

# 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

#### **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

<b>Programme:</b>	Erasmus+
<b>Key Action:</b>	Lump Sum Grants
<b>Project title:</b>	<input type="text"/> Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
<b>Project Acronym:</b> <input type="text"/>	EMSA
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## COORDINATED BY



## PROJECT PARTNERS



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## TRAINING CURRICULUM FOR COMPETENCE: 1. LITERACY



## Aim of 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.

### ***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

Participation in previous workshops required

If the Workshop requires specific skills or participation in previous workshops, please explain (indicating specific Topics, if required):



## SYNCHRONOUS ONLINE LEARNING

### Workshop duration

**Workshop (Competence Level): 20 hours**

Topic 1: 7 hours

Topic 2: 6.5 hours

Topic 3: 6.5 hours

### Training techniques

- Lecture (compulsory)
- Individual Exercise
- Group Exercise
- Group Discussion
- Brainstorming
- Case Study
- Role Play
- Experiential Workshop
- Questions and Answers (closed-ended and/or open-ended questions)
- Video Projection and Analysis
- Other (Please indicate): Ice Breakers \_\_\_\_\_

### Necessary equipment and materials

[Please state the equipment and materials that will be needed for the Workshop (all 3 Topics).]

#### Equipment:

- ✓ e.g., Laptop/PC (compulsory)
- ✓ Video conferencing platform
- ✓ Webcam and microphone
- ✓ Digital whiteboard tool
- ✓ Headphones or speakers

#### Materials:

- ✓ PowerPoint presentation (compulsory)

- ✓ 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

### 1. Literacy

1. Foundations of Literacy and Effective Communication		Workload in minutes				
1	<b>Introduction to Literacy</b>	60 minutes				
	<table border="1"> <tr> <th>Structure</th> <th>Training Technique: Code of Methodological Tool</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• What is Literacy</li> <li>• Why is Literacy Important?</li> <li>• The importance of developing literacy skills beyond basic reading and writing?</li> </ul> </td> <td>                     Lecture: PPT1.1_1                      Icebreaker Activity MT1.1-1: "Two Truths and a Dream"                 </td> </tr> </table>		Structure	Training Technique: Code of Methodological Tool	<ul style="list-style-type: none"> <li>• What is Literacy</li> <li>• Why is Literacy Important?</li> <li>• The importance of developing literacy skills beyond basic reading and writing?</li> </ul>	Lecture: PPT1.1_1 Icebreaker Activity MT1.1-1: "Two Truths and a Dream"
Structure	Training Technique: Code of Methodological Tool					
<ul style="list-style-type: none"> <li>• What is Literacy</li> <li>• Why is Literacy Important?</li> <li>• The importance of developing literacy skills beyond basic reading and writing?</li> </ul>	Lecture: PPT1.1_1 Icebreaker Activity MT1.1-1: "Two Truths and a Dream"					
2	<b>1.1 Verbal Interaction</b>					
	<table border="1"> <tr> <th>Structure</th> <th>Training Technique: Code of Methodological Tool</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Definition and Overview of Verbal Interaction</li> </ul> </td> <td>                     Lecture: PPT1.1_1                      YouTube Video Activity MT1.1_2                 </td> </tr> </table>	Structure	Training Technique: Code of Methodological Tool	<ul style="list-style-type: none"> <li>• Definition and Overview of Verbal Interaction</li> </ul>	Lecture: PPT1.1_1 YouTube Video Activity MT1.1_2	90 minutes
Structure	Training Technique: Code of Methodological Tool					
<ul style="list-style-type: none"> <li>• Definition and Overview of Verbal Interaction</li> </ul>	Lecture: PPT1.1_1 YouTube Video Activity MT1.1_2					

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ERF Curriculum for 1. Literacy

Task 2.3



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	<ul style="list-style-type: none"> <li>Factors Influencing Verbal Interaction</li> <li>Types of Verbal Interaction (Conversation, Negotiation, Presentation, Debate)</li> </ul>		
<b>3</b>	<b>1.2 Understanding Language Styles and Registers</b>		<b>90 minutes</b>
	<b>Structure</b>	<b>Training Technique/Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>Formal, Informal, Consultative, Intimate and Frozen Language Styles</li> <li>Factors Influencing Language Style Choices</li> <li>Impact of Choosing the Right Language Style</li> <li>Evaluating Real-Life Communication Scenarios</li> </ul>	Lecture : PPT1.1_1 Group Discussion: MT1.1_3	
<b>3</b>	<b>1.3 Application of Verbal Interaction in Contexts</b>		<b>110 minutes</b>
	<b>Structure</b>	<b>Training Technique/Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>Practicing Conversations, Negotiations, and Presentations</li> <li>Assessing the Use of</li> </ul>	Lecture: PPT1.1_1 Individual Exercise MT1.1_4 Individual Exercise MT1.1_5 Case Study MT1.1_6	

	<p>Language Styles in Interactions</p> <ul style="list-style-type: none"> <li>Analyzing Negotiations and Presentations in Professional Settings</li> <li>Adapting Language Styles to Different Contexts</li> </ul>		
<b>4</b>	<b>Summary-Revision and Q&amp;A</b>		<b>30 minutes + 40 minutes for break (30 mins long break + 10 mins short break)</b>
	<b>Structure</b>	<b>Training Technique/Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>Recap of key points</li> <li>Questions and Answers</li> </ul>	Lecture: PPT1.1_1 Q&A Activity MT1.1-7	

<b>2. Critical Thinking and Problem-Solving Skills</b>			<b>Workload in minutes</b>
<b>1</b>	<b>Developing Critical Thinking Skills</b>		<b>80 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li><i>Introduction to Critical Thinking</i></li> <li><i>Definition of Critical Thinking</i></li> <li><i>Importance of Critical Thinking in Business and Daily Life</i></li> </ul>	Lecture: PPT1.2_1 Ice Breaker Activity MT1.2_1: Fact or Fiction" Individual Exercise: MT1.2_2 "The Island Survival Challenge"	
<b>2</b>	<b>Assessing and Working with Information</b>		



	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	<b>75 minutes</b>
	<ul style="list-style-type: none"> <li>Identifying Reliable vs. Unreliable Sources of Information</li> <li>Evaluating Information from Various Sources</li> </ul>	Lecture : PPT1.2_1 Group Exercise Activity MT1.2_3: "Fact or Fiction Detective "	
<b>3</b>	<b>Generating and Exploring Alternative Solutions</b>		<b>75 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>Problem-Solving Through Critical Thinking</li> <li>Evaluating Solutions Based on Critical Thinking Criteria</li> </ul>	Lecture: PPT1.2_1 Individual Exercise MT1.2_4: Solving the Feline Traffic Jam "	
<b>3</b>	<b>Critical Thinking in Business and Everyday Life</b>		<b>90 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li><i>Impact of Technology on Critical Thinking</i></li> <li><i>Cultural Awareness in Critical Thinking</i></li> </ul>	Lecture: PPT1.2_1 Individual Activity MT2.2_5: "Tech Impact: Friend or Foe?"	
<b>4</b>	<b>Summary-Revision and Q&amp;A</b>		<b>30 minutes + 40 minutes for breaks (30 mins long break + 10</b>
	<b>Structure</b>	<b>Training Technique/Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>Recap of key points</li> </ul>	Lecture: PPT1.2_1 Q&A MT1.2_6: Discussion Qs	

	<ul style="list-style-type: none"> <li>• Questions and Answers</li> </ul>		<b>mins short break)</b>
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<b>3. Language Dynamics and Cross-Cultural Communication</b>			<b>Workload in minutes</b>
<b>1</b>	<b>Understanding and Analyzing the Impact of Language on Others</b>		<b>90 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>• <i>Definition of Socially Responsible Communication</i></li> <li>• <i>Importance of Language in Social Contexts</i></li> <li>• <i>Impact of Language and Social Responsibility</i></li> </ul>	Lecture: PPT1.3_1 Ice Breaker Activity MT1.3_1: "Silly Superpowers Showdown" Individual Activity MT1.3_2: "Tone and Emotion Challenge"	
<b>2</b>	<b>Tone, Body Language, and Intentions in Communication</b>		<b>90 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Tone and Body Language</i></li> <li>• <i>Analyzing the Impact of Tone and Body Language on Audience Perception</i></li> </ul>	Lecture: PPT1.3_1 Role Play MT1.3_3 "Mirror of Feedback"	



<b>3</b>		<b>Language and Cross-Cultural Communication</b>	<b>70 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>• <i>How Cultural Differences Impact Language and Communication</i></li> <li>• <i>Identifying Cultural Nuances in Communication Across Cultures.</i></li> </ul>	Lecture: PPT1.3_1 Video Analysis MT1.3_4	
<b>3</b>		<b>The Power of Words – Positive and Negative Language</b>	<b>70 minutes</b>
	<b>Structure</b>	<b>Training Technique: Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>• <i>Understanding the Emotional and Social Impact of Positive and Negative Language</i></li> <li>• <i>Using Positive and Negative Language and Reflect on the Outcomes</i></li> </ul>	Lecture : PPT1.3_1 Individual Exercise MT1.3_5	
<b>4</b>		<b>Summary-Revision and Q&amp;A</b>	<b>30 minutes + 40 minutes for breaks (30 mins long break + 10 mins short break)</b>
	<b>Structure</b>	<b>Training Technique/Code of Methodological Tool</b>	
	<ul style="list-style-type: none"> <li>• Recap of key points</li> <li>• Questions and Answers</li> </ul>	Lecture: PPT1.3_1 Q&A Activity MT1.3_6	

## List of methodological tools

No.	Training Technique	Code of Methodological Tool
1	Lecture	PPT1.1_1, PPT1.2_1, PPT1.3_1
2	Group Discussion	MT1.1_3
3	Ice Break Activity	MT1.1_1, MT1.2_1, MT1.3_1
4	Individual Exercise	MT1.1_4, MT1.1_5, MT1.2_2, MT1.2_4, MT1.2_5, MT1.3_2, MT1.3_5
5	Group Exercise	MT1.2_3
6	Brainstorming	-
7	Case Study	MT1.1_6
8	Q&A Open Discussion	MT1.1_7, MT1.2_6, MT1.3_6
9	Role Play	MT1.3_3
10	Video Projection	MT1.3_4 MT1.1_2

## 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.	<a href="https://www.routledge.com/An-Introduction-to-Discourse-Analysis-Theory-and-Method/Gee/p/book/9780415725543">https://www.routledge.com/An-Introduction-to-Discourse-Analysis-Theory-and-Method/Gee/p/book/9780415725543</a>
2	Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.	<a href="https://www.hup.harvard.edu/catalog.php?isbn=9780674576292">https://www.hup.harvard.edu/catalog.php?isbn=9780674576292</a>
3	Freire, P. (2000). Pedagogy of the Oppressed. Continuum	<a href="https://www.bloomsbury.com/us/pedagogy-of-the-oppressed-9780826412768/">https://www.bloomsbury.com/us/pedagogy-of-the-oppressed-9780826412768/</a>

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



	resources and advocacy for literacy education globally.	
12	The Literacy Shed – A collection of visual literacy resources for teaching reading and writing.	<a href="https://www.literacyshed.com">https://www.literacyshed.com</a>

