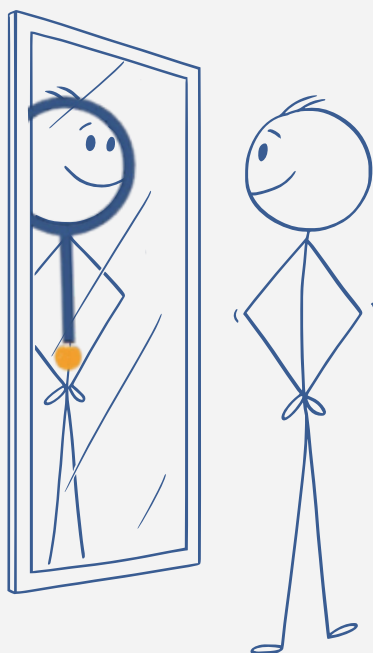


# Competency Coach



**Annex - Workshops for  
Competency Growth**



## Workshop Title: Developing Social Intelligence Skills: Building Empathy and Effective Interpersonal Relationships

### Workshop Objectives:

- Recognize the feelings and perspectives of others and understand their impact on interpersonal relationships.
- Develop and practice key social intelligence skills, such as empathy, conflict resolution, and emotional intelligence.
- Strengthen the ability to build and manage relationships effectively in group and one-on-one settings.
- Learn how to influence and inspire others while maintaining integrity and fostering collaboration.
- Create an actionable plan to apply social intelligence skills in personal and professional contexts.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, or those facing social challenges.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Role-play scenario cards (prepared beforehand)</li><li>✓ Handouts: Reflection prompts, social intelligence self-assessment checklist</li><li>✓ Post-its in two colors</li><li>✓ A timer</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Briefly explain what social intelligence is and why it's critical for personal and professional success.

#### Ice-breaker activity: EMPATHY MAP

**Objective:** To help participants practice empathy by understanding another person's feelings, thoughts, and behaviors in a specific context. This exercise develops emotional intelligence and social awareness by encouraging participants to put themselves in someone else's shoes.

Group size	Duration	Materials needed
Ideally 10-20 pax	15-20 mins	<ul style="list-style-type: none"><li>✓ Pre-printed <b>Empathy Map templates</b></li><li>✓ Pens or markers.</li></ul>

#### Instructions:

1. **Introduction:** Before starting the exercise, explain the purpose of the activity.
2. **Pair Participants:**
  - Pair participants with someone they don't know well or randomly assign partners.

- If the group is large, form small groups of 3–4 participants.
- 3. Story Sharing:**
    - Ask each participant to share a non-sensitive personal story or challenge for 1–2 minutes.
  - 4. Mapping:**
    - After hearing their partner’s story, each participant fills in the **Empathy Map** (annex 1) for their partner based on what they’ve shared. Participants should answer these questions in the four quadrants.
  - 5. Debrief and Discussion:**
    - Ask each participant to share their completed Empathy Map with their partner.
    - Facilitate a group discussion using leading questions

## **b. Activity 1: Exploring the Competence (45 minutes):**

### **Title: Role-Playing Scenarios for Key Skills**

**Objective:** To help participants explore and understand the practical application of social intelligence skills—such as empathy, conflict resolution, negotiation, and emotional intelligence—by engaging in realistic role-playing exercises.

<b>Group size</b>	<b>Duration</b>	<b>Materials needed</b>
Ideally 10-20 pax	45 minutes	<ul style="list-style-type: none"> <li>✓ Pre-prepared scenario cards</li> <li>✓ Name tags or role identifiers (optional, for immersive role-playing).</li> <li>✓ Flipchart/whiteboard and markers for debriefing.</li> <li>✓ Timer to manage scenario and discussion timing.</li> </ul>

- 1. Introduction (5 minutes):**
  - Explain the purpose of the activity.
  - Highlight the focus skills for the activity: empathy, conflict resolution, negotiation, and emotional intelligence.
- 2. Group Division and Role Assignment (5 minutes):**
  - Divide participants into small groups of 4–5.
  - Distribute a scenario card and the roles to each group (annex 2)
- 3. Scenario Role-Playing (10 minutes):**
  - Give 5-10 minutes to each group to separate the roles and prepare to act out the scenario
- 4. Group Presentation and Discussion (20 minutes):**
  - Each group briefly presents their scenario and the resolution strategies they used to the larger group.
- 5. Debriefing (5 minutes):**
  - Don’t forget to have a discussion with the group at the end to debrief the activity.
  - Summarize the importance of empathy, active listening, and conflict resolution in building meaningful relationships.

### c. Activity 2: Practicing the Competency (45 minutes):

#### Title: Group Collaboration Challenge - "The Cooperation Puzzle"

**Objective:** To give participants an opportunity to practice key social intelligence skills—such as collaboration, negotiation, emotional intelligence, and problem-solving—in a hands-on group activity that simulates real-world challenges.

Group size	Duration	Materials needed
Ideally 10-20 pax	45 minutes	<ul style="list-style-type: none"><li>✓ Puzzle materials: Choose one depending on your context (examples below):</li><li>✓ A physical jigsaw puzzle split into incomplete sections for each team.</li><li>✓ A conceptual problem (e.g., prioritizing actions in a crisis or distributing limited resources).</li><li>✓ Role cards (optional): Assign roles like leader, mediator, task manager, etc.</li><li>✓ Flipcharts or whiteboards for each group to track their progress.</li><li>✓ A timer to manage the activity phases.</li></ul>

#### Instructions:

##### Phase 1: Setting the Stage (5 minutes)

###### 1. Introduction:

- Explain the goal of the activity

###### 2. Assign Groups:

- Divide participants into small teams of 4–6 people.
- Optionally, assign specific roles to participants (e.g., leader, mediator, note-taker).

###### 3. Distribute Materials:

- Provide each group with their puzzle or problem to solve.
- Explain any rules or restrictions (e.g., each team has limited resources or only partial information).

##### Phase 2: Team Activity (30 minutes)

###### 1. The Task:

- Teams must work collaboratively to complete the challenge:
  - For a physical puzzle: Teams must assemble their puzzle, but they discover that key pieces are distributed across other groups, requiring negotiation and collaboration.
  - For a conceptual problem: Teams must prioritize actions or allocate resources, but each member has different information or priorities.

###### 2. Dynamic Adjustments (Optional):

- To add complexity, introduce unforeseen challenges midway through the activity (e.g., a deadline is shortened, or some information becomes unavailable).

##### Phase 3: Debrief and Reflection (10 minutes)

###### 1. Facilitator-Led Discussion:

- Bring the teams together to reflect on their experience.
- Encourage participants to share how they felt during the activity.

- Prompt them to identify specific moments where social intelligence skills were critical.
- Ask participants to reflect on how they can use these skills in real-life situations (e.g., at school, work, or within their community).

#### d. Formative Reflection and action planning (15 minutes):

**Objective:** To help participants consolidate their learning, reflect on the practical application of social intelligence skills, and create a personal action plan to continue their development beyond the workshop. This activity also introduces self-directed learning resources to sustain growth.

#### Step-by-Step Analysis:

##### Reflection (5 minutes)

- **Instructions:**
  - ✓ Provide reflection prompts for participants to answer individually in writing or through small group discussions.

##### Action Planning (5 minutes)

- **Instructions:**
  - ✓ Ask participants to create a personal Competency Action Plan. Provide a simple template, such as:
    1. **Skill I want to improve:**
    2. **Why this skill is important to me:**
    3. **One specific action I will take this week to practice this skill:**
    4. **How I will measure my progress:**

##### Self-Directed Learning Resources (5 minutes)

- **Purpose:** Equip participants with resources to continue developing their social intelligence skills independently.
- **Instructions:** Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
Daniel Goleman: Why Aren't We More Compassionate? <a href="https://www.ted.com/talks/daniel_goleman_why_arent_we_more_compassionate">https://www.ted.com/talks/daniel_goleman_why_arent_we_more_compassionate</a>	<b>6 Tips on How to Practice Empathy in Your Daily Life</b> <a href="https://29k.org/article/6-tips-on-how-to-practice-empathy-in-your-daily-life">https://29k.org/article/6-tips-on-how-to-practice-empathy-in-your-daily-life</a>
The Power of Emotional Intelligence   Travis Bradberry   TEDxUCIrvine <a href="https://www.youtube.com/watch?v=auXNnTmhHsk">https://www.youtube.com/watch?v=auXNnTmhHsk</a>	<b>Cultivating Empathy</b> <a href="https://www.apa.org/monitor/2021/11/feature-cultivating-empathy">https://www.apa.org/monitor/2021/11/feature-cultivating-empathy</a>



## Workshop Title: Building Positive Self-Concept Skills: Developing Confidence, Resilience, and Self-Direction

### Workshop Objectives:

- Understand the role of self-concept in personal growth, resilience, and making a positive impact on others.
- Reflect on personal strengths, self-motivation, and emotional intelligence to build a more accurate self-assessment.
- Develop practical strategies to enhance self-confidence, optimism, and self-control in daily life.
- Create an actionable plan to continue building a positive self-concept beyond the workshop.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, or those facing social challenges.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Reflection handouts: Self-assessment worksheet, positive affirmations template</li><li>✓ Role-play scenario cards</li><li>✓ Timer</li><li>✓ Post-its (2–3 colors)</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Briefly explain what positive self-concept skills are and their importance in overcoming life challenges and fostering growth.

#### Ice-breaker activity: “Strength Circles”

**Objective:** To help participants identify and share their personal strengths to foster positivity and self-awareness.

Group size	Duration	Materials needed
any	15-20 mins	None (optional: name tags for groups or participants, small notepads for reflections).

#### Instructions:

**Step 1: Divide Participants into Small Groups of 4-6 participants (2–3 minutes)**

**Step 2: Individual Strength Sharing (5 minutes)**

- Each participant shares **one personal strength** they feel proud of or one accomplishment they believe demonstrates their strength.

**Step 3: Group Adds Strengths (5 minutes)**

- After a participant shares, the rest of the group takes turns contributing **one additional strength** they see in that person.

**Step 4: Reflection and Group Sharing (3 minutes)**

- After everyone has received feedback, ask participants to reflect on their experience



- Invite a few volunteers to share one strength they discovered or felt proud of hearing from the group.

## b. Activity 1: Exploring the Competency (45 minutes):

### Title: Self-Reflection Role-Playing Scenarios

**Objective:** To help participants explore positive self-concept skills (e.g., self-confidence, resilience, self-motivation) by engaging in realistic role-playing scenarios. This activity encourages participants to reflect on their behaviors and practice applying positive self-concept strategies in challenging situations.

Group size	Duration	Materials needed
any	45 minutes	<ul style="list-style-type: none"><li>✓ Scenario cards with realistic situations requiring self-concept skills (examples provided below).</li><li>✓ Role cards (optional): Assign roles to participants (e.g., "individual," "supportive peer," or "critic").</li><li>✓ Flipchart or whiteboard for group discussions and reflections.</li><li>✓ Timer to manage activity phases.</li></ul>

### Instructions

#### Step 1: Group Formation and Instructions (5 minutes)

- Divide participants into small groups of 3–4.
- Explain the purpose of the activity
- Distribute scenario cards and provide instructions:
  - ✓ One participant plays the individual in the scenario.
  - ✓ Other participants act as supportive peers, critics, or bystanders, depending on the scenario.
  - ✓ Groups work together to role-play the situation and discuss possible strategies.

#### Step 2: Role-Playing and Discussion (30 minutes)

##### Scenario Role-Playing (15–20 minutes):

- ✓ Each group takes 5–7 minutes to act out their assigned scenario.

- **Group Discussion (10–15 minutes):**

After the role-play, groups discuss:

- *What skills were applied during the scenario?*
- *How did the individual demonstrate self-confidence, resilience, or self-control?*
- *What alternative strategies could have been used?*

#### Step 3: Facilitator-Led Debrief (10 minutes)

- Bring the participants together for a whole-group debrief.
- Highlight key takeaways, such as the importance of self-awareness, emotional intelligence, and resilience in overcoming challenges.

## c. Activity 2: Practicing the Competency (45 minutes):

### Title: Personal Growth Mapping

**Objective:** To help participants identify their strengths, challenges, and goals related to their self-concept and visualize a practical roadmap for personal growth. This activity empowers



participants to reflect deeply on their self-concept while creating actionable steps to enhance it.

Group size	Duration	Materials needed
any	45 minutes	<ul style="list-style-type: none"><li>✓ <b>Growth Map Templates:</b> Large flipchart paper divided into sections (Strengths, Challenges, Goals, Action Steps).</li><li>✓ <b>Post-its:</b> Different colors for each section (e.g., blue for strengths, yellow for challenges, green for goals, pink for actions).</li><li>✓ Pens and markers.</li><li>✓ Timer to manage phases of the activity.</li></ul>

### Instructions:

#### Step 1: Reflection and Brainstorming (10 minutes)

**Purpose:** Encourage participants to reflect on their self-concept and identify key areas for growth.

#### Instructions:

1. Distribute individual Post-its and ask participants to reflect on the following prompts:
  - **Strengths:** *What are three personal strengths you are most proud of?*
  - **Challenges:** *What challenges or obstacles are holding you back?*
  - **Goals:** *What is one self-concept-related goal you want to achieve in the next month?*
2. Ask participants to write each response on a separate Post-it (one thought per note).

#### Step 2: Map Creation (20 minutes)

**Purpose:** Participants organize their thoughts into a visual “Growth Map” that outlines their journey to a stronger self-concept.

#### Instructions:

- Divide participants in small groups of 4-5 people and give them a large flipchart paper divided into four sections: Strengths, Challenges, Goals, and Action Steps.
- Ask participants to place their Post-its in the corresponding sections of the map.
- Guide them to fill in the Action Steps section by answering: ***“What specific actions can I take to overcome my challenges and achieve my goals?”***

#### Step 3: Sharing and Discussion (15 minutes)

**Purpose:** Foster connection and accountability by having participants share their Growth Maps and insights with the group.

#### Instructions:

- Invite groups to pair up with other groups to share their maps and discuss:
  - *What did they learn about themselves during the activity?*
  - *Which challenges feel most achievable to overcome, and why?*
  - *How can their goals make a positive impact on themselves and others?*
- After a few minutes, gather everyone and lead a larger group discussion by asking:
  - *“What common themes did you notice in your growth areas?”*
  - *“How do you feel about taking action to improve your self-concept?”*
- Encourage participants to reflect on how their strengths can help them overcome challenges.



#### d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

##### Reflection (5 minutes)

**Instructions:**

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- What did I learn about myself today?
- Which skills or qualities did I discover or strengthen?
- What moments during the workshop stood out to me, and why?
- What challenges did I face, and how did I respond to them?

Encourage participants to focus on both strengths and areas they wish to improve.

##### Action Planning (5 minutes)

**Purpose:** Translate reflections into clear, actionable steps to continue developing a positive self-concept.

**Instructions:**

Ask participants to create an action plan that includes the following:

- **Skill or Quality to Focus On**
- **Specific Action I Will Take**
- **Timeline**
- **How I Will Measure Success**

Guide participants to fill out the template, focusing on realistic and achievable actions.

##### Group Sharing and Wrap-Up (3 minutes)

Facilitate a group discussion to reinforce a sense of community and accountability while closing the workshop on a positive note.

##### Self-Directed Learning Resources (5 minutes)

**Instructions:**

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<b>The skill of self confidence   Dr. Ivan Joseph   TEDxRyersonU</b> <a href="https://www.youtube.com/watch?v=w-HYZv6HzAs">https://www.youtube.com/watch?v=w-HYZv6HzAs</a>	<b>Resilience: The power of positive thinking</b> <a href="https://www.acuitytraining.co.uk/news-tips/resilience-the-power-of-positive-thinking/">https://www.acuitytraining.co.uk/news-tips/resilience-the-power-of-positive-thinking/</a>
<b>The power of vulnerability   Brené Brown   TED</b> <a href="https://www.youtube.com/watch?v=iCvmsMzIF7o">https://www.youtube.com/watch?v=iCvmsMzIF7o</a>	<b>15 Ways to Build a Growth Mindset</b> <a href="https://www.psychologytoday.com/intl/blog/click-here-for-happiness/201904/15-ways-to-build-a-growth-mindset">https://www.psychologytoday.com/intl/blog/click-here-for-happiness/201904/15-ways-to-build-a-growth-mindset</a>



## Workshop Title: Enhancing Productivity Skills for Personal and Professional Growth

### Workshop Objectives:

- Understand the importance of productivity in maintaining efficiency, adaptability, and goal-oriented behavior.
- Develop key skills such as time management, decision-making, prioritization, and proactiveness.
- Strengthen participants' ability to work autonomously while collaborating effectively in a team.
- Create a personal action plan to apply productivity skills in various environments.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, or those seeking to improve productivity.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Task management handouts (e.g., Eisenhower Matrix)</li><li>✓ Role-play scenario cards</li><li>✓ Timer</li><li>✓ Post-its (2–3 colors)</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Explain what **Productivity Skills** are and why they matter. Link productivity to long-term success in personal and professional life.

#### Ice-breaker activity: “Time Budgeting”

**Objective:** To help participants recognize how they allocate their time and understand the impact of prioritization.

Group size	Duration	Materials needed
any	15 mins	<ul style="list-style-type: none"><li>✓ Blank sheets or handouts with a 24-hour time grid</li><li>✓ Pens/markers</li></ul>

### Instructions:

#### 1. Self-Assessment (5 minutes)

- Ask participants to list how they currently spend their 24 hours in a typical day.
- Categories may include work/study, social life, sleep, social media, exercise, self-development, and relaxation.

#### 2. Group Reflection (5 minutes)

- Pair up and discuss:
  - “Where do you spend most of your time?”
  - “What would you like to change?”



### 3. Facilitator Discussion (5 minutes)

- Highlight common productivity traps (e.g., distractions, lack of prioritization).
- Introduce the Eisenhower Matrix (urgent vs. important tasks) as a productivity framework. (<https://asana.com/resources/eisenhower-matrix>)

## b. Activity 1: Exploring the Competency (45 minutes):

### Title: The Decision-Making Challenge

**Objective:** To help participants practice prioritization, problem-solving, and strategic decision-making under time constraints.

Group size	Duration	Materials needed
10-20 participants	45 minutes	<ul style="list-style-type: none"><li>✓ Pre-prepared scenario cards</li><li>✓ Flipchart/whiteboard for group notes</li><li>✓ Timer</li></ul>

### Instructions

#### 1. Divide Participants (5 minutes)

- Split into small groups of 4-5 and give each group a scenario card with a high-pressure decision-making situation (see examples below).

#### 2. Scenario Discussion & Planning (20 minutes)

- Groups analyze their scenario, discuss priorities, and propose a step-by-step solution using productivity principles.

#### 3. Group Presentations (10 minutes)

- Each group presents their decision-making approach.
- Encourage cross-group feedback—how would others handle the situation differently?

#### 4. Facilitator Debrief (10 minutes)

- **Discuss key takeaways:**
  - “What helped you make an effective decision?”
  - “How can you improve your time-management and prioritization?”
  - “What challenges did you face while making decisions?”

#### Example Scenarios:

- **Scenario 1:** You have three important deadlines coming up, but only enough time to complete two of them properly. How do you decide which one to deprioritize?
- **Scenario 2:** A colleague drops out of a joint project, leaving you with additional responsibilities. How do you manage your workload effectively?
- **Scenario 3:** You have been given an unexpected leadership role in a group task with an urgent deadline. How do you organize your team’s efforts efficiently?

## c. Activity 2: Practicing the Competency (45 minutes):

### Title: The Productivity Toolkit

#### Objective:

To help participants create a **personalized productivity system** using time-management and organization strategies.

Group size	Duration	Materials needed
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any	45 minutes	<ul style="list-style-type: none"><li>✓ Flipchart paper</li><li>✓ Post-its</li><li>✓ Pens/markers</li></ul>
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#### Instructions:

#### Reflection on Productivity (10 minutes)

- **Participants reflect on:**
  - *What are my biggest productivity challenges?*
  - *What habits or strategies have helped me stay productive in the past?*

#### Building a Personal Productivity Toolkit (20 minutes)

- Each participant creates a personal productivity toolkit using post-its, choosing tools or strategies they want to implement.
- Suggested categories:
  - **Time Management Techniques:** Pomodoro Technique, Time Blocking, Eisenhower Matrix.
  - **Organization & Planning:** Digital tools (Trello, Notion, Google Calendar), paper planners.
  - **Focus & Efficiency:** Avoiding distractions, deep work strategies.

#### Small group Discussion & Strategy Exchange (10 minutes)

- **Participants are divided into small groups (3-4 people) and share their toolkit strategies.**
- **Encourage reflection on:**
  - *Which strategies are new to you?*
  - *Which one do you think will make the biggest impact?*

### d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

#### Reflection (5 minutes)

##### Instructions:

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

Encourage **personal honesty**—the goal is **practical application**.

#### Action Planning (5 minutes)

##### Provide an Action Plan Template:

- Productivity Skill to Improve:
- Specific Action:
- Timeline:
- How I'll Measure Success:

#### Group Sharing (5 minutes)

- Voluntary sharing of action plans.
- Facilitator reinforces key takeaways, motivating participants to commit to their productivity goals.



## Self-Directed Learning Resources (5 minutes)

### Instructions:

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<b>How to be Organized for School, College or Life [The 6 Habits of Highly Organized People]</b> <a href="https://www.youtube.com/watch?v=88MjoZalHpM&amp;ab_channel=MemorizeAcademy">https://www.youtube.com/watch?v=88MjoZalHpM&amp;ab_channel=MemorizeAcademy</a>	<b>How to be more productive: 13 tips to practice today</b> <a href="https://asana.com/resources/how-to-be-more-productive">https://asana.com/resources/how-to-be-more-productive</a>
<b>How to be Organized at Work: 8 Tips to Increase Productivity</b> <a href="https://www.youtube.com/watch?v=EhLhE8865tU&amp;ab_channel=CareerAddict">https://www.youtube.com/watch?v=EhLhE8865tU&amp;ab_channel=CareerAddict</a>	<b>The Productivity Guide: Time Management Strategies That Work</b> <a href="https://jamesclear.com/productivity">https://jamesclear.com/productivity</a>



## Workshop Title: Developing Professionalism Skills for Workplace Success

### Workshop Objectives:

- Understand professionalism and its role in workplace success.
- Develop key skills such as **responsibility, reliability, teamwork, adaptability, and integrity** in professional settings.
- Strengthen participants' ability to **accept feedback, demonstrate patience, and improve personal presentation.**
- Create a personal action plan to apply professionalism skills in real-world work environments.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, or those preparing for employment.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Professionalism case study handouts</li><li>✓ Role-play scenario cards</li><li>✓ Timer</li><li>✓ Post-its (2–3 colors)</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Explain what **Professionalism Skills** are and why they matter.

#### Ice-breaker activity: “The Professionalism Spectrum”

**Objective:** To help participants reflect on what professionalism looks like in different situations.

Group size	Duration	Materials needed
any	15 mins	<ul style="list-style-type: none"><li>✓ A long piece of tape or rope to create a "spectrum" on the floor</li><li>✓ Pre-prepared statements related to professionalism</li></ul>

#### Instructions:

##### Setup:

- Lay a **line of tape** across the floor, representing a **spectrum** from “Very Unprofessional” to “Highly Professional.”

##### Read statements (10 minutes)

- The facilitator reads some statements
- Example Statements:
  - *Arriving late to work multiple times in a week*
  - *Dressing appropriately for a job interview*
  - *Ignoring constructive feedback from a supervisor*
  - *Helping a struggling colleague complete a task*



- Participants **stand along the spectrum** based on where they think the behavior belongs.

#### Discussion (5 minutes)

- Ask participants:
  - *Why did you choose this position?*
  - *Would professionalism look different in different jobs or cultures?*
- Discuss **gray areas** (e.g., is flexibility sometimes more valuable than strict punctuality?).

### b. Activity 1: Exploring the Competence (45 minutes):

#### Title: Workplace Dilemmas

**Objective:** To help participants **apply professionalism skills in real-world work scenarios** by discussing and resolving workplace dilemmas.

Group size	Duration	Materials needed
10-20 participants	45 minutes	<ul style="list-style-type: none"><li>✓ Pre-prepared work place dilemma cards</li><li>✓ Flipchart/whiteboard for group notes</li><li>✓ Timer</li></ul>

#### Instructions

- 1. Divide Participants (5 minutes)**
  - Split into small groups of 4-5.
  - Assign each group a workplace dilemma scenario
- 2. Scenario Discussion & Planning (20 minutes)**
  - Groups analyze their scenario, discuss professionalism skills needed, and propose a step-by-step resolution.
  - Encourage discussions around accepting feedback, handling conflicts in professional settings, maintaining integrity and reliability, etc
- 3. Group Presentations (10 minutes)**
  - Each group presents their professional response to the situation.
  - Allow cross-group feedback.
- 4. Facilitator Debrief (10 minutes)**
  - Lead a debriefing session

### c. Activity 2: Practicing the Competency (45minutes):

#### Title: Professionalism Role-Play

#### Objective:

To practice professionalism skills, including **patience, adaptability, teamwork, and personal presentation**, in simulated workplace interactions.

Group size	Duration	Materials needed
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any	45 minutes	<ul style="list-style-type: none"> <li>✓ Pre-written role-play scripts (examples in Annex04, but you can also create your own)</li> <li>✓ Flipchart paper</li> <li>✓ Post-its</li> <li>✓ Pens/markers</li> </ul>
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**Instructions:**

1. **Role Assignment (5 minutes)**
  - Participants are paired or grouped and assigned a role-play scenario.
  
2. **Enactment (30 minutes)**
  - Each group has 5 minutes to **prepare** and then **perform the scenario**.
  - Others observe and take notes on professionalism skills demonstrated.
  
3. **Group Reflection and best practices discussion (10 minutes)**
  - After each role-play or at the end, lead a short discussion
  - Recap key takeaways

**d. Formative Reflection and action planning (15 minutes):**

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

**Reflection (5 minutes)**

**Instructions:**

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- “Which professionalism skill do I want to improve?”
- “What small action can I take to be more professional in my daily life?”

**Action Planning (5 minutes)**

Ask participants to create an action plan focusing on the following:

- ✓ *Professionalism Skills to Improve*
- ✓ *Specific Action*
- ✓ *Timeline*
- ✓ *How I'll Measure Success*

**Group Sharing (5 minutes)**

**Self-Directed Learning Resources (5 minutes)**

**Instructions:**

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<b>Professionalism</b> <a href="https://www.youtube.com/watch?v=qD0je-DNg40&amp;ab_channel=McGillCaPS">https://www.youtube.com/watch?v=qD0je-DNg40&amp;ab_channel=McGillCaPS</a>	<b>Why Professionalism Matters: Building Respect and Efficiency at Work</b> <a href="https://www.linkedin.com/pulse/why-professionalism-matters-building-respect-work-nancy-ruffin-mba-depce/">https://www.linkedin.com/pulse/why-professionalism-matters-building-respect-work-nancy-ruffin-mba-depce/</a>
<b>Navigating Professionalism as a Student   Shawn McBrayer   TEDxFrisco HS Youth</b> <a href="https://www.youtube.com/watch?v=hHLzonJG4wE&amp;">https://www.youtube.com/watch?v=hHLzonJG4wE&amp;</a>	



<a href="#">ab_channel=TEDxTalks</a>	
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## Workshop Title: Mastering Communication Skills for Effective Interaction

### Workshop Objectives:

- Understand the importance of **effective verbal and non-verbal communication** in personal and professional interactions.
- Develop key communication sub-skills such as **active listening, clarity, assertiveness, empathy, and giving/receiving feedback**.
- Strengthen participants' ability to **adapt communication styles** in different contexts.
- Create a personal action plan to improve communication skills in real-world situations.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, or those seeking to improve communication effectiveness.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Pre-designed "communication mazes" (simple path diagrams with missing information)</li><li>✓ Blindfolds (optional)</li><li>✓ Timer</li><li>✓ Post-its (2–3 colors)</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Introduce the activity and highlight the **impact of communication** in relationships, teamwork, and conflict resolution.

#### Ice-breaker activity: The Miscommunication Challenge

**Objective:** To demonstrate how **miscommunication occurs** and how **clarity is essential**.

Group size	Duration	Materials needed
any	15 mins	✓ Pre-written short instructions on paper (for participants to follow blindly)

#### Instructions:

##### Setup:

- Each participant receives a **piece of paper and a pen**.
- The facilitator gives **oral instructions** (without gestures) for drawing a simple shape or design (e.g., "Draw a small square in the middle of the page. Now draw a large circle around the square, but make sure the circle does not touch it.").

##### Execution (5 minutes):

- Participants follow the verbal instructions without asking for clarification.
- At the end, they compare drawings.

##### Discussion (5 minutes):

- Finish the exercise with a group debriefing
- Link this to the **importance of clear communication, active listening, and asking for clarification**.

#### b. Activity 1: Exploring the Competence (45 minutes):



## Title: "The Communication Maze"

**Objective:** To help participants **practice clear communication, active listening, and teamwork** by working through a structured communication challenge.

Group size	Duration	Materials needed
10-20 participants	45 minutes	<ul style="list-style-type: none"><li>✓ Large sheets of paper or whiteboard</li><li>✓ Markers</li><li>✓ Pre-designed "communication mazes" (simple path diagrams with missing information)</li><li>✓ Blindfolds (optional)</li></ul>

### Instructions

#### 1. Explain the challenge (5 minutes)

- **Concept:** Participants will work in pairs or small teams, with **one person acting as the communicator** and the **other(s) following their instructions** to complete a **communication maze**.
- The challenge is designed to simulate real-life **communication breakdowns and solutions**.

#### 2. Activity Execution (30 minutes)

Each team must complete a **maze challenge** by communicating instructions effectively. You can choose **one of these three variations**, depending on the group's needs:

##### Variation 1: The Blind Drawing Challenge

- One person describes a simple **image or shape** without using direct references (e.g., instead of "draw a triangle," they must say "draw a shape with three sides").
- The other person draws based **only on the spoken instructions**.
- Compare the drawings to see how clearly the instructions were given.

##### Variation 2: The Communication Maze

- One participant receives a **printed maze with obstacles and a start/end point**.
- Their partner, who cannot see the maze, **must guide them** step by step using only verbal instructions.
- The goal is to **navigate the maze as accurately as possible**.

##### Variation 3: The "Back-to-Back" Instruction Task

- Participants sit **back-to-back**.
- One person **describes** a short set of instructions (e.g., "fold the paper in half, then tear off a corner") while the other follows **without asking questions**.
- Afterward, they compare results and discuss what helped or hindered clarity.

#### 3. Group Reflection and Discussion (10 minutes)

After completing the activity, the facilitator leads a debrief discussion:

### c. Activity 2: Practicing the Competency (45minutes):

**Title:** The Art of Listening and Clarity

#### **Objective:**

To practice **active listening, clarity in communication, and summarizing information**.



Group size	Duration	Materials needed
any	45 minutes	<ul style="list-style-type: none"><li>✓ Pre-written short stories or problem-solving tasks</li><li>✓ Post-its</li><li>✓ Pens/markers</li></ul>

#### Instructions:

##### 1. Listening Challenge (15 minutes)

- Participants pair up.
- One participant reads a **short passage aloud** while the other **listens without taking notes**.
- The listener then **summarizes what they heard** in 3 key points.
- Swap roles and repeat.

##### 2. Clarity in Communication Exercise (20 minutes)

- Participants **explain a simple topic** (e.g., “How to tie a shoelace” or “How to make a sandwich”) but without using their hands or pointing.
- The goal is to use **clear, concise words** to communicate instructions effectively.

##### 3. Debrief (10 minutes)

- End the exercise with a debriefing

#### d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

#### Time Breakdown:

- Reflection (5 minutes)
- Action Planning (5 minutes)
- Group sharing and wrap-up (5 minutes)

#### Reflection (5 minutes)

##### Instructions:

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- Which communication skill do I want to improve?
- What small action can I take to be a better communicator?

#### Action Planning (5 minutes)

Ask participants to create an action plan focusing on the following:

- *Communication Skill to Improve*
- *Specific Action*
- *Timeline*
- *How I'll Measure Success*

#### Group Sharing (5 minutes)

#### Self-Directed Learning Resources (5 minutes)

##### Instructions:



Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<b>Celeste Headlee: 10 ways to have a better conversation   TED</b> <a href="https://www.youtube.com/watch?v=R1vskiVDwl4&amp;ab_channel=TED">https://www.youtube.com/watch?v=R1vskiVDwl4&amp;ab_channel=TED</a>	<b>8 Ways You Can Improve Your Communication Skills</b> <a href="https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/">https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/</a>
	<b>Communication Skills - Start Here</b> <a href="https://www.mindtools.com/a0yzeeu/communication-skills-start-here">https://www.mindtools.com/a0yzeeu/communication-skills-start-here</a>



## Workshop Title: Mastering Stress Management for a Balanced Life

### Workshop Objectives:

- Understand **stress management** and its role in maintaining **emotional well-being, resilience, and productivity**.
- Learn **practical techniques** to **compartmentalize stress, manage pressure, and regulate emotions**.
- Develop **problem-solving and time-management** skills to reduce unnecessary stress.
- Create a **personal action plan** to implement stress management techniques in daily life.

Target Group	Duration	Materials needed
Youth aged 18-30, including students, young professionals, or those seeking to manage stress effectively.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Timer</li><li>✓ Post-its (2-3 colors)</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Introduce the activity and explain what **Stress Management Skills** are and why they matter. Emphasize that **stress can be positive** (motivating) or **negative** (overwhelming) and that the goal is **healthy stress regulation**.

#### Ice-breaker activity: “The Stress Scale”

**Objective:** To help participants reflect on **how stress affects them** and to introduce the concept of **individual stress responses**.

Group size	Duration	Materials needed
any	15 mins	<ul style="list-style-type: none"><li>✓ Tape or rope to create a scale on the floor (e.g., “Low Stress” → “High Stress”)</li></ul>

### Instructions:

#### Setup:

- Place a visible “Stress Scale” across the floor (ranging from “No Stress” to “Overwhelming Stress”).
- Prepare stressful situation statements

#### Execution (10 minutes):

- Facilitator reads some stressful situation statements and asks participants to **position themselves** along the scale **based on how stressed** each scenario would make them feel.

#### Example Scenarios:

- *You have a big exam tomorrow, but you haven't studied enough.*
- *Your boss suddenly gives you extra work at the last minute.*
- *You are stuck in traffic and running late for an important meeting.*

#### Discussion (5 minutes):



- Ask participants:
  - *What situations make you feel the most stressed?*
  - *What coping strategies do you already use?*
- Highlight how stress affects people differently and introduce the concept of resilience.

### **b. Activity 1: Exploring the Competence (45 minutes):**

**Title: World Café – Collective Wisdom on Stress Management**

**Objective:** To explore different **aspects of stress management** through **rotating discussions** in small groups, allowing participants to share experiences, strategies, and insights.

Group size	Duration	Materials needed
Any	45 minutes	<ul style="list-style-type: none"><li>✓ Flipchart sheets (one per table)</li><li>✓ Markers and pens</li><li>✓ Timer</li><li>✓ A bell or signal for rotations)</li></ul>

#### **Instructions**

##### **Step 1: Setting Up the World Café (5 minutes)**

- **Create 3-4 discussion stations (tables)**, each focused on a **different stress-related theme**.
- Assign **one “table host” per station** (someone who stays at that table to summarize key ideas for new participants).
- Provide **flipchart paper and markers** at each table for participants to jot down key insights.

##### **Step 2: World Café Rotations (30 minutes)**

- Participants rotate between tables, discussing different stress management themes at each station.
- They **stay at each table for 10 minutes**, then rotate to the next one when the **bell rings**.

**Suggested Discussion Themes for Each Table (it is advisable to also use reflection questions that can guide the conversations):**

**Table 1:** Understanding Stress – Causes & Triggers

**Table 2:** Strategies for Emotional Self-Regulation

**Table 3:** Time & Priority Management to Reduce Stress

**Table 4:** Managing Change & Uncertainty

##### **Step 3: Sharing Key Insights & Wrap-Up Discussion (10 minutes)**

- After the last rotation, each **table host summarizes** the most important points from their discussion.
- Facilitator **guides a final reflection**

### **c. Activity 2: Practicing the Competency (45minutes):**

**Title: The Stress Management Simulation Challenge**



**Objective:** To practice **active listening, clarity in communication, and summarizing information.**

Group size	Duration	Materials needed
Up to 30 Divided in groups of 4-6 people	45 minutes	<ul style="list-style-type: none"><li>✓ Pre-written stress scenarios</li><li>✓ Timer</li><li>✓ Flipchart &amp; markers</li></ul>

**Instructions:**

**Step 1: Explain the Challenge (5 minutes)**

- Each group will **face a stress-inducing situation** (realistic but safe), where they **must make decisions quickly while managing pressure.**
- The goal is to **use effective stress management techniques** to remain calm, focused, and make strategic decisions.

**Step 2: Team Stress Simulation (20 minutes)**

1. **Assign Each Team a Stressful Scenario** (examples in the annex, but you can also make your own)
  - Each team **receives a different stress-related challenge**
  - They have **10 minutes** to **discuss and decide how to respond** using **stress management techniques.**
2. **Teams Present Their Solutions (10 minutes)**
  - Each team **presents their response** to the group.
  - They **explain what stress-reducing strategies they applied** and why.

**Step 3: Group Reflection & Discussion (15 minutes)**

- Facilitator leads a discussion in plenary
- Teams exchange insights, reinforcing **collective learning and collaboration.**

**d. Formative Reflection and action planning (15 minutes):**

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

**Reflection (5 minutes)**

**Instructions:**

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- Which stress management technique do I want to improve?
- What small action can I take to handle stress better?

**Action Planning (5 minutes)**

Ask participants to create an action plan focusing on the following:

- *Stress Management Skill to Improve*
- *Specific Action*
- *Timeline*
- *How I'll Measure Success*

**Group Sharing (5 minutes)**



## Self-Directed Learning Resources (5 minutes)

### Instructions:

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<b>How to make stress your friend   Kelly McGonigal   TED</b> <a href="https://www.youtube.com/watch?v=RcGyVTAoXEU&amp;ab_channel=TED">https://www.youtube.com/watch?v=RcGyVTAoXEU&amp;ab_channel=TED</a>	<b>Coping with stress at work</b> <a href="https://www.apa.org/topics/healthy-workplaces/work-stress">https://www.apa.org/topics/healthy-workplaces/work-stress</a>
	<b>Six Strategies for Effective Stress Management</b> <a href="https://grad.uc.edu/student-life/news/six-strategies-for-effective-stress-management.html">https://grad.uc.edu/student-life/news/six-strategies-for-effective-stress-management.html</a>



## Workshop Title: Driving Positive Change – Skills for Impact and Innovation

### Workshop Objectives:

- Understand how individuals and groups can create and sustain positive change.
- Develop key competencies such as initiative, adaptability, leadership, and creativity.
- Learn strategies for decision-making, perseverance, and innovation in challenging situations.
- Engage in interactive activities that foster creative thinking and collective action.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, or aspiring changemakers.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Materials for active exercises (balloons, string, colored paper)</li><li>✓ Timer</li><li>✓ Post-its (2–3 colors)</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Explain what **Effecting Positive Change Skills** are and why they matter.

#### Ice-breaker activity: “The Domino Effect”

**Objective:** To demonstrate the power of small actions leading to big changes in an interactive and energetic way.

Group size	Duration	Materials needed
any	15 mins	✓ Balloons, string, colored paper (or any simple objects)

#### Instructions:

##### Setup:

- Divide participants into small teams.
- Give each team a set of objects (balloons, paper, string, or whatever is available).
- Their task: **Create a chain reaction** using all objects—one action must trigger the next (like dominoes falling).

##### Execution (10 minutes):

Teams work together to design their “Domino Effect” and then test it.

##### Discussion (5 minutes):

Facilitator leads a group debriefing

#### b. Activity 1: Exploring the Competence (45 minutes):

**Title:** The “Impossible Task” Challenge



**Objective:** To simulate the experience of pushing for change in challenging environments by assigning an **initially difficult task** and then revealing solutions as the activity progresses.

Group size	Duration	Materials needed
Any Divided in groups of 4-6 people	45 minutes	<ul style="list-style-type: none"> <li>✓ A set of “impossible” challenges (pre-prepared)</li> <li>✓ Flipchart paper</li> <li>✓ Pens/markers</li> </ul>

### Instructions

#### Introduce the Challenge (5 minutes)

- Tell each team they will receive an **“impossible” task** (different for each team) to complete in a short time (prepare the tasks in writing beforehand).

#### Examples:

##### The Silent Story

- Create and tell a short story in **2 minutes** about a major global issue, but **you are not allowed to use any words that contain the letter “E.”**
- Impossible Twist: **No talking allowed for the first 3 minutes.**

##### The One-Handed Tower

- Build the tallest possible tower using only one hand. The tower must stand for at least 10 seconds.
- Materials: 10 straws, 5 paperclips, 1 piece of tape.
- Impossible Twist: No tape is allowed for the first 5 minutes.

#### The Challenge Begins (10 minutes)

- Teams **struggle with the task**, feeling frustrated and limited.

#### Reveal Solutions & Resources (5 minutes)

- The facilitator **reveals additional tools and resources** that make the task **suddenly possible**.
- Example: Giving them **more materials, hints, or extra time**.

#### Second Attempt (10 minutes)

- Teams **redo the challenge** using new insights and tools.

#### Debrief Discussion (15 minutes)

### c. Activity 2: Practicing the Competency (45minutes):

#### Title: The "Innovation Sprint" – A Creativity Challenge

**Objective:** To encourage **innovation, creative thinking, and fast decision-making** by having participants **design a creative solution to a real-world problem**.

Group size	Duration	Materials needed
Up to 30 Divided in groups of 4-6 people	45 minutes	<ul style="list-style-type: none"> <li>✓ Flipchart paper</li> <li>✓ Colored markers</li> <li>✓ Post-its</li> </ul>

### Instructions:



### Introduce the Challenge (5 minutes)

- Each team **chooses or is assigned a challenge** that requires **innovative thinking**.
- Examples:
  - *Design a project that reduces food waste in your community.*
  - *Create a new method to engage young people in social action.*

### Rapid Idea Generation (10 minutes)

- Teams **brainstorm as many ideas as possible** in 5 minutes.
- After 5 minutes, they **narrow it down to their best idea**.

### Design & Pitch (20 minutes)

- Teams **create a visual representation** of their idea on flipchart paper.
- Each team **itches their solution** in **under 2 minutes** (elevator pitch).

### Debrief Discussion (10 minutes)

- Facilitator leads a debriefing discussion

## d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

### Reflection (5 minutes)

#### Instructions:

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- *What area of change-making do I want to improve?*
- *What small step can I take today?*

### Action Planning (5 minutes)

Ask participants to create an action plan focusing on the following:

- *Change-Making Goal*
- *Specific Action*
- *Timeline*
- *Resources Needed*

### Group Sharing (5 minutes)

- Voluntary sharing of action plans.
- Facilitator reinforces key takeaways, motivating participants to commit to change.

### Self-Directed Learning Resources (5 minutes)

#### Instructions:

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<p>How Small Actions Create Big Impacts   Priscilla Pfeiffer   TEDxUNLV  <a href="https://www.youtube.com/watch?v=5NiTrDCXrml&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=5NiTrDCXrml&amp;ab_channel=TEDxTalks</a></p>	<p>5 innovative ways you can create positive social change in your community (with useful links)  <a href="https://sewfonline.com/5-innovative-ways-you-can-create-positive-social-change-in-your-community-with-download-and-useful-links/">https://sewfonline.com/5-innovative-ways-you-can-create-positive-social-change-in-your-community-with-download-and-useful-links/</a></p>
<p>Six keys to leading positive change: Rosabeth Moss Kanter at TEDxBeaconStreet  <a href="https://www.youtube.com/watch?v=owU5aTNPJbs&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=owU5aTNPJbs&amp;ab_channel=TEDxTalks</a></p>	



## Workshop Title: Developing Higher-Order Thinking for Complex Problem-Solving

### Workshop Objectives:

- Understand **higher-order thinking** and its role in **critical problem-solving and decision-making**.
- Develop key competencies such as **analytical reasoning, conceptual thinking, and future planning**.
- Apply **evaluation, independent thinking, and decisiveness** in real-world challenges.
- Engage in **interactive exercises** that encourage strategic thinking and mental flexibility.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, and problem-solvers.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Problem-solving task cards</li><li>✓ Timer</li><li>✓ Logical puzzles or riddles</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Introduce the activity and the competence

#### Ice-breaker activity: The Riddle Relay

**Objective:** To get participants engaged in **logical reasoning and problem-solving** in a fun and active way.

Group size	Duration	Materials needed
Any In small groups (4-5 people)	15 mins	✓ A set of <b>challenging riddles or lateral thinking puzzles</b>

#### Instructions:

##### Set Up a Relay Challenge:

- Each group receives a **list of riddles or logic puzzles**.
- They must **solve one before moving to the next**.
- The first team to complete all riddles wins.

##### Debrief (5 minutes):

Facilitator leads a debriefing discussion in plenary

#### b. Activity 1: Exploring the Competence (45 minutes):

**Title:** What If?

**Objective:** To develop **conceptual and future-oriented thinking** by encouraging participants to **analyze potential scenarios and their consequences**.

Group size	Duration	Materials needed
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Any Divided in groups of 4-6 people	45 minutes	<ul style="list-style-type: none"> <li>✓ Flipchart paper</li> <li>✓ Pens/markers</li> <li>✓ “What If” scenario cards</li> </ul>
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### Instructions

#### Assign Each Group a Thought-Provoking “What If?” Scenario:

- These **hypothetical situations** require **deep thinking, creativity, and logical reasoning**.
- Examples:
  - *What if humans had to live underwater?*
  - *What if artificial intelligence replaced all human jobs?*

#### Discussion & Brainstorming (20 minutes)

- Each group **analyzes the possible implications** of their scenario.
- They must **evaluate risks, opportunities, and potential solutions**.
- Encourage **critical thinking and future planning**.

#### Presentations & Debate (15 minutes)

- Each group presents their ideas.
- Other participants can **challenge their assumptions**, encouraging **debate and deeper analysis**.

#### Facilitator Debrief (10 minutes)

The facilitator leads a debriefing discussion. Discuss **decision-making, reasoning, and conceptual thinking** used in the activity.

### c. Activity 2: Practicing the Competency (45 minutes):

#### Title: Reverse Problem-Solving

**Objective:** To **strengthen analytical thinking and evaluation** by solving problems **backward—by identifying mistakes rather than finding solutions**.

Group size	Duration	Materials needed
Any Divided in groups of 4-6 people	45 minutes	<ul style="list-style-type: none"> <li>✓ Flipchart paper</li> <li>✓ Markers</li> <li>✓ Printed “broken” strategies or failed plans</li> </ul>

#### Instructions:

#### Introduce Reverse Problem-Solving (5 minutes)

- Instead of solving a problem **from scratch**, participants will **analyze why a solution failed** and **find better alternatives**.

#### Assign Teams a “Flawed” Plan or Strategy (15 minutes)

- Each team receives a **case study of a failed project, plan, or idea**.

#### Analysis & Strategy Rebuild (15 minutes)



- Teams **identify flaws in logic, reasoning, and decision-making.**
- They **redesign the plan**, fixing mistakes and improving strategy.

#### Team Presentations (10 minutes)

- Each team **presents the original problem, the identified mistakes, and their revised plan.**

#### Debrief Discussion (10 minutes)

The facilitator leads a debriefing discussion in plenary.

### d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

#### Reflection (5 minutes)

##### Instructions:

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- *Which higher-order thinking skill do I want to improve?*
- *What small action can I take today to enhance my critical thinking?*

#### Action Planning (5 minutes)

Ask participants to create an action plan focusing on the following:

- *Higher-Order Thinking Skill to Develop*
- *Specific Action*
- *Timeline*
- *Resources to Explore*

#### Group Sharing (5 minutes)

#### Self-Directed Learning Resources (5 minutes)

##### Instructions:

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
How to think, not what to think   Jesse Richardson   TEDxBrisbane <a href="https://www.youtube.com/watch?v=6dluwVks444&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=6dluwVks444&amp;ab_channel=TEDxTalks</a>	Critical Thinking and other Higher-Order Thinking Skills <a href="https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/">https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/</a>



## Workshop Title: **Strengthening Collaborative Skills for Effective Teamwork**

### Workshop Objectives:

- Understand **how collaboration improves group dynamics, learning, and productivity.**
- Develop skills such as **teamwork, adaptability, delegation, and giving/receiving feedback.**
- Learn **practical strategies for conflict resolution, mediation, and coaching.**
- Engage in **interactive exercises that build trust and teamwork in a fun way.**

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, and aspiring leaders.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Various materials for team-building games (e.g., blindfolds, balloons, string)</li><li>✓ Timer</li></ul>

### Workshop Flow:

#### **a. Introduction & Icebreaker (15 minutes):**

**Introduction:** Introduce the activity and the competence

#### **Ice-breaker activity: The Riddle Relay**

**Objective:** To encourage **teamwork, problem-solving, and communication** through a **physical, high-energy challenge.**

Group size	Duration	Materials needed
Any	15 mins	✓ A set of <b>challenging riddles or lateral thinking puzzles</b>

#### **Instructions:**

##### **Form Groups of 8-12 people:**

- Participants stand in a **tight circle**, shoulder to shoulder.
- Each person **reaches across and grabs the hand of two different people.**

##### **The Challenge:**

- Without letting go, the group **must untangle themselves into a circle.**
- **Communication and teamwork** are key!

##### **Discussion (5 minutes)**

The facilitator leads a debriefing discussion in plenary.

#### **b. Activity 1: Exploring the Competence (35 minutes):**

**Title:** The Tower of Cooperation

**Objective:** To develop **delegation, coaching, and teamwork skills** through a **hands-on, high-energy challenge.**



Group size	Duration	Materials needed
Any Divided in groups of 4-6 people	45 minutes	✓ 20 spaghetti sticks per team ✓ 1 meter of tape ✓ 1 meter of string ✓ 1 marshmallow (or small ball) per team

### Instructions

#### The Challenge (25 minutes)

- Each team must **build the tallest free-standing tower** using only **spaghetti, tape, and string**.
- The tower must support a **marshmallow (or small ball) on top** for at least **5 seconds**.

#### Rules:

- Teams have **5 minutes** to **plan their approach**.
- They **cannot touch the materials** during planning.
- Once building begins, **only one person at a time can touch the materials**—they must take turns.

#### Debrief (10 minutes):

The facilitator leads a debriefing discussion in plenary.

### c. Activity 2: Practicing the Competency (55 minutes):

#### Title: Lost in the Jungle

**Objective:** To practice decision-making, compromise, and conflict resolution in a survival simulation.

Group size	Duration	Materials needed
Any Divided in groups of 5-6 people	45 minutes	✓ Printed survival item list (see annexes)

### Instructions:

#### The Scenario:

*You and your team are lost in the jungle after a plane crash. You can only carry five items with you. Your survival depends on making the right choices!*

#### Step 1: Individual Decision (5 minutes)

- Each participant **ranks the 10 survival items** (e.g., map, lighter, water bottle, first-aid kit, rope) **in order of importance** individually.

#### Step 2: Team Negotiation (20 minutes)

- The team **must now agree on the top five items together**.
- **Compromise and justification** are required!

#### Step 3: Compare with Expert Rankings (10 minutes)

- Reveal **expert survival rankings** and discuss **how well the teams did**.



#### Step 4: Debrief Discussion (20 minutes)

The facilitator leads a debriefing discussion in plenary.

#### d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

##### Reflection (5 minutes)

###### Instructions:

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- *What teamwork skill do I want to improve?*
- *How can I apply this skill in my daily life?*

##### Action Planning (5 minutes)

Ask participants to create an action plan focusing on the following:

- *Collaborative Skill to Develop*
- *Specific Action*
- *Timeline*
- *Resources to Explore*

##### Group Sharing (5 minutes)

- Voluntary sharing of action plans.
- Facilitator **reinforces key takeaways**, motivating participants to commit to **improving teamwork**.

##### Self-Directed Learning Resources (5 minutes)

###### Instructions:

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
<b>21st Century Skills   Collaboration</b> <a href="https://www.youtube.com/watch?v=AOGZtP6w-0&amp;ab_channel=MichiganLearningChannel">https://www.youtube.com/watch?v=AOGZtP6w-0&amp;ab_channel=MichiganLearningChannel</a>	<b>Collaboration Skills: Examples and Ways To Improve Them</b> <a href="https://www.indeed.com/career-advice/career-development/collaboration-skills">https://www.indeed.com/career-advice/career-development/collaboration-skills</a>



## Workshop Title: Ethics and Diversity Skills – Navigating Complexity with Integrity

### Workshop Objectives:

- Understand **how ethical values and cultural awareness influence decision-making**.
- Develop key competencies such as **integrity, trustworthiness, inclusion, and ethical responsibility**.
- Strengthen **critical thinking and ethical judgment** through real-world case studies.
- Engage in **interactive exercises** that promote reflection, debate, and action on ethical dilemmas.

Target Group	Duration	Materials needed
Youth aged 18–30, including students, young professionals, and active citizens.	2 hours	<ul style="list-style-type: none"><li>✓ Flipchart or whiteboard</li><li>✓ Markers and pens</li><li>✓ Ethical dilemma scenario cards</li><li>✓ Cultural identity cards</li><li>✓ Timer</li><li>✓ Blindfolds or small props for the inclusion exercise</li></ul>

### Workshop Flow:

#### a. Introduction & Icebreaker (15 minutes):

**Introduction:** Introduce the activity and the competence

#### Ice-breaker activity: Cultural Identity Walk

**Objective:** To help participants explore and reflect on different cultural identities in an interactive and eye-opening way.

Group size	Duration	Materials needed
Any	15 mins	✓ Pre-made identity role cards (e.g., refugee, business executive, disabled person, student from a low-income family)

#### Instructions:

##### Assign Each Participant a Cultural Identity:

- Distribute **role cards** with different **backgrounds, nationalities, socioeconomic statuses, and challenges**.

##### The Experience:

- Read a series of statements (e.g., “*You feel that your voice is heard in society.*” / “*You have access to education without barriers.*”).
- If the statement applies to their role, they **step forward**; if not, they **stay in place**.

##### Debrief (5 minutes):

The facilitator leads a debriefing discussion in plenary.

#### b. Activity 1: Exploring the Competence (35 minutes):



### Title: Ethical Dilemma Debate

**Objective:** To develop delegation, coaching, and teamwork skills through a hands-on, high-energy challenge.

Group size	Duration	Materials needed
Any Divided in groups of 4-6 people	45 minutes	✓ Printed ethical dilemma scenario cards

### Instructions

#### Assign Ethical Dilemmas (5 minutes)

- Each group **receives a scenario** and must **decide on the most ethical course of action**. (some examples below, but feel free to make your own cards adapted to the group you are working with)
- Example dilemmas:
  - *Your best friend is cheating in an exam. Do you report them?*
  - *A company offers you a well-paying job, but you know they exploit workers in another country. Do you take it?*

#### Group Discussion (15 minutes)

- Teams **analyze the situation**, considering **ethical values, transparency, integrity, and consequences**.

#### Debate Time (15 minutes)

- Groups **present their decisions**, followed by a **counter-argument from another team**.
- Facilitator asks guiding questions

#### Debrief Discussion (10 minutes)

Discuss **how ethical dilemmas occur in everyday life** and the **importance of ethical judgment**.

### c. Activity 2: Practicing the Competency (55 minutes):

#### Title: Through their Eyes

**Objective:** To increase empathy and ethical responsibility by experiencing exclusion and inclusion firsthand.

Group size	Duration	Materials needed
Any Divided in groups of 5-6 people	45 minutes	✓ Blindfolds or other props to simulate disabilities (e.g., gloves to reduce dexterity)

### Instructions:

#### Simulating Barriers (20 minutes)

- Participants pair up.
- One person is blindfolded and must complete a simple task (e.g., pouring water, tying shoelaces, drawing). While 1 pair is working, others observe.



- The other person must assist them but cannot physically help.
- Switch roles.
- When the pair finishes, give another task to another pair.
- If there are too many participants, more pairs can work at the same time

### Discussion (10 minutes)

The facilitator leads a debriefing discussion in plenary.

### Link to Inclusion & Ethical Responsibility (15 minutes)

- Groups discuss **real examples of discrimination, exclusion, and bias.**
- Facilitator connects this to **the ethics of fairness, trust, and inclusion.**

## d. Formative Reflection and action planning (15 minutes):

**Objective:** To consolidate participants' learning from the workshop by encouraging them to reflect on their experiences, identify key takeaways, and create actionable goals.

### Reflection (5 minutes)

#### Instructions:

Provide participants with reflection prompts to answer individually in writing or through quiet contemplation:

- *Which ethical value or diversity skill do I want to improve?*
- *How can I apply this in my daily life?*

### Action Planning (5 minutes)

Ask participants to create an action plan focusing on the following:

- *Ethical Skill to Develop*
- *Specific Action*
- *Timeline*
- *Resources to Explore*

### Group Sharing (5 minutes)

### Self-Directed Learning Resources (5 minutes)

#### Instructions:

Introduce a curated list of self-directed learning resources, such as:

Videos/Talks	Articles
	<b>5 Diversity Skills To Develop (And Why They're Important)</b> <a href="https://www.indeed.com/career-advice/career-development/diversity-skills">https://www.indeed.com/career-advice/career-development/diversity-skills</a>



## Empathy Map

<b>What are they <i>thinking</i>?</b>	<b>What are they <i>feeling</i>?</b>
<b>What are they <i>saying</i>?</b>	<b>What are they <i>doing</i>?</b>
What thoughts might be going through their mind in this situation?	What emotions might they be experiencing? Consider their mood and feelings.
What words or phrases are they likely to express out loud?	What actions or behaviors are they displaying?

### Scenario Cards

**Scenario 1: Team Conflict**

A project team is working on a tight deadline, but disagreements arise about priorities and deadlines. One team member feels unheard and frustrated, causing tension in the group.

**Scenario 2: Supporting a Peer**

A friend has failed an important exam and feels demotivated. They're considering dropping out of their studies and need emotional support and encouragement.

**Scenario 3: Negotiating Group Decisions**

A youth club is deciding how to allocate limited funds for their next project. Members have conflicting ideas about the best use of the funds, leading to debates.

**Scenario 4: Resolving Misunderstandings**

Two friends have had a disagreement due to a misunderstanding of a comment made during a group discussion. One friend feels offended, and the other is unaware of the issue.

### Role Cards

**Role: Mediator**

Your job is to ensure everyone has a chance to speak and to guide the group towards a resolution that works for everyone.

**Role: Team Member A**

You feel strongly about your point of view and think others are not listening to your concerns. You want to be heard.

**Role: Team Member B**

You are trying to keep the group focused on the task at hand, but the conflict is frustrating you and slowing progress.

**Role: Observer**

Your job is to take notes on how the discussion unfolds and provide feedback on what went well and what could be improved.



## Action Plan Template: Enhancing Productivity Skills

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Step 1: Identify Your Focus Area

**Which productivity skill do you want to improve?**

(Choose one: Time Management, Prioritization, Organization, Decision-Making, Adaptability, etc.)

- \_\_\_\_\_

### Step 2: Define Your Goal

**What specific action will you take to improve this skill?**

(Example: "I will use the Pomodoro Technique to focus on tasks in 25-minute intervals.")

- \_\_\_\_\_

### Step 3: Set a Timeline

**When will you start implementing this action?**

- Start Date: \_\_\_\_\_
- Duration: \_\_\_\_\_ (e.g., one week, one month, etc.)

### Step 4: Anticipate Challenges

**What obstacles might you face in implementing this plan?**

(Example: "I get easily distracted by my phone.")

- \_\_\_\_\_

### Step 5: Develop Strategies to Overcome Challenges

**How will you address these challenges?**

(Example: "I will use an app blocker to reduce distractions while working.")

- \_\_\_\_\_

### Step 6: Measure Your Success

**How will you track your progress?**

(Example: "I will log my focused work sessions daily and review my productivity at the end of the week.")

- \_\_\_\_\_



## Final Commitment Statement

**What is one sentence that summarizes your commitment to improving this skill?**

(Example: "I commit to improving my time management by planning my tasks daily and reducing distractions.")

- \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Reflection (To be completed at the end of the timeline):

- What worked well? \_\_\_\_\_
- What could be improved? \_\_\_\_\_
- What will you continue to apply in the future?  
\_\_\_\_\_



## Professionalism Role-Play Scenarios

### Scenario 1: Receiving Constructive Feedback

#### Situation:

You are an employee who has just finished a project, but your supervisor provides feedback that some areas need improvement. You feel that you put a lot of effort into the task and are initially defensive.

#### Roles:

- **Employee:** Listen to the feedback and respond professionally.
- **Supervisor:** Provide feedback in a constructive manner and offer guidance on how to improve.
- **Observer (if applicable):** Take notes on how professionalism is demonstrated in handling feedback.

### Scenario 2: Handling a Difficult Colleague

#### Situation:

Two team members are working on a project, but one person is consistently late in submitting their part. The other team member feels frustrated but wants to resolve the issue professionally.

#### Roles:

- **Team Member A (Responsible worker):** Address the issue with professionalism and encourage better collaboration.
- **Team Member B (Late submitter):** Explain the reasons for delays and discuss how to improve.
- **Observer (if applicable):** Assess the effectiveness of communication and teamwork.

### Scenario 3: Managing an Unexpected Work Challenge

#### Situation:

An urgent task comes in at the last minute, requiring additional effort from the team. One team member is reluctant to take on extra work.

#### Roles:



- **Manager:** Delegates the task fairly and encourages team cooperation.
- **Employee A (Motivated worker):** Willingly takes on responsibility and encourages others.
- **Employee B (Reluctant worker):** Feels stressed and needs motivation to contribute.
- **Observer (if applicable):** Evaluates teamwork and professionalism under pressure.

#### Scenario 4: Addressing Personal Presentation in the Workplace

##### Situation:

A new employee is struggling with professional dress code expectations. A colleague notices this and wants to offer advice without offending them.

##### Roles:

- **Employee A (Colleague):** Offers advice on personal presentation in a respectful way.
- **Employee B (New Employee):** Responds to the feedback and considers making changes.
- **Observer (if applicable):** Notes how feedback is given and received.

#### Scenario 5: Dealing with a Workplace Conflict

##### Situation:

Two employees disagree on how to handle a project task. Their disagreement starts affecting productivity and teamwork.

##### Roles:

- **Employee A:** Prefers a structured, step-by-step approach to tasks.
- **Employee B:** Prefers a flexible, creative approach.
- **Mediator (if applicable):** Helps find a professional compromise.
- **Observer:** Evaluates how conflict resolution skills are applied.



## Stress Management Simulation Challenge – Scenario Cards

### Scenario 1: The Lost Project Files

#### Situation:

Your team has been working on a major group project for weeks. Just as you're about to submit it, your internet crashes, and an essential file is lost. The deadline is in 30 minutes. Everyone is panicking.

#### Your Task:

- How will you manage the stress in your team?
- What immediate steps can you take to fix or adapt to the situation?
- What strategies will help keep the team calm and focused?

### Scenario 2: Last-Minute Presentation Chaos

#### Situation:

Your team is about to give an important presentation in 10 minutes. Suddenly, a key team member who was supposed to lead the presentation is missing, and the slides are incomplete.

#### Your Task:

- How do you handle the situation without letting panic take over?
- How can you quickly redistribute responsibilities to ensure a smooth presentation?
- What stress-management techniques can help you stay composed under pressure?

### Scenario 3: Unexpected Workplace Changes

#### Situation:

Your organization just announced a restructuring that will significantly change the roles and responsibilities of your team. Some members are anxious, confused, and frustrated, worrying about their future.

#### Your Task:

- How do you help your team manage stress and uncertainty?
- What steps can you take to create a sense of stability and motivation?



- What emotional self-regulation techniques can help keep the group calm and focused?

#### **Scenario 4: High-Stakes Decision Making Under Pressure**

##### **Situation:**

Your team is competing in a high-pressure challenge that requires making multiple urgent decisions. However, disagreements arise over the best approach, and time is running out. The group is becoming tense and unproductive.

##### **Your Task:**

- How do you resolve conflict and ensure effective decision-making?
- What stress-relief techniques can you use to keep the group focused?
- How can you maintain resilience and perseverance in this high-pressure situation?

#### **Scenario 5: Exam Panic & Time Pressure**

##### **Situation:**

You and your friends are about to take an important exam, but one of your group members is overwhelmed with stress, feeling unprepared, and starting to panic. The stress is affecting the whole group's ability to focus.

##### **Your Task:**

- How do you help your group member manage stress in the moment?
- What techniques can be used to shift the mindset from panic to productivity?
- How can time management strategies help create a sense of control?



## Lost in the Jungle Team Challenge – Survival Items

1. **Machete** – A long, sharp knife useful for cutting through dense vegetation and for protection.
2. **Lighter & Waterproof Matches** – A way to start fires for warmth, cooking, and signaling.
3. **Water Purification Tablets** – Helps make potentially contaminated water safe to drink.
4. **First-Aid Kit** – Contains bandages, antiseptic, and painkillers for treating injuries.
5. **Map & Compass** – Essential for navigation and finding your way to safety.
6. **Rope (10 meters)** – Useful for climbing, building shelters, and other survival tasks.
7. **Tarp (Plastic Sheet)** – Provides shelter from rain, wind, and sun.
8. **Energy Bars & Dried Food** – High-calorie emergency food to sustain energy levels.
9. **Flashlight & Extra Batteries** – Essential for visibility at night and signaling for help.
10. **Whistle & Signal Mirror** – Used to attract rescuers' attention from a distance.



# Lost in the Jungle Team Challenge - Expert Survival Rankings:

(According to survival experts, the ranking is based on priority for staying alive and signaling for rescue.)

1. **Water Purification Tablets** – Water is critical for survival. You can survive weeks without food, but only days without clean water.
2. **Machete** – Versatile for cutting wood, clearing paths, and self-defense.
3. **Tarp (Plastic Sheet)** – Shelter protects you from rain, extreme heat, and cold.
4. **Lighter & Waterproof Matches** – Fire is essential for warmth, cooking, and signaling.
5. **First-Aid Kit** – Injuries can be life-threatening in the jungle.
6. **Whistle & Signal Mirror** – Helps rescuers locate you. A mirror can reflect sunlight to signal for help.
7. **Rope (10 meters)** – Useful for climbing, tying things, or creating a makeshift raft.
8. **Map & Compass** – Navigation is important, but without food and water, it's secondary.
9. **Energy Bars & Dried Food** – Food helps, but survival is about water first.
10. **Flashlight & Extra Batteries** – Helpful but not as essential as other items.

# Cultural Identity Walk – Identity Cards & Statements

## Instructions for Facilitators:

- Print and cut out the **identity cards** below.
- Distribute **one identity card** to each participant without revealing its contents to others.
- Read the **statements** aloud. If a participant feels that their assigned identity aligns with the statement, they should **step forward**. If not, they should **stay in place**.
- After all statements are read, lead a **debrief discussion** about privilege, diversity, and inclusion.

## Identity Cards:

(Each participant receives one randomly.)

1. You are a **refugee** who recently arrived in a new country without knowing the local language.
2. You are a **successful business executive** with high income and social influence.
3. You are a **single mother** raising two children while working two jobs.
4. You are a **university professor** in a prestigious institution.
5. You are a **person with a physical disability** in a society with limited accessibility.
6. You are an **LGBTQ+ activist** in a country where same-sex relationships are not widely accepted.
7. You are a **teenager from a wealthy family** who has always attended private schools.
8. You are a **migrant worker** who sends most of your earnings to your family back home.
9. You are a **homeless person** struggling to find employment.
10. You are a **doctor in a rural community**, where medical resources are scarce.
11. You are a **young woman** in a male-dominated industry.
12. You are a **student from a low-income family** who relies on scholarships to study.
13. You are a **police officer** working in a diverse community.
14. You are a **stay-at-home parent** who has not been employed for the last 10 years.

15. You are a **non-religious person** living in a society where religion is deeply embedded in daily life.
16. You are a **member of an indigenous community** facing land rights issues.
17. You are a **person living with a chronic illness** that requires daily medication.
18. You are a **child of immigrants** trying to balance two different cultural identities.

## Statements:

(Facilitator reads each statement aloud.)

1. You feel that your **voice is heard** in society.
2. You have **access to quality education** without financial difficulties.
3. You have **never been discriminated against** because of your gender, race, or background.
4. You can **safely express your political views** without fear of consequences.
5. You **never had to worry** about where your next meal would come from.
6. You have **easy access to healthcare** when you need it.
7. You can **freely practice your religion** (or lack of religion) without facing discrimination.
8. You have never been **harassed or insulted** because of your identity.
9. You can **travel freely** without restrictions or visa issues.
10. You have **never experienced financial insecurity**.
11. You feel that your **cultural background is well-represented** in the media.
12. You have **never had to hide part of your identity** for safety or acceptance.
13. You feel **welcome and included** in your workplace or school.
14. You have had **equal opportunities for employment** without barriers.
15. You have **never been afraid of authorities** because of your identity.

## Debrief Discussion Questions:

1. **How did it feel to step forward or stay behind?**

2. **Did any statements surprise you? Why?**
3. **What patterns did you notice about who stepped forward most often?**
4. **How does privilege affect opportunities and daily life experiences?**
5. **What actions can we take to promote inclusion and fairness?**