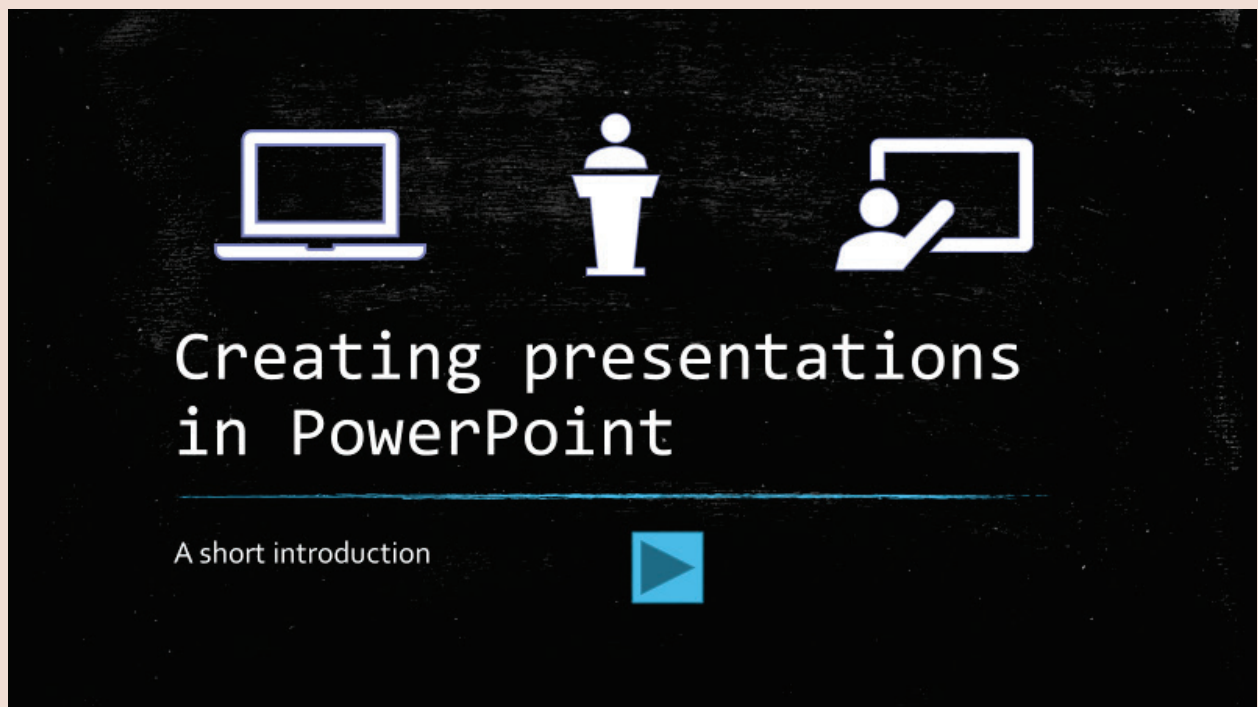
Then, ask the students to produce a title page for presentation in PowerPoint. You can previously define the parameters to be followed in the design of the title page.

FOR THE STUDENT

Topics to be covered:

- Introduction to Microsoft Office PowerPoint;
- Opening a new presentation;
- Saving a presentation;
- Saving a presentation under a new name;
- Design of presentation: templates, fonts, layout;
- Changing fonts;
- Changing colors of font;
- Adding animations;
- Adding tables;
- Adding charts;
- Changing font size.

Following the instructions of the trainer, create this title page of a presentation in Microsoft Office PowerPoint.



After you have designed the title slide of the presentation, add animations to all objects on the slide.

12.2 Introduction to Microsoft Office PowerPoint 2

FOR THE TRAINER

The aim of the exercise is to teach students some of the general rules for creating effective presentations in Microsoft Office PowerPoint.

For this exercise, the students need a computer with Microsoft Office PowerPoint installed. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office PowerPoint, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office PowerPoint can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

The trainer should explain the general rules when creating PowerPoint presentations, referring to design, structure of presentation, structure of slides, recommended number of lines and words per slide, general uses of animation. This information can be distributed to the students in the form of handouts.

Then, the trainer initiates a discussion about the applicability of Microsoft Office PowerPoint in school and work-related engagements. The trainer can also ask the students which already are experienced in creating PowerPoint to contribute their experiences with the software.

After the discussion, the exercise begins. The students can work in small groups of two or individually. Small groups or individual approach is recommended so that all students could have the opportunity for hands-on experience with the software.

Finally, the students should create a PowerPoint presentation on the topic: My favorite travel destination.

The students should have sufficient time to research information about the place they are going to present about. After the presentations are completed, the students should deliver a short public presentation. Stimulate the students to comment other presentations and give recommendations to their peers.

FOR THE STUDENT

The aim of the exercise is to teach you some of the general rules for creating effective presentations in Microsoft Office PowerPoint.

General rules when creating PowerPoint presentations

Use slides to	Don't use slides to
Focus the attention of the audience	Impress the audience with details and animations
To confirm your verbal message (not to represent the whole message)	Avoid interaction with the audience
Stimulate interest	More than one idea per slide
Illustrate ideas that are hard to visualize	Present simple ideas that can be explained verbally

When creating PowerPoint presentations bear in mind the following rules:

1. Use the slide sparingly;
 - a. 1 slide per two minutes of speech;
2. One key idea per slide;
 - a. The opposite can create dispersion of attention among the audience;
3. Legible words and figures;
 - a. Front size of at least 20pts
4. Careful use of colors
 - a. Not more than three colors per slide
 - b. Contrast colors
5. Use of pictures that support the ideas of the presentation;
6. Charts
 - a. When possible use charts instead of tables
7. Avoid using animations, or use animations in rare cases, when their function is to illustrate the idea better;
8. Use the same slide design for the whole presentation;
9. If you intend to print your presentation, the background should be white.

Now, create a PowerPoint presentation on the topic: My favorite travel destination.

SESSION 13

13.1 Introduction to active listening

FOR THE TRAINER

The aim of this exercise is to put the recently learned students' active listening skills and techniques into practice. The exercise is designed to stimulate attentiveness, clear verbal expression and non-verbal communication.

For this exercise the student work in pairs of two. One student thinks about a favorite celebrity / favorite destination. The holiday person / destination is not revealed to anyone. The second student has to, by asking questions (none of which should contain questions about the geographical location), to discover the selected person / destination by his / her partner in the game.

The duration of the game is approximately 15-20 minutes. The game can be used as a good ice-breaker, or a quick exercise to repeat what was learned during the previous session.

FOR THE STUDENT

The aim of the exercise is to practice active listening skills and techniques. Follow the instructions of the trainers and complete the exercise with your partner.

13.2 Active listening: One-word story

FOR THE TRAINER

The aim of the exercise is to promote the use of active listening among the students. Depending on the number of the group, the students can work together or divided into two groups of no less than 5 people.

One member of each group will have the task to write down what the other participants say. It is best that the participants are seated in a circle so that they can see and hear each other clearly. Each of the groups is given a single word as a starting point (for example, "today", "I", "have", etc.). Each member of the group adds another word to the story. One by one, the members in the group add one word (as they are seated) to the story. The students have to use tone of voice to indicate pause or ending of a sentence. They also have to pay attention to what the other participants are saying, for the story they are writing together to have sense.

The process of writing the story should last approximately 10 minutes. After the completion of this part, the trainer should ask representatives of the groups to read the stories. You will notice that at the beginning, the stories are logical, but as the time progresses there are more and more illogicalities. This is normal, since participants with little expertise in active listening and low developed memory skills will get tired more quickly.

Discuss the problem with the participants. Indicate the importance of practice to increase focus time and clarity in expression and intonation for communicating effectively.

Finally, conduct several additional cycles of the exercise and compare the results.

FOR THE STUDENT

This exercise is related to active listening, clear pronunciation and intonation and memory. You are going to write a story with your peers. Follow the instruction of the trainer and write the story.

Questions for discussion:

Did you manage to stay concentrated throughout the exercise?

Was it difficult to stay concentrated?

Was it difficult to be creative and come up with innovative words?

SESSION 14

14.1 Organization and time management

FOR THE TRAINER

The aim of the exercise is to provide insight into the students' existing organizational skills. In this exercise students work independently.

The exercise will provide students with a closer insight into their habits, practices for organization, and aspects that require further work.

FOR THE STUDENT

Read the list of items and select the option that corresponds to your experience.

	Quite often	Often	Sometimes	Rarely	Never
I miss important deadlines at work.					
My colleagues have to wait for me to complete my part of the work.					
I set goals for myself at work.					
I start projects that I just cannot seem to finish.					
I devote much work on minor details.					
I cannot express myself in writing.					
My workspace is tidy and pile-free.					
I arrive to work on time.					
I forget notable events (deadlines, meetings).					
I check my work multiple times to avoid mistakes.					
I underestimate the time it will take me to finish a project or assignment at work.					

I misplace important items at work.					
I keep important work items in the same place.					
I arrange my work materials according to a system.					
When faced with a challenging project, I find it difficult to keep myself on the task.					
Whenever possible, I schedule the more important tasks at work during the time of day when I am most productive.					
When I am learning or gathering new information, I have a systematic way of doing so (highlighting, making charts or outlines, color coding, etc.).					
I work on tasks in order of importance.					
I put things back in their proper place when I'm finished using them.					

14.2 Organization and time management in a team

FOR THE TRAINER

The aim of the exercise is to stimulate practical application of organizational and time management skills among the students, particularly planning and delegating tasks in being able to properly manage time when working in a team. The exercise is to be performed in small groups of 3-5 persons. If you are working with a larger group, divide the class into several small groups. The duration of the exercise is approximately 25 minutes.

For this exercise, you will need several decks of cards, depending on the number of teams that are going to be participating in the exercise. You will also need a stopwatch to record the time. Provide

each team with a deck of cards. Tell the groups that the purpose of this exercise is to work as effectively as possible in your teams to complete the task in the shortest possible time. The task is to lay out the cards according to the instruction. The cards need to be positioned in tidy rows, with no cards touching. The exercise is competitive, meaning that the different teams will work against each other.

The teams have 5 minutes to prepare a strategy and delegate tasks to team members. If you have more time, you can play several rounds of the game, motivating the teams to switch members and change tactics in organization and delegation of roles.

After the exercise, you can initiate a discussion:

Which strategies were chosen?

Which strategy was the most effective?

Which strategy was the least effective?

How were the roles delegated?

Did everyone perform their roles according to the agreement?

FOR THE STUDENT

You are a part of the team competing against other teams in arranging a deck of cards according to the instructions below. The cards need to be positioned in tidy rows, with no cards touching. You have five minutes to agree upon a strategy and team roles with your teammates. The winning team is the one that will complete the task in the shortest amount of time.

♠	A 9 J 2 Q 10 8 3 7 K 4 6 5
♥	A 9 J 2 Q 10 8 3 7 K 4 6 5
♣	A 9 J 2 Q 10 8 3 7 K 4 6 5
♦	A 9 J 2 Q 10 8 3 7 K 4 6 5

SESSION 15

15.1 Active listening: role-play

FOR THE TRAINER

The aim of the exercise is to motivate the students to employ active listening techniques into practice.

The students are divided into groups of two, and each group is assigned a separate scenario to play. The students have 10 minutes to look at the scenarios and prepare their roles individually. All students need to have a sample of the active listening techniques table.

Then, each group is called to make a conversation according to the topic and the roles assigned in the scenario using the active listening techniques.

Discuss each performance with the other students. Ask them to comment the performances and to select the best role play.

FOR THE STUDENT

Follow the instructions of the trainer and participate in the exercise:

Scenario 1:

Maya works in a boutique. Jelena is buying a dress for her sister's wedding. This is a very special occasion for her and she wants to look her best. She is buying not one, but two dresses. However, she wants the dresses to be completely different.

Scenario 2:

Irfan is the manager of a small mobile phone repair shop. Today, he has received a call from an angry client about a repair that has gone wrong. The client wants a refund in the amount of a new device. The client says his phone was completely ruined by an employee – Adnan. Adnan, on the other hand, is one of Irfan's best workers. Irfan has to learn the whole story. He decided he wants to hear both sides. For this, he calls Adnan into his office for a talk.

Scenario 3:

Latifa works in customer support in a company selling bed mattresses. She receives a call from an angry client who says he is not satisfied with his new purchase and he wants a complete refund. This is a regular customer, and Latifa does not want his company to lose his monthly purchases. However,

the trial period has expired, and the mattress can be returned only in the case of a production error. Latifa tries to calm the client and to see what the actual problem is.

15.2 Active listening in conflict situations

FOR THE TRAINER

The focus of this exercise is to strengthen active listening skills and techniques among the students, applied to different situations in everyday life and work. The exercise promotes the use of these techniques in conditions which are tense and laden with conflict.

The trainer should introduce the students to the objectives of the exercise. After that, the students should be divided into groups of 4-5 students. The exercise is based on role-play of several scenarios presented in the section below. The trainer can also develop additional scenarios.

One of the students needs to find out the source of the conflict, while the others are in the middle of an argument. This exercise requires the application of team management, leadership and active listening skills. However, the main objective of the exercise is to find out the reason for the conflict. The team members are given 10 minutes to debrief and prepare for the game.

After one set of role play has been performed, the team members can switch roles and play another scenario.

FOR THE STUDENT

The aim of this exercise is to strengthen active listening skills and techniques, applied to different situations in everyday life and work.

Following the instructions of the trainer, you will work in a group. The exercise involved role-play according to a pre-set scenario.

Scenario 1:

John is managing a team of co-workers on a project. The deadline of the project is tonight. However, the project is far from completed because of some kind of misunderstanding between the team members. John needs to get to the bottom of this and calls everyone for a team meeting. He notices

a lot of tension in the room, and once he asks the first question, everyone starts arguing. John needs to find out what the problem is and to resolve it as soon as possible.

Scenario 2:

Lindita comes home from a short vacation finding the apartment in a complete mess. There is paint on the walls, broken glass on the floor, the furniture in a mess, and a lot of empty alcohol bottles all around the apartment. Lindita's three children, Sara, Mustafa and Adnan are in their rooms. No one wants to tell what has happened. When Lindita puts pressure on them to find out the truth, an argument starts between the two brothers and the sister. She needs to know who is responsible for this mess, and her children do not seem to be willing to tell what happened.

Scenario 3:

Azra has been working in the customer service department in a company that sells PCs. Her latest clients are a family that has bought a computer three days ago. The computer cannot be turned on. The family says that the computer is faulty, but Azra suspects that something else has happened. However, when she starts asking questions, the family gives vague answers, and they provide information that is sometimes conflicting. As she starts asking more questions, the family becomes nervous, and they start arguing with Azra, threatening to report her to her supervisor. Azra needs to find out what happened to this computer.

SESSION 16

16.1 Strategic & innovative thinking

FOR THE TRAINER

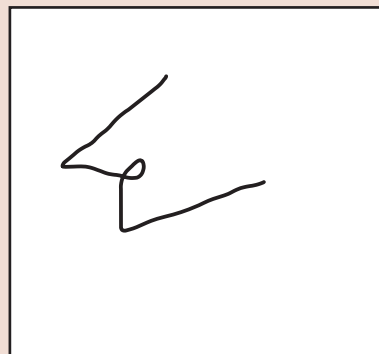
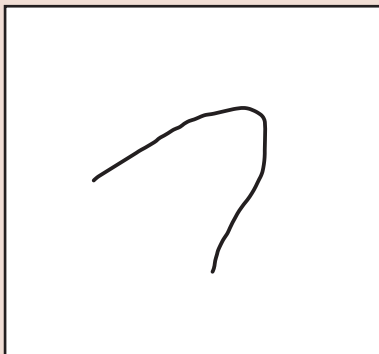
The aim of the exercise is to develop student's capacities for thinking creatively and for development of innovative solutions.

This exercise should be done individually by each participant.

The trainer provides each of the students with a sheet of paper containing the images below. You can also create your own templates and supplement the existing images if the students are motivated. Ask the students to complete the drawings, with the objective to create a meaningful picture.

FOR THE STUDENT

On these pieces of paper there are unfinished drawings. Please finish the drawings in a way that they represent an object from reality. Use your imagination.



16.2 Communication skills: Nonverbal communication

FOR THE TRAINER

The aim of this exercise is to place focus on non-verbal communication. In this exercise students are asked to communicate non-verbally with their peers, but to also recognize the non-verbal communication of their peers.

At the beginning of the session, the trainer should provide a brief introduction on non-verbal communication. The trainer should explain the relevance of our non-verbal communication in everyday life situations, but also in the workplace.

After explaining the basic concepts in non-verbal communication, the trainer should initiate a small discussion about how students perceive nonverbal communication.

Then, the exercise can begin. The students are given small pieces of paper on which one emotion is written. Then they are asked to express that emotion nonverbally in front of the group. The rest of the group is supposed to guess the emotion based on the performance. Several emotions can be repeated, and the students should be instructed not to repeat the performance of their peers.

Examples of emotions: happy, sad, exited, disappointed, angry, furious, confused, amazed, curious.

FOR THE STUDENT

The aim of this exercise is to place focus on non-verbal communication.

Nonverbal communication is a form of interaction between persons without using verbal cues.

Nonverbal communication includes the use of visual signs such as body language, physical appearance, voice and touch:

- Facial expressions – our faces are extremely expressive, and our facial expression are universal: happiness, sadness, anger, surprise, fear, etc.
- Body movement – the way we stand, sit, walk, our posture.
- Gestures – using our hands to convey meaning or strengthen our verbal messages can have different meaning across cultures.
- Eye contact – an important aspect of nonverbal communication, communicating interest, affection, hostility, attraction, etc.
- Touch – a handshake, a tap on the shoulder, a hug.
- Space – which can communicate many different nonverbal messages, intimacy and affection, aggression or dominance.
- Voice – we communicate by not what we say, but how we say it.

Following the instructions of the trainer, using nonverbal communication signs, recreate the emotion that is written on the piece of paper you chose. Then, try to guess which emotions have inspired the performances of your peers.

Discussion:

Did you and your peers come up with different answers?

Was it difficult to express the emotion?

SESSION 17

17.1 Nonverbal Communication 2

FOR THE TRAINER

The exercise is a continuation of the nonverbal communication session. The aim of the exercise is to stimulate consciousness regarding nonverbal communication among the students, but to also make them more comfortable in their nonverbal expressions.

The exercise is a role-play game, where students have to produce a silent movie. Silent movies rely heavily on nonverbal communication, and this game will stimulate students to use their nonverbal communication skills as the primary form of interaction.

Students should be divided into two or more groups. Some of the students will be screenwriters, others will be the actors, and a group of students will be the audience. The groups can switch roles.

The screenwriter groups should write short scenario a silent movie scene. Make sure you provide them with several instructions:

- It is important to start the scene with a person doing an obvious task, like cleaning, cooking, looking for something...
- 1. This scene is interrupted when a second actor (or several actors) enters the scene. The scene should have a logical storyline.
- 2. A physical commotion takes place.
- 3. The problem is resolved.

Discuss the performance with the audience. Were they able to understand to story?

FOR THE STUDENT

This exercise is a continuation of the nonverbal communication session. You are going to participate in the creation of a silent movie. You may belong to the group of screenwriters, actors or audience.

Follow the instructions of the trainer. It is expected to switch roles after the scene has been played.

The screenwriter groups should write short scenario a silent movie scene. The actors will play the scene according the scenario. The audience will watch and comment. Only nonverbal expressions are allowed in the movie.

Were you able to understand the stories of your peers?

SESSION 18

18.1 Creative thinking

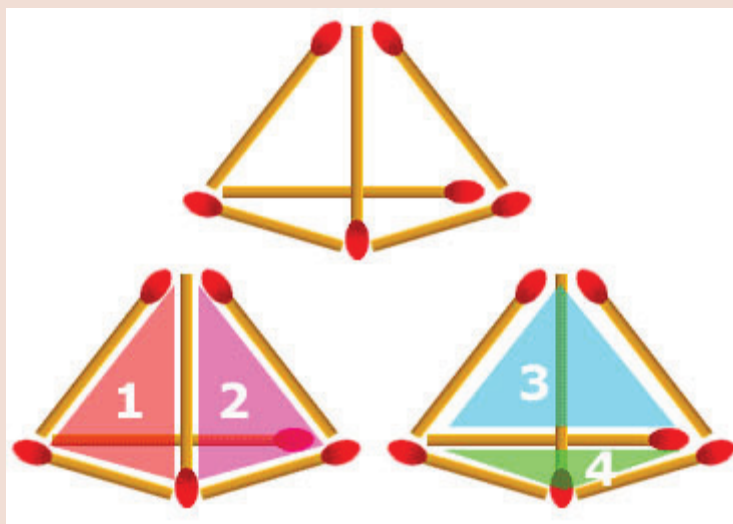
FOR THE TRAINER

The aim of the exercise is to stimulate creative thinking among the students. Students have to think about different workable solutions to solving the problem.

At the start of the session, the trainer should provide a brief introduction into the aim of the exercise. Then, each student is given 6 matchsticks.

The objective of the exercise is to create 4 triangles with the matchsticks. The students will probably ask for more matchsticks – you have to be clear that the matchsticks provided are sufficient for completing the exercise successfully.

The answer is simply to make a 3D pyramid with the matchsticks – three standing triangles and one triangle at the base. The solution is presented in the picture⁴ below.



After the exercise, initiate a small discussion. Questions may include:

Was it difficult to come up with the answer?

How did you come up with the solution?

FOR THE STUDENT

For completing this exercise, you will need to think of creative solutions.

⁴ Source: <http://www.usatests.com/challenge/arc/sixmatchsticks.asp?v=54>

You have been given 6 matchsticks. Your task is to create four triangles with the matchsticks. The 6 matchsticks are the only resource you can use to complete the exercise.

18.2 Logic games

FOR THE TRAINER

The objective of the exercise is to stimulate problem-solving skills and logical thinking among the students.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the app Skillz – Logical Brain.

The game requires the use of perceptiveness, memory, attention, logic.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

FOR THE STUDENT

Please play the mobile app game: Skillz – Logical Brain, following the instructions by your trainer.

SESSION 19

19.1 Negotiation skills

FOR THE TRAINER

This session is devoted to introduction to negotiation skills.

The trainer should start the session

Then, the students need to conduct the exercise. On a piece of paper, they should write down situations where they have applied each of the negotiation styles. They need to explain the choice of negotiation style. What was the outcome of the negotiation?

FOR THE STUDENT

Negotiation involves two (or more) parties with competitive or conflicting interests or needs, working on an agreement on how to cooperate. Conflicting parties often enter into negotiations knowing the desired outcome. Therefore, they are often blind to alternative solutions and are not very creative.

Efforts are needed to find several possible and desired solutions that are in line with the common interests of the conflicting parties. Success in finding solutions from which both sides are profitable is key to Win / Win negotiations.

Negotiation is the most effective response to a conflict when:

- both sides want to get something;
- both have a certain power;
- there is interdependence.

Negotiation involves listening on both sides, seeking shared areas of interest and consent.

Generally, there are several skills related to effectively resolving disagreements in the negotiation process:

- Diagnosis: identifying spheres of agreement and spheres of disruption.
- Initiation: disassembling the surface.
- Listening: listening not only speaks the affected side, but also the emotional aspects.
- Problem solving: a multi-step process involving data collection, analysis of their significance, consideration of alternatives, identifying solutions and developing a plan of action.

Effective negotiation skills:

- Analysis of the problem
 - determining the interests of each party;

- a detailed analysis of the facts;
- precise identification of the problem, stakeholders and workable solutions.
- Preparation
 - setting goals;
 - possible areas for making concessions;
 - alternative solutions;
 - analysis but possible past disagreements and solutions.
- Active listening
 - reading the body language
 - finding spheres of possible compromise
- Emotional control
 - refraining from showing emotions
 - excessive emotional involvement can hinder acceptance of compromise, i.e. all-or-nothing approach
 - lack of emotional control can lead to interruption of communication
- Verbal communication
 - clarity and precision in claiming
 -
- Collaboration and teamwork
 - maintaining the atmosphere of cooperation
 - avoiding distractions

Negotiation styles

Competition (I win - You lose / My way)

Negotiators with this style tend to meet their needs, even when it is to the detriment of others. It is not deliberate, but simply focused heavily on one's own interest. Often choose different tactics and power, including their personality, position, economic threats.

Withdrawal (I Lose - You Win / Your way)

This is contrary to the competitive style. This type of negotiators find that the best way to calm the conflict is to give the other party what it wants. Usually these people are liked by colleagues.

Avoidance (I Lose - You Lose / No Way)

This negotiator does not enter a conflict. Instead of talking directly about the problem, you can turn to avoidance. This can often be a reaction to many competitive negotiators as well. Often it can lead to termination of negotiations without a positive resolution for either side.

Compromise (I Lose / Win Some - You Lose / Win Some / Halfway)

This is the most common negotiation, but it is often an unwanted style and outcome. It means making concessions from both parties, that is, "to meet in the middle". What the compromise does not take into account is that those who had the most extreme starting position in the negotiations get more with the compromise.

Exercise

Give examples of life situations where you have applied the five negotiating styles. Why did you choose the particular negotiating style?

Did you get the desired outcome?

SESSION 20

20.1 Negotiation into practice

FOR THE TRAINER

The aim of the exercise is to put students' negotiating skills into practice. The exercise is a role-play game based on a negotiation for a valuable resource. Depending on the motivation of the students this exercise can take up to 90 minutes to complete.

Divide the group of students into pair of two. Distribute the one scenario to each member. The students have 15 minutes to study the scenario and develop an individual negotiation plan. The exercise will be over once they reach an agreement. You can stimulate competitiveness by announcing that the student that completes the instructions given in the scenario will be the winner.

While alternative solutions are possible, the optimal negotiation is a win-win situation. Do not expect all negotiation pairs to reach this solution.

After the exercise discuss the negotiation process. Which style did the students adopt and why? Which negotiation was the most successful?

Scenario 1:

Confidential instructions for Dr. Jackson

Blue Orange

You are Dr. Jackson, a chemist/biologist for a pharmaceutical company. Your company was tasked with exploring methods for creating biological weapons, but the government contacted your company due to an emergency.

Recently, several old nervous gas bombs have been moved to a small island in the Indian Ocean. As they were moved, poisonous substances ran out of two bombs. Leaks are controlled at the moment, but scientists in the government service believe that in about two weeks the gas will leak out of all bombs and expand into the environment. There is no known method to prevent gas entering the atmosphere and expanding into the environment. If this happens, several thousand people will die or will suffer serious brain damage.

You have developed steam that can neutralize nerve gas if it is injected into the bombed storage depots.

The vapor is made of a chemical that exists in blue orange, a very rare fruit.

You heard that Mr. Esposito, a fruit exporter in Mexico, has three thousand blue oranges. If you purchase all three thousand blue oranges, you can extract enough chemicals from the orange zest to neutralize nerve gas. Your company has failed to locate other quantities of blue oranges. As far as you know the total number of produced blue oranges this year are three thousand.

You heard that Dr. Stephenson is also urgently looking for a blue orange and that Stephenson knows that Esposito has the necessary oranges. The company of Dr. Stephenson and your company are strong competitors, and there is great industrial spying in the pharmaceutical industry. Your companies have so far been sued twice for stealing patents. One lawsuit is still ongoing. You're worried that he has stolen your nervous gas solution and plans to steal your deal with the government.

Your company has authorized you to find Esposito and buy three thousand blue oranges. They told you that Esposito would sell them to the one who offers the most. You have 300.000 dollars available to buy the oranges.

Before talking with Esposito, you decided to speak with Dr. Stephenson. Think carefully about the information you are willing to share with the other party, and what you keep for yourself.

Confidential instructions for Dr. Stephenson

Blue orange

You are Dr. Stephenson, a biologist for a pharmaceutical company. Your company has been tasked with exploring the methods of rare diseases and abnormalities in newborns, but the government contacted your company due to an emergency.

Recently, there have been cases of increased rates of failed pregnancies in young women. It is a tropical bacterium that does not respond to any known antibiotic. The disease is spreading with great progression and it is estimated that in the period of several months it will cause several tens of thousands of victims and will spread globally.

You have developed an antibiotic that has the potential to successfully fight the bacteria. The key component of the antibiotic is a chemical extracted from the juice of rare fruits of blue orange.

You heard that Mr. Esposito, a fruit exporter in Mexico, has three thousand blue oranges. If you purchase all three thousand blue oranges, you can extract enough chemicals from the juice of the orange to produce sufficient amounts of antibiotic. Your company has failed to locate other quantities

of blue oranges. As far as you know the total amount of blue oranges produced this year is three thousand.

You heard that Dr. Jackson is also urgently looking to obtain blue oranges and that Jackson knows that Esposito has the necessary oranges. The company of Dr. Jackson and your company are strong competitors, and there is great industrial spying in the pharmaceutical industry. Your companies have so far been sued twice for stealing patents. One lawsuit is still ongoing. You are concerned that he has stolen your antibiotic solution and plans to steal your agreement with the government.

Your company has authorized you to find Esposito and buy three thousand blue oranges. They told you that Esposito would sell them to the one who offered the most. You have 300,000 dollars available to buy oranges.

Before talking to Esposito, you decided to contact Dr. Jackson. Think carefully about the information you are willing to share with the other party, and what you keep for yourself.

FOR THE STUDENT

The following exercise will test your negotiation skills. Read the scenario you received from the trainer. Study the objectives of the exercise and develop a negotiation plan. You have 15 minutes for preparation.

You will be the winner if you manage to complete all the conditions stated in the scenario.

SESSION 21

21.1 Fact and opinion

FOR THE TRAINER

The objective of this session is to teach students the difference between fact and opinion. Recognizing this difference is a skill that is often evaluated in reading tests, and its importance is highlighted in the era of fake news. However, people often get confused trying to determine whether a statement is accurate, which is defocusing from the primary aim.

The trainer should start the session by explaining the importance of the distinction between fact and opinion. Several notions that ought to be covered in this segment are presented below.

After explaining the basic notions of facts and opinions, the trainer invited students to complete the exercise. A series of claim are presented. The trainer can distribute the materials in the form of handouts or use a projector.

The students are then asked to determine whether a statement is a fact or opinion. The trainer should promote a discussion for each claim, stimulating students to elaborate on their choices.

FOR THE STUDENT

In this session we are going to discuss the difference between a fact and an opinion.

Facts represent statements that can be proven. The facts may be true or false, but what is common to all of them is that they can be proven.

For example:

- Statistical data show that women live longer than men. (true statement)
- Albania is a member of the EU. (false statement)

Opinions represent statements that cannot be proven. We can discuss these statements and support are argumentation with facts, but opinions cannot be proven.

For example:

- Coca Cola is the best drink.
- History is the hardest subject.

Exercise:

You presented with a series of statements. Determine which of the following statements are facts, and which are opinions.

Statement	Fact	Opinion	Explain
George Washington was the first president of the USA.			
Lionel Messi is the greatest football player of all times.			
France is located in Asia.			
In most countries, only persons over the age of 18 are allowed to vote.			
Oranges contain calcium and vitamin C.			
The more money someone has the more successful they are.			
Vegetarians are healthier than people who eat meat.			
Brazil has won the most World Football Cups.			
Cell phones give you cancer.			
Cats are more loyal pets than dogs.			

21.2 Fact and opinion 2

FOR THE TRAINER

The objective of the exercise is to strengthen students' capacities for distinction between facts and opinions. The exercise should be conducted individually or in small groups.

Students are provided with a newspaper excerpt. They need to read the text and decide which statements are facts and which are opinions.

They need to fill in the forms provided below. After completing the exercise, the results are compared. The trainer can promote a discussion and ask the students to elaborate on their choices.

FOR THE STUDENT

This exercise is focused on the distinction between a fact and an opinion.

Please read the text and identify which of the statements are facts, and which are opinions. Write down the statements in the corresponding boxes of the tables below.

Sample text⁵:

"The fight for Europe's last untamed river"

The Vjosa in southern Albania is the last free-flowing river in Europe and is crucial to thousands of livelihoods. But the Balkan frenzy over hydropower threatens the future of the entire valley.

There is a strange melody to the banks of the Vjosa - at once peaceful and chaotic. The rumble of the water is followed by the jingle of goat bells. And then there's a bleating - not just from the animals themselves, but also from the shepherd Kadri.

"He's trying to make them sing!" laughs Eduart, another shepherd who brings his goats to drink here every day. For as long as the valley's residents can remember, the wind has carried this soothing cacophony from one bank of the river to the other.

Kadri and Eduart were born in Kutë, a centuries-old hamlet cradled in the hills of the Vjosa valley. Most residents of Kutë and other villages near the river are farmers who live off their crops and livestock and sell the surplus for profit.

But this ancient way of life could soon be over.

Flamingos and eels

Two large hydropower plants are planned in the nearby towns of Kalivaç and Poçëm. If they are built, dams will flood thousands of acres of pasture and arable land, forcing hundreds of families from their homes.

⁵ Authors: Marion Dautry, Margaux Benn, from 24.08.2017, source: <https://www.dw.com/en/the-fight-for-europes-last-untamed-river/a-40044174>

"I am very afraid because I know nothing other than taking care of the goats," Kadri told DW. "The dam will change our lives, it will change everything."

It would also disrupt the last, large, free-flowing river system in Europe, outside the Arctic. The Vjosa runs some 270 kilometers (168 miles), from the mountains of northern Greece, across the lush plains of southern Albania, and into the Ionian Sea. It's dotted with canyons, islands and oxbows that give the area its moniker, "the blue heart of Europe."

As well as an essential source of water for water agriculture, it is also a biodiversity hotspot, home to the endangered European eel and greater flamingo.

Scientists say it may host a number of other endemic species. No in-depth biological survey has ever been conducted and building the dams would prevent scientists from ever studying the habitat as an untamed waterway.

Balkan hydropower fever

Across the Balkan region, an estimated 2,700 hydroelectric plants are planned or already under construction. According to a December 2015 report by finance watchdog Bankwatch, about half these projects are in protected natural areas.

Environmental group EcoAlbania has identified 45 hydropower plant projects along the Vjosa that would transform sections of the river into cascades, disrupting ecosystems and forcing thousands of people into exodus.

Many of the projects date back to a wave of concessions for small hydropower plants issued in the 2000s, partly in response to the EU's burgeoning interest in renewable energy.

According to Bankwatch's Pippa Gallop, "it was also a new opportunity for shady deals, speculation and nepotism, spotted by local elites, as feed-in tariffs guarantee an income for small hydropower plants."

Albania and Bosnia-Herzegovina issued particularly high numbers of concessions between 2006 and 2009.

The region is plagued with corruption. And while rules on financial support for renewable energy have been updated in the EU, the Western Balkans still lag behind on reform.

In a bid to boost the share of renewables in their portfolios and demonstrate commitment to the "green energy transition," western European funds - including international development banks - are taking advantage of this.

Historic lawsuit

Olsi Nika, executive director of EcoAlbania, says wealthier European countries are taking liberties with ecological standards in "countries with weak legal frameworks, where democracy levels are low, and corruption is high."

Hydropower is touted as a cheaper alternative to solar or wind power. But Nika says this doesn't account for environmental costs.

"Hydropower is renewable but it's not green," he told DW. "And the way it's being done, especially in the Balkans, is definitely not environmentally friendly."

Civil society organizations have had some success challenging hydropower projects in protected areas. Last May a court ruled against the construction of the hydropower plant in Poçëm, in Alban's first ever environmental lawsuit.

But the battle is far from over. The energy ministry appealed the decision. And, just a few weeks later, it launched a new open call for investors in the second dam, planned in Kalivaç."

After you have read the article, determine which sentences are facts, and which are opinions:

Fact	Opinion

SESSION 22

22.1 Innovative thinking

FOR THE TRAINER

The aim of the exercise is to stimulate creative thinking and cooperation among the students. This exercise is not only good for promoting creative thinking, but to also promote participation among more introvert students. Gather the students into sitting in a circle. One or more students read the specific problem. A piece of paper is handed to one of the students, and he / she is asked to write down a rough idea of what might be the solution. The paper is then handed over to the next participant, who also silently contributes his / her idea. The list of viable solutions is handed over to the participants until all of them have contribute some idea.

The participants should only write new, original ideas, and not repeat solutions suggested by other participants.

After the list of students has been exhausted, read the listed solutions, and initiate a discussion.

Ask the students to elaborate why they chose a specific solution. This should not be mandatory – the explanations should be on a voluntary basis.

Which solutions could be more successful? Why?

Which of the proposed solutions are less likely to solve the problem? Why?

Can several solutions be combined? How?

FOR THE STUDENT

Read the following text:

Deniza has been looking for a job for a very long time. She has finished secondary school, and for several months she continuously sends job applications to job adds that match her skills and abilities, but which could also provide decent pay and good working conditions. She thought that an administrative job in an office would suit her well. She is young and eager to learn new things. However, her job searching effort did not provide good results. She was invited to a few job interviews, but all potential employers indicate her lack of foreign language skills and computer skills as a major disadvantage for getting a job. Deniza never got a positive response from a single job interview she went to. This discouraged her greatly. She was starting to get anxious. She needed a job, both to be able to feel independent, but also to help her family with household expenses. She has been thinking for a while to enroll in a course and try to learn some new skill. But being without a job, this meant that she would have to ask for money from her parents, and they already had too many things to worry about. Lately, her mother has been trying to convince her to take a job at the local textile factory, to

work as a seamstress. The job did not require language and computer skills, and she could start anytime. But this job was hard, and the salary was very low. She knows this because some of her friends were working there. She really does not want this job; but she did not know what to do...

Follow the instructions of the trainer.

Write down your proposed solution for Deniza's problem. Do not repeat the solutions proposed by other participants.

Discuss the suggested solutions. Think about which are better and which would be less successful.

22.2 Logic games

FOR THE TRAINER

The objective of the exercise is to stimulate problem-solving skills and logical thinking among the students.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the app Skillz – Logical Brain.

The game requires the use of perceptiveness, memory, attention, logic.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

FOR THE STUDENT

Please play the mobile app game: Skillz – Logical Brain, following the instructions by your trainer.

SESSION 23

23.1 Public presentation: Interview

FOR THE TRAINER

The exercise is a continuation of the sessions on public speaking.

In this exercise, the students are going to practice the STAR technique for formulating responses to interview questions.

The session should start with an explanation by the trainer on what the STAR technique is (description in the student section below) and how it is a useful tool for formulating concise answers to interview questions.

Then, the students are divided into groups of two (interviewers and interviewees). The roles can switch in another round of the exercise.

Then, the interviewers pose the questions, and the interviewees should provide answers following the STAR technique. The trainer can conduct the exercise with all the groups practicing the interviews at the same time, or the pair will practice one by one (this depends on the size of the group, since it is much more time consuming. However, it allows students to see other presentations and comment).

FOR THE STUDENT

The exercise is a continuation of the sessions on public speaking.

In this exercise, you are going to practice the STAR technique for formulating responses to interview questions.

The STAR technique is a useful tool for formulating responses to interview questions. It is applicable in a variety of contexts, from job interviews, to educational purposes.

The STAR method is a structured manner of responding to a behavioral-based interview question by discussing the specific situation, task, action, and result of the situation you are describing.

S – Situation: Describe the situation and the task that you needed to accomplish. You must describe a specific event or situation. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

T – Task: What goal were you working toward?

A – Action: Describe the actions you took to address the situation with an appropriate amount of detail and keep the focus on you. What specific steps did you take and what was your particular contribution? Be careful that you don't describe what the team or group did when talking about a project, but what you actually did.

R – Result: Describe the outcome of your actions and don't be shy about taking credit for your behavior. What was accomplished, and what did you learn?

Sample questions:

1. Tell me about a difficult decision you've made in the last year.
2. Tell me about a time when you used good judgment and logic to solve a problem.
3. Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
4. Give me an example of a time when you motivated others.
5. Describe a time when you anticipated potential problems and developed preventive measures.
6. Tell me about a time when you were able to use persuasion to successfully convince someone to see things your way.
7. Tell me about a time when you excelled at school in a particular subject.
8. Tell me about how you coped to finish a task under a tight deadline.

SESSION 24

24.1 Skills application: Role-play

FOR THE TRAINER

The aim of the exercise is to put into practice the skills the students have learned in the past sessions. The idea is to simulate a real-life problem, where they would have to use a combination of skills. This exercise requires the combination of several types of skills, such as ICT skills (Microsoft Office Word, Microsoft Office Excel, Email, Asana), literacy and numeracy skills, creative thinking, and problem-solving skills.

The students need to calculate the most efficient strategy for planning a trip. The exercise will test their logic and numeracy skills. An electronic calculator can be used as a tool for learning, as well as for performing calculations. Using a calculator for investigations and puzzles, which can be tedious by manual computation, can stimulate interest in numbers, number patterns and relationships, and can help to develop mathematical thinking. Students can also use an electronic calculator on their computers or smartphones or use Excel formulas.

The exercise should be as realistic as possible, so that the decision that students make are also grounded in reality. Students should be asked to verify issues online, such as the price of hotels, prices for transportation, cost of travel by car based on fuel expenditure, etc.

The students are provided with a series of information about the organization of the event.

The duration of the exercise is approximately 2 hours.

The students are divided into groups of 4-5. When working with larger groups, several groups consisting of 4-5 students can be formed. Then the groups are provided with two different scenarios. The groups working according to the first scenario will be organizing a business trip, while the other groups will be working in a travel agency. The trainer could develop additional scenarios and conduct several cycles of the exercise.

The students should be given 15 minutes to read the tasks they ought to complete, and to delegate responsibilities between the members of the groups.

The groups will work according to the scenarios provided in the student section below.

After the exercise the trainer should promote brief discussion about the difficulty of the tasks, specific challenges they encountered during the exercise, etc.

FOR THE STUDENT

In this exercise you are going to work together with your group on solving a problem. The problem is elaborated in Scenario 1 / Scenario 2 below. Follow the instructions and complete the exercise:

Scenario 1:

You are working in an NGO based in Skopje working on improving the social inclusion of Roma. You and your colleagues are organizing a three-day workshop for 15 youth workers from the region next week. You need to arrange travel, accommodation and meals for the duration of the workshop. Your total budget is 6000 EUR.

The participants are arriving from Tirana (4 participants), Thessaloniki (3 participants), Sofia (4 participants), Belgrade (2 participants) and Pristina (2 participants). The location of the workshop is Ohrid, Macedonia.

You need to complete the following tasks:

- Create a budget for accommodation, meals and travel in Microsoft Excel (calculate expense according to specific items and per person);
- Send the Excel spreadsheet via email to the travel agency (the other group). The email should be accompanied by a letter (prepared in Microsoft Word) explaining the general information about the activity, specific needs and details that should be considered in the planning process;
- Communicate the details of the arrangements with the travel agency via email;
- Review the proposals from the travel agency;
- Confirm the arrangements with the travel agency.

You and the members of your team are supposed to communicate and collaborate using Asana, the team and project management software.

Scenario 2:

You are working in a travel agency based in Skopje. You received an email from an NGO for the organization of travel and accommodation arrangements for a workshop that is going to be organized next week. They have sent you their budget and other details regarding their engagement. You and your colleagues need to arrange the travel and accommodation of the participants. To complete your task, you will need to:

- Search accommodation and meal prices in the desired period and at the selected location (using the Internet search), and select options which correspond to the budget provided by the client;

- Create a list in Microsoft Excel or Microsoft Word, providing details about each of the options you consider suitable, with relevant calculations about the overall price per items and per participants;
- Communicate the findings via email (as email attachment) to the clients, and if necessary, make necessary adjustments;
- Confirm the arrangements with the clients.

You and the members of your team are supposed to communicate and collaborate using Asana, the team and project management software.

In organizing the travel arrangements, you can combine different modes of transportation of the participants, in order to meet budget limitations.



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