WOW-ME Toolkit

WOWME

Women on Work Market
Maximising Empowerment

Co-funded by the European Union

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1. Pre-Introduction

1.1. Authors

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1.2. Summary of the Project

WOW-ME is a European project focused on supporting women, especially those re-entering the labor market, minority women, and women who need digital upskilling, to strengthen their employability and improve their career opportunities.

The project brings together four partners from the Czech Republic, Spain, Slovakia, and Norway to share innovative approaches for career guidance, digital skills, storytelling, HR practices, and design thinking. Through transnational collaboration, the project aims to create practical tools that help women gain confidence, build essential competencies, and access better job opportunities.

This toolkit represents the **WOW-ME Toolkit**, developed in **Activity 2: Development of Toolkit Materials**. During this activity, each partner created a set of training resources based on their expertise and on the Learning, Teaching, Training Activities (LTTAs) held in each country:

1. **Czech Republic - Rovnovážka:** Digital skills & AI
2. **Spain - EA Consulting:** Narrative approaches & employer personas
3. **Slovakia - FutuReg:** HR strategies & labor-market readiness
4. **Norway - Norsensus:** Design thinking for employability

The development of these toolkits ensures that the project's innovative methods are accessible to both women learners and adult trainers. This toolkit was also created with secondary target groups in mind, including learners and trainers in non-formal education, as well as members of non-formal adult education organizations.

Each toolkit is structured in a clear and practical way, allowing trainers with different levels of experience to use the materials effectively.

During the WOW-ME project, the toolkits created in Activity 2 were applied in **Activity 3: National Testing & Training**, where partners delivered training sessions in their own countries. During this phase, each organization tested the toolkit with women from the project's primary target groups. These activities took place across four national contexts, the **Czech Republic, Spain, Slovakia, and Norway,** in-person, hybrid, and online, allowing the project to adapt the materials to diverse needs and collect valuable feedback.

Activity 3 supported the development of this toolkit, and included:

- Local training workshops using the toolkit materials
- Testing activities with women seeking to re-enter the job market
- Sessions for minority women and women with low digital skills
- Feedback collection to refine and improve the toolkit
- Collaboration with adult education providers and local communities

Through this process, the project ensures that the toolkit is not only theoretically sound but also practical, inclusive, and ready for long-term use in non-formal adult education.

1.3. WOW-ME Toolkit Objectives

Overall, the WOW-ME Toolkit aims to:

- Provide innovative, inclusive training materials for women's employability
- Promote digital skills, narrative competence, HR knowledge, and design thinking
- Equip women with practical tools to improve job-readiness and professional confidence
- Support adult educators with high-quality, ready-to-use non-formal methodology
- Strengthen women's access to meaningful career opportunities across Europe

This toolkit serves as a comprehensive resource for women and trainers, as well as secondary target groups, translating the project's methods into engaging, step-by-step learning experiences.

2. Methodology

2.1. Non-Formal Learning

The WOW-ME Toolkit is based on **non-formal learning**, an educational approach commonly used in youth work and adult learning. Non-formal education focuses on learning through experience, participation, reflection, and collaboration. It is flexible, learner-centered, and designed to meet the needs of diverse participants with different backgrounds, motivations, and skill levels.

WOW-ME applies the principles outlined by the **Association of Non-Formal Education**'s **Non-Formal Education guidelines**, which define non-formal learning, give helpful instructions on how to develop activities, and provide methods for non-formal learning.

This WOW-ME Toolkit is based on **non-formal learning approaches**, with the goal of actively encouraging participants, especially women re-entering the workforce, to learn by doing, through discussion, teamwork, experimentation, storytelling, and practical exercises connected to real-life situations such as job search, interviews, communication, and digital skills development.

Non-formal learning principles used in this toolkit include:

- Active participation and group interaction
- Learning through experience and reflection
- Flexible activities adaptable to different groups
- Emphasis on inclusion, empowerment, and confidence-building
- Safe learning environments where all perspectives are welcomed

This approach ensures that women not only gain new knowledge but also build confidence, self-awareness, and motivation to apply these skills in their professional lives.

2.2. Defining Learning Objectives

WOW-ME applies the model of the **Association of Non-Formal Education's Non-Formal Learning Objectives**.

Each activity in the WOW-ME Toolkit includes clear **learning objectives** describing:

- **Knowledge** → What participants will know
- **Skills** → What participants will be able to do
- **Attitudes** → What participants will feel, value, or consider

To define these objectives clearly and consistently, the project uses **Bloom's taxonomy of learning objectives**, adapted for non-formal education. This helps trainers understand the expected depth of learning, whether the activity aims for basic awareness or advanced application.

For example:

- In **knowledge**, the difference between "knowing a tool exists" and "using it independently."
- In **skills,** practicing with guidance vs. performing independently.
- In **attitudes**, recognizing a value vs. actively promoting it to others.

2.3. Bloom's Taxonomy Adapted for Non-Formal Learning

The version used in WOW-ME covers three learning domains, **cognitive (knowledge)**, **psychomotor (skills)**, and **affective (attitudes),** and organizes them into seven progressive levels.

This adapted model is widely used in youth and adult education and has been tested with different groups over several years.

Bloom's Adapted Taxonomy Used in WOW-ME

Level	Knowledge	Skills	Attitudes
1	Awareness	Observation	Realization
2	Comprehension	Exploration	Consideration
3	Application	Assisted practice	Imitation
4	Analysis	Independent practice	Preference
5	Synthesis	Routine practice	Self-identification
6	Evaluation	Problem solving	Advocacy
7	Transfer	Creative modification	Dissemination

This structure helps trainers plan activities with the right level of challenge and supports participants in progressing from basic understanding to practical application and, ultimately, independent use and advocacy.

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2.4. Types of Activities

Overview - Energizers & Main Activities

The WOW-ME Toolkit includes two types of activities:

1. **Energizers:** short warm-ups that activate attention, emotional readiness, and group cohesion.
2. **Main Activities:** the core learning experiences where participants explore the topic in depth through practical, experiential exercises.

Each Main Activity already contains its own Check-In and Mini-Energizer built into the 7-step structure.

However, the WOW-ME consortium strongly recommends opening every session with one dedicated Energizer before transitioning into the Main Activity.

This pairing supports emotional safety, engagement, and the non-formal learning flow.

While each Main Activity has a **Check-In** and **Mini-Energizer** built into the activity, the WOW-ME consortium recommends starting each session with one Energizer activity, before diving into the specific topic in more detail with the Main Activities.

1. Energizer

An Energizer is a short, engaging warm-up that prepares participants emotionally and mentally for learning. It activates attention, lowers stress, and creates a safe, open atmosphere, especially important for participants who may feel uncertain or self-critical during employability or personal development activities.

In WOW-ME, **Energizers:**

- Help participants arrive in the room (emotionally & mentally)
- Increase engagement, curiosity, and group cohesion, introduce the theme of the session in a light, non-personal, low-pressure way
- Provide early signals to trainers about the energy level, comprehension, or discomfort in the group
- Support psychological safety, aligning with our **Training Principles and Ethical Code of Conduct** (non-judgment, inclusion, low exposure).

2. Main Activity

The **Main Activity** is the central learning experience of the session. This is where participants explore the topic through hands-on practice, storytelling, scenario work, digital tools, and reflection.

In WOW-ME, **Main Activities**:

- Deliver the key knowledge, skills, and attitudes of the topic
- Focus on learning-by-doing through experiential methods

- Connect directly to real-life career and personal development contexts
- Build confidence through guided practice and reflection
- End with evaluation and a practical, empowering "reward."

While a Main Activity includes its own Check-In & Mini-Energizer, it is recommended to dedicate time to one full Energizer activity per session to ensure emotional readiness and a supportive group dynamic

2.5. Activity Structure

Activity Overview

Each activity contains an **Activity Overview** table that provides trainers with a quick, structured snapshot of each WOW-ME activity.

It allows trainers to understand, select, adapt, and facilitate activities efficiently, regardless of their experience level or delivery context.

The table combines pedagogical intent, learning outcomes, and practical logistics, ensuring that each activity is easy to understand at a glance, aligned with the WOW-ME methodology, and adaptable to different groups, formats, and timeframes.

Activity Overview Table - Field Descriptions

All **Activity Overview** tables provide the following information:

- **Activity Title:** The clear, recognizable name of the activity, to help trainers quickly identify the activity and its core theme.
- **Subtitle:** A short explanatory line describing what the activity focuses on or what participants will work on to add context and clarify the intention of the activity.
- **Pedagogical Details**
  - **Activity Goals & Overview:** Explains the purpose of the activity and what participants will do, and describes how the activity supports empowerment, employability, self-reflection, or skill development.
  - **Learning Outcomes:** Defines what participants gain from the activity, structured using the WOW-ME non-formal learning taxonomy (explained in
    - **Knowledge** – What participants become aware of or understand
    - **Skills** – What participants practice or develop through action
    - **Attitudes** – How participants' mindsets, confidence, or self-perception may shift
    - Learning outcomes are realistic, observable, and learner-centered.
- **Logistics & Setup**
  - **Focus:** Indicates the main thematic focus of the activity, aligning with the Activity Matrix.
  - **Edu Method:** Describes the educational method, which is non-formal education.
  - **Type of Activity:** All activities are non-formal activities.

- **Type of Skill (ESCO):** Specifies the key transversal or employability skills addressed, aligned with the ESCO Skills & Competences framework (e.g., Principles of Artificial Intelligence, Prepare for Job Interview).
- **Primary Target Group:** Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
- **Secondary Target Groups:** Lists additional groups for whom the activity may also be relevant, with minor adaptation.
- **Min–Max Number of Participants:** Indicates the recommended group size to ensure effective facilitation and engagement. All activities can be adapted to fit additional group sizes
- **Duration:** Shows the estimated total time required to deliver the activity, including reflection and evaluation.
- **Learning Format:** Specifies whether the activity is suitable for in-person or online delivery
- **Session Preparation:** Outlines what trainers need to prepare before the session, including:
  - **Required Materials**: Essential items needed to run the activity
  - **Optional Extras:** Enhancements that can enrich the experience
  - **Room Setup/Equipment:** Space, seating, or technical needs
  - **Other Prerequisites:** Any prior knowledge, preparation, or participant input required

Activity Instructions - 7 Steps of WOW-ME Activities

Each activity in the WOW-ME Toolkit follows a 7-step structure designed to support confidence-building, self-empowerment, and practical skill development.

This architecture is informed by non-formal learning, positive psychology, narrative identity work, and the trainer's own empowerment methodology.

As a result, trainers of different experience levels will be empowered to:

1. Meet participants where they are
2. Guide participants into each experience
3. Help them find meaning and support them in stepping forward.

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7 Steps Description & Purpose

Step	Description	Purpose for Trainers
1 Check-In & Mini-Energizer	A short warm-up inviting participants to arrive emotionally and mentally, using simple questions or movement.	Builds emotional safety, engagement, and group cohesion. Helps regulate stress and prepares participants for learning.
2 Main Activity Theory/ Background	A clear, accessible explanation of the topic or skill, using simple language and relatable examples.	Establishes a shared understanding so all learners feel included. Creates cognitive grounding before experiential work.
3 Check-In	A brief pause to check the energy in the room/online, engagement level, comprehension, and participant readiness while inviting initial reactions.	Ensures the group is attuned, surfaces questions early, and helps the trainer adapt the pacing and approach based on the group's energy and needs.
4 Main Activity Experience	The experiential core of the session where participants try, create, role-play, problem-solve, or apply skills.	Encourages learning-by-doing, builds confidence, and allows participants to embody skills rather than only discuss them.
5 Reflection	A guided moment to process the experience through journaling, sharing, or focused questions.	Transforms activity into insight. Supports emotional integration, self-awareness, and personal meaning-making.
6 Evaluation	Provides a simple 7-step yes/no evaluation to assess clarity, learning, and participant experience.	Captures participant progress, provides trainer feedback, and reinforces self-recognition and motivation.
7 Reward & Resources	A positive closing that offers participants a concrete, actionable tool, such as a tip, template, mindset shift, or small assignments, resume reviews, etc., that they can apply immediately in their job search or career development.	Ensures every activity ends with a tangible takeaway that supports employability, builds confidence, and encourages participants to continue applying the method beyond the session.

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2.6. How WOW-ME Applies This Methodology

Each WOW-ME Toolkit (Digital Skills, Narrative, HR, and Design Thinking) is built using the same methodological structure:

- Clear learning objectives aligned with Bloom's levels
- Step-by-step exercises that follow non-formal learning principles
- Practical tasks connected to real-life career situations
- Reflection moments that help internalize learning
- Activities suitable for trainers with any level of experience

This ensures consistency across all four national toolkits and supports women in developing both practical competencies and the mindset needed to re-enter and succeed in the job market.

2.7. Feedback

The WOW-ME Toolkit was developed through an iterative process informed by multiple layers of expertise. Its methodology incorporates feedback from an **external evaluator**, insights **from non-formal education professionals**, and **practical experience** gained from implementing similar methods in other EU-funded projects.

This collaborative review ensured that each activity is pedagogically sound, emotionally safe, and aligned with best practices in adult learning, empowerment training, and inclusive facilitation.

As a result, the toolkit reflects both academic rigor and real-world applicability across diverse learning environments.

3. Training Principles & Ethical Code of Conduct

The WOW-ME Toolkit is grounded in non-formal education, empowerment, and emotional safety. To ensure a supportive and effective learning environment, trainers should follow the principles and ethical guidelines below. These principles protect the dignity of all trainers and participants, maintain trust, and help trainers deliver the activities with care and professionalism.

3.1. Guideline 1. Trainers ideally work in pairs (Co-Facilitation)

Where possible, activities benefit from having two trainers supporting the group. Co-facilitation allows:

- One trainer (the "performer") to lead while the other observes group dynamics
- The other trainer (the "energy reader") to monitor the overall engagement and energy in the room

This enables quicker support for participants needing assistance and smoother management of timing and transitions. If only one trainer is present, additional care should be taken to monitor group needs closely.

3.2. Guideline 2. Trainers continuously read the energy in the room (or online space)

Trainers consistently observe the emotional and energetic atmosphere during the session. This includes:

- engagement levels
- signs of discomfort, stress, or fatigue
- enthusiasm, curiosity, or readiness to move forward

Adjustments to pacing, tone, grouping, or activity sequence should be made based on the group's energy. Effective training begins with meeting participants where they are.

3.3. Guideline 3. Trainers keep the environment engaging

The learning space should remain:

- active
- inclusive
- creative
- accessible to different participation styles.

Engagement does not require personal sharing. Instead, it encourages participation through options such as writing, movement, pair work, or silent reflection. Clear instructions and smooth transitions help maintain momentum and focus.

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3.4. Guideline 4. Trainers keep activities non-personal

Activities are intentionally designed to prevent emotional exposure. Trainers ensure that:

- Personal histories are not required
- Examples remain general, neutral, or fictional
- Participants never feel pressured to reveal sensitive information
- Skill-building stays at the center of the activity
- When participants choose to share their personal experiences, they are being met with respect and empathy.

This maintains emotional safety and makes the activities suitable for diverse groups.

3.5. Guideline 5. Trainers maintain a non-judgmental atmosphere

The learning environment reflects respect, neutrality, and psychological safety.

Trainers avoid:

- evaluating personal reactions
- making assumptions about participants
- comparing individuals
- correcting or dismissing feelings

All contributions, including silence, are treated as valid forms of participation. Participation is completely voluntary, and participants are free to engage at the level they prefer.

3.6. Guideline 6. Trainers uphold confidentiality and psychological safety

Although activities are non-personal, participants may still express emotions or insights. Trainers ensure that:

- Any shared reflections remain within the session
- Side comments between participants are discouraged
- Grounding or calming methods are offered when needed
- A wide range of emotional responses is normalized

Confidentiality supports trust and willingness to engage.

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3.7. Guideline 7. Trainers support autonomy and consent

Participation is always voluntary. Trainers ensure that:

- Participants may opt out at any time
- Alternative modes of participation are available
- No one is put on the spot
- Readiness is checked before moving into reflective sections

Autonomy strengthens empowerment, confidence, and respect.

It is recommended to include the following GDPR statement in sign-up sheets to ask participants for consent to participate.

GDPR & Privacy Statement

By signing this attendance sheet, I confirm that I have been informed about the purpose of the event and the data processing involved.

I agree that:

- My name and signature are collected solely for attendance tracking purposes.
- Photographs, video recordings, and materials created during the event may include my image, voice, or contributions.
- These materials may be used for dissemination and visibility purposes related to the project/event (reports, social media, websites, newsletters) in line with EU visibility rules.

I understand that:

- The data collected will be handled securely and stored in accordance with the GDPR (EU) 2016/679.
- I have the right to withdraw my consent at any time by contacting the organiser.
- I can request access to, correction, or deletion of my personal data by contacting the Data Controller at [the organization's name].

3.8. Guideline 8. Trainers promote inclusivity and accessibility

The learning environment supports all participants regardless of background or skill level. Trainers ensure:

- Clear, jargon-free communication
- Sensitivity to language differences
- A welcoming atmosphere for diverse identities and experiences
- Adjustments when digital or learning barriers appear
- Accessibility to learning space and material.

Inclusivity is essential for equal access to empowerment.

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4. Literature & Material

All Activities		
Activity	**Literature (Sources)**	**Material - Required for all activities**

All	• **Association of Non-Formal Education** - Association of Non-Formal Education Guidelines
	• **ESCO Skills & Competences** framework
		• **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant (recommended for taking notes)
		• **Reward** (Suggested in **7 Reward & Resources** of each activity)
		• **Evaluation Form:**
		  ○ **Google Forms:** WOW-ME Activity Evaluation Form - Template
		  ○ **Word Template:** WOW-ME Evaluation Questions Template
		  ○ **Printable PDF:** WOW-ME Evaluation Questions Template.p...
		• **Reliable Internet Connection & Access** (for online-based activities and AI-tool applications)
		Optional for all:
		• Calming background music to create a reflective atmosphere
		• Mentimeter (Mentimeter)

Module 1 - Czech Republic - Digital Skills & AI		
Activity	**Sources**	**Material (In addition to the material required for All Activities above)**

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Introduction to AI & Icebreaker: AI in Everyday Life	**Frank Pasquale** - The New Laws of Robotics: "Robotic systems and AI should complement professionals, not replace them".	**Presentation (PowerPoint/PDF):** • **PowerPoint:** Module 1 - Introduction to AI & Ice Breaker - AI i... • **PDF:** Module 1 - Introduction to AI & Ice Breaker - AI i... **In person:** • Projector to view the Presentation/printed handout • Projector or whiteboard to capture participant examples.
Hands-On AI for Your Career	**Robert Greene** - Mastery (2012): "The future belongs to those who learn more skills and combine them in creative ways."	**Access to AI Tools:** • Text AI: ChatGPT/Gemini (Google)/Claude (Anthropic) • Free Image AI: Craiyon/DALL·E • Notebook AI NotebookLM (Google)/Notion (with AI assistant) • Canva (with Magic Write & AI tools) **In person:** Flip chart/Miro/Mentimeter for a learner-created list of AI tools (Energizer)
Digital Check-In & Icebreaker	**Frank Pasquale** - New Laws of Robotics: "Robotic systems and AI should complement professionals, not replace them."	**In person:** Flipchart/Whiteboard & markers
Digital Well-being & Minimalism	**Anne Lamott** - Bird by Bird: "Almost everything will work again if you unplug it for a few minutes, including you."	**Emotion Circle** (printed or editable online versions): Module 1 - Digital Wellbeing & Minimalism - Emoti...
Module 2 - Spain - Narrative & Employer Personas		

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Activity	Sources	Material (In addition to the material required for All Activities above)
My Inner Doorway with Yarn of Physical Connection	• **Carl Gustav Jung** - Man and His Symbols • **Miguel de Cervantes** - Don Quixote: "Where one door is shut, another is opened."	• **Yarn or string ball:** Different colors (cut into equal lengths or as per group size) • **Cards with door images:** various designs representing emotions, life stages, and states of mind
Expanding Energy and Removing Barriers	• **Psychology Today** - How Visualization Can Benefit Your Well-Being • **Biomedicines** - Neurobiological Changes Induced by Mindfulness and Meditation • **Cognition and Emotion** - Approaching awe, a moral, spiritual, and aesthetic emotion • **Maya Angelou** - Letter to my Daughter: "Nothing can dim the light which shines from within."	None required apart from Material - Required for all activities (listed above)
Archetype Personality Test	• **Carl Gustav Jung** - Man and His Symbols • **Caroline Myss** - Gallery of Archetypes: "Every archetype has a positive expression or light side and a negative expression or shadow side. The shadow side may be an unknown part that is not understood, a fear-based aspect that has yet to be integrated.'	**Free Jungian Archetype Quiz** (English, Czech, Spanish, Slovakian & Norwegian)
Understanding Employer Personas	**John F. Kennedy**: "Leadership and learning are indispensable to each other."	Module 2 - Understanding Employer Personas - Th... (printed or digital)
Collecting the Bones	**Clarissa Pinkola Estés** - Women Who Run With the Wolves - **Maya Angelou:** "I am grateful to Women Who Run With the Wolves and to Dr.	• Wild Woman Archetype Description: Module 2 - Collecting the Bones - Wild Woma... - Audible

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	Clarissa Pinkola Estés. The work shows the reader how glorious it is to be daring, to be caring, and to be a woman. Everyone who can read should read this book."	• Access to AI tools for Participants (Gemini, ChatGPT, Lovart.AI)
The Hero's Journey	**The Hero's Journey** - Wikipedia **Joseph Campbell** - The Hero's Journey: "The journey of the hero is about the courage to seek the depths; the image of creative rebirth; the eternal cycle of change within us; the uncanny discovery that the seeker is the mystery which the seeker seeks to know."	The Heroine's Journey Printout/PDF/Link - **The Hero's Journey** - Wikipedia/The Hero's Journey - Wikipedia.png
My Future Self	**Eleanor Roosevelt** - Future Self: "The future belongs to those who believe in the beauty of their dreams".	None required apart from Material - Required for all activities (listed above)
Build Your StoryBrand Narrative	**Donald Miller** - Building a StoryBrand: "When we position our customer as the hero and ourselves as the guide, we will be recognized as a trusted resource to help them overcome their challenges. Positioning the customer as the hero in the story is more than just good manners; it's also good business".	Donald Miller's "Building a Story Brand" Framework (projected/online/printed): Module 2 - Build Your StoryBrand Narrative - Story... • https://brand-blueprint.ea.consulting/
Module 3 - Slovakia - HR Career Coaching		
Activity	**Sources**	**Material (In addition to the material required for All Activities above)**
Inner Colors	**John Ruskin** - The Stones of Venice: "The purest and most thoughtful minds are those which love color the most."	• **Painting/Drawing materials:** Coloring pens, pencils, scissors, painting materials, colored paper (2 cm x 5 cm strips, cut from A4 sheets) • **Paper** to paint on

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		• **Paper/cards** (with door illustrations - optional variation) • **Color theory card** (prepared by trainer, Source)
Looking for a Superhero	**Nora Ephron**: "Above all, be the heroine of your own life, not the victim."	**Handout** Module 3 - Looking for a Superhero - Jungian Arc...
The Future Is in Your Hands	**Immanuel Kant**: "The hand is the visible part of the brain."	• **Art Canva logo** design created by the trainer (flower) • **Pens, pencils, scissors** • **Paper** for drawing and coloring
Discovering HR Strategies	**Mark Twain**: "Find a job you enjoy doing, and you will never have to work a day in your life."	• **A4 paper and pens/markers** (for the hand-tracing activity) • **Online adaptation:** Participants may use materials available at home to draw their hands, take a photo of their hand, or digitally create a hand outline (e.g., drawing tool or AI-generated image) and annotate it in a document.
FUTURE-SKILL Your Career	**Joseph Campbell**: "The privilege of a lifetime is to become who you truly are."	• **Statistical and economic data** (country- or sector-specific) • **DISC Personality Type Handout:** Module 3 - FUTURE-SKILL Your Career - DISC Per... • **AI Personality Test:** 123Test DISC Personality Test
STAR Method - Storytelling Journey	**Hero's Journey Overview** ○ Call to Adventure - "Help me, Obi-Wan Kenobi. You're my only hope." ○ Supernatural Aid - "The Force will be with you. Always."	None required apart from Material - Required for all activities (listed above)

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	Steve Jobs: "The most powerful person in the world is the storyteller."	
IKIGAI - Practical Storytelling	**Howard Thurman**: "Don't ask yourself what the world needs. Ask yourself what makes you come alive, and go do that."	• **IKIGAI Personality Test:** IKIGAI Personality Test • **IKIGAI Handout:** Module 3 - IKIGAI - Practical Storytelling.pdf
GROW Coaching Method	**Peter Drucker**: "The best way to predict the future is to create it."	• Participants' CVs and/or social media profiles • Worksheets with GROW coaching questions developed by the trainer
Module 4 - Norway - Design Thinking for Employability		
Activity	**Sources**	**Material (In addition to the material required for All Activities above)**
Treasure Hunt for Women's Empowerment	**Michelle Obama**: "There is no limit to what we, as women, can accomplish."	**Install Scavenger Hunting App:** • **Recommended:** Deckle App (free unlimited participants, recommended) • **Other Options:** Actionbound (plans available), GooseChase (free basic plan, app-based missions, photo/video upload), Navicup (free up to 10 users only, for smaller groups) **Set up a Scavenger Hunt for Women's Empowerment** **Other Material Needed:** • Smartphones with the selected app installed and Wi-Fi access (at least one device per group) • Comfortable shoes suitable for walking in the city
Introduction to Design Thinking & Empathy Mapping	**Mohsin Hamid**: "Empathy is about finding echoes of another person in yourself."	**Digital/Printed Design Thinking Introduction & Empathy Map** • Module 4 - Introduction to Design Thinking & E... • Module 4 - Introduction to Design Thinking & E...

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Empowering Women through Design Thinking, Storytelling & Social Entrepreneurship	**Stephen R. Covey**: "Seek first to understand, then to be understood."	**Digital/Printed Storytelling Structure & Empathy Map** • **WOW-ME Worksheet:** Module 4 - Empowering Women through Desig... • **Empathy Map** developed in the previous activity (Introduction to Design Thinking & Empathy Mapping)

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5. Evaluation Questions

Please take a moment to answer a few short questions about this activity.
Your responses are anonymous and help us improve future sessions.
Thank you for your time and participation.

Question	Yes	No
1. Did you learn something?	○	○
2. Was this activity transformative?	○	○
3. Did you understand the information?	○	○
4. Does this contribute to your mission?/Do you feel empowered?	○	○
5. Will this knowledge/skill improve your life?	○	○
6. Did you enjoy the activity?	○	○
7. Was your question answered?	○	○

Is there anything else you would like to share with our team?

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6. Activity Matrix

6.1. Overview

The WOW-ME Activity Matrix is a simple tool that helps trainers plan their sessions quickly and consistently across the four thematic areas: Digital Skills (CZ), Narrative & Employer Personas (ES), HR Career Coaching (SK), and Design Thinking (NO). The matrix shows which Energizers and Main Activities belong together, and how long each combination takes. It also helps trainers adapt sessions depending on time, group needs, and the level of participant experience. The matrix already shows the duration and structure of each activity. Trainers only need to keep a few additional principles in mind to use it effectively:

1. Start Every Session With an Energizer

Even though Main Activities include a Check-In and Mini-Energizer, each session should begin with a dedicated Energizer.
This prepares participants emotionally, builds safety, and increases engagement before moving into the topic.

2. Choose Activities Based on the Topic You Want to Explore

Each activity in the matrix supports a specific competence area - Digital Skills, Narrative, HR Coaching, or Design Thinking.
Select the Energizer and Main Activity that best match the topic or theme you want to focus on that day.
This ensures thematic consistency and a meaningful learning flow.

3. Use the "Pick One / Pick Two / Pick All" Instruction to Plan Timing

The matrix indicates whether trainers should:

- Pick one Main Activity
- Pick two shorter Main Activities
- or complete all when more time is available

This allows you to adapt the session length without compromising the learning experience.

4. Think in Terms of Learning Outcomes, Not Layout

Use the matrix as a quick guide by asking:

- What skill or message do I want participants to walk away with?
- Which Main Activity delivers that outcome best?
- Which Energizer supports that learning atmosphere?

This keeps the planning focused on competence development rather than the structure of the table.

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6.2. Matrix 1 - Czech Republic - Digital Skills & AI

Topic	Type of Activities	Duration
Digital Skills (1.5h)	**Energizer (pick all):** Introduction to AI & Icebreaker: AI in Everyday Life	34-59 minutes
	Main Activity (pick all) Hands-On AI for Your Career	65-82 minutes
Digital Well-being Tips And Tricks How To Stay Sane And Healthy in the Digital World (1.5h)	**Energizer (pick all)** Digital Check-In & Icebreaker	29-44 minutes
	Main Activity (pick all) Digital Well-being & Minimalism	55-70 minutes

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6.2. Matrix 2 - Spain - Narrative & Employer Personas

Topic	Type of Activities	Duration
Archetypes / Employer Personas (1.5h)	**Energizers (pick one, use the other one for Narrative/StoryBrand):** My Inner Doorway with Yarn of Physical Connection Expanding Energy and Removing Barriers	 20-31 minutes 25-38 minutes
	Main Activities (pick 1-2): Archetype Personality Test Understanding Employer Personas Collecting the Bones - Psycho-Archeological Connection to the Wild Woman Archetype	 31-49 minutes 43-63 minutes 40-60 minutes
Narrative / StoryBrand (1.5h)	**Energizers (pick one, use the other one for Archetypes/Employer Personas):** My Inner Doorway with Yarn of Physical Connection Expanding Energy and Removing Barriers	 20-31 minutes 25-38 minutes
	Main Activities (Narrative, pick one): The Hero's Journey My Future Self	 30-49 minutes 34-52 minutes
	Main Activities (StoryBrand, pick all): Build Your StoryBrand Narrative	 44-66 minutes

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6.3. Matrix 3 - Slovakia - HR Career Coaching

Topic	Type of Activities	Duration
Personal Development (1.5h)	**Energizer (pick one, use the other one for HR Strategies)** Inner Colors Looking for a Superhero	 40-55 minutes 45-60 minutes
	Main Activities (pick 1-2) The Future Is in Your Hands (Inner Colors recommended as Energizer) Discovering HR Strategies FUTURE-SKILL Your Career	 34-53 minutes 35-50 minutes 33-55 minutes
HR Strategies (1.5h)	**Energizers (pick one, use the other one for Personal Development)** Inner Colors Looking for a Superhero	 40-55 minutes 45-60 minutes
	Main Activities (pick 1-2 - two if the activities are kept short) STAR Method - Storytelling Journey IKIGAI - Practical Storytelling GROW Coaching Method	 32-53 minutes 53-67 minutes 36-50 minutes

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6.4. Matrix 4 - Norway - Design Thinking for Employability

Topic	Type of Activities	Duration
Design Thinking & Empathy Mapping for Employment Opportunities (3h)	**Energizer & Main Activity (pick all)** Treasure Hunt For Women's Empowerment	73-100 minutes
	Main Activity (pick all) Introduction to Design Thinking & Empathy Mapping	53-66 minutes
	Main Activity (pick all) Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship	40-50 minutes

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7. Activities

Czech Republic - Digital Skills & AI

Digital Skills

Introduction to AI & Icebreaker: AI in Everyday Life

Activity Overview

Activity Title: Introduction to AI & Icebreaker: AI in Everyday Life **Subtitle:** Defining AI and Recognizing Its Role in Daily Life and Industry	ROVNOVÁŽKA	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup
Activity Goals & Overview: • Participants can explain artificial intelligence in simple terms and recognize examples of AI in everyday life and work contexts. • Participants can name examples of AI tools that may support job-search or application-related tasks. • Participants begin engaging with the concept of AI in a non-intimidating and relatable way. **Learning Outcomes:** • **Knowledge:**	**Focus:** Digital Skills **Edu Method:** Non-Formal Activity **Type of Activity**: Energizer **Type of Skill (ESCO):** Teaching digital literacy, Principles of artificial intelligence, Communication, Have computer literacy, Data protection **Primary Target Group:** Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Members of non-formal adult education organizations**

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- **Awareness:** Recognize what Artificial Intelligence is and where it appears in everyday life and work contexts.
- **Comprehension:** Understand common examples of AI use in daily activities, digital services, and professional environments.
- **Application:** Identify basic ways AI tools can be used to support job search and application processes.

- **Skills:**
  - **Observation:** Observe examples of AI use in everyday tools, digital platforms, and workplace scenarios.
  - **Exploration:** Explore basic AI tools through guided experimentation and group activities.
  - **Routine Practice:** Use AI tools with guidance to perform simple tasks related to information search or job applications.
- **Attitudes:**
  - **Realization:** Become aware of both opportunities and limitations associated with AI use.
  - **Consideration:** Show openness to exploring the use of AI in learning, work, and job-related contexts.
  - **Preference:** Value responsible, ethical, and supportive use of AI as a complement to human skills.

Trainers in non-formal adult education

Min-Max Number of Participants: 4-15

Duration: 34-59 minutes

Learning Format: In-Person Online

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Presentation (PowerPoint/PDF):**
    - **PowerPoint:**
      Module 1 - Introduction to AI & Ice Breaker - AI in Everyd...
    - **PDF:**
      Module 1 - Introduction to AI & Ice Breaker - AI in Everyd...
  - **In person:**
    - Projector to view the Presentation/printed handout
    - Projector or whiteboard to capture participant examples.
- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
- **Room Setup/Equipment:**
  - Chairs in a circle or semi-circle to encourage discussion.
  - Set up a projector and/or whiteboard.
- **Other Prerequisites:**

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	○ Basic computer literacy

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Activity Instructions

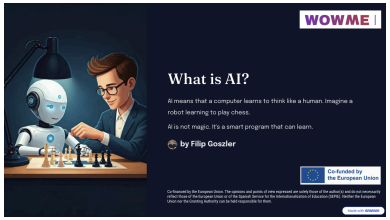
Topic: Introduction to AI & Icebreaker: AI in Everyday Life - Defining AI and Recognizing Its Role in Daily Life and Industry

Goal / Expected Outcome:

- Participants can explain AI in simple terms and provide examples of AI tools that can be used for job applications.
- Participants begin engaging with the concept of AI in a non-intimidating, relatable way.

Benefits:

- Builds confidence in discussing AI concepts.
- Helps trainers assess participants' starting knowledge.
- Establishes real-life relevance of AI to participants' contexts.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants:** *"Welcome! Today, we'll explore what Artificial Intelligence is and how it shows up in people's lives."* **2. Ask:** *"What's the first thing that comes to people's minds when they hear the word Artificial Intelligence?" (Go around quickly.)* **Optional:** Show the first slide, *"What is AI?"* to spark the conversation. Participants can comment before sharing ideas.	2-3 min	**Goal:** Open conversation and gauge familiarity. **Material:** Module 1 - AI in Everyda... - Slide 1 Module 1 - Introduction ... - Page 1 
2 Main Activity Theory/ Background	**1. Prepare:** If not yet on the projector, prepare the PowerPoint presentation Module 1 - AI in Everyday Life - What is AI? or PDF (online/handout): Module 1 - Introduction to AI & Ice Breaker - AI in Everyday Life - What is ...	10-15 min	**Goal:** Link the AI concept to real experiences.

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	2. Present: Present the following information about AI so that participants understand the importance and potential of AI for people's lives. **3. Say:** *"Let's start with looking at why AI matters today. Everyone encounters AI in their daily lives. In 2025, almost 80% of businesses used AI. This percentage was only 55% in 2024 (Source)."* **Presentation -** Module 1 - AI in Everyday Life - What is AI? / Module 1 - Introduction to AI & Ice Breaker - AI in Everyday Life - What is ... - Part 1 **4. Slide 2: How does AI work?** **Say:** • *"AI needs a lot of **data**. The more data it gets, the smarter it becomes.* • ***Algorithms** are like recipes - they tell AI how to process data and make sense of it.* • *AI **learns** from examples, just like a child learns to speak by hearing others."* • **Ask participants:** *"Where can people see technology improve their lives the more they use it? How do people benefit from AI in their daily lives? (Examples: Google, Maps, Netflix, or a phone's predictive text.)"* (Give participants 1-3 minutes to answer voluntarily.) **5. Slide 3: AI in action!** **Say:** *"AI already supports people in many ways:* • *Smartphones - AI recognizes people's faces and voices* • *Autonomous cars - AI learns how to drive.* • *Healthcare - AI helps doctors diagnose diseases more accurately.* • *Banking -AI detects fraud and can help protect people's money."* **4. Slide 4 - What can't AI do? (Limitations & pitfalls)** **Say:** *"AI also has limits:* • *Ethical issues - misuse of data or replacing human jobs.*		**Material:** Module 1 - AI in Everyda... - Slide 1 Module 1 - Introduction ... - Page 1

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	• *Bias - AI can be biased if its data is biased.* • *Errors - it isn't perfect; it needs enough quality data.* • *Human supervision - AI still needs people to teach and guide it."* **5. Slide 5 - The future of AI** **Say:** *"In the future, AI will be:* • *Smarter and more useful* • *Helping with disease and climate change* • *Becoming a normal part of everyday life* • *With an emphasis on ethics and safety."*		
3 Check-In	**1. Ask:** • *"In what ways do people already use AI to make everyday tasks easier?"* • *"Which AI tools do people commonly use?"* 2. Write a few participant answers on the board or chat (online). (Give all students a chance to answer)	3-4 min	**Goal:** Encourage group participation without pressure to share personal stories.
4 Main Activity Experience	**Part 1 - How AI & Humans can collaborate** Presentation - Module 1 - AI in Everyday Life - What is AI? / Module 1 - Introduction to AI & Ice Breaker - AI in Everyday Life - What is ... - Part 2 **1. Say:** *"AI is a smart helper, not the master of the world.* *The future lies in human-AI collaboration.* *AI is a tool for good, but it depends on how people use it.* *Everyone can learn how to use AI properly."* **Part 2 - AI in Daily Life & Work** **2. Ask:** *"Where do people most often come across AI? In workplaces, homes, or online? How does AI help?"*	10-20 min	**Goal:** Link the AI concept to real experiences. **Material (Optional)** Module 1 - AI in Everyda... Module 1 - Introduction ...

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	2. Give them 1-2 minutes to think. **3. Invite shares**, categorize responses on board/flipchart (e.g., image generation, speech recognition, etc.) **4. Summarize and categorize examples** (e.g., entertainment, customer service, healthcare). *"Thank you for sharing these examples today! Let's look a bit into the most popular and used AI tools today".* **5. Present Slide 7 - The best chat AI tools of today** *"Right now, some of the most popular AI tools are:* • *ChatGPT (OpenAI)* • *Gemini (Google)* • *Claude (Anthropic)* • *Perplexity* • *NotebookLM (Google)"* More tools can be added according to the use and familiarity of the instructor. **6. Present Slide 8 - Other useful sources** *"For everyone who would like to explore more, here are some great resources:* *There's an AI for That* • *Fireflies.ai* • *Gamma.app* • *Canva.com* • *NotebookLM"* **Part 3 - Fun AI Tryout**		

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	1. Say: *"Now that we've talked about AI, let's actually try one tool ourselves. Pick one AI tool - text, image, or audio - and see what it can do in 2 minutes."* 2. Options to try (pick what fits your group's access & comfort): • *Text AI → Gemini/ChatGPT (e.g., ask it for a recipe or CV tip).* • *Image AI → Canva's AI image generator, DALL·E (create a fun image).* • *Audio AI → Fireflies.ai demo, or voice-to-text on their phone.* • *Discovery → "There's an AI for That" (browse and choose a tool).* 3. Set a playful challenge. Say: *"Ask the AI tool a silly question or a practical one related to job searching. Then choose the most surprising, amusing, or useful answer and share it with the group."* Group sharing (2-3 people only to save time). Ensure that the environment in the group is free of judgment and keep the conversation away from personal judgment.		
5 Reflection	**1. Appreciative Inquiry: Ask:** • *"How could AI change jobs in the future?"* • *"Which areas of people's daily life might benefit most from AI?"* • *"What are some challenges people might face when adopting AI, and how can they be solved?"* Give all volunteers a chance to answer.	5-8 min	**Goal:** Encourage personal connection to the topic. **Tip:** Ensure the focus is on positives and opportunities, and when talking about challenges, focus on solutions.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results.

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	3. Did you understand the information? *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		**Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"The reward of today's session is this new awareness of how AI can enhance people's professional journey and future opportunities."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. ● AI literacy resource ● Free AI tool access ● Link to lists of AI tools and what they are used for **3. End with a Quote. Say:** *"I would like to end this activity with the following quote from The New Laws of Robotics by Frank Pasquale: 'Robotic systems and AI should complement professionals, not replace them."*	1-4 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Digital Skills

Hands-On AI for Your Career

Activity Overview

Activity Title: Hands-On AI for Your Career **Subtitle:** Smart Applications: Applying AI to Apply for Jobs	ROVNOVÁŽKA	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Provide practical, hands-on experience with different AI tools for job applications.
• Equip participants with the ability to identify use cases in professional or personal contexts.
• Build digital literacy and confidence in adapting to AI technologies.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize how artificial intelligence tools are used in job-search and employability contexts.
  ○ **Comprehension:** Understand different categories of AI tools (text, image, organization, design) and their typical applications in career-related tasks.
	Focus: Digital Skills
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Teach Digital Literacy, Principles of Artificial Intelligence, Prepare for Job Interview

	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Trainers in non-formal adult education** **Members of non-formal adult education organizations** **Min-Max Number of Participants:** 4-15
	Duration: 65-82 min
	Learning Format: In-Person Online

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- **Application:** Identify appropriate use cases for AI in job applications, including benefits, limitations, and ethical considerations such as data protection and bias.

- **Skills:**
  - **Exploration:** Explore multiple AI tools through guided experimentation to support writing, design, and job-search organization tasks.
  - **Assisted practice:** Apply AI tools with guidance to produce concrete outputs such as CV content, cover-letter drafts, visuals, or job-tracking systems.
  - **Problem solving:** Adjust, refine, and improve AI-generated outputs by identifying errors, inconsistencies, or mismatches with job requirements.
- **Attitudes:**
  - **Realization:** Acknowledge that AI can support job-search processes while still requiring human judgment, creativity, and decision-making.
  - **Consideration:** Show openness to using AI tools responsibly and critically, including awareness of ethical use, data protection, and accuracy.
  - **Preference:** Value responsible, transparent, and purposeful AI use as a complement to human skills in career development.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Access to selected AI tools** (free or trial accounts):
    - Text AI: ChatGPT/Gemini (Google)/Claude (Anthropic)
    - Free Image AI: Craiyon/DALL·E
    - Notebook AI NotebookLM (Google)/Notion (with AI assistant)
    - Canva (with Magic Write & AI tools)
  - **In person:** Flip chart/Miro/Mentimeter for a learner-created list of AI tools (Energizer)
- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
  - Printed/digital slides on AI concepts and tools
  - Projector & screen for live demonstration
  - Quick reference sheet of AI commands/features
  - Printer for a list of AI tools developed by learners (print at the end of the activity)
- **Room Setup/Equipment:**
  - Tables/chairs for group work
  - Ensure a reliable Internet connection
  - Power outlets for devices

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Activity Instructions

Topic: Hands-On AI for Your Career - Smart Applications: Applying AI to Apply for Jobs

Goal / Expected Outcome:

- Enable hands-on use of at least one AI tool to complete a concrete, career-related task.
- Support the identification of practical AI use cases in professional and everyday work contexts.
- Build awareness of ethical, data protection, and responsibility considerations when using AI in job applications.

Benefits:

- Strengthens employability through the development of practical digital and AI-related competences.
- Enhances productivity and creativity by demonstrating how AI can support writing, design, and organization tasks.
- Encourages informed and critical reflection on the role of AI in work, career development, and society.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants:** *"Now, we'll explore how AI can support people's job applications - from writing to visuals."* **2. Ask:** *"When people prepare job applications, what tends to be the most challenging part? Writing, design, or organization?"* (Learners take 1-2 minutes to respond.) **3. Say:** *"Let's now all share one or more AI tools people could explore for job applications."* (Learners write down the AI tools into flip charts/Miro/chat.)	3-5 min	**Goal:** Establish relevance from the start. **Materials:** Miro/Flip charts (Only view link: Miro Edit link/Mentimeter)) **Online:** Instead of Miro, participants could also type the answers into the group chat. **Tip:** Keep the pace brisk so it does not take away from the main activity time.

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2 Main Activity Theory/ Background	**1. Say:** *"Great! Thank you so much for sharing these tools. Now, let's talk about specific AI tools that can be very useful for job applications."* **Tool 1 - Text AI (ChatGPT/Gemini/Claude):** **2. Introduce Text AI Tools:** *"Text AI tools can help people write or refine resumes and cover letters."* • ChatGPT (OpenAI): https://chat.openai.com • Gemini (Google): https://gemini.google.com • Claude (Anthropic): https://claude.ai **3. Ask:** *"What other text AI tools could be helpful for cover resumes and letters?"* **4. Collect more ideas** (either flip chart/Miro/Whiteboard). **Tool 2 - Free Image AI (Craiyon/DALL·E)** **1. Introduce Free Image AI:** *"Image AI tools can help with creating visuals for LinkedIn banners, CV icons, or simple graphics."* • Craiyon (free, simple): https://www.craiyon.com • DALL·E (by OpenAI, integrated with ChatGPT): https://openai.com/dall-e **2. Ask:** *"What other free image AI tools could be helpful for creating visuals for job applications and profiles linked to jobs?"* **3. Collect more ideas** (either flip chart/Miro/Whiteboard). **Tool 3 - Notebook AI (NotebookLM or Notion)** **1. Introduce Notebook AI tools:** *"Notebook AI tools can help organize people's job search and ideas."* • NotebookLM (Google): https://notebooklm.google • Notion (with AI assistant): https://www.notion.so/product/ai **2. Ask:** *"What other free notebook AI tools could help organize people's job search and ideas?"* **3. Collect more ideas** (either flip chart/Miro/Whiteboard).	10-12 min	**Goal:** Build context before hands-on work. **Materials:** List of AI tools shared by learners in the energizer (flip chart/Miro/chat) Optional: Whiteboard **Tips:** • For each of these tools, add the tools learners mentioned in the energizer to include their ideas and AI tools they already know. • Try to keep it non-formal, avoid lecture style - invite participants to link examples mentioned or new examples.

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	<u>Tool 4 - Canva AI (Design)</u> **1. Introduce Canva AI (or other design tools):** *"Canva with AI can design resumes, flyers, or presentations."* • Canva (with Magic Write & AI tools): https://www.canva.com/ai-tools/ **2. Ask:** *"What other design tools could help with creating resumes, flyers, and presentations?"* **3. Collect more ideas** (either flip chart/Miro/Whiteboard).		
3 Check-In	**1. Ask:** *"Which of these tools would help people the most with job applications right now?"* 2. Quick response method: Participants vote by raising their hands or giving thumbs-up. **3. Adaptations:** Note which tools get the most interest; use these in the next step.	1-3 min	**Goal:** Ensure relevance and engagement.
4 Main Activity Experience	1. According to the tools provided in **2 Main Activity Theory/ Background,** students apply them for job applications: **<u>Tool 1 - Text AI - ChatGPT/Gemini/Claude (10-12 min):</u>** **1. Demo. Say:** *"Write a 3-sentence resume summary for a customer service professional with 5 years of experience using AI."* **2. Task:** Participants paste a job description and ask AI to create a cover letter opening or resume summary. They can use a fictitious profile or their own. **3. Say:** **"***Now, please paste a job description into AI and ask it to create a cover letter or resume summary for yourself, or a fictitious profile.* (Give participants 10-12 min to complete the task.)	40-48 min	**Goal:** Participants actively practice, build confidence, and walk away with tangible outputs. **Tips:** • Circulate, offer prompt suggestions, and encourage peer support. • For each of these tools, add the tools learners mentioned in the energizer to include

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	Tool 2 - Free Image AI - Craiyon/DALL·E (10-12 min) **1. Demo: Prompt:** *"Create a LinkedIn banner with a professional blue background and abstract design."* **2. Task:** Participants generate an image for their LinkedIn banners. They can use a fictitious profile or their own. (Give participants 10-12 min to complete the task.) **Tool 3 - Notebook AI - NotebookLM or Notion (10-12)** **1. Demo:** Show a simple job tracker with columns: Applied, Interview, and Offer. **2. Task:** Participants create a tracker with at least 3 entries (real or sample jobs). (Give participants 10-12 min to complete the task.) **Tool 4 - Design - Canva AI (10-12 min)** **1. Demo:** Open Canva → show a resume template → ask Canva Magic Write to *"Write a skills section for a project manager."* **2. Task:** Participants pick a template and start editing it with their info. (Give participants 10-12 min to complete the task.) **Optional 1:** Ask 1-2 volunteers to show a quick result to the group (e.g., a resume line or Canva design) **Optional 2 - Print List of AI Tools:** While students work on the activities, print out the List of AI tools for reward (7 Reward & Resources).		their ideas and AI tools they already know. **Material:** List of AI tools shared by learners in the energizer (flip chart/Miro/chat)
5 Reflection	**1. Ask:** 1-3 questions depending on time: • *"Which types of AI tools seem most useful for job-seekers in general?"* • *"What benefits and risks can appear when using AI for applications?"*	7-8 min	**Goal:** Connect practice to real-world application.

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	• *"How might people combine creativity with AI support rather than rely on it completely?"* 2. Record key points on the board/flipchart under two columns: *"Most useful" / "Next step."* **3. Optional:** Invite 2-3 participants to show their favorite output.		
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"The reward for participating today is this new awareness of how to use AI tools for job applications and future opportunities."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Online database of AI tools • Printed list of AI tools (from energizer and main activity) • Access to curated personal growth resources	1-2 min	**Goal:** End with positive reinforcement. **Material:** Reward **Optional Material:** Printer & printed list of AI tools

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	• Invitation to next group-building session **3. End with a Quote. Say:** *"I would like to end this activity with the following quote from 'Mastery (2012)' by Robert Greene: 'The future belongs to those who learn more skills and combine them in creative ways.'"*		

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Digital Well-being

Tips and Tricks: How to Stay Sane and Healthy in the Digital World

Digital Check-In & Icebreaker

Activity Overview

Activity Title: Digital Check-In & Icebreaker **Subtitle:** Starting the journey into digital Well-being	ROVNOVÁŽKA	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup
Activity Goals & Overview: • Introduce the concept of digital Well-being in an engaging, accessible way. • Build awareness of how digital habits affect health, emotions, and relationships. • Encourage participants to recognize common digital stressors and explore strategies for balance. • Create a positive, collaborative atmosphere for the rest of the module. **Learning Outcomes:** • **Knowledge:** ○ **Awareness**: Recognize the concept of digital well-being as a balance between technology use and overall	**Focus:** Digital Well-being **Edu Method:** Non-Formal Activity **Type of Activity:** Energizer **Type of Skill (ESCO):** Show Confidence, Communication, Teach Digital Literacy **Primary Target Group:** Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Min-Max Number of Participants:** 4-15 **Duration:** 29-44 minutes

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well-being.

- **Comprehension:** Understand common digital stressors (e.g., constant notifications, multitasking, FOMO) and their effects on health and relationships.
- **Application**: Identify simple strategies that support healthier digital habits in everyday contexts.

- **Skills:**
  - **Observation:** Observe everyday digital behaviors and recognize patterns that contribute to overload or balance.
  - **Exploration:** Explore different approaches to managing digital habits through role-play, group discussion, and scenario analysis.
  - **Problem-solving:** Propose practical solutions to common digital well-being challenges presented in shared scenarios.
- **Attitudes:**
  - **Realization:** Acknowledge that digital habits influence emotional, social, and mental well-being.
  - **Consideration:** Show openness to reflecting on digital behaviors and experimenting with small changes.
  - **Preference:** Value balanced, conscious, and responsible technology use as part of everyday Well-being.

Learning Format: In-Person Online

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **In person:** Flipchart/Whiteboard & markers
- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
  - Scenario cards/written scenarios on screen/whiteboard
- **Room Setup/Equipment:**
  - Chairs arranged in circle/U-shape
- **Other Prerequisites:**
  - Basic familiarity with using digital devices (smartphones, tablets, computers) and navigating the internet

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Activity Instructions

Topic: Digital Check-In & Icebreaker: Starting the journey into digital well-being

Goal / Expected Outcome:

- Gaining a first understanding of digital well-being as a balance rather than a restriction
- Recognizing common digital challenges in everyday life
- Co-creating simple strategies that can support healthier digital habits

Benefits:

- Builds awareness of how digital tools impact health, emotions, and social life.
- Encourages teamwork and creativity in problem-solving.
- Sets a constructive, solution-focused tone for further activities.
- Reduces anxiety around the topic by keeping the approach playful and collective.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**Improv Roleplay:** **1. Say:** *"Let's warm up with a quick improv!* 2. Divide participants into groups of 3 (if the group cannot be divided into 3, one group can have 4 participants). Then, assign each participant a number (counting from 1-2-3 in the circle). **3. Instruct:** *"Each of you has a number. Everyone with the number 1 will play the role of "Digital Overload" - phones buzzing, too many tabs, constant notifications.* *The person with number 2 will be "Digital Balance" - calm, focused, setting boundaries.* *All of you who are number 3 will be the person between digital overload and digital balance.*	4-7 min	**Goal:** Energize and engage participants at the start of the activity in a playful, lighthearted way. Set a positive and fun mindset for the session.

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	Take one minute to create a tiny scene where you act out these characters." **4. Mini-Performance:** After 2-3 minutes, invite 2–3 pairs to quickly act it out for the group. **5. Acknowledge the activity:** *"Great job, everyone! The scenes showed the contrast in very creative ways."* **6. Highlight the takeaway. Say:** *"These short roleplays reflected how digital life can swing between overload, balance, and the space in between. Small, simple actions can already shift the dynamic toward greater balance."* **7. Transition to the main session:** *"In the next part, we'll look at practical strategies and examples that can support digital well-being and minimalism in everyday contexts."*		
2 Main Activity Theory/ Background	**<u>Part 1 - Introduce Digital Well-being</u>** **1. Present a brief overview with slides or a flipchart. Say:** *"Digital well-being is about balance. Technology is a great tool, but it is easy for people to lose control, which can affect their health and relationships. Every person needs to find their own balance - the sweet spot where digital use supports them instead of draining them."* **The Definition of Digital Well-being** *"Digital well-being is a set of skills and practices that help people maintain a healthy and balanced relationship with modern technologies. It's not about avoiding technology entirely, but rather about using it consciously so that it serves people and doesn't disrupt their mental, physical, and social lives.* ***This concept includes, for example:*** • ***Conscious use*** *- Ask why and how long someone uses an app.* • ***Privacy and data protection*** *- Keep someone's information safe.*	6-10 min	**Goal:** Link the AI concept to real experiences.

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	• ***Setting boundaries*** *- Create rules for offline time (e.g., no screens before sleep).* • ***Reducing distractions*** *- Limit notifications.* • ***Balance*** *- Stay present both online and offline.* *The goal of digital well-being is to use technology as a tool to improve our quality of life, not as a source of stress, anxiety, or social isolation."* **2. Explain that digital well-being connects to four aspects of health:** *"Digital well-being connects four aspects of health:* *1. BIO - body (sleep, eyesight, energy)* *2. PSYCHO - emotions (stress, FOMO, anxiety)* *3. SOCIAL - relationships, family habits* *4. SPIRITUAL - meaning, inner calm, focus."* **Say:** *"People's brains are wired for scarcity, relationships, and anticipation. Technology triggers dopamine, the feel-good hormone, which keeps them hooked. This is why scrolling on social media can feel addictive."* **3. Explain FOMO (Fear of Missing Out):** **Say:** *"FOMO is when someone feels anxious or left out because they think others are living more exciting lives online. It's one of the main drivers of unhealthy digital habits."* ***Engagement Strategy:*** *Allow 2-3 participants to briefly share. Normalize the experiences.* **<u>Part 2 - Digital Habits and Challenges</u>** **1. Say:** *"Let's think about common digital habits that can cause stress. What kinds of habits could people change to improve their lives?"* **2. Collect responses on a flipchart under two headings:** *'Habits to Change' and 'Positive Impact if Changed'.*		

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3 Check-In	**Ask:** *"When do people usually feel overwhelmed by technology? What effects might that have on health or relationships?"* Encourage a few hands.	1-2 min	**Goal:** Assess participants' current understanding.
4 Main Activity Experience	**Ice Breaker Game - Investigate "mystery cases" of digital stress.** **1. Setup:** Assign groups different scenarios, such as: *"Anna feels anxious when she sees friends' vacation photos."* *"Mark scrolls TikTok until 2 a.m. and struggles at work."* *"Sara's kids fight about screen time daily."* **2. Play** - **Say:** *"Each group is a detective team. Your job is to:* *1) Identify the stressor in your case.* *2) Find at least two possible solutions.* *3) Prepare a short 'case file' or act it out for the group.* *You have 10 minutes."* (Participants play the detective game for 10 minutes) **3. After prep, say:** *"Time's up, detectives! Please present your findings. Feel free to explain, show flipcharts, or act it out in a fun role-play."* Encourage applause after each presentation. **After all groups present, say:** • *"Let's step back. What stressors appeared most often?* • *Which solutions could be easiest to apply for most people in real life?* • *Which one could be hard for most people, and why?"*	12-13 min	**Goal:** Learn to spot digital stressors and brainstorm coping strategies. **Material - Optional:** Scenario cards/written scenarios on screen/whiteboard **Fun factor:** Role-play, creative presentation (e.g., group can "act out" the case). **Tip:** Circulate among the groups while they work, ask guiding questions if needed ("What's the main stressor here?").
5 Reflection	Use the **PLACE - TIME - ACTIVITY - CONTENT** framework: • *"Where can people set their 'phone-free zones' (home, work, sleep)?"* • *"What simple habits can help people switch off mentally?"*	2-3 min	**Goal:** Encourage personal connection to the topic.

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	• *"How can technology be used to support mental health rather than hurt it?"*		
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"The reward of today's session is this new awareness of how digital well-being impacts most people and how to use tools to support mental health."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Handout about digital well-being • Digital Well-being Links **3. End with a Quote. Say:** *"I would like to end this activity with the following quote from New Laws of Robotics by Frank Pasquale: 'Robotic systems and AI should complement professionals, not replace them.'"*	1-4 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Digital Well-being & Minimalism

Activity Overview

Activity Title: Digital Well-being & Minimalism **Subtitle:** Balancing Technology, Emotions, and Life	ROVNOVÁŽKA	**Courses on the ICARUS AI platform**

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce digital minimalism as a balanced approach to technology use
• Support reflective exploration of emotions linked to digital habits
• Guide the creation of simple, achievable actions that promote digital well-being.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize the concept of digital well-being as a balance between technology use and overall well-being.
  ○ **Comprehension:** Understand common digital stressors and their potential effects on health, emotions, and relationships.
  ○ **Application:** Identify practical strategies that support
	Focus: Digital Well-being
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Show Confidence, Teach Digital Literacy, Have Emotional Intelligence, Communication, Develop strategy to solve problems, Maintain psychological well-being
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Min-Max Number of Participants: 4-15
	
	Duration: 55-70 minutes
	
	Learning Format: In-Person Online
	
	Session Preparation:
	• **Required Materials:**

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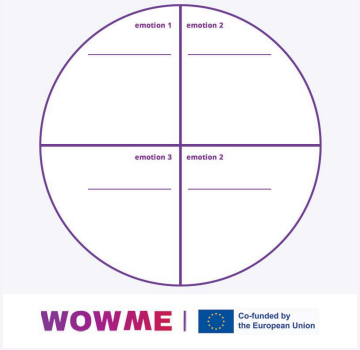
healthier digital habits in everyday contexts.

- **Skills:**
  - **Observation:** Observe everyday digital behaviors and recognize patterns linked to overload or balance.
  - **Exploration:** Explore different approaches to digital well-being through role-play, group discussion, and scenario analysis.
  - **Problem-solving:** Develop simple solutions to digital well-being challenges presented in shared scenarios.
- **Attitudes:**
  - **Realization:** Acknowledge that digital habits influence well-being and daily functioning.
  - **Consideration:** Show openness to reflecting on digital behaviors and experimenting with small, manageable changes.
  - **Preference:** Value balanced and conscious technology use as part of a healthy daily routine.

  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Emotion Circle** (printed or editable online versions):
    Module 1 - Digital Wellbeing & Minimalism - Emotion Circle...



- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
  - Flipchart or whiteboard & markers (to collect group insights)
  - Sticky notes or index cards for group sharing
  - Printed or digital **Well-being Action Plan** template
- **Room Setup/Equipment:**
  - Chairs in a circle or U-shape to encourage openness and sharing
  - Power outlets available if participants are using laptops/tablets

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Activity Instructions

Topic: Digital Well-being & Minimalism - Balancing Technology, Emotions, and Life

Goal / Expected Outcome:

- Participants understand digital minimalism, practice tech-free reflection, explore emotional intelligence, and create an action plan for healthier digital habits.

Benefits:

- Reduces digital clutter and stress
- Improves balance between online and offline life
- Builds emotional awareness and encourages intentional tech use
- Supports practical and achievable digital well-being goals

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants:** *"Now, we'll explore how to live more intentionally with technology."* **2. Option 1 - One-Word Game (In-Person):** *"Describe people's digital habits in one word.* *(For example: busy, balanced, scattered, mindful.)"* Give all participants a chance to answer voluntarily. **3. Option 2 - Emoji Game (Online):** *"Describe people's digital habits in a few emojis".* Participants can share their ideas in the chat.	2-3 min	**Goal:** Quick go-around, sets tone. **Tip:** If participants love to use their digital devices, the digital adaptation could also be applied to in-person sessions.
2 Main Activity Theory/ Background	**1. Introduce digital minimalism: Say:** *"Digital minimalism is about using technology with intention - focusing on what truly adds value and cutting the clutter. It's not the same as a digital detox, which means quitting all digital tools for a while. Instead, it's about balance."* **2. Present 3-4 key strategies:**	5-6 min	**Goal:** Keep examples practical and relatable. **Tips:** Share your own example to make it relatable (e.g., "I deleted

	"Here are a few strategies for digital minimalism that can help people feel more balanced in their digital lives: • *Disable non-essential notifications to reduce unnecessary interruptions.* • *Review and curate apps or social media use by keeping the tools that serve clear purposes and removing those that do not.* • *Establish tech-free times or spaces (e.g., during meals or at the start of the day).* • *Define screen-time boundaries, such as specific usage hours or application limits."* **3. Engagement strategy - Ask:** *"Imagine that a person reduces their screen time by 30%. What could they do with the extra time?"* **4. Invite 2-3 volunteers to share, encourage imagination** (e.g., time with family, learning, rest). **5. Transition - Say:** *"Let's now experience what it feels like to step away from digital noise, even briefly."*		one app and suddenly read 3 more books this month"). **Material:** Flipchart/whiteboard & markers
3 Check-In	**Ask:** *"Are these minimalist ideas realistic or helpful for most people?"* Use thumbs up/side/down for quick feedback.	1-2 min	**Goal:** Assess participants' current understanding.
4 Main Activity Experience	**Part A - Tech-Free Reflection (10 min)** 1. Ask participants to put away devices. • **Online adaptation:** Ask participants to close all other windows on their laptops, put away their phones, and other devices. 2. Distribute paper and pens. **3. Instruct - Say:** *"For the next 5 minutes, write or draw about most people's digital habits. Think about: How do digital tools impact people's lives? What could they change to improve or change these digital habits?"* **4. After 5 minutes, invite volunteers to share reflections. Ask:** • *"What emotions do most people feel when putting away their devices?"*	40-45 min	**Goal:** Learn to spot digital stressors and brainstorm coping strategies. **Tip:** Allow silence during writing/drawing - this is powerful. Normalize all emotions (positive or negative). Keep sharing optional to create a safe environment.

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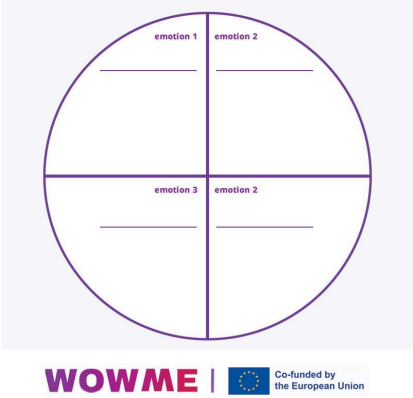
- *"What are the benefits of taking some minutes off from social media and other digital activities?"*

Part B - Emotional Intelligence & Mindfulness (20-25 min)

1. Introduce - Say: *"Emotions often drive people's digital habits. For example, someone might scroll when they are anxious, or check messages when they feel lonely. Being aware of one's emotions helps people make better choices."*

2. Set Up - Emotion Circle: Hand out

Module 1 - Digital Wellbeing & Minimalism - Emotion Circle.pdf /send PDF to digital devices (printed or editable online versions)



3. Instruct: Ask participants to write 4 emotions into the Emotion Circle.

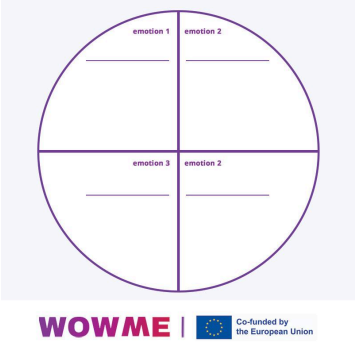
Say: *"Please write 4 emotions most people feel most frequently while using technology (e.g., stressed, excited, distracted, connected)."*

Then learners choose 1 emotion and describe it in detail:

- *"When do people feel the emotion?"*
- *"Where in their bodies do they feel it?"*
- *"What does it make people do?"*

Materials: Digital devices/Paper & pens, **Emotion Circle** (printed or editable online versions):

Module 1 - Digital Wel...



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	Part C - Digital Well-being Action Plan (10 min) **1. Optional - Distribute the Digital Well-being Action Plan template** (worksheet or simple handout). **2. Say:** *"Now, let's move from reflection to action. Choose one digital habit that an expert would recommend changing for a week to improve people's lives. Write down one specific, achievable action an expert would give."* **Examples:** ● *"No phones at dinner,"* ● *"Turn off social media notifications,"* ● *"Take a 10-minute morning walk before checking messages."* **3. Set up:** Ask participants to pair up and share their chosen habit change for accountability. **4. Ask:** *"What small step could someone start with to improve their digital well-being?"*		
5 Reflection	**1. Say:** *"Now, let's reflect on what we talked about today."* **2. Appreciative Inquiry. Ask:** ● *"How can understanding emotions help improve digital balance?"* ● *"What's one of the strategies that stood out as especially beneficial and why?"*	3-5 min	**Goal:** Encourage personal connection to the topic. **Tip:** Capture answers on flipchart in 2 columns: Insights / Next Steps **Material:** Flipchart/whiteboard
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it

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	2. Was this activity transformative? *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"The reward for participating are tools for better mental well-being in our digital world."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Provide a Digital Well-being Checklist (daily reminders: "Turn off non-essential notifications," "Create a tech-free meal," etc.). • Offer a small symbolic item (sticky notes, mindfulness cards, or even a digital detox pledge card). • Share a list of recommended apps/resources for digital well-being (e.g., Forest, Headspace, Freedom, Digital Detox challenges). **3. End with a Quote. Say:** *"I would like to end this activity with the following quote from Bird by Bird by Anne Lamott: 'Almost everything will work again if you unplug it for a few minutes, including you.'"*	1-4 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Spain - Narrative & Employer Personas

Energizers

My Inner Doorway with Yarn of Physical Connection

Activity Overview

Activity Title: My Inner Doorway with Yarn of Physical Connection **Subtitle:** Strengthening Group Cohesion and Collaborative Work		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce participants in a creative, introspective, and inclusive way.
• Strengthen group cohesion through the symbolic act of connection.
• Raise awareness of non-verbal communication and its role in building professional relationships.
• Encourage reflection on how internal states and perspectives can be expressed through symbolic choices.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize how non-verbal interaction and symbolic actions contribute to group connection.
  ○ **Comprehension:** Understand the concept of
	Focus: Archetypes / Employer Personas, Narrative / StoryBrand
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer
	Type of Skill (ESCO): Communication, Collaboration and creativity, Show Confidence, Social and communication skills and competences
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 4-20

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interdependence within a group setting.

- **Application:** Identify how physical space, movement, and shared materials influence group dynamics.

- **Skills:**
  - **Observation:** Observe group interactions, patterns of connection, and shared attention.
  - **Exploration:** Explore non-verbal communication through guided physical and creative activity.
  - **Problem solving:** Adjust actions in response to group needs to maintain collective balance and flow.
- **Attitudes**
  - **Realization:** Acknowledge that individual presence and actions influence the collective experience.
  - **Consideration:** Show willingness to reflect on personal role and behavior within a group context.
  - **Preference:** Value cooperation and connectedness as positive elements of group interaction.

Duration: 25-43 minutes

Learning Format: In-Person

Session Preparation:

- **Required Materials:**
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Yarn or string ball:** Different colors (cut into equal lengths or as per group size)
  - **Cards with door images:** various designs representing emotions, life stages, and states of mind
- **Optional Extras:**
  - Calming background music to create reflective atmosphere
  - Mentimeter (Mentimeter)
  - **Carl Gustav Jung** - Man and His Symbols
- **Room Setup/Equipment:**
  - **Clear central space** for yarn and card selection
  - **Floor space to:**
    - Spread cards across the floor
    - Place the yarn in a star pattern in the center of the room before the session
  - **Chairs** in circle or semi-circle

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Activity Instructions

Topic: My Inner Doorway - Strengthening Group Cohesion and Collaborative Work

Goal / Expected Outcome:

- Participants explore their inner state through symbolic and embodied reflection, using the image of a doorway as a metaphor for personal openness and connection.
- Through the creation of a shared yarn web, the group experiences interpersonal trust and collaboration, gaining insight into how individual choices and non-verbal actions influence collective dynamics.
- Participants leave with an increased sense of self-awareness, empathy, and interconnectedness within the group.

Benefits:

- Builds trust and openness.
- Encourages introspection and symbolic thinking.
- Reinforces the concept of interconnectedness in teamwork.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet the group warmly. Say:** *"Today we're going to explore symbols of communication and collaboration in a creative way, using door images to open new job opportunities and yarn to see people's connections."* **2. Ask:** *"What would be one word that people could use as a synonym for the word 'connection'?"* (Quick round. About 1 minute) **3. Mini-energizer - Say:** *"Please stand, take one deep breath, and imagine opening a beautiful door into today's workshop."*	3-4 min	**Goal:** Build attention and readiness. Energize the participants. **Tone:** Warm and inviting. **Tip:** Use Mentimeter
2 Main Activity Theory / Background	**1. Setup:** Ensure that the cards and yarn are spread across the floor (Session Preparation). **2. Briefly explain:**	1-4 min	**Goal:** Brief explanation of the concept.

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	"Carl Gustav Jung explained that symbols are deeply personal, especially when they appear in dreams, in his book ***"Man and His Symbols"****.* *Certain symbols are universal, but each person experiences and interprets them individually.* *For this activity, we'll focus on two symbols: the door and the yarn.* *The door can represent a new opportunity opening, while the yarn reflects the invisible connections between people."* **3. Show cards on the floor and explain:** *"Choose the door that best represents future opportunities. It can be any image, there is no right or wrong."*		**Tip:** Keep intro concise; intrigue participants. Have cards visible before starting. **Materials:** Cards with door images, Optional: **Carl Gustav Jung** - Man and His Symbols
3 Check-In	**1. Ask:** *"Are there any questions about the task?"* **2. Say:** • *"The cards will help us understand connections and what aspects could help people understand new opportunities.* • *Choose intuitively; every symbol can have a different meaning."* 3. Give participants one minute to look at the cards.	1-2 min	**Tip:** This ensures clarity before moving to the main activity.
4 Main Activity Experience	**1. Set up:** Participants sit in a circle. Invite participants to select a card from the floor and state their names. **2. Demonstrate:** a. While picking up a card, say: *"In the next 5 minutes, pick up a card from the floor."* b. While walking to the center of the room, pick up the end of the yarn and return to your seat saying: *"Everyone picks up the end of the yarn and returns to their chair while sharing their name."*	10-18 min	**Goal:** Encourage concise sharing so all can speak. **Tip:** Yarn should be long enough to reach all seats. If time is limited, invite participants to share **one word or short phrase** instead of a full explanation. **Materials:** Yarn, cards with door images

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	3. Set up: All participants select a card, pick up yarn and return to their chair. **4. Introductions**: Once all participants have returned to their chairs, go around the circle with each participant introducing themselves, and explaining why they picked each card. **5. Say:** *"Let's go around the circle. Please share your name and what opportunity or quality your chosen door might represent in someone's professional or personal growth."* Continue until all have shared, forming a visible web of yarn between participants.		
5 Reflection	**1. Draw attention to the yarn web. Say:** *"Look at what we created without planning - this is our group's connection."* **2. Ask:** • *"What could the door symbolize for people's next professional step?"* • *"How could seeing these connections change the way people think about teamwork?"* • *"What qualities help people 'open new doors' together?"* Give each participant a chance to answer.	6-8 min	**Goal:** Help learners reflect on their future opportunities and possible ways to achieve them. **Tip:** Keep short; gather quick feedback for improvement
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary):	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results.

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	"1. Did you learn something? *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		**Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"The reward for participating in this activity today is this new awareness of people's connections and future opportunities."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust according to your organization's interests and capabilities. • Mini symbolic token (door card bookmark) • Access to curated personal growth resources • Invitation to next group-building session **3. End with a Quote. Say:** *"I would like to end this activity with the following quote from **Don Quixote** by Miguel de Cervantes 'Where one door is shut, another is opened.'"*	1-2 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Expanding Energy and Removing Barriers

Activity Overview

Activity Title: Expanding Energy and Removing Barriers **Subtitle:** Guided Exercise for Connection and Infinite Potential		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Participants engage in a guided energizer combining simple movement and visualization to activate focus, spatial awareness, and group coordination.
• The exercise helps participants observe and adapt to group rhythm, improving concentration and responsiveness in collaborative settings.
• Through this shared experience, the group strengthens non-verbal communication, mutual attentiveness, and collective flow.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize how focus, attention, and internal states influence group interaction and collaboration.
  ○ **Comprehension:** Understand how visualization and coordinated movement can support group rhythm and
	Focus: Archetypes / Employer Personas, Narrative / StoryBrand
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer
	Type of Skill (ESCO): Show Confidence, Exercise self-reflection, Maintain psychological well-being
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Min-Max Number of Participants: 2-30
	
	Duration: 26-39 minutes
	
	Learning Format: In-Person, Online
	
	Session Preparation:
	• **Required Materials:**
	  ○ **Reward** (Suggested in **7 Reward & Resources**)

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cooperation.

- **Application:** Identify simple attention and breathing techniques that support collective focus in group settings.

- **Skills:**
  - **Observation:** Notice how group members move and coordinate within shared space.
  - **Assisted practice:** Follow guided visualization and synchronized movement led by the facilitator.
  - **Independent practice:** Adjust movements and focus naturally to maintain team flow and balance.
- **Attitudes:**
  - **Realization:** Acknowledge that individual focus and presence affect group dynamics.
  - **Consideration:** Show openness and respect toward shared space and collective processes.
  - **Preference:** Value calm focus, coordination, and cooperation in collaborative environments.
  - **Evaluation Form** (Google Forms/Word/PDF)
- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
  - Dimmed lighting or comfortable seating/lying space.
- **Room Setup/Equipment:**
  - Quiet space with minimal distractions.
  - Chairs or mats for comfortable positioning.
- **Other Prerequisites:**
  - The instructor is comfortable leading a visualization activity.

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Activity Instructions

Topic: Expanding Energy and Removing Barriers - Guided Exercise

Goal / Expected Outcome:

- Participants engage in a guided group exercise to increase focus, presence, and awareness of shared space.
- Participants explore how attention and movement can strengthen collaboration and help overcome communication or coordination barriers in a positive, energizing way.

Benefits:

- Promotes mental clarity and collective focus.
- Encourages non-verbal cooperation and team rhythm.
- Reinforces adaptability and open-mindedness in group work.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants warmly.** **2. Say:** *"Today we'll take a few minutes to refresh our focus and explore how groups can stay connected and coordinated.."* **3. Ask:** *"When people successfully collaborate, what words describe that experience? (Examples: balanced, flowing, creative, focused.)"* (Give learners 1 minute to think about what they want to say and provide a chance for sharing).	2-3 min	**Goal:** Establish comfort and readiness. **Tone:** Calm and reassuring.
2 Main Activity Theory/ Background	**1. Explain:** *"People's thoughts and emotions can create barriers that limit them. Research in neuroscience shows that when people imagine something, their brains respond as if it were really happening.* • *"That means visualization can be a powerful tool to help people remove inner blocks. Psychology also teaches that many barriers people face are simply beliefs or self-talk, and guided imagery can help people rehearse letting go of those limits" (Psychology Today).*	3-5 min	**Goal:** Set clear expectations so participants feel safe during visualization.

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	• *"When someone focuses on their 'heart space,' mindfulness research shows it increases calm and resilience"* (*Biomedicines - Neurobiological Changes Induced by Mindfulness and Meditation*). • *And finally, when people expand their energy outward, they often experience a sense of awe and connection - studies show awe makes people more open and hopeful* (*Cognition and Emotion - Approaching awe, a moral, spiritual, and aesthetic emotion*). *So today's exercise uses these ideas to create a stronger sense of team spirit."*		
3 Check-In	**1. Say**: *"Now, everyone will close their eyes, or keep a soft gaze."* **2. Offer reassurance:** *"Choose what feels most comfortable; listening is enough."*	1-2 min	**Goal:** Ensure physical and emotional comfort.
4 Main Activity Experience	**1. Guide participants through the visualization:** **Step 1 - Preparation - Relax and Center (1-2 minutes)** *"Everyone sits in a comfortable position.* *Let your hands rest loosely in your lap or by your sides.* *Close your eyes, if you feel comfortable."* (Pause for a few seconds.) *Take a deep breath in through your nose…* *…and slowly exhale through your mouth.* (Pause for a few seconds.) *Again - inhale deeply… feel your chest and belly rise…* *…and exhale, letting go of any tension.* *Allow your breath to become slow and steady, calming your mind and body."*	10-15 min	**Goal:** Facilitate deep engagement in visualization. **Tip:** Use gentle, rhythmic tone. Background music optional. Speak slowly, with pauses for integration.

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	(Pause for 30 seconds to let learners feel their breath.) **Step 2 - Visualize and Dissolve the Barrier (2 minutes)** *"Now, imagine seeing someone who is surrounded by a barrier - it could be a wall, a bubble, a fog, a suit of armor… whatever comes to mind.* *This barrier represents any limits, doubts, or blocks this person may be carrying.* *Take a moment to notice what it looks like… its texture… its color…* (Pause for 1 minute to let learners imagine the barrier.) *Now, begin to dissolve this barrier.* *You might see it crumbling away… melting… evaporating into the air…* (Pause for a few seconds.) *With each breath, more of the barrier disappears…* *Until there is nothing left - now the person is free."* (Pause for a minute..) **Step 3 - Connect with Your Core (1-2 minutes)** *"Shift your focus inward to the center of your chest - your heart space.* *Feel a warm, steady energy there… your core… the essence of who you are.* (Pause for a few seconds.) *Allow this feeling to grow - radiating warmth, calm, and strength.* *Notice how it fills your entire body from head to toe."* **Step 4 - Expand Your Energy (3-4 minutes)** *"Now, let this energy expand beyond your body…* *First, fill the space around you - the room you're in…* (Pause for a few seconds.) *Expand further to encompass your building… your street… your entire city.*		

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	Feel your energy stretching outward - limitless, effortless. (Pause for a few seconds.) *Now, extend to cover your whole country… the entire Earth…* (Pause for a few seconds.) *And finally, imagine your energy stretching into the vast universe… infinite, boundless, connected to everything."* (Pause for a few seconds.) **Step 5 - Explore Infinite Potential (2 minutes)** *"Here, in this vast space, notice how light and free you feel.* *You are unlimited… expansive… capable of anything.* (Pause for a few seconds.) *If you sense an even greater space calling to you, move toward it.* *Embrace this feeling of infinite potential - knowing it is always within you."* (Pause for a minute.) **Step 6 - Return to the Present (1-2 minutes)** *"Now, slowly begin to bring your awareness back…* *Draw your energy gently back toward the Earth…* *Back to your country… your city… your room… and into your body.* *Take a deep breath in…* *…and exhale slowly.* *Wiggle your fingers and toes…* (Pause for a minute.) **2. Invite participants to open eyes when ready. Say:** *"When you're ready, open your eyes - carrying this sense of openness and possibility into the rest of your day."*		

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5 Reflection	**1. Ask:** • *"What sensations or emotions might people notice when removing a barrier?"* • *"What takeaway could help someone before a stressful situation, like an interview?"* Give each participant a chance to answer.	5-6 min	**Goal:** Deepen self-awareness through discussion. **Tip:** Encourage active listening.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"As a reward, we all take away tools we can use anytime to remove internal barriers for ourselves or others and expand our energy."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Guided audio recording for personal use, or a mindfulness tip sheet. • Links or database of guided meditation recordings.	2-3 min	**Goal:** Encourage ongoing personal practice. **Material:** Reward

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	• Handout with inspirational quotes. **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Maya Angelou from Letter to My Daughter: 'Nothing can dim the light which shines from within'."*		

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Archetypes & Employer Personas

Main Activities

Archetype Personality Test

Activity Overview

Activity Title: Archetype Personality Test **Subtitle:** How to Leverage Jungian Archetypes for Jobs		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce archetypes as a non-formal tool for understanding work styles and strengths.
• Support participants in recognizing different personality patterns relevant to learning and work contexts.
• Encourage respectful discussion of diversity in approaches, talents, and motivations.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize that different archetypes represent different work styles and professional strengths.
  ○ **Comprehension:** Understand how archetype traits relate
	Focus: Archetypes / Employer Personas
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer
	Type of Skill (ESCO): Self-promote, Use personality tests, Exercise self-reflection, Show Confidence, Communication, Manage personal professional development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations

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to tasks, teamwork, and roles at work.

- **Application**: Identify archetype-related strengths in example job or work scenarios.

- **Skills:**
  - **Observation:** Observe how different archetypes respond to common workplace situations.
  - **Exploration:** Explore how archetype traits may influence work preferences and collaboration.
  - **Assisted practice:** Complete the archetype test following structured instructions.
- **Attitudes:**
  - **Realization:** Acknowledge that workplaces benefit from diverse work styles and strengths.
  - **Consideration:** Show openness toward different approaches to work and collaboration.
  - **Preference:** Express interest in using archetypes as a career reflection tool.

Trainers in non-formal adult education

Min-Max Number of Participants: 4-20

Duration: 31-49 minutes

Learning Format: In-Person Online

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Access to free Jungian Archetype Quiz**
    - English (Psychologist World)
    - Czech (Tuklasin ang inyong 12 Jungian archetypes) - Note: This test also offers English and other languages
    - Spanish (Playbuzz)
    - Slovakian (OpenJung)
    - Norwegian (AREALME)
- **Optional Extras:**
  - Projector
  - Calming background music to create a reflective atmosphere
  - Mentimeter (Mentimeter)
  - Archetype Cards by Caroline Myss

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	▪ Virtual/Download PDF Carolyne Myss - Gallery of Archetypes ▪ For physical cards, you may find them in any bookstore: Amazon • **Room Setup/Equipment:** ○ Pick one of the **Jung Archetype Quizzes** from **Required Materials** above, or find another free personality test online, and ensure the test & link still work. ○ Chairs in circle or small clusters for discussion ○ Wi-Fi access • **Other Prerequisites:** ○ Instructor is familiar with Jungian archetypes ○ Participants should be open to self-reflection

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Activity Instructions

Topic: Archetype Personality Test - How to Leverage Jungian Archetypes for Jobs

Goal / Expected Outcome:

- Participants identify one or more archetypes linked to their work style.
- Participants recognize professional strengths associated with each archetype.
- Participants connect archetype traits to job application or workplace contexts.

Benefits:

- Enhances understanding of shared human motivations and role diversity.
- Encourages inclusive thinking and appreciation of different behavioral approaches.
- Builds communication awareness, empathy, and reflection skills.
- Reinforces the ability to connect symbolic understanding with real teamwork contexts.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants warmly. Say:** *"Today, we are going to explore people's personalities through Jung's archetypes - and discover how they can be used for job applications."* **2. Ask:** *"Pick one fictional character most people connect to. Strike a pose that describes the character, then share who it is?" (Quick round.)* **3. Round:** Have participants stand and "strike a pose". **Online adaptation:** For people who do not have their cameras on, they can provide a meme or write emojis into the chat.	3-4 min	**Goal:** Break the ice, create curiosity. **Tone:** Fun and engaging. **Tip:** Use Mentimeter (Mentimeter)
2 Main Activity Theory/ Background	**1. Say:** *"According to Carl Jung and his book "Man and his Symbols", all humans share archetypes. Archetypes are universal, inherited ideas,*	5-8 min	**Tip:** Keep the theory short and accessible. **Material (Optional):**

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	patterns of thought, or images that are present in the collective unconscious of all human beings". - Source: **Man and His Symbols**
	2. Briefly introduce examples. Say. *"According to Caroline Myss; Archetype Cards, every person has 12 archetypes, with 4 that everyone has in common. All of these archetypes have "light", and "shadow attributes".*
	These include the ***Child Archetype***
	• ***The Innocent Child (Magical Child)***
	  ○ ***Light Attributes:*** *Seeing the potential for sacred beauty in all things. The belief that everything is possible.*
	  ○ ***Shadow:*** *Pessimism, depression, and disbelief in miracles. Believing that energy and action are not required for growth.*
	  ○ ***Professional example:*** *In a work or job-search context, this archetype may bring* ***creativity, motivation, and fresh perspectives****, but benefits from learning how to combine optimism with planning and follow-through.*
	• ***The Wounded Child***
	  • ***Light Attributes:*** *Awakens compassion and desire to serve other Wounded Children. Opens the learning path of forgiveness.*
	  • ***Shadow:*** *Blames all dysfunctional relationships on childhood wounds. Resists moving through forgiveness.*
	  • ***Professional example:*** *In a professional setting, this archetype can support empathy, teamwork, and understanding client or colleague needs, while developing confidence in handling feedback and change.*
			Archetype Cards by Caroline Myss; Carolyne Myss - Gallery of Archetypes

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	• ***The Orphan / Abandoned Child***
	  • ***Light Attributes:*** *Independence based on learning to go it alone. Conquering fear of surviving.*
	  • ***Shadow:*** *Feelings of abandonment that stifle maturation. Seeking inappropriate surrogate families.*
	  • ***Professional example:*** *At work, this archetype may show strong self-reliance and problem-solving, while learning to collaborate and seek support when needed.*
	3. Say: *"Apart from these three examples, there are many more archetypes to discover. Knowing a person's archetype can help them understand their strengths, challenges, and how they work best with others."*		

3 Check-In	**1. Ask:** • *"What are other archetypes most people connect to?"* • *"Are there different archetypes in different cultures?"* **2. Say:** *"Raise your hand if you'd like to share any other archetypes with us."* **3. Reassure:** *"We will now all discover archetypes by completing a Jungian Archetype quiz."*	5-10 min	**Tip:** Ensure Wi-Fi access and the **Jung Archetype Quiz Link** in the language that works best for learners (English, Czech, Spanish, Slovakian, Norwegian)
4 Main Activity Experience	**1. Setup:** Direct participants to the **Jung Archetype Quiz Link** (English, Czech Spanish, Slovakian & Norwegian). **2. Say:** *"Please take the quiz and note the top 1-3 archetypes. You can screenshot or write them down."*	5-10 min	**Goal:** All students complete the Jungian archetype quiz **Tip:** Ensure Wi-Fi access is working. Have paper copies

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	(Allow 5-10 minutes for completion.) **3. Assist:** Move around to help with any technical issues.		of quiz descriptions as backup. **Materials:** Archetype Cards by Caroline Myss Jung Archetype Quiz (English, Czech, Spanish, Slovakian, Norwegian)
5 Reflection	**1. Say:** *"Now, let's talk about what people can learn from archetypes."* **2. Ask:** • *"What interesting and new archetypes did everyone find in this quiz?"* • *"Is there an archetype that seems helpful for people's job applications?* • *"How could archetypes influence collaboration?"* • *"How could someone use their archetype strengths when preparing for interviews or personal branding?"* Give each participant a chance to answer.	8-10 min	**Goal:** Deepen self-awareness through discussion. **Tip:** Encourage active listening. Depending on time, limit reflection to 2 questions. **Material (Optional):** Archetype Cards by Caroline Myss; Carolyne Myss - Gallery of Archetypes
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary):	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it

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	"1. Did you learn something? *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Your reward today is this new awareness of archetypes and how they can be used in professional settings."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Archetype Card • Archetype Handout • List of Archetype Sources (**Examples:** English, Czech Spanish, Slovakian & Norwegian) • PDF on how to use archetypes in CVs and interviews • Quote card from Carolyne Myss "Gallery of Archetypes" • Gallery of Archetypes Printout • Certificate for the Activity **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Carolyne Myss from her **Gallery of Archetypes**: 'Every archetype has a positive expression or light side and a negative expression or*	2-3 min	**Goal:** End with positive reinforcement. **Tip:** Choose rewards that are career-relevant and easy to access. **Material:** Reward

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	shadow side. The shadow side may be an unknown part that is not understood, a fear-based aspect that has yet to be integrated'."		

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Understanding Employer Personas

Activity Overview

Activity Title: Understanding Employer Personas **Subtitle:** Adapting Job Search Strategies to Align with Employer Expectations		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup
Activity Goals & Overview: • Introduce six employer personas related to leadership and management styles. • Support participants in recognizing employer expectations and communication patterns. • Encourage adaptation of job application materials and interview strategies to different employer personas while maintaining authenticity. **Learning Outcomes:** • **Knowledge:** ○ **Awareness:** Recognize that employers differ in expectations, priorities, and hiring approaches. ○ **Comprehension:** Understand how employer personas influence recruitment, interviews, and selection decisions. ○ **Analysis:** Analyze employer personas to identify suitable	**Focus:** Archetypes / Employer Personas **Edu Method:** Non-Formal Activity **Type of Activity**: Main Activity **Type of Skill (ESCO):** Communication, Adapt to change, Prepare for job interview, Study communications channels for different employers/contractors **Primary Target Group:** Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Trainers in non-formal adult education** **Members of non-formal adult education organizations** **Min-Max Number of Participants:** 6-24 **Duration:** 43-63 minutes **Learning Format:** In-Person Online

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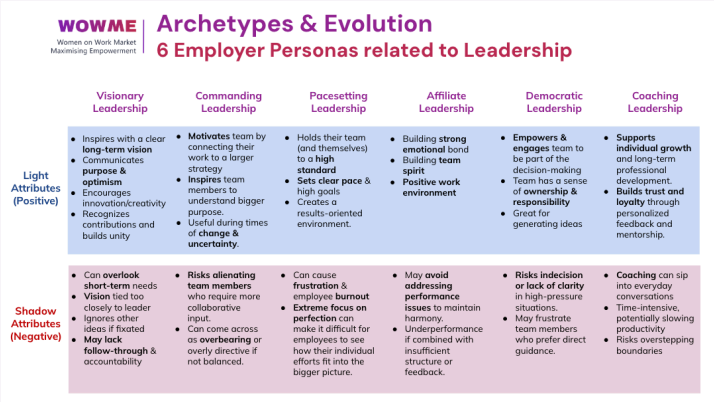
communication and self-presentation strategies in job-related scenarios.

- **Skills:**
  - **Observation:** Identify communication and behavior patterns associated with distinct employer personas.
  - **Exploration:** Examine examples of employer expectations across different sectors.
  - **Assisted Practice:** Collaborate in groups to connect employer personas with suitable communication strategies.
- **Attitudes:**
  - **Realization:** Acknowledge the variety of management styles and their impact on workplace culture.
  - **Consideration:** Demonstrate curiosity and respect for different leadership approaches.
  - **Preference:** Express willingness to adapt one's approach to diverse professional contexts.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - Module 2 - Understanding Employer Personas - The Six Lea… (printed or digital)



WOWME
Women on Work Market Maximising Empowerment

Archetypes & Evolution
6 Employer Personas related to Leadership

	Visionary Leadership	Commanding Leadership	Pacesetting Leadership	Affiliate Leadership	Democratic Leadership	Coaching Leadership
Light Attributes (Positive)	• Inspires with a clear **long-term vision** • Communicates **purpose & optimism** • Encourages innovation/creativity • Recognizes contributions and builds unity	• **Motivates** team by connecting their work to a larger strategy • **Inspires** team members to understand bigger purpose. • Useful during times of **change & uncertainty**.	• Holds their team (and themselves) to a **high standard** • **Sets clear pace** & high goals • Creates a results-oriented environment.	• Building **strong emotional** bond • Building **team spirit** • **Positive work environment**	• **Empowers & engages** team to be part of the decision-making • Team has a sense of **ownership & responsibility** • Great for generating ideas	• **Supports individual growth** and long-term professional development. • **Builds trust and loyalty** through personalized feedback and mentorship.
Shadow Attributes (Negative)	• Can **overlook short-term** needs • **Vision** tied too closely to leader • Ignores other ideas if fixated • **May lack follow-through** & accountability	• **Risks alienating team members** who require more collaborative input. • Can come across as **overbearing** or overly directive if not balanced.	• Can cause **frustration** & employee **burnout** • **Extreme focus on perfection** can make it difficult for employees to see how their individual efforts fit into the bigger picture.	• May **avoid addressing performance issues** to maintain harmony. • Underperformance if combined with insufficient structure or feedback.	• **Risks indecision or lack of clarity** in high-pressure situations. • May frustrate team members who prefer direct guidance.	• **Coaching** can sip into everyday conversations • Time-intensive, potentially slowing productivity • Risks overstepping boundaries

- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
  - Projector to display the persona table
  - Flipcharts or whiteboards for group work
  - Reflection sheets for individual strategy notes
- **Room Setup/Equipment:**
  - Arrange seating in small groups for collaboration
  - Space for presenting group findings

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Activity Instructions

Topic: Understanding Employer Personas - Adapting Job Search Strategies to Align with Employer Expectations

Goal / Expected Outcome:

- Participants explore **employer personas** as frameworks for understanding diverse management and communication styles in the workplace.
- The activity develops **analytical thinking, adaptability, and professional awareness**, showing how recognizing different employer expectations can inform effective **CV writing, interview preparation, and workplace communication**.
- The focus is on **group analysis, observation, and strategy development**, not personal reflection.

Benefits:

- Increases awareness of employer diversity and leadership styles.
- Enhances critical observation and adaptive communication in professional contexts.
- Strengthens participants' ability to adjust job search materials and approaches to different employer types.
- Builds confidence and inclusivity in understanding workplace dynamics.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants:** *"We are going to look at how different types of employers think and what they value- and how people can adapt their job searches to match."* **2. Ask:** *"Choose one word most people would choose to describe an ideal boss or leader?" (Quick round.)* **3. Optional energizer**: *Have participants match a leadership word with a hand gesture or movement.*	3-4 min	**Goal:** Build engagement and surface initial perceptions. **Tip:** Keep energy light.
2 Main Activity Theory/	**1. Present the 6 Employer Personas table (projected or printed). Say:** *"There are 6 main employer personas divided into leadership types, including visionary leadership, commanding leadership, pacesetting*	5-10 min	**Goal:** Introduce key knowledge.

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Background

leadership, affiliate leadership, democratic leadership, and coaching leadership."

2. Say: *"Let's look at the 6 Employer Personas interpreted by Evolutionary Archetype Consulting, based on Rebecca Knight's '6 Common Leadership Styles'. Keep in mind that this is one way of looking at common employer archetypes. There are also other ways and definitions."*

3. Present the archetypes (e. g. read aloud) and give students 5 minutes to read the(PDF Module 2 - Understanding Employer Personas - The Six Leadership Styl... printed or digital):

WOWME Women on Work Market Maximising Empowerment

Archetypes & Evolution
6 Employer Personas related to Leadership

	Visionary Leadership	Commanding Leadership	Pacesetting Leadership	Affiliate Leadership	Democratic Leadership	Coaching Leadership
Light Attributes (Positive)	• Inspires with a clear **long-term vision** • Communicates **purpose & optimism** • Encourages innovation/creativity • Recognizes contributions and builds unity	• **Motivates** team by connecting their work to a larger strategy • **Inspires** team members to understand bigger purpose. • Useful during times of **change & uncertainty**.	• Holds their team (and themselves) to a **high standard** • **Sets clear pace** & high goals • Creates a results-oriented environment.	• Building **strong emotional** bond • Building **team spirit** • **Positive work environment**	• **Empowers & engages** team to be part of the decision-making • Team has a sense of **ownership & responsibility** • Great for generating ideas	• **Supports individual growth** and long-term professional development. • **Builds trust and loyalty** through personalized feedback and mentorship.
Shadow Attributes (Negative)	• Can **overlook short-term** needs • **Vision** tied too closely to leader • Ignores other ideas if fixated • **May lack follow-through** & accountability	• **Risks alienating team members** who require more collaborative input. • Can come across as **overbearing** or overly directive if not balanced.	• Can cause **frustration** & employee **burnout** • **Extreme focus on perfection** can make it difficult for employees to see how their individual efforts fit into the bigger picture.	• May **avoid addressing performance issues** to maintain harmony. • Underperformance if combined with insufficient structure or feedback.	• **Risks indecision or lack of clarity** in high-pressure situations. • May frustrate team members who prefer direct guidance.	• **Coaching** can sip into everyday conversations • Time-intensive, potentially slowing productivity • Risks overstepping boundaries

5. Explain: *"By understanding employer archetypes, you can better tailor your resume, cover letter, and interview answers."*

Tip: Use real-life examples.

Materials:(PDF Module 2 - Understan... printed or digital)

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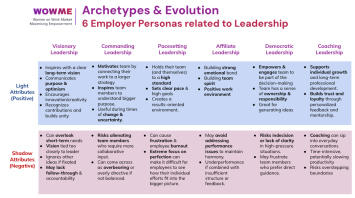
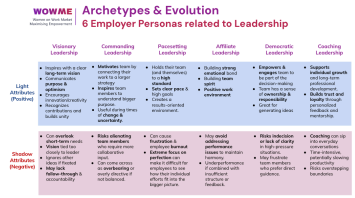
3 Check-In	1. Ask: *"Do all of these employer personas appear in most workplaces? Are there employer personas that are more common than others in workplaces?"* 2. Invite quick clarifying questions.	1-2 min	**Goal:** Ensure comprehension before group work. **Materials:**(PDF Module 2 - Understan... printed or digital) 
4 Main Activity Experience	**1. Set up:** Divide participants into groups of 2-3. **2. Say:** *"Please think about these 6 leadership types/employer personas and answer the following questions*: • *Which employer persona or combination of personas would most people prefer to work with?* • *What type of leader motivates teams and helps teams perform their best?* • *What leadership styles would the ideal workplace include, and why?"* **2. After 10 minutes:** Invite each group to share their main observations. **3. Say:** *"Please present your group's main observations. Let's look together at which employer personas appeared most often and what kinds of behaviors or communication styles were linked to them."* 4. Summarize patterns by highlighting which employer personas appeared most frequently and which behaviors or communication styles were linked to them.	20-25 min	**Goal:** Encourage collaborative analysis. **Tip:** Each group can pick the person most comfortable presenting for their group. **Materials:** Devices/pen & paper, PDF Module 2 - Understan... (printed or digital) 

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	5. Reserve 15 minutes for presentations/responses. Depending on the group size, divide the time into equal response times.		
5 Reflection	**1. Say: "***Now that we have all defined the ideal employer personas, let's think about applying to jobs of each of the 6 employer personas."* **2. Ask the groups:** • *"Which employer persona might be the hardest to impress, and why?"* • *"How can CVs and résumés be adjusted to match different employer personas?"* Give each participant a chance to answer.	10-15 min	**Goal:** Share insights and cross-pollinate ideas. **Tip:** Ensure equal presentation time.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Your reward today is this new awareness of possible employer personas."*	1-2 min	**Goal:** End with positive reinforcement. **Material:** Reward

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	2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Printed/digital persona quick-reference guide • Free job application advice and CV review • Invite to a follow-up workshop on interview skills • Access to a library of job search templates • Challenge: Take one action step you can take this week to align your job search with your preferred employer type. **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by John F. Kennedy: 'Leadership and learning are indispensable to each other'."*		

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Collecting the Bones

Activity Overview

Activity Title: Collecting the Bones **Subtitle:** Building Confidence and Resilience for Job Search and Career Growth		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Explore the Wild Woman Archetype as a symbolic model of strength, intuition, and resilience.
• Support participants in identifying professionally relevant qualities associated with this archetype.
• Connect archetypal traits to confidence and resilience in job search and career contexts.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize the Wild Woman Archetype as a symbolic representation of strength, intuition, and resilience.
  ○ **Comprehension:** Understand how archetypal qualities relate to confidence and adaptability in professional contexts.
	Focus: Archetypes / Employer Personas
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Show Confidence, Maintaining a positive attitude, Have Emotional Intelligence
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Min-Max Number of Participants: 2+
	
	Duration: 40-60 minutes
	
	Learning Format: In-Person Online
	
	Session Preparation:
	• **Required Materials:**

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- **Analysis:** Analyze how symbolic archetypal traits can support resilience and self-advocacy in job search scenarios.

- **Skills:**
  - **Observation:** Identify symbolic qualities associated with confidence and resilience in professional contexts.
  - **Exploration:** Explore how archetypal traits can be applied to common job search and career challenges.
  - **Assisted practice:** Apply archetypal concepts to develop general confidence-building strategies for work contexts.
- **Attitudes:**
  - **Realization:** Acknowledge the importance of confidence and resilience in professional development.
  - **Consideration:** Show openness toward symbolic and creative approaches to career preparation.
  - **Preference: V**alue authenticity and resilience as qualities relevant to job search and professional communication.

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** (Google Forms/Word/PDF)
- **Wild Woman Archetype Description:**
  Module 2 - Collecting the Bones - Wild Woman Archetype.p...
- Access to AI tools for participants (Gemini, ChatGPT, Lovart.AI)
- Access to Wifi

- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
  - Mentimeter (Mentimeter)
  - Comfortable seating arrangement conducive to relaxation and openness
  - Printer to print out Wild Woman Archetype visuals learners create with AI tools
- **Room Setup/Equipment:**
  - Test AI-tools (make sure they work for free for image generation) before start of the session:
    - Gemini
    - ChatGPT
    - Lovart.AI
  - Chairs in a circle or semi-circle to create connection
  - Quiet, low-light environment during visualization
  - Space for private writing/journaling
- **Other Prerequisites:**
  - The instructor is comfortable leading a visualization activity.

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Activity Instructions

Topic: Collecting the Bones - Psycho-Archeological Connection to the Wild Woman Archetype - Building Confidence and Resilience for Job Search and Career Growth

Goal / Expected Outcome:

- Participants connect with the Wild Woman Archetype through guided visualization.
- Participants identify personal strengths and unconscious material that can foster resilience.
- Participants link these insights to strategies for greater confidence in career and job search contexts.

Benefits:

- Increases self-awareness and confidence.
- Helps overcome self-doubt in professional settings.
- Provides an empowering metaphor for career resilience.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"Welcome everyone. Today, we're going to explore a powerful symbol - the Wild Woman Archetype - and discover how the qualities associated with this archetype can support confidence and resilience in professional contexts."* **2. Ask:** *"What single-word quality is often associated with resilience in challenging situations?"* (Go around quickly.) **3. Optional energizer: Say:** *"Now, think of a small gesture or movement that could symbolically represent that quality. Let's share it together."*	3-4 min	**Goal:** Build engagement, prime reflection. **Tip:** Keep tone inviting.
2 Main Activity Theory/ Background	**1. Setup:** Display/Hand out **Wild Woman Archetype Description:** Module 2 - Collecting the Bones - Wild Woman Archetype.pdf **2. Say:** *"The Wild Woman Archetype, described by Clarissa Pinkola Estés in "Women Who Run With the Wolves", represents people's instinctive, creative,*	10-15 min	**Goal:** Introduce WIld Woman archetype & career relevance.

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	and resilient nature. She thrives by trusting her intuition and staying true to her authentic self." **3. Setup:** Guide the participants to a free AI image generation tool, such as: 1. **Gemini:** https://gemini.google.com/ - can generate AI images 2. **Lovart.AI:** https://www.lovart.ai/home - can generate AI images based on participant's own photos. 3. **ChatGPT:** https://chatgpt.com/ - can generate a limited number of images **4. Say:** *"Now, let's generate images of the Wild Woman Archetype ourselves. Access Gemini or ChatGPT if you'd like to create an image of the Wild Woman, or Lovart.AI for those of you who would like to use your own photo. Or you can also find another AI tool online. Let's create our own versions of the Wild Woman Archetype!".* (Give the learners about 5-10 minutes to generate their images). **5. Say:** *"Who would like to share their images?".* Encourage learners to share their images, if they would like. **Optional:** Use Mentimeter to share images with the group. **6. Say:** *"In job searches, this archetype helps us face challenges with confidence, advocate for ourselves, and remain authentic - even in competitive or discouraging environments."* **7. Present quick stats:** *"According to the National Bureau of Economic Research, 80% of women struggle with self-advocacy at work. Talented women often avoid higher-paying roles because they feel underqualified."*		**Tip:** Link traits to job market challenges. Keep it light and fun. **Materials:** **Wild Woman Archetype Description:** Module 2 - Collecting... Links to AI image generation tools: Gemini, Lovart.AI, ChatGPT **Optional:** Use (Mentimeter) to share images with the group.
3 Check-In	**1. Ask:** *"Which qualities of the Wild Woman Archetype are most visible in professional or career contexts?"* **2. Say:** *"The aim of this activity is to understand the archetype as a symbolic model."*	1-2 min	**Tip:** Quick check-in **Materials:**

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			Wild Woman Archetype Description: Module 2 - Collecting...
4 Main Activity Experience	**Step 1 – Preparation: Settle and Focus (2 -3 minutes)** **1. Set Up:** Ensure that everyone sits comfortably on their chairs **2. Say:** *"Everyone, please sit in a comfortable position.* *You may place your feet on the floor and rest your hands comfortably in your lap or by your sides.* *You can close your eyes, or keep them softly focused on the floor."* (Pause for a few seconds.) *"Take a slow breath in through your nose...* *...and gently exhale through your mouth."* (Pause for a few seconds.) "Again - inhale slowly - ...and exhale, allowing your body to relax." (Pause for 30 seconds to allow participants to settle.) *"This is a symbolic and imaginative exercise. There is no right or wrong way to imagine."* **Step 2 – Entering the Forest: Observation (3-4 minutes)** **3. Say:** *"Now, imagine observing a fictional person standing at the edge of a forest.* *This forest represents creativity, instinct, and resilience as found in stories and myths."* (Pause for a few seconds.) *"Notice the forest from a distance - the light, the colors, the atmosphere."*	17-22 min	**Goal:** Facilitate deep self-connection. **Tip:** Speak in a slow and meditative way, allow pauses. Play relaxing meditative music through speakers, if available.

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	(Pause for 30–45 seconds.) *"Observe as the person begins to walk into the forest.* *Along the path, there are symbolic fragments - often described as 'bones' in the original story."* (Pause for a minute.) *"Simply observe what kinds of symbols or objects appear. There is no need to interpret them yet."* **Step 3 – Collecting the Bones: Meaning (3-4 minutes)** **4. Say:** *"As the person continues through the forest, they begin to collect these symbolic fragments."* (Pause for a few seconds.) *"Each fragment represents a quality or strength - such as courage, intuition, creativity, persistence, or self-trust."* (Pause for a minute.) *"Notice which qualities seem to appear most clearly for this fictional person."* (Pause for 30–45 seconds.) **Step 4 – Encountering the Wild Woman Archetype (3-4 minutes)** **5. Say:** *"From deeper within the forest, the Wild Woman Archetype appears."* (Pause for a few seconds.) *"Observe how she looks, how she moves, and the energy she represents."* (Pause for a minute.) **"***Notice which strengths or qualities she embodies - for example confidence, resilience, authenticity, or inner authority."*		

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	(Pause for 30–45 seconds.) **Step 5 – Returning to the Room (1–2 minutes)** **6. Say:** *"Now, allow the image of the forest and the Wild Woman to gently fade."* (Pause for a few seconds.) *"Bring your attention back to the room."* (Pause.) *"When you're ready, take a slow breath in… and exhale."* (Pause.) *"You may open your eyes when it feels comfortable."* **Step 6 - Wild Woman Experience (5 min)** **7. Say:** *"Take 5 minutes to write down what you observed - qualities, messages, or insights from the Wild Woman.*		
5 Reflection	**1. Say**: *"Now, that we have observed what connecting to the Wild Woman could be like, let's answer the following questions:"* ***Ask:*** • *"What qualities or messages did the Wild Woman share?"* • *"How could these help people in their job search or career growth?"* • *"What part of the Wild Woman's resilience can people carry into their professional lives?"* Give each participant a chance to answer.	5-10 min	**Goal:** Support personal processing & optional sharing. **Tip:** Respect privacy, no pressure to share. **Materials:** Digital notes/paper for reference

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6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Your reward today is this new awareness of your professional journey and future opportunities."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Mini symbolic token (door card bookmark) • Wild Woman Archetype Printout • Access to curated personal growth resources • Invitation to next group-building session • Link to Women Who Run With the Wolves audiobook (e.g. Audible) **3. End with a Quote. Say:** *Maya Angelou said about the Wild Woman Archetype: 'I am grateful to Women Who Run With the Wolves and to Dr. Clarissa Pinkola Estés. The work shows the reader how glorious it is to be*	1-2 min	**Goal:** End with positive reinforcement. **Material:** Reward **Optional:** Printer to print out Wild Woman Archetype visuals learners create with AI tools

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	daring, to be caring, and to be a woman. Everyone who can read should read this book'."		

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Narrative/StoryBrand

The Hero's Journey

Activity Overview

Activity Title: The Hero's Journey **Subtitle:** Mapping Your Personal Myth		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Help participants understand and apply 'The Hero's Journey' framework to personal, professional, or symbolic life journeys.
• Encourage reflection on personal growth, challenges, and transformation using a familiar narrative structure.
• Provide a creative lens for career development and life planning.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize the basic structure and purpose of the Hero's Journey as a narrative framework.
  ○ **Comprehension:** Understand how key stages (challenge, support, transformation, return) mirror common career and life transitions.
	Focus: Narrative / StoryBrand
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Tell a story, Write storylines, Manage personal professional development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Trainers in non-formal adult education
	Members of non-formal adult education organizations
	Min-Max Number of Participants: 3-20
	
	Duration: 30-49 minutes
	
	Learning Format: In-Person Online

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- **Analysis:** Analyze how the Hero's Journey can represent processes of professional growth, resilience, and change.

- **Skills:**
  - **Observation:** Identify Hero's Journey stages within stories, examples, or professional journeys.
  - **Exploration:** Explore how narrative frameworks can be applied to career planning and professional storytelling.
  - **Assisted practice:** Use the Hero's Journey structure to map a professional or symbolic journey in a guided activity.
- **Attitudes:**
  - **Consideration**: Show openness toward narrative frameworks as tools for reflection and career development.
  - **Preference**: Value structured storytelling as a way to explain growth, learning, and transitions.
  - **Self-identification:** Recognize that professional journeys can be represented symbolically without requiring personal disclosure.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - The Heroine's Journey Printout/PDF/Link - **The Hero's Journey** - Wikipedia/The Hero's Journey - Wikipedia.png

- **Optional Extras:**
  - Calming background music to create reflective atmosphere
  - Projector for The Heroine's Journey
  - The Hero's Journey - Joseph Campbell (book/PDF)
- **Room Setup/Equipment:**
  - Prepare The Heroine's journey either on PDF/printed version/or on a projector
  - Chairs arranged to enable group discussion.

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Activity Instructions

Topic: The Hero's Journey - Mapping Your Personal Myth

Goal / Expected Outcome:

- Participants can identify and map professional, symbolic, or representative journeys to key stages of the Hero's Journey.
- Participants gain insight into patterns of growth, challenge, and transformation commonly experienced in career development and transitions.
- Participants develop greater clarity around career direction, adaptability, and resilience strategies.

Benefits:

- Provides a structured narrative framework for analyzing career paths, transitions, and milestones.
- Supports goal setting and forward planning through narrative progression and reflection.
- Builds confidence in using storytelling as a professional communication and personal branding tool for interviews, networking, and career conversations.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants warmly. Say:** *"Welcome! Today we'll explore how people's life's journey can be mapped as an epic story - just like the heroes we see in books and films."* **2. Ask:** *Who is a hero or heroine from a story or film that people love?"* (Quick round, 1 min). **3. Mini-energizer:** *"Now, let's all stand up, take a deep breath, and strike a 'ready for adventure hero/heroine' pose."*	2-4 min	**Goal:** Break the ice, set a creative tone. **Tip:** Keep the energy light.
2 Main Activity Theory/ Background	**1. Say:** *"The Hero's Journey is a story pattern found in myths and films around the world. It describes how people face challenges, learn, and come back stronger."* **2. Introduce EAC's The Heroine's Journey.** **Set up image:**	7-10 min	**Goal:** Introduce the framework in simple terms. **Tip:** Don't overcomplicate - one sentence per stage

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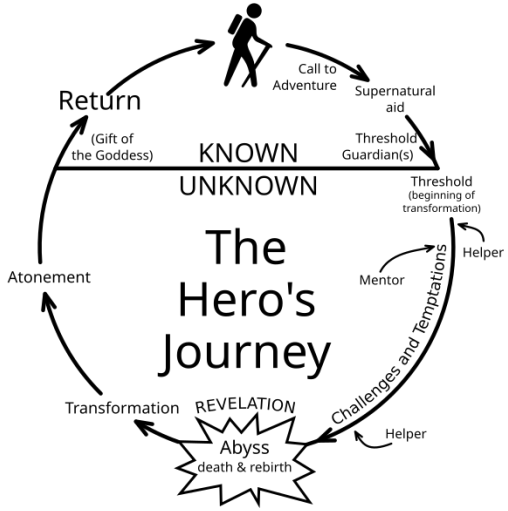
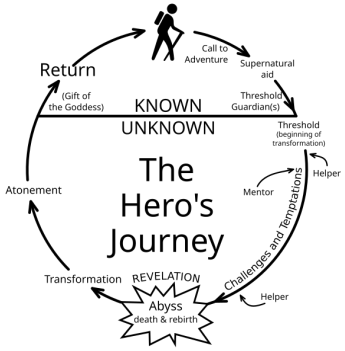
	The Hero's Journey - Wikipedia/The Hero's Journey - Wikipedia.png **3. Say:** *"The following is an adaptation of the Hero's Journey to The Heroine's Journey:"*  **Briefly explain the main 9 stages with optional examples (here from Star Wars): "***Originally, there are 17 stages of the Hero's Journey by Joseph Campbell. We will use the 9 main stages that summarize the pivotal points in the Hero's Journey for the purpose of this activity:* ***Stage 1 - Call to Adventure:*** *The hero or heroine's ordinary life is disrupted by a challenge, problem, or invitation. Something happens that calls them to leave their comfort zone and begin a journey.* ○ ***Star Wars Example:*** *Luke Skywalker discovers Princess Leia's holographic message hidden in R2-D2: "Help me, Obi-Wan Kenobi. You're my only hope."*		is enough. Use an example that comes to mind (or Star Wars Example) **Materials:** The Heroine's Journey Printout/PDF/Link - **The Hero's Journey** - Wikipedia/The Hero's Journey - Wikipedia.png 

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	Stage 2 - Supernatural Aid: *A guide, mentor, or magical helper appears to support the hero or heroine. They provide wisdom, protection, or tools needed for the journey.* ○ ***Star Wars Example:*** *Obi-Wan Kenobi gives Luke his father's lightsaber and guidance: "The Force will be with you. Always."* ***Stage 3 - Threshold (Beginning of Transformation):*** *The hero/heroine crosses the boundary between the familiar world and the unknown. A mentor or helper often appears to guide them through this passage.* ○ ***Star Wars Example:*** *After his aunt and uncle are killed, Luke leaves Tatooine with Obi-Wan, committing to the path of adventure with no turning back.* ***Stage 4 - Challenges and Temptations:*** *The hero faces tests, allies, and enemies. These challenges reveal weaknesses, force growth, and build strength. Temptations may distract or delay progress.* ○ ***Star Wars Example:*** *Luke confronts stormtroopers, joins Han and Leia, and resists the pull of fear while navigating dangers inside the Death Star.* ***Stage 5 - Abyss (Death & Rebirth):*** *This is the darkest, most difficult moment of the hero's/heroin's journey. The hero/heroine seems to face destruction, loss, or ultimate failure. But from this "death," there is rebirth after.* ○ ***Star Wars Example:*** *Obi-Wan sacrifices himself in battle with Darth Vader. Luke experiences deep loss but gains new inner strength as he escapes.* ***Stage 6 - Transformation:*** *Through the ordeal, the hero is transformed. They acquire new insight, strength, or wisdom that changes who they are at the core.*		

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	○ ***Star Wars Example:*** *Luke begins to trust the Force, stepping into his role as a Jedi in training rather than just a farm boy.* ***Stage 7 - Atonement:*** *The hero reconciles with themselves, their destiny, or others. They come into balance and accept their role fully.* ○ ***Star Wars Example****: In the Rebel base, Luke integrates his training, responsibility, and courage, ready to face the final trial.* ***Stage 8 - Gift of the Goddess:*** *The hero receives a reward, blessing, or powerful tool. It symbolizes the benefit of their transformation and empowers them to complete the journey.* ○ ***Star Wars Example:*** *Luke receives the trust of the Rebel Alliance and the "gift" of faith in the Force, enabling him to make the impossible shot.* ***Stage 9 - Return:*** *The hero returns to the ordinary world, but transformed. They bring back wisdom, strength, or a gift that benefits both themselves and their community.* ○ ***Star Wars Example:*** *Guided by the Force, Luke destroys the Death Star. He returns not as a farm boy, but as a hero who brings hope to the entire Rebellion."*		
3 Check-In	**1. Ask:** *"Do these 9 stages of the Hero's Journey make sense? Please take a moment to look at the 9 stages and feel free to ask any questions. Is it clear what each stage means?"* **2. Explanations:** If learners do not understand a specific stage, please refer to 2 Main Activity Theory/Background for explanation and come up with other examples.	1-2 min	**Goal**: Ensure everyone has a focus. **Tip:** Avoid putting pressure on participants. **Materials:** The Heroine's Journey Printout/PDF/Link Devices/pen & paper

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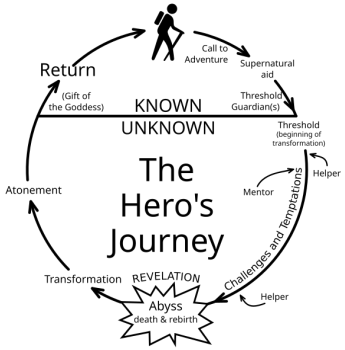
4 Main Activity Experience	**1. Say**: *"Now, let's map a Hero or Heroine's Journey using these 9 stages as a guide. This can be based on your own professional experience, a fictional example, or a journey many people experience when changing careers."* **2. Instruct:** *For each stage, write down an example from your own experience or someone else's. If a stage doesn't fit you, that's completely fine - you can skip it."* **3. Individual work:** *Allow 10-15 minutes for mapping. Walk around, check in, and offer gentle prompts if someone seems stuck, e.g.:* • *"What is an example of a challenge or turning point that could be seen as a 'Call to Adventure'?"* • *"What kind of people or resources often act as mentors or guides during career changes?"* • *"What challenge tested you the most - and how did you grow from it?"*	10-15 min	**Goal:** Encourage deep personal reflection. **Tip:** Walk around the room and help learners who seem stuck with questions. **Materials: Materials: The Hero's Journey** - Wikipedia/The Hero's Journey - Wikipedia.png  Devices/pen & paper
5 Reflection	**1. Say:** *"Let's take a moment to reflect on our Hero's or Heroine's Journeys."* **2. Ask:** • *"How can mapping a professional journey to the Hero's Journey change someone's perspective on career paths?"*	5-10 min	**Goal:** Allow safe sharing. **Tip:** Model sharing by giving your own example first.

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	• *"What stage are many job seekers or people re-entering the workplace in and why?"* • *"How could knowing this framework help someone navigate future challenges?"* Give volunteer learners time to respond.		
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Your reward today is this new awareness of how to connect the hero's journey to professional journeys and to understand future opportunities."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Handout/digital file with Hero's Journey stages and prompts. • The Hero's Journey PDF	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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	3. End with a Quote. Say: *"I would like to end this activity with the following quote from Joseph Campbell's "The Hero's Journey - Campbell on his Life and Work: "The journey of the hero is about the courage to seek the depths; the image of creative rebirth; the eternal cycle of change within us; the uncanny discovery that the seeker is the mystery which the seeker seeks to know." (page 116)*		

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My Future Self

Activity Overview

Activity Title: My Future Self **Subtitle:** How do you see yourself in 5 years?		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Encourage participants to understand that current job uncertainties can be transformed into opportunities for growth.
• Motivate participants to go after their dream job/help trainers assist others to find motivation
• Provide participants with a method to find what skills they need to qualify for their dream job
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize that career paths evolve and uncertainties can become opportunities.
  ○ **Comprehension:** Understand how to articulate a motivating response to "Where do you see yourself in 5 years?"
  ○ **Application:** Identify future roles and required skills for a
	Focus: Narrative / StoryBrand
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Apply strategic thinking, Manage personal professional development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Trainers in non-formal adult education
	Members of non-formal adult education organizations
	Min-Max Number of Participants: 1+
	
	Duration: 34-52 minutes
	
	Learning Format: In-Person Online
	
	Session Preparation:

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desired career path.

- **Skills:**
  - **Exploration:** Participants explore possible future selves, career paths, and alternative professional directions.
  - **Assisted practice:** Participants are guided through visualization, reflection prompts, and structured questions.
  - **Problem solving:** Participants identify gaps between current position and desired future, and consider how to address them.
- **Attitudes:**
  - **Realization:** Becoming aware that personal choices, learning, and effort influence future outcomes.
  - **Consideration:** Openness to exploring multiple futures instead of feeling limited by current circumstances.
  - **Self-identification:** Seeing oneself as an active agent capable of shaping a meaningful professional future.

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
- **Optional Extras:**
  - Music to encourage reflection (ambient sound)
- **Room Setup/Equipment:**
  - Arrange chairs in a circle or semi-circle (no tables), creating an open and safe space for sharing.
- **Other Prerequisites:**
  - Room needs to meet accessibility standards

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Activity Instructions

Topic: Future Self - How My Story Makes Sense

Goal / Expected Outcome:

- Encourage participants to reflect on career and life pathways from the perspective of a future self (5 or 20 years ahead), recognizing the value of present and past experiences.
- Help participants connect past, present, and future in a way that reveals patterns, strengths, and opportunities relevant to career development and planning.
- Support reflective thinking that informs intentional, forward-looking life and career decisions.

Benefits:

- Deepens self-management and career planning skills by clarifying values, priorities, and long-term goals.
- Helps participants reframe challenges as part of a coherent professional or life narrative.
- Encourages a balanced and constructive perspective on growth and development.
- Strengthens decision-making by anchoring choices in a broader, long-term perspective.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Smile, make eye contact, and say:** *"Now, we're going to take a creative journey into possible future selves. This is a safe and flexible space to explore ideas."* **2. Ask:** *"When most people think about the future, what's the first word that comes to mind?"* (Go around quickly - 1 word each.) **3. Lead an energizer:** *"Stand up or close your eyes and imagine you're walking into a dream workplace. This could be yours, or simply a place people often imagine enjoying. Walk around as if you're there…"* (Let them act it out for 1 minute.) **4. Say:** *"This energy will help us start our reflection."*	5-7 min	**Goal:** Engaging the learners and getting their attention - Wake up minds & bodies. **Tone:** Light, friendly. **Tip:** Allow free movement around the room during the "dream workplace walk."

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2 Main Activity Theory/ Background	**1. Say:** *"The activity we're doing today is called My Future Self. It helps people imagine themselves many years from now, looking back on their lives. This perspective can make current challenges and decisions feel clearer."* **2. Ask:** *"If a person could meet themselves five years in the future, what might that future version want to tell their younger self?"* ● If participants volunteer, lead the discussion for up to 3 minutes (ideally 2-3 volunteers) **3. Share examples (optional).** If nobody answers, please share empowering examples. After each example, ask again for volunteers. Examples: **Say:** *"Someone's future self could tell their younger selves*: ○ *You made time for what matters most.* ○ *You made the right decisions.* ○ *You are where you are supposed to be."*	5-7 min	**Goal:** Emphasize the real-life value of the activity for learners. **Tip:** Keep answers short, you're setting the stage.
3 Check-In	**1. Ask:** *"Does this idea make sense so far?"* **2. Say:** *"Raise your hand if you agree".* **3. Reassure them:** "*This exercise can be done in different ways. You may imagine yourself, a fictional character, or a typical person at a later stage in life. There is no need to share personal information."*	2-3 min	**Tip:** This is just a comfort check. Keep moving forward.
4 Main Activity Experience	**1. Say:** *"Please close your eyes if you feel comfortable, or simply soften your focus.* *Imagine a person 20 years in the future.* *This can be yourself, a fictional character, or someone many people could relate to.*	10-12 min	**Goal:** Help learners explore possible future scenarios and directions **Tip:** Speak slowly, keep your tone calm and steady. **Materials:** Learner's Devices (to take notes)

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	This person is living a full and meaningful life. They are sitting somewhere they enjoy - for example, a favorite chair, a sunny garden, or by the sea and reflecting on their life story." **2. Slowly read each reflection, pausing 30 seconds-1 minute between each:** • *"Where might this person be if things developed in a positive direction?"* • *"What advice might their future self give to their younger self?"* • *"Looking back, what lessons could earlier challenges have taught them?"* • *"Which moments were most important in shaping their path?"* • *"How did their decisions influence where they are now?"* • *"What do they do professionally at this stage?"* **3. After 3-4 minutes, say:** *"Now, open your eyes and take about five minutes to write freely. You can write about this imagined person or your own future self - whichever feels more comfortable. Notes, bullet points, or short sentences are all fine. Sharing later is optional."* (Give learners 5 minutes to take notes)		
5 Reflection	**1. Ask:** Ask the following questions and give students 1 minute in between to think about the answers. *"What did the future self do to have a fulfilling life?* *"What was the future self's job like and what was their job title?"* **3. Ask:** After about 5 minutes, encourage the students to share some of their answers. Then ask: • *"What actions or choices contributed to a fulfilling life in this scenario?"* • *"What kind of professional role did this person have?"* • *"Where did they work, or in what type of environment?"* • *"What skills or experiences helped them reach this point?"*	7-15 min	**Goal:** The goal is for learners to reflect on their future selves and get a better vision of themselves in 5 years from now, as well as their next career steps. **Tip:** Not everyone will share - that's okay.

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	Encourage students to share their answers.		
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Today's reward is a new perspective. This activity shows that there are many possible paths forward - and that future opportunities are shaped by the choices and skills developed over time. You now have a clearer sense of direction and possible next steps."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. 1. Free CV review 2. Free job training session 3. Half an hour interview simulation 4. Free pass to a job fair/event 5. Invitation to an event	2-3 min	**Goal:** Incentivize & inspire real-life action. **Tip:** End with high energy and belief in their potential. **Material:** Reward

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	6. Access to a list of job application platforms 7. Personalized LinkedIn profile review 8. "Future Self" certificate of participation **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Eleanor Roosevelt in her Speech at the Sorbonne, Paris (1948): "The future belongs to those who believe in the beauty of their dreams".*		

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Narrative/StoryBrand

StoryBrand

Build Your StoryBrand Narrative

Activity Overview

Activity Title: Build Your StoryBrand **Subtitle:** Practical Storytelling for Personal & Professional Branding		Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Understand storytelling as a tool for creating clear and compelling personal/professional narratives.
• Apply the StoryBrand framework to personal branding or business storytelling.
• Improve communication skills by clarifying messages and focusing on audience needs.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize storytelling as a tool for creating clear, audience-focused personal or professional narratives.
  ○ **Comprehension: U**nderstand the core elements of the
	Focus: Narrative / StoryBrand
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Tell a story, Manage personal professional development, Communication, Prepare for job interview, Study communications channels for different employers/contractors
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 1-20

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StoryBrand framework (character, problem, guide, plan, action, success, failure).

- **Application:** Identify how to position a person or brand as a guide responding to audience needs.

- **Skills:**
  - **Exploration:** Explore different ways to frame professional experiences using the StoryBrand narrative structure.
  - **Assisted practice:** Develop a StoryBrand narrative using guided templates, examples, and facilitator support.
  - **Independent practice:** Independently draft a short StoryBrand narrative or elevator pitch aligned with a target audience or professional context.
- **Attitudes:**
  - **Consideration:** Show openness to viewing communication from the audience's perspective rather than focusing only on personal achievements.
  - **Preference:** Value clarity, structure, and empathy as essential elements of effective professional communication.
  - **Self-identification:** Recognize oneself as a capable communicator who can guide others through clear and purposeful storytelling.

Duration: 44-66 minutes

Learning Format: In-Person Online

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
    - Link to Crafting Your Brand Blueprint in a Tech-Driven Future: https://brand-blueprint.ea.consulting/
    - Link to Brandscript Free: https://app.storybrand.ai/login
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Donald Miller's "Building a Story Brand" Framework** (projected/online/printed):

    Module 2 - Build Your StoryBrand Narrative - StoryBrand Fra...

- **Optional Extras:**
  - Calming background music to create reflective atmosphere
  - Whiteboard/flipchart or sticky notes

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	○ Projector to display framework examples and brand case studies. • **Room Setup/Equipment:** ○ Setup tables and chairs in a circle for writing and discussion

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Activity Instructions

Topic: Build Your StoryBrand Narrative - Practical Storytelling

Goal / Expected Outcome:

- Participants apply the StoryBrand framework to their own professional or brand narrative.
- Increased clarity and persuasiveness in personal branding.
- Improved ability to tailor communications to target audiences.

Benefits:

- Clear, actionable framework for personal and professional storytelling.
- Strengthens self-presentation skills for CVs, interviews, and networking.
- Encourages focus on the audience's perspective and needs.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants and say:** *"We will now explore how professional stories can be communicated in a clear, compelling way that focuses on what audiences care about."* **2. Say:** *"I'll give a short example of a message.* *If the message feels clear, raise your right hand and make a 'I get it!' face.* *If the message feels confusing, raise your left hand and make a 'confused' face."* (Go around quickly, 1 answer each.) **3. Read 3–4 quick examples (spoken, no slides needed):** • *"We offer innovative, holistic solutions for tomorrow's challenges."* • *"This program helps people prepare for job interviews in three simple steps."* • *"Our platform leverages next-generation synergies to empower users."* • *"This service helps job seekers improve their CV and LinkedIn profile."*	5-7 min	**Goal:** Build energy and relevance. **Tone:** Warm, encouraging.

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	4. React with humor: *"I love the faces - this already tells us a lot."* **3. Say:** *"StoryBrand works because it creates clarity by focusing on the audience and their needs."*		

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2 Main Activity Theory/	**1. Say:** *"The StoryBrand framework defined by Donald Miller in his book "Building a StoryBrand" positions the audience as the hero, and the person and their brand as the guide."* **2. Setup:** To begin, show or distribute the WOW-ME StoryBrand Framework (projected, online, or printed). **3. Walk through each element briefly:** • **A Character:** ○ ***Business example:*** *A young professional wants to learn new skills to advance in her career.* ○ ***Brand example:*** *Nike's customer is the everyday athlete who wants to push their limits.* • **Has a Problem:** ○ ***Business example:*** *She feels stuck in her current job and doesn't know how to stand out in applications.* ○ ***Brand example:*** *The athlete struggles with self-doubt or lacks the right gear to train effectively.* • **And Meets a Guide** ○ ***Business example:*** *She discovers a mentor, coach, or training program that helps her clarify her direction.* ○ ***Brand example:*** *Nike steps in as the motivational guide - "Just Do It."*	5-10 min	**Goal:** Introduce framework in digestible format. **Tip:** Use familiar examples so it's easier to understand. **Material:** Donald Miller's "Building a Story Brand" Framework (projected/online/printed): Module 2 - Build Your...

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	• **Who Gives Them a Plan** ○ ***Business example:*** *The coach helps her update her CV, build a LinkedIn profile, and practice interviews.* ○ ***Brand example:*** *Nike provides step-by-step training apps, personalized programs, and the right shoes.* • **And Calls Them to Action** ○ ***Business example:*** *The mentor encourages her to apply for that new role, despite her doubts.* ○ ***Brand example:*** *Nike ads invite the athlete to take action today - "Run your first mile."* • **<u>That Ends in Success:</u>** ○ ***Business example:*** *She gets hired for her dream role and feels more confident in her career path.* ○ ***Brand example:*** *The athlete trains consistently, improves performance, and achieves their fitness goals.* • **That Helps Them Avoid Failure** ○ ***Business example:*** *She avoids staying stuck in a role that doesn't fit her skills or values.* ○ ***Brand example****: The athlete avoids injury, frustration, or giving up by having the right support.*		
3 Check-In	**1. Ask:** *"In the StoryBrand framework, why is the audience positioned as the hero rather than the speaker or brand?* **2. Invite 2-3 volunteers** to share their ideas. **3. If unsure, reassure:** *"StoryBrand focuses on how a person or brand helps others succeed. In professional contexts, this means clearly communicating how your skills, services, or ideas benefit employers, clients, or communities - not just listing achievements.*	2-5 min	**Goal:** Confirm understanding and inspire critical thinking before moving on.

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4 Main Activity Experience	**1. Setup**: Distribute or display the **WOW-ME StoryBrand Framework** (projected, online, or printed). **2. Say:** *"Using this framework, create a StoryBrand narrative. This can be based on*: • *your professional story* • *a professional role,* • *a business or project idea, or* • *a fictional or generic profile that represents a typical professional journey."* **3. Individual Activity:** Allow 15–20 minutes for participants to write responses to each stage of the framework. Walk around to offer support, clarifications, or examples if needed. **4. Optional Extension:** *"If you wish, try summarizing your StoryBrand into a short 1-minute elevator pitch."* **5. Present StoryBrand:** Invite voluntary participation in presenting the learners' storybrands. **6. Say:** *"You may share your StoryBrand or elevator pitch if you'd like. Sharing is optional, your work can also remain a personal reference for future CVs, interviews, or presentations.*	17-22 min	**Goal:** Hands-on creation of their StoryBrand. **Tip:** Remind them to think from the employer's/audience's perspective. **Material:** Donald Miller's "Building a Story Brand" Framework (projected/online/printed): PDF Module 2 - Build Your...

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	Give volunteers a chance to answer.		
5 Reflection	1. Invite participants to **share their StoryBrand** with a partner or in small groups. **2. Ask:** • *"How can the StoryBrand narrative help communicate someone's unique value?"* • *"How could this StoryBrand be adapted for different audiences, such as employers, clients, or partners?"* Give participants 10-15 minutes to discuss. **Optional:** Discuss the answers with all participants.	10-15 min	**Goal:** Peer feedback to refine narratives. **Tip:** Ensure equal presentation time
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"This StoryBrand framework offers a reusable structure for professional communication that can be adapted to interviews, LinkedIn summaries, and networking contexts.*	2 min	**Goal:** End with positive reinforcement.

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	2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Free LinkedIn profile review • CV feedback session • Personal branding checklist PDF • Link to Crafting Your Brand Blueprint in a Tech-Driven Future: https://brand-blueprint.ea.consulting/ • Link to Brandscript Free: https://app.storybrand.ai/login **3. End with a Quote. Say:** *""I would like to end this activity with the following quote from the book 'Building a StoryBrand' by Donald Miller: 'When we position our customer as the hero and ourselves as the guide, we will be recognized as a trusted resource to help them overcome their challenges. Positioning the customer as the hero in the story is more than just good manners; it's also good business'."*		**Material:** Reward • Link to Crafting Your Brand Blueprint in a Tech-Driven Future: https://brand-blueprint.ea.consulting/ • Link to Brandscript Free: https://app.storybrand.ai/login

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Slovakia - HR Career Coaching

Inner Colors

Activity Overview

Activity Title: Inner Colors **Subtitle:** Strengthening Group Cohesion and Collaborative Work	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce participants in a creative, introspective way.
• Strengthen group cohesion via a symbolic and artistic exercise.
• Raise awareness of non-verbal communication and its role in shaping perception.
• Encourage reflection on personal identity and how others perceive us.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize how colors and symbols can communicate personality traits, moods, and impressions.
  ○ **Comprehension:** Understand how non-verbal cues (colors, visual choices, symbolism) shape perception within a group.
  ○ **Application:** Identify how color choices can reflect
	Focus: Personal Development, HR Strategies
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer
	Type of Skill (ESCO): Working with others, Communication, collaboration and creativity, Show Confidence, Personal development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Trainers in non-formal adult education
	Members of non-formal adult education organizations
	Min-Max Number of Participants: 4-20
	
	Duration: 40-55 minutes
	
	Learning Format: In-Person

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aspects of identity or emotional state.

- **Skills:**
  - **Observation:** Notice and interpret non-verbal elements (colors, symbols, visual expression) used by others.
  - **Exploration:** Exchange perspectives and meanings related to color symbolism through group interaction.
  - **Creative modification:** Use colors and symbolic elements creatively to represent identity in a visual form.
- **Attitudes:**
  - **Realization:** Become aware of the role of non-verbal communication in expressing identity and emotions.
  - **Consideration:** Show openness and respect toward diverse symbolic expressions within the group.
  - **Self-identification:** Recognize one's place in the group and how personal expression contributes to shared understanding.

Session Preparation:

- **Required Materials:**
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Painting/Drawing materials:** Coloring pens, pencils, scissors, painting materials, colored paper (2 cm x 5 cm strips, cut from A4 sheets)
  - **Paper** to paint on
  - **Paper/cards** (with door illustrations - optional variation)
  - **Color theory card** (prepared by trainer, Source)

Color	Perceived Qualities in an Interview
Blue	Trustworthy, calm, dependable
Black	Powerful, professional, authoritative
White	Organized, clean, detail-oriented
Red	Energetic, assertive, passionate
Green	Balanced, stable, approachable
Yellow	Optimistic, creative (use sparingly!)
Purple	Imaginative, unique (risky in formal roles)

- **Optional Extras:**
  - Digital device (laptop, tablet, phone)/pen & paper for each participant
  - Calming background music to create a reflective atmosphere
  - Flipchart for noting group insights
- **Room Setup/Equipment:**
  - Prepare color theory card based on Source
  - Open floor space for interaction
  - Tables for art creation phase
  - Spread the painting/drawing materials and paper/cards on the tables

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Activity Instructions

Topic: Inner Colors - Strengthening Group Cohesion through Color Symbolism

Goal / Expected Outcome:

- Create deeper group understanding through creative expression.
- Build trust and empathy via shared feedback and symbolic discussion.
- Highlight how perception plays a role in career and social interactions.

Benefits:

- Encourages creativity and non-verbal communication.
- Builds rapport and cohesion within groups.
- Enhances awareness of how others perceive you in professional and personal contexts.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants and say:** *"Today we'll explore how people see themselves and how others see them, using colors as a language."* **2. Ask:** *"What colors do people like the most and why?"* (Quick answers around the circle.) **3. Then continue:** *"What color do people choose to wear for professional settings, and why?"* (Quick answers around the circle.)	1-4 min	**Goal:** Break the ice and set a playful, safe tone. **Tip:** Try to encourage short answers to keep the mini-energizer short. **Tone:** Friendly, encouraging.
2 Main Activity Theory/ Background	**1. Say:** *"Colors often influence how others perceive us, in everyday life, at work and even in job interviews. They can represent emotions, traits, and connections."* **2. Explain each color:** *"Colors often signify different emotions, carry symbolic meanings, and are interpreted in unique ways across cultures. We can also apply color theory to what people wear at work or during job interviews."*	5-10 min	**Goal:** Make sure every participant understands the symbolic "language" of colors before starting. **Tip:** Show physical color strips while reading meanings.

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Red:

- **Emotion**: Passion, love, anger
- **Symbolism:** Energy, danger, power, strength, war
- **In cultures**: In China, it symbolizes luck and prosperity. In the West, often tied to love or danger.
- **Job interview link:** Wearing or using red can make someone stand out as energetic, assertive and passionate - but too much red can also feel aggressive.

Orange:

- **Emotion:** Enthusiasm, excitement, warmth
- **Symbolism:** Creativity, determination, success, encouragement
- **In cultures:** Can represent spiritual transformation (like in Hinduism and Buddhism with saffron robes).
- **Job interview link:** Suggests creativity, approachability, and high energy - useful in brainstorming or team-building contexts.

Yellow:

- **Emotion:** Happiness, optimism, cheerfulness
- **Symbolism:** Intellect, energy, freshness, caution
- **In cultures:** Western cultures, it's often positive. In some contexts (like Japan), it can symbolize courage.
- **Job interview link:** Can convey optimism and creativity - this color should be used sparingly, although it can be great for inspiring teams, though in large doses it may seem overly casual.

Green

- **Emotion**: Calmness, harmony
- **Symbolism:** Nature, growth, fertility, health, wealth

Optional Materials:

Color strips or color handout

Color	Perceived Qualities in an Interview
Blue	Trustworthy, calm, dependable
Black	Powerful, professional, authoritative
White	Organized, clean, detail-oriented
Red	Energetic, assertive, passionate
Green	Balanced, stable, approachable
Yellow	Optimistic, creative (use sparingly!)
Purple	Imaginative, unique (risky in formal roles)

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	• **In cultures:** Associated with luck (four-leaf clover). In Islam, it's a sacred color representing paradise. • **Job interview link:** Conveys balance, stability, and approachability - useful in leadership or negotiation settings. **Blue** • **Emotion:** Trust, calm, sadness • **Symbolism:** Stability, loyalty, wisdom, serenity • **In cultures**: In Western cultures, blue often represents trust and security. In some Eastern cultures, blue is connected to immortality. • **Job interview link:** Universally seen as trustworthy, calm, and dependable - often used in corporate branding and good for interviews. **Purple** • **Emotion**: Luxury, mystery, imagination • **Symbolism:** Royalty, nobility, spirituality, magic • **In cultures:** Historically tied to royalty and wealth because purple dye was rare and expensive. • **Job interview link:** Can signal creativity, and uniqueness - wearing purple can be useful in leadership roles where innovation is valued but can be risky in formal roles. ⚫ **Black** • **Emotion**: Power, elegance, mystery, grief • **Symbolism:** Death, evil, formality, rebellion • **In cultures:** Western: often linked to mourning. Eastern (e.g., China): Can represent water or heaven. • **Job interview link:** Wearing black is perceived as powerful, professional, and authoritative - often chosen for formal business attire.		

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	⚪ **White** • **Emotion:** Purity, innocence, simplicity • **Symbolism:** Cleanliness, peace, humility • **In cultures:** Western: weddings, purity. Eastern (e.g., China): Mourning, funerals. • **Job interview link:** Wearing white communicates being organized, clean and detail-oriented - ideal for presenting a fresh start or clean ideas.		
3 Check-In	**1. Ask:** *"Does everyone feel comfortable both giving and receiving color feedback today?"* **2. If someone is unsure, reassure them:** *"There are no right or wrong answers, and all colors are beautiful. We're sharing perceptions, not judging."*	1-2 min	**Goal:** Ensure participants are ready for perception-sharing.
4 Main Activity Experience	**Part A - Selecting Colors:** **1. Setup:** All participants gather in a circle. **2. Say:** *"We are going to explore how others see us. One by one, each of you will close your eyes while the group chooses colors that represent you."* One participant closes their eyes. **3. Do:** • Choose the first volunteer. Ask them to close their eyes. • Invite the rest of the group to silently select **one color strip** for that person. • Collect all the chosen strips and place them in front of the person with closed eyes. **4. Ask the person to open their eyes. Say:** *"Now, please open your eyes."* **5. Say:** "Now, let's go around the circle and everyone explains why they chose this color.	20-25 min	**Goal:** Creates awareness of self-perception and mutual recognition. **Tip:** Remind participants to choose based on their perception of the person's personality, energy, or current mood. **Materials:** **Painting/drawing materials:** Color strips, Coloring pens, pencils, scissors, painting materials, Colored paper (2 cm x 5 cm strips, cut

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	(Go around the circle: Each participant briefly explains their choice, e.g., *"I chose yellow because you always bring a cheerful energy to the group."*). Thank everyone, then move to the next person. Repeat until each participant has had a turn being "seen" through colors. **Part B - Creating the Masterpiece:** **1. Setup:** Provide scissors, glue, pens, and a surface to work on. Each participant has the strips of colors chosen for them in Part A. **2. Say:** *"Now you will create a small artwork - your color portrait - using the strips you received. Think of it as a reflection of how others see you, combined with how you feel about those colors."* **3. Demonstrate briefly how they might:** • Cut or tear strips into shapes • Arrange them into a pattern or picture • Add details with pens/pencils • Combine strips in creative ways Give participants 10 minutes to create their artwork. **4. When time is up, invite each person to show their piece to the group.**		from A4 sheets), **Paper/cards** with door illustrations (optional variation) **Paper to paint on**
5 Reflection	**1. Ask:** • *"What can people learn from the colors they received?"* • *"What can colors say about someone?"* After each sharing, allow 1-2 quick reflections from others if they wish (but keep the pace moving).	5-7 min	**Goal:** Help participants connect the activity to self-awareness and career contexts.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs).	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way.

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	3. Participants answer the following questions (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		**Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say**: *"These colors tell a story about you - take this as a reminder of your strengths."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. ● Personal "Color Meaning" card ● PDF on color psychology for interviews ● Invite to a creative self-presentation workshop. **3. End with a Quote. Say:** *"I would like to end this activity with the following quote from The Stones of Venice by John Ruskin: 'The purest and most thoughtful minds are those which love color the most.'"*	2-3 min	**Goal:** Incentivize & inspire real-life action. **Material:** Reward

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Looking for a Superhero

Activity Overview

Activity Title:
Looking for a Superhero
Subtitle:
Exploring Your Role in the World of Heroes

FutuReg

Courses on the ICARUS AI platform

Pedagogical Details

Activity Goals & Overview:

- Explore archetypes as tools for personal branding and career storytelling.
- Apply the Hero archetype to identify strengths and values.
- Create a concise, professional personal branding statement.

Learning Outcomes:

- **Knowledge:**
  - **Awareness:** Recognize the Hero archetype as a symbolic framework for identity and growth.
  - **Comprehension:** Understand how the Hero archetype is used in branding and professional self-presentation.
  - **Application:** Identify Hero-related traits relevant to a personal or professional narrative.
- **Skills:**
  - **Observation:** Notice key Hero archetype qualities in examples and scenarios.

Logistics & Setup

Focus: Personal Development, HR Strategies

Edu Method: Non-Formal Activity

Type of Activity: Energizer

Type of Skill (ESCO): Define Brand Identity, Develop creative ideas, Manage Personal Professional Development, Solving Problems, Personal development

Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities

Secondary Target Groups:

Learners in non-formal adult education

Members of non-formal adult education organizations

Trainers in non-formal adult education

Min-Max Number of Participants: 4-20

Duration: 45-60 minutes

Learning Format: In-Person, Online

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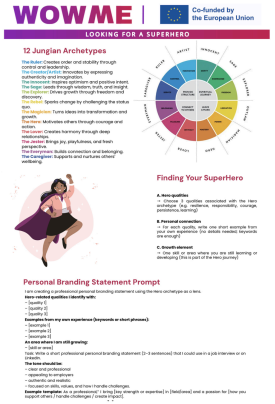
- **Exploration:** Reflect on strengths and experiences using the Hero archetype as a lens.
- **Creative modification:** Create a short personal branding statement based on Hero traits.

- **Attitudes:**
  - **Realization:** Awareness of one's own strengths, values, and professional identity.
  - **Consideration**: Reflection on how the Hero archetype relates to one's own experiences and career development.
  - **Self-identification:** Identification with values such as resilience, responsibility, growth, and purpose.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Handout**

    Module 3 - Looking for a Superhero - Jungian Archetypes ...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LOOKING FOR A SUPERHERO

12 Jungian Archetypes

The Ruler: Creates order and stability through leadership and control.
The Creator/Artist: Inspires by expressing authenticity and imagination.
The Sage: Seeks truth through wisdom, inquiry, and insight.
The Explorer: Drives growth through freedom and discovery.
The Rebel: Sparks change by challenging the status quo.
The Magician: Turns ideas into transformation and growth.
The Hero: Motivates others through courage and action.
The Lover: Creates harmony through deep connection.
The Jester: Brings joy, playfulness, and fresh perspective.
The Everyman: Builds connection and belonging.
The Caregiver: Supports and nurtures others' wellbeing.

Finding Your SuperHero

A. Hero qualities
→ Choose 3 qualities associated with the Hero archetype (e.g. resilience, responsibility, courage, persistence, learning)

B. Personal connection
→ For each quality, write one short example from your own experience (no details needed; keywords are enough)

C. Growth element
→ One skill or area where you are still learning or developing (this is part of the Hero journey)

Personal Branding Statement Prompt

I am creating a professional personal branding statement using the Hero archetype as a lens.
Hero-related qualities I identify with:
– [quality 1]
– [quality 2]
– [quality 3]
Examples from my own experience (keywords or short phrases):
– [example 1]
– [example 2]
– [example 3]
An area where I am still growing:
– [one skill or area]
Task: Write a short professional personal branding statement (2–3 sentences) that I could use in a job interview or on linkedin.
The tone should be:
– clear and professional
– confident but not arrogant
– authentic and realistic
– focused on skills, values, and how I handle challenges.
Example template: As a professional I bring [key strength or expertise] in [field/area] and a passion for [how you support others / handle challenges / create impact].

- **Optional Extras:**
  - Calming background music to create a reflective atmosphere
- **Room Setup/Equipment:**
  - Accessibility
  - Chairs and tables arranged for focused work

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Activity Instructions

Topic: Exploring Identity with the Hero Archetype

Goal / Expected Outcome:

- Participants articulate core values and strengths through archetypal lenses.
- Each walks away with a concise personal branding statement.
- Increased confidence in their professional identity and storytelling.

Benefits:

- Clarifies professional identity and value proposition, supporting a stronger elevator pitch, CV, and cover letter.
- Transforms strengths and experiences into a clear, story-driven personal brand that employers can recognize and remember.
- Improves interview and job-search confidence by framing experiences as growth, resilience, and learning.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Smile, make eye contact/look into the camera, and say:** *"Welcome! Now, we will discover how people can use AI and connect to their inner hero/heroine to succeed in their jobs."* **2. Ask:** *"When people think of a hero, fictional, historical, or real, who is someone that comes to mind. "* • **In Person:** Say: *"Please share their name and two words that describe the person."* (Quick round). • **Online:** Say: *"Please share their name and two words or emojis that describe the person in the chat."* **3. Optional in-person energizer:** Invite participants to stand and strike a "hero pose" for 10 seconds.	3-5 min	**Goal:** Warm up group, get creative juices flowing. **Tone:** Energetic but friendly.
2 Main Activity Theory/ Background	**1. Say:** *"Now we'll look at the Hero archetype to explore how it reflects identity and how it can be used as a practical tool in professional life - especially for job search, interviews, and personal branding."*	3-5 min	**Goal:** Participants understand that the hero archetype can help them

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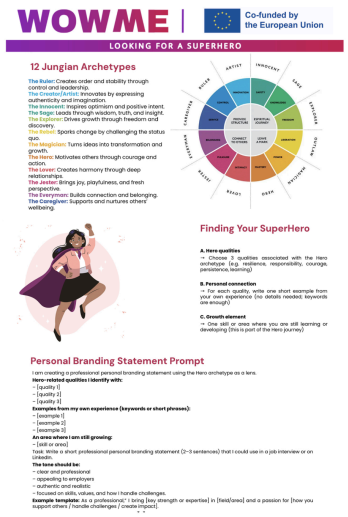
	2. Set up: Handout or display Looking for a Superhero - Jungian Archetypes & Personal Branding Statement.pdf **2. Introducing the Hero Concept. Say:** • *"The Hero archetype comes from psychology and storytelling and helps people understand **how they grow, face challenges, and develop competence over time**.* • *"A hero is not someone who saves the day in a dramatic way — it is a symbolic figure that represents **learning, resilience, responsibility, and progress**."* • *"In psychology and storytelling (especially in Carl Jung's and Joseph Campbell's work), the Hero's Journey is a classic structure that mirrors personal development".* • *"In psychology, the hero represents the 'Self' in transformation. The journey means overcoming fear, gaining knowledge, and finding purpose. Facing challenges means confronting your shadow self (your inner doubts, fears, or weaknesses)".* **3. Say:** "Let's look at this Archetype wheel by Carl Gustav Jung. Each archetype connects to a major concept and strengths: *"The Hero" is about leaving a mark and represents mastery."*		understand their strengths and weaknesses. **Tip:** Use examples of how companies use archetypes in branding (Hero = competence, trust) and how professionals do the same in personal branding. **Handout/Display** Module 3 - Looking for... 
3 Check-In	**1. Say:** *"At the start of this session, everyone shared examples and characteristics, such as [2–3 participant words mentioned in the Mini-energizer], when thinking about heroes.*	2-3 min	**Tip:** Keep it interactive, encourage brief reactions.

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	2. Say: *Now we'll look at the Hero archetype and explore how these same qualities shape professional identity and can be used in job search, interviews, and personal branding."*		Adjust depth if the group seems lost.

4 Main Activity Experience	**Part A - Heroes in Different Contexts (5-10 min)**
	1. Set the scene clearly: *"Heroes and heroines are not just fictional characters. They are a way to understand strengths, values, and how we respond to challenges. Companies use archetypes to connect with customers. We will use them to connect with employers. Let's discover the heroes and heroines in ourselves."*
	2. Explain contexts: Share some examples.
	1. Say:
	• *"In **branding**, companies often use the Hero archetype to connect with customers.*
	  ○ *Example: Think about **Nike**. Their slogan, 'Just Do It' and their campaigns are based on the Hero archetype. They show athletes overcoming limits and pushing through challenges - it's all about courage, strength, and resilience."*
	• *"In **personal branding**, people can position themselves as a Hero by highlighting leadership, courage, or problem-solving qualities.*
	  ○ *Example: "Imagine someone in a leadership role who always steps up when there's a problem. They present themselves as a Hero by showing courage under pressure and determination to guide others. Their personal brand is built around being dependable and strong in difficult moments."*
	• *"In a **job search**, people can use the Hero narrative to frame their own experiences as stories of overcoming challenges and learning from difficulties."*
	  ○ *Example: "When someone loses a job and goes to a job interview afterwards, instead of just saying 'I lost my job and found another*
		25-30 min	**Goal:** Participants understand their own strengths and weaknesses based on the hero archetype
			Tip: Encourage participants to draw or write descriptors of their chosen hero. Walk around to assist and give prompts if someone is stuck.
			Sharing is optional and participants choose what, if anything, they want to disclose.
			Materials:
			• Devices/pen & paper
			• **AI Tools:** ChatGPT, Gemini, or other
			• **Handout/Display**
			Module 3 - Lookin...

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one,' they could frame it as a Hero story: 'I faced a setback, but I used that challenge to build new skills and came back stronger.' That makes their journey memorable and inspiring."

- *"In **self-development**, the Hero's Journey helps us see our own growth and transformation as part of a larger path toward resilience and purpose."*
  - *Example: "Think of a situation where someone faced a challenge and developed a new skill or strength over time. This is also an example of a Hero's Journey. For instance, a person might struggle with public speaking, but after practice and setbacks, they become more confident and eventually inspire others. That's a Hero story."*

3. Give concrete examples of hero archetypes in each context.

Part B - Identify Your Hero Connection (10 min)

1. Introducing the task. Say: *"Now we'll use the Hero archetype as a lens to reflect on your own strengths, values, and experiences.*

You are not describing a character - you are identifying how you connect to the qualities represented by the Hero.

*This is a **personal reflection exercise**.*

*The notes you create are for you and **do not need to be shared** with other participants."*

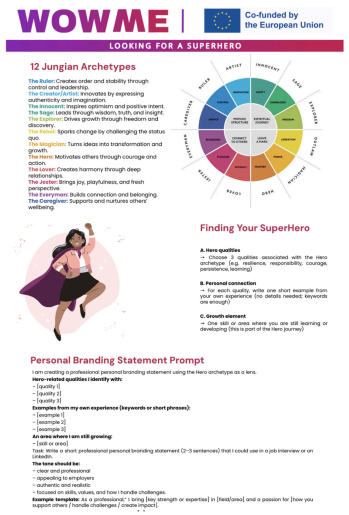
2. Instruct: Now, please collect the following information.

A. Hero qualities

→ Choose 3 qualities associated with the Hero archetype (e.g. resilience, responsibility, courage, persistence, learning)

B. Personal connection

→ For each quality, write one short example from your own experience (no details needed; keywords are enough)



Optional: Images of superheroes

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	C. Growth element → One skill or area where you are still learning or developing (this is part of the Hero journey) **3. Support prompts (if needed):** • *"Where have you taken responsibility, even when it was difficult?"* • *"What challenge helped you grow professionally?"* • *"What do people trust you with at work?"* (Give about 8 min to complete this activity) **Part C - Personal Branding Statement (10 min)** **1. Say:** *"You've now identified how you connect to the Hero archetype through your own strengths, experiences, and growth areas. Now we'll turn your hero into a personal brand. In this step, we'll focus on* ***how to communicate this clearly and professionally****."* **2. Explain:** *"We'll use AI as a writing assistant to help you draft a short personal branding statement."* **3. Ask participants to use AI with the following prompt** (provide on a handout/projector/chat of Looking for a Superhero - Jungian Archetypes & Personal Branding Statement.pdf) [I am creating a professional personal branding statement using the Hero archetype as a lens. Hero-related qualities I identify with: – [quality 1] – [quality 2] – [quality 3] Examples from my own experience (keywords or short phrases): – [example 1]		

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	– [example 2] – [example 3] An area where I am still growing: – [skill or area] Task: Write a short professional personal branding statement (2–3 sentences) that I could use in a job interview or on LinkedIn. The tone should be: – clear and professional – authentic and realistic – focused on skills, values, and how I handle challenges. Example template: As a professional," I bring [key strength or expertise] in [field/area] and a passion for [how you support others / handle challenges / create impact]" **Avoid exaggerated language, clichés, or dramatic storytelling.** **4. Remind Participants. Say:** *"This statement is a working draft. It can be adapted for different roles, interviews, or platforms."* (Give Participants 10 min to complete their notes and branding statements).		
5 Reflection	**1. Ask:** • *"How can people use AI and the hero archetype for their personal branding?"* • *"In what professional situations can a Hero-based personal branding statement be useful?"*	7-9 min	**Goal:** Reflect on how the hero archetype and AI tools can help with personal branding.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs).	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way.

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	3. Participants answer the following questions (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		**Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"You've defined your hero and your professional story. This is a powerful tool for your career. You can use this hero statement in your LinkedIn profile or at your next job interview".* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Module 3 - Looking for a Superhero - Jungian Archetypes & Personal ... • Personal branding checklist • Networking event pass • "Hero Badge" PDF/certificate **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Nora Ephron: 'Above all, be the heroine of your own life, not the victim'."*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Personal Development

The Future Is in Your Hands

Activity Overview

Activity Title: The Future Is in Your Hands **Subtitle:** Using Hands and Colors to Explore Team Roles	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce participants to personality reflection in a team context, using color symbolism and the physical representation of hands.
• Compare personal inner worlds and team roles.
• Explore how personal traits and archetypes affect professional behavior.
• Use symbolism to improve self-awareness and group cohesion.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize that personal traits and emotional tendencies influence team roles and interactions.
  ○ **Comprehension:** Understand the symbolic meaning of
	Focus: Personal Development
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Communication, collaboration and creativity, Self-management skills and competences, Personal development

	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Members of non-formal adult education organizations** **Trainers in non-formal adult education** **Min-Max Number of Participants:** 2+
	Duration: 34-53 minutes
	Learning Format: In-Person

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hands and colors in self-reflection and teamwork.

- **Application**: Identify how symbolic choices reflect strengths and roles in a team context.

- **Skills:**
  - **Observation:** Notice personal traits and emotions expressed through colors and symbols.
  - **Exploration:** Explore meanings of symbols and team roles through creative expression and discussion.
  - **Assisted practice:** Create a symbolic hand representation with facilitator guidance.
- **Attitudes:**
  - **Realization:** Recognize how inner traits influence behavior in a team context.
  - **Consideration:** Show openness toward diverse personal expressions and interpretations.
  - **Self-identification:** See oneself as a valuable and contributing member of the team.

Session Preparation:

- **Required Materials:**
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Art Canva logo** design created by trainer (flower)

  - **Pens, pencils, scissors**
  - **Paper** for drawing and coloring
- **Optional Extras:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - Example illustrations from Google Images or TinEye
  - Calming background music
  - Flower-shaped board or a large paper sheet for gluing hands
  - Color theory card

Color	Perceived Qualities in an Interview
Blue	Trustworthy, calm, dependable
Black	Powerful, professional, authoritative
White	Organized, clean, detail-oriented
Red	Energetic, assertive, passionate
Green	Balanced, stable, approachable
Yellow	Optimistic, creative (use sparingly!)
Purple	Imaginative, unique (risky in formal roles)

- **Room Setup/Equipment:**
  - Tables for art activity
  - Space for collaborative display assembly
- **Other Prerequisites:**
  - Trainer prepares art canvas logo design
  - Ideally, completing "The Inner Color" Activity Energizer beforehand

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Activity Instructions

Topic: The Future Is in Your Hands - Using Hands and Colors to Explore Team Roles

Goal / Expected Outcome:

- Participants identify their individual personality colors and how these contribute to group dynamics.
- Increased self-awareness of personal strengths and roles in a team.
- Creation of a collective visual representation of the group's cohesion.

Benefits:

- Encourages self-reflection through creative expression.
- Strengthens team cohesion and shared identity.
- Provides visual anchor for group discussions on collaboration.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Greet participants and say:** *"Now we'll explore our personalities in a creative way - using our own hands as a symbol of our strengths in the team."* **2. Ask:** *"When you think of a leader of a team, what color comes to mind that would describe that person?"* All participants get a chance to answer.	2-5 min	**Goal:** Get participants thinking about color and identity. **Tip:** Encourage quick answers, no overthinking. Ensure there is no judgment by keeping the answers centered around colors only.
2 Main Activity Theory/ Background	**1. Explain the symbolism of hands in psychology, art therapy, and culture. Say:** *"In psychology and art therapy, hands are powerful symbols:* • ***Action & Agency:*** *Hands create, build, and take action. They represent the things we do.*	1-5 min	**Goal:** Give meaning to the exercise before starting. **Tip:** Keep it simple but intriguing. **Optional Material:** Color theory card

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- ***Connection & Communication:*** *A handshake, a wave, or a gentle touch can convey meaning without words.*
- ***Expression of Inner Self:*** *Open hands suggest openness and generosity; closed fists can signal protection or defense.*
- ***Duality:*** *Many traditions see the right hand as representing action, logic, and giving, while the left hand symbolizes intuition, creativity, and receiving."*

Optional: *If you have not previously completed the "The Inner Color" Activity, please introduce color theory. If not, move on to 3 Check-In.*

Red:

- ***Emotion****: Passion, love, anger*
- ***Symbolism:*** *Energy, danger, power, strength, war*
- ***In cultures****: In China, it symbolizes luck and prosperity. In the West, often tied to love or danger.*
- ***Job interview link:*** *Wearing or using red can make someone stand out as energetic, assertive and passionate - but too much red can also feel aggressive.*

Orange:

- ***Emotion:*** *Enthusiasm, excitement, warmth*
- ***Symbolism:*** *Creativity, determination, success, encouragement*
- ***In cultures:*** *Can represent spiritual transformation (like in Hinduism and Buddhism with saffron robes).*
- ***Job interview link:*** *Suggests creativity, approachability, and high energy - useful in brainstorming or team-building contexts.*

Yellow:

- ***Emotion:*** *Happiness, optimism, cheerfulness*
- ***Symbolism:*** *Intellect, energy, freshness, caution*

Color	Perceived Qualities in an Interview
Blue	Trustworthy, calm, dependable
Black	Powerful, professional, authoritative
White	Organized, clean, detail-oriented
Red	Energetic, assertive, passionate
Green	Balanced, stable, approachable
Yellow	Optimistic, creative (use sparingly!)
Purple	Imaginative, unique (risky in formal roles)

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	• ***In cultures:*** *Western cultures, it's often positive. In some contexts (like Japan), it can symbolize courage.* • ***Job interview link:*** *Can convey optimism and creativity - this color should be used sparingly, although it can be great for inspiring teams, though in large doses it may seem overly casual.* ***Green*** • ***Emotion****: Calmness, harmony* • ***Symbolism:*** *Nature, growth, fertility, health, wealth* • ***In cultures:*** *Associated with luck (four-leaf clover). In Islam, it's a sacred color representing paradise.* • ***Job interview link:*** *Conveys balance, stability, and approachability - useful in leadership or negotiation settings.* ***Blue*** • ***Emotion:*** *Trust, calm, sadness* • ***Symbolism:*** *Stability, loyalty, wisdom, serenity* • ***In cultures****: In Western cultures, blue often represents trust and security. In some Eastern cultures, blue is connected to immortality.* • ***Job interview link:*** *Universally seen as trustworthy, calm, and dependable - often used in corporate branding and good for interviews.* ***Purple*** • ***Emotion****: Luxury, mystery, imagination* • ***Symbolism:*** *Royalty, nobility, spirituality, magic* • ***In cultures:*** *Historically tied to royalty and wealth because purple dye was rare and expensive.* • ***Job interview link:*** *Can signal creativity, and uniqueness - wearing purple can be useful in leadership roles where innovation is valued but can be risky in formal roles.* ***Black*** • ***Emotion****: Power, elegance, mystery, grief*		

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	• ***Symbolism:*** *Death, evil, formality, rebellion* • ***In cultures:*** *Western: often linked to mourning. Eastern (e.g., China): Can represent water or heaven.* • ***Job interview link:*** *Wearing black is perceived as powerful, professional, and authoritative - often chosen for formal business attire.* ⚪ ***White*** • ***Emotion:*** *Purity, innocence, simplicity* • ***Symbolism:*** *Cleanliness, peace, humility* • ***In cultures:*** *Western: weddings, purity. Eastern (e.g., China): Mourning, funerals.* • ***Job interview link:*** *Wearing white communicates being organized, clean and detail-oriented - ideal for presenting a fresh start or clean ideas.*		
3 Check-In	**1. Ask:** • *"How can hand gestures be important in professional settings?"* • *"What are examples of people or companies that use colors in a very effective way?"* (Give participants a chance to volunteer, then move on.)	1-3 min	**Goal:** Ensure participants connect with the idea. **Tip:** Call on volunteers but keep it short so energy stays high.
4 Main Activity Experience	**1. Setup:** Provide all materials: Pens, pencils, scissors, paper for drawing and coloring. **2. Instruct learners to start their artworks. Say:** *"Now we'll put this into action. Trace your hand on the paper, cut it out, and color it with the color you feel represents your personality in a team. Think about your strengths, how you contribute, and how others see you."* **3. Remind participants:** *"There are no right or wrong answers. This is about self-expression, not artistic skill."*	20-25 min	**Goal:** Create a tangible representation of group identity. **Tip:** Encourage conversation while they work. Remind participants that this is a judgment-free space. **Materials:** Large paper with Art Canva logo design

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	Allow participants to work at their own pace while chatting informally. Encourage them to decorate the hand further with patterns, words, or symbols that reflect them. **4. Give them 20 minutes to complete their artwork**. **5. After 20 minutes, say:** *"Once we've all finished, we'll arrange our hands together around our group's logo or a central flower shape. This will become our team's visual fingerprint - a reminder of how each unique personality contributes to the whole."*		 Pens, pencils, scissors, paper for drawing and coloring
5 Reflection	**1. Say:** *"Think about how you can use your color/hand as a reminder in real work situations. Hold up your hand and share one word that sums up what it represents."* Participants may share in general or symbolic terms only, and may pass if they prefer. **2. Ask:** • *"How do these colors reflect the way people approach tasks, solve problems, or support colleagues?"* • *"What's one way people could use their color strengths more in current or future jobs?"*	5-7 min	**Goal:** Guide participants to connect personal symbolism to professional behavior. **Tip:** Encourage specific, real-life examples rather than general traits.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results.

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	3. Did you understand the information? *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		**Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Take a group photo** with the finished artwork. **2. Say:** *"Your reward today is this new awareness of your professional journey and future opportunities."* **3. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Printed group photo • Digital copy of the artwork • Motivational sticker • Invitation to the next workshop **4. End with a Quote. Say:** *"I would like to end this activity with the following quote by Immanuel Kant: "The hand is the visible part of the brain.".*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Discovering HR Strategies

Activity Overview

Activity Title: Discovering HR Strategies **Subtitle:** Discovering Strengths and Weaknesses Through HR Strategies	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Identify career directions participants connect with and explore the reasons behind these connections.
• Recognize relevant strengths and development areas linked to selected career qualities.
• Understand how identified strengths can be strategically applied in job applications and interview settings.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize key HR strategies that shape recruitment and selection processes.
  ○ **Comprehension:** Understand how strengths and development areas relate to job-market expectations.
  ○ **Application:** Identify which strengths are relevant for CVs, applications, and interviews.
• **Skills:**
	Focus: Personal Development
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Manage personal professional development, Think analytically, Develop creative ideas, Solving Problems, Prepare for job interview, Personal development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 2-25
	
	Duration: 35-50 minutes
	
	Learning Format: In-Person Online

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○ **Observation:** Identify strengths and gaps in relation to HR strategies and hiring trends. ○ **Problem solving:** Match strengths to job-market challenges and HR expectations. ○ **Creative modification:** Adapt strengths to improve employability and self-presentation. • **Attitudes:** ○ **Realization:** Acknowledge the role of strengths and development areas in career progression. ○ **Consideration:** Show openness toward feedback, reflection, and continuous improvement. ○ **Preference:** Value strategic self-development and adaptability in career planning.	**Session Preparation:** • **Required Materials:** ○ **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant ○ **Reward** (Suggested in **7 Reward & Resources**) ○ **Evaluation Form** (Google Forms/Word/PDF) ○ **A4 paper and pens/markers** (for the hand-tracing activity) ○ **Online adaptation:** Participants may use materials available at home to draw their hands, take a photo of their hand, or digitally create a hand outline (e.g. drawing tool or AI-generated image) and annotate it in a document. • **Optional Extras:** ○ Printed HR trends handout (developed according to 2 Main Activity Theory/Background) ○ Flipchart or projector to outline HR strategies and exercises. ○ Calming background music to create a reflective atmosphere • **Room Setup/Equipment:** ○ Chairs and tables ready for drawing activity • **Other Prerequisites:** ○ Instructor should be familiar with: HR Strategies, the "Career Gap" stigma, lack of flexible work arrangements, childcare and eldercare responsibilities, confidence gap and self-doubt, limited networking opportunities, recruitment and hiring biases, financial constraints, lack of support and resources

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Activity Instructions

Topic: Discovering HR Strategies - Discovering Strengths and Weaknesses Through HR Strategies

Goal / Expected Outcome:

- Enable participants to identify strengths and development areas in relation to career opportunities and employer expectations.
- Support the practical application of HR strategy insights to job applications and interview preparation.
- Encourage reflective understanding of how HR-focused analysis can inform career decision-making and employability strategies.

Benefits:

- Supports clearer and more confident professional self-presentation.
- Improves understanding of strengths relevant to career development.
- Strengthens strategic thinking related to job search and career planning.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Welcome participants and say:** *"Today we'll explore HR strategies and how people can use them to identify their strengths and weaknesses for career success."* **2. Ask:** *"What's the first word that most people think about when they think of HR?"* Do a quick round-robin for one-word answers.	3-4 min	**Tone:** Friendly, engaging. **Goal:** Open minds and get participants speaking early.
2 Main Activity Theory/ Background	**1. Say:** ***"Let's start with what HR strategies are and why they matter in professional and career contexts.*** • ***Definition:*** *HR strategies are structured approaches that organizations use to recruit, develop, manage, and retain employees. For job seekers,*	8-10 min	**Tip:** Keep slides or visual notes concise. Use examples from participants' industries if possible.

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	understanding these strategies helps them recognize what employers value, how decisions are made, and how candidates can present themselves as a good fit." **2. Explain why HR is relevant. Say:** • ***"Why it's relevant:*** *When job seekers understand the trends and challenges HR departments face, they are better able to adapt CVs, interview responses, and professional behavior to align with employer expectations."* **3. Then, point out current HR trends and barriers:** *"Here are some current HR trends and barriers, based on research from SHRM, CIPD, and Deloitte. Please take notes, as these challenges will be used in the next step of the activity:* • ***Skills-based hiring*** *- Employers focus on demonstrated skills, not just degrees.* • ***Soft skills shortage*** *- Communication, teamwork, and adaptability are in high demand.* • ***Diversity & inclusion*** *- Companies aim to create inclusive workforces but face unconscious bias challenges.* • ***Remote/hybrid work*** *- Employers need adaptable employees comfortable with digital collaboration.* • ***AI in recruitment*** *- Automated systems screen applications; keyword relevance is critical.* • ***Employee well-being*** *- Mental health, work-life balance, and engagement are priorities.* • ***Retention challenges*** *- Companies invest more in career development to keep talent.* *These trends can guide how job seekers identify and present their own strengths."*		**Material:** Learners may take notes on their devices/pen & paper

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	4. Allow participants to ask questions, if necessary, but try to keep it to 8-10 minutes total.		
3 Check-In	**1. Ask:** *"In what situations do people experience these HR challenges in the workplace or job market?"* One round of examples (keep to 1-2 minutes) **2. Provide example (Optional):** *"For example, some people encounter interviews where skills matter more than degrees, or workplaces that shifted to remote work and maintained it after the pandemic. Raise your hand if these examples sound familiar or commonly observed."* 3. Invite a quick show of hands or brief stories. Take 2-3 minutes to listen to 2-3 participants and affirm their examples.	2-3 min	**Tip:** Listen actively and affirm responses: "*Yes, that's a great example.*" Adjust emphasis in later steps to reflect participant experiences.
4 Main Activity Experience	**Part 1 - Trace Your Hands** **1. Say:** *"Place one hand flat on a sheet of paper and trace around it. In the palm, write your name. In each finger, write one skill you have that is valuable at work.* *Skills could include:* • *Technical skills (e.g. coding, data entry, design)* • *Soft skills (e.g. leadership, adaptability, problem-solving, organizing tasks, empathy, customer service)* *If identifying skills feels difficult, think of projects that were completed successfully in the past or everyday activities that involve organization, communication, or problem-solving."* **2. Say:** *"In recruitment and job applications, soft skills are often harder to demonstrate than technical skills."*	12-15 min	**Goal:** Encourages participants to use their creativity to understand their own skills and how their skills can address the HR challenges mentioned. **Tip:** Walk around, help participants identify skills, and keep the atmosphere positive and non-personal. **Materials:** A4 paper, pens or markers, optional printed HR trends handout.

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	Participants take **5 minutes** to complete this part. **Part 2 - Career Advice Analysis** **1. Say:** *"Now, consider the HR trends and challenges discussed earlier.* *For each challenge, identify:* • *one skill shown in the hand outline that helps respond to the challenge, and* • *one skill area that could be further developed.* • *For example, if AI in recruitment is a challenge, adaptability may be a relevant strength, while digital skills could be an area for further development.* • *Write short notes around the hand outline.* **2. Reassure participants about the privacy of their information. Say:** *"This outline is a reflective tool designed to support career-related analysis and knowledge sharing. The activity is not assessed, and sharing is voluntary."* Participants take **7-10 minutes** to complete this part.		
5 Reflection	**1. Ask:** • *"What are some new skills people, especially job seekers may find surprising when completing this activity?"* • *"Which soft skills would an employer value most based on the HR trends we discussed?"* • *"What are skills most people would benefit from strengthening to overcome the current challenges in the job market?"* **2. Reflection:** Participants reflect in pairs or with the group for **5-7 minutes**.	5-10 min	**Goal:** Help participants understand how the activity translates to their own skills in the job market **Tip:** For large groups, use pair sharing; for small groups, go around in a circle. **Material (optional):** Created art works

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6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say**: *"Thank you for the energy and engagement today. This activity highlights the importance of using strengths strategically in career-related contexts and continuing skill development over time."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Free CV review • LinkedIn tips PDF • Invitation to the next workshop **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Mark Twain: 'Find a job you enjoy doing, and you will never have to work a day in your life.'"*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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FUTURE-SKILL Your Career

Activity Overview

Activity Title: FUTURE-SKILL Your Career **Subtitle:** How to Use Storytelling to Engage Your Audience	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce storytelling and personality awareness as career development tools.
• Increase understanding of future-oriented skills relevant to women in the job market.
• Support effective communication of strengths and experience through structured narratives.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize key future skills and labor-market trends relevant to women's careers.
  ○ **Comprehension:** Understand the DISC color personality model and its relevance to communication and work styles.
  ○ **Application:** Identify how storytelling can be used to present skills and experience in professional contexts.
	Focus: Personal Development
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Self-management skills and competences, Use personality tests, Communication, Manage personal professional development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 2+
	
	Duration: 33-55 minutes
	
	Learning Format: In-Person Online

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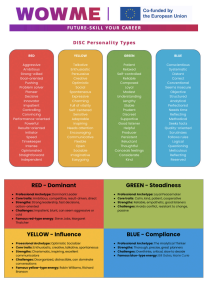
- **Skills:**
  - **Observation:** Identify communication tendencies and strengths associated with DISC color types.
  - **Exploration:** Explore how different storytelling approaches support job applications and interviews.
  - **Creative modification:** Adapt career-related narratives to different professional audiences.
- **Attitudes:**
  - **Realization:** Acknowledge individual potential and strengths in a changing job market.
  - **Consideration:** Show openness to different communication styles and working preferences.
  - **Preference:** Value continuous learning, reflection, and personal development.

Session Preparation:

- **Required Materials:** Digital devices, pen & paper
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Statistical and economic data** (country- or sector-specific)
  - **DISC Personality Type Handout:** Module 3 - FUTURE-SKILL Your Career - DISC Personality Types



  - **AI Personality Test:** 123Test DISC Personality Test
- **Optional Extras:**
  - Pre-prepared list of common skills
  - Calming background music to create reflective atmosphere
  - Mentimeter (Mentimeter, for word cloud)
- **Room Setup/Equipment:**
  - Chairs arranged for easy pair work
  - Stable WiFi for online quiz/poll

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Activity Instructions

Topic: FUTURE-SKILL Your Career - How to Use Storytelling to Engage Your Audience

Goal / Expected Outcome:

- Participants identify a DISC color personality type and relate it to career-relevant strengths.
- Participants analyze success stories of women across sectors and countries.
- Participants develop insight into how storytelling supports professional positioning in the job market.

Benefits:

- Clearer understanding of personal strengths and challenges.
- Increased confidence in communicating skills to employers or clients.
- Better ability to adapt communication style to different personality types.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"Now, we'll explore how storytelling and personality awareness can support career development."* **Ask:** *"What is one adjective that describes a person with a successful career?"* (Go around quickly.)	3-5 min	**Goal:** Setting the scene for color/personality theme. **Tip:** Keep pace brisk; aim for short answers.
2 Main Activity Theory/ Background	**Set up:** Display a colorful DISC personality wheel image to pique interest. **1. Introduce the concept. Say:** • *"We're going to use the DISC color personality framework — a simple way to understand behavior and communication styles.* • *DISC groups people into **four main colors**:* ○ *Red* ○ *Yellow* ○ *Green* ○ *Blue.*	7-10 min	**Goal:** Understand color theory and how it relates to different skills and personas in the job market. **Tip:** Use relatable examples from the group's sector or country. **Material (Optional): Book or summary of Surrounded by Idiots and**

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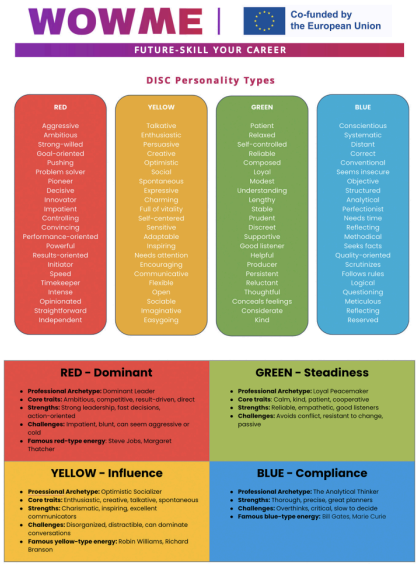
- *Each color represents different strengths, challenges, and ways of working. Understanding these patterns can help people communicate their strengths more effectively in job applications and interviews."*

2. Explain why it matters:

"The job market is evolving - employers look for adaptability, leadership, teamwork, and personal branding. Understanding your DISC type helps you present those qualities more clearly."

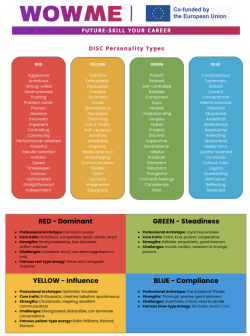


3. Go through the colors:

RED - The Dominant Leader/Dominance

- **Core traits:** Ambitious, competitive, result-driven, direct
- **Strengths:** Strong leadership, fast decisions, action-oriented
- **Challenges:** Impatient, blunt, can seem aggressive or cold

DISC color model reference sheet created by trainer - example:



Module 3 - FUTURE-SKILL Your Career - DISC Personality Types

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	• Reds are natural leaders. They like control, move quickly, and expect others to keep up. • They value efficiency and results over emotions or details. • In a team, a Red will push to get things done - but may forget to listen. • **Famous red-type energy**: Steve Jobs, Margaret Thatcher YELLOW - The Optimistic Socializer/Influence • **Core traits:** Enthusiastic, creative, talkative, spontaneous • **Strengths:** Charismatic, inspiring, excellent communicators • Challenges: Disorganized, distractible, can dominate conversations • Yellows are the life of the party - or the brainstorming meeting. • They thrive on connection and attention, and love new ideas. • Details and routines bore them, but they bring energy and innovation to teams. • Famous yellow-type energy: Robin Williams, Richard Branson GREEN - The Loyal Peacemaker/Steadiness • **Core traits**: Calm, kind, patient, cooperative • **Strengths:** Reliable, empathetic, good listeners • **Challenges:** Avoids conflict, resistant to change, passive • Greens are the glue in groups - they value harmony above all. • They don't want to stand out, but they're incredibly supportive and stable. • However, they might avoid tough decisions or hesitate with change. • **Famous green-type energy:** Mr. Rogers, Mahatma Gandhi BLUE - The Analytical Thinker/Compliance • **Core traits:** Detail-oriented, logical, perfectionistic, cautious • **Strengths:** Thorough, precise, great planners • **Challenges:** Overthinks, critical, slow to decide		

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	• Blues love structure, rules, and facts. • They want things to be correct and will spend time making sure everything is done perfectly. • They may seem cold, but they're often just deep in analysis mode. • **Famous blue-type energy:** Bill Gates, Marie Curie		
3 Check-In	**1. Say:** *"Is there one color personality type that tends to be more common? Let's vote:* *Who votes for:* **1. RED - The Dominant Leader/Dominance** **2. YELLOW - The Optimistic Socializer/Influence** **3. GREEN - The Loyal Peacemaker/Steadiness** **4. BLUE - The Analytical Thinker/Compliance**" (Participants vote.) Optional: If there is ti	3-5 min	**Goal:** This confirms understanding before moving to self-assessment. **Tip:** Reassure that no type is 'better' - all have strengths and challenges.
4 Main Activity Experience	**Part 1 - Personality Test (5-10 minutes)** **1. Introducing the test. Say:** *"We will now do a DISC color personality test. This DISC test uses the four dimensions to describe behavior rather than a type of person:* • ***Red - Dominance:*** *Describes the way people deal with problems, assert themselves and control situations.* • ***Influence:*** *Describes the way people deal with people, the way they communicate and relate to others.* • ***Steadiness:*** *Describes someone's temperament - patience, persistence, and thoughtfulness* • ***Compliance:*** *Describes how someone approaches and organizes their activity, procedures and responsibilities.*	10-20 min	**Goal:** Help participants identify their DISC color type and connect personality traits to real-world career examples. **Tip:** Emphasize that most people show a blend of colors, even if one is dominant. **Materials:**

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	The results will vary a lot per person. Note that the link offers additional services, but general results are free of charge." **2. Set up:** Share the online survey link: 123Test DISC Personality Test **3. Say:** *"Let's find out your color personality. Use the quiz: 123Test DISC Personality Test".* Guide participants through the test. **4. Guide participants through completing the test.** • Offer support if anyone has technical issues. • **Online adaptation:** allow participants to complete the test individually in their browser. **5. Once they know their color, say:** *"Take a moment to note your main color. Then think of a successful woman (or man), public figure, entrepreneur, leader, or professional , who shows similar traits. Consider how their story reflects strengths linked to this color."* **Part 2 - Collecting Skills (5-10 minutes)** **1. Set up:** Pair participants from different countries or sectors. **Online adaptation:** Create breakout rooms (2–3 participants per room, depending on group size). **2. Say**: *"Share the story of the role model you chose. Briefly describe their sector, key skills, and achievements. Focus on how their communication style or behavior supports their success."* **Invite participants to reflect on the following questions:** • *How do these traits and success factors apply across different career paths?"* • *"Which skills linked to this color type support career development?"* **3. Set up (Optional):** *Use Mentimeter, to collect skills from all participants and create a live word cloud.*		123Test DISC Personality Test Mentimeter (optional)

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5 Reflection	**1. Say:** *"Thank you for completing the color personality test and identifying the main traits and success factors per color personality type."* **2. Ask:** Ask the following questions and give students 1 minute in between to write down the answers: • *"Which skills appeared most often for each DISC color type in the group discussions or word cloud?"* • *"What similarities or differences can be observed between the color types in terms of communication, leadership, or collaboration skills?"* Give all volunteers a chance to answer. **3. Wrap up by saying:** *"This reflection shows how different personality styles are linked to different skill sets. Understanding these patterns can help people communicate strengths more clearly in professional contexts — without changing who they are."*	5-7 min	**Goal:** Consolidate learning by analyzing skill patterns linked to DISC color types and their relevance in the job market. **Tip:** Reinforce that all color personality types have strengths and challenges, and none is superior to the others.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF

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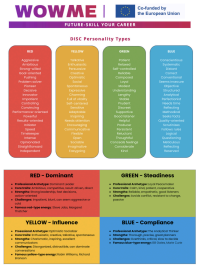
7 Reward & Resources	**1. Say:** *"Understanding color personality types can help people communicate their strengths more effectively in job applications and interviews."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Module 3 - FUTURE-SKILL Your Career - DISC Personality Types • Free CV review • Link to DISC resources • Invitation to mentorship session • Curated job application platform list **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Joseph Campbell: 'The privilege of a lifetime is to become who you truly are.'"*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward, Example: Module 3 - FUTURE-SKILL Your Career - DISC Personality Types 

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HR Strategies - Main Activities

STAR Method - Storytelling Journey

Activity Overview

Activity Title: STAR Method - Storytelling Journey **Subtitle:** Mapping Your Personal Storytelling for Job Interviews	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Help participants understand and apply the STAR method to their own professional stories.
• Use storytelling to present professional achievements effectively in job interviews.
• Reflect on personal growth and transformation using both STAR and Hero's Journey frameworks.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize the purpose of structured storytelling in interviews and professional communication.
  ○ **Comprehension:** Understand the STAR method (Situation, Task, Action, Result) and how it clarifies professional achievements.
	Focus: HR Strategies
	Edu Method: Non-Formal Activity
	Type of Activity: Main Activity
	Type of Skill (ESCO): Self-management skills and competences, Personal development, Manage personal professional development, Prepare for job interview, Manage personal progression
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 4-20
	
	Duration: 32-53 minutes

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- **Application:** Identify how elements of the Hero's Journey can be used to frame personal or professional growth experiences in interview stories.

- **Skills:**
  - **Independent practice:** Structure professional experiences using the STAR method to produce clear interview narratives.
  - **Problem solving:** Adapt stories to different interview contexts and employer expectations.
  - **Creative modification:** Transform personal experiences into meaningful professional narratives using storytelling frameworks (STAR + Hero's Journey).
- **Attitudes:**
  - **Realization:** Acknowledge how structured self-reflection can reveal strengths, learning moments, and professional value.
  - **Consideration:** Show openness to viewing challenges as meaningful parts of one's professional development journey.
  - **Preference:** Value clarity, authenticity, and preparation when communicating professional experiences.

Learning Format: In-Person Online

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
- **Optional Extras**:
  - STAR method template (printed or projected)
  - White Board
  - Projector
  - Calming background music to create reflective atmosphere
  - QR code or link to problem-solving prompt
  - Hero's Journey stages handout or slide
- **Room Setup/Equipment:**
  - Chairs in circle or small groups
  - Projector/screen for examples

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Activity Instructions

Topic: STAR Method - Storytelling Journey - Mapping Your Personal Storytelling for Job Interviews

Goal / Expected Outcome:

- Participants structure professional experiences using the STAR method.
- Participants identify key learning moments and milestones using selected stages of the Hero's Journey.
- Participants learn how to use narrative approaches to increase confidence in presenting someone's strengths during job interviews.

Benefits:

- Makes interview answers clear, concise, and memorable.
- Highlights problem-solving and adaptability.
- Connects personal transformation to career goals.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"In this activity, we'll learn how to turn career experiences into clear and compelling stories for job interviews using the STAR method."* **2. Ask:** *"What is a one-sentence interview answer that an interviewer would listen for?"* One round. Everyone who volunteers gets to say their one-sentence answer. ***3. Optional - Set up:*** *Write "Situation, Task, Action, Result" on the board.*	1-3 min	**Tone:** Light, friendly tone. **Tip:** Keep answers short to warm up the group. **Materials:** White Board (Optional)
2 Main Activity Theory/ Background	**Introduction 1 - STAR Method (3-5 min)** **1. Say:** *"STAR stands for Situation, Task, Action, Result - a method to make interview answers structured and powerful.* *Explain:* • ***Situation:*** *There is a challenge or situation that needs to be fixed.* • ***Task:*** *There is a task (goal) to overcome the challenge or improve the situation.*	5-8 min	**Goal:** Quick introduction to the STAR Method **Tip:** Use a simple, relatable example that participants can easily follow. **Materials (Optional):** STAR Method

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- ***Action:*** *Someone executes the task that leads to a positive result.*
- ***Result:*** *This is the final outcome of the action."*

3. Set up (Optional): Show a slide or handout of the STAR framework.

Share these Tips for Mastering Storytelling in Interviews. Say:

The following are tips for mastering storytelling in interviews

✔ *Keep it concise - 1-2 minutes per story.*

✔ *Use vivid but professional language - Make the interviewer visualize your role.*

✔ *Highlight impact - Show results with numbers or testimonials.*

✔ *Tailor your story - Align it with the job description*

Introduction 2 - Hero's Journey (7-8 min)

Important note: If the participants did the activity "The Hero's Journey" previously in Module 2, this part can be skipped.

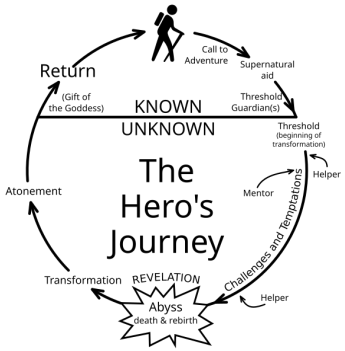
Briefly explain the main 9 stages with optional examples (here from Star Wars): "*Originally, there are 17 stages of the Hero's Journey by Joseph Campbell. We will use the 9 main stages that summarize the pivotal points in the Hero's Journey for the purpose of this activity:*

Stage 1 - Call to Adventure: *The hero or heroine's ordinary life is disrupted by a challenge, problem, or invitation. Something happens that calls them to leave their comfort zone and begin a journey.*

- ***Star Wars Example:*** *Luke Skywalker discovers Princess Leia's holographic message hidden in R2-D2: "Help me, Obi-Wan Kenobi. You're my only hope."*

Stage 2 - Supernatural Aid: *A guide, mentor, or magical helper appears to support the hero or heroine. They provide wisdom, protection, or tools needed for the journey.*

The Hero's Journey Outline



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	○ ***Star Wars Example:*** *Obi-Wan Kenobi gives Luke his father's lightsaber and guidance: "The Force will be with you. Always."* ***Stage 3 - Threshold (Beginning of Transformation):*** *The hero/heroine crosses the boundary between the familiar world and the unknown. A mentor or helper often appears to guide them through this passage.* ○ ***Star Wars Example:*** *After his aunt and uncle are killed, Luke leaves Tatooine with Obi-Wan, committing to the path of adventure with no turning back.* ***Stage 4 - Challenges and Temptations:*** *The hero faces tests, allies, and enemies. These challenges reveal weaknesses, force growth, and build strength. Temptations may distract or delay progress.* ○ ***Star Wars Example:*** *Luke confronts stormtroopers, joins Han and Leia, and resists the pull of fear while navigating dangers inside the Death Star.* ***Stage 5 - Abyss (Death & Rebirth):*** *This is the darkest, most difficult moment of the hero's/heroin's journey. The hero/heroine seems to face destruction, loss, or ultimate failure. But from this "death," there is rebirth after.* ○ ***Star Wars Example:*** *Obi-Wan sacrifices himself in battle with Darth Vader. Luke experiences deep loss but gains new inner strength as he escapes.* ***Stage 6 - Transformation:*** *Through the ordeal, the hero is transformed. They acquire new insight, strength, or wisdom that changes who they are at the core.* ○ ***Star Wars Example:*** *Luke begins to trust the Force, stepping into his role as a Jedi in training rather than just a farm boy.* ***Stage 7 - Atonement:*** *The hero reconciles with themselves, their destiny, or others. They come into balance and accept their role fully.*		

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	○ ***Star Wars Example***: *In the Rebel base, Luke integrates his training, responsibility, and courage, ready to face the final trial.* ***Stage 8 - Gift of the Goddess:*** *The hero receives a reward, blessing, or powerful tool. It symbolizes the benefit of their transformation and empowers them to complete the journey.* ○ ***Star Wars Example:*** *Luke receives the trust of the Rebel Alliance and the "gift" of faith in the Force, enabling him to make the impossible shot.* ***Stage 9 - Return:*** *The hero returns to the ordinary world, but transformed. They bring back wisdom, strength, or a gift that benefits both themselves and their community.* ○ ***Star Wars Example:*** *Guided by the Force, Luke destroys the Death Star. He returns not as a farm boy, but as a hero who brings hope to the entire Rebellion."*		
3 Check-In	**1. Say:** *"When someone applies storytelling with the STAR method, answers may look similar to this*: • **S:** *"At my previous job, the company was struggling with customer retention (Situation).* • **T** *"As a senior sales representative, I identified gaps in customer service and proposed a new follow-up strategy" (Task).* • **A** *"I led a small team to create personalized email campaigns and post-purchase check-ins" (Action).* • **R** *"Within six months, customer retention increased by 30% and our department received recognition from top management (Result)."* **2. Ask:** *"What would be another way to apply the STAR method?"* Give 1-2 volunteers a chance to answer.	2-5 min	**Goal:** Keeps participants engaged before starting their own mapping.
4 Main Activity Experience	**Stage 1 - STAR Method (10 min)**	25-30 min	**Goal:** Participants map out their professional stories using the STAR method.

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	1. Say: *"Now, everyone will map out their own stories. Think of a professional challenge or achievement."* **2. Guide them. Say:** *"1) Write down the Situation (context & challenge).* *2) Write the Task (your responsibility).* *3) List the Actions (steps you took).* *4) Note the Result (impact, numbers if possible)."* **4. Set up:** Give 5 min for writing. Walk around to answer questions. **Stage 2 - Hero's Journey (10 min)** **5. Say:** *"Now, please map 2-3 stages of your Hero's Journey to your STAR story, depending on where you are right now in the Hero's Journey"* **6. Ask:** *"What stage are you currently in? How does this impact your story?"* **7. Set up:** Give learners 5 min for taking notes about their hero's journey.		Then, they apply the Hero's Journey to their professional stories. **Tip:** Encourage specificity - especially in the Result section. Remind participants to give constructive feedback. **Materials:** Laptops/pen & paper
5 Reflection	**1. Say:** *"Before we close, let's reflect on what structured storytelling does - not who we are, but how stories work in interviews.* **2. Ask:** • *"How does using the STAR method change the clarity of an interview answer compared to an unstructured response?"* • *"How does adding a Hero's Journey stage (challenge, transformation, return) strengthen or deepen a STAR-based answer?"* Give all volunteers a chance to answer. **3. Wrap up by saying:** *"This reflection shows that strong interview answers are not about telling longer stories - they are about telling clearer ones. STAR provides structure, and the Hero's Journey adds meaning. Together, they help candidates communicate value without changing who they are."*	5-7 min	**Goal:** Consolidate learning by focusing on structure, clarity, and adaptability in interview storytelling. **Tip:** If participation is low, summarize responses yourself using examples heard during the activity.

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6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Your story is your superpower - own it in every interview."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. ● STAR template PDF ● interview tips guide ● free CV review session. **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Steve Jobs: 'The most powerful person in the world is the storyteller'."*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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IKIGAI - Practical Storytelling

Activity Overview

Activity Title: IKIGAI - Practical Storytelling **Subtitle:** Crafting Your Purpose-Driven Personal Brand	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup
Activity Goals & Overview: • Understand storytelling as a tool for creating clear and compelling professional narratives. • Apply the IKIGAI framework to personal branding and career communication. • Improve communication by aligning brand messaging with what the audience values. **Learning Outcomes:** • **Knowledge:** ○ **Awareness:** Recognize the IKIGAI framework as a tool for understanding purpose, motivation, and career direction. ○ **Comprehension:** Understand the four core IKIGAI elements (what you love, what you are good at, what the world needs, what you can be paid for). ○ **Application:** Identify how IKIGAI can be applied to	**Focus:** HR Strategies **Edu Method:** Non-Formal Activity **Type of Activity**: Energizer **Type of Skill (ESCO):** Self-management skills and competences, Tell a story, Personal skills and development, Define brand identity, Manage personal progression, Manage personal professional development **Primary Target Group:** Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Members of non-formal adult education organizations** **Trainers in non-formal adult education** **Min-Max Number of Participants:** 2+ **Duration:** 53-67 minutes **Learning Format:** In-Person Online

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professional communication, personal branding, and career planning.

- **Skills:**
  - **Exploration:** Explore professional interests, strengths, and opportunities through IKIGAI mapping and guided reflection.
  - **Assisted practice:** Create a draft personal brand statement and elevator pitch with facilitator guidance and peer feedback.
  - **Creative modification:** Adapt IKIGAI insights into a clear, audience-focused professional pitch for job search or career communication.
- **Attitudes:**
  - **Consideration:** Show openness toward using purpose-driven frameworks to reflect on career direction and professional communication.
  - **Preference:** Value clarity, authenticity, and purpose-driven decision-making in personal branding and career development.
  - **Self-identification:** Recognize personal strengths and interests as part of an evolving professional identity.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - IKIGAI Personality Test
  - **IKIGAI Handout:** Module 3 - IKIGAI - Practical Storytelling.pdf (can be used as reward)
- **Optional Extras:**
  - Calming background music to create reflective atmosphere
  - Visual representation of IKIGAI (online or handout; **Source:** Héctor García & Francesc Miralles: The Japanese Secret to a Long and Happy Life ISBN-13: 978-0143130727; ISBN-10: 0143130722)

  - Projector for displaying examples and frameworks
- **Room Setup/Equipment:**
  - Accessibility
  - Space for pair work and group discussion

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Activity Instructions

Topic: IKIGAI - Practical Storytelling - Crafting Your Purpose-Driven Personal Brand

Goal / Expected Outcome:

- Participants create a draft IKIGAI map linked to their career interests or business ideas.
- Participants connect IKIGAI insights to professional branding and communication strategies.
- Participants develop a clear, audience-focused elevator pitch for job search or professional contexts.

Benefits:

- Improves clarity and consistency in professional brand messaging.
- Builds confidence in networking situations, interviews, and career conversations.
- Supports more informed and purpose-driven career planning and decision-making.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"Today we're going to learn purpose, passion, and profession through the IKIGAI framework. We're going to kick off with a quick, fun 'IKIGAI Charades."* **2. Ask:** *"What's one activity most people love to do? Instead of telling us, you'll act it out without speaking!"* **3. Do:** Give 1 minute for participants to think and strike their poses. Then, depending on the number of participants. **4. Ask:** *"What did your pose describe? Please tell us in 2-3 words".* Each participant shares their answers. Give 5 minutes for the answers. **Online adaptation:** Instead of poses, participants should share emojis or memes to describe one thing most people love.	1-3 min	**Goal:** Create energy, build curiosity about IKIGAI, and get participants interacting immediately. **Tip:** Choose volunteers quickly to keep pace. **Tone:** Keep the tone light and humorous.
2 Main Activity Theory/ Background	**1. Say:** *"Igai (生き甲斐) is a Japanese concept meaning "a reason for being." It lies at the intersection of four key elements*:	8-10 min	**Goal:** Introduce the IKIGAI framework and its key benefits for career

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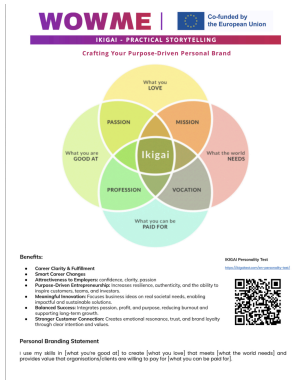
- *What you love*
- *What you're good at*
- *What the world needs*
- *What you can be paid for"*

2. Optional Setup: Display Module 3 - IKIGAI - Practical Storytelling.pdf



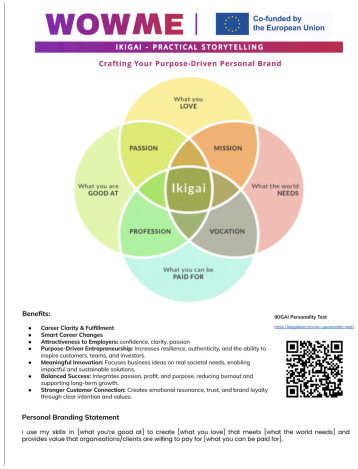
3. Explain benefits in careers and entrepreneurship. Say: *"Some of the key benefits of understanding one's IKIGAI include*:

- ***Clearer direction:*** *IKIGAI helps people understand what they enjoy, what they are good at, and how this can fit into their work life.*
- ***More motivation:*** *When people know why they are doing something, they feel more engaged and are better able to handle challenges or changes.* ***Stronger job applications:*** *IKIGAI makes it easier to explain skills, strengths, and goals clearly in CVs, interviews, and online profiles.*
- ***Better career choices****: It helps people think about job options based on meaning and fit, not just salary or job title.*
- ***Support for self-employment:*** *IKIGAI helps people build ideas, projects, or businesses that solve real problems and feel meaningful.*

direction and personal branding.

Materials (Optional):
IKIGAI visual

IKIGAI Handout:
Module 3 - IKIGAI - Pr...



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	• ***Better connection with others:*** *When people speak clearly about what matters to them, employers, clients, and colleagues understand them better."*
	4. Show examples IKIGAI applied to a real career. Say:
	"IKIGAI can have many benefits in professional settings:
	• ***Career Clarity & Fulfillment*** *- IKIGAI helps professionals choose careers that are not just profitable, but also meaningful and motivating. It guides people to roles where: They feel personally invested and use their true strengths They create real value This often leads to higher engagement, reduced burnout, and better performance.*
	• ***Smart Career Changes*** *- In a changing job market, IKIGAI acts like a compass. Instead of chasing trends or salary alone, people use it to realign with purpose - making smarter, more fulfilling career moves.*
	• ***Attractiveness to Employers*** *- People with clear IKIGAI often demonstrate confidence, clarity, and passion - traits that stand out in interviews and networking. They bring more energy and alignment to teams.*
	• ***IKIGAI in Entrepreneurship - Purpose-driven business:*** *Entrepreneurs who build businesses around their IKIGAI are more likely to:*
	  ○ *Stay resilient through challenges*
	  ○ *Inspire others (customers, employees, investors)*
	  ○ *Create brands with authenticity and vision.*
	• ***Innovation with Meaning:*** *Since IKIGAI includes "what the world needs," it encourages entrepreneurs to solve real problems, not just chase money, leading to impactful, sustainable innovation.*
	• ***Balanced Success:*** *IKIGAI reminds entrepreneurs to balance passion, profit, and purpose, reducing burnout risk.*
	• ***Customer Connection:*** *Customers often feel the intention and connect emotionally with the brand, building loyalty and trust.*		

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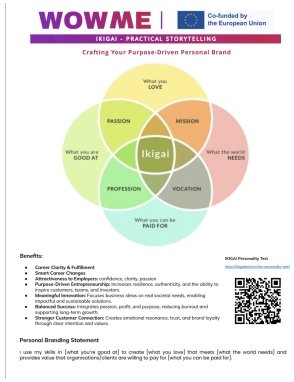
3 Check-In	**1. Say:** *"Please raise your hand if you have heard about IKIGAI before."* (Quick show of hands) **2. Ask:** *"Which of the four circles is easiest for most people to answer?"* **3. Set up:** Encourage 2-3 volunteers to share short thoughts before moving on.	1-2 min	**Goal:** Keeps participants engaged before starting their own mapping. Materials (Optional): IKIGAI visual
4 Main Activity Experience	**Step 1 - Map Your IKIGAI (8-10 min)** **1. Say:** *"Now let's map your own IKIGAI. Write answers for each circle:* *1) What you love,* *2) What you're good at,* *3) What the world needs,* *4) What you can be paid for."* Give 8-10 min for mapping. **Step 2 - IKIGAI Personality Test (20-25 min)** **1. Set Up:** Share the IKIGAI personality test link (IKIGAI Personality Test). QR Code: Module 3 - IKIGAI - Practical Storytelling.pdf  Say:	33-37 min	**Goal:** Participants apply the IKIGAI concept to their own professional lives and understand more how they can apply themselves in the job market **Tip:** Encourage calm pacing; this is a reflective moment, not a speed task. Walk around to offer prompts and help participants who get stuck. **Materials:** Laptops/pen & paper IKIGAI Personality Test Module 3 - IKIGAI - Pr... **Optional:** AI for personal branding statement.

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	"Now we'll use a free IKIGAI personality test to compare with what you just mapped. This is not a diagnosis or a final answer - it's a reflection tool that can offer some inspiration. The test takes about 20 minutes." **Wrap Up IKIGAI Test:** After 20 minutes, say: *"Has everyone answered their IKIGAI Test? Please make sure to save the answers and download the visual."* **Step 3 - Personal Brand Statement (5-7 min)** **1. Say:** *"Now, let's write a short personal brand statement linking the elements you created in mapping your own IKIGAI, and any elements you would like to add from the results of the IKIGAI Test. You can use the following as a template:* "I use my skills in [what you're good at] to create [what you love] that meets [what the world needs] and provides value that organizations/clients are willing to pay for [what you can be paid for]." **Online adaptation:** Paste the template text into the chat so that learners can paste it. **Optional:** Participants use AI to help with the Personal Brand Statement. **3. Use the following example, or a personalized example:** *"For example, my personal brand statement is: "I use my skills in teaching to create engaging educational experiences that meet the world's need for personalized training in job applications, and I deliver these through group training that provide value to both learners and employers.""* Give learners 5-10 minutes to complete their Personal Branding Statement.		
5 Reflection	**1. Say:** *"Take a moment to reflect on what you discovered through the IKIGAI mapping and the personality test."* Have participants pair up and practice a short professional pitch based on their results.	5-7 min	**Goal:** Help participants consolidate IKIGAI insights into a clear, confident elevator pitch and identify one practical action they

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	2. Set up: Encourage feedback within pairs on clarity and impact. Invite 2-3 to share with the full group. **3. Ask:** • *"How can understanding one's IKIGAI help with motivation and long-term career direction?"* • *"How can IKIGAI improve clarity and consistency in a personal brand statement or job application?"*		can apply in their job search or professional communication. **Tip:** Encourage participants to focus on clarity rather than perfection. Emphasize that IKIGAI is a flexible tool that can evolve over time and be adapted to different career contexts.
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Here are a few resources you can use to continue working on your personal brand or helping others build their personal brand after today's IKIGAI activity."*	2-3 min	**Goal:** End with positive reinforcement.

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	2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • **IKIGAI Handout:** Module 3 - IKIGAI - Practical Storytelling.pdf • LinkedIn profile checklist • Printed result of IKIGAI test per person (if they can share the image online) • Free personal brand review session **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Howard Thurman: 'Don't ask yourself what the world needs. Ask yourself what makes you come alive, and go do that. Because what the world needs is people who have come alive'."*		**Material:** Reward **IKIGAI Handout:** Module 3 - IKIGAI - Practical Storytelling.pdf

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GROW Coaching Method

Activity Overview

Activity Title: GROW Coaching Method **Subtitle:** Using CVs and GROW Coaching Worksheets for Career Planning	FutuReg	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Support participants in reflecting on how CVs and digital profiles communicate a professional story.
• Introduce professional documents as narratives that can be intentionally structured and shaped.
• Identify concrete opportunities to improve clarity, coherence, and impact in professional storytelling.
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize how CVs and digital profiles communicate a professional narrative and career direction.
  ○ **Comprehension:** Understand the GROW method (Goal, Reality, Options, Will) and its application in career planning contexts.
  ○ **Application:** Apply the GROW framework to review a CV
	Focus: HR Strategies
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer
	Type of Skill (ESCO): Self-management skills and competences, Personal skills and development, Define brand identity, Manage personal progression, Manage personal professional development
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 4-20
	
	Duration: 36-50 minutes
	
	Learning Format: In-Person Online

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or digital profile and identify goal-aligned improvements. • **Skills:** ○ **Exploration:** Explore how CVs or online profiles reflect current career direction and future opportunities. ○ **Assisted practice:** Complete a GROW worksheet with guidance to define goals, options, and next steps. ○ **Problem solving:** Identify realistic actions and solutions leading from current reality toward a defined career goal. • **Attitudes:** ○ **Realization:** Recognize career development as a structured and ongoing process. ○ **Consideration**: Show openness to reflecting on and adjusting professional documents based on feedback and goals. ○ **Self-identification:** See oneself as an active agent in shaping career direction and professional development.	**Session Preparation:** • **Required Materials:** ○ **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant ○ **Reward** (Suggested in **7 Reward & Resources**) ○ **Evaluation Form** (Google Forms/Word/PDF) ○ **Participants' CVs and/or social media profiles** ○ **Worksheets** with GROW coaching questions • **Optional Extras**: ○ Calming background music to create reflective atmosphere ○ Projector for group sharing and brainstorming ○ Sample GROW worksheet ○ Pre-populated career goal examples for reference • **Room Setup/Equipment:** ○ Tables or clusters for pair or small-group work ○ Projector/screen for visual sharing if available • **Other Prerequisites:** ○ Participants have or can access their CV or LinkedIn profile ○ Basic familiarity with their own professional history

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Activity Instructions

Topic: GROW Coaching Method - Using CVs and GROW Coaching Worksheets for Career Planning

Goal / Expected Outcome:

- Participants clarify one specific career goal using the GROW coaching method.
- Participants connect this goal to existing CVs or digital profiles.
- Participants identify realistic options and define clear next steps toward career progression.

Benefits:

- Improves clarity and structure in career goal-setting and professional planning.
- Strengthens the ability to link professional documents to concrete career objectives.
- Encourages actionable decision-making with accountability and direction.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"In the next 35 to 45 minutes, we will learn to use the GROW coaching model to improve CVs or social profiles to set career goals."* **2. Ask:** *"To get started, think of a song that could represent a typical life or career journey."* (Quick round) Give them one minute to think about the song. **3. Say:** *"Please share the theme song with us."* If learners do not know the title of the song, it could be fun to ask them to sing it a bit, to lighten the atmosphere with some humor: *"If you can't remember the name of the song, feel free to share it with us by singing a bit of it. We can guess which song it is!".* Give the group 5 minutes to share all their songs. **4. Online Adaptation:** Learners can also share a link to the song in the chat.	5-6 min	**Goal:** Energize with quick responses. **Tip:** Use humor to lighten up the activity/training day.

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2 Main Activity Theory/ Background	**1. Set up:** Display the GROW acronym on a board, slide, or whiteboard. **2. Say:** *"GROW stands for **G**oal, **R**eality, **O**ptions, and **W**ill. It is a simple coaching tool to structure decision-making."* **3. Explain each with examples. Say:** *"Let's look into what these terms stand for:* • ***"Goal:** The outcome someone wants to achieve* ○ *Example: Moving into a leadership role within the next year.* • ***Reality:** The current situation or starting point* ○ *Example: Having management experience but no formal leadership training.* • ***Options:** "Paths forward"* ○ *Example: Taking a leadership course, finding a mentor, or leading a volunteer project.* • ***Will:** The concrete actions and commitments selected* ○ *Example: Enrolling in a leadership course this month and requesting leadership opportunities from a manager.* **4. Say:** *"We'll use this model today to turn professional documents - CVs and/or online profiles - into strong, goal-oriented stories.* **5. Instruct:** *"Now, please create a GROW example based on your own professional profile or on a fictional profile. This exercise can support your own goals and also help you practice guiding others. Let's take 10 minutes to write down our notes."* Participants create a GROW example based on their own profile or a sample profile, depending on the learning objective. **6. Learners complete GROW Profiles** Give 10-12 minutes for completion.	10-12 min	**Tip:** Circulate and support participants who need assistance phrasing goals or identifying realistic options. **Materials (Optional):** GROW visual or slide (a visual reminder helps anchor the framework).

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3 Check-In	1. **Say:** *"Which step is easiest for most people to fill out? Which step takes longer to work on?"* 2. **Do:** Take 2-3 quick responses.	1-2 min	**Goal:** Confirm understanding before the main exercise. **Tip:** Keep answers short to maintain momentum.
4 Main Activity Experience	**1. Say:** *"Now, please open a CV or online profile, either your own that of a fictional or other person and identify one professional goal for today."* 2. **Do:** Display GROW description or distribute handouts or share the file online. 3. **Guide participants through each step. Say:** • ***Goal:*** *Write the specific professional outcome to be achieved.* • ***Reality:*** *Describe the current situation as reflected in the CV or profile.* • ***Options:*** *Brainstorm 3–5 possible strategies or actions for moving forward.* • ***Will:*** *Select the most realistic option(s) and define a clear next step with a timeline.* **4. Say:** *"Remember - you are the project manager of your own career story. Think of this as designing your next chapter."* **5. Do:** *Circulate to support anyone who needs help phrasing goals or identifying options.* **Give 10-12 minutes for completion.**	10-12 min	**Goal:** Participants use the GROW method to work on their CVs. **Materials:** Laptops/pen & paper, GROW worksheets
5 Reflection	**1. Say:** *"Now, turn to a partner and share the GROW goals and next steps."* **2. Set up:** Pair participants and allow 5 minutes of mutual feedback. **3. Ask:** • *"How can mapping out the GROW method help someone find out their next career steps?"*	5-10 min	**Goal:** Encourage peer learning and broaden perspectives.

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	• *"What could be the hardest and the easiest part about applying the GROW method?"* **4. Do:** *Invite participants to share these insights with the group voluntarily.*		
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Your career plan begins with one intentional step - you've taken it today!"* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • A template with further GROW examples • Free CV/profile review • Invitation to a follow-up goal-setting session **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Peter Drucker: 'The best way to predict the future is to create it.'."*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Norway - Design Thinking for Employability

Treasure Hunt For Women Empowerment

Activity Overview

Activity Title: Treasure Hunt For Women Empowerment **Subtitle:** Building Support Teams with Women	NorSensus MEDIAFORUM	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Strengthen teamwork and creativity through a playful, explorative format.
• Promote empowerment narratives
• Encourage digital skills (using an app & video creation).
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize key ideas related to women's empowerment.
  ○ **Comprehension:** Understand how local spaces and resources support learning and empowerment.
  ○ **Application:** Identify basic empowerment elements in short stories or visuals.
	Focus:
	Design Thinking & Empathy Mapping for Employment Opportunities
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer, Main Activity
	Type of Skill (ESCO): Communication, Communication, collaboration and creativity, Teaching digital literacy, Tell a story
	
	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities
	Secondary Target Groups:
	Learners in non-formal adult education
	Members of non-formal adult education organizations
	Trainers in non-formal adult education
	Min-Max Number of Participants: 4-30

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- **Skills:**
  - **Observation**: Notice empowerment-related elements in the environment and tasks.
  - **Exploration:** Explore locations, clues, and creative prompts as a group.
  - **Assisted practice:** Create short outputs with guidance from the facilitator.
- **Attitudes:**
  - **Realization:** Realize empowerment as a shared group experience.
  - **Consideration:** Consider different perspectives and ideas within the team.
  - **Imitation:** Follow positive collaborative behaviors demonstrated during the activity.

Duration: 73 - 100 min

Learning Format: In-Person

Session Preparation:

1. **Set up Scavenger Hunt App Before Training:**
   1. **Install Scavenger Hunting App:**
   - **Recommended:** Deckle App (free unlimited participants, recommended)
   - **Other Options:** Actionbound (paid plans), GooseChase (free basic plan), Navicup (free up to 10 users)
   2. **Set up Scavenger Hunt for Women's Empowerment:** Recommended questions/activities:
   - **Mission 1 - Team Identity/Name (Warm-up):** Pick a group name and record a short (max. 1 minute) intro video next to a beautiful place in the city related to women's empowerment.
   - **Mission 2 - Explore the City:** Find a landmark or sight in the city. Take a group picture in front of it.
   - **Mission 3 - Library Empowerment**
     - **Part 1: Library Exploration:** Go to the [nearest library/library name]. Find a book in your original language (or a book you would love to read). Take a picture of it. **Tip:** If there is no library close to the training location, participants can find books online.
     - **Part 2: Women's Empowerment Book:** Find a book about women's empowerment. Choose one as a group and record a 1-minute promotional video explaining why others should read it.

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	○ **Mission 4 - Empowerment Story:** Write a short story (3-5 sentences) about a woman who successfully gets the job of her dreams. Upload the text in the app or upload a video. ○ **Mission 5 - Reflection Video**: Take a final group video with every group member saying what they learned about women's empowerment. **2. Set up Activities on the app before Training:** • **Required Materials:** ○ **Reward** (Suggested in **7 Reward & Resources**) ○ **Evaluation Form** (Google Forms/Word/PDF) ○ Smartphones with the selected app installed and Wi-Fi access (at least one device per group) ○ Comfortable shoes suitable for walking in the city • **Optional Extras:** ○ Projector & speakers to present hunt results. ○ Small symbolic prizes (stickers, bookmarks, chocolate, empowerment quotes). • **Room Setup/Equipment:** ○ Chairs arranged in a circle or semi-circle (group results) • **Other Prerequisites:** ○ Participants are willing to explore the city and collaborate in teams ○ All locations used should be accessible (wheelchair- and stroller-friendly)

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Activity Instructions

Topic: A city-based treasure hunt where participants complete creative missions (videos, stories, photos) to explore women's empowerment, teamwork, and storytelling while discovering local landmarks and resources.

Goal / Expected Outcome:

- Strengthen collaboration and digital creativity through an empowerment-themed treasure hunt.
- Each group completes all missions and produces videos, stories, and photos reflecting teamwork and empowerment.

Benefits:

- Team bonding through shared exploration.
- Creative practice in storytelling and digital expression.
- Increased awareness of empowerment themes and public resources (e.g., library).

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"Welcome! Today we are going to explore [name of your city] with a fun scavenger hunt! But first, let's play a name game! Let's all stand in a circle."* **2. Do:** Ask participants to stand in a circle and wait until everyone is ready. **Round 1 - Participants share names and empowering poses** **3. Say:** *"Now, let's all share our name, and strike an empowering pose."* **4. Do:** Now, state your name and why this pose is empowering saying: • *"My name is [name]."* • *"Then, strike the empowering pose."* • *"This pose is empowering because [empowering aspect of pose]."* (One round with all participants). **Round 2 - Participants repeat their colleagues' names and empowering poses** **5. Say:** *"Now, let's go through the entire round and repeat each person's name, and what people like and dislike."*	5-7 min	**Goal:** Energize and remind participants of their mission in society **Tip:** Start the circle with your own name, pose, and why the pose is empowering. Keep energy high, encourage bold ideas. **Remind:** This is just a fun activity to get to know each other.

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	All participants repeat the statements and poses the group has selected. Give the participants a few minutes to mingle before moving on.		
2 Main Activity Theory/ Background	**1. Say:** *"Now, we are going to go on a treasure hunting tour to learn about each other, the city, and women's empowerment."* **2.** Divide into groups of 2-6 each, depending on the entire group size. **3. Explain:** *"We will now go on a treasure hunt with our group members. Pick one group member who will download the treasure hunting app [name of treasure hunting app] and enter the name of the scavenger hunt [name of the scavenger hunt].* **4. Setup:** *"Let's make sure we are all wearing comfortable shoes and get ready to walk around the city."*	2-3 min	**Goal:** Introduce purpose & rules. **Tip:** Keep it short, simple, and upbeat **Material:** Provide the name and link to the scavenger hunting app (e.g., Deckle App), 1+ participant per group needs their phone + Wi-Fi connection
3 Check-In	**1. Say:** *"Does each group have access to the app? Do all groups know how to start the treasure hunt?"* (Give participants time to ask questions.) **2. Motivational Boost:** Trainer says, *"Remember, this is not about being perfect - it's about creativity, teamwork, and fun!"* **3. Exchange Information:** Provide all participants and groups with a way to get in touch with trainers, in case they cannot find the local library or other venues that are part of the treasure hunt.	1-2 min	**Goal:** Reduce fear of "not being creative." Stress inclusivity. **Tip:** Share contact information with group members to help them in case they need to find a venue (e.g. library).
4 Main Activity Experience	**1. Say:** *"Each group's mission today is to complete 5 challenges around the city. Each mission is connected to empowerment, teamwork, and creativity. Work together, be creative, and have fun! At least one member of your group needs the app open to upload results."* **2. Explain the Missions (already prepared in the app):** Quickly explain the missions (if necessary).	45-60 min	**Goal:** Hands-on teamwork & empowerment exploration. **Tip:** Encourage creativity, not perfection. Check inclusivity & safety.

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	The following instructions need to be adapted according to the final Treasure Hunt activities. **3. Say:** *"The 5 missions are easy to complete. Complete the following 5 missions*: **Mission 1 - Team Identity:** Pick a team name and record a 1-minute intro video in front of a city landmark. **Mission 2 - Explore the City:** Take a group picture in front of a local landmark. **Mission 3 - Library Empowerment:** Find a book in your original language (or one that most people could find interesting to read) and take a photo. **Mission 4 - Women Empowerment Book**: Find a book about women empowerment and record a 1-minute promo video explaining why it should be read. **Mission 5 - Empowerment Story:** Write a short (3-5 sentence) story about a woman who achieves her dream job and upload it. *Encourage groups to spread out, explore safely, and return on time.*		Set a specific return time (e.g. after 1 hour), to ensure there is enough time for presentations. **Materials:** Smartphones with the app, internet, optional pen/paper.
5 Reflection	**Stage 1 - Reflection on Mission 1 - Team Identity/Name:** **1. Say:** *"Now, let's reflect on the scavenger hunt through the city.* **2. Do:** Show the video of the team introduction of each group. **3. Ask:** • *"Why did your group choose this name?"* • *"How does it represent women's empowerment?"* (Quickly go through each group. Try to keep it to 3-4 minutes.) **Stage 2 - Reflection on Mission 2 - Explore the City:** **1. Do:** Show the second mission of each group. **2. Ask:** *"What do most people like about this landmark?"* (Quickly go through each group. Try to keep it to 3-4 minutes.)	15-20 min	**Goal:** Connect outputs to empowerment themes. **Tip:** Limit time per group; encourage positive feedback. **Materials:** Optional projector; reflection prompts.

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	Stage 3 - Reflection on Mission 3 - Library Empowerment: **1. Do:** Show the photos created in the third mission to the group. **2. Ask:** • *"What would people like about these books?"* • *"How does the second book reflect women's empowerment?"* (Quickly go through each group. Try to keep it to 3-4 minutes.) **Stage 4 - Reflection on Mission 4 - Empowerment Story:** **1. Do:** Show the empowerment stories to the group. One person per group can read the story (in case the story was written down). Otherwise, present the video. **2. Ask:** • *"How did the group come up with this story?"* • *"How did this woman achieve success?"* (Quickly go through each group. Try to keep it to 3-4 minutes.) **Stage 5 - Reflection on Mission 5 - Reflection Video:** **1. Do:** Show the final reflection video to the group. **2. Ask:** • *"What can people learn about women's empowerment through this Scavenger Hunt?* • *"What would people enjoy the most about a Scavenger Hunt like the one we did today?"* (Quickly go through each group. Try to keep it to 3-4 minutes.)		
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs).	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way.

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	3. Participants answer the following questions (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*		**Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"Our reward today is this new awareness of this city, getting to know each other, and women's empowerment!"* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Handout/Shared link with photos/videos from the scavenger hunt • List of sights in the city related to women empowerment **3. End with a Quote. Say:** *"I would like to end this activity with the following quote by Michelle Obama: There is no limit to what we, as women, can accomplish."*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward

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Introduction to Design Thinking & Empathy Mapping

Activity Overview

Activity Title: Introduction to Design Thinking & Empathy Mapping **Subtitle:** Seeing Employers as "Users" in Your Job Journey	NorSensus MEDIAFORUM	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup

Activity Goals & Overview:
• Introduce design thinking as a structured way to solve problems.
• Show why empathy is the first step, and how it applies to job search in general.
• Help participants reflect on employers as people with needs, values, and challenges.
• Prepare participants for the next activity (Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship).
Learning Outcomes:
• **Knowledge:**
  ○ **Awareness:** Recognize design thinking as a structured, human-centered approach to solving problems.
  ○ **Comprehension:** Understand the 5 stages of design thinking (empathize, define, ideate, prototype, test).
	Focus:
	Design Thinking & Empathy Mapping for Employment Opportunities
	Edu Method: Non-Formal Activity
	Type of Activity: Energizer
	Type of Skill (ESCO): Design thinking, Prepare for Job Interview, Show Empathy, Solving Problems

	Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Members of non-formal adult education organizations** **Trainers in non-formal adult education** **Min-Max Number of Participants:** 2+
	Duration: 53-66 minutes
	Learning Format: In-Person Online

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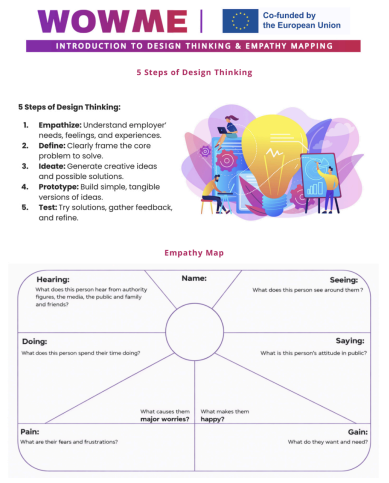
- **Application:** Identify basic ways Design Thinking can be applied to employability and career-related contexts.

- **Skills:**
  - **Observation:** Notice key elements of user perspectives using empathy mapping (think, feel, say, do).
  - **Exploration:** Explore challenges and opportunities collaboratively through empathy-mapping activities.
  - **Assisted practice:** Create a simple empathy map based on a fictional or non-personal persona with facilitator guidance.
- **Attitudes:**
  - **Realization:** Realize the importance of empathy and user-centered thinking in inclusive problem-solving.
  - **Consideration:** Show openness to understanding diverse employer perspectives and workplace cultures.
  - **Imitation:** Demonstrate constructive problem-solving and empathy behaviors.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Digital/Printed Design Thinking Introduction & Empathy Map**
    - Module 4 - Introduction to Design Thinking & Empathy ...
    - Module 4 - Introduction to Design Thinking & Empathy ...



- **Optional Extras:**
  - Mentimeter for Energizer (Mentimeter)
  - Projector for visuals
  - Prototyping materials (paper, flipcharts, scissors, markers)
  - Timer
  - Calming background music to create a reflective atmosphere

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	• **Room Setup/Equipment:**
	  ○ Chairs and tables arranged for focused empathy mapping
	  ○ **Online:** Prepare breakout rooms on Zoom/online video call platform
	• **Other Prerequisites:**
	  • **Trainers are familiar with Design Thinking:**
	  ▪ Introduction to Design Thinking: Design Thinking - Interaction Design Foundation
	  ▪ Empathy Mapping: Empathy Mapping: The First Step in Design Thinking - Sarah Gibbons (Nielsen Norman Group)

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Activity Instructions

Topic: Introduction to Design Thinking - Seeing Employers as "Users" in Your Job Journey

Goal / Expected Outcome:

- Participants understand design thinking fundamentals.
- Participants recognize why empathy is the foundation of problem-solving.
- Participants start shifting perspective to see employers as people with needs, worries, and goals.
- Participants are prepared for the next activity: Employer Persona Mapping.

Benefits:

- Encourages user-focused thinking in job search.
- Builds awareness that employers also have values and challenges.
- Sets the stage for deeper empathy mapping in the next session.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	**1. Say:** *"Welcome! Today we are going to explore Design Thinking - a way of solving problems by starting with people. For us, that means starting with employers."* **2. Ask:** *"What is one word that people often associate with employers?"* Optional: Collect sticky notes on a flipchart or Mentimeter. **3. Do - Quick energizer:** *"Turn to your neighbor and share one positive experience someone might have with an employer."*	1-3 min	**Goal:** Warm up, surface assumptions about employers, set a positive tone. **Tip:** Keep it light and inclusive. Encourage open sharing without judgment. **Materials:** Sticky notes, markers, flipchart. Optional: Mentimeter
2 Main Activity Theory/ Background	**1. Set-up:** Present the 5 stages of Design Thinking. **2. Say:** *"Design Thinking has 5 steps: Empathize, Define, Ideate, Prototype, and Test. In this activity, we focus on the first - Empathy."*	3-4 min	**Goal:** Introduce the 5 stages of Design Thinking with simple, relatable

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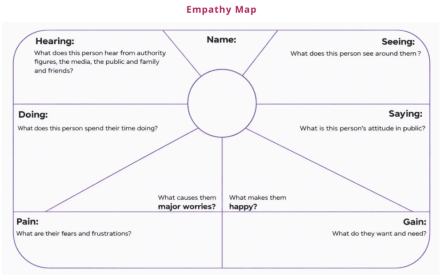
2. Set up: Show a simple diagram of the 5 stages. Explain briefly with an example (e.g., designing a job training program for women returning to work).



3. Say: *Design thinking is a process to design solutions that meet the real human needs. It has 5 stages. These stages are not always done in the same order.*

1. ***Empathize:***→ *"Instead of relying on assumptions, we try to really understand the people we are designing for."*
   - **Share an Example:** *"A French NGO wanted to bring clean water to women in Africa. At first, they assumed the main problem was health. But after listening and observing, they realized water collection was also a social event. Any solution had to respect that context."*
   - *"Empathy means asking broad questions: What do people hear, see, do, and say? What worries them? What makes them happy?"*

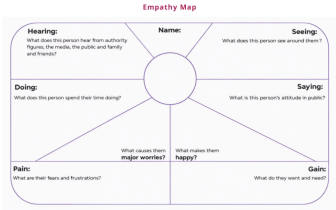
examples; highlight empathy as the foundation.

Tip: Use job-related examples (e.g., hiring) so participants connect theory to their own lives.

Materials:

PDF Module 4 - Introducti...

PDF Module 4 - Introducti...



Optional:

- Introduction to Design Thinking: [Design Thinking - Interaction Design Foundation]
- Empathy Mapping: [Empathy Mapping: The]

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	2. ***Define:*** *→* ***From empathy insights, we define the problem clearly.*** ○ **Example:** *Instead of "people need water," the problem becomes "women need clean water and to preserve their community gatherings."* ○ *In job search, instead of someone defining the problem as "I need a job," people can define it as "Employers need reliable workers who fit their values."* 3. ***Ideate:*** *→ Brainstorm as many ideas as possible, without judgment.* ○ *Example: If the problem is "employers want inclusive workplaces," ideas could include flexible hours, mentorship, or storytelling about diversity.* 4. ***Prototype****: → Build a small, low-cost version of an idea. The prototype always needs to be tested in stage 5. It is common that there will be several rounds of prototyping.* ○ *Example: A quick sketch, a role-play of an interview, or a draft CV with different tones.* ○ *The goal is to make ideas concrete fast.* ***5. Test*** *→ Try a prototype with real people, get feedback, and improve.* ○ *Example: Show a draft CV to an employer or mentor and ask: "What works for you? What doesn't?"* ○ *"Testing is about learning, not proving that an assumption is right."*		First Step in Design Thinking - Sarah Gibbons (Nielsen Norman Group)
3 Check-In	**1. Say:** *"Does this idea of starting with empathy make sense?"* **2. Ask:** *"What is an example where really understanding someone can help solve a problem?"* **3. Set up:** Ask for 2-3 volunteers to share quickly.	1-2 min	**Goal:** Ensure participants understand the value of empathy; invite personal connections. **Tip:** Keep answers brief to stay on time.
4 Main Activity Experience	**1. Say:** *"We will now practice the first stage: Empathize and create an Empathy Map for a person who is looking for a job."*	30-32 min	**Goal:** Build employer empathy by researching

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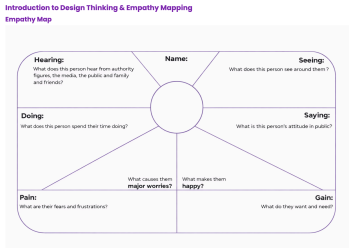
	2. Setup: • **In person:** Divide the participants into groups of 2-3. • **Online:** Prepare breakout rooms for team work. **3. Explain the empathy map layout:** *"Think about a person who is looking for a specific job. What company will they apply to? Who could potentially interview them? "* **3. Say:** *"Please do research on the company and the person who will interview this job seeker. Try to answer all the questions*: ***1. Hearing:*** *What does this employer hear from colleagues, industry, media, employees, or their network?* ***2. Seeing:*** *What do they see in their workplace, in the market, or among competitors? What do they see in candidates' CVs?* ***3. Saying:*** *What do they say publicly (in interviews, job ads, LinkedIn posts)? What's their tone?* ***4. Doing:*** *What do they spend time doing at work? Recruiting, managing, solving problems? What are their hobbies (e.g. on Facebook profile)* ***5. Pain:*** *What are their biggest fears and frustrations when hiring (e.g., unreliability, poor fit, high costs)?* ***6. Gain:*** *What do they really want in an employee (skills, attitude, values)? What makes them feel happy and secure about their hiring decision? What are the values they believe in?* *We cannot directly ask them, but let's try to observe as objectively as possible and not make too many assumptions."* **4. Instruct:** *"Now, you have about half an hour to create the employer empathy map. Please help each other with the research. All groups can present in any format you would like: a drawing, talking about their profile, a mindmap, an interview, or in another creative way. Feel free to choose what is most inspiring for your group.*		and mapping what employers see, hear, say, do, fear, and value. **Tip:** Walk around, prompt participants with guiding questions ("What might they post on LinkedIn?" "What values do you see in their communication?" "What worries could they have about new hires?"). Encourage creativity in presenting maps (drawing, role-play, mindmap). **Materials:** PDF Module 4 - Introducti...  laptops/phones for research, Design Thinking stages handout, markers/paper.

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	Feel free to use an AI tool, such as Gemini, ChatGPT or a tool of your choice to do so." (Participants take 30 minutes to research their employer personas.)		
5 Reflection	**1. Say:** *"Now, let's hear from each group. Please take about 5 minutes to present the empathy map for the employer persona your group selected."* **2. Set up:** • Each group presents their empathy map. • Keep total reflection to 15-20 minutes (adjust time per group depending on group size). *After each, ask:* • *"What is one thing someone might learn about an employer from this activity?"* • *"How can empathy change the way people view an employer they want to apply to?"* • *"Could this influence how someone prepares for a future job interview?"*	15-20 min	**Goal:** Learners reflect on how the archetype personality activity helped them understand their own strengths for job applications. **Tip:** Understand the effectiveness of the activity. **Material:** Evaluation form (either Google Docs or printed)
6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF

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	5. Will this knowledge/skill improve your life? *6. Did you enjoy the activity?* *7. Was your question answered?"*		
7 Reward & Resources	**1. Say:** *"You now have a tool that professional innovators use worldwide.."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Design Thinking Handout: Module 4 - Introduction to Design Thinking & Empathy Mapping - Em... • Free review of job application • Free review of employer persona (e.g. LinkedIn) **3. End with a Quote. Say:** *I would like to share this quote by novelist Mohsin Hamid: "Empathy is about finding echoes of another person in yourself."*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward (e.g. Module 4 - Introductio...

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Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship

Activity Overview

Activity Title: Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship **Subtitle:** From Employer Personas to Tailored Job Applications & Pitches	NorSensus MEDIAFORUM	Courses on the ICARUS AI platform

Pedagogical Details	Logistics & Setup
Activity Goals & Overview: • Use the insights from employer empathy maps (Introduction to Design Thinking & Empathy Mapping) to tailor job applications and interviews. • Support participants in connecting personal strengths and stories to employer needs. • Practice storytelling and elevator pitches that address employer "pains" and "gains".	**Focus:** Design Thinking & Empathy Mapping for Employment Opportunities **Edu Method:** Non-Formal Activity **Type of Activity**: Main Activity **Type of Skill (ESCO):** Design thinking, Communication, Self-management skills and competences, Tell a story
Learning Outcomes: • **Knowledge:** ○ **Awareness:** Recognize how employer needs, motivations, and challenges influence application decisions. ○ **Comprehension:** Understand how to adapt CVs, cover letters, and pitches to reflect employer expectations and	**Primary Target Group:** Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities **Secondary Target Groups:** **Learners in non-formal adult education** **Members of non-formal adult education organizations** **Trainers in non-formal adult education** **Min-Max Number of Participants:** 2+
	Duration: 40-55 minutes
	Learning Format: In-Person Online

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values.

- **Application:** Use insights from employer empathy maps to connect personal strengths and stories to employer "pains" and "gains."

- **Skills:**
  - **Observation:** Notice employer needs, expectations, and challenges using empathy maps.
  - **Exploration:** Explore ways to connect personal stories and strengths to employer "pains" and "gains."
  - **Assisted Practice:** Develop and practice a tailored elevator pitch or application story with facilitator support.
- **Attitudes:**
  - **Realization:** Realize that personal strengths and experiences can be translated into value for employers.
  - **Consideration:** Consider employer perspectives, expectations, and values when shaping personal stories and applications.
  - **Imitation:** Demonstrate confident, structured, and empathetic communication behaviors modeled during examples and peer practice.

Session Preparation:

- **Required Materials:**
  - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
  - **Reward** (Suggested in **7 Reward & Resources**)
  - **Evaluation Form** (Google Forms/Word/PDF)
  - **Digital/Printed Storytelling Structure & Empathy Map**
    - **WOW-ME Worksheet:**

      Module 4 - Empowering Women through Design Thinkin...

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Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship
Storytelling Structure

Storytelling Step	Example	My Story
Stage 1 – Story		
1. Challenge	When I started my first job, I was terrified of public speaking.	
2. Turning Point	The turning point came when I joined a debating club at work, even though I was nervous.	
3. Outcome	Over time, I gained confidence and even led a presentation for 50 colleagues.	
Skills Learned	Confidence Public Speaking Communication	
Stage 2 – Elevator Pitch		
Elevator Pitch	When I started my first job, I was afraid of public speaking. I pushed myself to join a debating club, and over time, I built the confidence to lead presentations for large groups. Today, public speaking is one of my strengths.	

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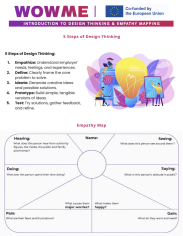
    - **Empathy Map** developed in previous activity (Introduction to Design Thinking & Empathy Mapping)



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INTRODUCTION TO DESIGN THINKING & EMPATHY MAPPING

5 Steps of Design Thinking

5 Steps of Design Thinking:

1. **Empathize:** Understand and sympathize* needs, feelings, and experiences.
2. **Define:** Clearly frame the core problem to solve.
3. **Ideate:** Generate creative ideas and possible solutions.
4. **Prototype:** Build simple, tangible models of your idea.
5. **Test:** Try solutions, gather feedback, and refine.

Empathy Map

Hearing: What does someone hear from others? Is they hear the friends, the public and family, colleagues?

Name:

Seeing: What does this person see around them?

Doing: How does the person spend their time doing?

Saying: What is this person's attitude in public?

Pain: What are their fears and frustrations?

Gain: What do they want and need?

What is they most angry/ worried?

What makes them happy?

- **Optional Extras:**
  - Projector for visuals
  - Mentimeter

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	○ Prototyping materials (paper, flipcharts, scissors, markers) ○ Timer ○ Calming background music to create a reflective atmosphere ○ Simple storytelling examples ○ Peer feedback checklist ○ Handouts: ■ Introduction to Design Thinking: Design Thinking - Interaction Design Foundation ■ Empathy Mapping: Empathy Mapping: The First Step in Design Thinking - Sarah Gibbons (Nielsen Norman Group) ■ ABOUT STORYTELLING HANDBOOK FOR NGOS CAPACITY BUILDING - FEC • **Room Setup/Equipment:** ○ Accessibility ○ Chairs and tables arranged for focused work

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Activity Instructions

Topic: Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship - From Employer Personas to Tailored Job Applications & Pitches

Goal / Expected Outcome:

- Participants will create a personal narrative around their strengths and challenges.
- They will practice delivering an elevator pitch.
- They will connect storytelling to employability and social entrepreneurship.

Benefits:

- Improves confidence in self-presentation.
- Provides a clear structure for telling professional stories.
- Encourages peer support and feedback in a safe environment.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	***1. Say:*** *"Welcome! Now, we'll explore storytelling paired with the empathy stage of design thinking as tools for your career. Stories help employers and customers connect with who you are."* **2. Ask:** *"What's one word that describes how most people would like their next employer to see them professionally?"* (Go around quickly.) **3. Optional:** Use Mentimeter or chat (online) to share the adjectives described.	1-3 min	**Goal:** Helps participants start thinking about self-image. **Tone:** Light, inclusive tone. **Material (Optional):** Use Mentimeter
2 Main Activity Theory/ Background	**1. Say:** *"Storytelling is powerful in business and interviews because it makes messages memorable. A good story includes: the challenge, the turning point, and the outcome."* **2. Set up Worksheet & Example Stories:** Set up the worksheet Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship - Storytelling Structure on a projector/sharing online/or distribute as a handout:	3-4 min	**Goal**: Provide a clear model before participants start. **Tip:** Provide examples relevant to employability or entrepreneurship.

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WOWME Women on Work Market Maximising Empowerment — Co-funded by the European Union

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3. Example 1 - Career Transition: Say:

"Let's look at our worksheet. This is an example of personal growth:

- *When I started my first job, I was terrified of public speaking (**challenge**).*
- *The **turning point** came when I joined a debating club at work, even though I was nervous.*
- *Over time, I gained confidence and even led a presentation for 50 colleagues (**outcome**).*
- *The **skills** I learned include confidence, public speaking, and communication."*

4. Other Examples (Optional): Present more examples, if time allows.

Example 2 - Career Transition:

"I once worked in finance but felt disconnected from people (challenge). The turning point was volunteering at a women's entrepreneurship workshop, where I realized how much I loved supporting others. I changed careers and became a trainer (outcome). The value I bring is empathy and encouragement."

Example 3 - Overcoming Bias:

"As a young woman in engineering, I wasn't taken seriously at first (challenge). The turning point came when I presented a project I had worked

Materials: WOW-ME Worksheet: Module 4 - Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship - Storytelling Structure.pdf

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	on tirelessly, and it received top recognition. The outcome was respect from my peers, and I learned persistence and preparation always pay off." **3. Set up: Briefly explain elevator pitch:** *"It's a 1-2 minute summary of who someone is, what they do, and their goals."*		
3 Check-In	**1. Say:** *"Does this structure make sense? Think of one challenge people frequently encounter at work that can shape who they are. It doesn't need to be dramatic. It could be learning a skill, overcoming self-doubt, or balancing responsibilities."* **2. Set up**: Invite 1-2 participants to share a quick example. If silence, share another example.	1-3 min	**Goal:** Encourages engagement before moving into writing.
4 Main Activity Experience	**Phase 1 - Personal Story (5-10 minutes)** **1. Say:** *"Now let's create our own personal stories. Focus on ONE challenge, how you overcame it, and what it shows about you. Use the four points outlined on the worksheet."* **2. Participants complete worksheets:** Give 5-10 minutes for participants to complete their worksheets. **Phase 2 - Elevator Pitch for Employer Persona (10 minutes)** **1. Setup:** Now, divide the participants again into groups of 2. • **Online:** Divide participants into breakout rooms. **2. Say:** *"Let's think back to the employer persona profiles we created in our last activity. Take a few minutes to think about the employer persona of an employer in your own field."* **3. Instruct:** *"Now, please develop an elevator pitch using your story and keeping in mind what the employer persona is. Help each other to improve the pitches if you get stuck."* If there are additional spaces/rooms, encourage participants to spread out and help each other work on the pitches where they feel most comfortable.	25-30 mi−−n	**Goal:** Learners understand that they are capable of overcoming challenges and turning them into opportunities. **Tip:** Keep the atmosphere encouraging and offer participants help if they seem stuck. **Materials:** WOW-ME Worksheet: Module 4 - Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship - Storytelling Structure.pdf

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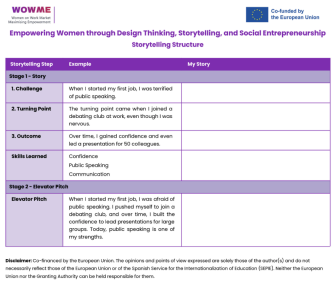
	4. Creation of Elevator Pitches: Participants create their elevator pitches for 15-20 minutes.		 WOWME Women on Work Market Maximising Empowerment Co-funded by the European Union **Empowering Women through Design Thinking, Storytelling, and Social Entrepreneurship** **Storytelling Structure** **Storytelling Step** / **Example** / **My Story** **Stage 1 - Story** **1. Challenge** — When I started my first job, I was terrified of public speaking. **2. Turning Point** — The turning point came when I joined a debating club at work, even though I was nervous. **3. Outcome** — Over time, I gained confidence and even led a presentation for 50 colleagues. **Skills Learned** — Confidence, Public Speaking, Communication **Stage 2 - Elevator Pitch** **Elevator Pitch** — When I started my first job, I was afraid of public speaking. I pushed myself to join a debating club, and over time, I built the confidence to lead presentations for large groups. Today, public speaking is one of my strengths. **Disclaimer:** Co-financed by the European Union. The opinions and points of view expressed are solely those of the author(s) and do not necessarily reflect those of the European Union or of the Spanish Service for the Internationalization of Education (SEPIE). Neither the European Union nor the Granting Authority can be held responsible for them.
5 Reflection	**1. Say:** *"Now, let's reflect on this activity, without having to share our own personal experiences with the group.* **2. Ask:** • *"What can people take away from finding a challenge they overcame? How can they apply storytelling into their elevator pitch?"* • *"What can people learn from matching their story to the employer persona?"* 3. Give all participants a chance to reflect and share voluntarily.	5-7 min	**Goal:** Learners share how the process of this activity can help with job applications. **Tip:** Keep time, remind pairs to switch after 2 minutes. Ensure that the reflection does not become personal.

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6 Evaluation	**1. Say:** *"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with **Yes** or **No**. The answers will remain anonymous."* **2. Distribute the evaluation form** (paper-based or digital, e.g., Google Docs). **3. Participants answer the following questions** (read out if necessary): *"1. Did you learn something?* *2. Was this activity transformative?* *3. Did you understand the information?* *4. Does this contribute to your mission?/Do you feel empowered?* *5. Will this knowledge/skill improve your life?* *6. Did you enjoy the activity?* *7. Was your question answered?"*	3-5 min	**Goal:** Learners reflect on the impact of the activity in a simple, low-pressure way. **Tip:** Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. **Material: Evaluation Form** Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	**1. Say:** *"You now have a personal story and an elevator pitch. This can be helpful in pitching yourselves in professional settings."* **2. Offer Reward:** At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Template for refining pitches • Free CV review session • Link to storytelling handbook **3. End with a Quote. Say:** *"I would like to end this activity with the following book title by Stephen R. Covey, which is a book about developing empathy and listening to others: Seek first to understand, then to be understood.".*	2-3 min	**Goal:** End with positive reinforcement. **Material:** Reward