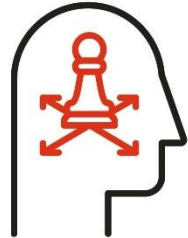


LIFESKILLS PROJECT

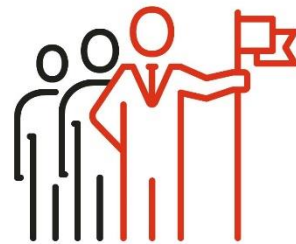
Preparing Students
For Life After School
Secondary Workshops



SELF-STUDY



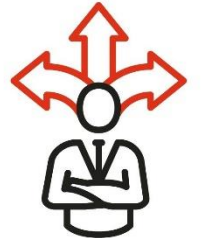
STRATEGIC
THINKING



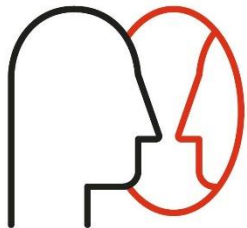
LEADERSHIP
BEHAVIOR



INSPIRATION



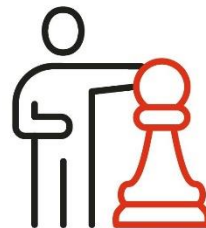
DECISIVENESS



MINDFULNESS



EMPATHY



STRATEGIC SKILLS



EMOTIONAL
INTELLECT



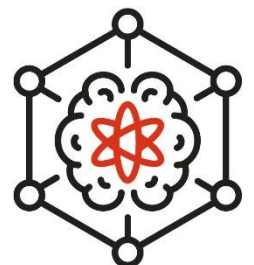
DECENCY



CONCENTRATION



INTEGRITY



CREATIVITY

Course code	LSP1
Area	Life Skills Program (Preparing Students for Life after School)
Language	English (for native and non-native speakers)
Programme Description	This programme develops students 21 st century skills to better prepare them for life after school and has been designed specifically for ESO-2BATX.
Program Objectives	<p>Having completed this programme, the students will be able to:</p> <ul style="list-style-type: none"> • Better understand the connection between school and personal/work life and therefore the motivation to learn • Talk confidently around Life Skills and their benefits • Recognize the importance of continually developing Life Skills • Create content for CV, interview and personal statements <p>Note: The program works even more effectively when developed in collaboration with the career orientation/psychology departments in the school.</p>
Delivery Channel	<p>Two alternatives:</p> <ol style="list-style-type: none"> 1. Teacher Trainer option – <ol style="list-style-type: none"> a. 2 days workshop to go through materials and engage with tools and resources to deliver themselves to students. b. Life Skills Project Week 2. Programme delivered by native English facilitator directly to students <p>Delivery is through experiential learning and reflective development</p>
Duration	<p>Option 1: a. 2 days teacher training; b. 1 week + *2 days preparation (*optional)</p> <p>Option 2: Approximately 90 minutes slots (depending on workshop)</p>
Program Workshops	<p>Workshops options 2018/19:</p> <ol style="list-style-type: none"> 1. Know your mind 2. Lifesaving skills 3. Learning for success 4. Self-awareness (3 sub-modules) <ol style="list-style-type: none"> 4.1: Exploring strengths and weaknesses 4.2: Understanding values 4.3: Creation of Visual CV 5. Presentation skills (2 options) <ol style="list-style-type: none"> 5.1: Presentation skills essentials (Visual CV done previously) 5.2: Creation of Visual CV + presentation skills basics 6. Setting goals 7. Becoming a team player (2 options) <ol style="list-style-type: none"> 7.1: Classroom based team work activities 7.2: Out in the city: Scavenger Hunt 8. Managing finances 9. Leader in the 21st century 10. Certification (First Aid, D of E, TEI etc) 11. Practical day to day home life skills (FOR PARENTS) 12. Connecting to the world of work (4 options)
Program designer	Monica Evason

WORKSHOP 1: KNOW YOUR MIND

Duration	90 minutes (or length of tutor period)
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	To awaken curiosity about the workings of the mind and brain and the influence we have over it to achieve better results in school, work and life.
Workshop Description	<p>The workshop is an interactive, experiential session where students work alone, in groups and in pairs to explore the brain (and specifically its neuroplasticity)</p> <p>By the end of the session, each student will:</p> <ul style="list-style-type: none"> • Know at least 6 new facts about the brain • Understand the concept of neuroplasticity and our control over it • Be able to draw a rough illustration of the brain and the key areas of importance • Set themselves a brain related challenge for the next session
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and ice breaker activity (10´) 2. The hand model of the 3 brains (10) 3. Students repeat demonstration in pairs (A to B, then B to A) (15´) 4. Brain knowledge activity (10´) 5. Fill in the blanks quiz (5´) 6. Visualization exercise (10´) 7. "Brain hat" activity (15´) 8. Brain challenge (10´) 9. Reflection exercise (5´)
Materials for course	<p>Slide deck</p> <p>Blank paper for students to draw brain for entry one of the Life Skills passport</p> <p>Easel and pens</p> <p>5 x visuals of the brain with vocabulary and facts around each.</p> <p>Brain quiz knowledge sheet</p>
School check list	What is the level of spoken English? What preparation/vocabulary would best suit students before the workshop?

WORKSHOP 2: LEARNING FOR SUCCESS

Duration	90 minutes
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	<p>Each student will leave the workshop having:</p> <ul style="list-style-type: none"> • Understood their personal learning style • Participated in interactive activities that build awareness around their learning style • Understood the connection between learning and achieving their future goals • Learn the concept of Life long learning • Understood the concept that we don't stop learning when we leave school
Workshop Description	The class is divided into 5 groups of 4, each one working on a different new skill so everyone has a unique learning experience.
Workshop Outline	<ol style="list-style-type: none"> 1. Introduce workshop and explain what will happen (5´) 2. Explore 3 learning styles through icebreaker activity – students put themselves into a group identified as Learn by Doing (tactile) Learning by Seeing (Visual) Learning by Hearing it/saying it (Auditory) (10) 3. Activity 1: "Tie a tie" in pairs (15) 4. Reflect on the activity (5) 5. Activity 2: "Me and my goals pyramid" in pairs (20) 6. Group activity: Reverse mentoring workshop design (30´) 7. Group reflection exercise (does understanding your learning style make a difference - each student to share a learning – how can it help me) (5)
Materials for course	<p>New skill sheets x 5</p> <p>Video demonstration on how to tie a tie/live demo crib sheet</p> <p>Visual of 3 types of learning</p> <p>Pyramid template</p> <p>Music for background activity</p> <p>A3 blank sheets and large pens for group activities</p>
School check list	<p>Skill options: (as alternative to Tie the tie)</p> <ul style="list-style-type: none"> - Sign language for the deaf - Chinese - Happy birthday in 8 languages - Oregami - Hand massage - Foot massage - Changing a tyre - A marshal art - Learning a dance routine

WORKSHOP 3: SELF-AWARENESS (3 SUB-MODULES)

Duration	90 min (per sub-modules)
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	To increase self-awareness and the importance of understanding values, strengths and weaknesses and others perception of us versus our own perception of ourselves.
Workshop Description	<p>This module has 3 sub-modules that we believe are the most crucial and fundamental of the whole program.</p> <p>When students are self-aware and able to acknowledge their strengths but also their weaknesses and areas for self improvement, they are more able to be their authentic selves. Authenticity being a key ingredient to living a happy and fulfilling life.</p>
Workshop Outline	<p>The sub-modules are:</p> <ol style="list-style-type: none">i. Exploring strengths/weaknessesii. Understanding valuesiii. Creating Visual CV (digital or manual depending on time)

WORKSHOP 3.1: EXPLORING STRENGTHS & WEAKNESSES

Duration	90 minutes
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	<p>Exploring and developing awareness of strengths and weaknesses as a fundamental pillar to self-development and personal growth.</p> <p>Young people find it very challenging to talk about themselves openly and honestly but this workshop's objective is to introduce the concept in a fun, interactive, engaging and non-threatening way.</p> <p>Students are better placed to make decisions about the future when they better understand themselves.</p>
Workshop Description	The workshop encourages students to talk about themselves and their peers in a constructive and honest way.
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and ice breaker (5') 2. Alliance (to encourage open dialogue) (10') 3. Exploration of psychometric testing sheets (15') 4. Group strengths activity (10') * 5. Individual reflexion (10') 6. "Achilles heel" exercise (15') 7. Strengths activity in pairs (10') 8. Group reflexion (5')
Materials for course	<p>Slide deck</p> <p>Easel and pens (for Alliance activity)</p> <p>Post it notes and pencils (for students group activity)</p> <p>Print out of strengths and weaknesses chart for each student (individual reflexion activity)</p>
School check list	<p>*What psychometric test tool do the school use?</p> <p>We will work with what they already have.</p> <p>However, if the school does not yet have one, we would like to recommend Print Survey which gives students strengths and weaknesses lists. Excellent for vocabulary.</p> <p>Buzz Quiz free tool could also be used for this module (free tool)</p>

WORKSHOP 3.2: UNDERSTANDING VALUES

Duration	90 minutes
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	<p>Understanding values is a difficult concept and yet when young people connect with them, they are better able to make decisions about their future.</p> <p>The objective of this workshop is to encourage students to start to reflect on what their values are and whether they are aligned with these values.</p> <p>It is an opportunity for students to reflect on whether they are leading a life that is faithful to their set of values.</p> <p>Very often students experience a "light bulb" moment in this workshop.</p>
Workshop Description	<p>Young people struggle to talk about values but once they start, it becomes something they continually like to explore so offers tutors a strong topic to pursue after the workshop is over.</p> <p>The workshop has individual and group components.</p>
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and ice breaker (5´) 2. Individual "what is happiness" activity (10´) 3. Visualization (5´) 4. On line IZZMEE values game (15´) 5. Choosing between alternatives exercise (10´) 6. Values activity – pairs (20´) 7. Group reflexion (5´)
Materials for course	<p>iPads/Computer each (if not set of cards per 3 students)</p> <p>Ability to print out work sheet (if not print out blanks and complete in the session)</p>
School check list	<p>Do the students have access to an iPad or computer each? If not recommend off line values card game (but note requires 20 minutes longer as a workshop)</p>

WORKSHOP 3.3: CREATION OF VISUAL C.V.

Duration	90 mins /120 mins (if manual Visual CV)
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	Being able to answer the question "who are you?" in images as a powerful tool to start the process of writing traditional CVs, personal statements and presentations.
Workshop Description	<p>This workshop works best when accompanied by modules 4.1 and 4.2 because when a student feels relaxed and open they are more likely to engage with the activity and really share what makes them who they are.</p> <p>If student have access to computers or laptops digital Visual CVs are created. If not then a manual, hands on visual CV is created but more time needs to be allowed for this option (approx. 35 minutes longer).</p> <p>Confident, self-aware students tend to perform better in exams and in life.</p>
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and ice breaker (5´) 2. Presentation and value of the Visual CV for the future (10´) 3. Video of Visual CV being created (5´) 4. Visual CVs creation (individual activity) (25´) 5. Pairs cross reference and compare (10´) 6. Group activity (15´) 7. Reflections (5´)
Materials for course	<p>Visual CV Video on pen stick https://vimeo.com/119446988</p> <p>Powerpoint presentation on the Visual CV</p> <p>Computers/iPads</p> <p>Folder of Strengths/Weaknesses/ values for each student</p> <p>School secure folder access (to store Visual CVs for access at a later date)</p>
School check list	<p>Do the students have access to computers /iPads or should the activity be manual and creative (using magazines and computer print outs)?</p> <p>What is best way to save Visual CVS to keep them for future activities and as reference for traditional CV or personal statements later?</p>

WORKSHOP 4.1: PRESENTATION SKILLS (IF VISUAL CV ALREADY DONE IN WORKSHOP 3)

Duration	90 minutes
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	<p>To prepare students with one of the most crucial Life Skills – the ability to present in public on and off camera.</p> <p>The main objective is for students to recognize that this is a skill they must continually develop and improve. The workshop simply provides them with tools and basics on how to present but they must then continue to progress with practice and experience.</p> <p>The session enables those with fears and phobias to face up to them and recognize they are not alone in facing this challenge. For those who have confidence, the objective is for them to listen to peers' constructive feedback and learn to take these on board so they can improve.</p>
Workshop Description	<p>The workshop is designed to help students with a variety of presentation skills challenges, constructive peer feedback being the pivotal part of the session.</p> <p>The visual CV serves as a confidence prop.</p>
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and ice breaker (5´) 2. Powerpoint presentation on presentation skills basics (15´) 3. Classroom interactive exercises (10´) 4. "Me in a minute" presentations in groups of 3 students: an observer, the presenter and the listener. Each rotate (25´) 5. Feedback (10´) 6. Classroom reflexion (5´) 7. "Me in a minute" activity repeated (15´) 8. Group reflections (5´)
Materials for course	<p>Slide deck</p> <p>Visual CVS on pen stick or on computer</p> <p>Name badges for students</p> <p>iPads/Mobile phones (to record presentations)</p> <p>Post its and pens</p> <p>"presentation is a skill....." clipping x 25</p>
School check list	<p>Does the school have research projects? If so when do they present these? This workshop is ideal 2 months or more before the presentations as a confidence booster.</p>

WORKSHOP 4.2: PRESENTATION SKILLS: "ME IN A MINUTE" (+ CREATION OF VISUAL CV)

Duration	110 minutes
Class size	30 max
Area	Life Skills Program
Workshop Objective	<p>Each student will leave the workshop having:</p> <ul style="list-style-type: none"> • Explored who they are • Having created their own 'Visual CV board • Knowing how to present themselves in English in a minute
Workshop Description	<p>The students will focus on building their English-speaking skills through the visual prompt of the visual CV and in addition build self-awareness through reflection.</p> <p>Develop self-esteem to enable students to better express themselves with teachers, parents and others.</p>
Workshop Outline	<ol style="list-style-type: none"> 1. Introduce workshop and explain what will happen (5') 2. Strengths group activity (20) 3. Explore personal SWOT analysis (strengths and weaknesses) (15) 4. Creation of Visual CV (25') 5. Individual activity: Student develop Visual CV presentation (10') 6. Trio coaching: groups of 3 students: one student gives feedback, one student receives feedback, one student videos on mobile phone) (25') 7. Student reflects on own video (5') 8. Group reflection exercise – (each student to share an improvement area) (5)
Materials for course	<p>Slide deck</p> <p>Exercise sheet - personal SWOT (to include in Life Skills passport)</p> <p>One computer/ipad per student (own or from school) to create Visual CV</p> <p>Template – visual me hand outs</p> <p>Sound track for strengths game</p>

	Pen stick/Lap top Post it notes
School check list	Check students have computers in school (one computer per student) or bring in own lap top or ipad Alternatively offer manual Visual CV option.

WORKSHOP 5: SETTING GOALS

Duration	90 minutes per session
Class size	30 max (students from 3ESO to 2BAC)
Area	Life Skills Program
Workshop Objective	Each student will leave with their own personal action plan (s)
Workshop Description	<p>Research confirms that when a student sets themselves goals, they are more driven and motivated to do well. This workshop teaches each student a simple but effective personal development tool so they can continually set themselves goals for the future</p> <p>Each student will leave the workshop having:</p> <ul style="list-style-type: none"> • Created their own life satisfaction wheel • Created their own personal goal pyramid
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and ice-breaker (10´) 2. In pairs Life Wheel activity (15´) 3. Group reflection (10´) 4. In pairs pyramid goal setting activity (20´) 5. Group activity (10´) 6. Individual activity (15´) 7. Group reflection (10´)
Materials for course	<p>Life wheel blank templates (copy per student)</p> <p>Pyramid blank template (copy per student)</p> <p>Short slide presentation</p>
School check list	Does the school already do any goal setting activities? Need to modify this workshop according to what is already done.

WORKSHOP 6.1: BECOMING A TEAM PLAYER (CLASSROOM BASED)

Duration	90 minutes
Class size	30 max (students from 3ESO to 2BAC)
Workshop Language	English
Area	Life Skills Program
Workshop Objective	<p>Each student will leave the workshop having:</p> <ul style="list-style-type: none"> • Explored the value and benefits of team work • Participated in interactive activities that build their team work skills • Focused on developing their listening and communication skills
Workshop Description	<p>Students learn about the benefits of working as part of a successful team through experiential learning.</p> <p>They will learn that it involves better communication and listening skills and an ability to recognize team members different skills and abilities to complement their own skill set</p>
Workshop Outline	<ol style="list-style-type: none"> 1. Introduce workshop and explain what will happen (5´) 2. Explore the value of team work through an ice breaking activity: "the birth date line" (15) 3. Reflect on the activity and specifically the value of communication skills (5) 4. Activity 1: "The hoola hoop challenge". Students in teams of 6 (15) 5. Reflect on activity and learnings (5) 6. Activity 2: "ball game" (teams of 5/6 students). (15) 7. Quiz (10´) 8. Design team school treasure hunt (15´) 9. Group reflection exercise – each student to share a learning (5)
Materials for course	<p>hoola hoops</p> <p>balls</p> <p>stop watch</p>
School check list	<p>Identification of the school, the age, behaviour issues, disabilities, special needs, logistics, timings, numbers,</p>

WORKSHOP 6.2: BECOMING A TEAM PLAYER (OUTDOOR OPTION: SCAVENGER HUNT)

Duration	90 minutes (minimum) (NOTE THIS IS AN OUT IN THE CITY WORKSHOP. TEACHERS NEED PARENTAL CONSENTS AND THE ACTIVITY LEADER REQUIRES TEACHERS ASSISTANTS)
Class size	30 max
Class	1 st , 2 nd , 3 rd ESO, 4 th ESO, 1 st BAC, 2 nd BAC
Area	Life Skills Program
Workshop Objective	<p>Each student will leave the workshop having:</p> <ul style="list-style-type: none"> • Conversed with a native English speaker • Experienced the value of working together (team work) • Experienced a variety of soft skills – following instructions, decision making, critical thinking, organization, listening and orientation (part of Life Skills) • Improve English vocabulary through connecting with native speakers
Workshop Description	Through the medium of English students improve their English reading, listening and understanding skills through experiential learning..
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction (5) 2. Team ground rules and activity instructions (15) 3. Activity: Scavenger Hunt (50) 4. Team/Leader written reflections (10) 5. Results feedback (5) 6. Group verbal reflections (5)
Materials for course	<p>Clip board (with directions, instructions, answer sheets)</p> <p>Folders with 7 x challenge cards + bonus challenge card (in envelopes)</p> <p>Prizes for winning teams (groups 1 and 2)</p> <p>Pens</p> <p>Stickers (for team name)</p> <p>Additional sticker for identifying leader of team</p>
School check list	Identification of number of students, ages, behavioural issues, disabilities, special needs, logistics, timings, numbers

WORKSHOP 7: A LEADER IN THE 21ST CENTURY

Duration	90 minutes
Class size	30 max (students from 3 rd ESO to 2 nd BAC)
Area	Life Skills Program
Workshop Objective	Understand the evolution of the concept of leadership and its relevance to success in life.
Workshop Description	The workshop enables healthy curiosity about what makes a successful leader through open class debate
Workshop Outline	<ol style="list-style-type: none"> 1. Introduction and short presentation (10´) 2. Small group assignment: Inspiring leaders (20´) 3. Classroom debate (10´) 4. Individual activity: Leader qualities/values/quotes (15´) 5. Group activity (20´) 6. Role play activity (10´) 7. Reflection (5´)
Materials for course	<p>Leader photo prompts</p> <p>iPads/computers per student</p> <p>A3 sheets</p> <p>Coloured pens</p> <p>Easel</p> <p>Printer essential</p>
School check list	Can we use school printer to create posters for the classroom?

WORKSHOP 8: BEING A TEAM PLAYER: ULTIMATE FRISBEE

Duration	90 minutes
Class size	30 max (students from 3 rd grade Primary School to 4 th ESO) with 2 workshop leaders for maximum impact and English language development
Sector	Life Skills Program
Workshop Objective	To build communication and team work skills as well as practice and develop self-evaluation/reflection and fair mindedness while learning Ultimate Frisbee.
Workshop Description	<p>Students will learn how to play the Olympic sport Ultimate Frisbee. It is becoming wider spread as people are recognizing its value in developing crucial Life Skills like through a sport that is fun.</p> <p>They will learn basic throwing techniques, fundamental rules of the game as well as the Spirit of the Game.</p> <p>As there are no referees in the game, each player is a referee and needs to be aware of their own actions as well as those of the other players.</p> <p>At the end of the final game(s), each team will fill out a "Spirit sheet." There will be two winners, the team which won the matches and the spirit of the game winner.</p>
Workshop Outline	<ol style="list-style-type: none"> 10. Introduction and ice breaker activity (warm up exercise-get students moving, quick jog and other movements to prepare for playing Ultimate (10´) 11. Ultimate Frisbee game explanation with diagrams and illustrations to explain basic rules (using vocabulary sent ahead of the activity) (10´) 12. Activity in pairs: Throwing disc, practicing backhand and forehand (10´) 13. Group activity: Leading pass drill, students practice catching the disc while running (10´) 14. Hot box, simulation of a game (10´) 15. Group feedback - Revise rules and discuss calls from hot box (5´) 16. Leader explanation: "Spirit of the Game" with spirit sheets hand outs (5´) 17. Students split into 3 teams and play 2 short games (20´) 8. Final reflections, winners of games announced, and spirit sheets completed (10´)
Materials for course	<p>One Frisbee per pair</p> <p>Print outs of Spirit of the game sheets (1 x participant)</p> <p>Frisbee pitch diagram x 5</p> <p>Vocabulary list (to go through BEFORE the activity)</p>

**Considerations
for the school**

- What is the level of spoken English?
- Can we choose the pairings for the pairs activity or should the teachers if there are any issues between any students?
- Do any students have any special needs?
- Would the teachers be prepared to participate in the activity?
- Would the school prefer the activity on the beach or on the school grounds or in the school gym? (our preference is on the beach)



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