

Digital Narratives as Empowerment Therapy: a Toolkit for Adult Educators.

Reskilling of Vulnerable Women with Narrative
and Digital Tools



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Competences Self-Assessment Map: Applying Narrative Approach to re-skilling Women – COSAm

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INTRODUCTION

This toolkit is designed to support adult educators in empowering vulnerable women through a holistic, narrative-based approach with a final aim of reskilling, resocialization and reintegration of women in the community. The main purpose of the toolkit is to equip educators with structured and effective tools to guide vulnerable women toward autonomy, socio-occupational inclusion and economic independence.

The toolkit offers innovative solutions for application of narrative pedagogy and self-assessment to identify new learning paths for improving the life of vulnerable women. It integrates narrative pedagogy through a blend of expressive educational techniques and accessible digital tools. By combining personal storytelling with accessible digital media, the toolkit draws on digital storytelling as a structured pedagogical approach that supports meaning making, voice, and community connection. Digital storytelling enables learners to reflect on experience, reframe identity, and communicate their narratives in empowering ways (Lambert, 2013). The overarching goal is to facilitate personal transformation and build community connection, equipping participants to reframe their narratives and find new alternatives and solutions for improvement in their social, emotional, and professional lives.

The production of the Toolkit is representing a significant and concrete phase of the project COSAm. It is based on the insights gained during the pilot phase, feedback received from educators and their experience with the beneficiaries. The Toolkit is designed to synthesize this valuable information into practical and actionable resources for educators across the ecosystem covered by this project.

Through creative expression, peer dialogue and job-readiness sessions, the module strengthens emotional mechanisms of vulnerable women for coping with their daily routines and engage productively. It fosters confidence through providing support and assistance to help them feel better and find their inner strengths. "This focus on confidence reflects the role of self efficacy in enabling individuals to cope with challenges and take purposeful action (Bandura, 1997)." It enhances social inclusion through advancing their social skills and competences. It also supports integration into the labor market or boosts their entrepreneurial pathways, depending on their personal interests and preferences through improving their employable skills and competences.

The target group of vulnerable women consists of adult women in various vulnerable conditions, which may include:

- migrant women or women from multicultural backgrounds
- unemployed or underemployed women
- *young women from diverse and vulnerable backgrounds*

- women victims of gender or family violence
- women with low levels of education
- single mothers, family caregivers, women with disabilities, and similar.

The toolkit is divided into six main units or chapters, which gradually support the empowerment and reintegration of vulnerable women:

1. overcoming vulnerability, negative experiences and building trust
2. work to identify individual interests, discover and leverage inner/personal strengths
3. work on development/strengthening of social skills and competences
4. work on developing/strengthening of employable skills and competences
5. building peer support, peer networks and facilitating mechanisms for self-support
6. setting a vision for the future – a “perfect life” in 4 steps

These six units represent a journey of personal empowerment. The process begins with dealing with negative experiences and continues with the development of motivation, social and professional skills. It ends with the creation of support networks that encourage positive change and a separate unit with the development of a vision for the future, as a perfect life in four steps. Each unit includes four sessions or workshops, which are designed as a kind of curriculum with practical guidelines for educators and can be used in individual work or in small groups. The lesson plans are designed for both in-person and online/virtual environments (Zoom, Teams etc.), depending on the availability of technical conditions of the women that educators work with. Therefore, the descriptions and tips for each session offer also tips that apply to virtual sessions.

Each lesson plan follows a structure that includes (1) objective of the session/workshop, (2) time / duration of the activity, (3) digital tools used in the specific session and (4) flow of activities. Every session starts with a short warm-up activity, then a main activity of narrative and expressive type, and then final/concluding activity to encircle the topic and facilitate action and change. Every main activity, but sometimes the warm-up activity as well, involves engagement of women with a specific digital tool and work on a free digital platform. This specific structure that is supported by the help of creative digital tools enable the women to develop their digital skills and digital literacy. These skills are also part of universal and transferable skills for building social cohesion and professional competences. In addition, the lesson plan includes (5) educator guidance on how to facilitate the session and a (6) reflective self-assessment. Educators’ guidance provides instructions for educators on how to facilitate the whole session and ensure that women work in a relaxing atmosphere, in which then they can express their feelings and concerns, share the outcome, and provide positive feedback. The aim of the reflective self-assessment is to help and guide the educator to observe how well the activities are functioning for the majority of participants (women) and to modify when and where needed.

The toolkit emphasizes empathy, confidentiality, and gradual trust-building, offering step-by-step guidance for fostering resilience, self-confidence, and labor market integration. By leveraging accessible digital platforms and collaborative exercises, educators can create safe, supportive learning environments that help vulnerable women transform challenges into opportunities for growth and success.

The role of digital tools in empowerment

To achieve these goals, the toolkit leverages specific digital storytelling tools that act as “narrative catalysts.” Research suggests that for vulnerable women, the transition from being a passive consumer to an active digital creator is a vital step in reclaiming personal agency (McAteer, 2024). By using the tools outlined in this module, ranging from visual mapping (StoryMapJS) to collaborative media creation (Canva, Clipchamp), participants do more than gain technical literacy. They engage in a process of “narrative resilience,” using digital platforms as safe, sociopolitical spaces to reframe their past experiences and communicate their future aspirations to the wider community (Koseoglu & Veletsianos, 2022). (p. 4, 7, 10–11).

The authors suggest following categories of tools as most effective, therefore they are widely used across the toolkit:

- **Mobile media creation:** Utilizing smartphones for “reels,” “shorts,” and mobile films allows marginalized groups to instantly capture and share lived experiences.
- **Collaborative audio/video:** Tools for podcasting, documentaries, and radio programs allow for participatory storytelling, where women work in teams to communicate complex ideas.
- **Interactive visual mapping:** Applications like StoryMapJS or tablet-based photo-sharing enhance social connection and memory for vulnerable adults.
- **Social platforms for advocacy: blogging** and **vlogging** serve as sociopolitical devices, allowing women to influence public opinion and communicate directly with policymakers.

TOOLKIT STRUCTURE: ELABORATION OF THE MAIN SECTIONS

1. Overcoming Vulnerability and Building Trust

The first section of the toolkit is proposed as a starting point with proposed activities where women will be given time to reflect and overcome specific stressful and challenging times and events. Establishing a safe environment is the first step in moving from silence to expression, allowing women to reclaim their lived experiences from a position of security (Freire, 2000). This is very important for further development because such events can hold the vulnerable women in the past and keep them from not taking any action in the present. Thus, the proposed activities are oriented to the stressful events and negative experiences in the past, and address them in a light and non-therapeutic manner. Namely they are not oriented to healing and processing of trauma, but rather to externalize, articulate and explore stressful experiences with help of expressive techniques.¹ The use of expressive and narrative techniques offers participants a gentle and accessible way to externalize difficult experiences and emotions, making engagement less overwhelming and more meaningful. This reflects trauma informed principles that value emotional safety, voluntary expression, and supportive engagement in learning processes (SAMHSA, 2014).

The section is designed to emphasize the importance of confidentiality, empathy, and gradual trust-building in all proposed activities. The activities are offered in a creative, safe and collaborative spaces for sharing and reflection, where women can express and process their experiences. All activities are reframed positively in guided storytelling, reflective journaling, and group sharing circles to help women process and articulate their experiences and start looking into the future with an open and trustful mindset.

The key strategies are focused on:

- Establishing confidentiality and empathy as foundational principles.
- Building trust gradually through consistent, supportive interactions.
- Encouraging participation in group activities to foster a sense of belonging.

Storymaking serves as a disruptive form of care, helping participants process difficult memories by reframing them as part of a continuous journey of survival and growth (Rice & Mündel, 2019). **Narrative approaches** are introduced with expressive techniques, such as guided storytelling, reflective journaling, life timelines and group sharing circles.

¹ Expressive and narrative techniques provide a supportive way for participants to explore and articulate challenging experiences in a non threatening and empowering manner.

Creative Digital Tools are being proposed such as:

- [Padlet](#): Collaborative boards for anonymous story sharing and group reflections.
- [Canva](#): Visual journaling and mood boards to express emotions and recovery journeys.
- [TimelineJS](#): Create personal timelines to map significant life events and healing milestones.
- [StoryMapJS](#): Visualize places and journeys connected to personal stories, fostering deeper reflection.

2. Discovering and Leveraging Personal Strengths

This section provides activities and exercises for self-reflection and narrative identity work, helping women recognize and articulate their strengths, personal advantages in setting goals, positive aspects of their work and achievements. It is also designed to overcome and improve their weaknesses that can hinder them from success and obstruct them from reaching their goals.

The whole section is aimed at reinforcing positive self-perception, activating and maintaining main drivers for motivation in achieving goals, and facilitating action and change. It also targets some universal themes such as fears of failure, drops in motivation or similar. This section is based on a premise that “Narrative pedagogy facilitates a shift where learners move away from ‘disenfranchised’ self-perceptions toward a new, empowered professional and personal identity” (Goodson & Gill, 2014).

The key strategies are focused on:

- Facilitating individual and group activities and discussions to share and validate individual strengths.
- Integrating digital tools for creative self-expression and goal setting.
- Encouraging ongoing reflection and providing positive support to activate main drivers of motivation and overcoming the fears from failure, drops in motivation or similar.

Self-reflection exercises and narrative identity work are proposed with type of activities that inspire women to identify and celebrate their strengths, achievements, and personal growth. Using of storytelling and peer feedback is oriented to reinforce positive self-perception, to find personal drivers for activation and to guide toward reaching the goals and leading to success. By interpreting their own life histories, women begin to recognize the ‘hidden gems’ of resilience and skill that were previously overlooked in traditional learning settings (Goodson & Gill, 2011).

Creative Digital Tools:

- [Canva](#): Design vision boards and personal achievement posters.
- [Notion](#): Create digital journals and goal trackers for ongoing self-reflection.
- [Padlet](#): Share and celebrate strengths within a supportive group.
- [TimelineJS](#): Chronicle personal growth and milestones.
- [Trello](#) for goal tracking.
- [Miro/Mural](#): for reflecting and planning.
- [Anchor](#) (Spotify for podcasters) for recording and publishing personal videos.
- [Adobe Express](#).

3. Developing and Strengthening Social Skills and Competencies

The third section outlines interactive activities (role-plays, digital icebreakers, online discussion forums) to practice communication, active listening, and conflict resolution as transversal skills for building social connections and cohesion. It also incorporates narrative exercises where women share stories about overcoming social challenges and build their social skills through interactive role-plays, digital icebreakers, and online discussion forums. They analyze case studies and use practical examples for building empathy and understanding and advance their social skills and competences to use in variety of situations and make meaningful relationships.

The process of telling and retelling stories in a group setting fosters collective empathy and develops the active listening skills necessary for healthy social reintegration (McAteer, 2024). Sharing narratives in a supportive circle allows participants to move from individual passivity to collective action, transforming personal challenges into shared social insights (Freire, 2000).

Key strategies are focused on:

- Provide opportunities for women to practice and receive feedback on social interactions.
- Use digital forums to facilitate safety, supportive conversations and positive relationships
- Encourage collaborative problem-solving and peer mentoring.

The interactive activities include role-plays, digital icebreakers, and online discussion forums to practice communication, active listening, building empathy and understanding and the narrative techniques are based on sharing stories about overcoming social challenges, problem solving and conflict resolution.

Creative Digital Tools:

- [Zoom, Microsoft Teams, Discord](#): Host virtual group sessions and role-play scenarios.
- [Padlet](#): Facilitate collaborative problem-solving and peer mentoring boards.
- [WeVideo/Clipchamp](#): Create short video stories or skits to practice and showcase social skills.
- [StoryMapJS](#): Map out social networks and support systems visually.

4. Building Employable Skills and Competences

The fourth segment is focused on digital literacy, teamwork, problem-solving, and job search strategies. It integrates free resources and tools for collaborative projects to build skills and competences required at work and includes narrative-based mock interviews and storytelling techniques for CV and cover letter writing. All activities lead to development of active job-search strategies and engagement in professional life productively. They foster confidence and support integration in the labor market or boost their entrepreneurial pathways, depending on their personal interests and preferences.

In this context, “Digital storytelling tools do more than teach technical skills; they provide participants with the agency to control their own public narrative for professional contexts (McAteer, 2024). Reflective storytelling allows women to articulate their complex life experiences as valuable professional assets, such as problem-solving and adaptability”. (Goodson & Gill, 2014).

Key strategies are focused on:

- Integrating real-world scenarios and digital projects to build practical skills for employment or self-employment.
- Using narrative exercises to help women articulate their experiences and strengths in professional contexts.
- Encouraging peer review and support in skill-building activities.

This segment is mainly focused on skill development that include teamwork, problem-solving, and job search strategies. At the same time, narrative-based techniques include mock interviews and storytelling for CV, cover letter writing, promotional “pitching” or similar.

Creative Digital Tools:

- [LinkedIn Learning, Coursera](#): Access free courses for skill development.
- [Google Workspace](#): Collaborate on projects and documents.

- [Canva](#): Design professional CVs, cover letters, and portfolios.
- [WeVideo/Clipchamp](#): Record video resumes and practice interview responses.
- [Notion](#): Organize job search activities, track applications, and set career goals.

5. Fostering Peer Support Networks

Critical digital pedagogy emphasizes the creation of community-driven spaces where peers validate each other's growth and hold one another accountable in their transformation (Koseoglu & Veletsianos, 2022). Thus, the fifth segment is focused on fostering peer support networks as a crucial strategy in the reskilling, resocialization, and reintegration of vulnerable women. These networks create safe, empathetic spaces where women can share experiences, encourage one another, and build trust. Through regular group check-ins, collaborative activities, and shared narratives, peer support helps build resilience, boost self-confidence, and develop essential social and employable skills. It also facilitates ongoing motivation and accountability, making it easier for women to stay engaged in learning and personal development. This segment includes also celebrating past and current achievements and providing mutual encouragement.

The peer support networks help women reframe challenges as opportunities for growth, foster resilience, and support successful integration into the labor market or entrepreneurial pathways. The creation of digital 'celebration reels' or shared journals provides a lasting record of collective achievement, reinforcing long-term resilience within the community (Rice & Mündel, 2019).

This section facilitates the creation of ongoing peer support groups using platforms like WhatsApp, Facebook Groups, Viber Groups or Slack or similar. It encourages sharing of success stories and mutual encouragement through digital storytelling.

Key strategies are focused on:

- Creation of structures for regular group check-ins and support.
- Use of digital platforms to maintain connection and accountability.
- Celebration of achievements and progress through shared narratives.

Within this section, peer support groups and digital storytelling are organized around creation and facilitation of ongoing groups using WhatsApp, Facebook Groups, Viber Groups or Slack (free tier). It encourages sharing of problems and difficulties, lessons learnt, providing permanent support and constructive and positive feedback, sharing success stories and celebrating mutual encouragement.

Creative Digital Tools:

- [Padlet](#): Create boards for sharing achievements and encouragement.
- [StoryMapJS](#): Map out collective journeys and shared milestones.
- [WeVideo/Clipchamp](#): Produce group video diaries or celebration reels.
- [Notion](#): Maintain group journals and accountability logs.

Overcoming Vulnerability and Building Trust

A large, stylized number '1' in a light gray color, positioned in the lower right quadrant of the page. The background is a solid red color, and the number '1' is partially overlaid by a large, light gray, curved shape that resembles a stylized '1' or a large bracket.

Lesson Plan 1.1: Guided Storytelling and Visual Journaling for Building Confidence and Resilience

Objective:

Support women in expressing and processing stressful experiences through storytelling and creative visual techniques.

Time: 90 min.

Digital Tools:

- [Padlet](#): (for anonymous and/or collaborative story sharing)
- [Canva](#): (visual journaling/mood boards)

Session Flow

Warming up activity:

- Begin with a group sharing circle, inviting participants to share a story about overcoming a challenge or fear. It can be done also by sharing a symbol – which could be an object, or image, e-moji or an animal, that represents the story with a challenge.
- Use Padlet as an option for anonymous story sharing, if needed. You can say for example, “Post an anonymous reflection on Padlet about something you’re proud of overcoming.” Allow participants to post their experiences and reflections in a safe, collaborative space. If they agree to present individually, they can share their stories in front of everyone.

Main activity:

- Introduce Canva for visual journaling: each participant creates a mood board or visual diary page representing their journey from stressful experience to confidence. You can say, “Share a story about a time you overcame a challenge or fear. What helped you through it?”, or “Create a mood board in Canva that represents your journey from trauma to confidence. What images, colors, or words best capture your feelings?”

Closing activity:

- Encircle the activity asking them to share what helped them pass through the challenge, where the facilitator reflects on common themes of confidence, building of resilience, inner motivation and the power of motivation and transformation.

Educator Guidance:

- Ensure an atmosphere in which they feel confident to share personal experiences and encourage empathy throughout the session.
- Encourage participants to use images, colors, and words that correspond with their emotions and experiences.
- Facilitate group reflection, focusing on themes of resilience, motivation and transformation

Reflective Self-Assessment¹:

Criteria	Excellent	Satisfactory	Incomplete
Engagement in Storytelling	Shares openly and thoughtfully; supports others	Shares story with prompting	Does not participate
Visual Journal Quality	Creative, expressive, deeply personal	Basic effort, some personal elements	Minimal effort /No submission
Reflection & Empathy	Insightful reflection; shows empathy to peers	Basic reflection	Minimal reflection / No reflection

Adaptation Tips for Different Size Groups:

- **Small groups (2–5):** Allow more time for each participant to share and discuss. Use breakout rooms for deeper conversations (if online).
- **Medium groups (6–15):** Rotate sharing in smaller circles; use [Padlet](#) for anonymous sharing to ensure everyone's voice is heard.
- **Large groups (16+):** Focus on written/visual submissions ([Padlet](#), [Canva](#)) and select a few stories for group discussion. Use polls or reactions for peer feedback (if online).

¹ Reflective selfassessment is specifically added in every lesson plan across the whole toolkit, as it supports learning by helping educators review their experience, adapt facilitation, and respond to participants' needs (Boud, Keogh, & Walker, 1985).

Lesson Plan 1.2: Mapping Healing Journeys for Reinforcing Confidence and Healing

Objective:

Help women reframe negative experiences and fears by visually mapping their healing journeys and milestones.

Time: 90 min.

Digital Tools:

- [TimelineJS](#) (personal timelines)
- [StoryMapJS](#) (mapping journeys and places)
- YouTube (for creating healing playlist) or [Canva](#) or [Padlet](#) (for creating collage)

Session Flow

Warming up activity:

- Guide participants in creating a personal timeline using [TimelineJS](#), marking significant life events, challenges, and moments of growth. You can say “Use [TimelineJS](#) to map out key events in your healing journey. What milestones stand out?”

Main activity²:

- Encourage and guide participants to use [StoryMapJS](#) to visualize places and journeys connected to their stories, fostering deeper reflection and meaning. You can say, “With [StoryMapJS](#), illustrate places or journeys that have shaped your story. How do these locations connect to your growth?”
- Invite participants to share their timelines and story maps with the group, highlighting turning points and sources of strength. Collect all different kinds of strengths (write it in a flipchart/board if in-person or on a shared white board (if online) that come out from the group and summing-up, illustrate how powerful each of them is and how powerful the group is together. You can encourage them by saying “Share your timeline or story map with the group and highlight a turning point.”

Closing activity:

- Encircle the activity with a “Healing Playlist” on YouTube, asking each participant to suggest a song that helped them through a tough time. Create a group playlist and discuss why each song is meaningful for activating the basic trust in oneself and remembering/keeping the same mood in tough times.

2 This activity draws on digital storytelling as a pedagogical approach that supports reflection, voice, and meaningmaking through narrative expression (Lambert, 2013).

- Alternatively, you can also make a “Confidence Collage” in [Canva](#) or [Padlet](#) where the participants can create a digital collage or mood board representing confidence, healing and growth. Then share and discuss the images, words and colors chosen to associate them with confidence and healing.

Educator Guidance:

- Encourage participants to focus on progress and positive change, not just difficulties.
- Support participants in identifying patterns of confidence, resilience and growth.
- Facilitate peer feedback and group discussion to reinforce empowerment.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Timeline/StoryMap Detail	Comprehensive, creative, meaningful connections	Basic timeline/map	Minimal detail / No submission
Sharing & Reflection	Shares openly, provides thoughtful feedback	Shares with prompting	Minimal sharing / Does not participate
Growth Identification	Clearly identify patterns of resilience	Basic identification	Minimal insight / No insight

Adaptation Tips for Different Size Groups:

- Small groups:** Encourage sharing and discussion of each timeline/map.
- Medium groups:** Pair participants for peer feedback; present highlights to the whole group.
- Large groups:** Use gallery walks (virtual or in-person) for participants to view each other’s work; facilitate group reflection on common themes.

Lesson Plan 1.3: Creative Expression for Transforming Fear into Possibility

Objective:

Empower women to transform fears and negative experiences into possibilities through creative digital storytelling.

Time: 90 min.

Digital Tools:

- [Notion](#) (digital journaling and goal setting)
- [WeVideo/Clipchamp](#) (video storytelling or sketches/strips)
- [Google Docs](#) (for finishing the unfinished letter to myself)

Session Flow

Warming up activity:

- Use [Notion](#) to create digital journals where participants reflect on a fear or negative experience and brainstorm ways to reframe it as an opportunity. Encourage them: "Reflect in [Notion](#): What is a fear or negative experience you'd like to transform? How could you reframe it and see it as an opportunity?"

Main activity:

- Introduce [WeVideo](#) or [Clipchamp](#) for participants to create short video stories or sketches/strips illustrating their transformation from fear to possibility. Arrange the session so that participants can act creatively in addressing their fears. You may say, "Create a short video or sketch/strip in [WeVideo/Clipchamp](#) showing your journey from fear to possibility."
- Organize a virtual showcase where participants present their creative projects and discuss their personal growth. Encourage them: "Please present your creative project to the group and discuss what you learned."

Closing activity:

- Finish with a short "Letter to My Past Self" on a pre-prepared but unfinished sentences, offering advice or encouragement for myself and/or the others in similar situations. The letter can be shared on Google drive for electronic writing or provided in hard copy whereas more appropriate.

Educator Guidance³:

- Provide guidance and support for reframing negative experiences.
- Encourage creative risk-taking and self-expression.
- Celebrate each participant's unique journey and achievements.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Journal Reflection	Deep, insightful, shows transformation	Basic reflection	Minimal effort/ No submission
Creative Project Quality	Highly creative, clear transformation	Basic effort	Minimal creativity/ No submission
Presentation & Discussion	Engages group, shares insights	Presents with prompting	Minimal sharing/ No presentation

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and receive feedback.
- **Medium groups:** Organize in-person gallery or virtual showcases; group feedback on a plenary or via chat or comments.
- **Large groups:** Use work in small groups in-person or breakout rooms for presentations; select projects for group viewing and discussion.

³ This is another lesson plan where educators should ensure a safe, supportive environment where participation is voluntary and emotional expression is approached with care, in line with traumainformed principles (SAMHSA, 2014).

Lesson Plan 1.4: Building Trust and Peer Support Networks for Future Growth

Objective:

Foster trust and mutual support among participants as they navigate trauma recovery together and overcome negative experiences.

Time: 90 min.

Digital Tools:

- [Padlet](#) (group encouragement board)
- [Notion](#) (group journal and accountability)

Session Flow

Warming up activity:

- Facilitate a group [Padlet](#) board for sharing encouragement, affirmations, and success stories (“Post an affirmation or encouragement for a peer on the group [Padlet](#) board.”). It can be done as an “Affirmation Exchange” where each participant writes a positive affirmation or encouraging message for someone else in the group and shares it with the other. Take care that it is done so that they choose the name of someone from the group, and no one is excluded.

Main activity:

Use [Notion](#) to maintain a group journal or a bulletin, tracking progress and regular check-ins on how to realize those messages in practice, what they should do and how, in order to avoid potential risks. Alternatively, do it on a big flip-chart in hard copy, where the group can work together (with not more than 4-5 people), or in smaller group of about 2-3 people addressing some of the messages shared already. You can say, “Contribute to the ([Notion](#)) group journal: What progress have you made this week? How can the group support you?”

Closing activity:

- Organize peer mentoring sessions, pairing participants from different groups to provide their view and support each other’s healing and growth connected with shared messages. “Pair up for peer mentoring and share one goal you’re working on.”

Educator Guidance:

- Establish regular group check-ins and support structures.
- Encourage open communication and peer mentoring.
- Celebrate collective achievements and progress through shared narratives.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Peer Support Engagement	Actively supports and encourages peers	Participates with prompting	Minimal /No participation
Journal Contribution	Thoughtful, regular updates	Occasional updates	Minimal /No updates
Mentoring Participation	Engages fully, sets and supports goals	Basic participation	Minimal /No participation

Adaptation Tips for Different Size Groups:

- **Small groups:** Foster close-knit support; rotate mentoring pairs.
- **Medium groups:** Use digital platforms for regular check-ins; encourage group accountability.
- **Large groups:** Create subgroups for peer support; use [Padlet](#)/[Notion](#) for broad engagement and recognition.

Elaborated example 1– [Canva](#) Mood Board Template

[Canva](#) Mood Board Template

Purpose:

To visually represent a participant's journey from stress to confidence, using images, colors, and words that capture emotions and milestones.

Instructions for Participants:

1. Create a New [Canva](#) Project:

- o Go to <https://www.canva.com/> and select "Mood Board" or "Custom Dimensions" (e.g., 1920x1080 px).

2. Title Your Mood Board:

- o Example: "My Journey from Trauma to Confidence"

3. Add Visual Elements:

- o **Images:** Search Canva's free photo library for pictures that represent your feelings, experiences, or aspirations (e.g., sunrise, bridges, open doors).
- o **Colors:** Choose background colors that reflect your emotional state (e.g., dark for difficult times, bright for confidence).
- o **Words & Quotes:** Add text boxes with words, affirmations, or quotes that inspire you (e.g., "Resilience," "Growth," "I am stronger than my fears").
- o **Shapes & Icons:** Use symbols (e.g., hearts, arrows, paths) to illustrate progress or turning points.

4. Arrange Elements Creatively:

- o Organize your images and words to tell a story—chronologically, thematically, or as a collage.

5. Share or Present:

- o Download your mood board or share it directly via Canva's link feature for group reflection.

Template Example:

- Title: "My Healing Journey"
- Section 1: Images representing past struggles (e.g., stormy weather, closed doors)
- Section 2: Words describing emotions (e.g., "Fear," "Isolation")
- Section 3: Images and colors showing confidence and growth (e.g., sunrise, green leaves)
- Section 4: Affirmations and quotes (e.g., "I am enough," "Every day is a new beginning")
- Section 5: Symbols of progress (e.g., arrows, bridges)

Elaborated example 2 – TimelineJS Setup Template

TimelineJS Setup Template

Purpose:

To map out key events, milestones, and turning points in a participant's healing journey, visually and interactively.

Instructions for Participants:

1. Access [TimelineJS](#):

- o Go to <https://timeline.knightlab.com/> and review the setup instructions.

2. Download the Google Sheets Template:

- o Click "Get the Spreadsheet Template" and make a copy to your own Google Drive.

3. Fill Out Your Timeline:

- o **Start Date:** Enter the date or year of each significant event.
- o **Headline:** Briefly describe the event (e.g., "Started Therapy," "Joined Support Group").
- o **Text:** Add a short narrative about what happened and how it impacted you.
- o **Media:** (Optional) Add links to images, videos, or audio that represent the event.
- o **Media Credit/Caption:** Provide context for any media used.

4. Add Multiple Events:

- o Include both challenges and moments of growth or achievement.
- o Example events: "Faced a major fear," "Made a new friend," "Achieved a personal goal."

5. Publish Your Timeline:

- o Follow [TimelineJS](#)'s instructions to publish and share your timeline with the group.

Template Example (Google Sheets Columns):

- Start Date: 1 March 2018
- End Date: 15 March 2018 (optional)
- Headline: "First Step Toward Healing"
- Text: "Attended my first support group meeting. Felt nervous but confident."
- Media: [link to a relevant image]
- Media Credit: for example, "Photo by Unsplash"
- Media Caption: for example, "A circle of chairs, symbolizing support"

Facilitation Tips:

- Encourage participants to use metaphors and symbols that are meaningful to them.
- Remind them that their boards and timelines are personal, there's no right or wrong way to express their journey.
- Offer technical support for using [Canva](#) and [TimelineJS](#), and provide examples to inspire creativity.

Discovering and Leveraging Personal Strengths

A large, stylized number '2' in a dark red color, positioned in the lower right quadrant of the page. The background is a solid red color, and the number is set against a white, curved, abstract shape that resembles a large '2' or a stylized 'C'.

Lesson Plan 2.1: Visual Storytelling for Discovering Personal Strengths

Objective:

Guide participants to identify and celebrate their unique strengths and achievements using creative visual tools.

Time: 90 min.

Digital Tools:

- [Canva](#) (vision boards, achievement posters)
- [Padlet](#) or digital whiteboard (for building a compliment net)

Session Flow

Warming up activity:

- Start the activity with a short warm-up “Superpower Introduction”, so that if they could choose one personal superpower (a real skill or quality), what would it be and why? Then the participants share their superpower and give an example of how they’ve used it in their life or work. It will encourage creative thinking and highlight unique abilities.

Main activity:

Continue with main activity where you can start with self-reflection prompts: “What are three qualities or skills you are most proud of?” and ask participants to write them down. Use [Canva](#) to design a personal achievement poster or vision board, illustrating individual strengths and qualities, but add up with some milestones and aspirations to leverage some of them or use or improve them in a way. “Create a vision board in [Canva](#) that illustrates your strengths or qualities, but also some milestones or an aspiration you would like to achieve.” Continue with group sharing to present posters in a supportive circle, offering positive feedback and encouragement. “Share your achievement poster with the group and describe one strength you’d like to use more in your life.”

Closing activity:

- Finish with a “Compliment Web” where one participant gives a compliment about a strength to another, who then passes a compliment to someone else, creating a web of positive feedback. You can use [Padlet](#) or a digital whiteboard to visualize the web.
- Alternatively, you can use a ball of yarn (a knitting ball) in a life session, so that one person takes the ball, keeps part of the rope, then compliments the other person and throws the ball to the other person. They all continue building a rope net. It fosters a real supportive atmosphere and reinforces group cohesion.

Educator Guidance:

- Encourage participants to use images, colors, and words that represent their strengths.
- Facilitate open discussion to validate and celebrate each person's unique qualities.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Self-Reflection	Deep, insightful, celebrates strengths	Basic reflection	Minimal / No submission
Visual Storytelling	Highly creative, clear representation	Basic effort	Minimal / No submission
Group Sharing & Feedback	Shares openly, supports peers	Shares with prompting	Minimal / No participation

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and receive feedback.
- **Medium groups:** Rotate sharing in smaller circles; use [Padlet](#) for posting posters and comments.
- **Large groups:** Focus on digital submissions ([Canva](#), [Padlet](#)) and select a few posters for group discussion; use polls or reactions for peer feedback.

Lesson Plan 2.2: Hidden Talents Reveal for Mapping Potential Growth

Objective:

Help participants chronicle their personal growth and resilience through interactive timelines and story maps with hidden talents reveal.

Time: 90 min.

Digital Tools:

- [TimelineJS](#) (personal growth timelines)
- [StoryMapJS](#) (mapping journeys and places)

Session Flow

Warming up activity:

- Reflective journaling: "Describe a time when you realize some hidden potential you have that you rarely used after. What was this talent about?". Try to mark 3 hidden talents for each participant, so they can write them down on a piece of paper.

Main activity:

- Ask participants to create a personal timeline in [TimelineJS](#), marking key events, achievements, and turning points where you discover your hidden talents. You can say, "Create a personal timeline in [TimelineJS](#) marking key events that helped you discover your hidden talents." Ask them to think and explore how these hidden talents could be valuable in work or life.
- Then ask them to use [StoryMapJS](#) to visualize some targets and milestones where they potentially use those talents to achieve something important for them. "Use [StoryMapJS](#) to visualize some targets and milestone that you would like to achieve using some of your hidden talents."
- Encourage participants to share timelines and story maps with the group, highlighting sources of strength and potential for growth.

Closing activity:

- Finish with "Would be Proud Moment If" and ask participants to share their wishes on developing on some of their hidden talents and transforming it into ability or putting it in the practice to improve their life and wellbeing.

Educator Guidance:

- Support participants in identifying patterns of resilience.
- Encourage sharing and peer feedback to reinforce empowerment.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Timeline/StoryMap Detail	Comprehensive, creative, meaningful connections	Basic timeline/map	Minimal / No submission
Sharing & Reflection	Shares openly, provides thoughtful feedback	Shares with prompting	Minimal / No participation
Growth Identification	Clearly identifies patterns of growth	Basic identification	Minimal / No insight

Adaptation Tips for Different Size Groups:

- **Small groups:** Encourage sharing and discussion of each timeline/map.
- **Medium groups:** Pair participants for peer feedback; present highlights to the whole group.
- **Large groups:** Use gallery walks (virtual or in-person) for participants to view each other's work; facilitate group reflection on common themes.

Lesson Plan 2.3: Strength Journaling and Goal Setting

Objective:

Empower participants to reflect on their strengths, abilities and advantages and set actionable goals for applying them in new life situations.

Time: 90 min.

Digital Tools:

- [Notion](#) (digital journals and goal trackers)
- [Padlet](#) (peer support boards)

Session Flow

Warming up activity:

- Start with “A Strengths Chain” (“List your top strengths and describe how you can use each in a new situation.”) and ask one participant to share a strength and how they use it. The next person shares different personal strength and how it connects to the previous one, continuing around the group. It will help broaden and sharpen our mind.

Main activity:

- Continue with main activity guiding journaling in [Notion](#): “List your top strengths and abilities and describe how you can use each in a new situation.”
- Group discussion: Share one strength and a goal for using it in the future.

Follow-up activity:

- Peer support: encourage participants to use [Padlet](#) to post encouragement, advice, and celebrate progress.

Educator Guidance:

- Encourage ongoing reflection and goal setting.
- Facilitate peer support and accountability.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Journal Reflection	Deep, insightful, shows application	Basic reflection	Minimal effort / No submission
Goal Setting	Clear, actionable, relevant goals	Basic goals	Minimal effort / No goals set
Peer Support Engagement	Actively supports and encourages peers	Participates with prompting	Minimal / No participation

Adaptation Tips for Different Size Groups:

- **Small groups:** Foster close-knit support; allow more time for sharing and feedback.
- **Medium groups:** Use [Padlet](#) for posting journals and goals; encourage group accountability.
- **Large groups:** Create subgroups for peer support; use [Padlet](#) for broad engagement and recognition.

Lesson Plan 2.4: Expressing Attitudes and Personal Advantages through Creative Media

Objective:

Enable participants to showcase their attitudes and personal advantages through creative digital storytelling.

Time: 90 min.

Digital Tools:

- [Padlet](#) (for assessing attitudes)
- [WeVideo/Clipchamp](#) (for video storytelling)

Session Flow

Warming up activity:

- Start with difference from skill and attitude, and how it is important for life and achievements. For e.g. You can possess a very good presenting skill for employers, but you think all arrangements are done through protection and nepotism, and it is not worth trying. Or you have very good negotiating or sale skills, but you think nobody would listen and give it a try. Attitudes give meaning to our activities and goals, and that's why they are very important.
- Then ask participants to share some of their attitudes and try assessing them as positive or negative. For the positive ones, ask them to keep in the process of creative exchange, and for the negative, try to transform them creatively into positive - Eg. "If I don't try I'll never know if" or "If I try, I have nothing to lose..". You can use [Padlet](#) for anonymous sharing and assessing.

Main activity:

- Brainstorm: "Choose an attitude or ability that you would like to show and present to other people and external parties as part of your presentation." Create a short video or sketch in [WeVideo](#) or [Clipchamp](#) demonstrating how this attitude and advantage can be of use to others too. It could be applied so that the group is creating a Bazaar and a Showcase of attitudes and abilities they would like to present.
- Organize a virtual showcase for participants to present their creative projects and organize a voting with help of Emoji stickers, that each participant can give to some of the attitudes and abilities presented (giving 5 emoji (likes) to the most valuable one, then 4 emojis for the next one on the list etc.) Summarize which attitudes and abilities were valued most in the group.

Closing activity:

- Finish with a reflexive discussion about their learning from the session.

Educator Guidance:

- Encourage creative risk-taking and self-expression.
- Celebrate each participant's unique journey and achievements.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Creative Project Quality	Highly creative, clear demonstration	Basic effort	Minimal creativity / No submission
Application of attitudes	Clearly shows attitude put in new context	Basic demonstration	Minimal application / No demonstration
Presentation & Discussion	Engages group, shares insights	Presents with prompting	Minimal sharing / No presentation

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and receive feedback.
- **Medium groups:** Organize virtual showcases; group feedback and voting via chat or likes/comments.
- **Large groups:** Use breakout rooms for presentations; select projects for group viewing and discussion.

Elaborated example 3 – [Notion](#) Journal Sample Prompts & Template

[Notion](#) Journal elicitation strategies and Template structure

Purpose:

To guide participants in reflecting on their strengths, setting goals, and planning how to apply their personal advantages in new life situations.

Elicitation strategies (conversation starters):

- “List your top three strengths. How have you used each in the past?”
- “Describe a situation where you overcame a challenge. Which personal qualities helped you?”
- “What is one skill or attitude you’d like to use more in your life? Set a goal for applying it in a new context.”
- “Reflect on feedback from peers: What strengths do others see in you?”
- “Write about a time you supported someone else. How did your strengths help?”

[Notion](#) Journal Template Structure:

1. **Title:** My Strengths & Goals Journal

2. **Sections:**

- o **Strengths Inventory:**

- o Table or list of strengths, with examples of when each was used.

- o **Growth Stories:**

- o Short narratives about overcoming challenges, highlighting strengths.

- o **Goal Tracker:**

- o Table with columns for strength, goal, action steps, and progress

NOTES.

- o **Peer Feedback:**

- o Space to record feedback or encouragement from group members.

- o **Weekly Reflection:**

- o Journal entries summarizing progress, insights, and next steps.

Elaborated example 4 – [WeVideo/Clipchamp](#) Project Template

[WeVideo/Clipchamp](#) Project Template

Purpose:

To enable participants to creatively showcase their attitudes as part of their personal advantages through video storytelling.

Verbal cues:

- “Choose a skill or attitude that helped you in a difficult time. Create a short video demonstrating how you used it and how you plan to apply it in the future.”
- “Tell a story about a personal achievement or moment of resilience. Use images, narration, and music to bring your story to life.”
- “Interview yourself or a peer: What does ‘strength’ mean to you? How can it help in new situations?”
- “Create a video diary entry reflecting on your growth and goals for the coming months.”

[WeVideo/Clipchamp](#) Project Template Structure:

- 1. Title Slide:**
 - o “My Strength in Action” or “Journey of Resilience”
- 2. Introduction:**
 - o Brief narration or text introducing the chosen strength or attitude.
- 3. Story Section:**
 - o Clips/images showing a real-life example of using strength.
 - o Optional: Include interviews, voiceover, or peer testimonials.
- 4. Application Section:**
 - o Demonstrate or describe how the strength will be applied in a new context.
- 5. Conclusion:**
 - o Reflection on what was learned and future goals.
- 6. Credits:**
 - o Acknowledge any collaborators, music, or resources used.

Tips for Participants:

- Use free stock images, music, and video clips available in [WeVideo/Clipchamp](#).
- Keep videos concise (2–5 minutes).
- Focus on authenticity and personal meaning rather than technical perfection.

Developing and Strengthening Social Skills

3

Lesson Plan 3.1: Communication and Active Listening

Objective:

Help participants practice effective communication and active listening in supportive group settings.

Time: 90 min.

Digital Tools:

- [Zoom](#), [Microsoft Teams](#) (virtual sessions)
- [Padlet](#) (reflection boards)

Session Flow

Warming up activity:

- Start with an icebreaker “Two Truths and a Dream”, where each participant can share two true facts about themselves and one dream or aspiration. Others guess which is the dream. Use [Padlet](#) or a chat platform for posting responses or do this live in breakout rooms.

Main activity:

- Organize role-play common social scenarios (e.g., introducing oneself, resolving a misunderstanding) in virtual breakout rooms (Zoom or Microsoft Teams), or in a small groups if the session is in-person. Encourage them to practice active listening with a partner
- Use [Padlet](#) for sharing reflections on communication challenges and successes. “What did you learn about their experience?” “Describe a time when you felt misunderstood. How could communication have improved the situation?”

Closing activity:

- Group discussion: “How does it feel to be truly heard? What makes someone a good listener?”

Educator Guidance:

- Create a safe and supportive environment by establishing ground rules for respectful communication and confidentiality. Encourage participants to listen without interrupting and to value each person’s contribution.
- Demonstrate clear, empathetic communication and active listening yourself.
- Facilitate interactive activities and guide participants through icebreakers (like “Two Truths and a Dream”) and role-plays of common social scenarios. Rotate partners or use breakout rooms to ensure everyone practices both speaking and listening.
- Encourage sharing reflections on communication challenges and successes using tools like [Padlet](#).

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Communication Skills	Clear, empathetic, effective	Basic effort	Minimal effort / No participation
Active Listening	Demonstrates understanding, asks thoughtful questions	Listens with prompting	Minimal listening / No engagement
Reflection & Sharing	Insightful, supports peers	Shares with prompting	Minimal sharing / No reflection

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow more time for each participant to practice and receive feedback.
- **Medium groups:** Rotate partners for role-plays; use [Padlet](#) for group reflections.
- **Large groups:** Use breakout rooms for role-plays; focus on written reflections and select a few for group discussion.

Lesson Plan 3.2: Conflict Resolution and Empathy

Objective:

Develop participants' ability to resolve conflicts constructively and build empathy.

Time: 90 min.

Digital Tools:

- [Discord](#), [Microsoft Teams](#) (group chat)
- [Padlet](#) (story sharing)

Session Flow

Warming up activity:

- Start with a "Quick Connection Poll" to answer fun questions: "Are you a morning person? Do you prefer coffee or tea? Do you prefer shopping or not? What is your favorite way to relax?" If you are conducting the session online you can use Zoom/ Teams polls or [Padlet](#) reactions.
- After the answers have a short discussion on similarities and differences and how they can create conflicts and understanding.

Main activity:

- Continue by offering interactive scenarios as part of main activity: Participants act out conflict situations (in pairs or in a team) and brainstorm solutions for resolving the conflict.
- Guide group discussions on similarities and differences among participants to highlight how diverse viewpoints can lead to both conflict and understanding. Encourage participants to reflect on how empathy can help resolve disagreements and build stronger relationships. If online, use [Discord](#) or [Teams](#) for group chat discussions on empathy and conflict resolution. You can ask questions like: "Share a story about a conflict you resolved. What strategies worked?", "How can empathy help in resolving disagreements?"

Closing activity:

- Finish with creation of a collaborative [Padlet](#) board for sharing stories of overcoming social challenges. Or start a discussion on their attitudes and beliefs in resolving conflicts.

Educator Guidance:

- Set clear ground rules for respectful communication and confidentiality, ensuring participants feel comfortable expressing their thoughts and experiences.

- Use interactive scenarios and facilitate role-play activities where participants act out conflict situations in pairs or teams. Encourage them to brainstorm and practice creative solutions for resolving conflicts. Rotate partners or use breakout rooms to maximize participation and exposure to different perspectives.
- Invite participants to share personal stories about overcoming social challenges or resolving conflicts. Use collaborative digital tools like [Padlet](#) to collect and discuss these stories, reinforcing the value of empathy and constructive problem-solving.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Conflict Resolution	Proposals creative, effective solutions	Basic effort	Minimal effort / No participation
Empathy	Demonstrates deep understanding	Basic empathy	Minimal / No empathy
Group Engagement	Actively supports and encourages peers	Participates with prompting	Minimal / No participation

Adaptation Tips for Different Size Groups:

- **Small groups:** Encourage open sharing and deeper discussion.
- **Medium groups:** Pair participants for scenario work; use [Padlet](#) for group brainstorming.
- **Large groups:** Use subgroups for scenario work; facilitate group reflection on common themes.

Lesson Plan 3.3: Building Social Networks and Support Systems

Objective:

Empower participants to build and maintain supportive social networks.

Time: 90 min.

Digital Tools:

- [StoryMapJS](#) (for network mapping)
- [Padlet](#) (for resource sharing)

Session Flow

Warming up activity:

- Start with "Social Bingo" and create bingo card with prompts associated with some experience, characteristics like "Has volunteered", "Speaks more than one language", "Enjoys teamwork", "Has resolved a conflict" or similar. Then ask participants to mix and socialize (virtually or in-person) to find peers who match with the proposed experience or characteristic in each prompt. Use [Padlet](#) or Google Docs to track progress and celebrate completed bingos. Ask participants if they would like to share what/how do they match with each other, and whether they find it as a potential for building networks, sharing with each other and similar.

Main activity:

- Continue with main activity and mapping out personal and professional support systems using [StoryMapJS](#). Organize around a group activity: Create a collaborative [Padlet](#) board listing resources and contacts for support. You can ask the participants "Visualize your support system in real life – who were your key supporters so far and for what kind of support were they helpful so far? After they identify and list 3-5 people in their network, you can continue with the activity asking each participant to "Share a story about how your network helped you in a difficult time, overcoming a problem or achieving something important for you."

Closing activity:

- Finish the activity with discussion: "Who is still very helpful in your support network? How can they help you with your goals? How do you connect with each of them and how do you see them helping in achieving your goals." How can you expand it in case you need other kind of support?"

Educator Guidance:

- Foster an inclusive environment where every participant feels comfortable sharing and connecting. Encourage ongoing contributions and peer support.

- Lead reflective discussions and initiate group conversations about the importance of social support to deepen understanding and engagement.
- Demonstrate empathetic listening and encourage participants to support each other, reinforcing the value of positive social connections and peer encouragement.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Network Mapping	Comprehensive, creative, meaningful connections	Basic map and list without a meaningful connection	Minimal / No submission and detail
Resource Sharing	Shares valuable resources, supports peers	Shares with prompting	Minimal / No participation and sharing
Reflection & Engagement	Insightful, reflects, engages and supports group	Shares with prompting	Minimal / No reflection and engagement

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and discuss their map.
- **Medium groups:** Pair participants for feedback; present highlights to the whole group.
- **Large groups:** Use gallery walks (virtual or in-person) for viewing maps; facilitate group reflection.

Lesson Plan 3.4: Expanding Social Skills through Creative Media

Objective:

Enable participants to showcase and practice social skills through creative digital video clips or sketches.

Time: 90–120 min

Digital Tools:

- [Padlet](#) or Chat (for posting short stories)
- [WeVideo](#)/[Clipchamp](#) (for video storytelling)

Session Flow

Warming up activity:

- Start with an icebreaker “Share a short story – about practicing a social skill this week”, with an aim to strengthen existing social relationships. Ask participants to post reflections on [Padlet](#) or in chat about a social skill they think is very important in connecting with others in the community. Let them choose social skills on their own and in case they could not, help with some examples such as being able to approach people easily, pay attention, do not interrupt, show empathy and understanding, be easygoing, being inclusive for others that are more closed and cannot easily connect, asking for favor politely and confidently, trying to negotiate or resolve a conflict etc.). Try to exhaust everything they could think of and facilitate sharing with empathy and group bonding.

Main activity:

- Organize main activity around brainstorming: “Now choose a social skill you want to further strengthen and expand.”, then create a short video or sketch in [WeVideo](#) or [Clipchamp](#) demonstrating the skill in action. Try to motivate and encourage them to choose a social skill that they see challenging and important for making new friends, keeping those they have or reconnecting with those they lost as friends in the past. Then ask them to “Create a video showing how you handle a challenging social situation.” They can imagine an occasional meeting on the street, or a planned and arranged situation where they initiate a meeting with a specific goal. Encourage the participants to be proactive and imagine what they would say, how they can act and behave, they can even create short dialogs that they can be recorded in pairs and leave enough time for creating short videos and clips.

Closing activity:

- Organize a virtual showcase for participants to present their video projects and discuss their learning. Provide your positive and constructive feedback and ask other participants to add up their opinions and reflections.

- At the end of activity ask them to “Reflect on what they have learned about themselves and others through the entire session.”

Educator Guidance:

- Create a supportive and creative environment where participants feel encouraged to express and practice social skills.
- Guide participants in selecting a social skill they wish to strengthen. It could be some of those already mentioned such as advanced communication, active listening, empathy and understanding, but could be also other important social skills such as coping with difficult personalities, anger management and controlling emotions, assertive skills and communication, learning to say NO and setting boundaries etc.
- Facilitate group showcases and discussion on what was learned about themselves and others.
- Encourage constructive peer feedback, ensuring that all voices are valued and learning experience is both engaging and inclusive.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Creative Project Quality	Highly creative and relevant, clear demonstration	Basic effort with some creativity	No submission of a video, clip or a sketch
Social Skill Application	Clearly shows skill in context	Basic demonstration	Minimal / No demonstration and application
Presentation & Discussion	Engages in group, shares insights, presents and discusses	Presents with prompting	Minimal / No presentation and sharing

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and receive feedback.
- **Medium groups:** Organize virtual showcases; group feedback via chat or comments.
- **Large groups:** Use breakout rooms for presentations; select projects for group viewing and discussion.

Elaborated example 5 – StoryMapJS Social Skills Map Template

StoryMapJS Social Skills Map Template

Purpose:

To help participants visualize and reflect on their social networks, support systems, and key social interactions that have contributed to their growth.

Instructions for Participants:

1. Access StoryMapJS:

- o Go to <https://storymap.knightlab.com/> and review the setup instructions.

2. Create a New StoryMap:

- o Title your map (e.g., “My Social Support Network” or “Key Social Connections in My Journey”).

3. Add Locations and Events:

- o For each location, add a marker and a short story about a meaningful social interaction or relationship (e.g., “Community Center: Joined a support group and made new friends”).
- o Include places such as workplaces, schools, online communities, or any setting where important social skills were developed or practiced.

4. Narrative Elements:

- o Describe the skill or attitude practiced at each location (e.g., “Practiced active listening,” “Resolved a conflict,” “Built teamwork”).
- o Add images, links, or media that represent the experience.

5. Reflection Section:

- o At the end of your map, add a summary slide reflecting on how your social network has helped you grow and what skills you want to strengthen next.

Template Example:

- Title: “Building My Social Support System”
- Location 1: Local Library – “Volunteered and learned teamwork”
- Location 2: Online Forum – “Practiced empathy and communication”
- Location 3: Workplace – “Resolved a conflict with a colleague”
- Location 4: Community Center – “Joined a peer mentoring group”
- Reflection Slide: “My network has helped me become a better listener and team player. Next, I want to work on assertiveness.”

Elaborated example 6 – [WeVideo/Clipchamp](#) Social Skills Project Template

[WeVideo/Clipchamp](#) Social Skills Project Template

Purpose:

To enable participants to creatively demonstrate and reflect on their social skills through video storytelling.

Sample Prompts:

- “Create a video showing how you handle a challenging social situation.”
- “Demonstrate a social skill you want to strengthen, such as approaching a person you don’t know, joining a group, starting a teamwork, conflict resolution, or active listening.”
- “Reflect on what you learned about yourself and others through this project.”

Project Structure:

1. Title Slide:

- o “My Social Skill in Action” or “Learning to Communicate”

2. Introduction:

- o Brief narration or text introducing the chosen social skill and why it’s important.

3. Scenario Section:

- o Act out or narrate a real-life or hypothetical social situation where the skill is applied (e.g., resolving a disagreement, collaborating on a group task).
- o Use images, video clips, or sketches to illustrate the scenario.

4. Reflection Section:

- o Share insights about what worked, what was challenging, and how you felt during the interaction.
- o Optionally, include peer feedback or testimonials.

5. Application Section:

- o Describe how you plan to use or strengthen this skill in future situations.

6. Conclusion:

- o Summarize key takeaways and set a personal goal for social skill development.

7. Recognitions:

- o Acknowledge any collaborators, music, or resources used.

Tips for Participants:

- Use free stock images, music, and video clips available in [WeVideo/Clipchamp](#).
- Keep videos concise (2–5 minutes).
- Focus on authenticity and personal meaning rather than technical perfection.

Building Employable Skills



4

Lesson Plan 4.1: Digital Literacy and Collaboration⁴

Objective:

Equip participants with essential digital literacy skills and experience in collaborative online work.

Time: 90 min

Digital Tools:

- [Padlet](#) (utilized for sharing objects, documents, or images)
- [Google Workspace](#) (Docs, Sheets, Slides)

Session Flow

Warming up activity:

- Start with an icebreaker “Show and Tell Professional Edition”, where participants can bring (or share digitally) an object, document, or image that represents a professional achievement or a skill. It could be a symbolic object, images and visuals that can represent how well they managed in some situation where they provided an idea, created a product, learned a lesson, realized a trade, generated profit etc. They share stories in small groups or on [Padlet](#), focusing on transferable skills and their meaning. Explain that transferable skills are abilities that can be applied in different jobs, roles, and life situations, regardless of sector or profession such as communication, problem-solving, adaptivity, flexibility, leadership, creativity, organization, critical thinking etc. Be sure that everyone can see what kind of transferable skill lies behind their achievement and choose one at least one that is related to the story they shared.

Main activity:

- Continue with main activity with introduction to Google Workspace (Docs, Sheets, Slides) where they can create a short report, presentation or a post for social media in order to practice creating, editing, and sharing documents. Let the participants try individually, saying “Describe a time you used technology to present what you have already done successfully.” Provide enough time so that everyone finishes with their own report, presentation or post.
- Then ask them to choose one story (report, presentation or a post) to organize as a group project saying, “Work with your group to create a presentation on a topic of your choice.”
- where they Collaborate on a simple presentation or report using Google Docs/Slides.

⁴ The lesson supports the development of essential digital competences related to communication, collaboration, and content creation (European Commission, Joint Research Centre, 2022).

Closing activity:

- Finish with discussion: “How can digital skills help you in the workplace?”

Educator Guidance:

- Encourage participants to share openly and support one another as they explore new digital tools and experience collaborative online work.
- Facilitate collaborative projects and organize group activities where participants work together on a simple presentation or report, collaborate and learn from each other.
- Encourage reflection and discussion and lead a group discussion on the importance of digital skills in the workplace.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Digital Literacy	Navigates and uses tools confidently and effectively, helps others	Basic use, needs support	Minimal / No participation and use
Collaboration	Actively contributes, participates and shares, supports others in the group	Basic participation	Minimal / No contribution and effort
Project Quality	Creative, well-organized, relevant	Basic effort	Minimal / No submission and effort

Adaptation Tips for Different Size Groups:

- **Small groups:** Assign individual roles in the project.
- **Medium groups:** Rotate group leaders; encourage peer teaching.
- **Large groups:** Use breakout rooms for smaller teams; present projects to the whole group.

Lesson Plan 4.2: Problem-Solving and Teamwork

Objective:

Develop problem-solving skills and teamwork through real-world scenarios and collaborative exercises.

Time: 90 min

Digital Tools:

- [Padlet](#) (for brainstorming and sharing)

Session Flow

Warming up activity:

- Start with a warm-up “Problem-Solving Race” with presenting of simple workplace challenge (e.g. “A deadline is missed and we need to prevent it from happening again”, “A team member is absent, and we need to convince him/her to come on board”). Then ask each participant for one step or idea to solve the problem, building on the previous person’s suggestion. Use [Padlet](#) or teams chat for collaborative brainstorming.

Main activity:

- Continue with main activity, asking few participants to “Describe a challenge faced at work and how they solved it.”
- Then offer a scenario-based group challenge: Solve a workplace problem together (e.g., planning an event, resolving an existing conflict, creating a web-page or creating a new mobile application).
- Use [Padlet](#) for brainstorming solutions and sharing ideas. Say “Work with your team to brainstorm solutions to a given scenario.” Ask them to focus on what do they need to do, how they would organize and who is doing what.
- Organise a discussion around the reflection: “What strengths did you use to help your team?”

Closing activity:

- Finish with a circle of their impressions and preferences of teamwork versus individual one, its advantages and disadvantages, and how they can imply in their professional life.

Educator Guidance:

- Encourage participants to share openly and support one another as they explore problem solving and experience collaborative online work.
- Facilitate collaborative projects and organize group activities where participants work together, collaborate and learn from each other.

- Encourage reflection and discussion and lead a group discussion on the importance of problem-solving and teamwork in the workplace.
- Encourage reflection and lead discussions on what strengths participants used to help their team and the advantages and disadvantages of teamwork versus individual work. Help participants recognize the value of collaboration and how it applies to their professional lives.

Reflective Self-Assessment:

Criteria	Excellent (5)	Satisfactory (3)	Incomplete (1)
Problem-Solving	Proposals creative, relevant and effective solutions	Basic effort	Minimal / No participation
Teamwork	Participates, supports and encourages peers	Basic participation	Minimal / No contribution
Reflection	Insightful, identifies strengths and reflects	Shares with prompting	Minimal / No reflection and sharing

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each member to contribute with ideas.
- **Medium groups:** Pair teams for feedback and solution comparison.
- **Large groups:** Use [Padlet](#) for group-wide brainstorming; select top solutions for discussion.

Lesson Plan 4.3: Job Search Strategies and Professional Storytelling

Objective:

Empower participants to search for jobs, create professional documents, and tell their career stories effectively.

Time: 120 min

Digital Tools:

- [Canva](#) (CV and cover letter design)
- [LinkedIn Learning](#), [Coursera](#) (free courses)

Session Flow

Warming up activity:

- Start with an “Elevator Pitch Challenge”, where the participants prepare a 30-second “elevator pitch” introducing themselves and highlighting one key strength or achievement. Share pitches live in breakout rooms or post video/audio clips on [Padlet](#), then provide group feedback focused on clarity, confidence, and creativity.

Main activity:

- Organize the main activity in a workshop: where the participants create or update a CV using [Canva](#) templates. Ask “What is one achievement you’re proud of? How can you highlight it in your CV?” Help them divide each experience they have in a reverse chronological order and practice in summing up in 4-5 bullets what they have worked (or better achieved) for at least two-three experiences in the past.
- If they say they do not have any professional experience, try to find what they have done& achieve volunteering or doing different activities at home, helping their closest friends and relatives, or in the community). Be sure to find from their experience what they do and know best.
- Add up and practice mock interviews using narrative techniques (storytelling about strengths and experiences they have). Say “Practice answering interview questions by sharing a story about overcoming a challenge at work.” Be sure they can emphasize what they bring and what they can offer to an employer, how they can be of value and if they are ready to learn and improve.

Closing activity:

- Finish guiding the participants to use LinkedIn Learning or Coursera for free job search and interview skills courses
- End by inviting reflection: “What did you learn about yourself today?” or “What is one sentence you could use to introduce yourself professionally?”

Educator Guidance:

- Create a collaborative atmosphere and encourage open sharing and active participation in creating a professional document or a CV.
- Introduce professional storytelling as a key employability skill, and link storytelling to everyday situations: such as introducing oneself to an employer, answering interview questions, writing a short profile or motivation statement
- Encourage spoken storytelling first, before writing. Oral expressions often feel less intimidating and more natural. Ensure everyone has a chance to emphasize and reflect on their strengths at the workplace, both individually and during teamwork.
- Emphasize that life experience counts, including unpaid work, care work, volunteering, learning, and resilience.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
CV Creation Quality	Professional, creative, highlights strengths	Basic effort	Minimal / No submission and effort
Interview Storytelling	Engaging, confident, relevant stories	Shares and responds with prompting	Minimal / No participation and sharing
Engagement	Actively participates, supports peers	Basic participation and sharing	Minimal / No participation and effort

Adaptation Tips for Different Size Groups:

- **Small groups:** Provide individualized feedback on CVs and interview practice.
- **Medium groups:** Rotate partners for mock interviews; share CVs for peer review.
- **Large groups:** Use breakout rooms for interview practice; group feedback on CVs via [Padlet](#).

Lesson Plan 4.4: Expressing Employable Skills through Creative Media

Objective:

Enable participants to showcase employable skills through digital storytelling and video resumes⁵.

Time: 90 min

Digital Tools:

- [Padlet](#) or [Google Doc](#) (to track completed bingos)
- [WeVideo](#)/[Clipchamp](#) (for video resumes)

Session Flow

Warming up activity:

- Start with an icebreaker “Workplace Scenario Bingo”, where you create bingo cards with common workplace scenarios (e.g., “Led a team meeting,” “Solved a customer problem,” “Used Excel for a project”). Participants mix (virtually or in-person) to find peers who have experienced each scenario. Use [Padlet](#) or Google Docs to track completed bingos and celebrate shared experiences.

Main activity:

- Organize the main activity around brainstorming: “Choose a skill or achievement to highlight in a video resume.” Say “Create a video resume highlighting your top employable skills.” or “Share a story in your video about how you solved a problem or led a team.”
- Let the participants prepare a short scenario, then ask them to create a short video in [WeVideo](#) or [Clipchamp](#) demonstrating transferable and employable skills (e.g., teamwork, leadership, problem-solving). Encourage them to describe and illustrate with confidence what they achieved, using specific type of wording such as: “I know, I am proud of, I am best in, I am able to, I feel confident to, I learned to, I discovered that, I am perfect at.. etc.”

⁵ This lesson supports the development of transferable competences related to communication, selfpresentation, and employability, which are essential for lifelong learning and active participation in the labour market. These competences align with the European framework of key competences for lifelong learning, which emphasizes adaptability, personal development, and active citizenship (European Union, 2018).

Closing activity:

- Allow a virtual showcase for participants to present their video resumes and discuss their learning.

Educator Guidance:

- Create an inclusive and supportive environment and encourage participants to share openly and support one another as they brainstorm and create video resumes or digital projects.
- Demonstrate digital tools such as [WeVideo](#) or [Clipchamp](#) for creating video resumes. Show participants how to structure their videos – introducing themselves, highlighting key skills, sharing experience highlights, stating career goals, and concluding with contact information.
- Organize virtual showcases and arrange opportunities for participants to present their video resumes and discuss their learning.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Video Resume Quality	Highly creative and relevant, clear demonstration	Basic effort	Minimal / No submission and creativity
Skill Application	Clearly shows skills in context	Basic demonstration	Minimal / No demonstration and application
Presentation & Discussion	Engages in group, presents and discusses, shares insights	Presents with prompting	Minimal / No presentation and sharing

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and receive feedback.
- **Medium groups:** Organize virtual showcases; group feedback via chat or comments.
- **Large groups:** Use breakout rooms for presentations; select projects for group viewing and discussion.

Elaborated example 7 – Canva CV Templates

Canva CV Templates

Purpose:

To help participants create professional, visually appealing CVs that highlight their strengths and experiences.

Instructions for Participants:

- Go to <https://www.canva.com/resumes/templates/> (free account required).
- Choose a template that fits your style (e.g., “Modern Resume,” “Minimalist Resume,” “Creative Resume”).
- Sections to include:
 - **Name & Contact Information**
 - **Professional Summary:** 2–3 sentences about your strengths and career goals.
 - **Skills:** List your top 5–8 employable skills.
 - **Experience:** List jobs, volunteer work, or relevant projects (including dates, roles, and key achievements).
 - **Education & Certifications**
 - **Achievements or Awards**
 - **References** (optional)
- Use Canva’s drag-and-drop features to add icons, color blocks, or images that reflect your personality and strengths.
- Download as PDF or share a link for peer/educator feedback.

Tips:

- Keep the design clean and easy to read.
- Use action verbs and quantify achievements where possible.
- Highlight transferable skills and strengths.

Elaborated example 8 – [Padlet](#) Brainstorming Board Template

[Padlet](#) Brainstorming Board Template

Purpose:

To facilitate collaborative idea generation and problem-solving for employable skills activities.

[Padlet](#) Board Structure:

- **Title:** Employable Skills Brainstorming Board
- **Columns/Sections:**
 1. **Challenges:**
 - Post workplace scenarios or problems (e.g., “How to handle a difficult customer?”).
 2. **Ideas & Solutions:**
 - Participants brainstorm and post possible solutions or strategies.
 3. **Skills Used:**
 - Identify which employable skills (e.g., teamwork, communication, problem-solving) are relevant to each solution.
 4. **Resources:**
 - Share articles, videos, or templates for CVs, cover letters, or interview prep.
 5. **Feedback & Questions:**
 - Leave comments, questions, or suggestions for peers.

How to Use:

- Encourage everyone to contribute at least one idea or resource per section.
- Use Padlet’s reactions (stars, thumbs up) to vote on the best solutions.
- Review and discuss top ideas as a group.

Elaborated example 9 – [WeVideo/Clipchamp](#) Video Resume Template

[WeVideo/Clipchamp](#) Video Resume Template

Purpose:

To enable participants to creatively showcase their employable skills and experiences through a short video resume.

Project Structure:

1. Title Slide:

- o “My Video Resume” or “[Your Name] – Professional Introduction”

2. Introduction:

- o Briefly introduce yourself (name, background, career interests).

3. Skills & Strengths:

- o Highlight 2–3 key employable skills with examples (e.g., “I am a strong communicator, as shown by...”).

4. Experience Highlights:

- o Share a story or example of a professional achievement or challenge you overcame.

5. Career Goals:

- o State your goals and what you’re looking for in your next opportunity.

6. Conclusion & Contact:

- o Thank the viewer and provide contact information (email, LinkedIn, etc.).

7. Credits:

- o Acknowledge any collaborators, music, or resources used.

Tips for Participants:

- Use clear, confident language and maintain eye contact if recording yourself.
- Add visuals: images of your work, icons for skills, or short clips demonstrating abilities.
- Keep the video concise (2–3 minutes).
- Use free stock images, music, and video clips available in [WeVideo/Clipchamp](#).

Fostering Peer Support Networks

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Lesson Plan 5.1: Building Peer Support Networks for Social and Employable Skills

Objective:

Facilitate the creation of ongoing peer support groups to encourage skill development, mutual encouragement, and accountability.

Time: 60–90 min

Digital Tools:

- [WhatsApp](#), [Facebook Groups](#), [Slack](#) (peer support)
- [Padlet](#) (sharing and encouragement)

Session Flow

Warming up activity:

- Set up WhatsApp, Facebook Groups, or [Slack](#) channels for regular check-ins and sharing. Use it to share photos and messages from the session itself and encourage all members to post, react and organize polls for reaching joint decisions.

Main activity:

- Use [Padlet](#) for posting achievements, challenges, and encouragement. You can say “Share a recent achievement or challenge and how your peers helped you” or “Post an encouraging message or advice for someone facing a workplace obstacle.”
- Organize group discussions on overcoming workplace and social challenges.

Closing activity:

- Use Google Form for preparing short evaluation lists (2–3 questions) and share the link to other participants for fulfilling the prepared form.

Educator Guidance:

- Facilitate the creation and nurturing of ongoing peer support groups setting up Digital Peer Support Channels: Establish platforms such as WhatsApp, Facebook Groups, Viber Groups or similar for regular check-ins and sharing. These digital spaces help maintain connection, accountability, and ongoing motivation among participants.
- Foster a culture where participants regularly share successes, seek advice, and provide positive feedback to one another.
- Facilitate group discussions and guide participants to reflect on how peer support has helped them and encourage open dialogue about strategies for success.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Peer Support Engagement	Actively supports and participates, encourages peers to do the same	Supports and participates with prompting	Minimal / No participation and engagement
Sharing & Reflection	Shares and responds openly, provides thoughtful feedback	Shares and responds with prompting	Minimal / No reflection and sharing
Accountability	Regular updates and check-ins	Basic participation and occasional updates	Minimal / No updates

Adaptation Tips for Different Size Groups:

- **Small groups:** Foster close-knit support; rotate mentoring pairs.
- **Medium groups:** Use digital platforms for regular check-ins; encourage group accountability.
- **Large groups:** Create subgroups for peer support; use [Padlet](#)/[Notion](#) for broad engagement and recognition.

Lesson Plan 5.2: Peer Mentoring for Job Search and Labor Market Integration

Objective:

Empower participants to support each other in job searching, application processes, and integration into the labor market.

Time: 90 min

Digital Tools:

- [Notion](#) (group journal and accountability)
- [Zoom](#), [Teams](#) (mock interviews)
- [Canva](#) (CV review)

Session Flow

Warming up activity:

- Pair participants for peer mentoring sessions focused on interview practice and job search strategies. Ask them to share a case or a question from an employer which they think could be useful or tricky for the other participants (to know and be prepared with a prepared answer). Share the questions in the group chat on WhatsApp, Facebook Groups, or [Slack](#), so that others can react and/or vote on the most useful or tricky questions posted by employers.

Main activity:

- Use [Notion](#) to maintain a group journal of the e.g. 5–8 questions chosen or voted by most participants and use a reflective map with answers proposed and posted by the participants, tracking progress and regular check-ins.
- Organize mock interviews and feedback sessions using Zoom or Teams. You can organize participants in pairs and say, “Practice a mock interview so that you give your partner feedback on their strengths and areas for improvement.”

Closing activity:

Conclude the activity saying “Share one job search goal and a step you’ll take this week. How can your mentor support you?” and invite each participant to share.

Educator Guidance:

- Empower participants to support each other in job searching, application processes, and integration into the labor market through structured peer mentoring.
- Encourage each participant to set a job search goal and identify steps to achieve it, providing support and accountability.
- Teach participants how to give and receive feedback that is specific and supportive.

- Use regular check-ins and group discussions to help participants stay motivated and on track with their job search goals. Encourage sharing of resources, opportunities, and experiences within the group.

Reflective Self-Assessment:

Criteria	Excellent (5)	Satisfactory (3)	Incomplete (1)
Mentoring Participation	Engages fully, participates and supports goals	Basic participation and effort	Minimal / No participation or effort
Job Search Engagement	Actively pursues opportunities, shares resources	Participates and supports with prompting	Minimal / No participation or engagement
Feedback Quality	Provides constructive, relevant and actionable feedback	Basic feedback	Minimal / No feedback

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to present and receive feedback.
- **Medium groups:** Rotate mentoring pairs; use [Notion](#) for group accountability.
- **Large groups:** Use breakout rooms for mock interviews; group feedback via [Padlet](#).

Lesson Plan 5.3: Positive Feedback and Overcoming Fear of Failure

Objective:

Help participants develop resilience and confidence by giving and receiving positive feedback and addressing fears of failure in the workplace⁶.

Time: 90 min

Digital Tools:

- [Padlet](#) (affirmations and encouragement)
- [WeVideo/Clipchamp](#) (video diaries)

Session Flow

Warming up activity:

- Facilitate a [Padlet](#) board for sharing affirmations, success stories, and encouragement.

Main activity:

- Start a group discussion: "Describe a time you overcame a fear of failure at work. What helped you succeed?" Then ask participants to "Create a video diary about a time they overcame a fear of failure and what they learned from it."

Use [WeVideo/Clipchamp](#) to create short video diaries reflecting on personal growth and overcoming setbacks.

Closing activity:

- "Share an affirmation or encouragement for a peer who is facing a challenge."

Educator Guidance:

- Help participants develop resilience and confidence by giving and receiving positive feedback and addressing fears of failure in the workplace.
- Facilitate affirmation and encouragement and foster a culture where participants regularly support and uplift each other, sharing both achievements and challenges.
- Encourage open sharing and deeper discussion to normalize setbacks and highlight strategies for resilience. Celebrate authenticity and personal meaning in each participant's story.
- Reassure participants to actively support and encourage their peers, reinforcing the value of positive feedback and mutual encouragement.

⁶ The activity supports confidencebuilding by enabling participants to recognize their strengths through feedback and shared experience (Bandura, 1997).

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Positive Feedback	Provides thoughtful, supportive feedback	Basic feedback	Minimal / No feedback
Resilience Reflection	Insightful, shows growth and learning	Reflects and shares with prompting	Minimal / No reflection and sharing
Peer Engagement	Actively supports and encourages peers	Engages and participates with prompting	Minimal / No participation and engagement

Adaptation Tips for Different Size Groups:

- **Small groups:** Foster open sharing and deeper discussion.
- **Medium groups:** Use [Padlet](#) for group encouragement; organize video showcases.
- **Large groups:** Use breakout rooms for sharing; select stories for group reflection.

Lesson Plan 5.4: Success Stories on Labor Market Integration

Objective:

Celebrate achievements and progress in job search and workplace integration, reinforcing peer support and positive feedback.

Time: 90 min

Digital Tools:

- [Padlet](#), [Slack](#) (sharing achievements)
- [WeVideo](#)/[Clipchamp](#) (group video diary)

Session Flow

Warming up activity:

- Ask “Share a recent success in your job search or workplace. How did peer support help you?”

Main activity:

- Use [Padlet](#) or [Slack](#) to share achievements and group reflections.
- Organize a virtual event to recognize milestones and success stories.

Closing activity:

- Create a group video diary or celebration reel using [WeVideo](#)/[Clipchamp](#).

Educator Guidance:

- Celebrate achievements and progress in job search and workplace integration, reinforcing peer support and positive feedback. Facilitate a group event to recognize milestones and success stories.
- Create a welcoming and celebratory atmosphere where participants feel comfortable sharing their achievements.
- Foster a culture of mutual encouragement, where successes – big or small – are acknowledged and celebrated by the group.
- Facilitate creative expression and guide participants in creating a group video diary or celebration reel. Encourage participants to reflect on their journey, highlight key moments, and celebrate collective progress.
- “Contribute to a group video celebrating everyone’s achievements and progress.”

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Achievement Sharing	Shares openly, participates and celebrates peers	Shares with prompting	Minimal / No participation and sharing
Group Reflection	Insightful, reflects and engages, supports group	Shares with prompting	Minimal / No reflection
Celebration Engagement	Actively participates and shares in group celebration	Basic participation and sharing	Minimal / No participation and engagement

Adaptation Tips for Different Size Groups:

- **Small groups:** Allow time for each participant to share and celebrate.
- **Medium groups:** Use [Padlet](#)/[Slack](#) for broad engagement; organize virtual showcases.
- **Large groups:** Use breakout rooms for sharing; create group video reels for collective celebrations.

Elaborated example 10 – [Padlet](#) Board Templates for Peer Support

[Padlet](#) Board Templates for Peer Support

1. Peer Support & Encouragement Board

Columns/Sections:

- **Achievements & Milestones:**
Prompt: “Share a recent success, big or small, in your job search, workplace, or personal growth.”
- **Challenges & Questions:**
Prompt: “Describe a challenge you’re facing or a question you have about work, job search, or social skills.”
- **Encouragement & Affirmations:**
Prompt: “Write an encouraging **NOTE**, affirmation, or positive feedback for a peer.”
- **Advice & Tips:**
Prompt: “Share a tip, resource, or strategy that helped you or could help others.”

2. Accountability & Progress Board

Columns/Sections:

- **Weekly Goals:**
Prompt: “What is one goal you’re working on this week?”
- **Progress Updates:**
Prompt: “Share your progress or any steps you’ve taken toward your goal.”
- **Peer Check-Ins:**
Prompt: “How can the group support you? What support or feedback do you need?”
- **Celebrations:**
Prompt: “Celebrate a win – yours or a peer’s!”

3. Job Search & Integration Support Board

Columns/Sections:

- **Opportunities & Leads:**
Prompt: “Post job openings, networking events, or training opportunities you find.”
- **Application Support:**
Prompt: “Share your CV, cover letter, or interview question for peer review and feedback.”
- **Interview Practice:**
Prompt: “Request a mock interview or share an interview experience for group discussion.”
- **Success Stories:**
Prompt: “Share a story about a positive job search or workplace experience.”
-

How to Use These Boards

- Encourage regular posting in each section.
- Use Padlet’s reactions (likes, stars, comments) for peer engagement and feedback.
- Review posts together during group sessions to foster discussion, accountability, and support.
- Rotate “board moderators” to encourage leadership and participation.

“The Perfect Life” in 4 Steps

Authors – Alexandru Gulei, Livia Roșca, Cristina Grigore, Alina Pandealea

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Lesson Plan 6.1: “My Future in 3 Stages (77 / 38 / 19 years old)”

Objective:

To support participants in developing a personal vision of the future, clarifying their values, and setting life goals, in order to increase self-confidence and motivation.

Duration: 90 minutes

Digital tools:

- [Canva](#) (for visualizing the future – mood board)
- [NotebookLM](#) can be used to help participants structure their thoughts and create a clear map of their goals across age stages (77 – 38 – present). Participants can input ideas from the worksheet and organize them into categories such as values, goals, obstacles, and resources. They can also more easily see the connections between their long-term vision and the concrete steps needed in the present, turning reflection into a more coherent and realistic plan.
- [Kahoot](#) – highly interactive and energizing, suitable for ice-breaker activities.
- [Padlet](#) (for anonymous reflections)
- Participants can share thoughts, emotions, or responses to prompts anonymously, which helps them express themselves more freely and honestly. The platform allows all contributions to be displayed in a shared space, fostering connection among participants and helping identify common themes within the group.

Session Flow

Warm-up activity:

- Start with an open discussion: “How do you imagine your ideal future?” or “What does a fulfilling life mean to you?”
- Use [Kahoot](#). Propose a symbolic exercise: each participant chooses a word, an emoji, or an image that represents their desired future.
- Optionally, use [Kahoot](#) to “break the ice”: “Write one thing about yourself that you want to be true in your future.”

Main activity:

- Introduce the worksheet “My Future in 3 Stages (77 / 38 / 19 years old)” and explain its structure.

Stage 1: Me at the age of 77

The age of 77 is chosen symbolically, as it represents the average life expectancy in Romania. This perspective helps participants project themselves into the long term and reflect on their life as a whole: what truly matters, what they want to have achieved, and how they want to feel when looking back on their journey.

- Participants describe how they imagine their life at the age of 77 (lifestyle, relationships, emotional state, personal and professional achievements).
- They complete the 3 important things they want to be true about themselves.
- They choose their core personal values (family, health, freedom, etc.).

The facilitator can guide with questions such as:

- “What truly matters to you in the long term?”
- “How do you want to feel when looking back on your life?”

Stage 2: Me at the age of 38

The age of 38 is chosen as an intermediate point, being approximately halfway to 77. This helps participants connect their long-term vision with concrete life goals, turning aspirations into real and achievable steps.

- Participants describe their adult life (career, housing, relationships).
- With the help of [Padlet](#), participants identify 3 important goals and reflect on them:
 - Why is the goal important?
 - What obstacles might arise?
 - Who can support them?
- Use [NotebookLM](#) to help participants structure their thoughts and create a clear mind map of goals across age stages.
 - Emphasis on awareness of resources and barriers.

Stage 3: Creative visualization

- Participants can create a mood board in [Canva](#) representing their desired future (images, colors, keywords).

Closing activity:

- Invite participants to share:
 - One thing they discovered about themselves
 - One goal that motivates them
- The facilitator summarizes common themes:
 - the importance of values
 - clarity of goals
 - the role of support and perseverance

Guide for the educator:

- Create a safe, non-judgmental environment where participants feel comfortable reflecting and sharing.
- Encourage personal responses – there are no “correct” answers.
- Support participants in thinking both realistically and in terms of aspirations.
- Encourage connections between values and goals.

Reflective Self-Assessment:

Criteria	Excellent	Satisfactory	Incomplete
Clarity of personal vision	Detailed and coherent vision of the future	General vision	Unclear / incomplete vision
Goal setting	Clear, well-justified goals	Basic goals	Unclear / missing goals
Personal reflection	In-depth reflection, awareness of values and resources	Partial reflection	Minimal reflection

Adaptation tips for different group sizes

- **Small groups (2–5):** Allow detailed discussions for each stage and provide individual feedback.
- **Medium groups (6–15):** Work in pairs or small groups to discuss goals.
- **Large groups (16+):** Emphasize individual completion of the worksheet and voluntary sharing; use [Padlet](#) for anonymous reflections.

Lesson Plan 6.2: “My Roles and My Qualities”

Objective:

To support participants in the process of self-awareness by identifying social roles and personal qualities necessary for developing healthy relationships and a balanced identity.

Duration: 90 minutes

Digital tools:

- [Slido](#) can be used to collect anonymous responses from participants, facilitating the free expression of ideas and experiences. Through interactive questions (e.g., word cloud, Q&A, poll), concepts such as “good friend,” “respect,” or “trust” can be more easily defined together with the group, based on everyone’s perspectives. Anonymity encourages active participation, including from more reserved participants.
- [Canva](#) (for visual representation of identity – “Me in roles”)
- [NotebookLM](#) (for organizing and structuring personal qualities and roles). It can be used to help participants organize their ideas from the worksheet into a clear structure: roles (professional, family member, friend, partner, etc.) and the qualities associated with each. They can also create a “personal identity map,” where they can observe the connections between values, behaviors, and development goals, as well as the difference between “who I am now” and “who I want to become.”
- Use [Padlet](#) in column format with two columns:
 - “Qualities I already have”
 - “Qualities I want to develop”
 - Participants add their ideas (anonymously or not). The responses can then be used for a short group discussion.

Session Flow

Warm-up activity:

- Start with an open question in [Slido](#): “How many different roles do we have in our daily lives?”
- Participants can give examples (daughter, friend, colleague, future professional, etc.).
- Quick exercise: each participant names one role and one quality associated with that role.

Main activity:

- Introduce the self-awareness worksheet – “My Roles” and explain that there are no right or wrong answers.

Stage 1: Me as a professional

- Participants choose 5–7 important qualities (they can draw inspiration from the reference sheet).

They reflect on:

- one quality they already have
- one quality they want to develop
- one concrete example of application

- Emphasis on awareness of strengths and personal development.

Stage 2: Family member (present and future)

- Identify important qualities in their current family.
- Reflect on concrete behaviors through which they can contribute to better relationships.
- Visualize their future family and desired values.
- Guiding questions:
 - “What kind of person do I want to be in my family?”
 - “What does a healthy family look like to me?”

Stage 3: Me as a friend

- Using [NotebookLM](#), participants choose 5–8 important qualities for a healthy friendship and create a map showing the connection between a healthy friendship and the qualities that define it (they can draw inspiration from the reference sheet).
- Reflect on how they behave in a friendship.
- Describe concretely how they offer support when a friend is in need.
- The facilitator can guide with questions such as:
 - “What does a good friend mean to you?”
 - “How do you react when someone close to you goes through a difficult moment?”
 - “Which quality helps you the most in your friendships?”

Stage 4: Community member

- Participants identify 5–8 important qualities for being an active and responsible member of the community (school, group, online, neighborhood).
- Reflect on their role in different social contexts.
- Note one concrete thing they can do to contribute positively to their community.
 - The facilitator can guide with questions such as:
 - “How can you have a positive impact in the groups you are part of?”
 - “What does responsibility in a community mean?”
 - “When was the last time you helped someone around you?”

Stage 5: Partner in a relationship

- Participants choose 5–8 important qualities and values in a healthy relationship and enter them anonymously in [Slido](#)
- Reflect on what matters most to them in a relationship (respect, communication, trust, etc.).
- Describe how they want to behave and be treated in a relationship.
 - The facilitator can guide with questions such as:
 - “What does a healthy relationship mean to you?”
 - “What does respect look like in a relationship?”
 - “What boundaries are important to you?”

Creative activity (optional):

In [Canva](#), participants can create a visual representation: “Me in different roles” (diagram, avatar, or mood board), using colors, symbols, and keywords for each important role (professional, family member, friend, partner, etc.). This activity helps them visualize their identity more clearly and the connections between the different roles they have in life.

Closing activity:

- Invite participants to share:
 - one role in which they feel strong
 - one quality they want to develop
- The facilitator highlights common themes:
 - the importance of balance between roles
 - the conscious development of qualities
 - the impact of relationships on identity

Creative activity (optional):

- Participants can create in [Canva](#) a visual representation: “Me in different roles.”
- They can use symbols, colors, and keywords for each role (friend, family member, partner, etc.).
- Optionally, they can integrate their ideas into NotebookLM to create a clear map of their identity (roles + qualities + development directions).

Guide for the educator:

- Encourage honesty and personal reflection.
- Avoid judgment or comparison between participants.
- Support connections between values, behaviors, and roles.
- Use the reference sheet as support, not as a limitation (participants can add their own qualities).

Reflective self-assessment

Criteria	Excellent	Satisfactory	Incomplete
Identification of roles	Clearly and diversely identifies personal roles	Identifies some roles	Unclear / incomplete roles
Clarity of Qualities	Well-defined and relevant qualities	General qualities	Unclear / missing qualities
Personal reflection	In-depth and applied reflection	Basic reflection	Minimal reflection

Adaptation tips for different group sizes

- **Small groups (2–5):** Detailed discussions for each role, individual feedback.
- **Medium groups (6–15):** Work in pairs to exchange perspectives.
- **Large groups (16+):** Emphasize individual reflection and voluntary sharing; use [Padlet](#) for broad participation.

Lesson Plan 6.3: My Life as a Story – Guided Reflection for Self-Awareness and Personal Development

Objective:

To support participants in exploring their personal development, identifying strengths, and building self-confidence through guided reflection and storytelling.

Duration:

90 minutes

Digital tools:

- [Canva](#) (for visual representation – optional)
- [Mentimeter](#), which allows the collection of anonymous responses, facilitating honest expression of opinions and emotions in a safe environment.

Session Flow

Warm-up activity:

- Start with an open question: “If your life were a story, what title would you give it?”
- Use [Mentimeter](#): “Write what title you would give your life if it were a story.” Participants can respond anonymously, and the answers can be displayed as a word cloud or list, making it easier to define concepts and highlight common ideas within the group.

Participants can respond:

- verbally (in a circle)
- or anonymously on [Mentimeter](#) (e.g., “One thing that shaped me as a person is...”)
- Alternatively, they can choose a symbol (animal, object, emoji) that represents them at this moment.

Main activity:

- Introduce the worksheet “My Life as a Story” and explain that it is a journey through past, present, and future.
- Guide participants through the stages:

1. Childhood (0–7 years):

- What I liked to do
- What this says about me
- Emphasis on discovering early values and traits

2. Social development (8–16 years):

- What I learned about friendship
- How I react in conflict
- An example of good conflict management
- Skills developed (communication, patience, etc.)

- Emphasis on relationships and resilience

3. Present (15–18 years):

- What I am good at
- What I have learned from experiences
- My strengths
- * Emphasis on awareness of competencies

4. Near future:

- What I would like to try
- Focus on development and exploration

5. Important moment:

- A moment of pride
- What I did
- What it says about me
- Strengthening self-confidence

6. Next Step – next steps:

- What I can do starting tomorrow
- Why it is important
- Who and what can help me
- Emphasis on action and motivation

7. Final reflection:

- What I realized about myself
- A message for my future self
- integration of the whole experience
- Participants can transform their responses into a mood board in [Canva](#) (e.g., “my visual story”).

Closing activity:

- Invite participants to share:
 - one new thing they discovered about themselves
 - one strength they were not aware of
- The facilitator highlights common themes:
 - personal growth
 - resilience
 - identity
 - direction in life

Guide for the educator:

- Create a safe and non-judgmental space
- Encourage honesty, but without pressure to share sensitive things
- Help participants see the connections between experiences and skills
- Ask open-ended questions for deeper reflection (e.g., “What did you learn about yourself from this?”)

Reflective self-assessment

Criterion	Excellent	Satisfactory	Incomplete
Engagement in the activity	Reflects deeply and thoroughly	Partial responses	Minimal responses
Clarity and authenticity	Personal and sincere responses	Some personal elements	Superficial responses
Awareness of own abilities	Clearly identifies strengths and directions	Partially identifies	Does not identify
Future planning	Concrete and relevant steps	General ideas	No clear direction

Adaptation for group size:

- **Small groups (2–5):** Detailed discussions for each stage
- **Medium groups (6–15):** Work in pairs for reflection and sharing
- **Large groups (16+):** Emphasis on individual completion + voluntary sharing + Slido

Lesson Plan 6.4: Designing the Professional Future and Growth Strategies

Objective:

To support participants in defining a clear professional direction, identifying ways to become visible, and planning concrete steps for career development.

Duration: 90 minutes

Digital tools:

- [Google Calendar](#) – turning plans into concrete actions scheduled over time
- [Trello](#) – visual organization of the career plan and tracking progress
- [Canva](#) – creating professional visual materials (CVs, business cards, presentations, and portfolios) for a clear and appealing professional image

Session Flow

Warm-up activity: “My Direction”

- Participants are invited to reflect on a field or type of activity that attracts them and explain what they like about it.
- Each participant identifies the role that is most important to her at this moment (e.g., professional, student).

Main activity: “The 4 Pillars of Success: Discover, Engage, Connect, Grow”

Stage 1: DISCOVER

Participants define how they want to be perceived by others (serious, creative, trustworthy) and identify the environments where they can be found (school, social media, events). They also discuss behaviors to avoid so as not to negatively affect this image.

Stage 2: ENGAGE

Choosing a concrete activity (volunteering, school projects, hobbies) through which they can demonstrate what they can do, with an emphasis on involvement rather than perfection, and setting a concrete step in [Google Calendar](#). Identifying a specific skill that can be developed through this activity.

Stage 3: CONNECT & GROW

Identifying people who can guide them (mentors, teachers) and establishing how to get in touch with them. Participants decide what they want to learn and through which methods (courses, tutorials, feedback).

[Canva](#) activity:

Creating a “Future Business Card” or a visual profile that summarizes these four elements.

Closing activity: “Mini-plan for the Future”

- Each participant sets three real steps using [Trello](#): one step for this week, one for the next 3 months, and one for the next year.
- The session ends with writing a short personal message to themselves, in the role of a “future professional.”

Guide for the educator

- Emphasize that this plan is not about the “perfect job,” but about starting to build a path.
- Encourage participants to identify a small habit that helps them grow consistently, highlighting the power of small steps.
- Make sure the proposed plans are realistic and can be started immediately.

Reflective self-assessment

Criteria	Excellent	Satisfactory	Incomplete
Clarity of direction	Clearly identifies the desired field and role	Has a general idea about the field	Unclear direction
Planning steps	Concrete steps for 1 week / 3 months / 1 year	Only short-term or vague steps	Lack of an action plan
Self-promotion and networking	Clear Discover and Connect strategy	Some ideas for visibility	Does not know how to become visible

Adaptation tips for different group sizes

- **Small groups (2–5):** Individualized mentoring on each participant’s mini-plan; detailed discussions about contact persons (Connect).
- **Medium groups (6–15):** Work in pairs to provide feedback on the “desired image” (Discover) and proposed activities (Engage).
- **Large groups (16+):** Use survey-type tools to identify areas of interest and focus on the exercise of writing the message for the future.

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