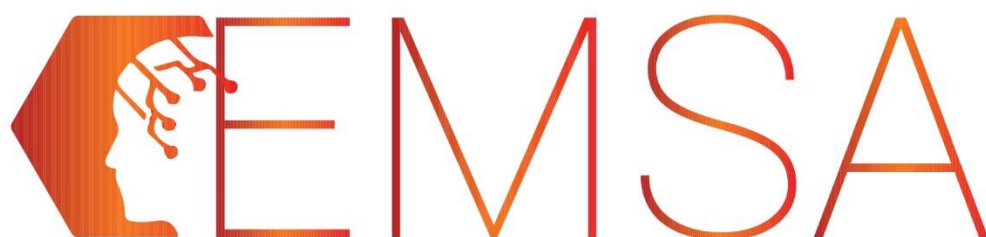


JOINT DEVELOPMENT, PILOTING AND VALIDATION OF ENTREPRENEURIAL MINDSET AND KEY SKILLS CURRICULA AND TRAINING MATERIALS FOR THIRD COUNTRIES



Entrepreneurial Mindset and Key Skills for All

ERF CURRICULUM: 1. LITERACY – METHODOLOGICAL TOOLS

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

PARTNER RESPONSIBLE FOR THIS ACTIVITY: DIMITRA EDUCATION & CONSULTING

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
Project Agreement Number:	101092477
Start Date:	01/01/2023
End Date:	31/12/2025

COORDINATED BY



PROJECT PARTNERS



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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Number and Title	1. Literacy
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes for the Competence <u>Topic</u>	<p>In terms of knowledge:</p> <ol style="list-style-type: none"> 1. Understand and describe the main types of verbal interaction and the features of different language styles and registers, including formal, informal, technical, and persuasive. <p>In terms of skills:</p> <ol style="list-style-type: none"> 1. Apply various types of verbal interaction effectively in different contexts, such as conducting a negotiation or delivering a presentation. <p>In terms of competence:</p> <ol style="list-style-type: none"> 1. Evaluate and select appropriate language styles and registers to enhance the clarity and effectiveness of communication in different verbal interactions.


Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1
<input checked="" type="checkbox"/> Open-ended questions	1
<input type="checkbox"/> Close-ended questions	
<input checked="" type="checkbox"/> Group discussion	1
<input type="checkbox"/> Brainstorming	
<input checked="" type="checkbox"/> Individual exercise	2
<input type="checkbox"/> Group exercise	
<input type="checkbox"/> Experiential workshop	
<input checked="" type="checkbox"/> Role play	1
<input type="checkbox"/> Case study	
<input checked="" type="checkbox"/> Video projection and analysis	1
<input checked="" type="checkbox"/> Other (Please indicate)	1 (ice break)

Total Number of Methodological Tools:	8
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COMPULSORY METHODOLOGICAL TOOLS


1. POWERPOINT PRESENTATION

Methodological Tool Code and Title	Literacy 1.1_1 PowerPoint Presentation
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	<p>In terms of knowledge:</p> <ol style="list-style-type: none"> Understand and describe the main types of verbal interaction and the features of different language styles and registers, including formal, informal, technical, and persuasive. <p>In terms of skills:</p> <ul style="list-style-type: none"> Apply various types of verbal interaction effectively in different contexts, such as conducting a negotiation or delivering a presentation. <p>In terms of competences:</p> <ol style="list-style-type: none"> Evaluate and select appropriate language styles and registers to enhance the clarity and effectiveness of communication in different verbal interactions.
Methodological Tool Aim	To equip participants with the skills, knowledge, and competencies required to excel in verbal interaction and effective communication, as described in the training materials.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Encourage questions and discussions among participants to foster a more interactive learning environment.

	<p>✓ Incorporate a feedback mechanism at the end of the presentation to gather insights on the effectiveness of the session and areas for improvement.</p>
<p>Attachments for the use of the Methodological Tool</p>	<p>  ERF_TrainMatEntre Tpl_Module1.pptx </p>

ADDITIONAL METHODOLOGICAL TOOLS

1. ICE BREAK

Methodological tool Code and Title	MT1.1_1 - Two Truths and a Dream
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes covered by the Methodological tool	<ol style="list-style-type: none"> 1. Ability to share personal information clearly and effectively. 2. Skill in expressing future aspirations and goals. 3. Understanding the importance of building rapport within a group setting.
Methodological tool Aim	To encourage participants to share interesting facts about themselves and to set a positive tone for goal setting by sparking fun, open conversations.
Hints and Tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Start by sharing your own "Two Truths and a Dream" to set the tone and make participants feel more comfortable. ✓ Remind participants that the focus is on having fun and getting to know each other. They do not need to share anything overly personal unless they are comfortable.
Attachment/s for the usage of the Methodological tool	 Icebreaker Activity MT1.1_1.docx

Methodological Tool Title

Two Truths and a Dream
Ice Break Activity Title (if different from the MT title)
...
Ice Break Topic
Personal Sharing and Goal Setting: Participants share interesting facts about themselves and one future dream, helping build rapport and trust among the group.
General Guidelines (for the trainer)
<p><i>Encourage Openness: Let participants know that they should only share what they are comfortable with. Emphasize that the focus is on having fun and fostering positive connections.</i></p> <p><i>Start with an Example: The trainer should share their own "Two Truths and a Dream" first to create a welcoming environment and set an example for participants.</i></p> <p><i>Facilitate Positive Interaction: Ensure that the activity remains positive, and discourage any negative or judgmental comments to foster a supportive group atmosphere.</i></p>
Instructions (for the participants)
<p><i>Think of Your Statements: Prepare two true statements about yourself and one dream you have (a future aspiration).</i></p> <p><i>Share Your Statements: Each participant shares their "Two Truths and a Dream" with the group.</i></p> <p><i>Guess the Dream: The rest of the group will try to guess which statement is the dream.</i></p> <p><i>Reveal the Dream: After guesses are made, reveal which statement was the dream.</i></p>

<i>Estimated Duration (broken down into steps, if necessary)</i>
<p><i>Introduction and Trainer's Example: 2 minutes</i></p> <p><i>Sharing and Guessing: 3-8 minutes (depending on group size)</i></p>
<i>Online Classroom Setting (if applicable)</i>
<p><i>Use an online video conferencing platform with a feature for participants to "raise their hand" when guessing.</i></p> <p><i>If breakout rooms are available, participants can be split into smaller groups for more interaction.</i></p>
<i>Remarks by the Trainer</i>
<p><i>Highlight the Value of Dreams: Encourage participants to think about their dreams more seriously, as sharing these can foster motivation and a supportive group atmosphere.</i></p> <p><i>Reflect on the Activity's Impact: Ask participants how this activity might impact future group interactions, emphasizing the importance of understanding and supporting one another.</i></p>
<i>Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (if applicable)</i>
<p>📌 <i>Online Posting: Participants can post their "Two Truths and a Dream" in a shared online forum where others can comment on which statement they think is the dream.</i></p> <p>📌 <i>Written Responses: In an asynchronous setup, participants can write their statements and share them with the group. They can provide their guesses via comments or replies.</i></p>
<i>Attachment/s (if applicable)</i>




Icebreaker Activity
MT1.1_1.docx

2. OPEN-ENDED QUESTIONS

Methodological Tool Code and Title	MT1.1_7: Q&A Session
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 4. Understand the distinctions between various types of verbal interactions (e.g., conversation, debate, negotiation). 5. Apply appropriate language styles (formal, informal, persuasive) in specific contexts. 6. Evaluate the impact of verbal and non-verbal communication strategies on message effectiveness.
Methodological Tool Aim	To assess participants' understanding of communication types and language styles.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Begin by setting up a supportive environment where all participants feel comfortable sharing their thoughts. ✓ Emphasize that there are no "wrong" answers; the purpose is to explore different perspectives. ✓ Ensure that different participants get the opportunity to answer questions by directing specific questions to those who have been less vocal. ✓ If a question seems unclear or too abstract for participants, provide examples or additional context to help them understand.



Number of Questions in the Methodological tool (minimum 6)	10
Attachment/s for the usage of the Methodological Tool	 Q&A Session MT1.1_7.docx

Methodological Tool Title
Q & A Session

Methodological Tool Title
Please answer all the questions below.
Question 1: What are the key differences between a conversation and a debate in verbal interactions? <ul style="list-style-type: none"> Expected answer. <p>A conversation is typically an open, collaborative exchange of ideas where participants build on each other's points. It is often informal and focused on understanding.</p> <p>A debate, on the other hand, is more structured, with each side presenting arguments to support their point of view. The goal of a debate is usually to persuade or defend a position rather than just share information.</p>
Question 2: How does the use of formal language differ from informal language? <ul style="list-style-type: none"> Expected answer.

Formal language is characterized using complete sentences, advanced vocabulary, and a professional tone. It is used in formal settings such as business meetings, presentations, or written reports.

Informal language is more relaxed, using contractions, colloquialisms, and often shorter sentences. It is appropriate for casual settings, like speaking with friends or during informal team discussions.

Question 3:

Why is it important to adapt your language style based on the context and audience?

- Expected answer.

Adapting your language style ensures that your message is appropriate and understood by the audience. Different contexts may require varying degrees of formality, and tailoring your communication helps build rapport, maintain professionalism, and increase the effectiveness of interaction.

Question 4:

What is the role of persuasive language in professional settings?

- Expected answer.

Persuasive language is used to influence others, whether convincing a team to adopt an idea, negotiating terms, or motivating employees. It is crucial for leadership, negotiations, sales, and when trying to drive decision-making processes in the workplace.

Question 5:

How can you ensure effective communication during a presentation?

- Expected answer.

To ensure effective communication, you should:

- Organize your content logically.
- Use clear, concise language.
- Maintain good eye contact.
- Engage the audience by asking questions or inviting feedback.
- Use visual aids and emphasize key points.

Question 6:

What are the most important strategies for successful negotiations?

- Expected answer.

Preparation: Know your objectives, the other party's needs, and your best alternatives.

Active listening: Understand the other party's point of view.

Building rapport: Create a positive atmosphere to facilitate agreement.

Flexibility: Be willing to adjust your stance to reach a mutually beneficial outcome.

Question 7:

How does non-verbal communication impact negotiations and presentations?

- Expected answer.

Non-verbal communication such as body language, facial expressions, gestures, and eye contact greatly impacts how messages are received. Positive non-verbal cues can build trust, demonstrate confidence, and reinforce spoken words, while negative cues can undermine credibility and cause misunderstandings.

Question 8:

What are some key factors to consider when preparing for a formal presentation?

- Expected answer.

*Understanding your audience and tailoring your message to their needs.
Structuring the presentation with a clear introduction, body, and conclusion.
Practicing delivery to ensure confidence.
Preparing visual aids and ensuring all technical aspects are ready in advance.*

Question 9:

How can you build rapport and trust in a negotiation?

- Expected answer.

To build rapport and trust, use active listening, show empathy, find common ground, and be transparent about your intentions. Avoid being overly aggressive and try to understand the other party's needs and concerns. Establishing personal connections also helps build trust.

Question 10:

How does active listening improve communication in both informal conversations and formal interactions?

- Expected answer.

Active listening helps ensure that you fully understand the speaker's message, demonstrates respect, and makes the other person feel valued. It also helps avoid misunderstandings and allows for more productive, solution-focused communication. It is beneficial in both informal settings (building relationships) and formal ones (gaining clarity in professional discussions).

Attachment/s (if applicable)




Q&A Session
MT1.1_7.docx

3. CLOSE-ENDED QUESTIONS

Methodological Tool Code and Title	MT1.1_4: Individual Exercise – Evaluating Understanding of Active Listening and Effective Communication		
Competence <u>Topic</u> Number and Title	Active Listening and Communication Skills Assessment		
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. Understand the key concepts of active listening. 2. Apply principles of constructive feedback in communication. 3. Recognize and implement effective communication strategies. 		
Methodological Tool Aim	To evaluate and reinforce participants' understanding of active listening, constructive feedback, and effective communication through reflective True/False statements.		
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> - Read each statement clearly and allow time for participants to think and write their answers. - Facilitate a reflective discussion to explore why each statement is true or false. - Encourage participants to share personal experiences related to the concepts discussed. 		
Number of Questions in the Methodological Tool per Question Type (minimum 6)	Type	Number	
	True/False Questions	10	
	Multiple-Choice Questions	0	
	Multiple-Response Questions	0	
	Sequence Questions	0	
	Matching Questions	0	
	Total	10	



Attachment/s for the usage of the Methodological Tool	 Individual Exercise MT1.1_4.docx
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Methodological Tool Title
Evaluating Understanding of Active Listening and Effective Communication


Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Active listening involves paraphrasing what the speaker says to confirm understanding.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Maintaining eye contact is an essential element of active listening.	
True	
False	
Correct Answer	True
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Constructive feedback should always include both strengths and areas for improvement.	
True	
False	
Correct Answer	True

Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Non-verbal cues, such as nodding and facial expressions, are irrelevant in communication.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Interrupting the speaker is a good way to show engagement in the conversation.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Asking clarifying questions helps deepen understanding of the speaker's message.	
True	
False	
Correct Answer	True
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Providing a summary of what was discussed shows active engagement in a conversation.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Effective communication requires balancing talking and listening.	
True	

False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: It is better to avoid addressing workplace conflicts to maintain harmony.	
True	
False	
Correct Answer	False
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Collaboration often requires compromising to achieve a mutually beneficial solution.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

4. GROUP EXERCISE


Methodological Tool Code and Title	MT1.1_3: Evaluating Real-Life Communication Scenarios
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. Identify and understand the different types of verbal interactions used in real-life scenarios. 2. Evaluate the effectiveness of language styles and communication strategies. 3. Provide and receive constructive suggestions to improve communication skills.

Methodological Tool Aim	To help participants understand how verbal interaction and language styles affect communication in real-world scenarios by analyzing different situations and providing suggestions for improvement.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Guide participants through the activity and keep track of time during synchronous sessions. ✓ Provide feedback on participants' analyses. ✓ Encourage group interaction and discussions. ✓ For asynchronous learning, monitor contributions and offer comments to encourage engagement.
Attachment/s for the usage of the Methodological Tool	 Group Exercise Activity MT1.1_3.doc

<i>Methodological Tool Title</i>
Evaluating Real-Life Communication Scenarios
<i>Group Exercise/Individual Exercise Source (if adapted from existing exercise)</i>
https://padlet.com/doaawaja2/evaluating-real-life-communication-scenarios-7ojnrma4w6ie51h
<i>Description of the Group Exercise/Individual Exercise</i>


<p><i>Participants analyze real-life communication scenarios to evaluate verbal interaction styles, language effectiveness, and body language, and provide suggestions for improvement.</i></p>
<p><i>Estimated Duration (broken down into steps, if necessary)</i></p>
<ul style="list-style-type: none"> - Introduction: 5 minutes - Scenario Assignment: 5 minutes - Individual Analysis and Sharing: 10-15 minutes - Group Review and Discussion: 10-15 minutes
<p><i>General Guidelines (for the Trainer)</i></p>
<ul style="list-style-type: none"> - Clearly introduce the purpose of the activity. - Ensure participants understand the scenarios and questions. - Moderate discussions, provide constructive feedback, and encourage engagement.
<p><i>Implementation Steps (for the Participants)</i></p>
<ol style="list-style-type: none"> 1. Analyze the assigned scenario. 2. Respond to key questions about verbal interaction types, language style, effectiveness, and body language. 3. Present findings to the group. 4. Participate in group discussions and provide peer feedback.
<p><i>Allocation of tasks (if applicable)</i></p>
<ul style="list-style-type: none"> - Facilitator: Assign scenarios, moderate discussions, and provide feedback. - Participants: Analyze and present findings, engage in discussions.
<p><i>Necessary Equipment and Materials (if applicable)</i></p>

<ul style="list-style-type: none"> - Collaborative digital board (e.g., Google Docs, Google Slides, Microsoft Teams). - Digital copies of scenarios.
Online Classroom Setting (if applicable)
Use platforms like Zoom or Microsoft Teams for synchronous sessions. Ensure access to shared documents or collaborative tools.
Expected Results
<ul style="list-style-type: none"> - Participants will identify and understand different verbal interaction types. - Participants will evaluate communication strategies and language effectiveness. - Participants will provide and receive feedback to improve communication skills.
Debriefing Questions
<ol style="list-style-type: none"> 1. What did you learn about the effectiveness of different communication styles? 2. How can you apply these insights to improve your communication skills?
Remarks by the Trainer
<ul style="list-style-type: none"> - Ensure equal participation by all participants. - Highlight key insights during feedback sessions. - Encourage constructive and respectful peer feedback.
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)
<p>Platform and Materials: Use collaborative tools like Google Docs or Teams to share scenarios, collect analyses, and enable peer feedback. Provide clear, written instructions and access to all necessary materials online.</p> <p>Task Assignment and Timeline: Assign scenarios and set deadlines for individual analysis, peer feedback, and trainer review to maintain structure.</p>

<p>Facilitation and Interaction: Encourage participants to review and comment on peers' work, while the trainer monitors progress, provides feedback, and facilitates discussions via comments or a dedicated forum.</p> <p>Participation Tracking: Use platform features to track contributions and ensure engagement from all participants.</p>
Attachment/s (if applicable)
 <p>Group Exercise Activity MT1.1_3.doc</p>

5. INDIVIDUAL EXERCISE

Methodological Tool Code and Title	MT1.1_5: Individual Exercise
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<ul style="list-style-type: none"> ✓ Identify the importance of adapting language styles for different contexts and audiences. ✓ Apply creative thinking and self-reflection to craft context-appropriate communication. ✓ Evaluate the effectiveness of communication strategies in achieving intended purposes.
Methodological Tool Aim	To help participants practice and develop skills for adapting language style to suit different contexts and audiences independently, with a focus on creativity and self-reflection.

Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Provide clear examples of contexts requiring different language styles (e.g., formal email, casual social media post). ✓ Encourage participants to consider tone, vocabulary, and purpose when crafting their responses. ✓ Use the Zoom chat feature to facilitate sharing and feedback in online settings.
Attachment/s for the usage of the Methodological Tool	 Individual Exercise MT1.1_5.docx

Methodological Tool Title
Contextual Language Challenge
Group Exercise/Individual Exercise Source (if adapted from existing exercise)
Description of the Group Exercise/Individual Exercise
<i>Participants will practice adapting their language style for different audiences and contexts. The exercise focuses on creativity and self-reflection by asking participants to craft short written pieces for various scenarios (e.g., professional email, casual explanation, social media post).</i>
Estimated Duration (broken down into steps, if necessary)
Introduction (5 minutes): Trainer explains the importance of language adaptation and provides examples of different contexts.

<p>Prompt Presentation (5 minutes): Trainer shares three sample contexts for participants to choose from.</p> <p>Individual Writing Task (10 minutes): Participants select a context and write a short piece (2-3 sentences).</p> <p>Self-Reflection and Sharing (10 minutes): Participants share their responses in the Zoom chat or aloud, followed by a discussion.</p>
<p>General Guidelines (for the Trainer)</p> <p>Encourage participants to think critically about tone, vocabulary, and purpose in their writing.</p> <p>Provide constructive feedback, focusing on how well the language matches the intended audience and context.</p> <p>Highlight examples of effective adaptations to inspire learning.</p>
<p>Implementation Steps (for the Participants)</p> <p>Listen to the trainer's introduction on language adaptation.</p> <p>Review the provided contexts and select one that resonates with you.</p> <p>Write a short response tailored to the chosen audience and context.</p> <p>Share your response with the group and reflect on your writing process.</p>
<p>Allocation of tasks (if applicable)</p> <p>Trainer: Guide the activity, provide examples, and facilitate discussions.</p> <p>Participants: Complete the writing task, share responses, and engage in self-reflection.</p>
<p>Necessary Equipment and Materials (if applicable)</p> <ul style="list-style-type: none"> Zoom chat feature or physical writing tools (pen and paper).

<ul style="list-style-type: none"> Examples of contexts provided by the trainer (on screen or printed).
Online Classroom Setting (if applicable)
<p>Use breakout rooms for smaller group sharing if necessary.</p> <p>Encourage participants to share their responses via the chat feature or aloud.</p>
Expected Results
<p>Participants will understand the importance of adapting language for different contexts.</p> <p>Improved ability to craft appropriate communication for diverse audiences.</p> <p>Enhanced self-reflection and critical thinking regarding language use.</p>
Debriefing Questions
<p>What challenges did you face when adapting your language to the selected context?</p> <p>How did you decide on the tone and vocabulary for your response?</p> <p>What insights did you gain from hearing others' examples?</p>
Remarks by the Trainer
<p>Emphasize the value of regularly practicing language adaptation for improved communication.</p> <p>Encourage participants to apply these skills in real-life scenarios to build confidence and versatility.</p>
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)
<p>Pre-recorded Introduction: Replace the live explanation with a pre-recorded video or written guide to introduce the activity and its objectives.</p> <p>Online Submission: Allow participants to submit their written responses via an LMS, email, or shared collaborative platform with clear deadlines.</p>

Peer Interaction: Create a discussion thread or forum for participants to share their responses and provide feedback to at least two peers.

Reflective Questions: Include reflective prompts for participants to evaluate their own responses, focusing on tone, vocabulary, and audience appropriateness.

Trainer Feedback: Provide written feedback on submissions, highlighting effective examples and offering suggestions for improvement.


Attachment/s (if applicable)



Individual Exercise
MT1.1_5.docx


6. ROLE PLAY

Methodological Tool Code and Title	MT1.1_6: Role Play – Handling Customer Complaints
Competence <u>Topic</u> Number and Title	1.1 Foundations of Literacy and Effective Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<p>Understand and apply language styles suitable for different communication mediums (e.g., verbal and written).</p> <p>Demonstrate empathy and professionalism when addressing customer concerns.</p> <p>Develop effective written and verbal responses tailored to diverse audiences and tones.</p>
Methodological Tool Aim	To enable participants to practice adapting their communication styles to suit different customer interaction scenarios, enhancing their skills in empathy, professionalism, and audience-appropriate communication.

Hints and tips for the trainer to use the Methodological Tool	<p>Prepare role-play scripts and provide guidance on tone and language style for each interaction.</p> <p>Encourage participants to focus on empathy and problem-solving during verbal interactions.</p> <p>Provide feedback highlighting strengths and areas for improvement in tone, word choice, and structure.</p>
Attachment/s to use the Methodological Tool	 Role Play MT1.1_6.docx


Methodological Tool Title
Handling Customer Complaints
<i>Role Play Scenario</i>
<i>You, a customer service representative for a home appliance company, need to handle different customer complaints regarding a faulty product. The objective is to adapt the language style depending on the medium and the customer's tone.</i>
<i>Roles</i>
<p>📌 Customer Service Representative: Responsible for empathetically addressing customer concerns and providing solutions.</p> <p>📌 Customer: Presents complaints in various tones (frustrated, neutral) to test the representative's communication skills.</p>
<i>Allocation of Roles</i>
<p>📌 Assign participants as either the Customer Service Representative or Customer.</p> <p>📌 Rotate roles to ensure all participants practice both perspectives.</p>

<i>General Guidelines (for the Trainer)</i>
<p><i>Prepare detailed scripts and provide a brief on tone, language style, and objectives for each interaction.</i></p> <p><i>Emphasize the importance of empathy, professionalism, and solution-oriented communication.</i></p> <p><i>Observe interactions closely to provide constructive feedback.</i></p>
<i>Implementation Steps (for the Participants)</i>
<p>Preparation (5 minutes): Review the provided scenario and context.</p> <p>Role Play (15 minutes): Conduct the role play for the phone call and follow-up email.</p> <p>Reflection and Feedback (10 minutes): Discuss performance, challenges, and key takeaways as a group.</p>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Preparation: 5 minutes</p> <p>Role Play: 15 minutes</p> <p>Reflection and Feedback: 10 minutes</p> <p>Total Duration: 30 minutes</p>
<i>Necessary Material and Equipment (if applicable)</i>
<p><i>Copies of the scenario and instructions (digital or printed).</i></p> <p><i>Zoom or other video conferencing tools for online settings.</i></p>
<i>Online Classroom Setting (if applicable)</i>
<p><i>Use breakout rooms for role-play pairs or small groups.</i></p> <p><i>Share the scenario document digitally and encourage participants to share reflections in the chat or a shared document.</i></p>
<i>Checklist to Evaluate the Role Play (this can be also provided in document form in the last row)</i>

<p><i>Was the tone empathetic and professional?</i> <i>Did the response provide a clear and actionable solution?</i> <i>Was the language style appropriate for the medium and customer's tone?</i> <i>Did the follow-up email demonstrate politeness and gratitude?</i></p>
<p>Debriefing Questions</p>
<p><i>What did you find most challenging when adapting your language style to the scenario?</i> <i>How did you ensure empathy and professionalism in your response?</i></p>
<p>Remarks by the Trainer</p>
<p><i>Highlight effective examples of tone and language style.</i> <i>Encourage participants to apply these skills in real-world communication scenarios.</i></p>
<p>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</p>
<p><i>Provide the scenario and instructions in a shared document or LMS.</i> <i>Ask participants to record their role-play interactions and submit them for review.</i> <i>Use a discussion forum for participants to share written reflections and feedback on others' recordings.</i></p>
<p>Attachment/s (if applicable)</p>
<p>  Role Play MT1.1_6.docx </p>


7. VIDEO PROJECTION AND ANALYSIS

Methodological Tool Code and Title	MT1.1_2: YouTube Video Activity – “How to Speak So That People Want to Listen”
Competence Topic Title	1.1 Foundations of Literacy and Effective Communication

Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. Understand the key elements of effective verbal communication. 2. Identify and address personal speaking habits that hinder communication. 3. Apply practical techniques to improve tone, pace, and body language in conversations, negotiations, and presentations.
Methodological Tool Aim	To help participants master verbal communication techniques that capture attention and improve engagement in various contexts.
Hints and tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> - Encourage participants to focus on the “Seven Deadly Sins” of speaking and Julian Treasure's tools for improvement. - Lead reflective discussions to connect insights from the video to real-life situations. - Facilitate practice sessions for applying techniques in a supportive environment.
Attachment/s to use the Methodological Tool	 Youtube projection MT1.1_2.docx

Methodological Tool Title
<i>How to Speak So That People Want to Listen”</i>
<i>Video Source (e.g., URL)</i>
https://youtu.be/elho2S0Zahl?si=R297aY-QE1VtLagZ
<i>Video Creator (Person/Organisation/Authority)</i>
<i>Julian Treasure / TED Talks</i>

<i>Video Duration (if a segment of the video should be projected, please indicate also start and end time)</i>
Full video: 9 minutes
<i>Estimated Duration (of the Activity) (broken down into steps, if necessary)</i>
<ul style="list-style-type: none"> - Prepare to Watch: 2-3 minutes (introduce video and set expectations). - Watch the Video: 9 minutes. - Reflect: 5 minutes (individual reflection on insights). - Group Discussion: 10-15 minutes (share insights, discuss applications). - Practice (optional): 10-15 minutes (apply techniques in pairs or small groups).
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> ☑ Ensure all participants have access to the video link and understand the objective of the activity. ☑ Create a focused, distraction-free environment for participants to watch the video. ☑ Encourage participants to take notes during the video, focusing on the “Seven Deadly Sins” of speaking and improvement techniques. ☑ Facilitate an engaging group discussion by prompting participants with reflective questions. ☑ Provide constructive feedback during practice sessions and encourage peer-to-peer support.
<i>Implementation Steps (for the Participants)</i>
<ol style="list-style-type: none"> 1. Access the video link and prepare to take notes on key concepts. 2. Watch the video attentively, focusing on the speaking strategies and techniques shared. 3. Reflect on the content, identifying personal speaking habits and areas for improvement. 4. Participate in group discussions, sharing insights and practical applications. 5. If practice sessions are included, actively apply the techniques and provide feedback to peers.
<i>Debriefing Questions</i>
✓ What were the most impactful insights from the video?

<ul style="list-style-type: none"> ✓ How can you apply the techniques shared in the video to improve your communication in personal or professional settings? ✓ Which of the "Seven Deadly Sins" of speaking resonated with you, and how can you address them? ✓ How did the discussion and practice help you identify areas for improvement in your speaking style?
<p><i>Remarks by the Trainer</i></p>
<ul style="list-style-type: none"> ✓ Ensure participants connect video insights to real-life applications. ✓ Highlight the importance of tone, pace, and body language in effective communication. ✓ Encourage participants to reflect on and practice addressing their own communication challenges. ✓ Provide supportive feedback to help participants build confidence in applying the techniques.
<p><i>Attachment/s (if applicable)</i></p>
<div style="text-align: center;">  <p>Youtube projection MT1.1_2.docx</p> </div>