



Mentor's Handbook



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Introduction

Welcome to the **Mentor's Handbook** for the MOLA Project, designed to empower mentors as they support mothers in their journey of personal and professional growth. This handbook serves as both a practical resource and an inspirational companion for mentors who are committed to making a meaningful impact in the lives of the mothers they guide.

The MOLA Project is built on the belief that every mother has the potential to improve herself, unlock new opportunities, and create a brighter future for her family. The project's modules are carefully curated to address the diverse needs of mothers, helping them to develop essential life skills, advance their careers, and achieve personal fulfilment.

What This Handbook Offers

This Mentor's Handbook is your toolkit for success. It contains:

1. **Lesson Plans:** Structured guides to facilitate impactful and engaging sessions with mothers.
2. **Activity Sheets and Worksheets:** Interactive tools to help participants reflect, plan, and practice the concepts they learn.
3. **Useful Information for Mothers:** Practical insights and tips to help mothers navigate challenges, seize opportunities, and achieve their goals.
4. **Additional Resources:** Recommendations for books, articles, videos, and websites that provide further learning opportunities.
5. **Self-Reflection Questions:** Thought-provoking prompts designed to encourage personal growth and deepen understanding of the module topics.

A Mentor's Role

As a mentor, you are more than a guide — you are a source of support, encouragement, and inspiration. Your role is to:

- Facilitate learning by adapting lesson plans to meet the unique needs of your group.
- Foster an inclusive and supportive environment where mothers feel empowered to share and grow.

- Encourage self-reflection and personal accountability, helping participants recognise their strengths and areas for improvement.
- Provide tailored advice and resources to help each mother progress along her individual journey.

How to Use This Handbook

This handbook is designed to be user-friendly and flexible. Whether you are leading a workshop, conducting one-on-one sessions, or providing remote guidance, you'll find the tools and resources needed to:

- Prepare for sessions with confidence.
- Engage participants with meaningful activities.
- Tailor your approach to suit the unique needs of each mother.
- Measure progress and celebrate successes along the way.

A Journey of Empowerment

The MOLA Project Modules are more than a set of lessons—they are a pathway to empowerment. By guiding mothers through these modules, you are helping them to:

- Build confidence and self-awareness.
- Acquire new skills and knowledge to enhance their careers.
- Create actionable plans for personal and professional development.

Thank you for your dedication to this mission. Together, we can unlock the potential of mothers everywhere and help them create a better future for themselves and their families. Let's get started!

Module 0 – Induction

Duration 60 minutes

Aim

The aim of this session is to break the ice and warm participants up to one another while introducing the project, the training programme, and the overall aims of the session

Learning Outcomes

| Knowledge | Skills | Attitudes |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Basic knowledge of the structure, objectives and timeline of the programme | Engage in open communication | Willingness to feel comfortable and supported within the learning environment |
| Factual knowledge of the available resources and support systems | Participate in group activities/discussions | Willingness to show respect and empathy towards others' experiences and perspectives |
| Practical knowledge of the importance of self-directed learning (SDL) in the programme | Identify and reflect on personal learning needs and goals | Openness to new ideas and collaboration |
| Practical knowledge of group guidelines and programme expectations | Apply guidelines to create a respectful and supportive learning space | Openness to foster a positive attitude towards collaboration and learning |

Topics

This induction module to the Motivational Programme includes an introduction section, where the facilitator presents the overall objectives of the training programme to give participants a clear understanding of the course and motivate participants by explaining the benefits of the MOLA project. This is followed by an icebreaker activity and a welcome session, where the trainer points out the aim of the lesson, and group rules and asks for participants' suggestions. The facilitator will then carry out a goal-setting activity and summarise the lesson.

Preparation

To prepare for this session, the facilitator should:

- Familiarise themselves with the content of the Self-directed learning materials on the eLearning platform and the overall content of all of the modules.
- Print [the bingo sheets](#) (one for each participant). If the lesson is carried out online, prepare an alternative icebreaker activity.
- Optional - To make the session more interactive, the facilitator could create a poll (using Kahoot, Multimeter, etc.) to gather introductory information/suggestions and expectations from the participants throughout the lesson.
- Optional - To accommodate different learning preferences, the facilitator could show some relevant information on the [Roadmap](#) (which can be found on the MOLA eLearning platform) for the relevant target group. For example, seeing a percentage of mothers struggling with childcare in their own countries might make the mothers feel less isolated and more willing to engage with the course materials.
- Optional - To accommodate different learning preferences, the facilitator could choose a video from one of the module SDL materials and show it to the participants to give them an idea of an example of the activities that will be carried out throughout the course.

Lesson Plan

Topics and Sub-topics

This session will introduce the training programme to participants, warm participants up to the facilitator and each other, and set the ground rules to ensure the smooth implementation of the programme.

Training Methods

- Group activities
- Goal setting
- Group discussions
- Presentation (optional – to be created by the trainer)

Required Materials

- BINGO Sheets
- Flipchart and markers
- Sticky notes and pens
- Name Tags or Badges
- Timer
- Notebooks (optional, could be introduced as a Career Growth Journal for the whole course)
- Introductory presentation (optional – to be created by the trainer)

Learning Activity

Introduction (10 minutes)

The facilitator greets the participants to the session, introducing themselves and briefly introducing the topic of the session.

The facilitator presents the overall objectives of the training programme to give participants a clear understanding of the course and motivate participants by explaining the benefits of the MOLA project.

Ice-Breaker: BINGO (15 minutes)

1. The facilitator gives each participant a copy of the BINGO sheet and a pen. The aim of the activity is to get participants talking to one another and building rapport.
2. The facilitator explains the aim of the activity is for participants to fill out the boxes by finding out who fits where. They cannot put their own name in any of the boxes.
3. Asking the participants to stand up and move around, the facilitator sets a timer for 10 minutes and tells participants the first participant to fill in a line wins. To confirm the win, they will introduce the people who helped them fill their squares by reading out the facts they discovered.
4. The participants continue playing until as many as the boxes as possible are filled in.

Group Introductions (10 minutes)

1. The facilitator thanks the participants for participating and asks them to find their seats again.
2. The facilitator then asks each participant to introduce themselves to the group, explain where they fit on the BINGO sheet, share their backgrounds and what they hope to gain from the programme.

Welcome Session (10 minutes)

1. The facilitator explains the overall aim of the MOLA project, and what the participants will learn through the training programme.
2. The facilitator discusses the group rules for the programme including:
 - Active participation
 - Respect for others' opinions
 - Confidentiality during personal sessions
3. The facilitator asks participants to share any additional suggestions with the group and writes them down on a flipchart.

Goal Setting Activity (10 minutes)

1. To conclude the session, the facilitator provides each participant with a sticky note and asks them the following questions:
 - *What do you hope to achieve by the end of the training programme?*
 - *What skills do you feel you need the most?*
2. The facilitator encourages thoughtful reflection and discussion of their own individual goals.
3. Once all participants have answered, the facilitator writes the two questions down on pieces of flipchart paper and adds the participants' responses to the flipchart.
4. The facilitator ensures to display the papers in the room to allow participants to refer back to their overall goals for the session.
5. Optional - facilitator can provide participants with a notebook and encourage them to write the answers to reflection questions into the

notebook and keep it as their personal Career Growth Journal to reflect back on after they have finished the course.

Schedule & Closing (5 minutes)

- The facilitator opens the floor for any final questions or concerns before the training programme begins in full.
- The facilitator explains the practical training schedule such as breaks, etc.
- The facilitator addresses any remaining uncertainties and leaves participants feeling motivated.

Activity Sheet



Getting to Know You

BINGO

| | | | |
|----------------------------------|------------------------------------------|---------------------------------------------|----------------------------------------------|
| SOMEONE WHO LOVES TO DANCE | SOMEONE WHO HAS A LONG HAIR | SOMEONE WHO HAS A BROTHER | SOMEONE WHO IS WEARING GLASSES |
| SOMEONE WHO IS AFRAID OF SPIDERS | SOMEONE WHO HAS SEEN A WORLD WONDER | SOMEONE WHO CAN PLAY A MUSICAL INSTRUMENT | SOMEONE WHO LIKES TO READ BOOKS |
| SOMEONE WHO PLAYS A SPORT | SOMEONE WHO HAS BEEN TO OVER 5 COUNTRIES | SOMEONE WHO CAN SPEAK MORE THAN 2 LANGUAGES | SOMEONE WHO IS AN ONLY CHILD |
| SOMEONE WHO IS LEFT HANDED | SOMEONE WHO HAS MORE THAN 2 PETS | SOMEONE WHO HAS RUN A MARATHON | SOMEONE WHO IS BORN ON THE SAME MONTH AS YOU |

Module 1- Career Orientation and Goal Setting for Mothers Inclusion - Setting Achievable Career Goals

Duration 180 minutes

Aim

The aim of this module is to empower mothers by enhancing their knowledge and skills to tackle key challenges such as balancing work and family, limited education, restricted job opportunities in their field, and lack of access to career guidance – issues identified as major concerns during the data analysis in WP2.

Learning Outcomes

Upon completion of this lesson, participants gain the following:

| Knowledge | Skills | Attitudes |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Basic knowledge of the career planning tools (e.g SWOT analysis, Skills gap analysis, Career Model Canvas, etc.). | Analyse personal strengths and areas for development. | Appreciation of a proactive approach to career planning |
| Basic knowledge of the existing goal-setting frameworks, including Short-term and long-term goals. | Applying goal-setting frameworks for achieving realistic and achievable short-term and long-term career goals. | Appreciation of the goal-setting process and willingness to follow up on it. |
| Factual knowledge of the benefits and importance of building a support network. | Adopt decision-making skills through problem-solving activities. | Openness to engage in problem-solving activities. |
| Practical knowledge of the effects improved decision-making skills can have on one's career. | Develop and maintain a necessary support network. | Appreciation for the importance of varied support available. |

Topics

Part #1 – Introduction and Career Orientation

Theory Section #1 – Career Orientation

The facilitator introduces the concept of career orientation and gives a brief overview of career planning tools:

SWOT Analysis, Skills Gap Analysis and Career Model Canvas, which is followed.

Part #2 – Goal Setting and Career Planning

Theory Section #2 – Goal Setting Frameworks

The facilitator highlights the importance of setting clear career goals for success by introducing frameworks like SMART Goals and Short-term vs. Long-term goals.

Part #3 – Decision-making and Problem-solving for Career Advancement

The facilitator discusses the importance of decision-making in career planning.

Part #4 – Building and Maintaining a Support Network

Theory Section #4 – The Importance of a Support Network

The facilitator discusses why having a strong personal and professional support system (family, mentors, colleagues, online networks) is essential for career success.

Preparation

- Facilitators should familiarise themselves with the content of the SDL slides
- Print the scenario cards, if the lesson is carried out online, provide participants with a link or QC code for the scenario cards.
- Make sure the room is prepared for groupwork.
- Make sure the technology works for presenting (if applicable) and for showing the video.

Lesson Plan

Topics and Sub-topics

Career orientation with an emphasis on balancing work and family, overcoming limited education, restricted job opportunities, and lack of career guidance.

Training Methods

- Brainstorming
- Group activities
- Learning by doing
- Presentation (optional, must be created by the facilitator)

Required Materials

- Flipchart and markers
- Post-its/journal and pens
- Presentation (optional, must be created by facilitator)
- Scenario cards (found below)

Learning Activity

Part #1 – Introduction and Career Orientation (45 minutes)

Theory Section #1 – Career Orientation (15 minutes)

- The facilitator introduces the concept of career orientation, explaining challenges like balancing work-family life, limited education, and restricted job opportunities.
- As an icebreaker activity the facilitator asks participants to introduce themselves and describe their ideal career and explain the favourable aspects of the desired jobs. The facilitator can write the most common aspects of the jobs on the flipchart and include these as examples when discussing the following topic of career planning tools.
- The facilitator gives a brief overview of career planning tools:
 1. SWOT Analysis: Assess personal Strengths, Weaknesses, Opportunities, and Threats.
 2. Skills Gap Analysis: Identify skills participants currently have and those needed for career development.
 3. Career Model Canvas: Visual tool for understanding career paths and future options.

Activity #1 – Personal SWOT Analysis (30 minutes)

- The facilitator splits the participants into pairs and provides each participant with a piece of paper to undertake their personal SWOT analysis.
- The facilitator sets a timer for 15 minutes for the pairs to work together to complete their individual SWOT analyses.
- In this time, each participant will complete a personal SWOT analysis to identify their strengths, weaknesses, opportunities, and threats when looking for a job.
- During this time, the facilitator offers guidance by encouraging reflection on work-life balance, skills gaps, and possible career barriers.
- Once the timer has elapsed, the facilitator leads participants in sharing key insights from their SWOT analysis with the group at large.
- The facilitator prompts the group to identify shared characteristics and notes them down on a flipchart. These will be the group's core target areas throughout the rest of the training programme.

Part #2 – Goal Setting and Career Planning (60 minutes)

- The facilitator introduces the concept of career planning to participants by facilitating a short group brainstorming on ways to plan for the future.

Group Brainstorm (10 minutes)

- The facilitator asks the group at large to identify different methods through which people can plan for the future.
- The facilitator notes each answer down on a flipchart, asking each participant who gives an answer to explain why they think this method would be beneficial, and if they have used it in the past.
- Once the group has shared their insights, the facilitator prompts the group to think of specific ways in which these methods can help to plan a career.

Theory Section #2 – Goal Setting Frameworks (10 minutes)

- The facilitator highlights the importance of setting clear career goals for success by introducing frameworks like:

1. SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound).
2. Short-term vs. Long-term goals: Short-term focuses on immediate steps (e.g., updating CV, attending a job fair), while long-term involves bigger milestones (e.g., attaining a qualification, securing a management role).
- The facilitator shows participants the [video](#) on SMART goals (alternative link: <https://www.youtube.com/watch?v=1-SvuFIQjK8>).
- The facilitator asks participants whether they have heard of or have used SMART goals in the past.

Activity #2 – Goal-Setting Exercise (30 minutes)

- The facilitator splits the participants into even groups of 3-4 participants and provides them with a sheet of flipchart paper.
- The facilitator gives each group a [scenario from the scenario cards](#) below and asks the group to set one short-term goal and one long-term goal based on the scenario using the SMART framework (if some groups finish the task before the timer goes, the facilitator can guide them to come up with more than one goal for each section or allocate them another scenario).
- The facilitator sets a timer for 20 minutes to allow the groups to complete this activity. The facilitator provides guidance by ensuring that the goals set are realistic and achievable for the person in the scenario.
- Once the timer has elapsed, the facilitator asks participants to share the goals that they have set using the SMART criteria.

Theory Section #3 – Career Planning (10 minutes)

- The facilitator introduces the Career Model Canvas as a means of setting long-term career goals through action planning.
- The facilitator guides participants in mapping out a career path considering their own personal SWOT analysis examples given earlier.

Part #3 – Decision-making and Problem-solving for Career Advancement (45 minutes)

- The facilitator discusses the importance of decision-making in career planning (e.g. selecting job opportunities, upskilling, managing work-life balance).

- The facilitator highlights decision-making models that may be beneficial to participants such as Pros and Cons lists and The Decision Matrix.

Activity #3 – Work-life Balance (25 minutes)

- The facilitator breaks the participants back into their groups from activity #2 and presents them with their [follow-up scenario from the scenario cards](#) below.
- Each group has 15 minutes to use a decision-making framework to propose solutions to the problem presented.
- Once 15 minutes has elapsed, the facilitator invites each group to present their solution to their issue.
- After all the groups have presented, the facilitator leads a feedback session and discussion on the effectiveness of decision-making models.

Group Discussion – Personal Decision-Making Skills (10 minutes)

- The facilitator gives participants 3 minutes to reflect on their own existing decision-making skills.
- The facilitator leads the group in a discussion using the following prompt question: “How can improved decision-making help you achieve your career goals?”

Part #4 – Building and Maintaining a Support Network (30 minutes)

Theory Section #4 – The Importance of a Support Network (10 minutes)

- The facilitator discusses why having a strong personal and professional support system (family, mentors, colleagues, online networks) is essential for career success.
- The facilitator asks participants to give one example of ways that they could receive support with their obligations.

Group Activity – Support Network Map (15 minutes)

- The facilitator works with the group to create a visual Support Network Map on the flipchart using a mind map.

- The facilitator asks the participants to identify people or groups they currently rely on and potential new contacts (e.g. career mentors, childcare services, or job search networks).
- The facilitator encourages participants to think about gaps in their support network and strategies for expanding it.

Wrap-up (5 minutes)

- The facilitator opens the floor for questions and reflections that the participants may wish to share.
- The facilitator asks the group to write down one thing they learned from today and add it to the flipchart to share reflections on the training.

Assessment Questions

True/False Questions

- Career orientation includes identifying personal strengths, weaknesses, opportunities, and threats using a SWOT analysis. (True)
- The SMART framework is used exclusively for identifying decision-making models in career planning. (False. It is used for setting Specific, Measurable, Achievable, Relevant, and Time-bound goals.)
- A Career Model Canvas is introduced as a tool for short-term goal setting only. (False. It is used for setting long-term career goals and action planning.)
- The concept of career orientation involves addressing challenges such as work-life balance and limited job opportunities. (True)
- A SWOT analysis helps participants identify potential support network connections. (False. It is used to identify personal strengths, weaknesses, opportunities, and threats.)

If time allows facilitator can use the following follow-up self-reflection questions for participants:

- How did using tools like SWOT analysis or the Career Model Canvas help you better understand your career options and challenges?
- What new insights did you gain about your personal strengths and areas for development during the session?
- What is one key decision-making strategy you plan to use in your career planning moving forward?
- Reflecting on the goal-setting frameworks (e.g., SMART goals), how confident do you feel about setting and achieving both short-term and long-term career goals?
- What is one action you are most excited to start implementing after this session?

Additional Resources

- Video link to SMART Goals: <https://www.youtube.com/watch?v=1-SvuFIQjK8>
- Article on Career Model Canvas: <https://instituteofyou.org/personal-business-model-canvas/>

Activity Sheets

Scenario Cards for Activity #2



Scenario #1

Sarah is a mother of two who has been out of the workforce for seven years, focusing on raising her children. Before her career break, she worked as a marketing assistant. She wants to re-enter the marketing field but feels that her skills and industry knowledge is outdated.

Scenario #2

Maria is a single mother who has been working part-time in retail for the past 10 years. She never had the opportunity to finish her college degree and is now interested in transitioning to a career in the healthcare sector, specifically in medical administration. However, she doesn't have formal training in this field.

Scenario #3

Paula has been a stay-at-home mother for five years and is now interested in starting a home-based businesses selling handmade crafts online. She is passionate about the idea, but she has little experience with running a business, managing finances, or promoting products online.

Scenario Cards for Activity #2



Scenario #4

Yemi is a mother working as an administrative assistant at a small company, where she's been for three years. She enjoys the job but feels ready for more responsibility and is interested in moving into a management position. However, she feels that she needs more leadership skills and project management training before she can apply for such roles.

Scenario #5

Hailey recently returned to work part-time as a graphic designer while balancing the care of her three young children. She enjoys her work but finds it difficult to manage tight deadlines and client demands with her family commitments. She wants to become more efficient in balancing both areas without feeling overwhelmed.

Scenario #6

Andrea is a stay-at-home mother with two daughters, the youngest of which has just turned eighteen and moved away from home. Andrea has begun to feel lonely at home now that both her children are grown. Andrea has decided she would like to get a job but doesn't know where to start as she hasn't worked in over 15 years and feels like her qualifications and skills are outdated.

Scenario Cards for Activity #3



Scenario #1

Sarah has successfully refreshed her skills by taking an online marketing course and is starting to apply for jobs. However, she is finding it difficult to balance job applications, interviews, and family responsibilities. Her children's and partner's schedules are busy, and she feels overwhelmed try to fit in professional development while managing household duties.

Using a decision-making framework, propose a solution to help Sarah better manage her time and balance her job search with family responsibilities.

Scenario #2

Maria has enrolled in an evening course for medical administration, but she's struggling to keep up with the coursework while working part-time and taking care of her child. Maria's father watches her son while she is at school but still her time is limited, and she feels burnt out. She's considering cutting down her work hours, but worries about the financial impact on her family.

Using a decision-making framework, propose a solution that allows Maria to manage her coursework, part-time job, and family life more effectively.

Scenario #3

Paula has launched her online business selling handmade crafts, but she's struggling with time management. Between fulfilling orders, managing her social media presence, and caring for her children, she feels exhausted and unable to give each area of her life the attention it needs. She is also unsure how to prioritise tasks that will grow her business.

Using a decision-making framework, propose a solution to help Paula create a better balance between her business, family, and personal well-being.

Scenario Cards for Activity #3



Scenario #4

Yemi has been offered the opportunity to take on a leadership role at her company, but this will require extra hours and potentially working on weekends. While she is excited about the opportunity, she is concerned about how this will affect her ability to spend time with her family, especially during weekends, which is the only time they spend together.

Using a decision-making framework, propose a solution to help Yemi decide whether to take the role and how she might balance the new responsibilities with her family time.

Scenario #5

Hailey has been working as a part-time graphic designer for three months but is constantly struggling with tight deadlines from clients, which cuts into her time with her children. Her current schedule leaves her little flexibility, and she finds herself working late into the night to meet deadlines. She is starting to feel overwhelmed and worried about burnout.

Using a decision-making framework, propose a solution to help Hailey improve her work-life balance while meeting client deadlines and spending time with her children.

Scenario #6

Andrea has decided to start applying for jobs after being out of the workforce for 15 years. However, she feels overwhelmed with where to start. She's unsure whether to pursue a role similar to her previous position or try something entirely new. Additionally, she's worried about how working full-time might affect her social life and free time now that she's an empty nester.

Using a decision-making framework, propose a solution to help Andrea decide on the best path forward in terms of the type of job she should pursue and how to balance her personal time with a new career.

Module 2- Motivation and Career Strategies

Duration 180 minutes

Aim

The aim of this lesson is to equip learners with the understanding, skills, and attitudes necessary to enhance their personal and career development. This involves recognising and leveraging both intrinsic and extrinsic motivators, building resilience, and self-confidence, and fostering a growth mindset, recognising the importance of their mental health. Additionally, it aims to support learners in developing strategies for career success through personal reflection, cultivating a positive mindset, and creating a tailored career plan.

Learning Outcomes

Upon completion of this lesson, participants will be able to:

| Knowledge | Skills | Attitudes |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Understand personal motivators (intrinsic and extrinsic) and their barriers. | Identify intrinsic and extrinsic motivators to pursue education, training, and career opportunities. | Willingness to honestly analyse one's motivation, self-confidence and belief concerning career planning. |
| Understand the existing strategies to cultivate a positive and resilient mindset. | Build resilience and perseverance by applying strategies to develop a positive and resilient mindset. | Appreciation of the positive and resilient mindset. |
| Develop factual knowledge of the benefits and importance of building confidence and self-efficacy. | Evaluate and expand their current self-confidence and belief. | Openness to consider alternative career and training options while developing their career plan. |
| Develop practical knowledge of existing career development strategies and the connection between motivation and career success | Create a personalised career plan. | Foster a growth mindset. |

Topics

Part 1. Motivation

Step 1. Ice Breaker Activity: Word Cloud.

Step 2. Understanding Personal Motivation.

Step 3. Internal and External Factors Affecting Motivation.

Part 2. Developing a Positive Mindset, Confidence and Self-Efficacy

Step 4. Building a Positive and Resilient Career Mindset for Mothers.

Part 3. Career Development Strategies and Motivation

Step 5. Developing a Career Plan.

Preparation

- In-person format: Find a room with chairs and tables, computers, and a projector, and book it in advance.
- Online format: Ensure that everyone can access the meeting in a timely manner, providing them with the link and that they bring the necessary resources.
- Review the activities ahead of the session. Print out the worksheets (in-person format) and prepare any other resources that you will need.
- Having the setup put together, inform participants about the purpose of the program, its objectives and the schedule to be followed.
- Provide any breaks when necessary.

Lesson Plan

Topics and Sub-topics

This lesson plan is about empowering learners to take control of their personal and professional growth while developing the mental tools and attitudes needed for success. For that, they will learn to understand personal motivation, to understand and

develop a positive mindset, confidence, and self-efficacy and to develop strategies for career success.

Training Methods

Presentation, brainstorming, learning by doing, case study, exercises, sharing experiences, small groups.

Required Materials

Computer, wi-fi, mobile phone, pens or markers, sticky notes, flip chart or whiteboard, worksheets for participants, and activity sheets.

Learning Activity

Part 1. Motivation (60 minutes)

Step 1. Ice Breaker Activity: Word Cloud (5minutes)

Objective

To help participants understand the topic of the session, the session will start with an icebreaker activity where participants will share what motivates them in their lives. This activity will be an introduction to the concepts of Motivation and its connection with pursuing education training and achieving career goals.

Activity

The tutor can use any word cloud digital platform to encourage participants to share the words. For example, sharing a QR code of a word cloud in Mentimeter so that mothers can access and write their responses.

Resources

Mobile phone, Wi-Fi, QR code created in a word cloud digital platform (e.g., Mentimeter), and Activity Sheet.

Step 2. Theory and Activity: Understanding Personal Motivation (30 minutes)

Objective

To help participants understand the two types of motivators and to be able to identify their own intrinsic and extrinsic motivators to pursue education, training, and career opportunities.

Videos

Participants will watch **two videos** (2 minutes each) explaining the concepts of intrinsic motivation and extrinsic motivation.

Intrinsic Motivation: <https://www.youtube.com/watch?v=xMA02B2DkmA>

Extrinsic Motivation: https://www.youtube.com/watch?v=H1Zc_UDPqIM

Activity

After visualising the videos, the tutor will briefly introduce the theoretical contents as a basis for the activity. Then, the tutor will help mothers reflect on and identify their intrinsic and extrinsic motivators related to education and career goals, through an activity to encourage self-reflection and open dialogue, fostering a supportive environment for mothers to explore their motivations together. These activities can be implemented in person or online, with variations depending on the case.

In-person format:

- The tutor will provide sticky notes to each participant and ask them to write down one intrinsic motivator and one extrinsic motivator on separate sticky notes.
- On a flip chart or whiteboard, the tutor will create two columns: "Intrinsic Motivators" and "Extrinsic Motivators."
- The tutor will invite participants to place their sticky notes in the appropriate column. Discuss any themes that emerge.

Online format:

- The tutor will use the Brainwriting tool of the Miro app. The tutor can provide access to the previously created Miro board or choose to fill it in himself as the participants say their intrinsic motivator and extrinsic motivator. Discuss any themes that emerge.

Final reflection:

The tutor will encourage participants to think about how their identified motivators can influence their education and career goals. Ask them to consider:

- What steps can they take to nurture their intrinsic motivators?
- How can they address or leverage extrinsic motivators in their journey?

The tutor will emphasise the importance of recognising and leveraging both intrinsic and extrinsic motivators in their journey.

Theoretical Content to be addressed

- What is Motivation?

Motivation is generally considered a psychological process through which persons initiate, guide, and maintain goal-directed behaviours. According to Deci and Ryan (1985a; 1985b), and Deci et al. (1999), motivation is, in fact, a driving force which makes individuals act in a particular way to satisfy their needs or desires and to achieve certain goals. Motivation may be internal, that is, intrinsic-through satisfaction of oneself or passion-or external, that is, extrinsic-through rewards or recognition by society.

Theories of Motivation:

- Maslow's Hierarchy of Needs: This theory describes motivational differences in terms of various needs, which are hierarchically arranged - physiological, safety, love, esteem, and self-actualization (Maslow, 1943). Education often coincides with self-actualization since it allows people to achieve their potential.
- Self-Determination Theory (SDT): This theory magnifies autonomy, competence, and relatedness in driving intrinsic motivation. According to Deci & Ryan (1993, 2000), people are intrinsically motivated when they feel their actions are self-

determined—that is, when one feels competent and lastly has meaningful social connections.

- Expectancy Theory: This theory postulates that people become motivated once they perceive their efforts will enable them to achieve desired performance levels and that these performances will lead to rewards as well (Isaac et al., 2001; Lunenburg, 2011).

Types of Motivation:

- Intrinsic Motivation: This type of motivation relies on internal rewards, such as personal fulfilment, curiosity, and the joy of learning (Deci & Ryan, 1985). For example, a person might engage in a hobby or pursue knowledge because it is inherently satisfying. For example, a person who may like science will major in physics just because it interests them, regardless of reward.
- Extrinsic Motivation: This is a type of motivation that relies on external rewards, such as money, recognition, or escaping punishment (Deci et al., 1999). For example, pursuing a degree for job prospects or higher income.

Resources

- Computer, Wi-Fi, pens or markers, sticky notes, flip chart or whiteboard, and Activity Sheet.

Step 3. Activity: Internal and External Factors Affecting Motivation (25 minutes)

Objective

Help mothers identify the internal and external factors affecting their motivation and career strategies and open the discussion on how to deal with similar cases.

Activity

Divide the group into seven pairs or small teams to analyse one of the seven cases. Provide scenarios of mothers dealing with challenges in their everyday lives ([see Worksheet#1](#)). If in an online format, create separate rooms for the pairs/teams to discuss the scenarios.

Each group should create an empathy map by thinking about what the mother might be feeling, seeing, hearing, saying, and doing. Additionally, they should discuss the motivations and barriers to mothers, and which strategies they could use to face these challenges.

Final Conclusion – with the whole group

With the whole group, the trainer presents a conclusion.

The stresses from society, profession, and personal front combine in all these cases to affect the motivation and career strategy of the mother. These examples show how often mothers have to reassess their priorities and adjust their professional strategies to find a balance that works for both their careers and their families.

Overview of Motivations and Barriers:

Motivations: In each of the cases presented, the mothers are motivated by desires to have career success, financial stability, personal fulfilment, the well-being of their families, and accomplishment feelings in being able to balance work and family responsibilities. Many others are motivated by the desire to serve as role models to their children-that they may inspire them that they can actually do something they love and still take care of the family.

Barriers: Major identified fears include fear of burnout, guilt over missing family moments, judgments both societal and corporate, and falling behind professionally. Many of these mothers are also afraid that long-term sacrifices in one direction or another, whether it's work or family, carry heavy emotional and relational consequences.

Resources: Computer, Wi-Fi, Activity Sheet, Worksheet#1 for participants (total of 7).

Part 2. Developing a Positive Mindset, Confidence and Self-Efficacy (60 minutes)

Step 4. Theory and Activity: Building a Positive and Resilient Career Mindset for Mothers

Objective

29

To equip mothers with strategies to cultivate a positive and resilient mindset for career challenges, as well as to build know-how of the benefits and importance of building confidence and self-efficacy in real-life situations.

Activity

The tutor will begin to introduce the theoretical content as a basis for the activity. Then, the tutor will divide the group into pairs. If in an online format, create separate rooms for the pairs/teams to discuss the scenarios. Tutor provides the [Worksheet#2](#) with the scenarios. Each pair should choose 2 scenarios to discuss (not a problem if more than one pair choose the same scenarios, the idea is that they choose the scenarios that make more sense to them). Each pair works together to come up with strategies to approach the scenarios with a positive, growth-oriented mindset. Then, with the whole group the pairs will share their strategies with the larger group and discuss what resonated and what could be adapted to different situations.

Theoretical Content to be addressed

Positive Psychology and Mindset: A positive mindset is described by the capacity to remain optimistic during challenges. In managing career development and caregiving, mothers may find it stressful; however, studies in positive psychology indicate that mothers who manage demands better are those showing a more positive disposition. According to the Mindset Theory (Dweck, 2006), based on the growth mindset, individuals view their capabilities and intelligence as something that can be developed through effort, learning, and persistence. Such a perspective will, therefore, encourage mothers to view career development as an ongoing process where temporary setbacks are seen as opportunities for growth, rather than permanent failures. Indeed, this theory at times can be very empowering, especially in instances when mothers have to experience career interruptions or adaptation to new roles.

Self-Efficacy Theory: According to Bandura (1977), self-efficacy is a belief that an individual has in their ability to succeed in specific situations or to accomplish certain tasks. Self-efficacy guides the career choices for individuals in accepting challenging goals and persistence when obstacles occur. The higher the career self-efficacy, the

more confident a mother is in her capability to balance her career and caregiving demands. Bandura states that there are three major drivers of self-efficacy: mastery experiences, vicarious experiences, and verbal persuasion. Mastery experiences are defined as the performance of career-related tasks, which lead to success and enhanced self-efficacy. Examples of vicarious experiences are observing other working mothers who balance their careers and family life with a good degree of success, thus modelling roles. Positive verbal persuasion is reinforcement and encouragement through persons such as mentors, peers, and family members.

Social Cognitive Career Theory (SCCT): The SCCT, proposed by Lent, Brown, and Hackett in 1994, incorporates Bandura's self-efficacy theory with other principles of social cognition to explain how people form career interests, set career goals, and achieve career success. SCCT is very applicable for mothers because it points out how personal beliefs, including self-efficacy, interact with other external factors, such as family support and societal expectations, influencing career planning. SCCT identifies self-efficacy, outcome expectations, and personal goals as critical determinants of career development. In a mother, the self-efficacy about her career planning is bound with personal performance accomplishments, social persuasions, and physical and psychic states of being. These may be promoted by external factors: flexible work environments and family-friendly policies build confidence and capabilities to pursue fulfilling careers.

Role Balance and Boundary Theory: Balancing the roles, whether professional, personal, or family role performed by mothers, is quite common. Role Balance theory states that balance in roles leads to greater well-being. Boundary Theory by Ashforth et al. (2000) describes boundary maintaining mechanism of working and family roles, especially in working mothers. A positive mindset and the perception of self-efficacy may also enable mothers to create permeable boundaries between professional and personal life. Indeed, a mother who feels capable of managing both spheres of life is more likely to successfully develop strategies that allow her to manage her boundaries effectively, such as negotiating flexible working hours or working from home.

Hope Theory: Hope Theory (Snyder, 2002), extends this further by emphasizing the importance of goal-directed thought: thus, setting significant career goals and

maintaining the motivation to achieve them. Hope consists of two components: agency—the motivation to pursue goals—and pathways—the ability to identify ways to attain one's goals. Hope for mothers in the context of career planning may well relate to the belief that a successful career is achievable despite such odds as challenging local circumstances and pressures imposed by society and/or resources. The self-confidence thus bred will help them overcome periods of transition or flight into other careers.

Resources

Computer, Wi-Fi; Activity Sheets; [Worksheet#2](#) for participants (total of 10 scenarios available).

Part 3. Career Development Strategies and Motivation (60 minutes)

Step 5: Activity: Developing a Career Plan

Objective

Help mothers create a personalised, clear and actionable career plan using SMART goals, whether they are looking to advance in their current role or re-enter the workforce. This activity focuses on self-reflection, identifying strengths and skills, setting realistic goals, and creating concrete action plans.

Activity

This activity is divided into 5 parts

1. Self-Reflection (10 minutes)

Purpose: Mothers reflect on their current situation and identify their personal and career motivations.

The tutor will provide mothers with Worksheet#3 and instruct mothers to take 5 minutes to think about where they are right now in their career or personal journey.

For working mothers: Reflect on your current role—what do you enjoy, and what are your frustrations? Are you seeking a promotion, career change, or work-life balance?

For unemployed mothers: Reflect on your time away from the workforce—what skills have you developed while managing family life? What type of work or career appeals to you now?

Then, the mother will write down answers to the following:

- What are your top 3 career strengths?
- What are your top 3 personal values (e.g., flexibility, stability, creativity)?
- What is your motivation for advancing or re-entering your career? (financial independence, passion, personal growth, etc.)

2. Identify Career Goals (10 minutes)

Purpose: Set a foundation for mothers' personalised career plan by identifying long-term and short-term goals.

Instructions for mothers: Write down a **long-term career goal** (e.g., where you see yourself in 3-5 years). Consider your ideal role, work environment, or any career changes you envision.

Write down **2-3 short-term goals** that will help you get closer to your long-term goal. These should be milestones you aim to achieve within the next year.

3. SMART Goals (20 minutes)

Purpose: Mothers understand how to use SMART criteria to refine their goals into actionable steps.

Explain what SMART goals are and their relationship with motivation:

The tutor briefly explains the role of motivation on the definition of goals and explains what SMART goals are.

Motivation is what will drive career development, especially for mothers who have to multitask different responsibilities. It will enable you to realise your career aspirations amidst the many demands emanating from the family. Be it advancing in the current role, transitioning back to work, or searching for new career opportunities, sustaining motivation will see you through in the longer term. Setting realistic and achievable goals is one strategy to keep up the motivation, and it can be done using the SMART

framework for setting clear and achievable goals: **Specific, Measurable, Achievable, Relevant, Timed**. This approach will ensure that your career objectives are realistic and achievable with respect to the rest of your responsibilities as a mother.

- **Specific:** Clearly define the goal (What exactly do you want to achieve?).
- **Measurable:** Quantify the outcome (How will you measure success?).
- **Achievable:** Ensure the goal is realistic and attainable (Can you achieve it with your current resources?).
- **Relevant:** Align the goal with your long-term career aspirations (Does it fit your broader life or career plan?).
- **Timed:** Set a deadline (When do you want to achieve it?).

Turn Mothers' Goals into SMART Goals

Mothers will be instructed to take each of their short-term goals from Step 2 and turn them into SMART goals. Use the following prompts:

- **Specific:** What exactly do I want to do/accomplish?
- **Measurable:** How will I track my progress? How will I know when I've reached it?
- **Achievable:** Is this realistic for me? On a scale of 1-10, how confident do I feel that I'll do it? Do I have the necessary skills or resources to make it possible? If not, how will I obtain them?
- **Relevant:** Why am I doing this? Does it matter to me? How meaningful is this goal to me on a scale of 1—10?
- **Timed:** When will I have this completed? What is the deadline for this goal?

4. Create an Action Plan (15 minutes)

Purpose: Develop a clear, step-by-step plan to achieve your SMART goals.

Instructions: For each SMART goal, write down 2-3 specific actions you will take to accomplish the goal. These should be practical, realistic steps that fit into your life.

5. Final Reflection (5 minutes)

In groups, the tutor will review the [SMART goals](#) and action plan with mothers, and they will reflect on how confident they are in achieving these goals, and what potential challenges might arise and how they can overcome them.

At the end, the tutor will provide mothers with an informative sheet [\(included after Worksheet#3\)](#) about career development strategies and the role of motivation in these strategies, offering some insights and tips for mothers.

Resources: Computer, Wi-Fi; Activity Sheets; Worksheet#3 and Informative Sheet for participants.

Assessment Questions

True/False Questions

- Setting clear goals helps improve motivation in career planning ([True](#). Clear, specific goals increase focus and motivation).
- A person's values do not influence their career choices ([False](#). Values significantly influence career decisions and job satisfaction).
- Extrinsic motivation, such as rewards and recognition, is more important than intrinsic motivation in long-term career success ([False](#). Intrinsic motivation is often more sustainable for long-term career success, though extrinsic rewards play a role).
- Career satisfaction is only dependent on salary ([False](#). Career satisfaction depends on multiple factors, including work-life balance, personal values, and growth opportunities).
- Having a mentor can positively influence career development and motivation ([True](#). Mentorship can guide career growth and provide motivation through advice and support).

Additional Resources

For Tutors: Scientific Papers and Books

Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000). All in a day's work: Boundaries and micro role transitions. *Academy of Management Review*, 25(3), 472-491. <https://doi.org/10.2307/259305>

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668. <https://doi.org/10.1037/0033-2909.125.6.627>

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/s15327965pli1104_01

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Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Random House.

Isaac, R. G., Zerbe, W. J., & Pitt, D. C. (2001). Leadership and motivation: The effective application of expectancy theory. *Journal of Managerial Issues*, 13(2), 212-226.

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122. <https://doi.org/10.1006/jvbe.1994.1027>

Locke, E.A., & Latham, G.P. (1990). *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, NJ: Prentice Hall.

Lunenburg, F. C. (2011). Expectancy Theory of Motivation: Motivating by Altering Expectations. *International Journal of Management, Business, and Administration*, 15(1), 1-6.

Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4), 370-396.

Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249-275. https://doi.org/10.1207/S15327965PLI1304_01

For Mothers: Useful resources

Online Articles

Develop a career plan: <https://hbr.org/2023/09/how-to-develop-a-5-year-career-plan>

Career planning strategies: <https://www.careeraddict.com/career-planning-strategies>

The role of networking:

<https://www.forbes.com/sites/biancamillercole/2019/03/20/why-networking-should-be-at-the-core-of-your-career/>

Understand the motherhood paradox:

<https://www.psychologytoday.com/us/blog/real-women/202409/the-silent-struggle-inside-the-motherhood-paradox>

Tedx Talks

Why Moms Are Miserable | Sheryl Ziegler | TEDxWilmingtonWomen: <https://www.youtube.com/watch?v=MwvctN3Ueig>

Activity Sheets

Worksheet#1 (From Step 3 activity)

Empathy Mapping

| | |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 2 – Part 1 | |
| Title of Activity | Step 3. Internal and External Factors Affecting Motivation Activity: Empathy Mapping |
| Time | 25 minutes |
| Benefits of using this Activity? | Help mothers identifying the internal and external factors affecting their motivation and career strategies and open the discussion on how to deal with similar cases. |

Cases to discuss

Instruction:

Please read the scenario attributed to you by the tutor.

1. The Burned-Out Corporate Mom

Sarah works as a project manager in a large corporation. She really enjoys her job; however, since the birth of her second child, the demands in her position have mounted. Often, the work spills into the evening, and to say the least, the pressure for its completion has become overwhelming. At home, Sarah doesn't feel she's investing enough time in her children, and the guilt associated with this diminishes her drive. She starts to wonder whether her career goals are worth the stress and the family moments lost.

2. The Guilt-Ridden Remote Worker

Emily had been working remotely when the pandemic hit and was initially grateful for it, since she could be with her children. However, as business began to expand globally, her time in the office became really erratic to accommodate other time zones. She finds herself working late into the night and during weekends, which has left her feeling disconnected from her family. She is feeling quite guilt-ridden and unmotivated because she has started to question whether her career or her family's wellbeing is more important.

3. The Entrepreneur Mom Facing Stalled Growth

Lisa started a small business creating and selling handmade crafts after the birth of her first child. At first, the flexibility felt ideal, but as her business grew, so did the work required. The need to handle inventory, marketing, and customer service began encroaching on her family time. Now with two children, she feels torn between expanding her business and stepping back to focus on her kids. Her motivation to grow the business is faltering, and she's unsure of her next steps.

4. The Overqualified Part-Time Worker

The highly educated lawyer Jessica, upon becoming a mother of children, opted for part-time work to be able to devote more time to her children. She is enjoying this balance yet feels intellectually unchallenged and underutilised in the present setup. Her employer perceives her as being less committed because she is part-time and thus overlooks her for promotion. Jessica does value the time she devotes to her family, but such non-progressiveness in career prospects demoralises her.

5. The Ambitious Mom Facing Societal Pressure

Rebecca works for a big marketing company and is well on her way to becoming its first female CEO. She loves her career but feels societal and family pressures to "slow down" or to spend more time with her two kids. The constant comments from family members about how she is missing out on raising her children place doubt over her drive and confidence. Guilt then sets in, even though she loves her work.

6. The Mom at a Career Crossroads

Leah had never hated her job; she was a dedicated teacher and a mother of three. However, from grading the stack of papers to organising extracurricular activities, it became beyond her capacity. Lately, this career that had compelled her to continuously be exhausted, neither giving her best to the students nor to the kids, has brought a little bit of disillusionment in her. She contemplates leaving the profession; however, she is worried about the financial implications of such a decision.

7. The High-Potential Mom Turned Down for Leadership

Natalie is an exceptionalist marketing director on the fast track to an executive role. Since her maternity leave, she notices that she receives fewer challenging projects and that a promotion she was in line for has gone to another person. She sees her company's behaviour as a sidelining because they appear to assume that now she would place her family above her career. This makes her disheartened, and she begins to question whether her goals match up with motherhood.

Empathy Mapping

Empathy mapping is a tool that helps to better understand the thoughts, feelings, and experiences of a person by organising insights into different categories. For the scenarios, we can break them down into six quadrants — **What the person thinks and feels (mindset and emotions), What the person sees (environment and influences), What the person hears (social messages), What the person says and does (actions and communications), What the person gains (motivations), and What the person fears (barriers).**

Please fill in the following empathy mapping based on the analysed scenario:

| | |
|-----------------------------------------------------------------|-------------------------------------------------------------------|
| Mindset and Emotions What the person thinks and feels | Environment and Influences What the person sees |
| Social Messages What the person hears | Actions and communication What the person says and does |
| Motivations What the person gains | Barriers What the person fears |

If you were this mother, which strategy do you think you could use to face these challenges?

Worksheet#2 (From Step 4 activity)

| | |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 2 – Part 2 | |
| Title of Activity | Step 4. Building a Positive and Resilient Career Mindset for Mothers Activity: Identify challenges and resilience strategies in scenarios |
| Time | 60 minutes |
| Benefits of using this Activity? | To equip mothers with strategies to cultivate a positive and resilient mindset for career challenges, as well as to build know-how of the benefits and importance of building confidence and self-efficacy in real-life situations. |

Building a Positive and Resilient Career Mindset for Mothers

Instruction: Please select two scenarios and identify the challenges and resilience strategies for each scenario.

Scenario 1: Balancing Work and Family Responsibilities

You are about to be given a big project at work that requires loads of time and effort. In contrast, your children need more attention from you since their school commitments and extra-curricular activities take priority. You feel overwhelmed; how will you keep up with deadlines? How will you cope with everything at both work and home successfully?

- **Challenge:** How can you balance competing demands without feeling burnt out or guilty?
- **Resilience Strategy:** How can you set realistic expectations, delegate tasks, or ask for help?

Scenario 2: Facing Negative Feedback at Work

Your manager approaches you after a presentation at work and tells you that you underperformed from what was expected. Harsh feedback always feels discouraging, whether you feel capable of managing your responsibilities versus the needs of your family.

- **Challenge:** How do you handle criticism without taking it personally or letting it affect your confidence?
- **Resilience Strategy:** How can you reframe feedback as a learning opportunity and focus on improving?

Scenario 3: Returning to Work After Maternity Leave

You have been on maternity leave for some months and finally resume work. You feel detached from all that must have changed in this period and are not that confident anymore, so you wonder how to find your place without being left behind.

- **Challenge:** How do you regain confidence and catch up on your career without feeling overwhelmed?
- **Resilience Strategy:** How can you ask for support and set gradual, achievable goals to ease the transition?

Scenario 4: Dealing with Imposter Syndrome

Well, congratulations - you just got promoted. Yet, you still can't get rid of self-doubt and even wonder whether you are truly capable of this position, and you worry that other people will perceive you as a fraud, above all when trying to balance work and family life.

- **Challenge:** How can you overcome imposter syndrome and feel confident in your abilities?
- **Resilience Strategy:** How can you remind yourself of past achievements and develop a more positive self-view?

Scenario 5: Struggling with Time Management

You find it challenging to allocate your time among work deadlines, household chores, and quality time with your children. Many times, you always feel like you are compromising one area of your life at the expense of another.

- **Challenge:** How can you effectively manage your time to ensure you're meeting both personal and professional needs?
- **Resilience Strategy:** How can you prioritise tasks, set boundaries, and use time-management tools to alleviate stress?

Scenario 6: Handling Career Transition or Layoff

Your company is restructuring, and your position is redundant. Now, you face the task of job hunting besides managing the house and family.

- **Challenge:** How can you stay positive and motivated during a job search while balancing family life?
- **Resilience Strategy:** How can you reframe the situation as an opportunity for growth and explore new career possibilities while maintaining a healthy mindset?

Scenario 7: Feeling Left Out in the Workplace

You feel that since you have become a mother, you are no longer invited to after-work events or any team bonding activities. It bothers you and disconnects you from your colleagues, plus questions whether you are part of a team anymore or not.

- **Challenge:** How can you navigate feelings of exclusion without damaging your professional relationships?
- **Resilience Strategy:** How can you communicate your feelings with your colleagues and find alternative ways to stay connected?

Scenario 8: Managing Perfectionism

You have this urge to be perfect at work, perfect as a mom, and perfect as a partner; it is exhausting, because when things do not turn out right, there is bitterness. You fear

that unless you can do a good job in absolutely all areas of your life, you will disappoint others.

- **Challenge:** How can you manage your perfectionism and avoid burnout?
- **Resilience Strategy:** How can you practice self-compassion, embrace flexibility, and recognise that it's okay to make mistakes?

Scenario 9: Networking While Managing Family Life

You have been told to grow your career through networking events or industry conferences. With family commitments, it's hard to find time or energy to join in, and you worry that it may impede the growth of your career.

- **Challenge:** How do you prioritise professional networking without compromising your family time?
- **Resilience Strategy:** How can you find creative ways to network (e.g., virtual meetings, lunch breaks) and adjust your expectations?

Scenario 10: Feeling Stuck in a Career

You have been in this position for such a long time and are, frankly, unfulfilled; you just don't know the way to go about changing careers when you have financial responsibilities, including family.

- **Challenge:** How can you explore new career opportunities without overwhelming yourself or jeopardising stability?
- **Resilience Strategy:** How can you break down the career change process into manageable steps, seek mentorship, and maintain a positive mindset?

Worksheet#3 (From Step 5 activity)

Developing a Career Plan

| | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 2 – Part 3 | |
| Title of Activity | Step 5. Developing a Career Plan Activity: Reflect on their current situation, identify personal and career motivators, identify career goals, and develop a career plan using SMART goals |
| Time | 60 minutes |
| Benefits of using this Activity? | <p>Help mothers create a personalised, clear and actionable career plan using SMART goals, whether they are looking to advance in their current role or re-enter the workforce. This activity focuses on self-reflection, identifying strengths and skills, setting realistic goals, and creating concrete action plan.</p> |

1. Self-Reflection

Instruction: Take 5 minutes to think about where you are right now in your career or personal journey:

For working mothers: Reflect on your current role—what do you enjoy, and what are your frustrations? Are you seeking a promotion, career change, or work-life balance?

For unemployed mothers: Reflect on your time away from the workforce—what skills have you developed while managing family life? What type of work or career appeals to you now?

Write down answers to the following questions:

What are your top **3 career strengths**?

-
-
-

What are your top **3 personal values** (e.g., flexibility, stability, creativity)?

-
-
-

What is your **motivation** for advancing or re-entering your career? (financial independence, passion, personal growth, etc.)

2. Identify Career Goals

| Long-Term Career Goal | Short-Term Goals |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Write down a long-term career goal (e.g., where you see yourself in 3-5 years). Consider your ideal role, work environment, or any career changes you envision.</p> | <p>Write down 2-3 short-term goals that will help you get closer to your long-term goal. These should be milestones you aim to achieve within the next year.</p> |

3. SMART Goals

Instruction: Take each of your short-term goals from Step 2 and turn them into SMART goals. Use the following prompts:

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific | <i>What exactly do I want to do/accomplish?</i> |
| Measurable | <i>How will I track my progress? How will I know when I've reached it?</i> |
| Achievable | <i>Is this realistic for me? On a scale of 1-10, how confident do I feel that I'll do it? Do I have the necessary skills or resources to make it possible? If not, how will I obtain them?</i> |
| Relevant | <i>Why am I doing this? Does it matter to me? How meaningful is this goal to me on a scale of 1—10?</i> |
| Timed | <i>When will I have this completed? What is the deadline for this goal?</i> |

4. Create an Action Plan

Instruction: For each SMART goal, write down 2-3 specific actions you will take to accomplish the goal. These should be practical, realistic steps that fit into your life.

| Goal | Specific Actions |
|------|------------------|
| | |

Informative Sheet for Mothers

Career Development Strategies

1. Setting Clear Goals

One of the most critical strategies in career development is setting SMART goals — that is, Specific, Measurable, Achievable, Relevant, and Timed. Having clear goals gives direction and a sense of purpose; further, progress is more easily tracked, and plans can be modified when appropriate (Locke & Latham, 2002). Career goals can be as minor as learning new skills or as major as getting a leadership role within a specific period of time. Setting goals is consistent with intrinsic motivation; it is the self-satisfying feeling and interest in achieving the set objectives that fuels commitment and persistence over a longer period.

Tips for Mothers

Short-term Goals: This involves breaking down your long-term vision into manageable steps. What would be your achievements in the next 3 to 6 months?

Long-term Goals: Take a little time to consider what you want to be doing in 5-10 years. If it's a promotion, starting a business, or switching careers, having a clear path will give you a clue on where to focus your attention to achieve your objectives.

Align Goals with Family Life: Enable your career aspirations to balance well with the needs of your family, considering personal and family priorities.

2. Continuous Learning and Skill Development

Continuous learning is very relevant in the contemporary job market. Professional growth and development enable an individual to maintain competitiveness through pursuing courses, certifications, workshops, or even reading up on materials concerning their industry (Noe & Wilk, 1993). A continuous process of learning ensures that one's skills remain relevant and adaptable against the ever-evolving demands of the job market. The motivation to learn will be driven by both intrinsic and extrinsic

drivers. Intrinsic motivation may include the love of learning something new, while extrinsic motivation could be associated with better career prospects or financial gain.

Tips for Mothers

Online Courses: These would include websites like Coursera, Udemy, and LinkedIn Learning, which offer flexibility in the timing of courses one can take.

Certifications: Consider further certification in areas related to project management, digital marketing, or technical skills.

Workshops and Seminars: Local or even virtual workshops to learn new skills, understand updates in the industry, and grow professional contacts.

3. Networking

Building a strong professional network is key to career growth. Through networking, one has access to jobs, mentors, and useful information that may not exist in the public domain (Granovetter, 1973). Conferences, professional associations, and online communities increase one's visibility, thus offering potential opportunities for career advancement. In most cases, extrinsic motivations-such as advancing one's career or creating job opportunities-are common drivers for people to network.

Tips for Mothers

LinkedIn: Optimise your LinkedIn profile with relevant keywords, skills, and achievements. Make comments, be part of the groups, connect with professionals in the industry.

Online Communities for Mothers: Participate in portals or forums either for working mothers or networking groups which focus on moms balancing career and family life. You can search, for example, on Facebook for these groups.

Peer Networking: Make personal connections with mothers in similar situations. These will give understanding, emotional support, and maybe even job opportunities.

4. Seeking Feedback and Mentorship

Growth needs constructive feedback. People are supposed to seek feedback from their supervisor, peer group, or mentor about strengths and weaknesses. Having a mentor may also guide, support, and advise them about their experience in the field. Feedback also involves tapping into intrinsic motivation because one is driven to improve out of self-interest (Deci & Ryan, 2000). A mentor might also foster relatedness, a principle of self-determination theory, in that the more connected people feel, the more likely they are to continue to grow on a personal and professional level.

Tips for Mothers

Communicate Your Expectations: When you approach a would-be mentor, make sure to let them know how often you would like to meet and seek advice, such as once a month or bi-weekly, and what kind of guidance.

Focus on Key Areas: The feedback sort should be directed towards those specific areas one needs to develop, such as leadership, project management, and communication. It is by doing so that the feedback sought can be applied to action and relevance.

Gather Feedback Upon Re-entering into the Workforce: If you have been out for family reasons, get feedback on how to best get back into the workforce. Your mentor and peers can help with current industry trends or skill gaps you should fill.

5. Adaptability and Embracing Change

Adaptability is crucial in the ever-evolving work environment. Given the influence of digital transformation on industries, the use of emerging technologies, acceptance of change, and continuous adaptation are significant reasons for the success of professionals in their fields (Fugate et al., 2004). Resilience against setbacks or upsets enables career momentum to stay on course. Also, there is motivation toward

adaptability through a mix of intrinsic desires for new challenges and extrinsic rewards like job security or promotion in a changed environment.

Tips for Mothers

Step Out of Your Comfort Zone: Consider challenges as opportunities for learning and growth, rather than as an obstacle to success. Many people find the theory of a growth mindset helpful in putting setbacks into perspective as part of the process of learning.

Learn New Technologies: Adapt to digital tools and platforms that drive the future of your profession. It will make you better prepared and more valuable for the ever-evolving job market.

Look Into Flexible Work Options: The ability to work from home, part-time employment, or freelancing. These will enable you to balance your professional and personal life. Welcome these options as ways to carve out a work-life arrangement that works for your family.

6. Personal Branding

Developing a personal brand means revealing one's skills, experiences, and values. It may include updating one's profile on LinkedIn, developing a portfolio, or even publishing thought leadership content on a particular field. Indeed, personal branding promotes visibility and reputation to the extent that clients and employers will find professionals more appealing and attractive. According to Montoya (2002), this drive to build a personal brand is generated by extrinsic motivation in gaining recognition, achieving higher pay, or professional status.

Tips for Mothers

Identify Your Strengths: Clearly state your key skills, experiences, and strengths, which distinguish you from every other individual out there. Be it leadership, project management, or even multitasking-know what differentiates you from others in your field.

Explain Your Values: Reflect on some of the things that you would consider important values in your work-life balance, innovation, or collaboration. These values are at the heart of one's personal brand and speak to what really matters in life and at work.

Integrate Your Personal Story: Being a mother, your experiences in balancing career and family life are part of your personal story. Sharing your story in a professional context can create an authentic personal brand.

7. Work-Life Balance

Long-term career success can be achieved by managing to balance work and personal life. Burnout due to overwork reduces productivity and seriously impedes growth. A healthy work-life balance means sustained motivation and well-being, translating into better work performance accordingly (Greenhaus & Allen, 2011). Work-life balance may, therefore, foster intrinsic motivation because it is associated with increased general life satisfaction, reduced stress, and a higher possibility of sustained involvement in career-related activities.

Tips for Mothers

Align Work with Life Goals: Find out how one can align career ambitions with life goals. For example, if family time is considered essential, then job roles offering flexibility or the chance to work from home would be an added advantage.

Set Work Hours: Pin down specific work hours in your mind and communicate those to your family and your employer. By this, even if you stay in the house

or work in an office, you can keep yourself separated, and the work cannot flow into the family time.

Block Time for Family and Self-Care: This involves making time not only for work tasks, but also for the family and personal care. This will help you ensure that personal priorities are not compromised when work responsibilities increase.

References

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- Noe, R. A., & Wilk, S. L. (1993). Investigation of the factors that influence employees' participation in development activities. *Journal of Applied Psychology*, 78(2), 291-302. <https://doi.org/10.1037/0021-9010.78.2.291>

Module 3 - Overcoming Barriers to Continue Your Education

Duration 180 minutes

Aim

The aim of this lesson is to help mothers explore and overcome barriers that prevent them from continuing or completing their education. It focuses on understanding the challenges faced by women, especially mothers when pursuing education or skills development. The lesson emphasises the importance of addressing these obstacles to enable personal growth, improve career opportunities, and achieve better economic stability.

Learning Outcomes

Upon completion of this lesson, participants will be able to:

| Knowledge | Skills | Attitudes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognise different types of barriers: Learners will identify personal, financial, and social barriers that hinder education and career development. | Develop strategies to overcome barriers: Learners will apply practical strategies to navigate challenges in real-world contexts by creating individualised plans. | Commitment to lifelong learning: Learners will develop a positive outlook toward ongoing skills development and educational opportunities. |
| Understand the importance of ongoing skills development: Learners will comprehend the value of continuous education and its role in personal and professional growth. | Analyse their personal educational journey: Learners will critically evaluate how time, financial resources, and family support influence their ability to learn and grow. | Empowerment through goal setting: Learners will cultivate a proactive mindset by creating goal-oriented action plans to balance education and personal responsibilities. |

Topics

- The importance of education for personal and professional growth
- Identifying and overcoming personal barriers to education
- Exploring educational opportunities and setting realistic goals

Preparation

1. Materials and Resources:

Flip Chart or Whiteboard: To record participant ideas during brainstorming and discussions.

Markers or Chalk: For writing on the flip chart or whiteboard.

Projector or Screen (Optional): If you're showing presentations, slides, or videos about success stories or strategies.

Printed Handouts: Prepare handouts for the goal-setting activity.

2. Worksheets and Activities:

Goal-Setting Worksheet: Create or print a goal-setting worksheet with prompts like, my educational/career goal, main barriers I face, steps I can take to overcome these barriers, resources or people who can help.

3. Research and Content Preparation:

Inspirational Success Stories

Examples of Scholarships, Grants, and Flexible Education Programs

4. Environment and Room Setup:

Room Layout

Comfortable Space

Childcare (Optional)

5. Technology:

Laptop and Internet Access

Video or Audio Setup (Optional)

6. Additional Resources (Optional):

Educational Program Information: Print flyers or brochures about nearby schools, community colleges, or online platforms offering flexible learning options.

Childcare Resources: Provide a list of local affordable childcare options if applicable.

Lesson Plan

Topics and Sub-topics

This lesson plan explores barriers mothers face in continuing their education, emphasising the importance of skills development and access to opportunities for career growth. Key topics include identifying common barriers such as time constraints, financial challenges, lack of childcare, and limited support systems. Sub-topics focus on strategies to overcome these barriers, including time management, financial aid, flexible learning options, and building support networks. The session encourages reflection on personal goals, offers inspirational success stories, and provides practical tools for mothers to navigate educational pathways, regardless of their backgrounds or current skill levels.

Training Methods

- Presentation (Lecture + Visual Aids)
- Brainstorming
- Sharing Experiences (Peer Learning)
- Case Study
- Small Group Discussion
- Goal-Setting Exercises (Learning by Doing)
- Simulation / Role-Playing
- Demonstration
- Reflection and Feedback

Required Materials

- Presentation Tools: Laptop, projector, presentation slides (optional).
- Writing and Display Tools: Flip chart, markers, pens, and notepads.

- Printed Materials: Goal-setting worksheets, success stories, educational resource lists.
- Group Activity Materials: Large sheets of paper, markers, sticky notes, or index cards.
- Reference Sheets: Lists of local childcare options, financial aid opportunities.
- Optional Materials: Internet access, AV equipment, refreshments, childcare area supplies.

Learning Activity

1. The importance of education for personal and professional growth (60minutes)

Objective:

Participants will understand the value of education in their personal and professional lives through interactive discussions and reflection exercises

Introduction-Icebreaker activity (5 min)

- Share a compelling statistic or quote about education to spark interest (e.g., "Education is the passport to the future, for tomorrow belongs to those who prepare for it today.")
- Purpose: Set the stage for the importance of education.

Group discussion: What does education mean to you? (10 minutes)

- Purpose: Encourage participants to share their thoughts and personal definitions of education.
- Instructions: Divide participants into small groups of 3-4.
Prompt them with the question: "What does education mean to you, and how has it impacted your life?"
After 5 minutes of discussion, each group will share one or two key points with the larger group.
Facilitator Role: Listen actively, take notes on key themes, and summarise important points for later discussion.

Personal reflection: Identifying benefits of education (15 minutes)

- Purpose: Allow participants to reflect on their personal experiences and envision future benefits.
- Instructions: Hand out the Reflection Worksheet (previously created).
Ask participants to complete the worksheet individually, focusing on the following questions:
How has education impacted your personal growth so far?
What are three personal benefits you believe you could gain by continuing your education?
In 5 years, how do you imagine your life would be different if you pursued more education now?

Interactive presentation: Value of education (15 minutes)

- Purpose: Highlight the personal and professional benefits of continuing education.
- Instructions: Present key points on the value of education, including:
Personal Growth: Self-confidence, problem-solving skills, lifelong learning.
Professional Growth: Career advancement, increased earning potential, job satisfaction.
Use a slide deck or visual aids to illustrate these points.
Engage participants by asking questions like:
“Can anyone share an example of how education has helped them personally or professionally?”
Visual Aids: Consider using statistics, quotes, and success stories to reinforce the importance of education.
Allow 10 minutes for completion, followed by 5 minutes to share insights with a partner.

Action Planning: Setting personal goals (10 minutes)

- Purpose: Encourage participants to set realistic educational goals based on their reflections.
- Instructions: Ask participants to think about the following prompts:
1. What educational goal do you want to achieve in the next year?

2. What steps will you take to achieve this goal?
3. Have participants write down their goals on a sticky note or in their notebooks.
4. Group Share: Invite a few volunteers to share their goals with the group.

Conclusion and Takeaway (5 minutes)

- Purpose: Wrap up the session and reinforce the importance of education.
- Instructions: Summarise the key points discussed during the session.
Encourage participants to take one actionable step towards their educational goals within the week (e.g., researching a course, contacting a school, etc.).
Remind them to reflect on how pursuing education can empower them in their personal and professional lives.

2. Identifying and overcoming personal barriers to education (60 minutes)

Objective: Participants will identify personal barriers to continuing their education and develop actionable strategies to overcome these challenges.

Introduction (5 minutes)

- Purpose: Set the context for understanding personal barriers to education.
- Instructions: Briefly introduce the topic of personal barriers to education and why it's important to identify and address them.
Share a thought-provoking quote or statistic related to barriers in education (e.g., "The biggest barriers to education are often the ones we create for ourselves.").

Group Brainstorming: Identifying Barriers (15 minutes)

- Purpose: Facilitate a group discussion to surface common barriers participants face.
- Instructions: Divide participants into small groups (3-4 people).
Ask each group to brainstorm and write down 3-5 barriers they face in pursuing education. Encourage them to think about various types of barriers, including:
 1. Time constraints
 2. Financial issues
 3. Lack of confidence
 4. Family responsibilities

5. Lack of information or resources

After 10 minutes, have each group share their barriers with the larger group. Write these barriers on a flip chart or whiteboard for visibility.

Personal Reflection: Overcoming Barriers (15 minutes)

- Purpose: Encourage participants to reflect on their individual barriers and consider potential solutions.
- Instructions: Hand out the Overcoming Barriers Worksheet (to be created). Ask participants to think about their own barriers and complete the worksheet, which should include the following prompts:

Identify a personal barrier you face in pursuing education.

1. What emotions does this barrier evoke (e.g., frustration, anxiety)?
2. What are two strategies you can implement to overcome this barrier?
3. Who can support you in this process? (friends, family, community resources)

Allow 10 minutes for participants to complete the worksheet individually.

Pair Share: Discussing Strategies (10 minutes)

- Purpose: Foster collaboration and support among participants.
- Instructions: Ask participants to pair up with someone sitting nearby and share their identified barriers and strategies from the worksheet.

Encourage them to offer feedback and additional suggestions to each other.

Allow 10 minutes for sharing and discussing.

Group Discussion: Sharing solutions (10 minutes)

- Purpose: Share insights and collectively brainstorm effective strategies to overcome barriers.
- Instructions: Bring the group back together and invite volunteers to share the barriers they discussed and the strategies they developed.

Facilitate a discussion around common solutions, encouraging participants to expand on each other's ideas.

Record any additional strategies or resources mentioned during this discussion on the flip chart or whiteboard.

Conclusion and Action Planning (5 minutes)

- **Purpose:**
Wrap up the session and encourage commitment to action.
- **Instructions:**
Summarise the key barriers and strategies discussed during the session.
Encourage participants to choose one specific action they will take within the next week to start overcoming their barrier.
Ask them to write down this action on a sticky note and place it somewhere visible as a reminder.

3. Exploring educational opportunities and setting realistic goals (60 minutes)

Objective: Participants will explore various educational opportunities available to them and set realistic, achievable goals for their educational journey.

Introduction (5 minutes)

- **Purpose:** Introduce the importance of exploring educational opportunities and goal setting.
- **Instructions:** Briefly discuss the significance of continuing education and how it can impact personal and professional growth.
Share a motivating quote (e.g., “A goal without a plan is just a wish.” – Antoine de Saint-Exupéry) to inspire participants.

Group Brainstorming: Types of educational opportunities (15 minutes)

- **Purpose:** Identify various educational pathways available to participants.
- **Instructions:** Divide participants into small groups (3-4 people).
Ask each group to brainstorm and list different types of educational opportunities, such as:
 1. Online courses
 2. Community colleges
 3. Trade schools
 4. Certifications
 5. Workshops or seminars
 6. Adult education programs

After 10 minutes, have each group share their lists with the larger group. Write these opportunities on a flip chart or whiteboard for visibility.

Research and Explore (15 minutes)

- Purpose: Allow participants to explore specific educational opportunities relevant to their interests.
- Instructions: Provide participants with access to resources (e.g., brochures, websites, community boards) where they can find educational opportunities. Ask them to spend 10 minutes researching an educational option that interests them, focusing on:
 1. What the program/course offers
 2. Duration and schedule
 3. Costs and financial aid options
 4. Location (if applicable) or online availability

Guiding Questions:

- What appeals to you about this opportunity?
- How does it align with your personal or professional goals?
- After researching, have participants take 5 minutes to jot down their findings and thoughts.

Goal Setting: SMART Goals (15 minutes)

- Purpose: Teach participants how to set realistic and achievable goals using the SMART framework.
- Instructions: Briefly explain the [SMART criteria](#) for goal setting:

Specific: Clearly define the goal.

Measurable: Determine how progress will be measured.

Achievable: Ensure the goal is attainable.

Relevant: Align the goal with personal values and long-term objectives.

Time-bound: Set a deadline for achieving the goal.

Hand out the [SMART Goals Worksheet](#), which includes space for participants to write a specific educational goal using the SMART criteria.

Allow participants 10 minutes to complete the worksheet.

Pair Share: Discussing Goals (5 minutes)

- Purpose: Encourage accountability and feedback among participants.
- Instructions: Ask participants to pair up with someone nearby and share their SMART goals.

Encourage them to provide constructive feedback and suggestions to each other.

Allow 5 minutes for this sharing session.

Conclusion and Action Planning (5 minutes)

- Purpose: Wrap up the session and reinforce commitment to goals.
- Instructions: Summarise the key educational opportunities discussed and the importance of setting realistic goals.

Encourage participants to take one action step towards their educational goal within the next week (e.g., enrol in a course, or contact an advisor).

Ask participants to write down this action step on a sticky note and place it in a visible location as a reminder.

Assessment Questions

True/False questions

- Continuing education leads to limited job opportunities. (**False**. This statement is false because continuing education expands job opportunities rather than limiting them. It equips individuals with new skills, enhances qualifications, and increases employability in a competitive job market.)
- Networking events are a type of educational opportunity. (**False**. This is false because networking events, while valuable for career development, are not considered formal educational opportunities like online courses, trade schools, or community colleges. They focus on building professional relationships rather than structured learning.)
- The "M" in SMART goals stands for "Measurable." **True**
- Making a goal "Time-bound" helps to ensure the goal is achievable. (**False**. This is false because the purpose of making a goal "Time-bound" is to establish a clear deadline and create a sense of urgency, not necessarily to determine

whether it is achievable. "Achievable" is a separate element in the SMART framework.)

- Creating a support network is a strategy to overcome barriers to education. **True**
- The first step in exploring educational opportunities is enrolling in a course immediately. (**False**. This is false because the first step in exploring educational opportunities is researching programs that match your interests and needs. Jumping straight to enrolment without adequate research might lead to choices that don't align with your goals.)

Additional Resources

McGowan, A. (2020). The impact of education on women's economic empowerment: A global perspective. *Journal of International Women's Studies*, 21 (3), 35-48.

UNESCO. (2021). *Global education monitoring report 2021/2: Gender and education*. UNESCO Publishing.

Coursera. (n.d.). *Women in leadership: Inspiring positive change*. Retrieved October 22, 2024, from <https://www.coursera.org/learn/women-in-leadership>

FutureLearn. (n.d.). *Exploring gender equality: A European perspective*. Retrieved October 22, 2024, from <https://www.futurelearn.com/courses/exploring-gender-equality>

Tedx Talks: Mothers, work and well-being , Anke Plagnol
<https://www.youtube.com/watch?v=TcBLhu3Prbs>

Activities Sheets

1. The importance of education for personal and professional growth (60 min)

| Module 3 | |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Introduction-Icebreaker activity |
| Time | 5 minutes |
| Benefits of using this Activity? | Set the stage for the importance of education and engage participants in a warm, inviting manner. This activity gets everyone involved right from the start, breaking down barriers and making participants feel more comfortable. It fosters a sense of community by encouraging participants to share personal experiences, creating connections among them. Participants may have varied educational backgrounds and experiences, highlighting the different paths education can take. This diversity reinforces the idea that education is a personal journey. |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | <p>Resource: The Education Podcast - Women in Education (https://inee.org/gender/educate-us-podcast)</p> <p>Description: This episode discusses the unique challenges women face in the education system in Europe. It can be used as a supplementary resource for discussion and reflection.</p> <p>MOOC: Gender Equality in Higher Education Link: FutureLearn - Gender Equality</p> <p>This course addresses issues of gender equality in higher education, including discussions on barriers faced by women, including mothers, in pursuing education.</p> |

| Module 3 | |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Group discussion: What does education mean to you? |
| Time | 10 minutes |
| Benefits of using this Activity? | Encourage participants to share their thoughts and personal definitions of education. |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Discussion Cards Reflection Worksheet 1 Sticky notes or notebooks for goal setting Projector/slides (optional) Markers for group discussions |

Discussion Cards

"How has education shaped who you are today?"

**"Describe a moment when education helped you
overcome a challenge."**

"Education is... "

Worksheets

Part 1. The importance of education for personal and professional growth

Worksheet_1: Group Brainstorming and Sharing

Topic: What Does Education Mean to You?

Instructions:

Form groups of 3–4 participants.

Discuss the questions below and jot down your thoughts as a group.

Be prepared to share one or two key points with the larger group.

Section 1: Group Discussion Questions

1. How has education shaped who you are today?

- Reflect on specific skills, values, or qualities education has helped you develop.

(Examples: "Education made me more confident," "It helped me communicate better.")

Your Group's Thoughts:

0. Describe a moment when education helped you overcome a challenge.

- Think about a time when education played a role in solving a problem or reaching a goal.

(Examples: "Learning a new skill helped me get a promotion.")

Your Group's Thoughts:

0. **What words or phrases come to mind when you think about education?**

(Examples: Empowerment, opportunity, growth, knowledge, freedom.)

Your Group's Thoughts:

Section 2: Key Insights to Share

Write down one or two points from your discussion that your group will share with the larger group.

1.

2.

Bonus Reflection

If you had to describe education in one sentence, what would it be?

(Example: "Education is the key to unlocking your potential.")

Your Group's Sentence:

Facilitator Use:

- Collect key points to summarise on the flip chart or whiteboard under the title:
"Education is..."

Part 1. The importance of education for personal and professional growth

| Module 3 | |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Personal reflection: Identifying benefits of education |
| Time | 15 minutes |
| Benefits of using this Activity? | Allow participants to reflect on their personal experiences and envision future benefits. |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Hand out the Reflection Worksheet 2 (previously created). Ask participants to complete the worksheet individually. |

Worksheet_2: Personal Reflection

Topic: Identifying Benefits of Education

Instructions:

Take a few moments to reflect on your personal experiences with education and envision how it could benefit you in the future. Answer the questions below honestly and thoughtfully.

Section 1: Past Impact

1. How has education impacted your personal growth so far?

Think about specific skills, knowledge, or personal qualities that have developed because of your education.

(Examples: Confidence, discipline, communication skills, new opportunities.)

Your Answer:

2. What challenges has education helped you overcome?

Consider moments where learning or education made a positive difference in your life.

(Examples: Passing an important exam, learning a skill to solve a problem, achieving a goal.)

Your Answer:

Section 2: Future Benefits

3. What are three personal benefits you believe you could gain by continuing your education?

(Examples: Career advancement, financial stability, better problem-solving, personal fulfilment.)

1.

2.

3.

4. How do you imagine your life will be different in 5 years if you pursue more education now?

Visualise and describe the changes you see in your career, lifestyle, or personal growth.

(Examples: Higher income, more fulfilling job, greater self-confidence.)

Your Answer:

Section 3: Takeaway Thought

In one sentence, summarise why education is important to you personally.

(Example: "Education gives me the tools to achieve my dreams.")

Your Answer:

Thank you for taking the time to reflect!

Action Planning Activity

Topic: Setting Personal Educational Goals

Instructions:

1. Reflect on your educational journey and goals from the previous activities.
2. Use this worksheet to outline one educational goal you want to achieve in the next year and the steps you'll take to reach it.
3. Write your goal on a sticky note or in your notebook to keep as a reminder.

Section 1: Goal Setting

1. What educational goal do you want to achieve in the next year?

(Examples: Complete a certification, enroll in a degree program, learn a new skill.)

Your Goal:

Section 2: Action Steps

2. What specific steps will you take to achieve this goal?

(Examples: Research programs, save money for tuition, dedicate time for studying.)

- Step 1: _____
- Step 2: _____
- Step 3: _____

Section 3: Overcoming Obstacles

3. What challenges might you face in achieving this goal? How will you address them?

(Examples: Lack of time – create a study schedule; financial constraints – look for scholarships.)

- **Challenge 1:** _____
Solution: _____
- **Challenge 2:** _____
Solution: _____

Section 4: Staying Motivated

4. Why is this goal important to you?

(Examples: It aligns with my career ambitions, it will increase my confidence.)

Your Answer:

5. How will you reward yourself when you achieve this goal?

(Examples: Celebrate with a treat, share my success with friends and family.)

Your Answer:

Sticky Note Activity

On a sticky note, write your **goal** and one **next step** you will take. Place it somewhere visible (e.g., a goals board or your workspace).

Thank you for planning your next steps!

Part 2: Identifying and overcoming personal barriers to education

| Module 3 | |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Group Brainstorming: Identifying Barriers |
| Time | 15 minutes |
| Benefits of using this Activity? | Facilitate a group discussion to surface common barriers participants face. Divide participants into small groups (3-4 people). |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Computer, Wi-Fi, Activity Sheet+ Worksheet 3 |

Worksheet_3: Identifying Barriers to Education

Topic: Group Brainstorming

Instructions:

1. Form groups of 3–4 participants.
2. Discuss the questions below and write down your group's thoughts.
3. Be prepared to share key points with the larger group during the discussion.

Section 1: Common Barriers

1. What are some challenges or barriers people face when pursuing education?

(Examples: Financial constraints, time management, lack of access to resources.)

Your Group's Responses:

- Barrier 1: _____
- Barrier 2: _____
- Barrier 3: _____

Section 2: Personal Barriers

2. Are there specific barriers that you or members of your group have experienced personally?

(Examples: Balancing work and family responsibilities, lack of confidence, transportation issues.)

Your Group's Responses:

- Barrier 1: _____
- Barrier 2: _____

Section 3: Strategies for Overcoming Barriers

3. What are some possible solutions or strategies to overcome these barriers?

(Examples: Apply for scholarships, create a study schedule, use online resources.)

Your Group's Ideas:

- Solution for Barrier 1:

- Solution for Barrier 2:

- Solution for Barrier 3:

Section 4: Key Takeaway

4. What is one action your group recommends to help others overcome common barriers to education?

(Example: "Offer free workshops to help people learn budgeting for education.")

Your Group's Recommendation:

Facilitator Use:

- Collect key responses and summarise them on a flip chart or shared digital whiteboard.
- Title the summary: "**Barriers to Education and How to Overcome Them.**"

Part 2: Identifying and overcoming personal barriers to education

| Module 3 | |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Pair Share: Discussing Strategies |
| Time | 10 minutes |
| Benefits of using this Activity? | Foster collaboration and support among participants. Ask participants to pair up with someone sitting nearby and share their identified barriers and strategies from the worksheet. |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Computer, Wi-Fi, Worksheet 4 |

Worksheet_4: Discussing Strategies for Overcoming Barriers

Topic: Pair Share Activity

Instructions:

1. Pair up with someone sitting nearby.
2. Take turns sharing the barriers you identified and the strategies you've brainstormed to overcome them.
3. Use this worksheet to guide your conversation and take notes.

Section 1: Your Barriers and Strategies

1. What barriers did you identify on the previous worksheet?

(Examples: Time management, financial difficulties, lack of motivation.)

Your Barriers:

- _____
- _____
- _____

2. What strategies did you identify to overcome these barriers?

(Examples: Create a schedule, apply for financial aid, set small goals.)

Your Strategies:

- _____
- _____
- _____

Section 2: Partner's Barriers and Strategies

3. What barriers did your partner share?

(Examples: Limited access to resources, balancing work and family.)

Partner's Barriers:

- _____
- _____

4. What strategies did your partner share to overcome these barriers?

(Examples: Use free online tools, seek family support.)

Partner's Strategies:

- _____
- _____

Section 3: Collaborative Solutions

5. Did you and your partner come up with any new strategies together?

(Examples: Share resources, join a study group, set mutual accountability goals.)

Collaborative Strategies:

- _____
- _____

Section 4: Key Takeaway

6. What is one strategy you are most excited to try? Why?

Your Answer:

Facilitator Use:

- Encourage participants to share one collaborative strategy or takeaway with the larger group.

Part 2: Identifying and overcoming personal barriers to education

| Module 3 | |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Conclusion and Action Planning |
| Time | 5 minutes |
| Benefits of using this Activity? | <p>Wrap up the session and encourage commitment to action.</p> <p>Summarise the key barriers and strategies discussed during the session.</p> <p>Encourage participants to choose one specific action they will take within the next week to start overcoming their barrier.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Computer, Wi-Fi, Worksheet 5 , sticky note |

Worksheet_5: Conclusion and Action Planning

Topic: Overcoming Barriers and Taking Action

Instructions:

1. Reflect on the barriers and strategies discussed today.
2. Use this worksheet to summarise your thoughts and commit to one specific action you will take in the next week to overcome a barrier.

Section 1: Key Barriers

1. What is the most significant barrier you face in pursuing your education goals?

(Examples: Financial constraints, time management, lack of confidence.)

Your Barrier:

Section 2: Strategies

2. What strategies will you use to address this barrier?

(Examples: Seek financial aid, create a schedule, ask for support from family or friends.)

Your Strategies:

- ---
- ---

Section 3: Commitment to Action

3. What one specific action will you take in the next week to start overcoming your barrier?

(Examples: Research scholarships, block study time on your calendar, find free online courses.)

Your Action:

4. When will you take this action?

(Examples: Monday evening, by the end of the weekend.)

Your Timeline:

Section 4: Motivation

5. Why is overcoming this barrier important to you?

(Examples: It will help me achieve my career goals, improve my confidence, or set a good example for my family.)

Your Answer:

Sticky Note Activity:

Write your **specific action** and **timeline** on a sticky note and place it somewhere you will see it often (e.g., on your desk, fridge, or phone case).

Facilitator Use:

- Encourage participants to share their chosen action with a partner or the group for added accountability.

Part 3: Exploring educational opportunities and setting realistic goals

| Module 3 | |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Research and Explore |
| Time | 15 minutes |
| Benefits of using this Activity? | Allow participants to explore specific educational opportunities relevant to their interests. |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Reflection Worksheet 6 (as created earlier) Sticky notes or notebooks for goal-setting Projector/slides (optional) Markers for group discussions Wi-fi Lap-tops Provide participants with access to resources (e.g., brochures, websites, community boards) |

Worksheet_6: Research and Explore Educational Opportunities

Section 1: Your Interests and Goals

1. What are your top educational interests or goals?

(Examples: Learning a new skill, pursuing a degree, attending a workshop.)

Your Interests/Goals:

- _____
- _____
- _____

Section 2: Research Opportunities

2. Use the provided resources (websites, brochures, community boards) or conduct your own online research. Identify at least two opportunities that align with your goals.

| Opportunity | Details (Program Name, Website, Location, etc.) | How It Aligns with Your Goal |
|-------------|-------------------------------------------------|------------------------------|
| 1. | | |
| 2. | | |

Section 3: Key Details

3. For each opportunity, answer the following questions:

Opportunity 1:

- What is the program/course name?

- Where is it offered (online/in-person)?

- What is the cost (if any)?

- When does it start?

Opportunity 2:

- What is the program/course name?

- Where is it offered (online/in-person)?

- What is the cost (if any)?

- When does it start?
-

Section 4: Taking Action

4. What steps will you take next to pursue one of these opportunities?

(Examples: Contact the institution, sign up for an information session, apply for financial aid.)

Your Next Steps:

- ---
- ---

Sticky Note Activity:

Write one **action step** you will take this week to explore or enrol in an opportunity. Place the sticky note somewhere visible as a reminder.

Optional Sharing Activity:

- Share one opportunity you found with a partner or the group. Discuss how it aligns with your goals.

Part 3: Exploring educational opportunities and setting realistic goals

| Module 3 | |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Goal Setting: SMART Goals |
| Time | 15 minutes |
| Benefits of using this Activity? | Teach participants how to set realistic and achievable goals using the SMART framework. |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | Reflection Worksheet 7 Sticky notes or notebooks for goal setting Projector/slides (optional) Markers for group discussions Wi-fi Lap-tops Provide participants with access to resources (e.g., brochures, websites, community boards) |

Worksheet_7: Setting SMART Goals

Section 1: Understanding SMART Goals

What does SMART stand for?

| Letter | Meaning | Example Question |
|--------|------------|------------------------------------------------------|
| S | Specific | What exactly do you want to accomplish? |
| M | Measurable | How will you measure your progress? |
| A | Achievable | Is this goal realistic and within your capabilities? |

| Letter | Meaning | Example Question |
|--------|------------|----------------------------------------------------|
| R | Relevant | Does this goal align with your broader objectives? |
| T | Time-bound | What is the deadline for achieving this goal? |

Section 2: Your SMART Goal

1. What is one specific goal you want to achieve related to education or personal growth?

(Example: I want to improve my digital skills by taking an online course.)

Your Goal:

Section 3: Applying the SMART Framework

2. Use the prompts below to make your goal SMART:

Specific: What exactly do you want to achieve?

Measurable: How will you measure your progress or success?

Achievable: Is this goal realistic? What resources or support will you need?

Relevant: Why is this goal important to you? How does it align with your larger objectives?

Time-bound: By when do you want to achieve this goal?

Section 4: Final SMART Goal

3. Combine your answers into one clear SMART goal statement:

(Example: By March 2024, I will complete an online digital skills course to enhance my career opportunities.)

Your SMART Goal:

Section 5: Next Steps

4. What are the first two actions you will take to work towards this goal?

- Action 1: _____
- Action 2: _____

Sticky Note Activity:

Write your SMART goal on a sticky note and place it somewhere visible.

Optional Sharing Activity:

Share your SMART goal with a partner or the group and discuss why it's meaningful to you.

Module 4-Essential Soft Skills for Your Success in Education and Beyond

Duration 180 minutes

Aim

The aim of this lesson is to enhance mothers' soft skills, particularly in communication, teamwork, adaptability, and creativity, to support their personal and professional growth. By focusing on these skills, the lesson seeks to improve job readiness and equip participants with the interpersonal and collaborative abilities essential for success in various professional settings. This training will empower mothers to confidently navigate workplace challenges and adapt to evolving job demands, ultimately strengthening their career prospects and supporting their long-term development.

Learning Outcomes

| Knowledge | Skills | Attitudes |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Understand the fundamental principles of effective communication, including clarity, confidence, and feedback techniques. | Apply clear and confident communication techniques to express ideas effectively in various professional situations. | Develop a proactive mindset, showing enthusiasm for learning and applying communication skills to improve workplace interactions. |
| Learn the key concepts of teamwork dynamics and strategies for collaboration in professional settings. | Collaborate efficiently within teams, leveraging group dynamics and fostering a supportive work environment. | Foster a collaborative attitude, valuing teamwork and actively contributing to shared goals. |
| Gain insight into the importance of adaptability in managing workplace challenges and transitions. | Demonstrate adaptability by managing workplace changes with resilience and readiness to take on new responsibilities. | Cultivate a resilient and flexible approach, embracing change as an opportunity for growth and learning. |
| Recognise the value of creativity in problem-solving and idea generation for professional growth. | Utilise creative thinking and problem-solving techniques to propose innovative solutions and improvements in work contexts. | Adopt a creative perspective, remaining open to exploring innovative ideas and approaches. |
| Familiarise themselves with essential soft skills that enhance job readiness and workplace success. | Implement soft skills, such as time management, networking, and interpersonal communication, to enhance employability. | Build confidence and self-awareness in applying interpersonal and soft skills to professional scenarios. |

Topics

- **Effective Communication:** This topic covers strategies for clear and assertive communication, active listening, and non-verbal cues, which are essential for expressing ideas and building strong interpersonal connections in a professional setting.
- **Teamwork and Collaboration:** This section focuses on the dynamics of working effectively within teams, understanding roles, providing and receiving constructive feedback, and contributing positively to group goals.
- **Adaptability and Creativity:** This topic emphasises the importance of being flexible and open to change, alongside nurturing creativity to solve problems, approach challenges with new perspectives, and stay relevant in an evolving workplace.

Preparation

1. Materials and Resources:

Flip Chart or Whiteboard: To record participant ideas during brainstorming and discussions.

Markers or Chalk: For writing on the flip chart or whiteboard.

Projector or Screen (Optional): If you're showing presentations, slides, or videos about success stories or strategies.

Printed Handouts: Prepare handouts for the goal-setting activity.

2. Worksheets and Activities:

Goal-Setting Worksheet: Create or print a goal-setting worksheet with prompts like, my educational/career goal, main barriers I face, steps I can take to overcome these barriers, resources or people who can help.

3. Research and Content Preparation:

Inspirational Success Stories

Examples of Scholarships, Grants, and Flexible Education Programs

4. Environment and Room Setup:

Room Layout

Comfortable Space

Childcare (Optional)

5. Technology:

Laptop and Internet Access

Video or Audio Setup (Optional)

6. Additional Resources (Optional):

Educational Program Information: Print flyers or brochures about nearby schools, community colleges, or online platforms offering flexible learning options.

Childcare Resources: Provide a list of local affordable childcare options if applicable.

Lesson Plan

Topics and Sub-topics

The lesson plan is structured around three main topics, each with specific subtopics to facilitate comprehensive learning. Effective Communication will cover aspects such as verbal and non-verbal communication techniques, active listening skills, and strategies for providing and receiving constructive feedback. The second topic, Teamwork and Collaboration, will focus on understanding team dynamics, recognising individual roles within a team, building trust and rapport, and employing conflict resolution strategies to foster a positive team environment. Lastly, Adaptability and Creativity will explore the importance of being open to change, techniques for enhancing creative thinking and problem-solving skills, and practical exercises to apply adaptability in real-world scenarios. This structured approach aims to equip mothers with essential soft skills that are critical for personal and professional success.

Training Methods

- Presentation (Lecture + Visual Aids)
- Brainstorming
- Sharing Experiences (Peer Learning)
- Case Study
- Small Group Discussion
- Goal-Setting Exercises (Learning by Doing)
- Simulation / Role-Playing
- Demonstration
- Reflection and Feedback

Required Materials

- Presentation Tools: Laptop, projector, presentation slides (optional).
- Writing and Display Tools: Flip chart, markers, pens, and notepads.
- Printed Materials: Goal-setting worksheets, success stories, educational resource lists.
- Group Activity Materials: Large sheets of paper, markers, sticky notes, or index cards.
- Reference Sheets: Lists of local childcare options, and financial aid opportunities.
- Optional Materials: Internet access, AV equipment, refreshments, childcare area supplies.

Learning Activity

Part 1: Effective Communication Skills (60minutes)

Objective: To enhance participants' communication skills through interactive exercises and discussions.

1. Icebreaker (10 minutes)

- Purpose: To create a comfortable environment and encourage participation.
- Instructions: Participants will pair up with someone they don't know well.

Each participant will have 1 minute to introduce themselves and share one interesting fact.

After 2 minutes, participants will switch roles.

Once completed, ask a few volunteers to share their partner's interesting facts with the group.

2. Introduction to Effective Communication (10 minutes)

- Purpose: To provide a brief overview of effective communication principles.
- Instructions: Present a short lecture on key aspects of effective communication, including:
 1. Verbal and non-verbal communication
 2. The importance of active listening
 3. Clarity and conciseness in messaging
 4. Encourage participants to share any experiences related to communication challenges.

[Worksheet 1](#)

3. Active Listening Exercise (15 minutes)

- Purpose: To practice active listening skills.
- Instructions: Divide participants into small groups of 4-5.

Assign one person as the speaker and others as listeners.

The speaker will discuss a topic of their choice for 2 minutes, while listeners practice active listening (making eye contact, nodding, refraining from interrupting).

After 2 minutes, listeners will summarise what they heard to ensure understanding.

Rotate roles so each participant gets a chance to speak and listen.

4. Role-Playing Scenarios (15 minutes)

- Purpose: To apply communication skills in real-life situations.
- Instructions: Provide participants with scenario cards that depict common communication challenges (e.g., resolving a conflict with a coworker, asking for a raise, giving constructive feedback).

In pairs, participants will role-play the scenarios, practicing their verbal and non-verbal communication skills.

After 5 minutes, have each pair discuss what went well and what could be improved.

5. Group Reflection and Discussion (10 minutes)

- Purpose:
To reinforce learning through group discussion.
- Instructions:
Bring the group back together.
Facilitate a discussion on:
What they learned about effective communication.
How they felt during the exercises.
Strategies they can implement in their daily interactions.
Encourage participants to share any personal experiences where improved communication would have made a difference. [Worksheet 2](#)

Part 2: Teamwork and Collaboration (60 minutes)

Objective: To enhance teamwork and collaboration skills through interactive activities and discussions.

1. Icebreaker Activity: "Team Name and Motto" (10 minutes)

- Purpose: To foster a sense of community and encourage team spirit.
- Instructions: Divide participants into small groups of 4-5.
Each group will come up with a unique team name and a catchy motto.
After 5 minutes, each group will present their team name and motto to the larger group.

2. Introduction to Teamwork and Collaboration (10 minutes)

- Purpose: To provide a brief overview of teamwork principles and the importance of collaboration.
- Instructions: Present a short lecture on key concepts, including:
The benefits of teamwork

Roles within a team (leader, supporter, communicator, etc.)

Effective communication and conflict resolution strategies

Encourage participants to share any experiences related to teamwork challenges or successes.

3. Team Challenge Activity: "Tower Building" (20 minutes)

- Purpose: To practice collaboration, communication, and problem-solving skills.
- Instructions: Provide each group with a set of materials (e.g., paper, tape, straws, or marshmallows) to build the tallest free-standing tower within 10 minutes.
- Rules: Teams must work together to plan and build the tower. Only one person can hold the materials at a time while the others provide input. After 10 minutes, measure each tower and discuss the different strategies used by each team. [Worksheet 3](#)

4. Debrief and Discussion (15 minutes)

- Purpose: To reflect on the teamwork experience and learn from it.
- Instructions: Bring the groups back together and facilitate a discussion on:
 - What strategies worked well during the tower-building activity?
 - What challenges did teams face, and how did they overcome them?
 - How did communication play a role in the success of the team?
 Highlight key takeaways about effective teamwork and collaboration. [Worksheet 4](#)

5. Action Planning (5 minutes)

- Purpose: To encourage participants to apply what they learned in real-life situations.
- Instructions: Ask participants to think of a situation in their personal or professional life where they can apply teamwork and collaboration skills. Have them write down one action they will take to improve teamwork in that context and share it with the group if they feel comfortable.

Part 3: Adaptability and Creativity (60 minutes)

Objective: To enhance adaptability and creativity through engaging activities and discussions.

1. Icebreaker Activity: "Creative Introductions" (10 minutes)

- Purpose: To encourage creativity and create a relaxed environment.
- Instructions: Each participant introduces themselves using a creative metaphor (e.g., "I am like a sunflower because I always try to look on the bright side"). Encourage participants to think outside the box and be imaginative in their introductions.
After each introduction, allow a brief moment for participants to react positively.

2. Introduction to Adaptability and Creativity (10 minutes)

- Purpose: To provide an overview of adaptability and creativity concepts.
- Instructions: Present a brief lecture on key concepts, including:
The importance of adaptability in personal and professional life.
Characteristics of creative thinking.
Techniques to enhance adaptability (e.g., embracing change, learning from feedback).
Discuss how creativity can be fostered in daily life.

3. Creative Problem-Solving Activity: "The Marshmallow Challenge" (20 minutes)

- Purpose: To practice adaptability and creative thinking in a fun, hands-on way.
- Instructions: Divide participants into small groups of 4-5.
Provide each group with a set of materials: 20 spaghetti sticks, one marshmallow, one yard of tape, and one yard of string.
- Challenge: Build the tallest freestanding structure using the materials, with the marshmallow on top, within 18 minutes.
Encourage teams to brainstorm, adapt their strategies, and think creatively about their designs.
After 18 minutes, measure each structure and discuss the different approaches.

[Worksheet 5](#)

4. Reflection and Group Discussion (15 minutes)

- Purpose: To reflect on the experience and share insights.
- Instructions: Bring the groups back together for a discussion.

Facilitate questions such as:

1. What challenges did your team face, and how did you adapt?
2. How did creativity play a role in your solution?
3. What strategies worked well, and what would you do differently next time?

Highlight key takeaways about the importance of being adaptable and fostering creativity.

5. Personal Action Planning (5 minutes)

- Purpose: To encourage participants to apply learned skills in their daily lives.
- Instructions: Ask participants to identify a situation in their personal or professional lives where they can improve their adaptability or creativity. Have them write down one specific action they will take to foster adaptability or creativity in that context. Encourage them to share their action plan with a partner for accountability if they feel comfortable. [Worksheet 6](#)

Assessment Questions

True/False questions

- Effective communication involves clarity, confidence, and feedback techniques. (True.)
- Creativity is not important in problem-solving for professional growth. (False. This statement is false because creativity plays a vital role in problem-solving and idea generation, which are essential for professional growth. Creative thinking allows individuals to come up with innovative solutions and adapt to challenges in the workplace.)
- Demonstrating adaptability in the workplace involves managing changes with resilience and a willingness to take on new responsibilities. (True.)
- Applying soft skills, such as time management, is irrelevant to enhancing employability. (False. This statement is false because soft skills, such as time management, networking, and interpersonal communication, are critical for enhancing employability. Employers value these skills as they contribute to a person's ability to work effectively and collaborate in professional environments.)
- A proactive mindset is essential for improving workplace communication skills and fostering better interactions. (True.)
- Embracing change is a passive process that does not contribute to professional growth. (False. This statement is false because embracing change is an active process that contributes to professional growth. When individuals embrace change, they demonstrate adaptability, resilience, and a willingness to learn, which are essential for thriving in evolving work environments.)

Additional Resources

McGowan, A. (2020). The impact of education on women's economic empowerment: A global perspective. *Journal of International Women's Studies*, 21(3), 35-48.

UNESCO. (2021). *Global education monitoring report 2021/2: Gender and education*. UNESCO Publishing.

National Women's Law Center. (n.d.). Women's educational equity. Retrieved October 22, 2024.

Coursera. (n.d.). Women in leadership: Inspiring positive change. Retrieved October 22, 2024, from <https://www.coursera.org/learn/women-in-leadership>

FutureLearn. (n.d.). Exploring gender equality: A European perspective. Retrieved October 22, 2024, from <https://www.futurelearn.com/courses/exploring-gender-equality>

Meetup: Join local or online groups focused on creativity and adaptability, where mothers can share experiences, ideas, and support each other. <https://www.meetup.com/>

Activity Sheets

Part 1: Effective Communication Skills

Scenario Cards for Activity #4



Scenario #1

You and a coworker, Alex, have been assigned to work together on a project. Recently, Alex missed a few deadlines, and it's causing delays. You need to talk to Alex to resolve the issue and find a way to stay on track.

Scenario #2

You've been performing well at work and believe you deserve a raise. Prepare to approach your manager to discuss your performance and request a salary review.

Scenario #3

A team member's recent work has been below expectations. You need to provide constructive feedback, focusing on improvement areas without discouraging them.

Scenario Cards for Activity #4



Scenario #4

You work in customer service, and a customer is upset about a recent issue with a product or service. Your goal is to listen actively, remain calm, and work toward a resolution, even if the customer is initially hostile.

Scenario #5

A coworker asks if you can take on part of their workload because they are overwhelmed. However, you're already at full capacity and worry taking on more will impact your quality of work. You need to respectfully decline without harming the relationship.

Scenario #6

Your manager assigned a task but didn't provide clear details, and you're unsure of their expectations. Instead of proceeding blindly, you need to approach your manager and request clarification on the task requirements without sounding critical or frustrated.

Worksheets

Worksheet_1: Introduction to Effective Communication

Topic: Understanding Principles of Effective Communication

Section 1: Key Aspects of Communication

1. Define the following concepts in your own words:

- **Verbal Communication:**

- **Non-Verbal Communication:**

- **Active Listening:**

- **Clarity and Conciseness:**

Section 2: Personal Reflection

2. Think about a time when you experienced a communication challenge. Answer the following questions:

- What was the situation?

- What do you think caused the challenge?

- How did you respond?

Section 3: Applying Effective Communication Principles

3. Based on what you learned today, how could you handle the above challenge differently?

(Examples: Use active listening, focus on non-verbal cues, or ensure your message is clear.)

Your Answer:

Section 4: Action Steps

4. What is one action you will take to improve your communication skills this week?

(Examples: Practice active listening, reduce distractions during conversations, or ask for feedback on clarity.)

Your Action:

Optional Sharing Activity:

If you feel comfortable, share your communication challenge and the new approach you would take with a partner or the group.

Facilitator Use:

- Collect key points shared by participants to identify common communication challenges and solutions.
- Reinforce key principles through group discussion and examples.

Part 1: Effective Communication Skills

Worksheet_2: Group Reflection and Discussion on Effective Communication

Section 1: Key Takeaways

1. What are the three most important things you learned about effective communication today?

(Examples: Importance of active listening, non-verbal cues, clarity in messaging.)

- Key Takeaway 1: _____
 - Key Takeaway 2: _____
 - Key Takeaway 3: _____
-

Section 2: Reflection on Exercises

2. How did you feel during the communication exercises?

(Examples: Confident, challenged, motivated, unsure.)

Your Feelings:

3. What did the exercises reveal about your current communication strengths or areas for improvement?

Strengths:

Areas for Improvement:

Section 3: Strategies for Improvement

4. What strategies can you implement to improve your daily communication?

(Examples: Pausing to ensure clarity, making eye contact, actively paraphrasing what others say.)

- Strategy 1: _____
 - Strategy 2: _____
 - Strategy 3: _____
-

Section 4: Personal Experience

5. Think of a personal experience where better communication could have made a difference. Reflect on the following:

- What was the situation?

- What was the outcome?

- How could improved communication have changed the result?

Section 5: Sharing with the Group

6. Choose one insight from this worksheet to share with the group:

(Examples: A strategy you plan to implement, a personal experience, or a key takeaway.)

Your Sharing Point:

Part 2: Teamwork and Collaboration

Worksheet_3: Team Challenge Activity – “Tower Building”.

Section 1: Planning Phase

1. Brainstorm your team's strategy for building the tallest tower.

- What materials will you prioritise, and why?

- How will you ensure the tower remains stable?

- What roles will each team member play?

Section 2: Execution Phase

2. During the activity, answer the following questions:

- What challenges did your team face while building the tower?

- How did your team handle disagreements or differing ideas?

- What role did communication play in your team's performance?

Section 3: Reflection Phase

3. After the activity, reflect on your team's approach:

- What was your team's final strategy for building the tower?

- What worked well in your teamwork and communication?

- What could your team improve in future collaborative tasks?

Section 4: Observing Other Teams

4. Observe the other teams' towers and strategies. Answer the following questions:

- What did you notice about the successful teams' strategies?

- What lessons can you learn from observing other teams?

Section 5: Key Takeaways

5. What are three key skills you practiced during this activity?

(Examples: Collaboration, active listening, creative problem-solving.)

- Skill 1: _____
- Skill 2: _____
- Skill 3: _____

Optional Sharing Activity

Share with the group:

1. One thing your team did well during the challenge.
2. One thing you would do differently next time.

Part 2: Teamwork and Collaboration

Worksheet_4: Debrief and Discussion - Tower Building Activity

Section 1: Strategies That Worked

1. What specific strategies helped your team during the activity?

(Examples: Clear communication, assigning roles, brainstorming together.)

- Strategy 1: _____
- Strategy 2: _____
- Strategy 3: _____

2. Why do you think these strategies were successful?

Section 2: Challenges Faced

3. What were the main challenges your team encountered?

(Examples: Time management, disagreements, unclear instructions.)

- Challenge 1: _____
- Challenge 2: _____

4. How did your team address or overcome these challenges?

Section 3: Role of Communication

5. Reflect on your team's communication during the activity:

- What worked well in your communication?

- What could have been improved?

- How did communication impact your team's performance?

Section 4: Key Takeaways

6. What are three important lessons about teamwork you learned from this activity?

- Lesson 1: _____
- Lesson 2: _____
- Lesson 3: _____

Section 5: Applying Lessons to the Real World

7. How can you apply what you learned about teamwork to other areas of your life (e.g., school, work, personal projects)?

Optional Sharing Activity:

Share one key takeaway or lesson with the group and discuss how it can improve future teamwork experiences.

Part 3: Adaptability and Creativity

Worksheet_5: Creative Problem-Solving Activity - “The Marshmallow Challenge”

Section 1: Planning Phase

1. Brainstorm your team's initial strategy. Answer the following:

- How will you structure your design to make it stable?

- What role will each team member play in the building process?

- What is your contingency plan if the structure becomes unstable?

Section 2: Building Phase

2. Track your progress during the activity.

- Did your team stick to the initial strategy? Why or why not?

- What challenges did you face while building?

- How did your team adapt to overcome challenges?

Section 3: Outcome and Results

3. Reflect on the final outcome of your structure.

- What was the height of your structure?

- Did the marshmallow remain on top without support?

- What part of your design worked best?

Section 4: Teamwork and Creativity

4. Reflect on your team's creative process and collaboration.

- How did brainstorming help your team?

- What role did adaptability play in your success (or challenges)?

- How did your team handle different opinions or ideas?

Section 5: Key Takeaways

5. What are three lessons you learned about creative problem-solving from this activity?

- Lesson 1: _____
 - Lesson 2: _____
 - Lesson 3: _____
-

Section 6: Applying Creative Thinking

6. How can you apply creative problem-solving skills to challenges in real life (e.g., at work, school, or personal projects)?

Optional Sharing Activity:

Share one creative idea or adaptation your team made during the challenge with the larger group.

Part 3: Adaptability and Creativity

Worksheet_6: Personal Action Planning

Section 1: Identifying Opportunities

1. Think about your daily life. What is one situation where improved adaptability or creativity could make a difference?

(Examples: Solving a problem at work, managing a personal challenge, or completing a group project.)

Situation:

Why is this situation important to you?

Section 2: Action Planning

2. What specific action will you take to foster adaptability or creativity in this situation?

(Examples: Trying a new approach, seeking feedback, brainstorming multiple solutions before deciding.)

Your Action:

3. What steps will you take to implement this action?

(Break down your plan into manageable steps.)

- Step 1: _____
- Step 2: _____
- Step 3: _____

Section 3: Reflection and Accountability

4. How will you measure your success in improving adaptability or creativity?

(Examples: Completing a task successfully, receiving positive feedback, feeling more confident.)

Your Success Indicator:

5. Would you like to share your action plan with a partner for accountability?

- ☐ Yes
- ☐ No

If yes, write your partner's name here: _____

Section 4: Final Thought

6. Write one sentence that motivates you to follow through with your action plan.

(Example: "I will grow by embracing new challenges and finding creative solutions.")

Your Motivation:

Module 5-Advancing Your Digital Skills for Education and Career Progression

Duration 180 minutes

Aim

This lesson aims to enhance digital competency to meet the demands of modern educational and professional environments. It addresses gaps in digital skills that participants have identified, emphasising that strong digital abilities are essential for success in today's job market. The module supports individuals in ongoing digital skill development, helping them keep pace with evolving expectations and technological advancements, even in regions where skill levels are already high. The focus is on continuous improvement, highlighting the importance of digital skills for both career and educational progression.

Learning Outcomes

Upon completion of this lesson, participants will be able to:

| Knowledge | Skills | Attitudes |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Basic knowledge of digital tools and platforms available for career advancement. | Using productivity software for different situations like scheduling assignments, managing tasks, organising events like meetings etc. | Awareness of the benefits of critical soft skills like active listening, resolving conflicts and benefitting from other people's strengths. |
| Factual knowledge of best practices for online safety and privacy. | Improve digital literacy and problem-solving skills. | Openness to tap into one's creativity and innovative thinking. |
| Practical knowledge of apps, platforms, and programmes available for creating and sharing their work. | | Develop self-awareness and empathy. |

Topics

This lesson focuses on building essential digital skills to support educational and career progression. As digital literacy becomes increasingly crucial in today's work environments, understanding its progression, mastering productivity software, creating and sharing digital content, and practising safe online behaviour are vital skills. This session will guide participants through each of these areas, providing the foundation needed to enhance digital competency and adapt to evolving technological demands.

Preparation

1. **Technology Setup:** Ensure access to computers or tablets with the necessary productivity software (e.g., Microsoft Office, Google Workspace) installed. Internet access should be available for content creation and sharing exercises.
2. **Materials and Resources:** Prepare digital resources, such as instructional guides or tutorials on using productivity software and safe online practices. Provide examples of digital content creation, including templates for documents, presentations, and graphics.
3. **Learning Environment:** Arrange the physical or virtual learning space to allow for both individual and group activities. Ensure access to collaborative tools (e.g., shared online folders or platforms) for content-sharing exercises.
4. **Pre-Session Reading:** Distribute reading materials or videos covering the basics of digital literacy, productivity tools, and safe online behaviours to familiarise participants with key concepts before the session.
5. **Evaluation Materials:** Prepare any assessment tools or checklists that will be used to measure participants' understanding and progress, especially for self-directed learning activities.

Lesson Plan

Topics and Sub-topics

This lesson focuses on advancing digital skills in four key areas essential for educational and career success. Participants will explore the Progression of Digital Literacy to understand evolving digital demands and learn the Proficient Use of Productivity Software to enhance efficiency in professional tasks. Creating and Sharing Digital Content will cover methods for producing and distributing engaging, professional materials. Finally, Safe and Responsible Online Practices will address cybersecurity, privacy, and ethical digital behaviour to ensure secure interactions in digital environments.

Training Methods

- Presentation: Introduce key concepts and sub-topics.
- Demonstration: Show productivity software functions and digital content creation.
- Small Group Activities: Practice using productivity tools and creating content collaboratively.
- Case Study: Analyse real-life scenarios on digital responsibility and security.
- Exercises: Hands-on tasks for skill application.
- Discussion: Share experiences on digital literacy growth and safe online practices.

Required Materials

- Computers or tablets with productivity software (e.g., Microsoft Office, Google Workspace)
- Internet access
- Instructional guides on digital content creation and safe online practices
- Projector or screen for presentations
- Sample templates for content creation (e.g., presentations, documents)
- Assessment checklists for evaluating skill application

Learning Activity

Topic 1 Progression of digital literacy

Activity 1: Digital Literacy Timeline Discussion (20 minutes)

Goal To understand the evolution and significance of digital literacy over time.

Resources Whiteboard or flipchart, markers, timeline handout illustrating key digital advancements.

Instructions

Introduction - start with a brief overview of digital literacy, highlighting major technological changes over the years and how they impact educational and career demands.

- A handout or digital resource can highlight essential digital literacy milestones, such as the invention of the internet, the rise of social media, smartphone evolution, and cloud computing. This provides participants with a visual reference to guide their discussions and inspire additional ideas.
- A short, informative video that quickly covers key technological advancements in digital literacy would set the context. The tutor can play this video at the start to provide a brief, engaging overview of digital literacy progression. Make sure the video aligns with the time limit (around 5 minutes), focusing on the impact of milestones rather than technical details.

Group Discussion

- Divide participants into small groups.
- Ask each group to identify key milestones in digital technology that have influenced digital literacy (e.g., the advent of the internet, social media, smartphone development).
- Each group should discuss how each milestone has changed what it means to be digitally literate.
- Each group will contribute their thoughts to create a shared timeline on the worksheet, discussing how digital literacy has progressed and what it means today.

Timeline Creation

Use a structured group worksheet [“Digital Literacy Timeline”](#), where groups can quickly jot down key points about each milestone. This worksheet will help groups organise their thoughts, focus on relevant points, and stay within the timeframe.

- Groups will add their milestones to the worksheet [“Digital Literacy Timeline”](#).
- As each group presents, facilitate discussion on how each advancement impacts educational and career opportunities today.

Activity 2: Self-Assessment of Digital Literacy Skills (15 minutes)

Goal To help participants identify their current level of digital literacy and areas for growth.

Resources Digital literacy self-assessment checklist (handout or digital form), pens.

Instructions

1. Distribute the Checklist [“Self-Assessment Checklist of Digital Literacy”](#)
 - Provide each participant with a printed or digital version of the self-assessment checklist.
2. Individual Self-Assessment (5 minutes)
 - Ask participants to complete the checklist by rating their skills in various digital literacy areas. Encourage them to be honest and reflective in their ratings to get the most out of the exercise.
 - The checklist should include different skill categories, such as internet navigation, software proficiency, online communication, digital content creation, and safe online practices.
3. Reflection and Pair/Small Group Discussion (10 minutes)
 - Once participants complete the checklist, have them pair up or form small groups.
 - In their pairs or groups, participants should discuss areas where they feel confident and areas they wish to improve. Encourage them to share

specific examples and experiences related to their strengths and growth areas.

4. Facilitator's Wrap-Up

- After the small group discussion, reconvene the group and briefly discuss common strengths and growth areas that emerged. This will help highlight the diverse digital literacy needs and provide insight into the focus areas for upcoming lessons.

Activity 3: Identifying Digital Literacy in the Workplace (15 minutes)

Goal To recognise the role of digital literacy in workplace success and how it varies by industry.

Resources Handout with industry-specific examples of digital skills, projector for brief examples.

Instructions

1. Introduction with Industry Examples (3 minutes)

- Briefly present examples of essential digital skills in different fields, such as:
 - **Education:** Online teaching platforms, digital lesson creation, and safe communication practices.
 - **Business:** Data management, proficiency with productivity software, and digital communication tools.
 - **Healthcare:** Electronic health records, patient data management, and digital privacy standards.
- Use [“Handout: Industry-Specific Digital Skills”](#) to project these examples for participants to see as a starting point for discussion.

2. Group Assignment and Discussion (7 minutes)

- Divide participants into small groups and assign each group a different industry from the handout (e.g., education, healthcare, media and marketing, business).
- Give each group the handout detailing industry-specific digital skills to guide their discussion.

- Instruct groups to discuss and identify the most important digital skills for their assigned industry and consider how these skills influence career progression in that field.

3. Presentation and Wrap-Up (5 minutes)

- Have each group briefly present their findings to the class, focusing on:
 - Key digital skills needed in their assigned industry.
 - How these skills contribute to career success and progression.
- Facilitate a short discussion, comparing the roles digital literacy plays across different industries.

Activity 4: Future of Digital Literacy Brainstorm (10 minutes)

Goal To inspire forward-thinking and awareness of the evolving nature of digital skills.

Resources Whiteboard or sticky notes, markers.

Instructions

1. Introduction to the Brainstorm (2 minutes)

- Briefly explain that digital skills are constantly evolving to meet the demands of new technologies and workplace changes.
- Encourage participants to think about emerging digital skills that might become essential in the next 5–10 years.

2. Brainstorm Activity (5 minutes)

- Distribute sticky notes and markers to participants.
- Ask participants to write down one or two digital skills they believe will be essential in the future (e.g., AI literacy, data analysis, cybersecurity awareness).
- Have participants place their sticky notes on a whiteboard.

3. Group Review and Discussion (3 minutes)

- Review the sticky notes as a group, categorising similar ideas together.
- Facilitate a short discussion on the ideas, asking participants to consider how these future skills could impact education, career opportunities, and the overall digital landscape.

Topic 2 Proficient use of productivity software

Activity 1: Productivity Software Basics Workshop (30 minutes)

Goal To introduce participants to the fundamental features and tools of productivity software (e.g., word processing, spreadsheets, and presentations).

Resources Computers or tablets with productivity software (e.g., Microsoft Office, Google Workspace), projector for demonstration, video with instructions for using the software, sheet with instructions for using the software)

Instructions

1. Introduction (5 minutes)

- Begin with a brief overview of productivity software and its importance in various professional settings.
- Explain that the session will cover three types of tools: word processing, spreadsheets, and presentations, each with unique and essential functions.

2. Demonstration of software (20 minutes)

- Word Processing (5 minutes): Demonstrate text formatting, inserting images, and creating lists - https://www.youtube.com/watch?v=BYy81rJAB_4&t=5s
- Spreadsheet Basics (10 minutes): Demonstrate basic formulas (e.g., SUM, AVERAGE), formatting cells, and creating simple charts - <https://www.youtube.com/watch?v=TfkNkrKMF5c&t=1s>
- Presentation Software (5 minutes): Show slide design basics, including adding text, images, and transitions - https://www.youtube.com/watch?v=kw_udjD2xwo&t=19s
- Distribute a "Sheet with instructions for using the software"

3. Practice and Support (5 minutes)

- Allow participants to experiment with each feature and circulate to provide assistance or answer questions. Encourage participants to try additional functions they are curious about.

4. Transition to Next Activity

- Inform participants that they'll now apply these skills to complete a realistic task using the software features they just practised.

Activity 2: Real-Life Task Simulation (30 minutes)

Goal: To help participants practise applying productivity software skills through real-world tasks.

Resources: Computers or tablets, task instruction sheet (e.g., create a report document, organise data in a spreadsheet, make a presentation slide), sample data set.

Instructions

1. Distribute instructions on how to use the software (5 minutes)

- Distribute the ["Worksheet with instructions for using the software"](#) for using the software. Examples include: Word Processor Task, Spreadsheet Task, Presentation Task

2. Distribute Individual Task Completion (20 minutes)

- Hand out a ["Worksheet Realistic Workplace Scenario"](#).
- Participants will complete the assigned task using the productivity software, applying the skills learned in the previous workshop. *Examples of tasks:*
 - Word Processor Task: Create a simple project report document, format text, and insert images.
 - Spreadsheet Task: Use sample data to create a basic budget sheet, apply formulas, and design a chart.
 - Presentation Task: Develop a short presentation slide with text, images, and transitions for an upcoming meeting.

3. Group Discussion and Reflection (5 minutes)

- Once participants have completed the task, lead a brief group discussion on their experiences.
- Ask questions such as:
 - What features did you find most useful?

- Were there any challenges you faced?
- How might these skills benefit you in a real work environment?

Topic 3 Creating and sharing digital content. Safe and responsible online practices

Activity 1: Digital Content Creation (Canva) (25 minutes)

Goal: To introduce participants to essential skills in creating effective digital content, such as choosing visuals, writing concise text, and formatting for online platforms.

Resources: Computers or tablets, sample content templates (e.g., social media post, newsletter, or blog template), image library or access to free stock images.

Instructions

1. Introduction to Digital Content Creation (5 minutes)

- Begin by discussing the key elements of effective digital content, including:
 - Clear and Concise Text: Using brief, impactful language.
 - Visual Appeal: Choosing appropriate images and graphics that support the message.
 - Proper Formatting: Structuring content so it's easy to read and visually engaging.
- Show examples of a well-designed [social media post](#) and a [newsletter section](#), pointing out the use of text, visuals, and formatting.

2. Guided Creation with Templates (5 minutes)

- Provide participants with access to sample templates (e.g., Canva templates for a social media post and a newsletter section).
- Demonstrate [the basic steps of using Canva](#): selecting a template, adding and formatting text, inserting images, and arranging elements.

Participant Content Creation (15 minutes)

- Provide ["Worksheet Digital Content Creation Guide"](#) to participants.
- Allow participants to choose one of the templates (social media post or newsletter section).
- Instruct them to:

- *Social Media Post:* Write a short, engaging message, choose an image from the library, and arrange the text and image for visual impact.
- *Newsletter Section:* Create a headline and write a brief introductory paragraph, incorporating visuals and formatting for clarity.

Activity 2: Responsible Content Sharing Case Study (20 minutes)

Goal: To help participants understand responsible online sharing practices by analysing scenarios that involve privacy, copyright, and misinformation.

Resources: Case study handouts or slides presenting scenarios on content sharing dilemmas.

Instructions

1. Introduction to Responsible Sharing (3 minutes)

- Begin with a brief discussion on the importance of responsible online sharing.
- Highlight key issues, such as:
 - *Privacy:* Respecting personal and sensitive information.
 - *Copyright:* Avoiding the unauthorised sharing of protected content.
 - *Misinformation:* Being cautious about spreading unverified or misleading information.

2. Distribute Case Studies (2 minutes)

- Provide each group with a ["Worksheet Case study scenario"](#) that presents a common content-sharing dilemma.
- Assign one of the following focus areas to each group: privacy, copyright, or misinformation.

3. Group Discussion and Analysis (10 minutes)

- Ask each group to read their assigned scenario and discuss the following questions (provided on the worksheet):
 - What are the potential risks associated with this scenario?
 - What actions should be taken to share content responsibly?

- What guidelines would you recommend for similar situations?
- Encourage groups to document their discussion on the worksheet and prepare a brief summary of their recommendations.

4. Group Presentations and Class Discussion (5 minutes)

- Each group presents their scenario and recommended actions to the class.
- Facilitate a brief discussion, allowing other participants to ask questions or add insights on how responsible sharing promotes ethical online behaviour.

Activity 3: Creating a Digital Content Sharing Plan (15 minutes)

Goal: To encourage participants to develop a personal plan for creating and sharing digital content responsibly, including privacy settings, copyright considerations, and online etiquette.

Resources: Digital Content Sharing Plan template (handout or digital document).

Instructions

1. Distribute the "Worksheet Content Sharing Plan" (2 minutes)

- Provide each participant with the ["Worksheet Digital Content Sharing Plan"](#).
- Briefly explain each section and its importance in responsible online sharing.

2. Individual Plan Development (10 minutes)

- Ask participants to fill out the template independently.
- Encourage them to think critically about:
 - Content Goals: Types of content they wish to share (e.g., educational, professional, personal).
 - Privacy and Copyright: Measures they will take to protect privacy, honour copyright, and use licensed materials.
 - Sharing Strategies: Approaches to ensure accuracy, fact-checking, and prevent misinformation.

3. Wrap-Up and Group Reflection (3 minutes)

- Invite volunteers to share a key takeaway or a specific element of their plan they found valuable.
- Facilitate a brief discussion on how thoughtful content sharing benefits both personal reputation and online communities.

Assessment Questions

True/False Questions

- Digital literacy includes understanding online safety and privacy best practices.
True (online safety and privacy is an important part of digital literacy, which is essential for secure and responsible digital interactions).
- Proficiency in productivity software is not necessary for career progression in most industries.
False (productivity software improves workplace efficiency and supports career growth, making it essential across various fields).
- Creating and sharing digital content requires knowledge of visual appeal and concise text formatting.
True (Effective digital content creation involves selecting appropriate visuals, using concise language, and ensuring proper formatting to engage audiences, as outlined in the lesson objectives).
- Digital literacy skills remain constant and do not evolve with technological advancements.
False (These skills change over time and the need for individuals to adapt to evolving technological demands, highlighting that).
- Collaboration and group discussions help enhance understanding of digital skills and their applications.
True (Group activities and discussions are key methods used in the lesson to promote peer learning and enhance the understanding of digital literacy concepts through shared insights)

Additional Resources

Scientific Papers and Books

Faihe Wempen. (2004). Digital Literacy for Dummies. For Dummies.

https://www.perlego.com/book/997827/digital-literacy-for-dummies-pdf?utm_source=google&utm_medium=cpc&campaignid=20933451054&adgroupid=162926082892&gad_source=1&gclid=Cj0KCQjwm5e5BhCWARIsANwm06gd86VG6_tCg09NoFs7ATaMIG9zkH-xq3sqaG8V9ZWb8aAitYgMwRYaAu6VEALw_wcB

Wiesinger S. and Beliveau R. (2016). Digital literacy. A Primer on Media, Identity, and the Evolution of Technology.

https://www.perlego.com/book/2940660/digital-literacy-a-primer-on-media-identity-and-the-evolution-of-technology-pdf?utm_source=google&utm_medium=cpc&campaignid=20933451054&adgroupid=162926082892&gad_source=1&gclid=Cj0KCQjwm5e5BhCWARIsANwm06iBXTPUjAqwgHNOD1Lmn6_wbVUXYaA7Q5FarD4LauQIJlInpTSMekaAp-rEALw_wcB

Granata K. Ten Digital Literacy Resources for Teachers. Education World Contributor.

https://www.educationworld.com/a_lesson/ten-digital-literacy-resources-teachers.shtml

Victoria I. Marín, Linda Castañeda. (2022). Developing Digital Literacy for Teaching and Learning. SpringerLink.

https://link.springer.com/referenceworkentry/10.1007/978-981-19-0351-9_64-1

Online Resources

[Digital Skills Library](#) - an open repository of free learning materials designed to help adult learners develop essential digital skills for personal, educational, and career advancement.

[Microsoft Digital Literacy](#) - offers comprehensive courses and resources to help individuals learn how to use devices, software, and the internet effectively.

[Applied Digital Skills by Google](#) - provides a library of free online classes aimed at helping adults acquire basic digital skills, including productivity tools and safe online practices.

[Understanding and Developing Digital Literacy](#) - an article that explores the components of digital literacy and offers strategies for integrating its development into educational settings.

[Digital Skills for a Global Society](#) - a platform offering a customised journey to boost digital skills for students, teachers, and parents, with additional resources for continuous development.

Activity Sheets

Topic 1 Progression of digital literacy

Worksheet 1 Digital Literacy Timeline

| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Digital Literacy Timeline Discussion |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Digital Literacy Timeline Discussion activity benefits both tutors and learners by:</p> <ul style="list-style-type: none"> • Engaging Learners Actively: Encourages interactive learning by exploring milestones in digital technology. • Building Context and Relevance: Shows the evolution of digital literacy, highlighting its importance for education and careers. • Encouraging Collaboration: Promotes peer-to-peer learning through group discussions. • Developing Critical Thinking: Fosters analysis of how technological advancements shape digital skills and professional needs. |

Instructions:

In your group, discuss the key milestones listed below and any others you think are relevant. For each milestone, consider:

- **Date or Period:** When did this milestone occur?
- **Description:** Briefly describe what happened.
- **Impact on Digital Literacy:** How did this change or enhance digital literacy for personal and professional use?

- **Examples:** Provide real-life examples or professions that particularly benefited from this development.

| Milestone | Description | Date/period | Impact on Digital Literacy | Examples (Professions/Scenarios) |
|---------------------------|-------------|-------------|----------------------------|----------------------------------|
| Invention of the Internet | | | | |
| Email as a Primary Tool | | | | |
| Rise of Social Media | | | | |
| Smartphone Revolution | | | | |
| Cloud Computing | | | | |
| Remote Work Technology | | | | |
| AI and Automation | | | | |

Topic 1 Progression of digital literacy

Worksheet 2 Self-Assessment Checklist of Digital Literacy

| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Self-Assessment of Digital Literacy Skills |
| Time | 15 minutes |
| Benefits of using this Activity? | <p>The Self-Assessment of Digital Literacy Skills activity benefits participants and facilitators by:</p> <ul style="list-style-type: none"> • Promoting Self-Awareness: Helps identify strengths and areas for improvement. • Setting Personalised Goals: Enables targeted skill development. • Encouraging Peer Learning: Fosters exchange of insights and tips in a supportive group setting. • Establishing a Baseline: Provides a starting point for tracking progress. • Fostering Communication: Builds trust and openness about learning needs. <p>It aligns participant goals with course objectives, enhancing engagement and skill development.</p> |

Instructions: Rate each skill area on a scale of 1 to 5, with 1 being "Beginner" and 5 being "Advanced."

| Skill Area | Rating (1-5) | Comments (Optional) |
|-------------------------------------|--------------|---------------------|
| Internet Navigation | | |
| Basic Computer Operations | | |
| Using Productivity Software | | |
| Digital Communication (Email, Chat) | | |
| Social Media Proficiency | | |
| Digital Content Creation | | |
| File Management and Organisation | | |
| Online Collaboration Tools | | |
| Basic Troubleshooting | | |
| Digital Security and Privacy | | |
| Responsible Online Behaviour | | |

**Participants can use the comments section to add specific notes or examples of their experience with each skill. This helps them reflect on why they rated themselves at a certain level and allows for more meaningful discussions during the group sharing.*

Topic 1 Progression of digital literacy

Worksheet 3 Handout: Industry-Specific Digital Skills Examples

| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Identifying Digital Literacy in the Workplace |
| Time | 15 minutes |
| Benefits of using this Activity? | <p>The Identifying Digital Literacy in the Workplace activity benefits participants by:</p> <ul style="list-style-type: none"> • Enhancing Relevance: Connects digital skills to real workplace needs. • Providing Industry Insights: Highlights how digital literacy varies across fields. • Encouraging Collaboration: Promotes teamwork and peer learning. • Raising Career Awareness: Links digital skills to career growth. • Boosting Engagement: Uses real-world examples to clarify concepts. <p>This activity fosters practical, career-focused thinking about digital literacy.</p> |

Digital Skills by Industry

1. Education

- **Key Skills:** Digital lesson creation, online communication, learning management systems, and educational software proficiency.
- **Career Impact:** Effective use of digital tools enhances teaching effectiveness, broadens job opportunities, and allows educators to engage with digital learning innovations.

2. Business

- **Key Skills:** Data management, spreadsheets, online collaboration platforms, and digital marketing.
- **Career Impact:** Digital skills in business improve productivity, enable remote work, and support data-driven decision-making, all crucial for career advancement.

3. Healthcare

- **Key Skills:** Electronic health record systems, patient data management, telemedicine platforms, and privacy regulations.
- **Career Impact:** Digital proficiency in healthcare ensures better patient care, compliance with privacy laws, and expanded opportunities in digital health roles.

4. Media and Marketing

- **Key Skills:** Content creation, social media management, analytics, and digital advertising platforms.
- **Career Impact:** Strong digital skills in media and marketing are essential for reaching audiences, measuring engagement, and adapting to new trends, which can accelerate career growth.

5. Information Technology

- **Key Skills:** Software development, cybersecurity, network management, and data analysis.
- **Career Impact:** IT careers are built on digital literacy, with skill progression directly influencing roles, responsibilities, and opportunities for leadership.

6. Retail and Customer Service

- **Key Skills:** Point-of-sale (POS) systems, customer relationship management (CRM) software, and online customer support tools.
- **Career Impact:** Digital skills streamline operations, improve customer satisfaction, and can lead to management roles within customer service.

Topic 2 Proficient use of productivity software

Worksheet 4 with instructions for using the software

| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Real-Life Task Simulation |
| Time | 30 minutes |
| Benefits of using this Activity? | <p>The Real-Life Task Simulation activity offers several key benefits:</p> <ol style="list-style-type: none"> 1. Practical Application: Participants use productivity software in realistic scenarios, reinforcing learning and improving confidence in their skills. 2. Skill Integration: By applying skills from the previous workshop, participants deepen their understanding and ability to perform relevant tasks efficiently. 3. Problem-Solving Practice: Participants encounter real-life challenges and solutions, enhancing their adaptability and troubleshooting skills. 4. Reflective Learning: Group discussion encourages reflection, allowing participants to learn from each other's experiences and insights. <p>This activity bridges theoretical knowledge with practical application, preparing participants for real-world software use in the workplace</p> |

Basic Word Processing Instructions

Goal: Learn how to format text, insert images, and create lists in Microsoft Word. Use these steps to follow along as you practice each feature. Each section corresponds to a basic skill that helps create polished, professional documents in Microsoft Word.

1. Text Formatting

- **Select Text:** Click and drag your cursor over the text you wish to format.
- **Change Font and Size:** In the toolbar, select a new font and adjust the font size as needed.
- **Bold, Italic, and Underline:** Use the "B" (Bold), "I" (Italic), and "U" (Underline) icons in the toolbar to apply these styles to your selected text.

2. Inserting Images

- **Navigate to "Insert" Tab:** Click on the "Insert" tab at the top of the window.
- **Select "Pictures":** Choose "Pictures" from the options and select the image file you want to add.
- **Adjust Image Size:** Once inserted, click on the image and drag the corners to resize it as desired.

3. Creating Lists

- **Bulleted Lists:** Click the bullet point icon in the toolbar and start typing to create a bulleted list.
- **Numbered Lists:** Click the numbered list icon to create an ordered list.
- **Indent and Adjust List Items:** Use the tab key to create sub-points or adjust indentation for a structured look.

Basic Excel Instructions for Creating Simple Charts and Using Formulas

Goal: Learn how to use basic formulas (SUM, AVERAGE) and create a simple chart in Excel. Use these steps to practice basic data management and visualisation skills in Excel, enhancing your ability to summarise and present data effectively.

1. Using Basic Formulas

○ **SUM Formula:**

- Click on the cell where you want the sum to appear.
- Type **=SUM(** and select the cells you want to add.
- Close the parentheses **)** and press Enter to display the total.

○ **AVERAGE Formula:**

- Click on the cell where you want the average to display.
- Type **=AVERAGE(** and select the cells you want to calculate the average for.
- Close the parentheses **)** and press Enter to see the result.

2. Formatting Cells

- **Text Alignment:** Select the cells, then use the alignment options in the toolbar (e.g., centre, left) to adjust text alignment.
- **Number Formatting:** Click on the “Number” drop-down menu to format cells as currency, percentages, or other formats as needed.

3. Creating a Simple Chart

- **Select Data:** Highlight the cells containing the data you want to visualise.
- **Insert Chart:** Go to the “Insert” tab and choose a chart type (e.g., column, pie) that suits your data.
- **Customise Chart:** Once the chart is created, click on it to adjust colours, titles, and labels in the “Chart Design” tab.

Basic PowerPoint Instructions for Animating Text and Objects

Goal: Learn how to add and animate text, images, and objects in Microsoft PowerPoint. These steps will guide you in creating engaging presentations using animations and transitions, enhancing the visual appeal and impact of your slides.

1. Adding Text

- **Insert Text Box:** Go to the "Insert" tab, click on "Text Box," and then click on the slide to place it.
- **Enter Text:** Type directly into the text box and format the text using the toolbar options (e.g., font size, colour, and style).

2. Inserting Images

- **Add an Image:** Go to the "Insert" tab and click on "Pictures" to select an image from your device.
- **Resize and Position Image:** Click on the image, then drag the corners to resize and reposition it as needed on the slide.

3. Applying Animations to Text and Objects

- **Select the Object:** Click on the text box, image, or shape you wish to animate.
- **Open Animation Options:** Go to the "Animations" tab and choose an animation effect (e.g., "Appear," "Fly In").
- **Adjust Animation Timing:** Use the "Animation Pane" on the right to adjust the order and timing of animations, allowing you to set when each object appears on the slide.

4. Adding Slide Transitions

- **Select Transition Effect:** Click on the "Transitions" tab and choose a transition (e.g., "Fade," "Push") for moving between slides.
- **Adjust Timing:** Set the transition speed under "Timing" in the "Transitions" tab.

Worksheet 5 Realistic Workplace Scenario

Scenario: You are a project assistant, tasked with preparing a report, a budget summary, and a presentation slide for an internal team meeting. Your supervisor expects each document to be formatted, clear, and professional.

Task 1: Project Report (Word Processor)

Objective: Create a simple one-page report summarising the recent project status.

1. Title and Formatting:

- Title the document "Project Status Report – Q3."
- Format the title using bold font, size 18, centred at the top.

2. Body Sections:

- **Project Overview:** Write a brief introduction about the project.
- **Key Activities:** Use bullet points to list recent activities (e.g., "Conducted stakeholder meeting," "Completed phase one tasks").
- **Next Steps:** List two to three planned actions for the next quarter.

3. Formatting:

- Apply bold to headings (e.g., "Project Overview") to organise the document.
- Use bullet points for the "Key Activities" and "Next Steps" sections.

4. Inserting an Image:

- Insert a relevant image, such as a project logo or chart.
- Resize and position the image under the "Project Overview" section.

Task 2: Budget Summary Spreadsheet (Spreadsheet Software)

Objective: Organise the project budget into categories and perform simple calculations.

1. Data Entry:

- In column A, list expense categories like “Marketing,” “Operations,” “Personnel,” and “Supplies.”
- In column B, enter the corresponding expenses for each category.

2. SUM Formula:

- Below the expense list, use the `=SUM(B2:B5)` formula to calculate the total expenses.

3. AVERAGE Formula:

- In a new cell, use the `=AVERAGE(B2:B5)` formula to find the average expense per category.

4. Creating a Simple Chart:

- Highlight the expense categories and amounts.
- Go to the “Insert” tab and select a bar chart to visually display the budget breakdown.

5. Formatting:

- Format the “Amount” column as currency.
- Use borders and centre-align text in cells for readability.

Task 3: Project Summary Slide (Presentation Software)

Objective: Design a single slide highlighting project updates for the upcoming meeting.

1. Slide Title:

- Add a title at the top of the slide (e.g., "Project Q3 Summary").

2. Content:

- Add three main bullet points with project updates (e.g., "Phase 1 completed," "Budget on track," "Phase 2 planning in progress").

3. Inserting an Image:

- Insert an image (such as a chart from the budget summary or project-related photo).
- Resize and position the image neatly on the slide.

4. Applying Animations:

- Apply a simple "Appear" animation to each bullet point to reveal them one at a time during the presentation.

5. Adding a Slide Transition:

- Apply a "Fade" transition to the slide for a smooth presentation effect.

Submission and Review

After completing the tasks, review each document to ensure proper formatting and clarity. Be prepared to discuss the following:

- **Challenges you faced:** Share any difficulties you encountered while using the software features.
- **Key learning points:** Reflect on how these skills can be applied to improve workplace efficiency and communication.

Topic 3 Creating and sharing digital content. Safe and responsible online practices

Worksheet 6 Digital Content Creation Guide

| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Digital Content Creation (Canva) |
| Time | 25 minutes |
| Benefits of using this Activity? | <ol style="list-style-type: none"> 1. Hands-On Learning: Participants practice designing content directly, reinforcing key skills like visual selection, concise text writing, and effective formatting. 2. Creativity and Engagement: Canva's intuitive interface encourages experimentation, allowing participants to apply their unique ideas to digital content. 3. Real-World Relevance: Learning to create content for social media and newsletters builds practical skills directly applicable to personal and professional online presence. |

Digital Content Creation Guide

Objective: Create an effective piece of digital content using Canva. Choose between designing a social media post or a newsletter section.

Steps to Follow

1. Choose Your Template

- Open Canva and select either the "Social Media Post" template or the "Newsletter Section" template.

2. Designing a Social Media Post

- **Message:** Write a concise, engaging message relevant to your topic (1-2 sentences).
- **Visuals:** Select an image that complements your message from the Canva image library or upload your own.
- **Formatting:** Adjust the text size, style, and position for readability. Ensure the image and text are balanced.

3. Example:

- Message: "Join our webinar on digital marketing strategies! Limited spots available."
- Image: Choose a relevant, eye-catching graphic related to digital marketing.

4. Creating a Newsletter Section

- **Headline:** Write a short, attention-grabbing headline (e.g., "Top Tips for Digital Marketing").
- **Introductory Paragraph:** Draft a brief paragraph introducing the topic (2-3 sentences).
- **Visuals:** Add an image that enhances the content, keeping it professional and relevant.
- **Formatting:** Make sure the text is well-organised, and the headline stands out with bold or larger font.

5. Example:

- Headline: "5 Proven Strategies to Boost Your Online Presence"
- Intro: "Learn how to effectively reach your audience and grow your brand with these expert digital marketing techniques."

6. Review Your Content

- Check for clarity, visual appeal, and proper formatting.
- Ensure the text

Topic 3 Creating and sharing digital content. Safe and responsible online practices

Worksheet 7 Case Study Scenarios

| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Responsible Content Sharing Case Study |
| Time | 20 minutes |
| Benefits of using this Activity? | <ol style="list-style-type: none"> Awareness Building: Participants gain insights into potential risks of online sharing, including privacy breaches, copyright infringement, and misinformation. Ethical Decision-Making: By analysing real-world scenarios, participants develop a framework for making responsible choices when sharing content online. Collaborative Discussion: Group discussion promotes diverse perspectives on responsible sharing, enhancing overall understanding and fostering ethical online behaviour. |

1. Scenario 1: Copyright Violation

- **Situation:** A team member shares an image from a popular photographer's website in an online article, but no credit is given, and permission was not requested.
- **Focus on:** discuss the risks of copyright infringement and outline steps for sharing licensed or properly credited content.

2. Scenario 2: Privacy and Sensitive Information

- **Situation:** An employee shares a project update on social media, including a photo of a whiteboard with client names and sensitive project details.
- **Focus:** Examine privacy concerns and recommend practices for safeguarding sensitive information before posting content online.

3. Scenario 3: Misinformation

- **Situation:** A friend shares an unverified news article about a new health trend in a workplace chat, encouraging everyone to try it.
- **Focus:** Discuss the risks of spreading misinformation and suggest guidelines for verifying information before sharing.

Topic 3 Creating and sharing digital content. Safe and responsible online practices

Worksheet 8 Digital Content Sharing Plan

| | |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 5 | Advancing Your Digital Skills for Education and Career Progression |
| Title of Activity | Creating a Digital Content Sharing Plan |
| Time | 15 minutes |
| Benefits of using this Activity? | <ol style="list-style-type: none"> 1. Personalised Strategy: Participants develop a tailored plan for sharing content responsibly, addressing their unique goals and needs. 2. Critical Thinking: This activity encourages participants to think through privacy, copyright, and misinformation considerations in a structured way. 3. Long-Term Impact: Creating a content-sharing plan helps participants establish sustainable practices for ethical and accurate online interactions. |

1. Content Goals

- **Types of Content:** List the types of content you plan to share (check all that apply):
 - Educational
 - Professional
 - Personal
 - Other (please specify): _____
- **Purpose:** Why do you want to share this content? (e.g., to inform, to inspire, to network)

2. Privacy and Copyright

- **Privacy Measures:** What steps will you take to protect your own and others' privacy in your shared content?
 - Example: "I will avoid posting personal details of others without their consent."
- **Copyright and Licensing:** How will you ensure you are respecting copyright?
 - Example: "I will use images from licensed sources or free stock sites and give proper credit."

3. Sharing Strategies

- **Accuracy:** How will you verify the information before sharing?
 - Example: "I will fact-check sources or consult credible websites for accuracy."
- **Preventing Misinformation:** What precautions will you take to avoid spreading unverified information?
 - Example: "I will avoid sharing unverified news articles or check sources before reposting."
- **Appropriate Platform:** Which platforms are most suitable for each content type, and why?
 - Example: "I will share professional updates on LinkedIn, personal achievements on Instagram, and avoid mixing the two."

Reflection

- **Key Takeaway:** Write one insight or principle you plan to follow in your content sharing.

Module 6- Pathways to Professional Growth

Duration 180 minutes

Aim

This lesson aims to expand participants' understanding of professional growth pathways by providing support in areas critical for work readiness, such as CV writing, interview preparation, and job search mentoring. The module also aims to enhance inclusivity and cultural awareness, recognising the influence of diverse cultural backgrounds on professional development. By addressing these areas, Module 6 supports participants in building skills and knowledge necessary for successful entry and progression in the workforce.

Learning Outcomes

Upon completion of this lesson, participants will be able to:

| Knowledge | Skills | Attitudes |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Factual knowledge of different career options. | Understanding the steps that are needed for different career options, including self-employment and entrepreneurship. | Cultivate a long-term vision for career progression. |
| Practical knowledge of different resources and support systems available. | Creating a strategic plan for career development or business start-up, including market research, financial planning and resource allocation. | Value continuous learning and self-development. |
| Factual knowledge of cultural competency and inclusivity in the workplace. | Applying practical skills necessary for job searching such as resume writing and preparing for job interviews. | Awareness of the community and the part it plays in the local's lives. |
| | Evaluating the available community support options and accessing these to support one's career growth. | Openness to recognise the value of cultural and socioeconomic diversity in society and the workplace. |

Topics

This lesson focuses on essential skills for personal and professional development, supporting participants as they assess their strengths and areas for growth, explore career opportunities, and develop strategies for achieving their goals. By enhancing practical skills such as CV writing and interview preparation, participants will become more work-ready and equipped for entrepreneurial endeavours. Additionally, this lesson emphasises inclusivity and cultural awareness, fostering respect for diverse backgrounds and preparing participants to work effectively in varied environments.

- Personal and professional self-assessment. Career exploration and strategy development
- Improving practical skills for employment and entrepreneurship
- Promoting inclusivity and cultural awareness

Preparation

Materials and Resources

- CV templates, interview preparation guides, and handouts on career exploration strategies.
- Self-assessment worksheets for personal and professional reflection.
- Cultural awareness and inclusivity resources, such as case studies or discussion prompts.

Technology Setup

- Ensure access to computers or tablets with internet access for career research and practical exercises.
- If available, set up access to job search and CV-building tools, such as LinkedIn or job board platforms.

Pre-Session Reading and Assignments

- Distribute reading materials or videos on CV writing basics, interview techniques, and cultural awareness in the workplace.
- Provide participants with a self-assessment task to reflect on their skills, interests, and professional goals before the session.

Learning Environment

- Arrange the space to accommodate individual work, small group activities, and discussions.
- Provide access to collaborative tools (e.g., shared online folders) for participants to store and review their work.
- These preparations will ensure participants have the resources and context they need to actively engage in the lesson and develop essential skills for their career paths.

Lesson Plan

Topics and Sub-topics

This lesson is designed to support personal and professional growth by focusing on three key areas. Personal and Professional Self-Assessment encourages participants to reflect on their skills, strengths, and career interests. Career Exploration and Strategy Development provides guidance on identifying career paths and setting actionable goals. Improving Practical Skills for Employment and Entrepreneurship includes hands-on activities for CV writing, interview techniques, and job search strategies. Finally, Promoting Inclusivity and Cultural Awareness explores the importance of understanding diverse backgrounds to create inclusive work environments.

Training Methods

- Presentation: Introduce each topic and key concepts.
- Self-Reflection Exercise: Guide participants in conducting a personal and professional self-assessment.
- Group Activities: Small group discussions on career goals and cultural awareness.
- Demonstration and Practice: Demonstrate CV writing and interview techniques, followed by practical exercises.
- Case Study Analysis: Use scenarios to explore inclusivity and cultural awareness.

Required Materials

- Self-assessment worksheets
- CV templates and sample job descriptions
- Interview preparation guides
- Case studies on cultural awareness and inclusivity
- Computers or tablets with internet access
- Projector or screen for presentations

Learning Activity

Topic 1 Personal and professional self-assessment. Career exploration and strategy development

Activity 1: Self-Assessment and Reflection Exercise (20 minutes)

Goal: To help participants identify their strengths, skills, and areas for growth in their personal and professional lives.

Resources: Worksheet Personal and Professional Self-Assessment, pens

Instructions

1. Distribute the Worksheet Personal and Professional Self-Assessment

- Provide each participant with a ["Worksheet Personal and Professional Self-Assessment"](#).
- Explain the importance of honest self-reflection for identifying strengths, areas for growth, and aligning skills with career goals. You can use this resources for inspiration:
 - A short video can introduce participants to the value of self-assessment in personal and professional growth. Recommended Video: ["Self-Awareness: How To Develop Self-Awareness in Life & Work" by Productivity Game](#)

- You can be inspired by an article on self-reflection that offers additional insights for participants to explore the importance of assessing skills and values. Suggested Reading: ["How to Self-Assess Your Skills and Achievements" by Harvard Business Review](#)

2. Individual Reflection (10-15 minutes)

- Ask participants to complete the worksheet independently, taking time to reflect on their skills, strengths, values, and career interests.
- Encourage them to think specifically about their professional growth and goals.

3. Partner Reflection and Discussion (5-10 minutes)

- After participants complete the worksheet, ask them to pair up and share key insights from their reflections.
- Instruct pairs to discuss one or two skills they want to develop and how these align with their career interests or future goals.

4. Wrap-Up

- Thank participants for their reflections and encourage them to keep their completed worksheet for future reference in their career planning.

Activity 2: Career Path Exploration and Vision Mapping (20 minutes)

Goal: To enable participants to explore potential career paths and map out a vision for their future professional development.

Resources: Career Path Vision Mapping Worksheet, pens, projector (if available)

Instructions

1. Introduction to Career Paths (3-5 minutes)

- Begin by introducing a few career paths or roles that may be of interest to participants, using visual examples on the projector if available.
- Briefly discuss the skills and qualifications typically associated with these paths and how they relate to personal and professional growth.

- You can use Canva templates to better present your information: Canva offers customisable templates for creating vision boards, which can visually engage participants as they map out their career paths.
- Video on Career Planning and Goal Setting: This short video provides an overview of career planning, goal setting, and overcoming potential challenges, which can inspire participants during their vision mapping. Recommended Video: [“How to Build an Effective Career Plan” by CareerAdict.](#)

2. Distribute Worksheet Career Path Vision Mapping (15 minutes)

- Hand out the [Worksheet Career Path Vision Mapping.](#)
- Instruct participants to:
 - Identify 2-3 career paths they are interested in pursuing.
 - Outline their vision for each path, considering key elements like required skills, potential challenges, and desired outcomes.
- Encourage participants to be specific and think long-term as they complete their vision map.

3. Group Sharing and Reflection (2-5 minutes)

- Invite participants to share their completed vision maps with the group, highlighting one career path they are most excited about.
- Facilitate a brief discussion on how each vision aligns with their strengths and personal aspirations.

Activity 3: Action Planning for Career Development (20 minutes)

Goal: To assist participants in setting concrete goals and creating an actionable career development plan.

Resources: Action plan template, pens

Instructions

1. Distribute the Worksheet Career Development Action Plan (2 minutes)

Hand out the [“Worksheet Career Development Action Plan”](#) to each participant.

Use [Goal-Setting Prompts, Examples](#) and [SMART Goals Guide](#) to explain the importance of setting short-term and long-term goals and the value of creating a step-by-step action plan to achieve them.

2. Guide Participants Through Goal setting (10 minutes)

- Ask participants to begin by writing one short-term career goal (achievable within the next 6 months) and one long-term career goal (1-5 years).
- For each goal, guide them in listing specific steps they can take to work toward it.
- Encourage them to think of actions they can start immediately and note realistic timeframes for each step.

3. Identify Resources, Support, and Challenges (5 minutes)

- Instruct participants to reflect on resources or support they may need to reach their goals (e.g., courses, mentorship, networking).
- Have them list any anticipated challenges and brainstorm possible solutions to overcome these obstacles.

4. Sharing and Accountability (3 minutes)

- Conclude by inviting a few participants to share one immediate action step they are committing to.
- Emphasise that sharing reinforces accountability and helps maintain motivation.

Topic 2 Improving practical skills for employment and entrepreneurship

Activity 1: CV and Resume Building Workshop (20 minutes)

Goal: To help participants develop a professional, well-structured CV or resume that effectively highlights their skills and experiences.

Resources: Example of CVs, CV-building worksheet, pens, projector (if available)

Instructions

1. Introduction and Examples (5 minutes)

- Start by showing participants a few sample CVs on the projector, pointing out key sections:
 - Contact Information: Full name, phone number, email, and LinkedIn or other relevant social profiles.
 - Summary or Objective: A brief statement highlighting career goals or main qualifications.
 - Work Experience: Most recent or relevant experience listed in reverse chronological order.
 - Education: Degrees, certifications, and relevant academic achievements.
 - Skills: Key skills relevant to the job or industry (e.g., technical skills, language proficiency).
- Explain how each section is structured and why it's important to include concise and specific information.

2. Distribute the [Worksheet CV-Building](#) (15 minutes)

- Hand out the CV-building worksheet.
- Guide participants through each section of the worksheet, prompting them to fill in relevant experiences and skills.
- Find resume templates in the Canva, share them with participants, and have them transfer information from the CV-building worksheet directly to the Canva
- Encourage participants to think about tailoring their CVs for the type of career or industry they're interested in.
- Circulate around the room to provide individual support, answer questions, and offer feedback as needed.

Activity 2: Interview Skills Practice (20 minutes)

Goal: To build confidence in interview settings and practice responses to common interview questions.

Resources: List of common interview questions, pens, projector (if available)

Instructions

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1. Introduction to Common Interview Questions and Insights (3-5 minutes)

- Begin by projecting or sharing a list of common interview questions to familiarise participants with typical inquiries. Explain briefly why these questions are asked and what interviewers generally look for in responses. Use ["Common Interview Questions and Insights"](#).
- You can also show a video, which provides examples of strong responses to common interview questions and tips on handling difficult questions. Recommended Video: ["Top 11 best answers to common interview question"](#) by CareerVidz.

2. Practice in Pairs (10 minutes)

- Divide participants into pairs and ask them to take turns playing the roles of interviewer and interviewee. Distribute Practice ["Worksheet Common Interview Questions"](#) to realise this activity.
- Instruct each pair to go through at least 3-4 questions, with the interviewee practicing their responses and the interviewer providing constructive feedback.
- Encourage participants to focus on clarity, confidence, and relevance in their answers and suggest that interviewers offer feedback on body language and eye contact as well.

3. Group Reflection and Sharing (5 minutes)

- Reconvene the group and invite volunteers to share their reflections on the practice session.
- Encourage participants to discuss any challenges they encountered, useful feedback they received, and strategies they found effective.
- Wrap up by reinforcing the importance of preparation, self-awareness, and adaptability in interviews.

Activity 3: Elevator Pitch Development (20 minutes)

Goal: To help participants create a compelling elevator pitch that communicates their strengths, goals, and professional value in a brief, engaging way.

Resources: Elevator pitch template, pens

Instructions

1. Introduction to Elevator Pitches (5 minutes)

- Explain the concept of an elevator pitch. An elevator pitch is a brief, persuasive speech that introduces you, your skills, and your career goals in about 30 to 60 seconds—the time it might take for a quick elevator ride. The goal of an **elevator pitch** is to capture someone's interest quickly and leave a memorable impression, whether in a networking event, job interview, or casual conversation.

A strong elevator pitch should include:

- a) **Who You Are** – Your name and professional background or area of expertise.
- b) **What You Do** – Key skills, achievements, or responsibilities that showcase your value.
- c) **What You're Looking to Achieve** – Your career goals or the types of opportunities you're seeking.

An effective elevator pitch is concise, engaging, and focused on making a connection, helping others understand who you are and what you bring to the table.

2. Distribute [Worksheet Elevator Pitch](#) (10 minutes)

- Hand out the “Worksheet elevator pitch” and guide participants through each section.
- Instruct participants to complete each prompt, focusing on clarity, enthusiasm, and specific achievements or skills that showcase their professional value.
- Encourage participants to use clear and engaging language as they write their pitch, aiming for a confident tone.

3. Pair Practice and Feedback (5 minutes)

- Once participants have completed their pitch, have them pair up and practice delivering it to each other.
- Ask them to keep their delivery concise and to focus on clarity and enthusiasm.
- After each pitch, encourage pairs to provide feedback on what stood out and any areas that could be clearer or more engaging.

Topic 3 Promoting inclusivity and cultural awareness

Activity 1: Cultural Awareness and Sensitivity Exercise (20 minutes)

Goal: To help participants recognise and appreciate different cultural perspectives and increase sensitivity toward cultural diversity.

Resources: Handout or slides with brief descriptions of different cultural values and customs, projector (if available)

Instructions

1. Introduction to Cultural Awareness (3 minutes)

- Start with a brief overview of cultural awareness and its importance in building respectful, inclusive workplaces. Explain how cultural sensitivity helps individuals communicate more effectively, avoid misunderstandings, and foster trust in diverse teams. You can inspire by:
 - YouTube Video on Cultural Awareness in the Workplace. This video introduces the concept of cultural sensitivity and provides examples of how to practice it in professional settings. Recommended Video: ["The Importance of Cultural Awareness"](#) by Mynd
 - ["10 Tips for Effective Cross-Cultural Communication"](#) by Plecto. This article offers insights and strategies for managing cultural differences in professional communication.

2. Distribute [Worksheet Cultural Values](#) (2 minutes)

- Provide each group with a handout or display slides describing various cultural values and customs that can impact workplace interactions. Sample topics include:
 - Communication Styles (e.g., direct vs. indirect communication)
 - Time Perceptions (e.g., punctuality and flexible time orientation)
 - Personal Space and Physical Contact (e.g., varying comfort levels with physical proximity)
 - Workplace Hierarchy (e.g., respect for authority and seniority)

3. Group Discussion (10 minutes)

- Divide participants into small groups and assign each group one cultural value or custom from the handout.
- Instruct each group to discuss how they would respond if they encountered a colleague from a different cultural background who exhibited this value in the workplace.
- Encourage them to explore potential challenges, respectful ways to communicate, and ways to adapt their behaviour to create a positive interaction.

4. Sharing and Reflection (5 minutes)

- After 10 minutes, invite each group to share their responses with the whole class.
- Facilitate a brief discussion on how understanding different cultural values and customs can lead to more inclusive interactions and a greater appreciation of diversity.

Activity 2: Role-Playing Inclusive Communication (20 minutes)

Goal: To develop participants' skills in inclusive communication by practising respectful, open-ended responses in diverse scenarios.

Resources: Scenario cards with culturally sensitive situations, pens

Instructions

1. Introduction to Inclusive Communication (3 minutes)

- Begin by explaining inclusive communication and its role in fostering positive interactions in a diverse workplace.
- Highlight key elements, such as open-ended questions, active listening, empathy, and avoiding assumptions. This video provides practical tips for using inclusive language and developing effective communication strategies in diverse settings. Recommended Video: ["Inclusive communication - why is word choice important?"](#) by Science Animated.

- ["Effective Cross-Cultural Communication"](#). This article offers insights and tips for handling communication in culturally diverse workplaces, which can help tutors prepare for role-play scenarios.

2. Distribute Worksheet Scenario Cards (2 minutes)

- Hand out ["Worksheet Scenario Cards"](#) with culturally sensitive workplace situations. Each card should include a brief description of a challenging situation involving cultural sensitivity.
- Sample scenarios can include dealing with language barriers, responding to cultural misunderstandings, and addressing different communication styles.

3. Role-Playing in Pairs (10 minutes)

- Have participants pair up and take turns role-playing each scenario, with one person playing the role of an employee addressing the situation and the other responding with inclusive language and open-ended questions.
- Instruct participants to focus on respectful, non-judgmental responses, emphasising understanding and empathy.

4. Reflection and Discussion (5 minutes)

- After each role-play, encourage pairs to discuss what challenges they encountered in the scenario and how they addressed them.
- Facilitate a group discussion, inviting a few pairs to share insights or strategies they found useful for communicating inclusively.

Activity 3: Personal Reflection and Action Plan for Inclusivity (20 minutes)

Goal: To encourage participants to reflect on their own biases and create an actionable plan to promote inclusivity in their professional lives.

Resources: Reflection worksheet, pens

Instructions

1. Distribute the Worksheet Reflection (10 minutes)

- Provide each participant with a copy of the ["Worksheet reflection"](#).

- Explain the importance of self-reflection in recognising personal biases and fostering a more inclusive mindset. You can inspire by:
 - [“An Introduction to Unconscious Bias”](#) This video introduces the concept of unconscious biases and provides tips on how to recognise and address them in personal and professional settings.
 - Harvard Implicit Bias Test. This online test helps participants explore their unconscious biases, providing valuable insights to inform their reflection and action plans. Resource Link: [Project Implicit Bias Test](#).
 - Ask participants to spend the first 10 minutes reflecting on the prompts, which encourage them to consider their own experiences, perspectives on diversity, and areas where they could improve awareness.

2. Action Plan Development (10 minutes)

- Guide participants through creating a personal action plan for inclusivity, using the final section of the worksheet.
- Encourage them to set at least two concrete actions they can take to promote inclusivity in their interactions and workplace environment.
- Invite a few volunteers to share one action step they are committing to, reinforcing a sense of accountability and motivation.

Assessment Questions

True/False Questions

- An essential component of a strong elevator pitch is a concise summary of your strengths and goals. **True** (A strong elevator pitch focuses on a clear, concise summary of your key strengths and goals to leave a memorable impression.)
- Cultural awareness involves recognising and respecting different cultural values and practices. **True** (Cultural awareness is about understanding and respecting diverse perspectives to foster inclusivity.)
- Inclusive communication includes using open-ended questions to encourage others to share their perspectives. **True** (Open-ended questions invite others to contribute, promoting inclusivity and understanding in conversations.)

- An effective elevator pitch should include a detailed explanation of your full employment history. **False** (An elevator pitch should be brief and focused, avoiding unnecessary details like full employment history.)
- Avoiding communication with those from different backgrounds demonstrates cultural awareness. **False** (Avoiding communication contradicts cultural awareness, which encourages interaction and understanding.)

Additional Resources

Books

Meyer E. (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. Public Affairs.

<https://www.amazon.com/The-Culture-Map-Erin-Meyer/dp/1610392507>

Patterson K., Grenny J., McMillan R., Switzler A. (2013). Crucial Conversations: Tools for Talking When Stakes Are High. Brilliance Audio.

<https://www.amazon.com/Crucial-Conversations-Talking-Stakes-Second/dp/1469266822>

Videos

[Cross-Cultural Communication by Kwintessential](#) - this short video provides an introduction to cross-cultural communication and highlights the importance of understanding cultural differences in business and workplace settings.

How to Build Your Vision From the Ground Up by Q&A with Oprah Winfrey and Steve Harvey - Oprah and Steve Harvey discuss building a career with purpose and inclusivity, providing inspiration and practical insights into personal and professional growth.

Articles

[6 Reasons Cultural Diversity & Sensitivity Training Is Important](#) by Traliant - this article outlines the benefits of cultural sensitivity training in the workplace, highlighting how it fosters inclusivity and improves team dynamics.

[How to Improve Cross-Cultural Communication in the Workplace](#) by Northeastern University - this article provides strategies for enhancing cross-cultural communication within organisations, offering practical tips for fostering an inclusive work environment.

Activity Sheets

Topic 1 Personal and professional self-assessment. Career exploration and strategy development

Worksheet 1 Personal and Professional Self-Assessment

| Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Self-Assessment and Reflection Exercise |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Self-Assessment and Reflection Exercise benefits participants by:</p> <ul style="list-style-type: none"> • Encouraging Self-Awareness: Identifies strengths, values, and growth areas. • Informing Career Planning: Aligns skill development with career goals. • Promoting Open Discussion: Fosters supportive peer sharing and learning. • Building Motivation: Inspires goal-oriented personal and professional growth. <p>This activity supports intentional, focused development.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | 1. Worksheet Personal and Professional Self-Assessment |

Instructions for Completing the Worksheet

1. Skills

- Write down 3-5 skills you feel confident in. These can be technical (like project management or data analysis) or soft skills (such as communication or teamwork). Think about what you're naturally good at or have developed through experience.

2. Areas for Growth

- Identify 2-3 skills or areas you want to improve. For each, briefly explain why developing this skill is important for you. Consider areas where you might feel less confident or that would benefit your career growth.

3. Values

- List up to 3 values that are important to you in your personal or professional life. Values guide your choices and can include things like integrity, creativity, or collaboration. Think about what motivates you and how these values influence your goals.

4. Career Interests

- Write down 2-3 career areas or specific roles you're interested in. These could be fields you're passionate about or roles you'd like to explore. This section helps you connect your skills and values with potential career paths.

5. Reflection

- Reflect on how the skills you want to develop align with your career interests. Write 1-2 sentences on how building these skills could support your professional goals.

Template

1. Skills

List 3-5 skills you currently possess that you consider strengths. These could be technical skills, soft skills, or personal qualities.

- Skill 1: _____
- Skill 2: _____
- Skill 3: _____
- Skill 4: _____
- Skill 5: _____

2. Areas for Growth

Identify 2-3 skills or areas where you feel you could improve. Why do you want to develop these areas?

- Growth Area 1: _____
 - Reason for Development: _____
- Growth Area 2: _____
 - Reason for Development: _____
- Growth Area 3: _____
 - Reason for Development: _____

3. Values

What personal or professional values are most important to you? These could include creativity, teamwork, independence, integrity, etc.

- Value 1: _____
- Value 2: _____
- Value 3: _____

4. Career Interests

List 2-3 career areas or roles you are interested in exploring or pursuing.

- Interest 1: _____
- Interest 2: _____
- Interest 3: _____

5. Reflection

Reflect on how the skills you want to develop align with your career interests. Write one to two sentences about how building these skills can help you reach your goals.

Reflection:

Topic 1 Personal and professional self-assessment. Career exploration and strategy development

Worksheet 2 Career Path Vision Mapping

| Module 6 | Pathways to Professional Growth |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Career Path Exploration and Vision Mapping |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Career Path Exploration and Vision Mapping activity benefits participants by:</p> <ul style="list-style-type: none"> • Clarifying Career Goals: Helps define interests and long-term objectives. • Identifying Skill Gaps: Highlights areas for development. • Encouraging Strategic Thinking: Promotes proactive career planning. • Boosting Motivation: Inspires confidence through visualising success. <p>This activity fosters focus and intentional career growth.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | 2. Worksheet Career Path Vision Mapping Worksheet |

This worksheet helps participants visualise potential career directions and identify concrete steps and considerations for achieving their goals, offering clarity and motivation for their career journey.

1. Career Paths

List 2-3 career paths you are interested in exploring or pursuing.

- Career Path 1: _____
 - Career Path 2: _____
 - Career Path 3: _____
-

2. Vision for Each Career Path

For each career path, outline your vision by completing the sections below.

Career Path 1: _____

- Required Skills: List any key skills or qualifications you will need.
 - _____
 - _____
 - Potential Challenges: Identify any obstacles you may face and how you might overcome them.
 - _____
 - _____
 - Desired Outcomes: Describe what success looks like for you in this career path.
 - _____
 - _____
-

Career Path 2: _____

- Required Skills:
 - _____
 - _____
- Potential Challenges:
 - _____
 - _____
- Desired Outcomes:

- _____
- _____

Career Path 3: _____

- Required Skills:

- _____
- _____

- Potential Challenges:

- _____
- _____

- Desired Outcomes:

- _____
- _____

3. Reflection

Choose one career path that excites you the most. Write a brief statement explaining why you feel drawn to this path and how it aligns with your skills and values.

Reflection: _____

Topic 1 Personal and professional self-assessment. Career exploration and strategy development

Worksheet 3 Career Development Action Plan

| Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Action Planning for Career Development |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Goal-Setting and Action Planning activity benefits participants by:</p> <ul style="list-style-type: none"> • Providing Clarity and Focus: Helps define specific, achievable career goals. • Ensuring Structure: The SMART framework makes goals actionable and realistic. • Encouraging Proactive Planning: Identifies challenges and resources to boost resilience. • Building Motivation and Accountability: Sharing goals reinforces commitment and drives progress. <p>This activity empowers participants to make intentional, sustained progress toward their goals.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | <ol style="list-style-type: none"> 1. Goal-Setting Prompts and Examples 2. SMART Goals Guide 3. Worksheet Career Development Action Plan |

Goal-Setting Prompts and Examples

Goal-Setting Prompts

Use these prompts to guide participants as they set their short-term and long-term career goals:

1. **What specific skill or experience do I want to gain in the next 6 months?**
 - *Example:* Complete a certification in data analysis.
2. **What position or role would I like to hold in the next 1-5 years?**
 - *Example:* Become a team leader or project manager.
3. **What network or connections could help support my career path?**
 - *Example:* Attend monthly industry networking events or find a mentor.
4. **What strengths can I build on to achieve these goals?**
 - *Example:* Use my strong communication skills to improve team collaboration.

Examples of Career Goals

- **Short-Term Goal Examples (achievable within 6 months):**
 - Complete a workshop on public speaking.
 - Improve time management skills by using a productivity tool consistently.
 - Update my LinkedIn profile and connect with 10 professionals in my field.
 - Submit a proposal to take on more responsibilities in my current role.
- **Long-Term Goal Examples (achievable within 1-5 years):**
 - Earn a promotion to a senior role within my department.
 - Become proficient in a second language for international career opportunities.
 - Build a portfolio of successful projects that showcase my leadership skills.
 - Pursue and complete a master's degree in my field.

SMART Goals Guide

Setting SMART goals ensures that each goal is clear, actionable, and achievable within a realistic timeframe. Use this guide to help participants frame their goals.

SMART stands for:

1. Specific

- Define exactly what you want to accomplish.
- Example: Instead of saying, "I want to improve my skills," say, "I want to improve my data analysis skills using Excel."

2. Measurable

- Identify how you will track your progress.
- Example: "I will complete one Excel data analysis course and create a portfolio of sample analyses."

3. Achievable

- Ensure the goal is realistic and attainable within your current resources.
- Example: "I can dedicate 2 hours per week to studying Excel for data analysis."

4. Relevant

- Make sure the goal aligns with your larger career or personal objectives.
- Example: "Learning data analysis in Excel will help me manage and interpret data in my current role."

5. Time-Bound

- Set a clear timeframe for achieving the goal.
- Example: "I will complete the Excel data analysis course and portfolio within the next 3 months."

SMART Goal Example

- "I want to enhance my project management skills by completing a certified course within the next 4 months. I will dedicate 2 hours every weekend to study and apply my knowledge by organising a team project at work."

This SMART Goals Guide helps participants structure their goals effectively, increasing the likelihood of achieving their career aspirations.

Worksheet Career Development Action Plan

1. Short-Term Career Goal

Goal (achievable within the next 6 months):

Steps to Achieve This Goal

- Step 1: _____
- Step 2: _____
- Step 3: _____

2. Long-Term Career Goal

Goal (achievable within the next 1-5 years):

Steps to Achieve This Goal

- Step 1: _____
- Step 2: _____
- Step 3: _____

3. Resources and Support Needed

What resources, training, or support will help you achieve your goals?

- _____
- _____

4. Anticipated Challenges and Solutions

What challenges do you foresee, and how might you overcome them?

- Challenge 1: _____

- Solution: _____
- Challenge 2: _____
 - Solution: _____

5. Immediate Action Step

What action will you take immediately to start moving toward your goals?

This template provides participants with a structured plan to define clear career goals, identify resources, and anticipate challenges, fostering a proactive approach to career development.

Topic 2 Improving practical skills for employment and entrepreneurship

Worksheet 4 CV-Building

| Module 6 | Pathways to Professional Growth |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | CV and Resume Building Workshop |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The CV and Resume Building Workshop benefits participants by:</p> <ul style="list-style-type: none"> • Developing Practical Skills: Teaches how to create professional CVs for job applications. • Providing Tailored Guidance: Helps customise CVs for specific industries or roles. • Boosting Confidence: Prepares participants to present their skills effectively. • Enhancing Career Readiness: Equips participants with a well-formatted CV for job applications and networking. <p>This workshop lays the groundwork for career growth with a professional CV.</p> |

Activity Resource
(could be a Canva
picture or a link to
an activity, video,
quiz etc):

1. Example of CVs



RACHELLE BEAUDRY

Graphic Designer

+123-456-7890
hello@reallygreatsite.com
www.reallygreatsite.com
123 Anywhere St., Any City

ABOUT ME

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc sit amet sem nec risus egestas accumsan. In enim nunc, tincidunt ut quam eget, luctus sollicitudin neque. Sed leo nisl, semper ac hendrerit a, sollicitudin in arcu. Duis pulvinar condimentum elit quis dignissim.

EXPERIENCE

Graphic Designer
Aldenaire & Partners

Jan 2021 - Jan 2022
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc sit amet sem nec risus egestas accumsan.

Graphic Designer
Warner & Spencer

Jan 2020 - Dec 2020
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc sit amet sem nec risus egestas accumsan.

EDUCATION

Bachelor of Design
Really Great University

2012-2016
123 Anywhere St., Any City

Master of Design
Really Great University

2016-2020
123 Anywhere St., Any City

SKILLS

Organized
Communication
Teamwork
Meeting deadlines
Critical thinking

LANGUAGE

French
English
Spanish

REFERENCE

Alfredo Torres
Director
Aldenaire & Partners
+123-456-7890



Juliana Silva

Family Wellness Counselor

A compassionate Family Wellness Counselor with a strong background in providing support and guidance to families facing various challenges.

+123-456-7890
hello@reallygreatsite.com
123 Anywhere St.,
Any City, ST 12345

SKILLS

- * Family Assessment
- * Conflict Resolution
- * Communication Improvement
- * Crisis Intervention
- * Group Therapy
- * Case Management

CERTIFICATION

Certified Family Counselor AUG 2021
Arrowtail Industries Training Center, Any City

MEMBERSHIP

AMFT Member 2022-PRESENT
Association for Marriage and Family Therapy

PROFESSIONAL SUMMARY

- * Over 5 years of experience in family counseling, specializing in conflict resolution and communication.
- * Proficient in assessing family dynamics and creating tailored wellness plans.
- * Collaborated with a multidisciplinary team to develop holistic treatment plans for families.

EDUCATION

Master of Science in Marriage and Family Counseling 2021
Rimberio University Graduated: May 2024

EXPERIENCE

Family Wellness Counselor at Giggling Platypus Co., Any City 2022

- * Conducted individual and family counseling sessions, addressing issues such as domestic violence, abuse, and others.
- * Collaborated with a multidisciplinary team to develop holistic treatment plans for families.
- * Collaborated with a multidisciplinary team to develop holistic treatment plans for families.

CV-Building

1. Contact Information

Fill in your contact details as you'd like them to appear on your CV.

- Full Name: _____
- Phone Number: _____
- Email: _____
- LinkedIn or Website (optional): _____

2. Professional Summary or Objective

Write a brief (2-3 sentences) summary or objective statement highlighting your career goals or main qualifications.

Example: *"Experienced marketing professional with a strong background in digital marketing and data analytics. Seeking to leverage skills in campaign management and client engagement in a growth-focused company."*

Your Summary/Objective:

3. Work Experience

List your most relevant or recent positions, beginning with the most recent. Include the company name, job title, and dates of employment. Describe your main responsibilities and any achievements.

- Job Title: _____
 - Company: _____
 - Dates of Employment: _____
 - Responsibilities/Achievements:
 - _____
 - _____

4. Education

List your highest level of education or relevant certifications, including the degree/certification, institution, and year completed.

- Degree/Certification: _____
 - Institution: _____
 - Year Completed: _____

5. Skills

Identify key skills relevant to your target job or industry. These may include technical skills, software proficiency, language abilities, or soft skills like communication or leadership.

- Skill 1: _____
- Skill 2: _____
- Skill 3: _____
- Skill 4: _____

Tips for Success

- Tailoring Your CV: Make sure your CV aligns with the job or industry you're targeting. Emphasise skills and experiences that match the role's requirements.
- Quantify Achievements: Where possible, use numbers to show impact (e.g., "Increased sales by 20%").
- Keep it Concise: Aim to keep your CV to one page if you're just starting out, focusing on relevant information.

Topic 2 Improving practical skills for employment and entrepreneurship

Worksheet 5 Common Interview Questions

| Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Interview Skills Practice |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Interview Skills Practice activity benefits participants by:</p> <ul style="list-style-type: none"> • Building Confidence: Prepares them for real interview scenarios. • Improving Communication: Enhances articulation of skills and experiences. • Providing Feedback: Refines responses through constructive peer input. • Reducing Anxiety: Simulates interviews to ease nervousness. <p>This activity strengthens interview skills for confident, professional presentations to employers.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | <ol style="list-style-type: none"> 1. Worksheet Common Interview Questions and Insights 2. Practice Worksheet: Common Interview Questions |

Common Interview Questions and Insights

These common questions help participants prepare for interviews by understanding what interviewers seek, allowing them to craft responses that are both relevant and impactful.

1. Tell me about yourself.
 - Purpose: This question helps interviewers get a sense of your professional background, personality, and interests.
 - What interviewers look for: They want to see a clear and concise summary of your relevant experience, skills, and goals, not your life story. Focus on what makes you a strong candidate for the role.
2. What are your strengths?
 - Purpose: This question allows you to showcase your key skills and qualities that align with the position.
 - What interviewers look for: They're looking for strengths that directly support the job requirements. Be specific and choose strengths that make you a valuable addition to their team.
3. What is your biggest weakness?
 - Purpose: This question helps interviewers understand your self-awareness and honesty about areas where you're improving.
 - What interviewers look for: They want to see that you recognise areas for growth and are proactive in improving. Choose a minor weakness and explain what steps you're taking to address it.
4. Why do you want this job?
 - Purpose: Interviewers ask this to gauge your motivation and interest in the role and the company.
 - What interviewers look for: They want to see that you've researched the role and company and are genuinely enthusiastic. Show how the role aligns with your skills, values, and long-term goals.
5. Can you give an example of a challenge you've overcome?
 - Purpose: This question assesses your problem-solving skills, resilience, and ability to handle difficult situations.

- What interviewers look for: They want to see how you approach challenges and what you've learned. Use the STAR method (Situation, Task, Action, Result) to structure your answer.
6. Where do you see yourself in five years?
- Purpose: This question helps interviewers understand your long-term goals and whether you're looking for growth within the company.
 - What interviewers look for: They're looking for realistic, aligned aspirations. Express how the position fits into your career plan and shows that you're invested in potential growth within the organisation.
7. Why should we hire you?
- Purpose: This question allows you to summarise why you're the best fit for the role.
 - What interviewers look for: They want to hear specific reasons why you would add value to their team. Highlight relevant skills, achievements, and your unique contributions.
8. Describe a time when you worked as part of a team.
- Purpose: This question evaluates your teamwork and collaboration skills.
 - What interviewers look for: They want to see examples of your ability to communicate, collaborate, and contribute to team success. Provide a clear example of how you worked with others to achieve a goal.
9. How do you handle feedback?
- Purpose: This question assesses your openness to feedback and ability to improve.
 - What interviewers look for: They're interested in seeing that you value feedback and use it to grow. Share an example of how feedback helped you improve your skills or performance.
10. Do you have any questions for us?
- Purpose: This question shows your engagement and genuine interest in the role and the organisation.
 - What interviewers look for: Thoughtful questions that demonstrate your curiosity about the position, team, or company culture. Prepare a few questions that reflect your interest in the role's impact, team dynamics, or company goals.

Worksheet: Common Interview Questions

Interview Skills Practice

1. Common Interview Questions

Review these questions before practicing with your partner. Think about how you would answer each one, keeping your responses clear, confident, and relevant to the job you're interested in.

1. Tell me about yourself.
2. What are your strengths and weaknesses?
3. Why do you want this job?
4. Can you give an example of a challenge you've overcome?
5. Where do you see yourself in five years?

2. Preparing Your Responses

Use this guide to structure your responses.

- Tell me about yourself: Provide a brief summary of your professional background, relevant skills, and what brings you to this opportunity.
- Strengths and Weaknesses: Share one or two strengths that align with the role. For weaknesses, mention a genuine area you're working to improve and explain how you're addressing it.
- Why do you want this job? Explain what excites you about the role or company and how it aligns with your career goals.
- Example of a Challenge Overcome: Describe a challenge, the steps you took to handle it, and what you learned from the experience.
- Five-Year Goals: Outline your career aspirations and how this role will help you reach them.

3. Partner Feedback Guide

As you listen to your partner's responses, provide constructive feedback focusing on the following areas:

- Clarity: Were the responses clear and easy to follow?
- Confidence: Did the responses sound assured and professional?
- Relevance: Did the answers relate to the question and the job?
- Body Language: Was there eye contact, good posture, and appropriate gestures?

4. Reflection

After the practice session, take a few moments to write down any key insights, challenges, or feedback you received that you found helpful.

Reflection: _____

Topic 2 Improving practical skills for employment and entrepreneurship

Worksheet 6 Elevator Pitch

| Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Elevator Pitch Development |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Elevator Pitch Development activity offers several valuable benefits:</p> <ol style="list-style-type: none"> 1. Boosts Confidence: Participants gain confidence in introducing themselves professionally, which is essential for networking and career growth. 2. Clarifies Personal Branding: Crafting a concise pitch helps participants define and communicate their strengths, skills, and goals clearly. 3. Enhances Networking Skills: Practicing an elevator pitch prepares participants to make a memorable impression in networking situations. 4. Builds Communication Skills: Participants refine their ability to convey complex information briefly and effectively, which is valuable in both professional and personal settings. <p>This activity empowers participants to communicate their professional value with clarity and impact, strengthening their networking and career advancement potential.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | 1. Worksheet Elevator Pitch Worksheet |

1. Who I Am

Write a brief introduction that includes your name, current role or area of expertise, and any relevant professional details.

- Example: "Hello, my name is Sarah, and I'm a project manager with a background in leading teams in the tech industry."

Your Introduction:

2. What I Do

Describe your key skills or main responsibilities in your current or most recent role. Mention specific achievements or skills that demonstrate your value.

- Example: "I specialise in improving project workflows, and I recently led a project that reduced delivery times by 30%."

Your Skills and Responsibilities:

3. What I'm Looking to Achieve

State your career goals or the type of opportunities you're seeking. This could include skills you want to build, industries you want to enter, or specific roles you're interested in.

- Example: "I'm looking to transition into a strategic planning role where I can use my project management skills to drive long-term growth."

Your Goals or Aspirations:

4. Final Pitch

Combine the elements from each section into a 30-60 second pitch. Aim to make it clear, concise, and engaging.

- Example: "Hello, my name is Sarah, and I'm a project manager with a strong background in leading teams in tech. I specialise in improving workflows and recently led a project that reduced delivery times by 30%. I'm now looking to transition into a strategic planning role where I can drive long-term growth and innovation."

Your Complete Pitch:

Tips for Success

- **Be Concise:** Keep your pitch to 30-60 seconds to make a strong, quick impact.
- **Show Enthusiasm:** Engage your listener with a confident, positive tone.
- **Focus on Relevance:** Highlight skills or achievements that align with your career goals.

Topic 3 Promoting inclusivity and cultural awareness

Worksheet 7 Cultural Values

| | Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | | Cultural Awareness and Sensitivity Exercise |
| Time | | 20 minutes |
| Benefits of using this Activity? | | <p>The Cultural Awareness and Sensitivity Exercise benefits participants by:</p> <ul style="list-style-type: none"> • Enhancing Sensitivity: Builds respect for diverse cultural perspectives. • Improving Communication: Offers strategies for effective cross-cultural interactions. • Promoting Inclusivity: Encourages empathy and inclusive behaviour. • Increasing Adaptability: Prepares participants to navigate diverse work settings. <p>This exercise fosters cultural awareness and respectful workplace interactions.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | | 1. Worksheet Cultural |

1. Communication Styles

- *Direct Communication*: Some cultures value clear, straightforward communication, even if it may seem blunt.
- *Indirect Communication*: Other cultures may use more subtle hints and non-verbal cues to communicate, as a way to avoid conflict or maintain harmony.

Reflection Question: How can you adapt your communication to make someone with a different style feel comfortable?

2. Time Perceptions

- *Punctuality*: Some cultures place a high value on punctuality and view lateness as disrespectful.
- *Flexible Time Orientation*: In other cultures, time is more flexible, and relationships may take priority over strict schedules.

Reflection Question: How might you respond if a colleague's sense of time is more relaxed than yours?

3. Personal Space and Physical Contact

- *Close Proximity*: Some cultures are comfortable with close physical space, even in professional settings.
- *Distant Proximity*: Other cultures prefer more personal space and may feel uncomfortable with physical contact.

Reflection Question: How would you approach someone with different comfort levels regarding personal space in a respectful way?

4. Workplace Hierarchy and Authority

- *Respect for Hierarchy*: In certain cultures, respect for seniority or authority is crucial, and decisions may come only from those in senior positions.

- *Collaborative Approach*: Other cultures value equal input and collaboration, even across different levels of seniority.

Reflection Question: How can you adapt your approach to respect different views on hierarchy in the workplace?

This handout and activity help participants recognise diverse cultural practices, develop sensitivity toward different perspectives, and foster inclusive workplace behaviours.

Topic 3 Promoting inclusivity and cultural awareness

Worksheet 8 Scenario Cards

| | Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | | Role-Playing Inclusive Communication |
| Time | | 20 minutes |
| Benefits of using this Activity? | | <p>The Role-Playing Inclusive Communication activity benefits participants by:</p> <ul style="list-style-type: none"> • Enhancing Empathy: Builds understanding of diverse perspectives. • Improving Communication: Strengthens handling of sensitive situations. • Promoting Problem-Solving: Develops strategies for resolving cultural misunderstandings. • Boosting Confidence: Increases comfort in multicultural interactions. <p>This activity fosters respectful, effective communication and an inclusive workplace culture.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | | 1. Scenario Cards |

1. Scenario: Language Barrier

You are working on a project with a colleague whose first language is different from yours. They seem to have misunderstood some details of the task, which may impact the project's deadline.

- **Prompt:** How can you address the misunderstanding while being respectful and supportive?
- **Consider:** Using simple language, checking for understanding, and asking if they need any clarification or assistance.

2. Scenario: Cultural Misunderstanding

A team member made a comment based on their cultural background that you found surprising or confusing. You feel there might be a difference in perspectives that could lead to misunderstanding within the team.

- **Prompt:** How can you approach the situation to gain understanding without making assumptions?
- **Consider:** Asking open-ended questions to learn more about their perspective and expressing curiosity in a respectful way.

3. Scenario: Different Communication Styles

During a meeting, a colleague from a different cultural background tends to remain quiet and does not share their input, even when directly asked. You sense that their communication style might be different from yours.

- **Prompt:** How can you encourage them to contribute in a way that feels comfortable for them?
- **Consider:** Giving them time to respond, asking for their thoughts later on, and acknowledging their contributions when they do share.

4. Scenario: Handling Feedback Across Cultures

You need to provide constructive feedback to a colleague from a culture that

values indirect communication, and you're concerned that being too direct might be uncomfortable.

- **Prompt:** How can you deliver feedback in a way that is respectful and considerate of their communication style?
 - **Consider:** Framing feedback positively, being mindful of tone, and asking for their perspective first before offering suggestions.
-

Reflection Questions

After completing each scenario, participants can use these questions to reflect on their experience:

1. What did you find challenging about this scenario?
2. What inclusive communication strategies did you use, and how did they help?
3. How would you apply these strategies in a real-life workplace situation?

Topic 3 Promoting inclusivity and cultural awareness

Worksheet 9 Reflection

| Module 6 | Pathways to Professional Growth |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Activity | Personal Reflection and Action Plan for Inclusivity |
| Time | 20 minutes |
| Benefits of using this Activity? | <p>The Personal Reflection and Action Plan for Inclusivity activity benefits participants by:</p> <ul style="list-style-type: none"> • Encouraging Self-Awareness: Identifies biases and fosters cultural sensitivity. • Promoting Accountability: Sets actionable goals for inclusivity. • Supporting Continuous Learning: Encourages growth through reflection and planning. • Strengthening Workplace Culture: Provides strategies for fostering inclusivity. <p>This activity empowers participants to build a diverse, supportive workplace.</p> |
| Activity Resource (could be a Canva picture or a link to an activity, video, quiz etc): | 1. Reflection Worksheet |

Part 1: Personal Reflection

Step 1: Reflecting on Your Biases

Take a moment to think deeply about your own experiences, values, and perspectives. Respond to the following prompts:

1. **Experiences with Diversity:** Describe a time when you interacted with someone whose background or perspective was very different from your own. What did you learn from this experience?
(Write your response here)
2. **Awareness of Bias:** Have you noticed any unconscious biases influencing your interactions with others? If so, what were they?
(Write your response here)
3. **Challenges:** What challenges have you faced when working in diverse environments or promoting inclusivity?
(Write your response here)
4. **Opportunities for Growth:** In what areas do you feel you could improve your awareness or inclusivity efforts?
(Write your response here)

Part 2: Action Plan Development

Step 2: Setting Goals for Inclusivity

Use the following steps to develop your personal action plan for promoting inclusivity in your interactions and professional environment. Set at least two concrete actions:

1. **Action 1:** What is one specific step you will take to address your biases or promote inclusivity? Be specific. For example, "I will actively seek input from colleagues with diverse perspectives when making team decisions." (Write your response here)
2. **Action 2:** Identify another actionable goal you can commit to. For example, "I will dedicate time each month to learning about cultural competency through books, podcasts, or workshops." (Write your response here)

Step 3: Accountability and Motivation

1. **Share Your Commitment:** Who can you share your action plan with to stay accountable?
(Write your response here)
2. **Timeline:** When will you begin implementing these actions? Create a realistic timeline. (Write your response here)
3. **Expected Impact:** How do you believe these actions will contribute to a more inclusive environment in your personal or professional life?
(Write your response here)

Conclusion

The MOLA Project Mentor's Handbook serves as a comprehensive guide designed to empower mentors in their crucial role of supporting mothers on their journey of self-improvement and career development. By providing structured lesson plans, engaging activity sheets, and thoughtfully crafted worksheets, the handbook ensures mentors have the tools they need to facilitate meaningful learning experiences. This handbook goes beyond delivering knowledge; it provides essential resources to build confidence, cultivate self-awareness, and foster practical skills that mothers can apply in their personal and professional lives. The inclusion of self-reflection questions encourages introspection, helping participants connect their learning to their unique goals and challenges. Through the diverse modules, the MOLA Project fosters a collaborative and supportive environment where mothers can explore new possibilities, gain insights, and take actionable steps toward personal growth and career success. Mentors, as facilitators of this transformative journey, are encouraged to adapt the materials to meet the needs of their mentees, fostering empowerment and long-term impact. As you step into your role as a mentor, remember that your guidance, encouragement, and dedication are key to unlocking the potential of each mother you support. Together, through the MOLA Project, we can create a ripple effect of positive change—enhancing lives, strengthening communities, and inspiring future generations. Let this handbook be your companion in this meaningful endeavour.

