

SUSTAINABLE LIFE SKILLS CAFÉ TOOLBOX

6 modules and 18 lesson templates of practical-based learning material

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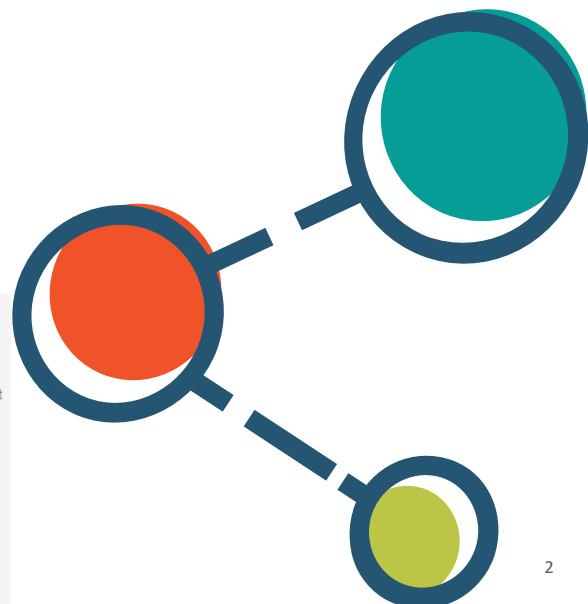
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01 | Guide to this Toolbox:

Within the Sustainable Life Skills Cafe PR1 toolbox, each part consists of several lessons. There are a total of **6** modules and **18** lesson templates included in this practical-based learning material. This publication contains a constructive structure including a logical sequence of lessons. Therefore, it is recommended not to change the sequence of the lessons. However, the trainers/tutors and practitioners might decide to leave out a specific lesson or activity or to extend another of the modules. And, for example, if there is not sufficient time to complete during Life Skills Cafe gatherings, it is also possible to apply the pick and choose approach.

This publication is written so that anybody, but specifically low-skilled/disadvantaged adults can benefit from it along with facilitation of tutors, mentors, coaches etc. In this way, we first pave the way on how to perform these tools in informal learning environments and then it enables peer education as well. This means that for example an adult participant can deliver a session to other participants. All the lessons include practical activities for the learners in the context of sustainable life skills mindset. The activities are closely related to practice and the real world. In this way the course encourages practical learning. Learners should be encouraged to ask questions, as many questions as they can think of.

02 | How to Use Lessons in the Training Material

In order to complete and facilitate the impact of the Training Material it is deemed important to provide a set of informal activities ready to be used by practitioners around the facilitators of Sustainable Life Skills Cafes. Activities should not be taken as isolated events but considered as a process contributing to the personal growth of the learner and its development in terms of life skills mindset.

Each lesson comes with a step-by-step instruction planning to guide some trainers/tutors/facilitators performing the activity. The following lessons will offer an opportunity to stimulate the learners'

reflections and skills through practical, participatory and dialogue-based experiences.

By following these lessons, participants will practice a list of competences which is based upon the European Competence Framework for better lives, also known as LifeComp. This Framework aims to build consensus around a common understanding of Life Skills Competence by defining **9** competence areas (see image below). These competences are linked to the lessons in this training course.

03 | Sustainable Life Skills Competence Framework

Empowering and supporting disadvantaged adults plays a key role in Europe’s Economy since these adults are in a vulnerable state in the labor market, many of them lacking the skills, work experience, job-search abilities and financial resources to find employment. The LifeComp Framework presented in this report proposes a concept of “Sustainable Life Skills” that can be explained in connection with internal capacities and behaviors that allow individuals to “build the needed competencies for human development and to adopt positive behaviors

that enable them to deal effectively with the challenges.

LifeComp is a conceptual framework that describes 9 competencies (P1-3, S1-3, L1-3) that can be learned by everyone in formal, informal and non-formal education. These Competencies are structured in 3 intertwined competence areas: Personal, Social, and Learning to learn. Each of the-areas is made up of 3 competencies, which, together, constitute the building blocks of Life Skills as a competence.

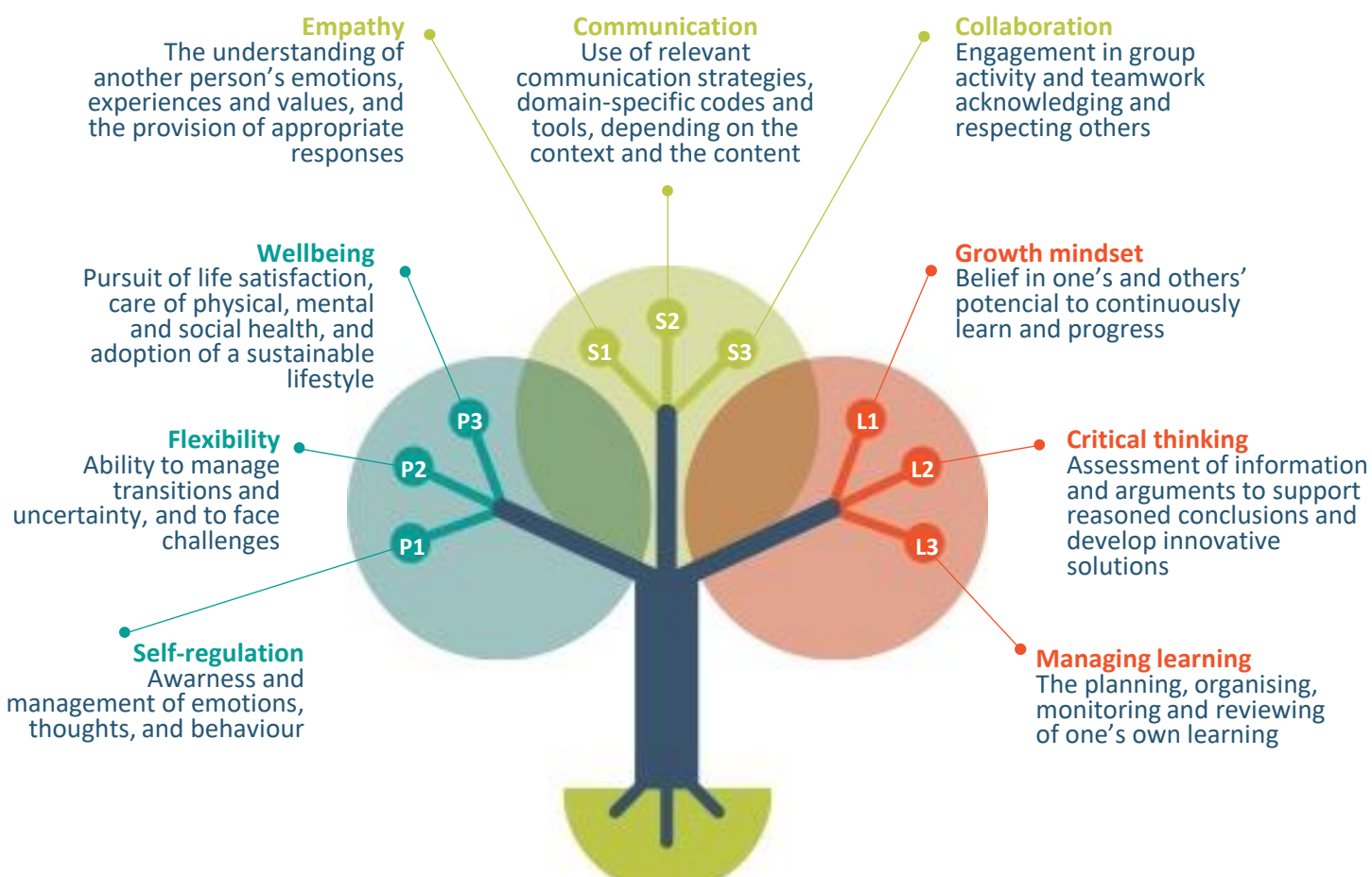


Figure 1: LifeComp Tree of competences describes nine competencies, organised in three areas: The “personal” area (P1, P2, P3), the “social” area (S1, S2, S3) and the “learning to learn” area (L1, L2, L3)
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LifeComp can be used as a basis for the development of curricula and learning activities fostering personal, and social development, and learning to learn.

04

DECISION MAKING & REACHING GOALS

- 4.1 Determining the Risk & Safe Behavior
- 4.2 Decisions & Effects
- 4.3 Setting Realistic Goals & Reach Them





Decision Making & Reaching Goals

Making decisions is a complex process and it's unavoidable in everyday life. Many young people make decisions without understanding the real consequences of their decision. A decision-making process is a series of steps taken by an individual to determine the best option of action to meet their needs. These decisions can affect the outcome of our lives. Good decision-making, most importantly, depends on understanding the situation well, being aware of our choices and seeing the consequences of our choices.

Learning to make decisions that reduces risk behavior and keeps us safe requires both critical and creative thinking. Sustainable Life Skills Lessons Plan not only

discusses the steps in good decision-making but also prepares the target group to face problematic situations that arise every day and teaches them to make responsible decisions for a happy and safe life.

This module also addresses how individuals can look towards their future, set healthy goals and learn to work towards them. Setting realistic goals is a complex task as they need to be realistic, build on potential skills and match with the available resources.

All activities in the sessions are applicable to adults. The facilitator may choose the most appropriate tasks according to the needs of the target group.

4.1

Determining the Risk & Safe Behavior

Aim

- To think through and make decisions carefully
- To understand that the decisions you make can have many effects on ourselves as well as on others
- To learn how to determine the risk and safe behavior



Activities

- 20 minutes - Warm-up Activity: **The Barter Puzzle**
- 30 minutes - Body Activity: **The 3 Cs of Decision-making**
- 15 minutes - Follow-up Activity: **Lost at Sea**



Resources

- **Warm-up Activity:** Jigsaw puzzles for each team
- **Body Activity:** Flipchart
- **Follow-up Activity:** Multi-colored sticky notes and pens



Lifecomp Competencies Covered

- **P1.1** Self-awareness and expression of personal emotions, thoughts, values, and behaviour
- **S2.3** Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts
- **L2.3** Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
- **L3.2** Planning and implementing learning goals, strategies, resources and processes



Average duration

- 65 minutes



Keywords

- Risk and safe behavior, decision-making, problem solving



Warm-Up

The Barter Puzzle

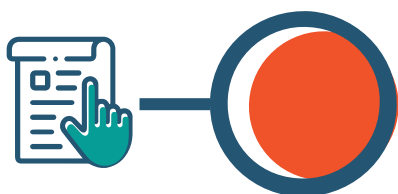
Digital or non-digital tool: Non - digital
Suggested level of difficulty: Beginner



SUPPLIES NEEDED

- Enough jigsaw puzzles for each group to have one, in different designs but the same difficulty level.

This warm-up activity accomplishes creative teamwork on several levels. It encourages leadership but also an important aspect of leadership: deferring to others' input and making sure everyone is on the same page. It helps to make decisions carefully.



INSTRUCTIONS

1. Break your team into groups of equal members.
2. Give each team a distinctly different jigsaw puzzle of equal difficulty. Explain that they have a set amount of time to complete the puzzle as a group.
3. Explain that some of the pieces in their puzzle belong to the other puzzles in the room.

The goal is to complete their puzzle before the other groups. Teams must figure out how to get the pieces from the others and make unanimous decisions on how to do so while assembling the puzzle.

4. The team who gets all their pieces assembled the fastest wins.

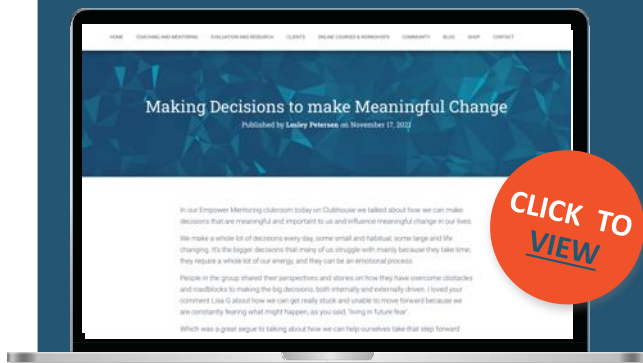
This exercise accomplishes creative teamwork. As a team, they must build the puzzle and find a way to convince the other teams to help them.

Determining the Risk & Safe Behavior: Body Activity

You can use the Three Cs of Decision-making model to reflect on and develop your awareness and skills in how you make those bigger decisions and achieve the outcomes you want.

Supplies needed:

- Flipchart



Three Cs (Challenges, Choices, Consequences)

Each 'C' are some questions you can ask yourself to work through the cycle and, as the model suggests, take action:

1. Challenges: "What has triggered this decision?" "Why is this decision important?"
2. Choices: "What are my options?" "What are the likely consequences of each option?"
3. Consequences: "What steps will I take to carry out my decision?" "What will I do to overcome any barriers to following through on my decision?"

Description:

1. Begin with a story that challenges the target group to think differently.
2. Explain that when we have to solve a problem, we sometimes have to think in very different ways. Ask the group how they normally make a decision. Explain to the group that we will be looking at how we can make safe choices.
3. Clearly identify the decision to be made or the problem to be solved.
4. Show the 3 Cs on a flipchart
 - Challenge (or decision we have to take)
 - Choices
 - Choice #1
 - Choice #2
 - Choice #3
 - Consequences
5. Give an example of a decision to be made. This is the 1st C.
6. Analyse the different choices that are available (at least three). List them. This is the 2nd C.
7. After each choice add BUT and ask the group what the positive and negative consequences (the 3rd C) could be.
8. Ask the target group to vote on the best choice.
9. Ask the group to suggest a challenge they face and go through the same steps.

Determining the Risk & Safe Behavior: Follow-Up Activity

The exercise Start, Stop, Continue is useful in framing discussion at “problem-solving” meetings, or as a way to brainstorm aspirational steps toward a vision.

Supplies needed:

- Multicolored sticky notes
- Pens

Start, Stop, Continue

The object of Start, Stop, Continue is to examine aspects of a situation or develop next steps.

Additionally, it can be a great framework for feedback. You can do this exercise with any topic—work, personal or project specific. You can even do it by yourself, with a pair or in a large group. It’s very flexible — which is why it’s so great. The first thing you want to do is pick a topic area.

Instructions:

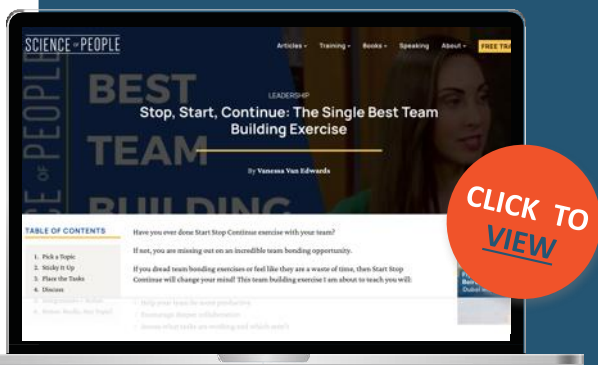
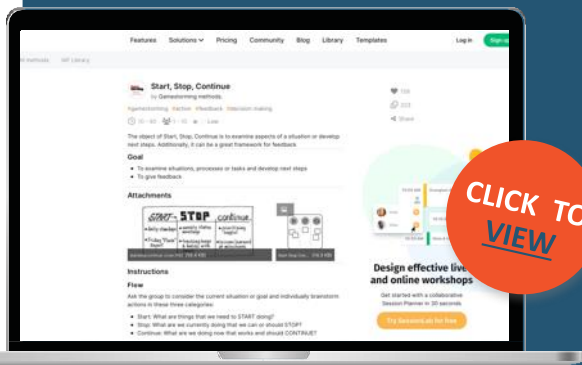
Ask the group to consider the current situation or goal and individually brainstorm actions in these three categories:

1. Start: What are things that we need to START doing?
2. Stop: What are we currently doing that we can or should STOP?
3. Continue: What are we doing now that works and should CONTINUE?

Have individuals share their results.

Note:

This exercise is broad enough to work well as an opening or closing exercise. It’s useful in framing discussion at “problem-solving” meetings, or as a way to brainstorm aspirational steps toward a vision.



4.2

Decisions & Effects

Aim

- To identify why problems occur and what steps can be taken to solve them
- To understand that the decisions you take can have many effects on yourself as well as on others



Activities

- 30 minutes - Warm-up Activity: **Lost at Sea**
- 30 minutes - Body Activity: **Making Ripples: Decision-Making**
- 20 minutes - Follow-up Activity: **The Ideal/Perfect day**



Resources

- **Warm-up Activity:** Ranking chart for each group and pens
- **Body Activity:** Flipchart and pens
- **Follow-up Activity:** Paper and pens



Lifecomp Competencies Covered

- **P1.1** Self-awareness and expression of personal emotions, thoughts, values, and behaviour
- **S2.3** Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts
- **S3.3** Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach
- **L2.3** Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
- **L3.2** Planning and implementing learning goals, strategies, resources and processes



Hints & Questions

- Use examples relevant to their own lives in order for the group to
- Understand where they can seek help
- Instead of a ripple diagram, a role play can also be used
- This activity can also be adapted and used while working on relationships
- Demonstration of ripples can be done using a bucket of water and small pebbles



Keywords

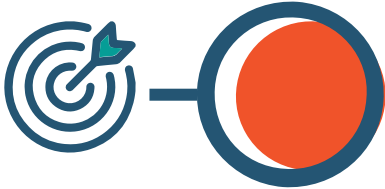
- Problem-solving, decision-making, communication, critical thinking, creative thinking, negotiation, consensus



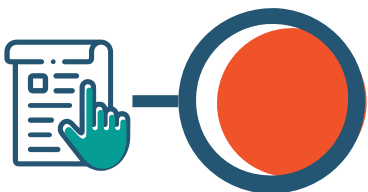
Warm-Up

Lost at Sea

Digital or non-digital
tool: Non - digital
Suggested level of
difficulty: Advanced



This activity builds problem-solving skills as team members analyse information, negotiate and cooperate with one another. It also encourages them to listen and to think about the way they make decisions.



This activity builds problem-solving skills as team members analyse information, negotiate and cooperate with one another. It also encourages them to listen and to think about the way they make decisions. The ideal scenario is for teams to arrive at a consensus decision where everyone's opinion is heard. In this activity, participants must pretend that they've been shipwrecked and are stranded in a lifeboat. Each team has a box of matches, and a number of items that they've salvaged from the sinking ship. Members must agree which items are most important for their survival.

Decisions & Effects: Warm-Up Activity

01

What You'll Need:

- A large, private room.
- A "lost at sea" ranking chart for each team member. This should comprise six columns. The first simply lists each item). The second is empty so that each team member can rank the items. The third is for group rankings. The fourth is for the "correct" rankings, which are revealed at the end of the exercise. And the fifth and sixth are for the team to enter the difference between their individual and correct score, and the team and correct rankings, respectively.

02

The items to be ranked are: a mosquito net, a can of petrol, a water container, a shaving mirror, a sextant, emergency rations, a sea chart, a floating seat or cushion, a rope, some chocolate bars, a waterproof sheet, a fishing rod, shark repellent, a bottle of rum, and a VHF radio. These can be listed in the ranking chart or displayed on a whiteboard, or both.

03

Instructions:

- Divide participants into their teams and provide everyone with a ranking sheet.
- Ask team members to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet.
- Give the teams a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.
- Ask each group to compare their individual rankings with their collective ones and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions? How much were people influenced by the group conversation?

Decisions & Effects: Warm-Up Activity

04

Now read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):

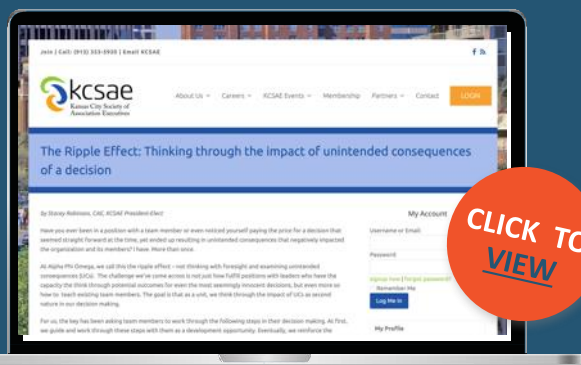
- **Shaving mirror.** (One of your most powerful tools, because you can use it to signal your location by reflecting the sun)
- **Can of petrol.** (Again, potentially vital for signaling as petrol floats on water and can be lit by your matches)
- **Water container.** (Essential for collecting water to restore your lost fluids)
- **Emergency rations.** (Valuable for basic food intake)
- **Plastic sheet.** (Could be used for shelter, or to collect rainwater)
- **Chocolate bars.** (A handy food supply) Fishing rod. (Potentially useful, but there is no guarantee that you're able to)
- **Catch fish.** (Could also feasibly double as a tent pole)
- **Rope.** (Handy for tying equipment together, but not necessarily vital for survival)
- **Floating seat or cushion.** (Useful as a life preserver)
- **Shark repellent.** (Potentially important when in the water)
- **Bottle of rum.** (Could be useful as an antiseptic for treating injuries but will only dehydrate you if you drink it)
- **Radio.** (Chances are that you're out of range of any signal, anyway)
- **Sea chart.** (Worthless without navigational equipment)
- **Mosquito net.** (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless)
- **Sextant.** (Impractical without relevant tables or a chronometer)

Decisions & Effects: Body Activity

Making Ripples is a good method to understand that the decisions we make can have many effects on ourselves as well as on others. One small change can have an enormous impact. "The Ripple Effect: Thinking through the impact of unintended consequences of a decision. The goal is that as a unit, we think through the impact of UCs (unintended consequences) as second nature in our decision making

Supplies needed:

- Multicolored sticky notes
- Pens



Making Ripples: Decision-Making

There are five steps to the Ripple Effect:

1. What are my current choices and/or options?
2. Consider the Ripple Effect.
3. What are the Unintended Consequences?
4. Making the Decision?
5. Determine the Communication Plan.

Group Check in:

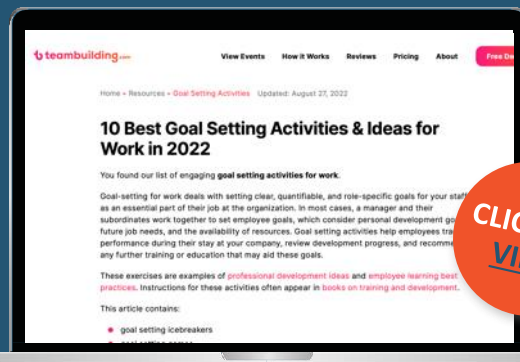
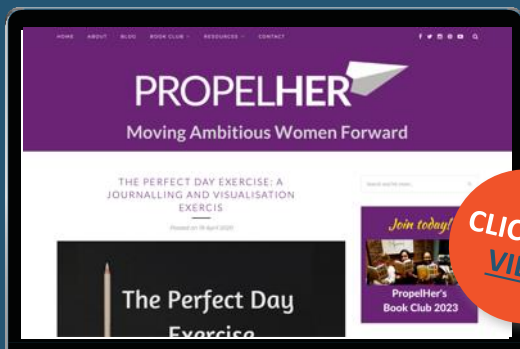
1. Display pictures of ripples in water in a lake or in a well. Talk about how if you throw a stone, the ripples spread far and wide; discuss how this has far-reaching consequences.
2. Link the example to human behaviour; how what one does has far-reaching effects on oneself, on others, and on future events.
3. Draw concentric circles on a flipchart to represent ripples of water. Label the circles: The innermost circle should represent the behaviour, the next circle stands for the behaviour's effect on the nearest person, and the next circle the effect on someone a bit further away and so on. Draw as far out as you would like to go to demonstrate how far-reaching the effects can be.

Decisions & Effects: Follow-Up Activity

The ideal day is one of the most effective goal setting activities for adults. With this exercise, you can get participants thinking about the regular tasks and objectives they need to complete. In addition, it is possible to discover the difficulties that are stopping participants from attaining their larger objectives and results by asking them to envision an ideal day.

Supplies needed:

- Notebook/paper
- Pen/pencil
- Quiet space



The Ideal/Perfect day

Description:

By discovering these issues, the participants can take steps to delegate or devise solutions by creating a method that addresses the underlying causes of those issues. The participants can identify if the problems are people-based or flaws in the system that require fixing.

The ideal day exercise may focus more on the fundamental goal setting, but it may help uncover the negative things that appear minor but have a significant influence.

Try it yourself:

Close your eyes and begin to imagine the following scenario – It is 5 years from now. You wake up and feel immensely happy. You are living your dream life and know a great day is ahead of you.

Once you can strongly imagine yourself in bed on that morning you can open your eyes and start writing out in great detail your perfect day.

You should write down everything that happens from the moment you wake up until you go back to sleep.

At the top of the page write the date of the day you are imagining. Then write down what you are doing, but also how you feel.

Try to add in as many senses as possible. You want to create the most vivid picture possible.

Do not edit what you are writing and don't think about whether something is possible or not. For this exercise you are meant to be dreaming. Believe that anything is possible and write freely from your heart. Remember this is your PERFECT day. You are meant to be tapping into your deepest desires rather than thinking about what is realistic or possible.

4.3

Setting Realistic Goals & Reach Them

Aim

- To set realistic short and long-term goals
- To think how to reach your goals



Activities

- 15 minutes - Warm-up Activity: **This is Better Than That**
- 30 minutes - Body Activity: **WOOP Goals**
- 20 minutes - Follow-up Activity: **Vision Boards Collage Exercise**



Resources

- **Warm-up Activity:** Different office objects
- **Body Activity:** Paper and pens
- **Follow-up Activity:** Art materials, pens, old magazines, books, newspapers, scissors, glue, paper or cardboard



Lifecomp Competencies Covered

- **P1.1** Self-awareness and expression of personal emotions, thoughts, values, and behaviour
- **P2.3** Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals
- **L1.3** Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential
- **L2.3** Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
- **L3.2** Planning and implementing learning goals, strategies, resources and processes



Duration

- 70 minutes



Keywords

- Problem-solving, decision-making, teamwork, creative problem-solving, decision making

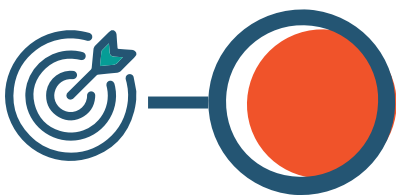
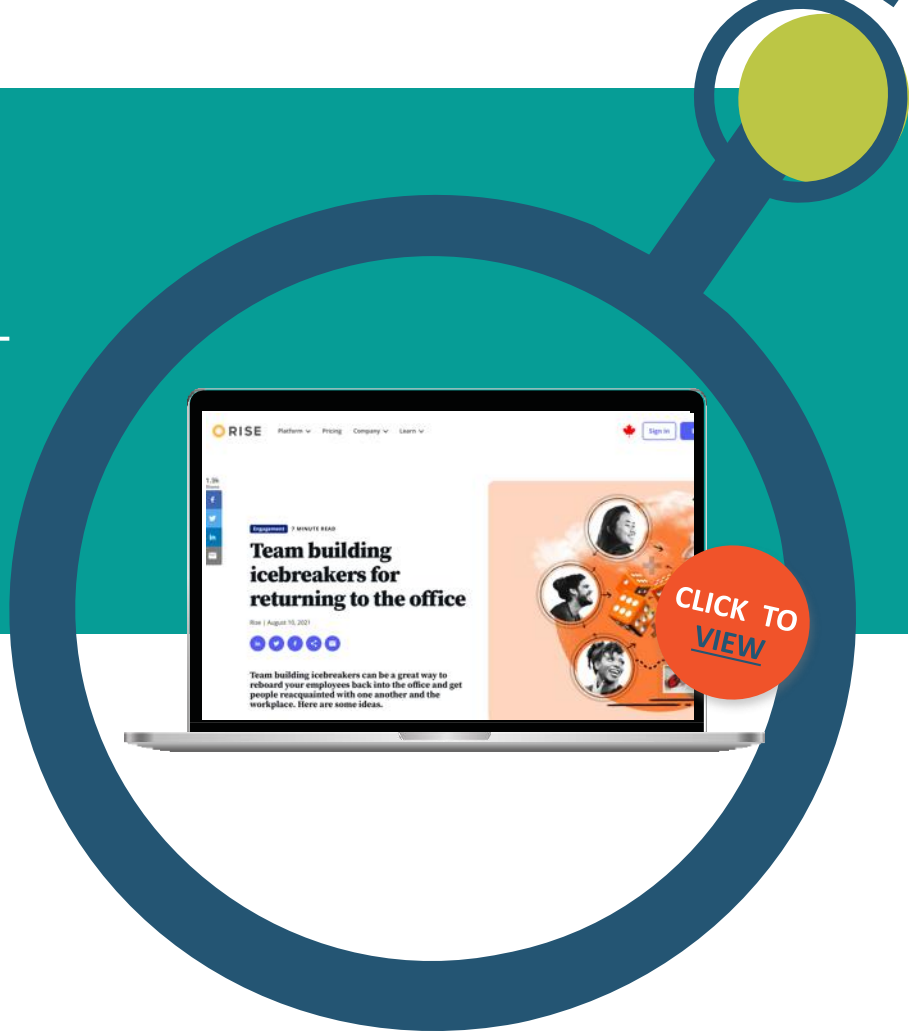


Warm-Up

This is Better Than That

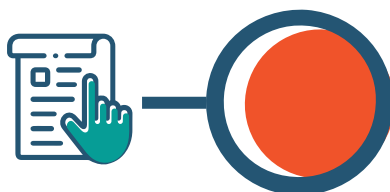
SUPPLIES NEEDED

- Different office objects



This activity allows team members to build on their creative problem-solving skills by demonstrating ways to use ordinary objects to solve complex scenarios. In addition, the activity will spark new ways for the team to communicate and negotiate team member ideas.

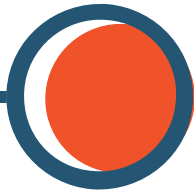
INSTRUCTIONS



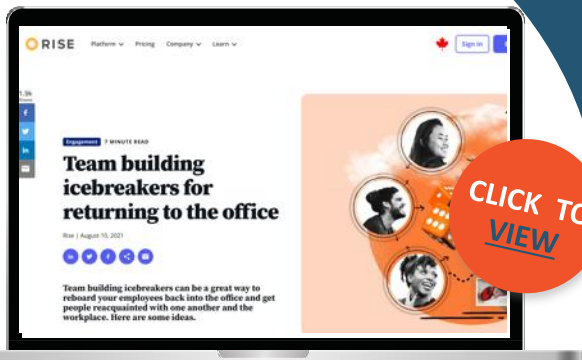
- Determine the number of groups that will participate during the activity
- Collect four or more office objects for each anticipated group: tape, scissors, pen, coffee mug, stapler, etc.

Warm-Up: This is Better Than That

To begin the activity:

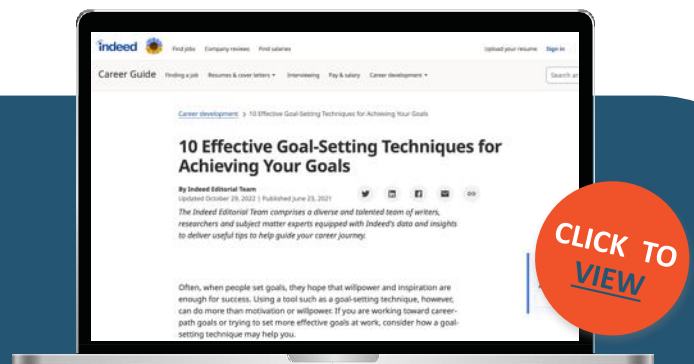
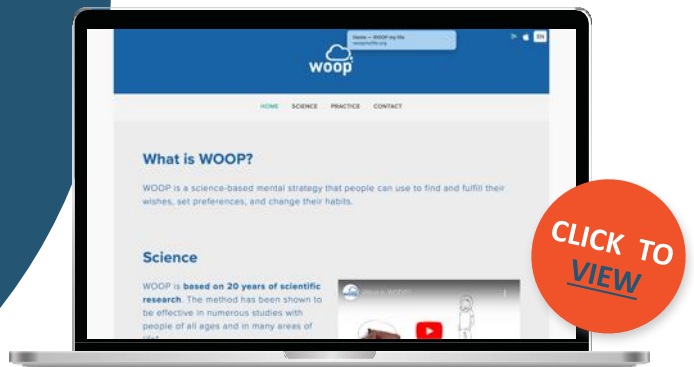
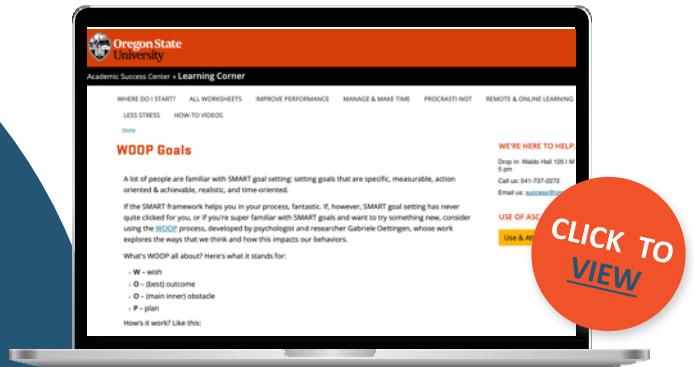


- Organise the participants into groups of five participants or less
- Distribute the office objects to each group
- Inform the groups they will have to rescue themselves from a given scenario using the various office objects provided. For example, “You are stranded on a deserted island” or “You are saving Manhattanville from Big Foot”, an alien attack. Think of creative or possibly wacky scenarios
- Provide each group with five-minutes to describe how they will use the objects to save themselves and rank the usefulness of each object with the number one ranking being the most important to least important
- Mid-way into the activity, notify each group they will receive one bonus object of their choosing. Bonus objects are not required to be present and may include: calculator, phone, food, lighter, magnifying glass, etc.
- Each group will share their ranking order and reasoning for each object provided



Setting Realistic Goals & Research Them: Body Activity

Body activity: WOOP Goals



RELATION TO LifeComp Framework:

WOOP can be used by individuals to find and fulfill their wishes, set preferences, and change their habits. WOOP presents a unique and surprising idea: The obstacles that we think most impede us from fulfilling our wishes can actually help us to realise them. WOOP instructs us to dream our future dreams but then to imagine what obstacles inside ourselves prevent us from achieving these dreams.



Setting Realistic Goals & Research Them: Body Activity

WOOP is a science-based mental strategy. WOOP, an acronym for Wish, Outcome, Obstacle, Plan, utilises the unique mental contrasting technique. It asks the participants to contrast a wish with an inner obstacle, and then develop an if-this, then-that (IFTT) plan.

WOOP Goals

Description:

W — Wish: wish something you want to accomplish for real, one that is exciting, challenging, realistic. It's important in this WOOP scenario that the wish be something important to you. It needs to matter and mean something to you, rather than being a wish that somebody else thinks you should have, or wishes for you.

O — Outcome: imagine the best outcome of your goal and recognise how it would make you feel. How will it look? What will it feel like? What will you do when it happens? Where will you be? Who will celebrate with you? What will it mean? Imagine all of it, visualise it to the greatest detail you can muster, make it actually happen in your mind. Then, return to wherever you are in real life and jot some of these imaginings and visualisations down.

O — Obstacle: imagine the personal obstacles that prevent you from accomplishing your goal. This should be an internal obstacle – something that will come up inside of you that could derail you from your wishing and throw you off your success path. Maybe it's something you notice you do, something that distracts you from whatever it is you need to be doing.

P — Plan: make an if/then plan to name an action you could do if an obstacle appears. Planning is huge, no matter how you choose to set goals. In WOOP, the planning has to do with what you'll do to overcome or navigate that obstacle inside yourself when you encounter it.

Follow-Up

Vision Boards Collage Exercise

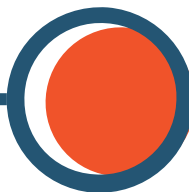


SUPPLIES NEEDED

- Art materials including pens and pencils
- Old magazines, books or newspapers that can be cut up
- Scissors and glue for all participants
- Paper, cardboard or other material for sticking on

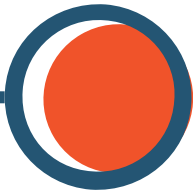


This exercise can be a lot of fun and quite artistic/creative, while also encouraging group engagement. Vision boards are a great way to create a physical representation of goals and ideas. By starting with a visualisation activity, participants can create something they feel connected to, that will help to motivate them when they need it.



Vision boards are a great way to create a physical representation of goals and ideas. By starting with a visualisation activity, participants can create something they feel connected to, that will help to motivate them when they need it.

Following-Up: Vision Boards Collage Exercise



How to play:

- **Step One:** Begin by asking each participant to practice a simple visualisation exercise. Ask them to focus on one goal they would like to achieve and build a visual idea in their mind of what achieving that goal will look and feel like for them. Focus on the mental images that come to mind, and any feelings they anticipate on success.
- **Step Two:** With these images in mind, participants can then look through the old magazines, books or newspapers to collect images, words and visual representations of what their visualisation could look like. They can collect as many images as they like.
- **Step Three:** The fun part! Participants can now start creating their boards. A vision board is a very personal thing so encourage participants to create something that represents them and their goal – there is no wrong or right way to do this. The final images they chose should all make them feel and remember their visualisation of their goal.

There needs to be a strong emotional connection to the board to help remind and motivate them what they're trying to achieve. In the end, each participant can share their board with the group if they would like to.

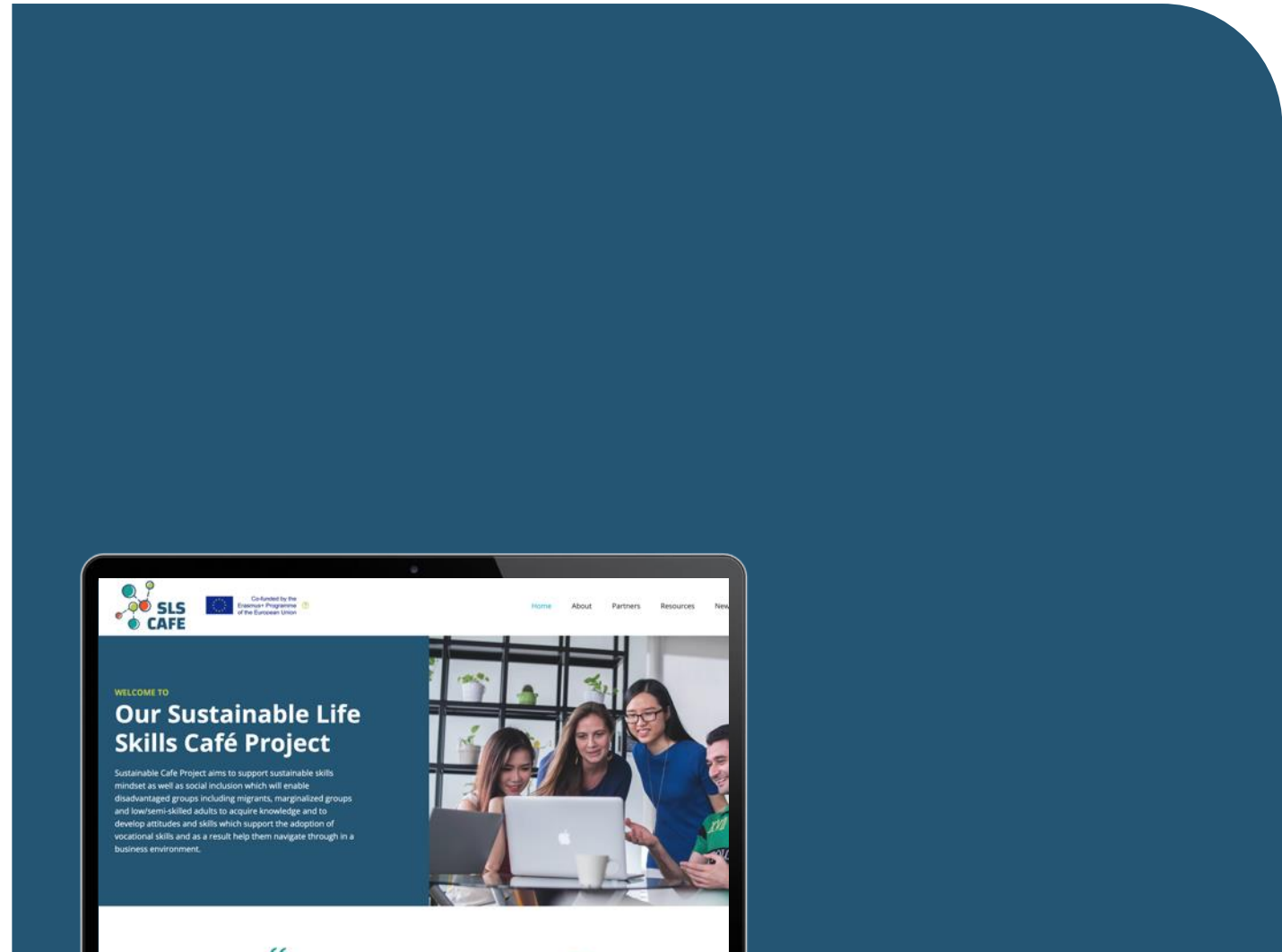
Reflection:

After you have finished creating your vision board, it is a good idea to reflect on your work. If you're ready, grab a pen and journal.

You can write down your answers to these questions:

- Why are these things that you included in the vision board important to you?
- What's the most important thing in your vision board?
- How would you feel when these things actualise in your life? What would be different?





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