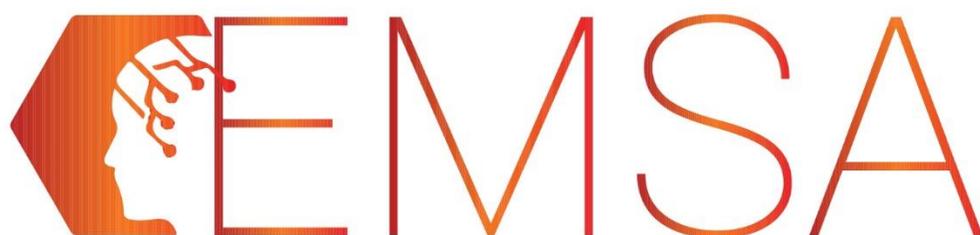JOINT DEVELOPMENT, PILOTING AND VALIDATION OF ENTREPRENEURIAL MINDSET AND KEY SKILLS CURRICULA AND TRAINING MATERIALS FOR THIRD COUNTRIES

EMSA

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

1

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

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

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COORDINATED BY

PROJECT PARTNERS

ERF MTs for 1. Literacy, Topic 2

Task 2.3

TABLE OF CONTENTS

ERF MTs for 1. Literacy, Topic 2

Task 2.3

SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Number and Title	1. Literacy
Competence <u>Topic</u> Number and Title	1.2 Critical Thinking and Problem-Solving Skills
Learning Outcomes for the Competence <u>Topic</u>	In terms of knowledge: 1. Identify different and alternative solutions to challenges, applying critical thinking to evaluate their feasibility and effectiveness. In terms of skills: 1. Employ critical thinking strategies to explore and generate solutions to real-world challenges, using a variety of information sources. In terms of competences: 1. Demonstrate the ability to critically assess and select the most appropriate solutions to challenges, considering their potential impact and practicality.

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Methodological tool Type	Number of Methodological tools
☒ **Lecture (compulsory)**	1
☒ **Open-ended questions**	**1**
☐ **Close-ended questions**	
☐ **Group discussion**	
☐ **Brainstorming**	
☒ **Individual exercise**	**3**
☒ **Group exercise**	**1**
☐ **Experiential workshop**	
☐ **Role play**	
☐ **Case study**	
☐ **Video projection and analysis**	
☒ **Other (Please indicate)**	**1 (Ice Break)**
Total Number of Methodological Tools:	**7**

ERF MTs for 1. Literacy, Topic 2

Task 2.3

ERF MTs for 1. Literacy, Topic 2

Task 2.3

COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological Tool Code and Title	1. Literacy
Competence <u>Topic</u> Number and Title	**1.2 Critical Thinking and Problem-Solving Skills**
Learning Outcomes (<u>of the Specific Competence Topic</u>) covered by the Methodological Tool	In terms of knowledge: 2. Identify different and alternative solutions to challenges, applying critical thinking to evaluate their feasibility and effectiveness. In terms of skills: 2. Employ critical thinking strategies to explore and generate solutions to real-world challenges, using a variety of information sources. In terms of competences: 1. Demonstrate the ability to critically assess and select the most appropriate solutions to challenges, considering their potential impact and practicality.
Methodological Tool Aim	To equip participants with essential knowledge, skills, and competencies in verbal communication, critical thinking, and socially responsible language use.
Hints and Tips for the trainer to use the Methodological Tool	✓ Encourage questions and discussions among participants to foster a more interactive learning environment.

ERF MTs for 1. Literacy, Topic 2

Task 2.3

	Incorporate a feedback mechanism at the end of the presentation to gather insights on the effectiveness of the session and areas for improvement.
Attachments for the use of the Methodological Tool	ERF_TrainMatEntre Tpl_Module2.pptx

ADDITIONAL METHODOLOGICAL TOOLS

1. ICE BREAK

Methodological tool Code and Title	1. Literacy
Competence <u>Topic</u> Number and Title	1.2 **Critical Thinking and Problem-Solving Skills**
Learning Outcomes covered by the Methodological tool	• Enhance participants' ability to evaluate options logically and prioritize actions based on limited resources. • Foster teamwork and collaborative decision-making in problem-solving scenarios. • Develop critical thinking skills by justifying choices and assumptions made under constraints.
Methodological tool Aim	To engage participants in a fun and interactive activity that develops critical thinking and problem-solving skills while promoting teamwork.
Hints and Tips for the trainer to use the Methodological tool	Clearly explain the scenario and encourage participants to think critically about the utility of each item. Use a timer to ensure participants adhere to the time limit and maintain focus. Facilitate a reflective discussion after the activity to highlight different perspectives and decision-making strategies.
Attachment/s for the usage of the Methodological tool	Icebreaker Activity MT1.2_1.docx

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Methodological Tool Title
"Fact or Fiction?"

Ice Break Activity Title (if different from the MT title)

Ice Break Topic
Critical Thinking and Information Reliability

General Guidelines (for the trainer)
Clearly explain the scenario and set the context for participants.   *Encourage collaboration and logical evaluation of options.*   *Ensure participants adhere to the time limit to maintain focus and engagement.*   *Use probing questions during the debrief to explore the reasoning behind choices.*

Instructions (for the participants)
Group Formation: Participants will be divided into small groups of 3-4 people.   *Task: Each group will receive a list of 8-10 statements mixing facts, opinions, and myths. Participants must identify each statement's category (Fact, Opinion, or Myth) and explain their reasoning.*   *Discussion: Groups will discuss their answers and challenge each other's classifications.*

ERF MTs for 1. Literacy, Topic 2

Task 2.3

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Debrief: Groups will present their classifications, and the trainer will provide the correct answers along with explanations.

Estimated Duration (broken down into steps, if necessary)

Introduction and Group Formation: 2 minutes

Group Discussion and Classification: 10 minutes

Debrief and Explanation: 3 minutes

Total Duration: 15 minutes

Online Classroom Setting (if applicable)

Share the list of statements via a digital platform or LMS.

Use breakout rooms for group discussions.

Facilitate the debrief in the main session by sharing correct answers and reasoning.

Remarks by the Trainer

Highlight the importance of questioning assumptions and evaluating information critically.

Use the activity as a springboard to introduce key module concepts on critical thinking and information literacy.

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (if applicable)

Share the list of statements in an online forum or discussion thread.

Ask participants to classify the statements individually and justify their reasoning in written form.

Encourage peer interaction by asking participants to comment on each other's classifications.	
Attachment/s (if applicable)	
Icebreaker Activity MT1.2_1.docx	

2. OPEN-ENDED QUESTIONS

Methodological Tool Code and Title	MT1.2_6: Q&A Activity
Competence Topic Number and Title	**1.2 Critical Thinking and Problem-Solving Skills**
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	Understand the impact of language and tone on communication. Analyze the role of body language and cultural differences in effective communication. Develop strategies to adapt communication styles to diverse cultural and professional contexts.
Methodological Tool Aim	To enhance participants' critical thinking and problem-solving abilities by exploring the nuances of language, tone, and cultural sensitivity in communication.
Hints and Tips for the trainer to use the Methodological Tool	Use real-life scenarios to contextualize questions and encourage deeper reflection. Encourage participants to share personal experiences related to communication challenges and solutions. Provide examples to illustrate key concepts like high-context and low-context communication.

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Number of Questions in the Methodological tool (minimum 6)	10
Attachment/s for the usage of the Methodological Tool	Q&A Activity MT1.2_6.docx

Methodological Tool Title

…

Please answer all the questions below.

Question 1: What is critical thinking, and why is it important in both business and everyday life?

- *Expected answer.*

Critical thinking is the ability to objectively analyze, evaluate, and form judgments about information or situations. It is important because it enables individuals to make informed, logical, and sound decisions, avoiding biases and emotional responses.

Question 2: How do you determine if a source of information is reliable or not? Provide an example.

- *Expected answer.*

Reliable sources are credible, well-established, and referenced. You can cross-check facts with other reputable sources, look for citations, and assess the author's expertise. For instance, a government website or peer-reviewed journal is more reliable than an anonymous blog.

Question 3: Explain the difference between divergent thinking and convergent thinking in the problem-solving process.

- *Expected answer.*

Divergent thinking generates a wide range of possible solutions and ideas, encouraging creativity and exploration. Convergent thinking focuses on narrowing down those options to find the best solution through logical evaluation.

Question 4: Describe the steps involved in evaluating multiple solutions to a problem. What criteria should be used?

- *Expected answer.*

Identifying the problem.
Generating alternative solutions.
Evaluating solutions based on feasibility, effectiveness, ethics, and sustainability.
Selecting the best solution aligned with the desired outcome.

Question 5: How does technology impact critical thinking? Can it both help and hinder the decision-making process? Explain with an example.

- *Expected answer.*

Technology helps by providing fast access to data and tools for decision-making (e.g., data analytics). However, it can hinder critical thinking when over-reliance on automation limits deeper analysis. For example, relying solely on GPS may reduce independent navigation skills.

Question 6: In what ways does cultural awareness affect how we approach critical thinking in global business settings?

- *Expected answer.*

Cultural awareness ensures critical thinking includes diverse perspectives, values, and practices. It helps avoid misunderstandings and ensures decisions are culturally sensitive, fostering respect and effective global business interactions.

Question 7: Give an example of how you would generate and evaluate alternative solutions for a business problem, using the criteria of feasibility, effectiveness, ethics, and sustainability.

ERF MTs for 1. Literacy, Topic 2

Task 2.3

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• *Expected answer.* For high staff turnover, solutions might include better compensation, improved workplace environment, or staff development. Each is evaluated for: • *Feasibility: Can the business afford it?* • *Effectiveness: Will it reduce turnover?* • *Ethics: Is it fair to employees?* • *Sustainability: Will it lead to long-term retention?*
Question 8: What role does ethics play in evaluating solutions during critical thinking? Why is it important to consider ethical implications?
• *Expected answer.* Ethics ensures fairness, justice, and minimizes harm. Considering ethics protects integrity, maintains trust, and avoids legal issues, fostering long-term organizational success.
Question 9: How can understanding different cultural perspectives improve your decision-making in a professional environment?
• *Expected answer.* It enhances communication, fosters respect, and ensures inclusivity. Understanding cultural perspectives avoids conflicts and creates culturally sensitive strategies, improving relationships and business outcomes.
Question 10: In your own experience, how have you used critical thinking to solve a real-life problem? What steps did you take?
• *Expected answer.* (Example) I used critical thinking to plan a budget-friendly vacation. I identified the issue (limited budget), gathered information on destinations, and generated travel plans. I evaluated them based on cost, convenience, and preferences, choosing the most feasible and enjoyable option.

ERF MTs for 1. Literacy, Topic 2

Task 2.3

3. INDIVIDUAL EXERCISE

Methodological Tool Code and Title	MT1.2_2: The Island Survival Challenge
Competence Topic Number and Title	1.2 Critical Thinking and Problem-Solving Skills
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	1. Develop critical thinking skills by evaluating the utility and necessity of items in survival scenarios. 2. Apply problem-solving strategies to prioritize resources under constraints. 3. Enhance teamwork and decision-making through collaborative discussions.
Methodological Tool Aim	To engage participants in a critical thinking and problem-solving activity that fosters collaboration and logical reasoning in a simulated survival scenario.
Hints and Tips for the trainer to use the Methodological Tool	1. Clearly explain the scenario and encourage participants to justify their choices logically. 2. Use the debrief session to highlight different decision-making approaches and assumptions. 3. Ensure active participation by dividing participants into smaller groups for discussions.
Attachment/s for the usage of the Methodological Tool	Individual Exercise MT1.2_2.docx

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Methodological Tool Title

Group Exercise/Individual Exercise Source (if adapted from existing exercise)

This activity is an original exercise developed to encourage critical thinking, teamwork, and problem-solving skills.

Description of the Group Exercise/Individual Exercise

Participants will evaluate a list of 10 items available in a survival scenario and select the 5 most critical ones to ensure safety and survival on a deserted island. Decisions will be based on factors such as shelter, food, water, protection, and rescue signaling.

Estimated Duration (broken down into steps, **if necessary**)

1. Scenario Introduction: 2 minutes
2. Item Evaluation and Discussion: 10 minutes
3. Presentation and Justification of Choices: 5 minutes
4. Debrief and Reflection: 3 minutes
   Total Duration: 20 minutes

General Guidelines (for the Trainer)

1. Present the scenario clearly and explain the task to ensure participants understand the criteria for evaluation.
2. Encourage logical reasoning and collaborative discussions within groups.
3. Use the debrief to compare group choices and highlight diverse perspectives.

Implementation Steps (for the Participants)
1. Review the survival scenario and the list of 10 items.
2. Discuss in groups to evaluate and select the 5 most critical items based on their utility and the situation's constraints.
3. Present and justify the group's choices to the trainer and other participants.
4. Reflect on the decision-making process during the debrief.
*Allocation of tasks **(if applicable)***
• Trainer: Facilitate the activity, observe group discussions, and lead the debrief session.
• Participants: Collaboratively evaluate items, make decisions, and present their reasoning.
*Necessary Equipment and Materials **(if applicable)***
• A list of 10 survival items (digital or printed copies).
• Timer or stopwatch to manage the activity duration.
*Online Classroom Setting **(if applicable)***
• Use breakout rooms for group discussions.
• Share the list of items via a shared screen or document.
• Facilitate the debrief in the main session.
Expected Results
• Participants will demonstrate improved critical thinking and collaborative decision-making skills.
• Enhanced understanding of prioritizing resources under constraints.
• Increased awareness of diverse perspectives in problem-solving.
Debriefing Questions
1. What criteria do you use to prioritize the items?
2. How did the group handle differing opinions during the discussion?

ERF MTs for 1. Literacy, Topic 2

Task 2.3

3. What assumptions did you make about the survival scenario?
Remarks by the Trainer
• Highlight effective decision-making strategies observed during the activity. • Emphasize the importance of logical reasoning and teamwork in problem-solving scenarios. • Encourage participants to apply these skills in real-life situations requiring resource prioritization and collaboration.
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)
Detailed Instructions: Provide clear written or video instructions on the LMS, along with the list of survival items for participants to download or view online. *Individual Submission: Ask participants to independently select their top 5 items and provide a written justification for their choices.* *Peer Interaction: Create a discussion thread for participants to share their selections and comment on at least two peers' choices to encourage collaboration.* *Trainer Feedback: Provide summary feedback highlighting common themes, diverse approaches, and effective decision-making strategies.*
Attachment/s (if applicable)
Individual Exercise MT1.2_2.docx

4. INDIVIDUAL EXERCISE

Methodological Tool Code and Title	MT1.2_4: Solving the Feline Traffic Jam

Competence <u>Topic</u> Number and Title	**1.2 Critical Thinking and Problem-Solving Skills**
Learning Outcomes (<u>of the Specific Competence Topic</u>) covered by the Methodological Tool	Apply critical thinking to generate creative solutions for unconventional problems. Evaluate proposed solutions based on feasibility, effectiveness, ethics, and sustainability. Develop decision-making skills in a structured and engaging context.
Methodological Tool Aim	To encourage participants to apply critical thinking strategies to evaluate and solve a fictional problem using predefined criteria, enhancing their analytical and creative problem-solving skills.
Hints and Tips for the trainer to use the Methodological Tool	Encourage participants to think outside the box and embrace creativity in their solutions. Provide examples of how to apply the critical thinking criteria to ensure clarity. Highlight humorous or exceptionally creative solutions during the debrief to maintain engagement.
Attachment/s for the usage of the Methodological Tool	Group Excercise MT1.2_4.docx

Methodological Tool Title
Solving the Feline Traffic Jam
Group Exercise/Individual Exercise Source (if adapted from existing exercise)

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Task 2.3

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This activity is an original individual exercise designed to enhance critical thinking and problem-solving skills.

Description of the Group Exercise/Individual Exercise

Participants take on the role of "Solution Detectives" to propose three creative solutions to a fictional problem: cats napping on a town's main road causing traffic jams. Each solution is evaluated based on feasibility, effectiveness, ethics, and sustainability.

*Estimated Duration (broken down into steps, **if necessary**)*

Scenario Introduction (3 minutes): Trainer presents the problem and explains the task.

Solution Development (7 minutes): Participants independently propose three solutions and evaluate them.

*Write-Up (5 minutes): Participants document evaluations with brief justifications. **Total Duration**: 15 minutes.*

General Guidelines (for the Trainer)

Use humor and creativity to engage participants with the fictional scenario.

Provide examples of solutions and evaluations to clarify expectations.

Encourage participants to use fun names for their solutions to make the activity enjoyable.

Implementation Steps (for the Participants)

Review the fictional scenario presented by the trainer.

Propose three creative solutions to the problem.

Evaluate each solution based on the critical thinking criteria.

Document evaluations with 1-2 sentence justifications.

Allocation of tasks *(if applicable)*
Trainer: Facilitate the activity, present the scenario, and provide examples.   *Participants: Develop and evaluate solutions individually.*

Necessary Equipment and Materials *(if applicable)*
Pre-written scenario (digital or printed).   *Writing materials (paper and pen or digital tools).*

Online Classroom Setting *(if applicable)*
Share the scenario and instructions via screen sharing or a downloadable document.   *Use a collaborative platform for participants to share their solutions.*

Expected Results
Participants will develop creative problem-solving approaches.   *Enhanced ability to evaluate solutions using structured criteria.*   *Improved engagement through a fun, fictional scenario.*

Debriefing Questions
Which of your proposed solutions do you think is the most practical and why?   *What was the most challenging criterion to satisfy (feasibility, effectiveness, ethics, or sustainability)?*

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Remarks by the Trainer
Highlight particularly creative or well-evaluated solutions. *Emphasize the importance of balancing practicality and creativity in problem-solving.* *Encourage participants to reflect on how they can apply these skills in real-life situations.*
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)
Scenario and Instructions: *Provide the scenario and task instructions in a downloadable document or LMS, with clear guidelines for evaluation criteria (feasibility, effectiveness, ethics, and sustainability).* **Independent Submission**: *Ask participants to propose three solutions, evaluate them, and submit their write-ups through the LMS or email.* **Peer Interaction**: *Create a discussion forum where participants share their solutions and comment on at least two peers' submissions.* **Trainer Feedback**: *Provide feedback highlighting creative and practical solutions, either as a summary post or individual comments.* **Optional Reflection Task**: *Include a self-reflection prompt for participants to evaluate what they learned from the activity and peer feedback.*
Attachment/s **(if applicable)**
Group Excercise MT1.2_4.docx

5. INDIVIDUAL EXERCISE

Methodological Tool Code and Title	MT2.2_5: Tech Impact: Friend or Foe?
Competence **Topic** Number and Title	**2.2 Technology and Decision-Making**
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	Analyze the impact of technology on critical thinking and decision-making. Evaluate the benefits and drawbacks of technology in professional and everyday contexts. Develop a balanced perspective on leveraging technology without hindering critical thinking skills.
Methodological Tool Aim	To engage participants in reflecting on and evaluating how technology influences critical thinking and decision-making by encouraging them to take a stance and justify their reasoning.
Hints and Tips for the trainer to use the Methodological Tool	Encourage participants to use real-life examples to support their stance. Highlight both sides of the argument during discussions to provide a balanced view. Use probing questions like, "Can technology ever replace human judgment?" to deepen the discussion.
Attachment/s for the usage of the Methodological Tool	Individual Exercise MT2.2_5.docx

Methodological Tool Title
Tech Impact: Friend or Foe?

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Group Exercise/Individual Exercise Source (if adapted from existing exercise)
This is an original individual exercise developed to explore the role of technology in critical thinking and decision-making.
Description of the Group Exercise/Individual Exercise
Participants reflect on the statement, "Technology enhances critical thinking," and take a stance (either "With" or "Against"). They provide three reasons supporting their perspective and evaluate how technology can either improve or hinder decision-making.
*Estimated Duration (broken down into steps, **if necessary**)*
***Introduction and Stance Selection** (2 minutes): Participants decide their position ("With" or "Against").*   ***Reflection and Reasoning** (5 minutes): Participants write down three reasons supporting their stance.*   ***Discussion or Sharing** (3 minutes): Participants share their stance and key points with the group or in the chat (optional).*   ***Total Duration**: 10 minutes for individual tasks, extendable to 30 minutes with discussions.*
General Guidelines (for the Trainer)
Provide examples of how technology impacts decision-making (e.g., data analysis vs. information overload).   *Encourage balanced perspectives, even for participants strongly aligned with one stance.*   *Facilitate discussions to draw connections between real-life applications and critical thinking.*
Implementation Steps (for the Participants)

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Reflect on the statement, "Technology enhances critical thinking."

Choose a stance ("With" or "Against") and write down three reasons for the decision.

Optionally, share insights during a group discussion or in the chat.

Allocation of tasks (if applicable)

Trainer: Present the scenario, moderate discussions, and provide feedback.

Participants: Reflect, document their stance, and engage in discussions (if applicable).

Necessary Equipment and Materials (if applicable)

Pen and paper or a digital platform for note-taking.

Access to a discussion forum or chat feature for sharing ideas.

Online Classroom Setting (if applicable)

Use video conferencing platform to present the task and manage participant interaction.

Facilitate discussions via breakout rooms or a chat feature for smaller group sharing.

Expected Results

Participants will gain a deeper understanding of the dual impacts of technology on critical thinking.

Improved ability to evaluate and articulate perspectives with logical reasoning.

Debriefing Questions

What was the most compelling argument for your stance?

How can we use technology effectively while maintaining critical thinking skills?

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Remarks by the Trainer
Highlight well-reasoned arguments from both perspectives. *Emphasize the importance of balancing technology use with human judgment.* *Encourage participants to apply this critical evaluation process in their personal and professional lives.*

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)
Provide task instructions and examples via the LMS or a shared document. *Ask participants to submit their reflections and reasoning individually.* *Facilitate asynchronous discussions by allowing participants to comment on peers' submissions in an online forum.*

Attachment/s **(if applicable)**
Individual Exercise MT2.2_5.docx

6. GROUP EXERCISE

Methodological Tool Code and Title	**MT1.2_3: Fact or Fiction Detective**
Competence <u>Topic</u> Number and Title	1.2 Critical Thinking and Problem-Solving Skills
Learning Outcomes (<u>of the Specific Competence Topic</u>)	Evaluate the reliability of information using critical thinking strategies.

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covered by the Methodological Tool	Identify biases and assess the credibility of sources in diverse scenarios. Apply learned skills to distinguish between credible and questionable information in real-life contexts.
Methodological Tool Aim	To develop participants' information assessment and critical thinking skills by engaging them in a detective-themed activity that evaluates the reliability of various information scenarios.
Hints and Tips for the trainer to use the Methodological Tool	Use relatable and varied scenarios to keep participants engaged. Encourage creativity by having participants adopt "detective names" for a fun atmosphere. Highlight exemplary reasoning during the debrief to reinforce key learning points.
Attachment/s for the usage of the Methodological Tool	Group Excercise MT1.2_3.docx

Methodological Tool Title
Fact or Fiction Detective
Group Exercise/Individual Exercise Source (if adapted from existing exercise)
This activity is an original group exercise designed to enhance critical thinking and information assessment skills.
Description of the Group Exercise/Individual Exercise

ERF MTs for 1. Literacy, Topic 2

Task 2.3

Participants analyze pre-prepared scenarios to evaluate the reliability of information using critical thinking strategies such as cross-checking facts, identifying biases, and evaluating sources. Participants role-play as detectives and share their findings in a collaborative environment.

Estimated Duration (broken down into steps, **if necessary**)

1. **Introduction and Instructions** (5 minutes): Trainer explains the activity objectives and presents the scenarios.
2. **Individual Analysis** (10 minutes): Participants independently review and evaluate the scenarios.
3. **Sharing and Discussion** (10 minutes): Participants share their findings in breakout rooms or via the chat feature.
4. **Debrief** (5 minutes): Trainer facilitates a group discussion on strategies and takeaways.
   Total Duration: 25 minutes.

General Guidelines (for the Trainer)

- Prepare realistic and varied scenarios to keep the activity engaging.
- Encourage participants to justify their reasoning with specific details.
- Use the debrief to reinforce the importance of critical thinking in real-world applications.

Implementation Steps (for the Participants)

1. Review the scenarios provided by the trainer.
2. Evaluate each scenario to determine the reliability of the information.
3. Write down reasoning for each decision, highlighting details that influenced their conclusions.
4. Share findings with peers and participate in the group discussion.

Allocation of tasks **(if applicable)**

- Trainer: Facilitate the activity, provide scenarios, and guide discussions.
- Participants: Analyze scenarios, document reasoning, and contribute to group discussions.

Necessary Equipment and Materials **(if applicable)**

ERF MTs for 1. Literacy, Topic 2

Task 2.3

- Pre-prepared scenarios (shared digitally or as printed handouts).
- Access to breakout rooms or a chat platform for sharing findings.

Online Classroom Setting *(if applicable)*

- Use breakout rooms for small-group discussions.
- Share the scenarios via screen sharing, downloadable documents, or chat features.
- Facilitate debrief in the main session using a shared platform.

Expected Results

- Participants will demonstrate improved critical thinking and information assessment skills.
- Enhanced ability to identify reliable versus unreliable information in various contexts.

Debriefing Questions

- What criteria did you use to evaluate the reliability of each scenario?
- Were there any surprising or challenging elements in the scenarios that influenced your decision?

Remarks by the Trainer

- Highlight creative or thorough reasoning shared by participants.
- Reinforce the relevance of these skills in professional and everyday decision-making contexts.
- Encourage participants to apply these techniques in real-life scenarios to improve their information literacy

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (in case of Group Exercise only)

Title: Fact or Fiction Detective
1. **Scenario Presentation**:
   - Share the scenarios and instructions via an LMS, email, or downloadable document for participants to review independently.
2. **Individual Submission**:

- Ask participants to analyze the scenarios individually and submit their findings, including their reasoning for each decision, in a written document or recorded video.

3. **Peer Interaction**:
   - Create an online discussion forum where participants can share their findings and provide feedback on at least two other participants' submissions.

4. **Trainer Feedback**:
   - Review individual submissions and highlight exemplary reasoning in a summary post or recorded feedback session.

*Attachment/s **(if applicable)***

Group Excercise
MT1.2_3.docx