

LESSON PLAN

Presented by: Adult Education Institution Dante

DISCOVER
& EMPOWER



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Introduction

In today's rapidly evolving labor market, young adults face an increasing number of challenges as they navigate the transition from education to employment. The DISCOVER & EMPOWER project is designed to address these challenges by providing innovative, engaging, and motivating educational resources tailored to the career counseling needs of young adults across Europe. Through a collaborative effort involving partners from six different countries, this project aims to create a comprehensive and supportive environment where young people can explore their career options, develop essential career management skills, and make informed decisions about their future paths.

At the heart of DISCOVER & EMPOWER is the commitment to fostering career adaptability and lifelong learning. By equipping young adults with the tools they need to understand the labor market, identify their strengths and interests, and take control of their career journeys, we can empower them to achieve long-term success and personal fulfillment. The project also seeks to bridge the gap between education and employment by providing accessible, high-quality educational materials, self-assessment tools, and learning modules that are aligned with current labor market trends and demands.

Additionally, the project recognizes the importance of sharing knowledge and best practices across borders. By leveraging the diverse backgrounds and experiences of the participating countries, DISCOVER & EMPOWER will enhance the skills of adult educators and career guidance professionals, enabling them to better support young adults in their career development. This exchange of ideas and strategies will contribute to the creation of a more inclusive and resilient European workforce, where individuals are better prepared to adapt to the demands of the digital age and the evolving job market.

The development of the **DISCOVER & EMPOWER Pool of Knowledge**, including career management skill modules represents a key outcome of this project.

Module 1: Self-awareness and Self-efficacy

Lesson 1: Understanding Self-awareness

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	Icebreaking activity: "Who Am I?" Participants pair up and introduce themselves by sharing a unique skill or trait they possess.	Plenary session	None
30	Theory presentation on self-awareness and self-efficacy, focusing on definitions and importance in career management.	Theory presentation	Presentation slides
20	Group activity: SWOT Analysis. Participants perform a SWOT analysis on themselves, identifying strengths, weaknesses, opportunities, and threats.	Group work	Pens, paper
10	Conclusion: Each participant shares one insight they gained from the SWOT analysis.	Plenary session	Flipchart

Module 1: Self-awareness and Self-efficacy

Lesson 2: Building Self-efficacy

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Confidence Booster." Participants share a recent achievement that made them feel confident.	Plenary session	None
30	Theory presentation on self-efficacy, including its definition, importance, and strategies to build it (e.g., setting small goals, seeking feedback).	Theory presentation	Presentation slides
20	Individual activity: Participants identify an area where they lack confidence and write a plan to improve their self-efficacy in that area, using techniques discussed.	Individual work	Pens, paper
10	Conclusion: Volunteers share their plans, and the facilitator offers feedback and encouragement.	Plenary session	Flipchart

Module 2: Problem-solving

Understanding the Problem-Solving Process

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>Icebreaking activity: 1-10 The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the icebreaking activity. There is an imaginary line on the floor running from one (representing number 1) to the other corner (representing number 10) of the room. The facilitator reads the following statements and the participants stand on the point that represents their level of agreement with the statement from 1 (= completely disagree) to 10 (= completely agree):</p> <ul style="list-style-type: none"> ● I am a morning person. ● I frequently participate in training workshops. ● I have experience in problem solving and now the basics of the concept ● I have heard about the Empower and discover project and can list its goals. <p>The facilitator asks a few participants to explain their selection and comments on the information provided.</p>	<p>Plenary session Discussion</p>	<p>List of questions Clear space to move about the room</p>
30	<p>Theory presentation on introduction to Problem Solving The facilitator gives an introduction and focuses on problem-solving as a skill, especially in a working environment.</p>	<p>Plenary session Theory presentation</p>	<p>Presentation 1.1.</p>

20	<p>Team assignment: Key points</p> <p>Divided into teams, participants have to write 4 key points they remember from the presentation, explain them, and give an example of how they apply it in everyday life.</p>	Team activity Discussion	Pens, paper
10	<p>Conclusion</p> <p>After 15 minutes, the facilitator encourages each team to share their conclusions with the other teams, asks additional questions and gives feedback.</p>	Theory presentation	Flipchart

Module 2: Problem-solving

Lesson 2 – Identifying Different Types of Problems in the Work Environment and Implementing/Evaluating Solutions

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>Icebreaking activity: Back-to-back</p> <p>The facilitator welcomes the participants, introduces the lesson topic, and gives instructions for the icebreaking activity: participants pair up with someone they do not know well. The pairs sit back-to-back so that they can't see each other. Each person should talk for 2 minutes about their experience with the topic of problems in the work environment and how to solve them.</p> <p>After 4 minutes, the participants should form a large circle and each participant should introduce their partner to the group and share what they learned about them.</p>	Plenary session	Chairs placed in a circle
20	<p>Presentation: Identifying Different Types of Problems in the Work Environment and Implementing/Evaluating Solutions</p> <p>The facilitator gives an introduction and focuses on techniques for</p>	Theory presentation	Presentation 1.2.

	solving problems in the work environment.	Plenary session	
30	<p>Group Brainstorming: Participants will be divided into small groups and presented with a workplace problem or scenario. Each group will engage in a brainstorming session to generate potential solutions for addressing the issue. They will use flipcharts and/or post-its to record ideas and collaborate effectively. The facilitator will encourage creativity and guide as needed.</p>	Group work	Pen, paper Word_1.2.
15	<p>Evaluation Participants are asked to reflect on the session using thumbs-up or thumbs-down gestures:</p> <ul style="list-style-type: none"> • I understand the types of problems in the workplace = Thumbs up • I do not understand the types of problems in the workplace = thumbs down • I'm not completely sure about the types of problems in the workplace= thumbs sideways <p>After selecting their gestures, participants give more information on why they chose their particular gesture. The facilitator checks what further support they'd need if they selected thumbs down or sideways.</p>	Plenary session	Pens, paper, post-its

Module 3: Planning and Organizing

Lesson 1: Effective Planning

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Plan Your Day." Participants outline a typical day in their life, highlighting how they plan their time.	Plenary session	None
30	Theory presentation on planning techniques, including prioritization and time management.	Theory presentation	Presentation slides
30	Group activity: Participants work in groups to create a weekly plan for a project, assigning tasks and deadlines.	Group work	Flipchart, markers
10	Conclusion: Groups present their plans, and the facilitator discusses strengths and areas for improvement.	Plenary session	Flipchart

Module 3: Planning and Organizing

Lesson 2: Organizing for Success

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Organize Your Space." Participants describe how they organize their workspace and why it works for them.	Plenary session	None
30	Theory presentation on organizational techniques, including tools and methods for maintaining an organized work environment..	Theory presentation	Presentation slides
20	Individual activity: Participants develop an action plan to organize their workspace or workflow more effectively.	Individual work	Pens, paper
10	Conclusion: Participants share their action plans, and the facilitator offers feedback and additional tips.	Plenary session	Flipchart

Module 4: Networking

Lesson 1 – Defining networking and its importance

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>Icebreaking activity: 1) Icebreaking activity: Speed date</p> <p>The facilitator welcomes the participants, introduces the lesson topic and gives instructions for the icebreaking activity.</p> <p>Participants sit in two concentric circles, facing each other. The participants have 2-3 minutes to present themselves and share how and why are they participating in this training and one thing that is most important for them to learn.</p> <p>After 2-3 minutes, the facilitator signals to the group that participants should change partners, e.g. the participants in the outer circle moving one seat to the right.</p> <p>After participants have talked to at least three people, the facilitator asks the participants to share whom they have talked to and their insights (e.g. similarities, differences, something interesting or surprising).</p>	Discussion	Whiteboard, marker

25	<p>Theory presentation: Exploring types of Networking Opportunities</p> <p>The facilitator will deliver a presentation exploring different types of networking opportunities</p>	Theory presentation	Presentation 3.1.
25	<p>Group Activity: Networking Simulation</p> <p>Participants will engage in a networking simulation activity where they will role-play various networking scenarios. Each group will be assigned a specific networking scenario and given roles to play. Participants will practice introducing themselves, exchanging contact information, engaging in meaningful conversations, and following up after the event. After the simulation, groups will gather to debrief and discuss their experiences, sharing insights and lessons learned from the activity.</p> <p>After the simulation, groups will gather to debrief and discuss their experiences, sharing insights and lessons learned from the activity.</p>	<p>Team activity</p> <p>Discussion</p> <p>Result presentation</p>	<p>Word - Role-playing guidelines</p> <p>Pens, paper</p>
10	<p>Evaluation</p> <p>Participants are asked to share the most and least interesting thing they heard in this lesson.</p> <p>The facilitator provides an opportunity for additional sharing of experience.</p>	<p>Plenary session</p> <p>Discussion</p>	Pens, paper,

Module 4: Networking

Lesson 2 – Types of Networking Opportunities

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>Warmer activity: Associations</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity. The facilitator throws a ball to one of the participants and gives them a term – networking events. Their task is to quickly say the first word that comes to mind. The activity continues until all participants have shared their words and associations.</p> <p>The facilitator comments on a few choices and asks the participants whether they had the same associations with the words, commenting that we have different perspectives and experiences related to the same concept.</p>	Discussion	Whiteboard, marker
25	<p>Theory presentation: Exploring Types of Networking Opportunities Development</p> <p>The facilitator will deliver a presentation exploring different types of networking opportunities. Key points covered will include: Explanation of different networking avenues such as social gatherings, professional events, industry conferences, online platforms, etc. Tips for maximizing networking effectiveness in different contexts.</p>	Theory presentation	Presentation 3.2.

25	<p>Team assignment: How to encourage networking The facilitator divides participants into smaller groups. The task is to present to other groups what are the advantages and challenges of networking for them. After 15 minutes, teams share their results, and the facilitator makes a conclusion about the exercise and whether there are similarities between the groups.</p>	Team activity Discussion Result presentation	Pens, paper
10	<p>Evaluation The facilitator asks the participants to list key ideas from the lesson and why they were important. The facilitator asks a few participants to share their ideas and comments.</p>	Plenary session Discussion	Pens, papers

Module 5: Goal Setting

Lesson 1: Introduction to Goal Setting

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Dream Big." Participants share a dream job or goal they have, helping to introduce the concept of goal setting.	Plenary session	None
25	Theory presentation on SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and their role in career management.	Theory presentation	Presentation slides
25	Individual activity: Participants draft a SMART goal related to their career and outline the steps needed to achieve it.	Individual work	Pens, paper
10	Conclusion: Volunteers share their SMART goals, and the facilitator provides feedback and guidance.	Plenary session	Flipchart

Module 5: Goal Setting

Lesson 2: Implementing and Monitoring Goals

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Who Am I?" Participants pair up and introduce themselves by sharing a unique skill or trait they possess.	Plenary session	None
30	Theory presentation on strategies for implementing and monitoring goals, including tracking progress and adjusting plans as needed..	Theory presentation	Presentation slides
20	Group activity: Participants discuss potential obstacles to achieving their goals and brainstorm strategies to overcome them.	Group work	Pens, paper
10	Conclusion: Groups share their strategies, and the facilitator summarizes key points and offers additional tips.	Plenary session	Flipchart

Module 6: Decision Making

Lesson 1: Making Effective Decisions

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Decision Dilemmas." Participants discuss a recent decision they had to make and the outcome, introducing the topic of decision making.	Plenary session	None
30	Theory presentation on decision-making models and techniques, such as the DECIDE model (Define, Establish, Consider, Identify, Develop, Evaluate).	Theory presentation	Presentation slides
20	Scenario analysis: Participants are given a work-related scenario and must use a decision-making model to determine the best course of action.	Scenario analysis: Participants are given a work-related scenario and must use a decision-making model to determine the best course of action.	Pens, paper
10	Conclusion: Groups share their decisions and reasoning, with facilitator feedback and discussion on alternative approaches.	Plenary session	Flipchart

Module 6: Decision Making

Lesson 2: Evaluating Decisions

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	Icebreaking activity: "Best and Worst Decisions." Participants share the best and worst decisions they've made and the outcomes.	Plenary session	None
30	Theory presentation on evaluating decisions, including methods for assessing outcomes and learning from mistakes.	Theory presentation	Presentation slides
20	Group activity: Participants review a case study of a decision made in a business context and evaluate its effectiveness using provided criteria.	Group work	Case study handouts, pens
10	Conclusion: Groups present their evaluations, and the facilitator summarizes lessons learned and best practices for future decision making.	Plenary session	Flipchart

Module 7: Communication

Lesson 1 – Understanding Communication Basics

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15	<p>Introductory activity: The facilitator introduces the lesson topic and gives instructions for the introductory activity: everybody has to give associations for the word <i>communication</i> and start writing it down on a whiteboard. A short discussion will be held after having written 5-8 associations. The main goal is to allow participants to think about the meaning of communication in an easy, relaxed way, what is their association with the word and how to define it. The facilitator can group certain words that are similar in a way.</p>	Discussion	Whiteboard, marker
20	<p>Theory presentation: Main Characteristics of Communication, Difference Between Verbal and Nonverbal, Importance of good working communication The facilitator will deliver a presentation covering the main characteristics of communication, the difference between verbal and nonverbal communication, and the importance of having good working communication. The presentation will highlight the significance of clear and effective communication in the workplace, the impact of nonverbal cues on communication, and the importance</p>	Theory presentation	Presentation 2.1.

	of professional online and real-life communication practices.		
35	<p>Team assignment: Communication styles Participants will be divided into small groups to discuss different communication styles. Each group can choose what kind of communication style to analyse: assertive, aggressive, passive, and passive-aggressive, and identify their characteristics, advantages, and disadvantages. They will also discuss situations where each style may be appropriate or ineffective. Groups will then present their findings and insights to the class.</p>	<p>Team activity</p> <p>Discussion</p>	<p>Pens, paper</p>
10	<p>Evaluation Participants are asked to share the most and least interesting thing they heard in this lesson.</p> <p>The facilitator provides an opportunity for additional sharing of experience.</p>	<p>Plenary session</p> <p>Discussion</p>	<p>Pens, papers</p>

Module 7: Communication

Lesson 2 – Verbal and non verbal communication

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>Warmer activity: This or that</p> <p>The facilitator welcomes the participants, introduces the lesson topic and starts the warmer activity.</p> <p>The facilitator goes through the list of options provided below and asks the participants to stand in the corner of the room (e.g. left or right) that represents their preference:</p> <ul style="list-style-type: none">• Night or morning?• Coffe or tea?• Education or experience?• Store-bought or homemade?• Car or bike?• Train or airplane?	Plenary session	List of options Clear space to move about the room

	<p>The facilitator asks a few participants to explain their selection. Depending on the (length of) participants' answers, the facilitator may leave out some of the listed options.</p>		
15	<p>Theory presentation on Understanding Verbal and Nonverbal Communication</p> <p>The facilitator briefly introduces what are the specifics of verbal and non-verbal communication.</p>	<p>Plenary session Presentation</p>	<p>PowerPoint Presentation 2.2.</p>
35	<p>Group activity: Analyzing Verbal and Nonverbal Cues in the work environment</p> <p>The facilitator divides the group into 3 teams (2-3 participants per team) and provided with scenario handouts. Each group will analyze the scenarios to identify both verbal and nonverbal cues exhibited by the individuals involved. They will discuss the impact of these cues on communication and how they may influence the outcome of the scenario. Groups will then present their analyses to the class using flipcharts.</p> <p>The facilitator will lead a concluding discussion summarizing key learnings from the lesson. Participants will have the opportunity to share insights gained from the group activity and ask any remaining questions.</p>	<p>Team activity</p>	<p>Pens, papers, Flipchart Word - Scenario handout</p>
15	<p>Evaluation</p> <p>In pairs, participants share two things they have learned during the session and then report to the whole group.</p> <p>The facilitator comments and thanks the participants.</p>	<p>Pair work Plenary session</p>	

Module 8: Adaptability

Lesson 1 – Definition of Adaptability and Its Importance

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>Warmer activity: The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with adaptability: How good are you in adapting in your work environment? What do you consider to be your biggest strengths and challenges when it comes to adapting?</p>	Discussion	Whiteboard, marker
25	<p>Theory presentation: Definition of Adaptability and Its Importance The instructor will deliver a presentation defining adaptability and explaining its importance in the workplace.</p>	Theory presentation	Presentation 4.1.
25	<p>Team assignment: Recognizing the need for adaptability Participants will engage in a group discussion to explore the importance of adaptability further. They will discuss: Common workplace scenarios that require adaptability. Personal experiences with adapting to change in the workplace. Strategies for recognizing the need for adaptability and overcoming resistance to change.</p>	Team activity Discussion Result presentation	Pens, paper

	After 15-20 minutes, teams share their experience, and the facilitator tries to find some similarities between their choices.		
15	<p>Evaluation</p> <p>Participants are asked to share 1 key information that they find most useful.</p> <p>The facilitator provides an opportunity for additional sharing of experience.</p>	<p>Plenary session</p> <p>Discussion</p>	<p>Pens, papers</p>

Module 8: Adaptability

Lesson 2 – Developing Resilience and Flexibility

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10	<p>Warmer activity: Previous experience</p> <p>The facilitator welcomes the participants, introduces the lesson topic and asks about their previous experience with external evaluators, final evaluation and certification.</p> <ul style="list-style-type: none"> • Have you had an experience with an external evaluator or being one? If yes, please give an example. • Have you ever participated in a final evaluation? If yes, please explain how. • Have you ever participated in a certification process? If yes, please explain how. 	Discussion	Whiteboard, marker
25	<p>Theory presentation Resilience-Building Strategies</p> <p>The facilitator delivers a presentation on resilience-building strategies.</p>	Theory presentation	Presentation 4.2.

30	<p>Team assignment: Adaptability Skills Workshop</p> <p>Participants will engage in a hands-on workshop focused on developing practical adaptability skills through interactive exercises and discussions. The workshop will be divided into several stations, each targeting different aspects of adaptability, such as problem-solving, flexibility, and resilience.</p> <p>At each station, participants will rotate through various activities designed to enhance specific adaptability skills.</p>	<p>Team activity</p> <p>Discussion</p>	<p>Pens, paper</p> <p>Space to move around</p>
10	<p>Evaluation</p> <p>The participants share with the group how confident they feel on a scale of 1-5 (1=least confident, 5=most confident) regarding the lesson.</p> <p>The facilitator comments and thanks the participants for their participation.</p>	<p>Plenary session</p> <p>Discussion</p>	<p>Pens, papers</p>

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