Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

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ERF CURRICULUM:

1. LITERACY

TASK ID AND TITLE 2.3: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ERF

PARTNER RESPONSIBLE FOR THIS ACTIVITY: DIMITRA EDUCATION & CONSULTING

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PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Lump Sum Grants
Project title:	Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
Project Acronym:	EMSA
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COORDINATED BY

PROJECT PARTNERS

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TRAINING CURRICULUM FOR COMPETENCE: **LITERACY**

Aim of the workshop

The primary goal of this workshop is to equip participants with the essential knowledge, skills, and competencies required to excel in verbal communication, critical thinking, and socially responsible language use. Upon completing this workshop, participants will have a solid understanding of the key types of verbal interactions, including conversation, negotiation, presentation, and debate, and will be able to identify and differentiate between various language styles and registers. They will also develop critical thinking skills, allowing them to assess, analyze, and generate alternative solutions to challenges in both business and daily life.

In addition to building a foundation in communication, participants will gain the ability to understand the profound impact of language on interpersonal dynamics, fostering more positive and socially responsible communication practices. The workshop will include practical exercises that enable participants to apply their knowledge in real-world scenarios, where they will learn to adapt their communication styles and assess their effectiveness in different contexts. These hands-on activities will empower participants to enhance their verbal communication, foster clearer understanding in professional settings, and contribute to a more respectful and inclusive communication environment.

In essence, this workshop aims to provide participants with the comprehensive tools and strategies necessary to navigate and excel in a wide range of verbal communication scenarios. By applying and refining their skills in critical thinking and responsible language use, participants will be well-prepared to create positive and meaningful communication experiences, both in personal and professional contexts.

Learning outcomes

After the end of the workshop, the participants will be in a position to:

➢ Participants will develop an awareness of the main types of verbal interaction, such as conversation, negotiation, presentation, and debate, and understand the main features of different styles and registers of language.

➢ Participants will develop critical thinking skills and the ability to assess and work with information, enabling them to generate and explore alternative solutions to challenges in both business and daily life.

➢ Participants will enhance their ability to understand and analyze the impact of language on others, fostering positive and socially responsible communication practices.

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In terms of knowledge:
- *Understand and describe the main types of verbal interaction and the features of different language styles and registers, including formal, informal, technical, and persuasive.*
- *Identify different and alternative solutions to challenges, applying critical thinking to evaluate their feasibility and effectiveness.*
- *Describe the impact of tone, body language, and intentions on the effectiveness of communication and interpersonal relationships.*

In terms of skills:
- *Apply various types of verbal interaction effectively in different contexts, such as conducting a negotiation or delivering a presentation.*
- *Employ critical thinking strategies to explore and generate solutions to real-world challenges, using a variety of information sources.*
- *Develop and apply strategies for using language responsibly and ethically in various contexts, with a focus on improving communication effectiveness and emotional intelligence.*

In terms of competences:
- *Evaluate and select appropriate language styles and registers to enhance the clarity and effectiveness of communication in different verbal interactions.*
- *Demonstrate the ability to critically assess and select the most appropriate solutions to challenges, considering their potential impact and practicality.*
- *Assess and refine personal communication practices to ensure they are positive, respectful, and socially responsible, especially in cross-cultural and conflict resolution situations.*

Training methodology

☒ Synchronous Online Learning

☒ Self-Directed Learning

Prerequisites

☒ Beginner level

☐ Specific skills required

☐ Previous workshops required

If the workshop requires specific skills or participation in previous workshops, please explain:

SYNCHRONOUS ONLINE LEARNING

Workshop duration

20 hours

Training techniques

☒ Lecture (compulsory)

☒ Individual Exercise

☒ Group Exercise

☒ Role play

☒ Experiential Workshop

☒ Brainstorming

☒ Case Study

☒ Questions and Answers (multiple-choice and open-ended questions)

☐ Other (Please indicate) _____

Necessary equipment and materials

Equipment:

✓ Laptop/PC

✓ Video conferencing platform

✓ Webcam and microphone

✓ Digital whiteboard tool

✓ Headphones or speakers

Materials:

- ✓ PowerPoint presentation
- ✓ Online handouts (PDFs or Google Docs with worksheets, case studies)
- ✓ Chat feature (for additional discussion and Q&A)
- ✓ Feedback forms and Note-taking tools.
- ✓ Digital role-play scenarios (shared through breakout rooms or online collaboration tools)
  Online quizzes or polls.

Workshop programme breakdown

COURSE MODULE No.1	Theme/Content Introduction to the course COURSE MODULE 1:		Workload in minutes
1	**Introduction to Literacy**		**45 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Introduction to the three course Modules. • Introduction to Literacy	Lecture: PPT1.1_1 Ice Break Activity MT1.1_1	
	Topic 1.1 Verbal Interaction		**100 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Definition and Overview of Verbal Interaction • Factors Influencing Verbal Interaction	Lecture: PPTC1.1_1 YouTube video presentation MT1.1-2	

	• Types of Verbal Interaction (Conversation, Negotiation, Presentation, Debate) •		
2	**Topic 1.2 Understanding Language Styles and Registers**		**110 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Formal, Informal, Consultative, Intimate and Frozen Language Styles • Factors Influencing Language Style Choices • Impact of Choosing the Right Language Style • Evaluating Real-Life Communication Scenarios	Lecture: PPTC1.1_1 Group Discussion: MT1.1_3	
3	**Topic 1.3 Application of Verbal Interaction in Contexts**		**180 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Practicing Conversations, Negotiations, and Presentations • Assessing the Use of Language Styles in Interactions	Lecture: PPTC1.1_1 Role-play Activity: MT1.1_4 Group Exercise: MT1.1_5 Case Study Analysis: MT1.1_6	

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	Structure	Training Technique/Code of Methodological Tool	
	• Analyzing Negotiations and Presentations in Professional Settings • Adapting Language Styles to Different Contexts		
4	**Summary and Q&A**		**45 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Recap of key points • Addressing Participants' Questions	Q&A Session: MT1.1_7 Open Discussion	

COURSE MODULE No.2	Theme/Content COURSE MODULE 2		Workload in minutes
1	**Introduction to Developing Critical Thinking Skills**		**80 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Introduction to Critical Thinking • Definition of Critical Thinking • Importance of Critical Thinking in Business and Daily Life	Lecture: PPTC1.2_1 Ice Breaker: MT1.2_1 Group Exercise: Puzzle MT1.2_2	
	Topic 2.1 Assessing and Working with Information		**90 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Identifying Reliable vs. Unreliable Sources of Information • Evaluating Information from Various Sources	Lecture: PPTC1.2_1 Group Discussion: MT1.2_3	
2	**Topic 2.2 Generating and Exploring Alternative Solutions**		**90 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Problem-Solving Through	Lecture: PPTC1.2_1 Individual Exercise: Game: MT2.2_4	

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	Critical Thinking • Evaluating Solutions Based on Critical Thinking Criteria	
3	**Topic 2.3 Critical Thinking in Business and Everyday Life**	**100 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Impact of Technology on Critical Thinking • Cultural Awareness in Critical Thinking	Lecture: PPTC1.2_1 Group Exercise: MT2.2_5 Case Study: MT2.2_6	
4	**Summary and Q&A**	**60 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Recap of key points • Addressing Participants' Questions	Q&A Session: MT2.2_7 Open Discussion	

COURSE MODULE No.3	Theme/Content COURSE MODULE 3	Workload in minutes
1	**Understanding and Analyzing the Impact of Language on Others**	**60 minutes**

	Structure	Training Technique/Code of Methodological Tool	
	• Definition of Socially Responsible Communication • Importance of Language in Social Contexts • Impact of Language and Social Responsibility	Lecture: PPTC1.3_1 Ice Break Activity M1.3_1 Group Activity M1.3_2	
	Topic 3.1 Tone, Body Language, and Intentions in Communication		**90 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Understanding the Role of Tone and Body Language • Analyzing the Impact of Tone and Body Language on Audience Perception	Lecture: PPTC1.3_1 Role-Playing: MT1.3_3 Group Exercise: Feedback Session: MT1.3_4	
2	**Topic 3.2 Language and Cross-Cultural Communication**		**90 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• How Cultural Differences Impact Language and Communication • Identifying Cultural Nuances	Lecture: PPTC1.3_1 Video Analysis: MT1.3_5	

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		in Communication Across Cultures.	
3	**Topic 3.3 The Power of Words – Positive and Negative Language**		**90 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Understanding the Emotional and Social Impact of Positive and Negative Language • Scenario Writing Using Positive and Negative Language and Reflect on the Outcomes	Lecture: PPTC1.3_1 Individual Exercise: MT1.3_6	
4	**Summary and Q&A**		**60 minutes**
	Structure	**Training Technique/Code of Methodological Tool**	
	• Recap of key points • Addressing Participants' Questions	Q&A Session: MT1.3_7 Open Discussion	

List of methodological tools

No.	Training Technique	Code of Methodological Tool
1	Lecture	PPTC1.1_1 PPTC1.1_2 PPTC1.1_3
2	Individual Exercise	MT2.2_4
3	Group Exercise	MT1.1_5

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		MT2.2_5
		MT1.3_2
5	Group Discussion	MT1.1_3
		MT1.2_3
		MT1.3_3
6	Role play	MT1.1_4
		MT1.3_2
7	Video Analysis	MT1.1_2
		MT1.3_5
8	Simulation	MT1.3_6
9	Case Study	MT1.1_6
10	Questions and Answers (multiple-choice and open-ended questions)	MT1.1_7
		MT2.2_7
		MT1.3_8
11	Other (Ice Break)	MT1.1_1
		MT1.2_1
		MT1.3_1
12	Feedback Session	MT1.3_4

SELF-DIRECTED LEARNING

Resources

No.	Resource Title	Attachment (if applicable)
1	Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method (4th Edition). Routledge.	https://www.routledge.com/An-Introduction-to-Discourse-Analysis-Theory-and-Method/Gee/p/book/9780415725543
2	Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.	https://www.hup.harvard.edu/catalog.php?isbn=9780674576292

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3	Freire, P. (2000). Pedagogy of the Oppressed. Continuum International Publishing Group.	https://www.bloomsbury.com/us/pedagogy-of-the-oppressed-9780826412768/
4	Street, B. V. (2003). What's "New" in New Literacy Studies? Critical Approaches to Literacy in Theory and Practice.	https://www.tandfonline.com/doi/abs/10.1080/09500780308666802
5	Heath, S. B. (1983). Ways with Words: Language, Life, and Work in Communities and Classrooms. Cambridge University Press.	https://www.cambridge.org/core/books/ways-with-words/72E3408FC8033C3DCB94C2E0F4D592A1
6	Barton, D., & Hamilton, M. (1998). Local Literacies: Reading and Writing in One Community. Routledge.	https://www.routledge.com/Local-Literacies-Reading-and-Writing-in-One-Community/Barton-Hamilton/p/book/9780415170978
7	UNESCO. (2006). Education for All Global Monitoring Report 2006: Literacy for Life. Paris: UNESCO Publishing.	https://unesdoc.unesco.org/ark:/48223/pf0000141639
8	National Literacy Trust – Resource hub for literacy improvement.	https://literacytrust.org.uk/
9	International Literacy Association (ILA) – Promoting global literacy efforts and providing resources.	https://www.literacyworldwide.org/
10	Reading Rockets – A comprehensive site for improving literacy,	https://www.readingrockets.org/

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	offering strategies, tips, and resources.	
11	ProLiteracy – A nonprofit that provides resources and advocacy for literacy education globally.	https://www.proliteracy.org/
12	The Literacy Shed – A collection of visual literacy resources for teaching reading and writing.	https://www.literacyshed.com

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