

## **A MODEL FOR DEVELOPING AND CERTIFYING ADULTS' SOCIAL COMPETENCES**

### **Preliminary version - ITALY**

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***PART 1: METHOD OF DIAGNOSIS AND VALIDATION OF LEARNING OUTCOMES FOR  
COMPETENCE: "CONSTRUCTIVE COMMUNICATION IN DIFFERENT ENVIRONMENTS"***

### 1.1. Scenario of the training session "We are good together here - how to create places where you want to be"

SCHEDULE OF TRAINING CLASSES CARRIED OUT WITHIN THE FRAMEWORK "MODEL FOR DEVELOPING AND CERTIFYING ADULT COMPETENCES"	
LEADING COMPETENCE DEVELOPED DURING THE WORKSHOP:	Constructive communication in different environments
PARTICIPANTS:	12 adults- people with a low level of education, up to level III of the European Qualifications Framework (maximum secondary education).
FORM AND TITLE OF CLASSES:	Workshops entitled: "We feel good here together – how to create places where you want to be."
TECHNICAL CONDITIONS:	<p>It is recommended to hold the workshops in a room that allows for free movement of Participants. The preferred arrangement allows for the leader and participants to sit in a circle, with access to tables.</p> <p>The workshop uses a variety of teaching aids that support both creative activities and the development of communication skills. Participants work with large sheets of paper (e.g. Bristol boards, wrapping paper), which are used to create maps, posters and spatial models. They use basic art materials: markers, felt-tip pens, crayons, glue, scissors and paper tapes.</p> <p>In design exercises and group activities, recycled materials and secondary raw materials are also used – empty packaging, fabrics, newspapers, cardboard – which participants process and give them new functions in the models they create. Thanks to this, the workshop also strengthens ecological attitudes and promotes a creative approach to limited resources.</p> <p>In activities requiring reflection and analysis, sticky notes (Post-it) are used to facilitate individual note-taking and sharing opinions in the group. Additionally, participants use role cards and thematic cards during simulation exercises and work on space planning. Self-diagnosis surveys and voting tools (e.g. colored dots) are helpful in summarizing and evaluating. All aids are selected to enable activity, cooperation and freedom of creative expression for each participant.</p>

**ASSUMED LEARNING OUTCOMES IN  
THE WORKSHOP THEMATIC AREA:****KNOWLEDGE:**

- knows examples of common spaces (squares, benches, bus stops) and their social functions,
- understands the basics of designing spaces that support integration,
- can describe what makes a space friendly and accessible to different users,
- explains how social diversity (age, status, origin, ability, lifestyle) affects the needs of public space,
- distinguishes and characterizes contemporary approaches to the design of public space,
- distinguishes concepts and briefly characterizes them: placemaking, 15-minute cities, socially sensitive architecture,
- explains how different urban and architectural concepts influence the quality of life of residents, social relations and environmental protection,
- shows how space planning can respond to the needs of different user groups and strengthen the sense of community and belonging,
- describes the importance of locality, accessibility and attention to the social context in designing spaces friendly to people and nature.

**SKILLS AND ATTITUDES:**

- analyses the needs of various social groups (children, seniors, people with disabilities, people from different cultures),
- collaborates in a group to create a space design,
- plans and argues for his design decisions,
- takes into account the diversity of approaches to the aesthetics and functionality of space,
- can recognize and name elements that exclude or promote integration.

**ASSUMED LEARNING OUTCOMES IN  
THE COMPETENCE AREA  
"CONSTRUCTIVE COMMUNICATION  
SKILLS IN DIFFERENT  
ENVIRONMENTS"**

**KNOWLEDGE**

- discusses the relationship between the quality of communication and the social and physical conditions of the environment,
- characterizes the basic principles of constructive communication (e.g. active listening, paraphrasing, feedback, clarity of message),
- provides examples of places (real or designed) that support well-being and interpersonal communication,
- shows how the design of space can strengthen or weaken the sense of community,
- explains what active listening is and what elements make it up (e.g. paraphrase, feedback, clarification, confirming emotions),
- distinguishes between active and passive listening, pointing out the consequences of both styles for the quality of communication.

**SKILLS AND ATTITUDES**

- adopts an attitude of responsibility for the environment – both social and natural – in everyday choices and initiatives,
- identifies the needs of different users of the space and takes them into account during joint design work,
- works in a team, taking into account different points of view,
- formulates his/her own opinions in a clear and respectful manner,
- actively listens and responds with empathy, avoiding judgments and generalizations,
- attempts to constructively resolve conflicts in situations of disagreement,
- accepts that others may have different needs and communication styles resulting from the social context,
- draws conclusions from experiences related to teamwork and public presentation,
- initiates activities and ideas that support openness, inclusiveness and mindfulness in everyday interpersonal contacts.

COURSE OF THE MEETING			
DAY I "How to talk to build places"			
EXERCISE	TIME	DESCRIPTION	METHODOLOGICAL TIPS
Questionnaire.	15 minutes	The classes begin with the Participants completing the Self-Diagnosis Questionnaire -Workshops titled:"We are good together here - how to create places where you want to be".	The self-diagnosis questionnaire should be distributed to participants before the group introduction and introduction of the facilitator. The self-diagnosis questionnaire can be found in chapter 1.2. Diagnosis.
Introduction to class.	15 minutes	The presenter briefly introduces himself. Describes its role and goals and the topics of the workshops. Presents the group's rules and norms. Writes them on a flipchart board. Example rules: <ul style="list-style-type: none"> <li>- discretion – we do not reveal to people outside the group details about who and what did or said during the classes,</li> <li>- we are bound by mutual respect and tolerance towards the autonomy of others (we do not exert pressure, we do not judge, we do not interpret),</li> <li>- we allow everyone to keep their own opinion,</li> <li>- only one person always speaks, we speak one by one,</li> <li>- obstacles take precedence, if someone is bothered by something in the external conditions, e.g. it is stuffy, or feels clear discomfort, e.g. he has a headache and wants to take a pill, he talks about it openly, takes appropriate actions.</li> </ul>	
Integration.	30 minutes	Group integration exercises are selected each time according to needs. In the case of groups composed of people who know each other, we suggest that	

		<p>each Participant briefly introduce themselves, telling a few sentences about themselves.</p> <p>In the case of groups composed of people who have not had any previous contact with each other, it is advisable to introduce an additional exercise aimed at integration and building a relaxed atmosphere.</p> <p>In this case you can use:</p> <p><b>Exercise 1: "Truth or Fiction?"</b></p> <p>Each participant is asked to tell a short story about themselves – it can be true or completely made up.</p> <p>The story should contain personal, unusual elements, it can be funny or surprising, e.g. about some experience, hobby, journey, unusual event from life. After each story, the group (or designated individuals) guesses whether the story is true or fiction – and explains their intuition.</p> <p>At the end the storyteller reveals the truth.</p> <p><b>Exercise 2: "Similarity or Differences"</b></p> <p>Participants sit in a circle. The leader holds a ball of string.</p> <p>Says a sentence about themselves, e.g.: "I like working in silence." Then holds the end of the string and throws the ball to the person who says: "Me too" or "It's the opposite for me." The person who was just talking says another sentence about themselves and continues throwing. They keep the piece of string in their hand. The exercise continues until the ball has passed through all the participants. A visible "web of connections" of the threads is created. Then you can discuss: what connected us? What was surprising? In order to show that people can be similar to each other, but also different.</p> <p><b>Exercise 3: "Living Sculpture"</b></p>	
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		<p>Participants are divided into small groups of 4. Each group draws or receives a slogan/abstract topic (can be written down on cards or simply given orally), e.g.:</p> <ul style="list-style-type: none"> <li>– "trust",</li> <li>– "conflict",</li> <li>– "open communication",</li> <li>– "chaos and order",</li> <li>– "being together."</li> </ul> <p>The group's task is to prepare a sculpture from their own bodies that, when motionless, reflects a drawn theme.</p> <p>The group determines who will line up and how, without using props or words during the lineup itself.</p> <p>A more difficult option: communication only in whispers or gestures.</p> <p>Easier option: you can talk, but you have to stick to the time limit (e.g. 5 minutes).</p> <p>After the presentation of each "sculpture":</p> <p>Other groups try to guess the theme and say what they think the composition expresses.</p> <p>A group of "authors" say what they wanted to show – and whether the method of collaboration was easy or difficult.</p>	
Introduction	60 minutes	<p>The leader talks to the participants about public spaces. He asks the question: "What places in your towns are friendly and which are not?" Then he systematizes the answers and presents the basic principles of good public space design:</p> <ul style="list-style-type: none"> <li>- functionality – meeting the real needs of residents,</li> <li>- accessibility – openness to people of different ages and physical abilities,</li> </ul>	

		<ul style="list-style-type: none"> <li>- safety - free and safe use by all</li> <li>- aesthetics - friendly appearance and an incentive to stay,</li> <li>- inclusiveness – creating spaces that connect, not exclude.</li> </ul> <p>The facilitator presents photos or examples of such places and leads a short discussion: "What makes this place attract people? What could be changed about it?" This introduction forms the foundation for further exercises and observations.</p>	
Echo in pairs	60 minutes	<p>Before starting the exercise, the facilitator gives a short introduction to the topic of active listening. He explains the basic elements, such as:</p> <ul style="list-style-type: none"> <li>• Paraphrase – repeating what you heard in your own words, e.g. "Do I understand correctly that..."</li> <li>• Feedback – saying how we perceive someone's statement, e.g. "That sounds to me like something very important to you",</li> <li>• Clarification – asking for clarification when something is unclear, e.g. "Can you tell me more about what you mean by 'open space'?"</li> <li>• Validating emotions and meanings – e.g. "This place seems to make you feel safe,"</li> <li>• Non-verbal awareness – eye contact, head nodding, facial expressions expressing understanding,</li> <li>• Avoiding interruptions and judgments – active listening is not about giving advice or correcting the other person.</li> </ul> <p>The facilitator can also demonstrate a short conversation showing the difference between passive and active listening.</p> <p>Participants pair up. One person talks for 2 minutes about a place that, in their opinion, is or is not conducive to meeting people. The other person's task is to</p>	

		<p>repeat what they heard, using paraphrasing and messages such as: 'I understand that it was important to you...' Then they switch roles.</p> <p>When analysing the space, participants are encouraged to pay attention to environmentally friendly elements: the presence of greenery, sources of shade, lack of concrete, natural materials, etc.</p>	
Space for everyone	120 minutes	<p>Participants are divided into 4-person teams. Each group is tasked with designing a public space that can be used by: a senior, a person in a wheelchair, a mother with a wheelchair and a person of foreign origin. Each team member also plays the role of a 'spokesperson' for one of the social groups for which the space is designed. The roles are randomly selected for team members.</p> <p>During design, every decision must be discussed as a group.</p> <p>To prepare the works, materials that are given a "second life" can be used, e.g. empty packaging, old fabrics, newspapers, etc. When handing out items, the leader emphasizes how important it is to take care of the environment and not waste things.</p> <p>When creating a common map, participants can add elements related to the ecological use of space: composters, rainwater collection, planting drought-resistant plants, recycled materials.</p>	

		<p>Groups present the results of their work in the form of a poster or model. The other participants provide feedback according to the model: 'I liked ...', 'I wondered ...', 'I would ask about ...'. The leader makes sure that the statements are friendly and constructive. The participants also learn to accept feedback and thank for comments.</p> <p>After the presentation of their works, each group answers the instructor's questions:</p> <ul style="list-style-type: none"> <li>How was the cooperation in the group? <ul style="list-style-type: none"> <li>– Did everyone have the opportunity to speak?</li> <li>– Whose voice was heard most strongly, and whose may have been ignored?</li> </ul> </li> <li>What helped in reaching common decisions? <ul style="list-style-type: none"> <li>– Did you use paraphrasing, questioning, and summarizing?</li> <li>– How did you deal with differences of opinion?</li> </ul> </li> <li>Has being a "spokesperson" for another social group influenced your way of communicating? <ul style="list-style-type: none"> <li>– Did you have to speak differently? Listen more carefully?</li> </ul> </li> <li>What conclusions about group communication can you draw from this exercise? <ul style="list-style-type: none"> <li>– What do you take from this experience into your own work/life?</li> </ul> </li> </ul> <p>The facilitator collects key reflections on a flipchart, creating a shared list of good communication practices in teamwork.</p>	
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Warm-up: Potential Map	50 minutes	Participants work in groups of 2 or 3. On a large sheet of paper, they draw a map of places that have the potential for change. They mark what is currently there and write down what could be introduced there. Groups are encouraged to consider ecological aspects: how the space can be made more environmentally friendly, e.g. through greenery, recycling, reducing concrete.	It's worth handing out markers, felt-tip pens, and colored notes. We don't judge the quality of the drawing - what counts is the idea and the cooperation in creating it.
Summary	10 minutes	Participants in a circle share one sentence: what was surprising or interesting to them in the conversations held during the day. You can also write down the statements on colored cards and put them on a common board.	It is important that each person has space to speak without interruption. The leader does not evaluate or comment on the participants' statements.
<b>DAY II "Built of Words"</b>			
What is this place?	60 minutes	Participants pair up. Each person receives a different photo of a public space (e.g. a market, a bus stop, a yard, a playground, a green area). Their task is to describe the place in the photo to their partner so that they can imagine it and answer the questions: Who might find this place attractive? How might people feel there? What might make it difficult to use this place? Then the roles are switched.  After completion – joint reflection on the difficulties and facilitations in communicating the description and reception.	The presenter provides realistic photos of various places (housing estates, villages, neglected spaces, bustling with life).
Pros and cons – park benches	100 minutes.	The participants are divided into four teams, each representing a different group of town residents: young people, parents with children, seniors, and owners of shops and service points located at the market square. The topic of the meeting is the question: should benches appear on the city market square? Each group has different needs, interests, and arguments that must be presented during a moderated discussion.	The leader pays attention to the language of the statement, argumentation, the way of interrupting and building understanding. It is worth analyzing the discussion after it is finished.

		<p>Each team receives a brief description of their role and time to prepare a position. Participants jointly consider what their main needs are, what their group might gain or lose as a result of introducing benches, and what compromise proposals they might accept. The youth team may indicate the need for a free space for meetings, parents with children for comfort and safety during walks, seniors - for the possibility of rest, and shop owners - for potential threats: noise, crowds, littering the space or discouraging customers.</p> <p>After the preparation phase, a simulation of a residents' meeting takes place - a moderated debate, during which each team presents its position in turn. The leader moderates the course of the meeting, ensures a balance of speaking time, encourages active listening, paraphrasing and asking questions between groups. Participants can react to the arguments of other teams, raise doubts, ask for details or propose solutions combining different perspectives.</p> <p>The aim of the exercise is to work out a common solution – this can be a compromise (e.g. limited number of benches, specific rules of use, designated space) or a majority decision if full agreement cannot be obtained. An important element of the process is not only the content of the decision, but also the way it is reached – dialogue, mutual understanding, flexibility and empathy.</p> <p>At the end, participants take part in a short debriefing, during which they share their reflections: how they felt in their assigned role, what was difficult for them in the conversation, which communication behaviors helped in reaching an understanding and which ones made it difficult to make joint decisions.</p> <p>The leader can write down on the board or flipchart observations regarding effective forms of communication in a group and in situations where different social interests clash.</p>	
	120 minutes	<p>Participants are divided into three groups. Each group receives one thesis to consider, e.g. "Playground more important than parking", "Benches only under</p>	

		<p>the camera", "Greenery or paving stones?". The task of each group is to choose one side of the dispute (e.g. "for a playground" or "for greenery instead of paving stones") and prepare clear, convincing arguments that will defend this option. Groups work for a set period of time (e.g. 15–20 minutes) to formulate their position and plan how to present it. It is important that the arguments are logical, objective and take into account the different perspectives of users of public space.</p> <p>Then, each group presents its position in turn to the other participants. After the presentation, the counterargument phase begins – other groups are tasked with refuting the presented position, questioning its logic, social, ecological or functional consequences. The leader encourages the formulation of critical but constructive statements, with respect for the people speaking.</p> <p>After the presentation and counterargument phase, the facilitator invites participants to a short reflection in plenary or in pairs. The purpose of the summary is to deepen awareness of effective, constructive and flexible communication, especially in the context of differences of opinion and interests. The presenter may ask the participants the following questions:</p> <p><b>What helped you present your arguments effectively?</b></p> <ul style="list-style-type: none"> <li>– Did you use examples, specifics, emotions, facts?</li> <li>– How did the form of its presentation influence the reception of the statement?</li> </ul> <p>What made it easier to understand the other group's position – even if you disagreed with it?</p> <ul style="list-style-type: none"> <li>– Were you able to listen without interrupting?</li> <li>– What signs indicated that someone was actually listening?</li> </ul> <p>How did you feel when your arguments were challenged?</p> <ul style="list-style-type: none"> <li>– What allowed you to remain calm and objective?</li> </ul>	
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		<ul style="list-style-type: none"> <li>– Did anyone try to understand you instead of just “refuting” your statement?</li> </ul> <p>What elements of good communication did you notice during this exercise?</p> <ul style="list-style-type: none"> <li>– Was there a paraphrase, clarification, or reference to common values?</li> <li>– Has anyone tried combining positions instead of dividing them?</li> </ul> <p>What can you transfer from this exercise to your everyday life or work?</p> <ul style="list-style-type: none"> <li>– How to talk when there is no consent?</li> <li>– What does flexibility in thinking and listening give you?</li> </ul> <p>At the end, the moderator may write down on a flipchart or display the most important features of effective communication that were observed during the debate:</p> <ul style="list-style-type: none"> <li>– clarity and conciseness of expression,</li> <li>– active listening,</li> <li>– responding with respect,</li> <li>– the ability to present one's position without attacking others,</li> <li>– willingness to change one's mind based on new information.</li> </ul>	
<b>Silences and Voices – About Who Speaks, Who Listens, and Who Is Not Heard</b>	60 minutes	<p>The presenter begins with a short introduction, he or she may use the following formulation:</p> <p>"In every conversation about shared space, there are voices that are heard—and silences. Some groups speak up, others remain silent. Still others are ignored, interrupted, or deemed incompetent. Today, we will listen to those silences."</p> <p>Participants are divided into 4-person teams. Each person in the group draws a communication identity card that defines their role in the upcoming discussion. They do not talk about the role they have drawn on the forum. Examples of roles are:</p>	



		<ul style="list-style-type: none"> <li>• <b>A privileged person</b>– she can speak for a long time and often, interrupt others, and her statements are treated as the most important.</li> <li>• <b>Unheard person</b>– she can only speak when someone invites her to speak; even then her statements go unnoticed.</li> <li>• <b>Non-verbal person</b>– cannot speak; communicates only by drawing or gesture, but has an important perspective.</li> <li>• <b>A person from a different cultural background</b>– she speaks, but uses unusual metaphors, avoids familiar concepts; she is often misunderstood.</li> <li>• <b>A person who is distrustful of conversation</b>– suspicious, withdrawn, says little or checks whether others are honest.</li> </ul> <p>Each group is given the same task:</p> <p>"You are an advisory team tasked with designing a new common space – a square that will be used by the residents of your town. You have 10 minutes to create a general vision of this place. You can speak, be silent, draw, wait – but you must cooperate according to the role you have drawn."</p> <p>During work, the leader does not interfere, he only observes the communication dynamics.</p> <p>After the time has passed, each group briefly presents its concept of the space – one or two sentences that summarize the common vision are enough. Then the participants reveal their assigned roles. The joint analysis of the experience begins.</p> <p>The leader asks in-depth questions:</p> <ul style="list-style-type: none"> <li>– How did you feel in the roles you were assigned?</li> <li>– Were anyone's voices being ignored? Why was that?</li> <li>– How did the inability of one person to speak affect the final result?</li> </ul>	
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		<p>At the end, the leader invites the participants to reflect. In summary, he or she may use the following suggestions:</p> <p>What does this exercise tell us about communication in the real world?</p> <ul style="list-style-type: none"> <li>• What groups in social reality tend to go unheard in conversations about common space?</li> <li>• What strategies can be used to include those who are not heard – for various reasons?</li> <li>• What does “effective communication” actually mean if it’s not just about persuading others, but also about listening, understanding, and making space for every voice?</li> </ul>	
	20 minutes	Summary of the second day of classes. Collection of reflections from Participants.	

DAY III "Space for conversation"			
Environment and responsibility	30 minutes	<p>The facilitator aims to raise participants' awareness of the relationship between spatial planning and caring for the natural environment and social well-being.</p> <p>The meeting begins by inviting participants to joint reflection.</p> <p>In a circle or in a guided conversation with the entire team, asks questions that are intended to stimulate thinking and encourage sharing one's own observations and intuitions:</p> <ul style="list-style-type: none"> <li>– Why is it important to think about the environment when designing places for people?</li> <li>– What do we lose when we ignore the presence of nature in common spaces?</li> <li>– What values should be present in space planning – for whom are we planning? Why? For how long?</li> </ul> <p>The leader writes down the emerging answers on the board or a large sheet of paper, creating a map of the participants' associations and thoughts. Later in the conversation, he or she supplements the group's statements with an introduction to the basic concepts of contemporary space design, which combine care for people and the environment.</p> <p>Here, one can mention three selected approaches:</p> <ul style="list-style-type: none"> <li>• <b>Placemaking</b>– the concept that public space should be created with the idea of fostering meetings, a sense of community, local activity and identification with the place. A good space is one that lives, changes with people and responds to their needs – including those related to relaxation, aesthetics and a sense of security.</li> <li>• <b>15-minute cities</b>– an urban idea according to which all basic life needs (work, education, shopping, recreation) should be possible to achieve within a 15-minute walk or bike ride from the place of residence. This</li> </ul>	

		<p>approach promotes locality, reduces CO<sub>2</sub> emissions, increases physical activity of residents and supports local ties.</p> <ul style="list-style-type: none"> <li>• <b>Socially sensitive architecture</b>– a trend that assumes designing space that is not only functional and aesthetic, but above all responds to the emotional, social and cultural needs of various groups – including the elderly, children, people with disabilities, migrants and marginalized people. Such architecture is accessible, flexible, natural and strengthens the sense of dignity and community.</li> </ul> <p>The presenter emphasizes that a good space:</p> <ul style="list-style-type: none"> <li>– responds to the needs of different people – assumes diversity and flexibility,</li> <li>– strengthens social relationships – promotes meetings, conversations, cooperation,</li> <li>– promotes sustainable development – uses natural materials, supports biodiversity, limits negative impact on the environment.</li> </ul> <p>If possible, the facilitator can illustrate the concepts discussed with examples from around the world or local initiatives, showing that actions for better spaces do not have to require large investments – they often start with a change in the way of thinking and talking to the people affected by these spaces.</p>	
Green Action Plan	200 minutes	<p>Participants work in 3-person teams and are tasked with: preparing a proposal for three simple actions for the environment that can be implemented in the immediate area. Examples of initiatives include: collecting rainwater, a neighborly exchange of things, plantings by a block of flats, creating a publicly accessible information board, an eco-corner at work or a shared shelf for plants and books. Each team develops a "green plan"</p>	

		<p>containing answers to four questions: what do we want to do, where, who can get involved and what would be the cost of implementing the idea - or whether it is possible to implement it without financial outlays.</p> <p>Before the participants begin their work, the facilitator initiates a joint discussion on effective public speaking. The questions are: Who do we most like to listen to and why? What makes a statement persuasive? What characteristics of a speaker build trust and attention in the audience? The collected answers are written down, and the facilitator supplements them with the most important elements of effective communication: clear structure of the statement, eye contact, open posture, voice modulation, illustrative examples, authenticity and positive language. This brief introduction serves as a basis for preparing the speeches and helps the participants consciously plan the way they will present.</p> <p>After developing a plan, each group prepares a short public presentation in which they present their proposal to the rest of the group. Each presentation involves all team members speaking, sharing responsibility for the message and practicing speaking together in front of the group. Participants should remember the principles of effective communication discussed earlier and to speak clearly, engagingly, and persuasively.</p> <p>After the presentation, the leader conducts a vote – participants choose the initiative that they believe is the most feasible and valuable for the local community. The vote can be public or anonymous, and its result is not used to select a “winner”, but as a starting point for reflection.</p> <p>Finally, the presenter invites you to a short summary: What made some speeches more convincing? How did teamwork affect the final result? How did you feel when speaking in public? Which elements of good speaking can be transferred to everyday communication – also outside of formal</p>	
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		speeches? This exercise strengthens both ecological awareness and the ability to cooperate and present – and also develops competences related to clear, purposeful and effective communication in a group.	
Map of the common place	90 minutes	<p>The exercise begins with a short imagery session led by the facilitator. Participants are asked to close their eyes and imagine an ideal, shared space – one where everyone can feel at ease, safe and noticed. A space that takes into account the needs of different people – children, seniors, people with disabilities, visitors and residents – while not forgetting the presence and importance of nature. The facilitator encourages participants to try to capture this vision in a few words or sketches that they can write down for themselves.</p> <p>Then, participants are divided into 3 teams and given the task of creating a symbolic "Map of a Common Place". Each group works on a large sheet of paper and uses drawings, words, symbols or metaphors to create a space that - in their opinion - reflects the most important conclusions from the workshop. The map can include physical elements (e.g. benches, paths, greenery), social (meeting place, space for dialogue), emotional (sense of security, openness), as well as values (respect, cooperation, accessibility, ecology).</p> <p>Groups have complete freedom in creating – the map does not have to be realistic, it can be metaphorical, with a "conversation arbor", "tree of diversity" or "path of compromise".</p> <p>After finishing their work, each group presents their map to the other participants. They talk about what meanings and symbols they included in their vision of the space and what experiences from the workshop led them to this. After each presentation, the leader asks deepening questions: what was most important to you in this space? What has changed in your way of</p>	

		<p>thinking about planning and communication? What behaviors or attitudes do you take with you to your daily life?</p> <p>At the end of the exercise, the leader, together with the participants, collects key words and concepts that appeared during the presentation: these could be slogans such as "mindfulness", "co-responsibility", "diversity", "closeness to nature", "conversation", "accessibility". They create a common conceptual map of the workshop - a symbolic space built not from materials, but from values.</p> <p>The leader can end the exercise with a reflection: "A well-designed space does not start with concrete - but with a conversation. Where there is room for listening, respect and mindfulness - it is easier to reach an understanding. Thank you for creating such a space here together."</p>	
Validation	30 minutes	<p>The classes end with the participants completing the Self-Diagnosis Questionnaire -Workshops titled:"We are good together here - how to create places where you want to be"(Sheet for the training participant "at the exit").</p> <p>The validator performs validation exercises in accordance with the Model's assumptions.</p>	<p>The self-diagnosis questionnaire and information on conducting validation exercises can be found below in chapter 1.3. Validation.</p>

## ***1.2. Diagnosis***

The diagnosis will be conducted in the form of a self-assessment questionnaire.

The self-assessment questionnaire was developed based on the descriptors of the European Qualifications Framework (EQF). The training participants will perform self-reflection in the area of competences related to constructive communication in different environments.

The areas for diagnosis refer to the individual EQF levels. The training participants will be invited to complete a self-assessment. Self-reflection at the beginning of the first training day will provide information on the well-being of the training participants in relation to the level at which they feel they are developing the competences that will be developed during the training and will constitute an “entrance diagnosis”.

The analysis of diagnostic sheets will provide information on the level of competences that will be improved during the training through indirect learning.



### SELF-DIAGNOSIS QUESTIONNAIRE

Workshops entitled: "We feel good here together – how to create places where you want to be."

Entry sheet with European Qualifications Framework levels

#### Hello!

We invite you to complete a short self-assessment survey in the area of the ability to communicate constructively in various environments

It will help you reflect on your own attitudes and approach to this issue.

Your responses will remain confidential and will be used for educational purposes only.

Thank you for your honesty and commitment!

Your task is to rate your skill level in a given area on a scale of 1 to 5, where 1 means low and 5 means high.

Circle the appropriate number that best describes your current skills in a given area.

1	I am open to conversations with people with different views, experiences and communication styles. (Level 1-2 – Basic awareness).	1	2	3	4	5
2	I can listen actively and try to understand the other person's point of view, even if I do not agree with it. <b>Level 3-4</b> (Practical application).	1	2	3	4	5
3	I recognize when communication style or environment makes it difficult to understand and can adapt the conversation to the situation. <b>Level 5-6</b> (Critical analysis).	1	2	3	4	5
4	I can support others to communicate better (e.g. by mediating, summarizing, asking questions). <b>Level 7-8</b> (Expert reflection).	1	2	3	4	5

Enter your name and surname: .....

## ***1.3 Validation***

Validation of learning outcomes in the area of competences:  
**constructive communication in various environments,**  
will be carried out using three two:

- **self-reflection of participants,**
- **observation.**

The implementation of the validation process according to the proposed scenario will provide material that will allow for the assessment of the increase in skills in the scope of leading competencies developed during the workshop as well as the identification of the participants' possession of these competencies.

In order to conduct validation using the methods proposed above, it is recommended to engage a validator focused on conducting observations. The validator can support the trainer in organizational activities, which will justify the presence of such a person to the participants.

This person should not be involved in conducting the training.

It is worth explaining to the participants at the beginning of the workshop that the person accompanying the trainer will support him/her during the workshop. He/she will also collect material for the evaluation of the meetings, so he/she will take notes. Accompanying the participants throughout all the workshop days will also be an opportunity to notice the many strengths of the participants. Therefore, the feedback that the participants will receive after the workshop will be an additional bonus.

### ***1.3.1. Self-reflection of training participants***

**Diagnosis questionnaire** completed by the participants at the beginning of the first day of training ("at the entrance") and at the end of the third day ("at the exit") will make it possible to determine whether and to what extent the participants of the training improved their developed competences.

### SELF-DIAGNOSIS QUESTIONNAIRE

Workshops entitled: "We feel good here together – how to create places where you want to be."  
(Sheet for the participant of the training "at the exit")

#### Hello!

Once again, we invite you to reflect on your effective communication in a variety of environments so that you can see your development in this area at the end of the training.

Your task is to rate your skill level in a given area on a scale of 1 to 5, where 1 means low and 5 means high.

Circle the appropriate number that best describes your current skills in a given area.

1	I am open to conversations with people with different views, experiences and communication styles. (Level 1-2 – Basic awareness).	1	2	3	4	5
2	I can listen actively and try to understand the other person's point of view, even if I do not agree with it <b>Level 3-4</b> (Practical application).	1	2	3	4	5
3	I recognize when communication style or environment makes it difficult to understand and can adapt the conversation to the situation. <b>Level 5-6</b> (Critical analysis).	1	2	3	4	5
4	I can support others to communicate better (e.g. by mediating, summarizing, asking questions). <b>Level 7-8</b> (Expert reflection).	1	2	3	4	5

Enter your name and surname: .....

### ***1.3.2. Observation***

The observation will be directed by the observation sheet. The observation will serve to identify the leading competences of the participants (including attitudes, manner of speaking, and the ability to reflect on the communication process).

The material collected during the observation process will be used to prepare individual feedback to workshop participants.

The observation sheet accompanies the person conducting the validation of learning outcomes throughout all workshop days. It is worth printing it on A3 format in landscape format so as to secure an optimal amount of space on the sheet for each person taking part in the workshop. After identifying a specific learning outcome for a given participant, the participant's statement should be written down on a post-it note and stuck in the appropriate place. The observation material collected in this way will allow us to determine whether the participant has a given learning outcome or not.

The observation material will also be a source for developing feedback in the form of a several-sentence letter. You can also use the template below to prepare it.

### OBSERVATION SHEET – COMPETENCE VALIDATION

Workshops entitled: "We feel good here together – how to create places where you want to be."

Observer: \_\_\_\_\_

#### Instructions for observer:

- Observation should include participant interactions during exercises and discussions.
- In the "Observed" column, select "yes" or "no" for each participant.
- In the "Comment" column you can enter additional observations, e.g. examples of the participant's behaviour confirming or refuting the fulfilment of a given criterion.

Area	EQF level	Learning Outcome Descriptor	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10	Participant 11	Participant 12	Observed (yes/no)	Comment
Openness to communication diversity	Level 2-3	Recognizes differences in communication styles (e.g. people who speak faster/slower, more directly or emotionally).	Place for post-its													
Mindfulness and active listening	Level 3-4	Shows interest in what other participants are saying, maintains eye contact, and does not interrupt.														

Teamwork	Level 4-5	Participates in group work, shares space for expression, takes into account the ideas of others when making decisions.													
Communication adapted to the situation and recipient	Level 5-6	Adapts the manner of expression to the context (e.g. when presenting a project, uses understandable language, pays attention to form and message).													
The ability to resolve tensions in conversation	Level 6-7	Reacts calmly in situations of disagreement, proposes a compromise, asks questions instead of judging.													

Communication reflexivity	Level 7- 8	Assesses the quality of one's own communication and the impact of group behaviour on the atmosphere (e.g. during debriefing, notes the role of attentiveness, respect, spatial arrangement).													
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**PARTICIPANT FEEDBACK TEMPLATE****Participant's name and surname:** \_\_\_\_\_

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

**Observer:** \_\_\_\_\_

Dear \_\_\_\_\_,

Thank you for your active participation in the workshop. Below you will find feedback on your development.

Your strengths:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

We hope that the experience gained during the training will contribute to the further development of your competences and sensitivity. Thank you for your commitment!

Best regards,

**Training team**



***PART 2: METHOD OF DIAGNOSIS AND VALIDATION OF  
LEARNING OUTCOMES FOR COMPETENCE: "ASSERTIVENESS"***

## 2.1. Scenario of training classes *"With culture every day"*

SCHEDULE OF TRAINING CLASSES CARRIED OUT AS PART OF "MODEL FOR DEVELOPING AND CERTIFYING ADULT COMPETENCES"	
LEADING COMPETENCE DEVELOPED DURING THE WORKSHOP:	Assertiveness
PARTICIPANTS:	12 adultspeople with a low level of education, up to level III of the European Qualifications Framework (maximum secondary education).
FORM AND TITLE OF CLASSES:	Workshops entitled: "With culture every day".
TECHNICAL CONDITIONS:	<p>Based on the information contained in the submitted document, below is a description of the technical requirements for implementing the workshop "With culture every day":</p> <p>It is recommended to conduct the workshop in a room that provides a comfortable space for group work, simulations and open discussions. It is preferred to arrange chairs in a circle or semi-circle, without barriers between the leader and participants, with the possibility of free movement and organizing work in small groups.</p> <p>It is important that the room is equipped with a dry erase board or flipchart, which will allow the instructor to write down key concepts and conclusions from group work. The following are used to carry out simulation and reflection exercises:</p> <ul style="list-style-type: none"> <li>– sticky notes (post-it) – for collecting individual opinions and reflections,</li> <li>– role cards and quote cards – used during role-playing exercises and working with values,</li> <li>– self-assessment surveys – used for self-diagnosis of participants' competences,</li> <li>– cards, symbols, graphic signs – supporting activities related to non-verbal communication,</li> </ul>

- art materials – markers, felt-tip pens, paper tapes – used when working in pairs and groups.

Some exercises may require access to a space where a short-term reenactment or conversation with role-playing is possible – so it is worth having part of the room empty and possible to arrange depending on the activity. The possibility of arranging tables for work in teams of two and four is also important.

The workshop does not require the use of multimedia, but if necessary, it is good to have access to a flipchart or projector, which can be used to display quotes or questions for reflection. All materials should support discussion, analysis, and active involvement of participants in the process - taking into account different styles of communication and expression.



**ASSUMED LEARNING OUTCOMES IN  
THE WORKSHOP THEMATIC AREA:**

**KNOWLEDGE:**

- recognizes the basic rules of cultural behavior in various social situations
- discusses the importance of respect in interpersonal and intercultural communication
- shows examples of cultural norms that influence the way emotions, opinions and boundaries are expressed
- understands the importance of cultural diversity in building relationships and cooperation
- characterizes the basic rules of etiquette that apply in everyday and formal situations
- describes differences in forms of politeness, greetings, gestures and customs in different cultures
- understands how cultural, religious and social context influences the understanding of “appropriate behaviour”

**SKILLS AND ATTITUDES**

- applies the principles of personal culture and good manners in social contacts, taking into account cultural differences,
- communicates with openness and curiosity towards different lifestyles and values
- is sensitive to the nuances of polite behavior in multicultural environments,
- is able to behave appropriately in a variety of social contexts – formal, informal, intercultural.

**ASSUMED LEARNING OUTCOMES IN  
THE COMPETENCE AREA OF  
ASSERTIVENESS**

**KNOWLEDGE:**

- explains what assertiveness is and the difference between aggressive, submissive and assertive attitudes
- understands the importance of an assertive attitude in communication,
- knows the basic techniques of assertive communication,
- lists situations in which it is worth using assertive messages,
- understands that assertiveness can be expressed respectfully, without violating other people's boundaries

**SKILLS AND ATTITUDES:**

- recognizes his/her own limits and is able to express them with respect for others,
- is able to formulate assertive statements,
- uses simple assertive messages,
- responds calmly and politely to criticism, pressure, or behavior that violates boundaries
- recognizes stereotypes related to cultural diversity

		<ul style="list-style-type: none"><li>– co-creates a space based on respect, inclusiveness and culture of dialogue,</li><li>– chooses language and form of expression so as not to hurt others,</li><li>– is able to name his/her needs and expectations in a way that does not violate the boundaries of others.</li></ul>	
COURSE OF THE MEETING			
DAY I “Not just please and thank you”			
EXERCISE	TIME	DESCRIPTION	METHODOLOGICAL TIPS
Questionnaire.	15 minutes	The classes begin with the Participants completing the Self-Diagnosis Questionnaire -Workshops entitled: "With culture every day".	The self-diagnosis questionnaire should be distributed to participants before the group introduction and introduction of the facilitator. The self-diagnosis questionnaire can be found in section 2.2. Diagnosis below.
Introduction to class.	15 minutes	The presenter briefly introduces himself. Describes its role and goals and the topics of the workshops. Presents the group's rules and norms. Writes them on a flipchart board. Example rules: <ul style="list-style-type: none"><li>- discretion – we do not reveal to people outside the group details about who and what did or said during the classes,</li><li>- we are bound by mutual respect and tolerance towards the autonomy of others (we do not exert pressure, we do not judge, we do not interpret),</li><li>- we allow everyone to keep their own opinion,</li></ul>	

		<ul style="list-style-type: none"> <li>- only one person always speaks, we speak one by one,</li> <li>- obstacles take precedence, if someone is bothered by something in the external conditions, e.g. it is stuffy, or feels clear discomfort, e.g. he has a headache and wants to take a pill, he talks about it openly, takes appropriate actions.</li> </ul>	
Integration.	40 minutes	<p>Group integration exercises are selected each time according to needs.</p> <p>In the case of groups composed of people who know each other, we suggest that each Participant briefly introduce themselves, telling a few sentences about themselves.</p> <p>In the case of groups composed of people who have not had any previous contact with each other, it is advisable to introduce an additional exercise aimed at integration and building a relaxed atmosphere.</p> <p>In this case you can use:</p> <p><b>Exercise 1: "Truth or Fiction?"</b></p> <p>Each participant is asked to tell a short story about themselves – it can be true or completely made up.</p> <p>The story should contain personal, unusual elements, it can be funny or surprising, e.g. about some experience, hobby, journey, unusual event from life.</p> <p>After each story, the group (or designated individuals) guesses whether the story is true or fiction – and explains their intuition.</p> <p>At the end the storyteller reveals the truth.</p> <p><b>Exercise 2: "Similarity or Differences"</b></p> <p>Participants sit in a circle. The leader holds a ball of string.</p> <p>Says a sentence about themselves, e.g.: "I like working in silence." Then holds the end of the string and throws the ball to the person who says: "Me too" or "It's the opposite for me." The person who was just talking says another sentence about themselves and continues throwing. They keep the piece of</p>	

		<p>string in their hand. The exercise continues until the ball has passed through all the participants. A visible "web of connections" of the threads is created. Then you can discuss: what connected us? What was surprising? In order to show that people can be similar to each other, but also different.</p> <p><b>Exercise 3: "Living Sculpture"</b></p> <p>Participants are divided into small groups of 4. Each group draws or receives a slogan/abstract topic (can be written down on cards or simply given orally), e.g.:</p> <ul style="list-style-type: none"> <li>– "trust",</li> <li>– "conflict",</li> <li>– "open communication",</li> <li>– "chaos and order",</li> <li>– "being together."</li> </ul> <p>The group's task is to prepare a sculpture from their own bodies that, when motionless, reflects a drawn theme.</p> <p>The group determines who will line up and how, without using props or words during the lineup itself.</p> <p>A more difficult option: communication only in whispers or gestures.</p> <p>Easier option: you can talk, but you have to stick to the time limit (e.g. 5 minutes).</p> <p>After the presentation of each "sculpture":</p> <p>Other groups try to guess the theme and say what they think the composition expresses.</p> <p>A group of "authors" say what they wanted to show – and whether the method of collaboration was easy or difficult.</p>	
Personal culture in communication	60 minutes	The leader introduces the participants to the topic of the first day of the workshop: personal culture in communication. The conversation begins with	

		<p>the question: "Does the way others speak to us matter?" The participants share their experiences, recalling situations in which the form of speech - tone of voice, gestures, intention - was more important than the words themselves. The leader emphasizes that culture in conversation is not only the use of polite phrases such as "please" and "thank you", but also attentiveness to the other person, the way in which statements are formulated, avoiding judgment and interruptions, and the ability to listen with respect.</p> <p>In the next part of the meeting, the participants reflect together on the emotions that words evoke in us – not only their content, but also the way they are said. They share examples of sentences that have strengthened them in the past, given them courage, or made them feel seen. They also recall words that have hurt, demotivated them, made them want to withdraw, or made them feel left out. Through this exchange of experiences, the group comes to a common conclusion that words have a huge impact – they can build trust, a sense of value, and security, but they can also hurt, exclude, and weaken.</p> <p>The presenter draws attention to the subtle but important differences between being polite from the heart, being quiet out of fear of being judged, and being nice with class – that is, with genuine respect for yourself and others. He sums up that personal culture in communication is not a set of rules of politeness, but an attitude based on respect, mindfulness, and responsibility for what and how we say.</p>	
Polite Word Map	100 minutes	<p>Participants work in groups of 3–4. Each group receives a set of cards with everyday phrases (e.g. "Sit down!", "What?", "I'll be right back", "You're welcome"). The participants' task is to assign the phrases to two columns: "Classy words" and "Words that can hurt or be unpleasant" – according to their feelings and everyday experiences.</p>	



		<p>Then, through brainstorming, each group adds additional phrases to the “hurtful words” column—based on their own observations, experiences, or situations in which they encountered unkind language. This could be language heard at school, work, family, or in public spaces.</p> <p>In the second part of the exercise, each group chooses three phrases from the “hurtful words” column and works together to transform them into their polite, more civilized equivalents. Example: “Shut up” → “Please give me a moment of silence.”</p> <p>At the end, the groups share their proposed changes. The leader writes the new versions on the board under the common heading “language of respect.”</p> <p>The exercise ends with a short reflection with questions for participants: How would you feel if someone talked to you like that?</p> <ul style="list-style-type: none"> <li>– Can words help avoid conflict?</li> <li>– Why is it worth caring about the way we communicate?</li> </ul> <p>The aim of the exercise is to increase awareness of the impact of language on interpersonal relationships, develop empathy and the ability to transform messages in a constructive and respectful way.</p>	
	120 minutes	<p>Participants sit in a circle. In a visible place is the list of impolite phrases created in the previous exercise (“Polite Word Map”).</p> <p>The leader selects one of these phrases in turn and says it aloud in a neutral tone, e.g. “What are you talking about?”, “Sit down immediately”, “Shut up”.</p> <p>The task for participants – in clockwise order – is to show how they would react in such a situation if someone said these words to them. The participant can:</p> <ul style="list-style-type: none"> <li>– respond verbally as he would in real life</li> <li>– react non-verbally,</li> <li>– or choose not to answer, but explain why (e.g. “I would prefer not to answer because it would offend me”).</li> </ul>	

		<p>There is no single correct answer – the point is to show authentic reactions, compare them within the group, and see how different communication strategies can impact the rest of the conversation.</p> <p>The presenter emphasizes that each person reacts differently – some respond impulsively, others withdraw, and still others try to respond calmly and objectively.</p> <p>The leader draws attention to different response styles:</p> <ul style="list-style-type: none"> <li>– aggression (e.g. attack, raised voice, insults),</li> <li>– submission (e.g. silence despite discomfort, subordination),</li> <li>– lack of culture / disrespect (e.g. irony, ignoring),</li> <li>– assertiveness – i.e. respect for yourself and others, the ability to say “no” without causing harm, communicating your boundaries and needs in a calm, objective and specific manner.</li> </ul> <p>The facilitator can provide brief definitions or examples of each style, and encourage participants to consider which response style is closest to them – and which one they would like to develop.</p>	
	10 minutes	Summary of the first day of classes. Collection of reflections from Participants.	
<b>DAY II "Between elegance and assertiveness"</b>			
A make-believe dinner	120 minutes	<p>The exercise begins with a short introduction conducted in the form of a brainstorming session. The leader asks the question: "What do you associate with good table manners? What bothers you, and what makes a good impression?" Together with the group, he creates two columns on the board: "Behavior in accordance with the rules" and "Uncultured behavior".</p> <p>Participants report their associations, experiences and observations. The leader can ask about specific situations, e.g. what is appropriate and what is better avoided during a shared meal. The list is supplemented with basic rules of etiquette - such as the arrangement of cutlery, use of a napkin, how to start</p>	

		<p>and end a meal, politely refusing food or conducting a conversation at the table.</p> <p>Examples of behaviors considered appropriate include: waiting for everyone to sit down, using polite phrases ("Can you get me...", "Thank you"), smiling, eye contact, a calm tone of voice, holding cutlery correctly, placing your napkin on your lap and then folding it next to your plate after the meal.</p> <p>Uncivilized behaviors include: talking with your mouth full, reaching across the table, commenting on food in a negative way, using the phone, smacking your lips, ignoring others, or demanding, commanding phrases ("Give me that!", "Make me some tea").</p> <p>After the introduction, the participants are divided into 4-person teams. Each group prepares a short scene, the theme of which is a shared dinner – e.g. in an elegant restaurant, at the in-laws', at an official meeting, when visiting friends. The aim of the scene is to show:</p> <ul style="list-style-type: none"> <li>– applying as many rules as possible from the "rule-compliant behavior" column,</li> <li>– including a situation in which someone breaks the rules or creates tension (e.g. criticizes, refuses irritably, behaves inelegantly),</li> <li>– deal with the situation in an assertive and cultural manner.</li> </ul> <p>Groups can prepare scenes with props (imitation of table settings), acting out short dialogues that include both politeness and communication challenges. The leader moderates the presentations and encourages a short reflection after each one: What went well? How did you react to an uncomfortable situation? Did assertiveness help? Could you have reacted differently?</p> <p>In conclusion, the leader sums up that good manners are not just a form – they are a way of showing respect to others. Knowing the rules of etiquette does not mean rigidity, but gives freedom and self-confidence in various social situations. Assertiveness allows you to take care of your own boundaries with class and calm – also when you need to politely refuse someone, call someone</p>	
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		<p>out or react to inappropriate behavior. The workshop form of this exercise allows participants to practice social behavior in a safe, supportive atmosphere.</p>	
Who's who first?	100 minutes	<p>The presenter introduces the topic with a short question: “How do you introduce yourself when you meet someone new?” Then he asks the next question: “What do you do when you need to introduce someone? Who should make the first move?”</p> <p>On the board or sheet write down the basic rules of etiquette:</p> <ul style="list-style-type: none"> <li>– we introduce a less important person to a more important person (e.g. a colleague of the boss),</li> <li>– we introduce the younger to the older,</li> <li>– man - woman,</li> <li>– new – to the one who was before (guest – host),</li> <li>– when introducing yourself, it is worth providing not only your name and surname, but also a short context (“This is Ewa, my friend from the language course”).</li> </ul> <p>The presenter provides sample statements:</p> <ul style="list-style-type: none"> <li>– “Mrs. Maria, I would like to introduce my friend, Alicja.”– “This is my colleague from work, Piotr. Piotr, meet my aunt, Mrs. Krystyna.”</li> </ul> <p>Participants are divided into groups of 4. Each group draws a scene (or invents one on its own), in which they must apply the rules of introducing themselves and others. Example situations:</p> <ul style="list-style-type: none"> <li>– meeting in the elevator with a supervisor and a friend from outside work,</li> <li>– a family party where you introduce your partner to your grandmother,</li> </ul>	

		<ul style="list-style-type: none"> <li>– workshops where you only know one person and want to introduce them to the group,</li> <li>– professional situation – introducing a new employee to the team.</li> </ul> <p>Each group prepares a short play and presents it at the forum.</p> <p>After each scene, participants discuss:</p> <ul style="list-style-type: none"> <li>– <i>Was the manner of presentation in accordance with the principles of good manners?</i></li> <li>– <i>What made a good impression?</i></li> <li>– <i>How did you feel in the role of the person being portrayed and the person portraying?</i></li> </ul> <p>The presenter emphasizes that:</p> <ul style="list-style-type: none"> <li>– Introducing yourself and others is the first step to good communication,</li> <li>– the way you speak, the tone of your voice, eye contact and small gestures matter,</li> <li>– the ability to introduce someone to a conversation is a testament to our upbringing and empathy – it is worth practicing like any other form of communication.</li> </ul>	
Talk to me differently	60 minutes	<p>The exercise begins with a group discussion. The leader asks the question: "Has anyone ever said something about you that you didn't like? Used a nickname you didn't like, presented you in a way that embarrassed you or that you didn't agree with?"</p> <p>Participants share examples – these can be stories from everyday life or general situations, e.g. "This is our Krysia, such a quiet mouse", "The one with computers", "Mrs. pedagogue" instead of a name.</p> <p>The presenter emphasizes that everyone has the right to their own name, the way they introduce themselves and how they are referred to. Sometimes,</p>	

		<p>someone will unconsciously use words or terms that we don't like - in such moments, it is worth reacting calmly and clearly, to give the other party a chance to change.</p> <p>Then the participants work in pairs. Each pair draws one of the ready-made situations or invents their own, related to an uncomfortable term used by the other person. Examples of situations are: someone uses a diminutive form of their name ("Aśka", "Kamilcio"), someone introduces the other person in a disparaging way ("that girl with the make-up"), someone refers to you by a label ("the one with the problems"), someone uses diminutives, familiarity or irony in the performance ("Moniczka", "our computer genius").</p> <p>The task of each person in the pair is to present a calm and polite response that shows how they prefer to be called, without hurting the tone and while maintaining the relationship. Examples of such responses are: "I prefer when you call me by my name - Kasia, not Kaśka", "I feel more myself when someone says 'graphic artist' and not 'the one with the pictures'", "If I may, I will introduce myself - I like to have an influence on that". After the role-play, the participants switch roles and then discuss the experiences together: How did they feel when they heard the unwanted name? How did they react? What in this reaction worked well? Could it have been said differently?</p> <p>In the summary, the leader points out that the way people address us has an impact on our well-being, self-confidence and relationships. It is worth talking about ourselves in a way that is consistent with our sense of identity and not being afraid to calmly correct others when something is uncomfortable for us. It is not about taking offense or causing conflict, but about clearly signaling that something does not suit us - and doing it in a way that builds mutual respect. The leader can refer to assertiveness, show how using this skill is helpful in everyday situations.</p>	
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Dress your way, but with sensitivity	70	<p>The exercise begins with a group discussion. The facilitator asks: "Have you ever encountered a situation in which someone commented on your appearance – positively or negatively? How did you feel then?"</p> <p>Participants share their experiences. Then the facilitator asks them to consider what an appropriate appearance means to them.</p> <p>There are suggestions, for example, that it depends on the occasion, the place, and sometimes also on the people you are with.</p> <p>Examples of situations where appearance matters are written on a board or flipchart – for example, a job interview, a family celebration, a formal presentation, a funeral – and situations where people feel pressured to look a certain way, for example, social media, school, family gatherings.</p> <p>Together, they also create a list of situations in which it's worth staying true to yourself despite the expectations of others.</p> <p>After the introduction, participants are divided into small groups of 3–4 people. Each group draws one social situation, e.g. a job interview, a date, a meeting with a partner's family, a professional presentation, a meeting in a place with a clear dress code.</p> <p>The group is asked to prepare two things: a proposal for a look or style that they think fits the situation – taking into account their own style, comfort, and the expectations of those around them – and an example of a critical comment someone might hear, as well as a possible reaction from the person the comment concerns.</p> <p>For example, in a job interview situation, a comment might be made: "Don't you think you're wearing something a bit too flashy? The employer might be put off." The group suggests a calm response: "I like this color and I feel confident in it - and I think that's what it's all about when we dress."</p> <p>Each group presents their scene and reaction.</p>	
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		<p>Then the host invites you to a conversation: Can appearance be a form of communication? How should we react when someone comments on our appearance? Is it possible to be ourselves and at the same time adapt to the situation?</p> <p>In the summary, the presenter emphasizes that appearance is part of our communication with the world. Knowing the rules of appropriateness does not have to mean giving up on yourself – you can maintain your style and at the same time adapt to the circumstances, showing that you understand the context. It is worth reacting calmly when someone tries to impose judgments or comments on your appearance – with respect for yourself and others.</p>	
	10 minutes	Summary of the second day of classes. Collection of reflections from Participants.	
<b>DAY III "Classy Behavior in Different Cultures"</b>			
Cultural diversity and appropriate behaviour with respect for self and others – an introduction.	90	<p>The trainer begins with a conversation with the group: "Do we know how to behave with class in other cultures? Are the rules of good manners the same everywhere?" The discussion is to make participants aware that cultural norms are relative and strongly embedded in the socio-religious, historical, and even economic context. Then the trainer presents the general concept of cultural differences (in the approach to time, space, greetings, conversations, gestures), emphasizing that personal culture is also openness to other ways of life and behavior - not only knowledge of local customs.</p> <p>Encourages discussion. You can use the following questions in it.</p> <ul style="list-style-type: none"> <li>– What cultural differences have we noticed in our life or work experiences? How did we feel?</li> <li>– What behaviors or habits might be interpreted very differently depending on culture?</li> </ul>	



		<ul style="list-style-type: none"> <li>– What cultural stereotypes are still prevalent? Where do they come from and how can we disarm them?</li> <li>– Why is it sometimes difficult for us to accept a different approach to time, food, communication or relationships?</li> <li>– What can help us approach cultural differences with greater understanding and curiosity?</li> <li>– How can cultural diversity enrich a group, community, place?</li> <li>– How to create a space where people from different cultures feel seen, heard and welcomed?</li> </ul>	
Bridge or wall?" - how to talk when we don't understand everything	120	<p>The leader invites participants to a conversation.</p> <p>The topic of the meeting is appropriate behavior in a culturally diverse environment.</p> <p>To begin, the facilitator asks the participants to brainstorm:</p> <p><b>“What situations can lead to intercultural misunderstandings?”</b></p> <p>Participants report real-life examples or imagined situations that may cause uncertainty, for example:</p> <ul style="list-style-type: none"> <li>- someone doesn't shake hands,</li> <li>– lack of eye contact,</li> <li>– refusal to participate in the celebration,</li> <li>– a different way of dressing,</li> <li>– silence instead of answer,</li> <li>– an unexpected ritual of hospitality,</li> <li>– lack of punctuality interpreted as something positive.</li> </ul> <p>The leader writes down the situations on the board or flipchart.</p> <p>Participants then pair up.</p> <p>Each pair chooses one of the situations listed (or makes up their own) and talks about it:</p>	

		<ul style="list-style-type: none"> <li>– What emotions might such a situation evoke?</li> <li>– What hasty assumptions can be made there?</li> <li>– How can you react in a way that doesn't offend the other party, doesn't pretend to know everything – and at the same time maintains respect for yourself and others?</li> </ul> <p>After the conversation in pairs, the conclusions are presented on the forum</p> <ul style="list-style-type: none"> <li>– each pair briefly describes what the selected situation was and what reaction they found supportive. The leader moderates the discussion by asking questions:</li> <li>– What helped open the conversation and what closed it down?</li> <li>– How could you show curiosity instead of judgment?</li> <li>– What should you avoid to avoid creating distance?</li> </ul> <p>After a joint discussion, the facilitator sums up the exercise by showing simple communication techniques that can be used in situations of cultural uncertainty. He emphasizes that the goal is not to pretend to know, but to be able to communicate with respect and openness – despite differences:</p> <ul style="list-style-type: none"> <li>• Admission of ignorance: "I don't know how to behave in this situation – can you tell me?"</li> <li>• Recognition of difference: "I see it's different for you – I'm curious how it works."</li> <li>• Signaling a desire to understand: "I don't mean to be rude – if I did something wrong, please tell me."</li> <li>• Appreciating diversity: "This is new and interesting for me – thanks for letting me learn something."</li> <li>• Respectfully requesting clarification: "Could you tell me what that means in your culture?"</li> <li>• Expressing uncertainty without judgment: "I don't quite understand, but I want to understand it better – can you</li> </ul>	
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		<p>explain it to me a little?”</p> <ul style="list-style-type: none"> <li>• Admitting surprise without distancing oneself: “That surprised me – I’ve never heard of it before, but I’d be happy to hear it.”</li> </ul> <p>The presenter emphasizes that such sentences do not require specialist knowledge or civic courage - it is simply the language of politeness, curiosity and respect, which can build bridges where it is easy to build a wall.</p> <p>The exercise ends with a short reflection: To what extent are participants ready to use this type of message in everyday situations? Is it easy for them? What might be difficult for them?</p>	
<b>New in the group – how do we react when someone doesn't see us or dominates us</b>	120 minutes	<p>The leader gives the instructions: "Imagine a situation where you are new to some place – work, school, group. You don't know the rules, the people, you don't know what's appropriate yet. And now – imagine that from the beginning someone starts treating you like a condescending person, or vice versa – as if you were invisible. How would you feel then?"</p> <p>Then the participants are divided into groups of 4. Each person in the group draws a card with a role – so that each group contains people in different relational positions. Examples of roles:</p> <ul style="list-style-type: none"> <li>– A new person from another country – speaks with an accent, doesn’t know all the customs.</li> <li>– A person of a different religion does not participate in some forms of collective celebration.</li> <li>– An intolerant/prejudiced person – comments, makes fun of differences, says "I'm just joking."</li> <li>– Passive person – sees prejudice but does not react.</li> </ul>	

		<p>The group's task is to prepare a short conversation, e.g. about organizing a joint event (a trip, a neighborhood meeting, a joint meal). The conversation lasts a few minutes - each person plays their role, not revealing it to the others.</p> <p>After the simulation is over, the group guesses each other's roles. Then each person says:</p> <ul style="list-style-type: none"> <li>– How did I feel in my role?</li> <li>– Could I say what I wanted?</li> <li>– Was anyone listening/ignoring/dominating me?</li> </ul> <p>The leader writes down on a flipchart the words that appear: invisibility, anger, tension, desire to withdraw, sense of power, helplessness, resistance, frustration, relief, understanding.</p> <p>The leader then asks a question to the entire group:</p> <p>Which role was the most difficult for you to play? Why?</p> <p>Can a passive attitude (silence, non-interference) reinforce prejudice? How does it work?</p> <p>What messages (verbal or non-verbal) can create distance and what can create rapprochement?</p> <p>What could have been said or done differently to make the conversation more open and supportive?</p>	
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		<p>What specific behaviours help build a sense of belonging among people from other cultures?</p> <p>What rules are worth developing in a group to avoid situations of exclusion or prejudice?</p> <p>Later in the meeting, the leader presents three simple assertive reactions that can be used in such situations – instead of aggression or withdrawal:</p> <ul style="list-style-type: none"> <li>– Stopping dominance: "I would also like to finish my thought – it is important to me."</li> <li>– Expression of need: "I don't feel confident in this group yet - it would help me if someone told me what's going on now."</li> <li>– Respectful attention: "I feel like not everyone has had a chance to speak – maybe we should have a moment of silence?"</li> <li>– Admitting ignorance "I don't know how to behave in this situation - can you tell me?"</li> <li>– Signaling openness "I see it's different for you – I'm curious how it works."</li> <li>– Stopping Microaggressions "This may sound like a joke, but it could offend someone - maybe we should call it something else?"</li> <li>– Responding to passive intolerance "I noticed that no one has invited X to speak – maybe it's worth asking now?"</li> <li>– Expressing Your Boundaries "I feel uncomfortable when I hear comments like this – I wish we could talk in a respectful way."</li> </ul> <p>At the end, the presenter says:</p>	
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		<p>"Each of us is sometimes in a new role. Assertiveness does not mean fighting, but calmly reminding others: I am, I have a voice, I want to be treated with respect. And in the same way – I give it to others."</p> <p>The exercise ends with a round of reflection: "What did you remember most from this simulation?" "What one sentence do you take with you into the future?"</p>	
Summary of classes.	20 minutes	<p>The leader initiates a summary conversation, in which he emphasizes the value of personal culture as an everyday practice – not only knowledge of the rules, but also consciously building relationships and the atmosphere around you. He draws attention to the importance of assertiveness understood not as aggression or defense, but as calm self-expression with respect for others. He encourages participants to reflect on what they have learned and what social skills they would like to develop further.</p> <p>At the end, the leader hands out cards with quotes about respect, diversity and assertiveness (e.g. for drawing). The leader can use the following ideas:</p> <p>Respect is not a show of politeness. It is a decision to see value in another person – no matter how different they are from us."</p> <ul style="list-style-type: none"> <li>– "You don't have to agree to listen. You don't have to understand to be respectful."</li> <li>– "Diversity does not divide – lack of curiosity does."</li> <li>– "Being nice is how we talk. Assertiveness is what we say. Culture is how we put it together."</li> <li>– "People will forget what you said. They will forget what you did. But they will never forget how you made them feel."</li> </ul>	

		<ul style="list-style-type: none"> <li>– "Every person carries a different world within them. Respect is the willingness to visit that world – without the shoes of judgment."</li> <li>– "You have the right to say 'no', but you don't have to shout. You have the right to say 'yes', but you don't have to agree to everything."</li> <li>– "We are not the same – and that is what makes a community strong, if only we give each other space."</li> <li>– "Assertiveness is the art of setting boundaries in a way that doesn't hurt - and doesn't hurt yourself in the process."</li> <li>– "You don't have to be an expert on other cultures. You just have to be a human being with curiosity and a heart."</li> <li>– "Start with yourself. It is the simplest and yet the most difficult way to change the world."</li> <li>– "When you speak respectfully, not only do others hear you. You hear yourself more."</li> </ul> <p>The group lines up for a group photo with the card "Everyday culture – starting with me."</p>	
Validation	10 minutes	The classes end with the participants completing the Self-Diagnosis Questionnaire -Workshops titled:"With culture every day"(Sheet for the training participant "at the exit").	The self-diagnosis questionnaire and information on conducting validation exercises can be found below in chapter 2.3. Validation.

## ***2.2. Diagnosis***

The diagnosis will be conducted in the form of a self-assessment questionnaire. The self-assessment questionnaire was developed based on the descriptors of the European Qualifications Framework (EQF). Participants of the training will perform self-reflection in the area of competences related to identifying their own capabilities.

The areas for diagnosis refer to EQF levels. Participants will be invited to complete a self-assessment. Self-reflection at the beginning of the first training day will provide information about how participants feel about the level at which they feel they are developing the competence that will be developed during the training and will constitute an “entrance diagnosis”.

The analysis of diagnostic sheets will provide information on the level of competence that will be improved during training through indirect learning.



## SELF-DIAGNOSIS QUESTIONNAIRE

Workshops entitled: "With culture every day".

Entry sheet with European Qualifications Framework levels

### Hello!

We are glad that you are taking part in the workshop "With culture every day"! Before you start work, we invite you to complete a short self-assessment survey in the area of "assertive behavior skills."

Your responses are confidential and will be used for educational purposes only.

Your task is to estimate your skill level in a given area on a scale of 1 to 5, where: 1 means low level, 5 - high.

Circle the appropriate number that best describes your current skills in a given area.

1	I can recognise assertive behaviour and distinguish it from submissive or aggressive behaviour (e.g. when expressing refusal or one's own opinion).  <b>Level 1–2 (Basic Awareness)</b>	1	2	3	4	5
2	I can identify situations in which a lack of assertive response may lead to misunderstandings or exclusion.  <b>Level 1–2 (Basic Awareness)</b>	1	2	3	4	5
3	I can use simple assertive communication techniques in practice (e.g. calm refusal, signaling boundaries).  <b>Level 3–4 (Practical Application)</b>	1	2	3	4	5
4	I can react appropriately in situations of pressure or domination, expressing my opinion without aggression.  <b>Level 3–4 (Practical Application)</b>	1	2	3	4	5
5	I analyze my reactions in difficult communication situations and am able to draw conclusions from them for further action.  <b>Level 5–6 (Critical Analysis)</b>	1	2	3	4	5
6	I match my assertive communication style to the social situation and the person I am talking to (e.g. talking to a peer vs. a superior).  <b>Level 5–6 (Critical Analysis)</b>	1	2	3	4	5
7	I can support others in expressing themselves in an assertive way and model such behaviour in the group.  <b>Level 7–8 (Expert Reflection)</b>	1	2	3	4	5

8	I provide others with constructive feedback in an assertive and empathetic manner, supporting their development.  <b>Level 7–8 (Expert Reflection)</b>					
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Enter your name and surname: .....

## ***2.3. Validation***

Validation of learning outcomes in the area of competences:

### **assertiveness**

will be carried out using two methods:

- **self-reflection of participants,**
- **observation.**

In order to conduct validation using the methods proposed below, it is recommended to engage a validator focused on conducting observations. The validator can support the trainer in organizational activities, which will justify the presence of such a person to the participants. This person should not be engaged in conducting the training.

It is worth explaining to the participants at the beginning of the workshop that the person accompanying the trainer will support him/her during the workshop. He/she will also collect material for the evaluation of the meetings, so he/she will take notes. Accompanying the participants throughout all the workshop days will also be an opportunity to notice the many strengths of the participants.

### ***2.3.1. Self-reflection of training participants***

The diagnostic questionnaire completed by the participants at the beginning of the first day of training ("at entry") and at the end of the third day ("at exit") will make it possible to determine whether and to what extent the participants of the training improved their developed competences.

## SELF-DIAGNOSIS QUESTIONNAIRE

Workshops entitled: "With culture every day".

Output sheet with European Qualifications Framework levels

Hello!

Congratulations on your participation in the workshop "Everyday with culture".

Now we invite you to complete a self-diagnosis questionnaire that will help you summarize the knowledge and skills you have acquired.

Your answers will remain confidential and will be used for educational purposes only. Thank you for your honesty and reflection on your own development!

Your task is to rate your skill level in a given area on a scale of 1 to 5, where 1 means low and 5 means high.

Circle the appropriate number that best describes your current skills after completing the workshop.

1	I can recognise assertive behaviour and distinguish it from submissive or aggressive behaviour (e.g. when expressing refusal or one's own opinion). <b>Level 1–2 (Basic Awareness)</b>	1	2	3	4	5
2	I can identify situations in which a lack of assertive response may lead to misunderstandings or exclusion. <b>Level 1–2 (Basic Awareness)</b>	1	2	3	4	5
3	I can use simple assertive communication techniques in practice (e.g. calm refusal, signaling boundaries). <b>Level 3–4 (Practical Application)</b>	1	2	3	4	5
4	I can react appropriately in situations of pressure or domination, expressing my opinion without aggression. <b>Level 3–4 (Practical Application)</b>	1	2	3	4	5
5	I analyze my reactions in difficult communication situations and am able to draw conclusions from them for further action. <b>Level 5–6 (Critical Analysis)</b>	1	2	3	4	5
6	I match my assertive communication style to the social situation and the person I am talking to (e.g. talking to a peer vs. a superior). <b>Level 5–6 (Critical Analysis)</b>	1	2	3	4	5

7	I can support others in expressing themselves in an assertive way and model such behaviour in the group.  <b>Level 7–8 (Expert Reflection)</b>	1	2	3	4	5
8	I provide others with constructive feedback in an assertive and empathetic manner, supporting their development.  <b>Level 7–8 (Expert Reflection)</b>					

Enter your name and surname: .....

### **2.3.2. Observation**

The observation sheet will guide the observation. The observation will serve to identify the participants' skills related to assertive behavior.

The observation material will be collected in an observation sheet (checklist with space for qualitative notes - descriptive examples of behavior and situations). The observation will be conducted during workshop exercises.

The observation sheet will accompany the person conducting the validation of learning outcomes throughout all workshop days.

It is worth printing it on A3 format in landscape format so as to secure an optimal amount of space on the sheet for each person taking part in the workshop. Qualitative comments should be written down on post-it notes and pasted in the appropriate places on the observation sheet.

The observation material will also be a source for developing feedback in the form of a several-sentence letter. You can also use the template below to prepare it.

## OBSERVATION SHEET – COMPETENCE VALIDATION

Workshops entitled: "With culture every day".

Observer: \_\_\_\_\_

### Instructions for the observer:

- Observations should be described qualitatively – specific examples of situations, behaviours and moments in which the participant demonstrated competencies related to assertiveness.
- In the “Observed” column, please mark “yes” or “no” for each participant.
- In the “Comment” column you can enter additional observations, e.g. examples of the participant’s behaviour confirming or refuting the fulfilment of a given criterion.

Area	EQF level	Learning Outcome Descriptor	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10	Participant 11	Participant 12	Observed (yes/no)	Comment
Recognizing assertive behaviors	Level 1-2	Is able to recognize the differences between assertive, submissive and aggressive behaviour (e.g. notices that someone says 'no' calmly and without explaining).	Place for post-its													

Awareness of the effects of a lack of assertiveness	Level 1-2	Is able to indicate when a lack of reaction may lead to a feeling of exclusion or increasing tension (e.g. notices that someone was ignored and no one reacted).														
Using assertive communication	Level 3-4	Uses simple assertive messages (e.g., 'I don't feel comfortable with this', 'I would prefer something different', 'I would like to finish my thought').														



Responding to pressure or domination	Level 3-4	Stops dominance or interrupts respectfully (e.g., 'Give me a moment, I want to speak', 'I disagree and would like to clarify this').														
Reflection on your own communication	Level 5-6	Analyses his/her behaviour and is able to change the way he/she reacts (e.g. says: 'I realised that I reacted too harshly – I'll try differently').														
Adapting your communication style	Level 5-6	Adapts the way of speaking to the recipient (e.g. speaks calmly to the instructor, more directly to a peer).														

Modeling an assertive attitude	Level 7-8	Supports others in expressing themselves (e.g. 'Maybe we should listen to X now?', 'It's important what you say – you have the right to say it').														
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**PARTICIPANT FEEDBACK TEMPLATE****Participant's name and surname:** \_\_\_\_\_

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

**Observer:** \_\_\_\_\_

Dear \_\_\_\_\_,

Thank you for your active participation in the workshop. Below you will find feedback on your development.

Your strengths:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

We hope that the experience gained during the training will contribute to the further development of your competences and sensitivity. Thank you for your commitment!

Best regards,

**Training team**

***PART 3: METHOD OF DIAGNOSIS AND VALIDATION OF  
LEARNING OUTCOMES FOR COMPETENCE: "CRITICAL  
THINKING"***

### 3.1. Scenario of the training session *"Before you say YES - how to recognize traps and think independently"*

SCHEDULE OF TRAINING CLASSES CARRIED OUT AS PART OF "MODEL FOR DEVELOPING AND CERTIFYING ADULT COMPETENCES"	
LEADING COMPETENCE DEVELOPED DURING THE WORKSHOP:	Critical thinking.
PARTICIPANTS:	12 adultspeople with a low level of education, up to level III of the European Qualifications Framework (maximum secondary education).
FORM AND TITLE OF CLASSES:	Workshops entitled: "Before you say YES – how to recognize traps and think independently."
TECHNICAL CONDITIONS:	<p>It is recommended to conduct the classes in a room that allows participants to move freely and to flexibly arrange teamwork spaces – best in a circle with additional tables for groups of 3–4 people. The room should be equipped with a flipchart or a dry-erase board with a set of markers. To carry out the exercises, you should prepare printed sets of cards with short messages (6 cards per group) for the game "True or false" and sets of descriptions of advertisements and offers for the exercise "Advertisement rings the doorbell".</p> <p>To facilitate recording and sharing reflections, each group should have sticky notes (Post-it), as well as large sheets of paper (A3 or A4) and markers and felt-tip pens for creating notes and short scenarios. Scissors and glue (or paper tape) will be useful for creative work. Optionally, you can use a projector or computer to display instructions or sample messages. All teaching aids should be available from the beginning of the class so that groups can use them freely throughout the workshop.</p>

<b>ASSUMED LEARNING OUTCOMES</b>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>– defines the terms "fake news" and "disinformation",</li> <li>– characterizes typical manipulation techniques used in advertising and the media,</li> <li>– knows the basic manipulation techniques used in advertising and the media,</li> <li>– can point out the so-called "red flags" signaling a lack of reliability of the message (lack of sources, generalities, statistics without context, pseudo-scientific language),</li> <li>– knows the stages of information verification: authorship, source credibility, sender's intention, completeness of data.</li> </ul> <p><b>SKILLS AND ATTITUDES</b></p> <ul style="list-style-type: none"> <li>– distinguishes reliable from suspicious news based on "red flags" (lack of source, generalizations, sensational headlines)</li> <li>– uses simple fact-checking tools (checks the author, date of publication, cites alternative sources),</li> <li>– analyzes advertisements and offers for missing information and the sender's intentions,</li> <li>– presents the attitude of a responsible recipient – does not share unverified content and encourages others to critical reflection.</li> </ul>
<b>ASSUMED LEARNING OUTCOMES IN THE AREA OF COMPETENCE DEVELOPMENT "CRITICAL THINKING"</b>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>– explains the concept of "critical thinking",</li> <li>– Understands the role of critical thinking as a key element of informed decision-making,</li> <li>– knows the basic critical thinking techniques used, such as: asking key questions ("Who is speaking?", "Why are they speaking?", "What is the evidence?").</li> </ul> <p><b>SKILLS AND ATTITUDES</b></p> <ul style="list-style-type: none"> <li>– applies critical questions ("Who is saying this?", "Why is this being said?", "What is the evidence?") in the analysis of news, advertisements and social media posts,</li> <li>– identifies emotional and social factors that put pressure on quick decisions (fear of loss, need to belong, time pressure),</li> <li>– separates facts from opinions and interpretations, developing the ability to formulate reasoned conclusions;</li> </ul>

		<ul style="list-style-type: none"><li>– is able to stop themselves from reacting impulsively by using self-reflection techniques (“Do I know enough?”, “What could be missing here?”),</li><li>– makes a conscious decisiondecisions, minimizing the impact of manipulation and impulsive reactions.</li></ul>	
COURSE OF THE MEETING			
DAY I "Before You Believe"			
EXERCISE	TIME	DESCRIPTION	METHODOLOGICAL TIPS
Questionnaire.	15 minutes	The classes begin with the Participants completing the Self-Diagnosis Questionnaire -Workshops entitled: "Before you say YES – how to recognize traps and think independently."	<p>The self-diagnosis questionnaire should be distributed to participants before the group introduction and introduction of the facilitator.</p> <p>The self-diagnosis questionnaire can be found in chapter 3.2. Diagnosis.</p>
Introduction to class.	15 minutes	<p>The presenter briefly introduces himself.</p> <p>Describes its role and goals and the topics of the workshops.</p> <p>Presents the group's rules and norms. Writes them on a flipchart board.</p> <p>Example rules:</p> <ul style="list-style-type: none"><li>- discretion – we do not reveal to people outside the group details about who and what did or said during the classes,</li><li>- we are bound by mutual respect and tolerance towards the autonomy of others (we do not exert pressure, we do not judge, we do not interpret),</li><li>- we allow everyone to keep their own opinion,</li></ul>	

		<ul style="list-style-type: none"> <li>- only one person always speaks, we speak one by one,</li> <li>- obstacles take precedence, if someone is bothered by something in the external conditions, e.g. it is stuffy, or feels clear discomfort, e.g. he has a headache and wants to take a pill, he talks about it openly, takes appropriate actions.</li> </ul>	
Integration.	30 minutes	<p>Group integration exercises are selected each time according to needs.</p> <p>In the case of groups composed of people who know each other, we suggest that each Participant briefly introduce themselves, telling a few sentences about themselves.</p> <p>In the case of groups composed of people who have not had any previous contact with each other, it is advisable to introduce an additional exercise aimed at integration and building a relaxed atmosphere.</p> <p>In this case you can use:</p> <p><b>Exercise 1: "Truth or Fiction?"</b></p> <p>Each participant is asked to tell a short story about themselves – it can be true or completely made up.</p> <p>The story should contain personal, unusual elements, it can be funny or surprising, e.g. about some experience, hobby, journey, unusual event from life.</p> <p>After each story, the group (or designated individuals) guesses whether the story is true or fiction – and explains their intuition.</p> <p>At the end the storyteller reveals the truth.</p> <p><b>Exercise 2: "Similarity or Differences"</b></p> <p>Participants sit in a circle. The leader holds a ball of string.</p> <p>Says a sentence about themselves, e.g.: "I like working in silence." Then holds the end of the string and throws the ball to the person who says: "Me too" or "It's</p>	



		<p>the opposite for me." The person who was just talking says another sentence about themselves and continues throwing. They keep the piece of string in their hand. The exercise continues until the ball has passed through all the participants. A visible "web of connections" of the threads is created. Then you can discuss: what connected us? What was surprising? In order to show that people can be similar to each other, but also different.</p> <p><b>Exercise 3: "Living Sculpture"</b></p> <p>Participants are divided into small groups of 4. Each group draws or receives a slogan/abstract topic (can be written down on cards or simply given orally), e.g.:</p> <ul style="list-style-type: none"> <li>– "trust",</li> <li>– "conflict",</li> <li>– "open communication",</li> <li>– "chaos and order",</li> <li>– "being together."</li> </ul> <p>The group's task is to prepare a sculpture from their own bodies that, when motionless, reflects a drawn theme.</p> <p>The group determines who will line up and how, without using props or words during the lineup itself.</p> <p>A more difficult option: communication only in whispers or gestures.</p> <p>Easier option: you can talk, but you have to stick to the time limit (e.g. 5 minutes).</p> <p>After the presentation of each "sculpture":</p> <p>Other groups try to guess the theme and say what they think the composition expresses.</p>	
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		A group of “authors” say what they wanted to show – and whether the method of collaboration was easy or difficult.	
Introduction.	60 minutes	<p>The instructor introduces the participants to the topic of the classes. He says that in modern times, a huge amount of information reaches us every day. It is easy to get lost in this flood. We hear different opinions, gossip, advertising messages, we read different entries on the Internet. Some sound very convincing, but later it turns out that they were exaggerated, inaccurate or even untrue.</p> <p>And here it is worth stopping – even for a moment – and asking yourself:</p> <p>“Does what I'm hearing really make sense?”</p> <p>"Why would someone say this? What are they trying to achieve?"</p> <p>“How do I know this is true?”</p> <p>Answers to such questions can protect us from:</p> <ul style="list-style-type: none"> <li>– unnecessary expenses,</li> <li>– bad decisions,</li> <li>– and sometimes even against repeating things that may harm someone.</li> </ul> <p>The leader encourages the Participants to discuss. He or she may use guiding questions:</p>	

		<ul style="list-style-type: none"> <li>– Has it ever happened that someone convinced you of something that later turned out not to be what it seemed?</li> <li>– or maybe there was a situation where someone spoke very confidently and yet was wrong?</li> </ul> <p>Does your friends or family sometimes repeat “certain information” that you are not entirely convinced of?</p>	
"True or false"	90 minutes	<p>The trainer divides the participants into groups of 4 and gives each of them a set of six cards with short messages:</p> <ul style="list-style-type: none"> <li>– "Bananas will disappear from the market by 2030 - the plant is dying out",</li> <li>– "Famous actress reveals: I lost 12 kg in 3 weeks thanks to one drink",</li> <li>– "New coffee from the Amazon stops the growth of cancer cells - scientists are surprised",</li> <li>– "Governments are considering offering free flights to young people,"</li> <li>– "A man invented fuel from algae - he traveled 1000 km on one liter",</li> <li>– "New rules: vaccinations will be mandatory for all adults every year."</li> </ul> <p>The task of each group is to assign each piece of information to one of three categories:</p> <ul style="list-style-type: none"> <li>– category 1: the message sounds credible,</li> <li>– Category 2: the message sounds suspicious,</li> </ul>	

		<ul style="list-style-type: none"> <li>– category 3: hard to say, additional information is needed to evaluate the message.</li> </ul> <p>Groups are asked not only to choose an answer, but also to justify their assessment. The trainer can help by asking guiding questions:</p> <ul style="list-style-type: none"> <li>– What makes a message sound credible?</li> <li>– Might anyone have an interest in this information being disseminated?</li> <li>– Does something sound too good to be true?</li> <li>– Is this something new, or does it resemble stories we've heard before?</li> </ul> <p>After the group work is finished, the trainer invites the participants to a joint discussion. Each group presents two selected cards and shares their assessment and justification. You can mark on the board which information elicited different reactions (e.g. the same message was considered credible by one group and suspicious by the other).</p> <p>Finally, the trainer sums up the exercise. By saying that the same information can be assessed very differently. Some information immediately inspires trust, others cause anxiety. But the most important thing in this exercise was something else: to stop and think.</p> <p>Every day we hear dozens, hundreds of different messages. We are not obliged to believe everything right away. But it is worth considering:</p>	
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		<ul style="list-style-type: none"> <li>– who says this?</li> <li>– why is he saying this?</li> <li>– whether what we hear makes sense.</li> </ul> <p>Sometimes all it takes is a moment of reflection to avoid getting drawn into something that is only pretending to be true.</p>	
<b>Advertising rings the doorbell.</b>	90 minutes	<p>The presenter asks introductory questions. He or she may use the following:</p> <p>"Have any of you ever bought something that you thought would be great and then was disappointed?"</p> <p>"And who watches commercials – on TV, on the Internet – and feels that something is too good to be true?"</p> <p>The host summarizes the Participants' statements, pointing out that advertisements speak to us in the language of dreams, convenience, and simple solutions. Their goal is not to show the truth about products, but to convince us to buy them. Let's try to look at advertisements together, how they are made - and how to protect ourselves from the manipulations contained in them.</p> <p>Stage 1:</p> <p>The leader asks the Participants to pair up.</p> <p>Each couple receives 2 advertisements or descriptions of the offers listed below:</p>	

		<ul style="list-style-type: none"> <li>– "Natural supplement - more energy, less stress, better sleep. Works from day one!"</li> <li>– "Manage your day in one app! Meal plans, finances, to-do lists, and relaxation - all in one place. You'll change your life in a week!"</li> <li>– "Just spray and wipe - no more limescale and deposits. Perfect cleanliness without scrubbing. The effect is like after professional cleaning!"</li> <li>– "Quick loan 0%. Decision in 5 minutes. Today only!"</li> <li>– "New cleaning agent – no scrubbing, no chemicals, no effort!"</li> <li>– "Back pain? Just 10 minutes a day with our massager. No pills, no physiotherapy, no leaving home!"</li> <li>– "No more stains and hanging laundry! 6-in-1 capsules - cleans, softens, protects colors and speeds up drying. Forget about the effort of washing!"</li> <li>– "Speak Spanish fluently in 30 days! No books, no grammar, no stress. 15 minutes a day and success guaranteed!"</li> <li>– "Just 5 minutes! Removes impurities, smoothes the skin, eliminates signs of fatigue. Feel like you've had a spa weekend!"</li> <li>– "Eat what you like - lose weight when you want! A diet tailored to your whims. No cooking, no calorie counting, no sacrifices."</li> <li>– "You don't have to exercise - just wear it! It counts steps, heart rate, sleep and calories. You'll change your habits without effort!"</li> <li>– "Invest in real things - earn passively up to 12% per month! Without risk, without knowledge, without leaving home."</li> </ul>	
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		<p>Then, each party's task is to analyze the advertisement. Questions for analysis:</p> <ul style="list-style-type: none"> <li>– What does this ad promise?</li> <li>– What doesn't he say directly?</li> <li>– What could be exaggerated about it?</li> <li>– What feelings does it affect?</li> <li>– Would I be tempted? Why?</li> </ul> <p>Each pair chooses 1 ad and presents their conclusions on the forum.</p> <p>The trainer notes recurring observations (e.g. emotions: “easy”, “fast”, “natural”).</p> <p>Stage 2:</p> <p>The presenter says that since we already know how advertising works - let's try to do it... from the other side. He divides the group into teams of 4 and says that their task is to create an advertisement, in the form of oral communication (radio ad) or a leaflet. The advertisement is to convince the recipient to buy by emphasizing the advantages of the product and omitting the disadvantages.</p> <p>Participants may not provide false information, it is forbidden to lie – but you can choose what to show and what to omit from the message.</p> <p>Each group draws two products to advertise:</p> <ul style="list-style-type: none"> <li>– energy drink,</li> </ul>	
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		<ul style="list-style-type: none"> <li>– online course,</li> <li>– cleaning agent,</li> <li>– dating app,</li> <li>– hair growth product,</li> <li>– slimming preparation.</li> </ul> <p>After preparing the ads, each group presents the results of their work on the forum. The host asks questions from the audience:</p> <ul style="list-style-type: none"> <li>– What sounds good here?</li> <li>– Has anything worried you?</li> <li>– Would you like to ask something that hasn't been said?</li> </ul> <p>Step 3: Summary.</p> <p>Today we saw two sides of the same coin: how advertising works on us – and how we can create a message that looks very convincing.</p> <p>This doesn't mean that everything we see is a fraud. But it does show that it's worth having such internal caution.</p> <p>Sometimes it's good to ask:</p> <ul style="list-style-type: none"> <li>– Do I know everything I need to?</li> <li>– Isn't this just a pretty story?</li> <li>– Is anyone leaving out something they could have said?</li> </ul>	
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		<p>The better questions we ask, the better decisions we make.</p> <p>And that's the point - that no one makes decisions for us, but that we do it consciously.</p>	
Summary	60 minutes.	<p>Leading invites Participants to discuss what we can do to avoid being caught by a message that looks good but isn't necessarily true. Maybe use the questions below?</p> <ol style="list-style-type: none"> <li>1. What can help us not to be fooled by something that looks convincing but may be incomplete or far-fetched?</li> <li>2. How do we know when someone is trying to manipulate us rather than just give us information?</li> <li>3. Is it possible to be attentive and independent in thinking – but not constantly walk around with suspicion? How to reconcile this?</li> </ol> <p>The leader summarizes the discussion. He says that information can be presented in such a way as to hide something. Emotions - curiosity, trust, haste, can influence our interpretation. If something "sounds good" does not always mean "it is good". It is worth looking at a given message critically. This is facilitated by the skill we call critical thinking. It is not about criticizing, being suspicious or negating everything. It is about looking carefully, asking questions, assessing independently, and not just repeating.</p>	
<b>DAY II "Before you say YES"</b>			
Introduction.	60 minutes	<p>The presenter introduces the work. He says that yesterday we looked at various messages and news together. We checked what looked credible, what</p>	<p>Additional material included with the scenario: "Team Insights Card" and "Individual Insights Card".</p>

		<p>looked suspicious, and what required stopping and asking a few more questions.</p> <p>Today we will look at another important issue. It is no longer just about what we hear or see, but how we react to it.</p> <p>Because very often someone says something to us – makes an offer, invites, assures us that it doesn't cost anything, that it's worth it. And before we know it, we say: "yes".</p> <p>Sometimes it's a good, successful decision. But sometimes after the fact, a thought comes:</p> <p>"Why did I agree to this?"</p> <p>"I could check it out."</p> <p>"I didn't want to, but I felt embarrassed to refuse."</p> <p>We will consider together what influences our decisions, what convinces us – and how we can have more control over when we say "yes" and when it is worth holding off.</p> <p>The leader invites the Participants to a joint discussion. He may use:</p> <ul style="list-style-type: none"> <li>– Have you ever agreed to something only to later think it was rushed or pressured?</li> <li>– What most often makes us agree to something quickly – without thinking?</li> <li>– How do we feel when it later turns out that we could have said "no" after all?</li> </ul> <p>He sums up the discussion by saying that informed consent is more than just a nod. It is a decision we truly stand behind.</p>	
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What was convincing?	120 minutes	<p>Participants are divided into groups of 3. Each group receives a set of 6 short descriptions of everyday situations in the form of oral communication, advertising or a fragment of a conversation.</p> <p>Set 1:</p> <ul style="list-style-type: none"> <li>– “By purchasing this product, you save the planet – join thousands of conscious people.”</li> <li>– "Don't sign up for this project. There will be people from other countries there - it will be awkward."</li> <li>– "It's a zero waste bag - wear it with pride. 50 PLN, but you're saving the planet."</li> <li>– “This restaurant is now staffed by strangers – it’s just not the same.”</li> <li>– "Only 5 minutes left of the sale. Then the price goes back to normal. Get it now!"</li> <li>– "Don't buy used clothes - it's a shame, after all we are in Europe."</li> </ul> <p>Set 2:</p> <ul style="list-style-type: none"> <li>– "Register now – there may be no spots available later. Everyone is already registered."</li> <li>– "This product has the EKO label - so it must be good. No need to check the composition."</li> <li>– "Don't ask them for their opinion - they have a different approach, they won't understand us."</li> </ul>	
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		<ul style="list-style-type: none"> <li>– "When you buy from us, you support local producers. Others sell cheaper, but they don't help."</li> <li>– "This cleaning product is natural, without chemicals. Today's promotion only!"</li> <li>– "There will be many foreigners on the course - you won't feel at ease."</li> </ul> <p>Set 3:</p> <ul style="list-style-type: none"> <li>– "The green badge and the words 'BIO' – that speaks for itself."</li> <li>– "Why sign up? They'll talk strangely again and you won't understand a thing."</li> <li>– "Everyone is buying this kit – if you don't get it, you're missing out."</li> <li>– "Today only: eco-cups at a promotional price – show that you care about the environment."</li> <li>– "There is no time for questions - if you don't decide now, you lose your spot."</li> <li>– "They have different customs. It's better not to go into it any deeper - it's a waste of time."</li> </ul> <p>Set 4:</p> <ul style="list-style-type: none"> <li>– "This app will help you reduce your carbon footprint – join today."</li> <li>– "If you really want to be conscious, you have to have it – without it you are not modern."</li> <li>– "These pills changed my life – after just one week I felt like a new person!"</li> </ul>	
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		<ul style="list-style-type: none"> <li>– “It’s a zero waste bag – when you buy it, you save the planet.”</li> <li>– "Don't wear used clothes - it's a shame, after all, we're in Europe."</li> <li>– "This product has the EKO label – you don't need any more information."</li> </ul> <p>The group's task is to analyze each situation using three simple questions:</p> <ul style="list-style-type: none"> <li>– What is convincing in the message?</li> <li>– What emotions or needs are being touched upon?</li> <li>– What might be a warning sign – what should be checked before a person agrees?</li> </ul> <p>After finishing their work, each group shares one or two examples that they found interesting. The leader writes down key conclusions on the board or flipchart – these can be, for example, recurring mechanisms of influence: "rush", "trust in well-known words like 'eco'", "fear of being judged", "promise without specifics", "emotional story".</p> <p>In a short summary, the Leader emphasizes that it is not about not trusting anyone or not believing in good intentions, but about recognizing what works for us at a given moment. And before we agree - to a purchase, participation, declaration - it is worth stopping and asking one more question: "Does it really make sense?", "Do I know what I am buying?", "Is this the decision I want or does it just sound good?" He emphasizes that very often we are influenced by emotions, "authority", fear of loss, time pressure, the desire to be "fine".</p>	
“Yes – but why?”	165 minutes	Stage 1 – Individual work.	

		<p>The facilitator asks participants to think for a moment about a time in their lives when they agreed to something they later regretted. It can be something small – a purchase, participation in something, signing a contract, signing up, accepting something, agreeing to terms.</p> <p>The leader asks guiding questions:</p> <ul style="list-style-type: none"> <li>– What was this situation?</li> <li>– Why did you agree then? What convinced you?</li> <li>– Did you have any doubts then?</li> <li>– What would you do differently if you had more time, knowledge or courage to ask?</li> </ul> <p>The trainer emphasizes that there is no need to provide any personal or difficult details – there will be no public sharing of stories. It is important to indicate what influenced us to make this decision. Stage 2 – Working in pairs.</p> <p>After individual reflection, participants form pairs. Each person tells the other person (in a general way) about the situation they have described or thought about. The other person asks the following questions:</p> <ul style="list-style-type: none"> <li>– What convinced you to do this?</li> <li>– Did something bother you but you ignored it?</li> <li>– Has anyone or something influenced you?</li> </ul>	
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		<p>Then the pair tries to name the main reason for the decision together. The leader suggests sample "headwords" that will help:</p> <ul style="list-style-type: none"> <li>– time pressure,</li> <li>– the desire to be nice,</li> <li>– the need to belong,</li> <li>– fear of being judged,</li> <li>– "because everyone did it",</li> <li>– an ad that stirred emotions,</li> <li>– the feeling that "this is the way it should be",</li> <li>– the desire to be eco, modern, open,</li> <li>– reluctance to appear "insensitive" in a cross-cultural situation.</li> </ul> <p>Some stories may cover topics such as: purchasing a "green" product that turned out to be just a marketing slogan; participating in a social initiative under pressure; agreeing to a collaboration or offer "out of courtesy."</p> <p>Stage 3 – Group discussion.</p> <p>After working in pairs, the group returns to the group discussion. The leader asks for the most common reasons for decisions that emerged in the discussions.</p> <p>Asks questions for reflection:</p> <ul style="list-style-type: none"> <li>– What were the most common reasons we said yes?</li> <li>– Did we make these decisions truly consciously?</li> <li>– What might help in a similar situation to stop and ask something more?</li> </ul>	
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		<ul style="list-style-type: none"> <li>– Is it okay to always say yes just because “it looks good”, “it’s the right thing to do”, or “I don’t want to stand out”?</li> </ul> <p>The trainer writes down the reasons that the participants mention on the board. The group can see for themselves that many of them are repeated and that we often do not realize the impact until we stop and look at the decision calmly.</p> <p>This exercise shows that consent doesn’t always mean the same thing. Sometimes we agree to something after thinking it through and considering it. But sometimes we make decisions based on emotions: because someone was rushing us, because it wasn’t polite to say no, because we didn’t want to be “difficult”, or simply because everyone else did it.</p> <p>It is important to be able to ask yourself a simple question:</p> <p>“Why am I doing this?” is one of the simplest, yet most important ways to make decisions that are truly ours.</p> <p>Before making a decision, it is worth thinking about it consciously, carefully and independently. It is worth looking critically at the message that reaches us. Elements of such thinking include: stopping and not acting instinctively. Before we said "yes", we tried to catch the moment and ask a question. This is the first step to making the decision ours - and not someone else's.</p> <ul style="list-style-type: none"> <li>– Noticing missing information. In many situations, details were missing: who, what, why, under what conditions. Noticing this is an important skill – it helps us not blindly agree.</li> </ul>	
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		<ul style="list-style-type: none"> <li>– Separating emotions from facts. Sometimes what moved us was a story, a color, a headline, a tone of voice—but not the specifics. Recognizing the emotion and pausing over it is a key step to independent thinking.</li> <li>– Asking questions. How do we know?, What exactly should I do?, Do I have a choice? – these are questions that give us freedom. We learned them in practice today.</li> <li>– Not being afraid to say, "I don't know" or "I want to know more." It's not a sign of weakness - it's a sign of maturity. The ability to admit that we want to check is the foundation of thinking that is truly ours.</li> </ul> <p>One of the biggest challenges in critical thinking is that... our brains really like to be right. And so we often seek out information that confirms what we already believe, and ignore information that contradicts it.</p> <p>This phenomenon is called confirmation bias. It involves the following:</p> <ul style="list-style-type: none"> <li>• we more easily accept messages that are consistent with our beliefs,</li> <li>• we find it harder to accept those that contradict them – even if they are true,</li> <li>• we remember better the content that suits us.</li> </ul> <p>Confirmation bias influences what we click on online, who we believe, who we listen to, and even the decisions we make.</p>	
Summary.	15 minutes	Summary of the second day of classes. Collection of reflections from Participants.	
<b>DAY III "A careful recipient - conscious decisions in the world of information"</b>			
Introduction.	60 minutes	The trainer initiates a conversation about the phenomenon of disinformation and false content in the media. He talks about the fact that in the modern world we are increasingly dealing with information that only pretends to be true – it	

		<p>appears in social media, advertisements, messages circulating between friends. He points out that some of it looks credible because it contains numerical data, photos or refers to alleged experts, but despite this, it can be completely untrue or deliberately manipulated. He emphasizes that such content is often intended to evoke strong emotions, arouse sensation or induce recipients to certain reactions – e.g. sharing, clicking, purchasing.</p> <p>He explains that this phenomenon is now commonly referred to as fake news – literally: “false news”. The term has become popular in recent years with the increase in the amount of misleading information spread on the Internet. Fake news is not just gossip – it is consciously created content that is intended to look like real news, but is often made up, exaggerated or taken out of context.</p> <p>The facilitator then begins a discussion with the group, asking guiding questions that encourage participants to reflect on their own experiences with fake news and how to recognize it:</p> <ul style="list-style-type: none"> <li>– Have you ever read or heard something that later turned out to be untrue?</li> <li>– Where do you most often find this information? On the Internet? From friends? In advertisements?</li> <li>– What do you find most convincing about something that looks like the truth? (e.g. tone, numbers, photo, name “expert”)?</li> </ul>	
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<p>Are you clicking? Think first!</p>	<p>120 minutes</p>	<p>Participants work in small groups (3–4 people). Each group receives a printed board with an example of a social media post – it could be a screenshot of a post, a comment, a headline, a meme or a short video. The posts are deliberately varied in style and content: they can include emotional headlines (“See what happened, it will shock you!”), unsourced quotes, uncontextualized reports, sensational “discoveries” from health or politics, as well as posts from “ordinary people” about controversial events. Groups analyze posts using a reflection card with critical questions. Participants consider:</p> <ul style="list-style-type: none"> <li>– Who is the author of the post? Is the source known and reliable?</li> <li>– What emotions does this content evoke – anger, fear, excitement?</li> <li>– Are sources provided? Is this an opinion or verifiable information?</li> <li>– Does the post resemble other known messages that have turned out to be false?</li> <li>– How would participants react to this post – would they share it, comment on it, or ignore it? Why?</li> </ul> <p>After each group completes their analysis, they share their findings. They discuss whether they thought the post looked credible, what influenced their assessment, and what “red flags” they noticed—red flags that might suggest manipulation or lack of integrity.</p> <p>The exercise ends with an open discussion moderated by the facilitator, who asks reflection-provoking questions:</p> <ul style="list-style-type: none"> <li>– What makes people most likely to click and believe posts?</li> </ul>	<p>P</p>
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		<ul style="list-style-type: none"> <li>– Do we always have the time and desire to check information?</li> <li>– Is it easy to distinguish fact from opinion online?</li> <li>– What habits help you use social media more consciously?</li> </ul> <p>The facilitator may use the posts below or print any posts from the Internet.</p> <p>Example social media posts for analysis</p> <p>Post 1</p> <p>"Urgent! WHO just announced that some vegetables can influence the development of neurodegenerative diseases. Check if you eat them every day!"</p> <p>#health #shock #bettertoknow</p> <p>Characteristics: sensational headline, no sources, playing on fears.</p> <p>Post 2</p> <p>"Since I started using this breathing app, I've stopped stressing out, my relationships have improved, and I've even... lost 6 kg! I recommend it to everyone"</p> <p>[link to page without author description]</p> <p>#wellness #new #lifechange</p> <p>Characteristics: testimonial, emotional narrative, no verifiable data.</p> <p>Post 3</p> <p>"The Ministry is planning to take away benefits from people who refuse to be vaccinated. You can sign the petition today before it's too late!"</p> <p>#freedom #ourvotes #stopdictatorship</p> <p>Characteristics: strong emotions, call for immediate action, potentially false information.</p> <p>Post 4</p> <p>"Studies show that people who drink lemon water every day have an 83% lower risk of depression. It's just a minute a day - it's worth it!"</p>	
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		<p>Source: "Experts from the USA"</p> <p>#natural #lemonchallenge #research</p> <p>Characteristics: pseudoscientific language, no specific source, statistics without context.</p> <p>Post 5</p> <p>"A Village Teacher Creates a Language Learning Method That Breaks the System! Watch Students Speak Fluent Spanish in 30 Days!"</p> <p>[sponsored ad without contact details]</p> <p>Characteristics: sensational narrative, no possibility of verification, playing on emotions (success of an "ordinary person").</p> <p>Post 6</p> <p>"If you're feeling tired, it's not because you're sleep deprived. It could be a hidden form of digital burnout—the new syndrome of the 21st century. Click to learn more."</p> <p>[link to portal with unclear profile]</p> <p>Characteristics: disturbing, trendy topic, attempt to get clicks (clickbait).</p> <p>Post 7</p> <p>"A new report from the Institute of Public Health shows that the percentage of people who exercise regularly has increased by 17% in the last 5 years. The full report is available here: [link to the institution]"</p> <p>#publichealth #research #facts</p> <p>Characteristics: includes source, specific data, neutral tone – can be compared with the rest.</p>	
True or false?	120 minutes	<p>During the exercise, participants are divided into teams of three. Each person in the team comes up with an idea for a short story – it can be a real life situation or completely made up. The group's task is to prepare three</p>	

		<p>notes that could be published on social media. The notes should be short, attractive and attention-grabbing, but constructed in such a way that the recipients cannot easily guess whether they are true or not.</p> <p>To create notes, teams use large A3 sheets of paper, markers, clippings from old newspapers and magazines, pictures, frames and slogans – anything that can make the message more suggestive, emotional or credible. The notes should resemble short posts or social media posts.</p> <p>Once all the materials are prepared, the teams stick their work on the walls around the room, creating a news gallery. Then, participants go around the room, looking at the notes prepared by other groups, and sticking a post-it note to them with a note saying whether they think the story is true, made up, or difficult to judge. These can be marked as “True,” “Fiction,” or “Hard to Tell.”</p> <p>At the end, each team talks about the notes they have prepared, revealing which stories are true and which are made up, and sharing their motivations for creating them. The facilitator initiates a conversation about what makes certain information seem more credible, what techniques were most effective in attracting attention, and whether participants were surprised by the ease with which one can create a suggestive but not necessarily true message. The collective reflection leads to conclusions about being mindful when dealing with information, a critical approach to media messages, and the need to verify sources before deciding to share or believe in their content.</p>	
Workshop Summary	40 minutes	The leader briefly summarizes the meetings.	

		<p>He emphasizes that one of the main goals of the classes was to teach mindfulness in everyday decision-making – especially in situations when something moves us, surprises us, evokes emotions or when the pressure of the environment makes us agree to something without thinking deeply. He refers to the exercises from the first day, in which the participants analyzed situations when they agreed to something that they later regretted. He points out that these stories were not only a starting point for a conversation, but also an important step in building awareness: why do we say YES – and whether this agreement always results from our true beliefs.</p> <p>Later in the speech, the leader reminds that during the workshop a lot of attention was paid to developing critical thinking – understood not as criticizing, but as the ability to independently evaluate content, recognize the influence of emotions, separate facts from opinions and ask questions that allow you to make informed decisions.</p> <p>It highlights specific skills that were developed: stopping before making a hasty decision, recognizing missing information, questioning sources and the intentions of a sender, and being willing to admit “I don’t know” as an act of maturity.</p> <p>The presenter also refers to exercises with social media analysis and examples of disinformation, which – as he points out – has become one of the greatest information challenges today.</p> <p>He points out that the participants learned to recognize the characteristic features of fake news, notice the so-called "red flags" (lack of source, emotional language, time pressure) and consciously approach the content that appears in the media and instant messaging.</p>	
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		<p>At the end, the leader encourages the participants to engage in a short self-reflection – by asking themselves questions:</p> <ul style="list-style-type: none"> <li>– What will I remember most from this class?</li> <li>– Did anything surprise me?</li> <li>– What can I do differently in the future to make more informed decisions?</li> </ul> <p>He suggests that those who are willing share one sentence of reflection on the forum or write down their thoughts on cards. He emphasizes that this is not a mandatory summary, but rather an opportunity to stop and close this process with greater awareness of oneself and one's own way of thinking.</p> <p>In his final words, the presenter emphasizes that the skills developed during these three days – such as asking questions, recognizing influence, noticing emotions in messages, or critically analyzing sources – can be useful not only online, but also in everyday life: when making decisions, choices, and building relationships. He points out that the goal was not to teach "how not to be fooled", but to develop an attitude that allows for independent thinking and conscious choice.</p> <p>On this note he ends the meeting, thanking the participants for their commitment, reflection and willingness to look at themselves.</p>	
	20 minutes	<p>The classes end with the participants completing the Self-Diagnosis Questionnaire -Workshops entitled: "Before You Say YES – How to Recognize the Traps and Think for Yourself"(Sheet for the training participant "at the exit").</p> <p>The Validator performs the validation process in accordance with the Model's assumptions.</p>	<p>The self-diagnosis questionnaire and information on conducting validation exercises can be found below in chapter 3.3. Validation.</p>





### ***3.1. Diagnosis***

The diagnosis will be conducted in the form of a self-assessment questionnaire. The self-assessment questionnaire was developed based on the descriptors of the European Qualifications Framework (EQF). The participants of the training will perform self-reflection in the area of competences related to with critical thinking. The areas for diagnosis refer to EQF levels. Participants will be invited to complete a self-assessment. Self-reflection at the beginning of the first training day will provide information about how participants feel about the level at which they feel they are developing the competence that will be developed during the training and will constitute an “entrance diagnosis”.

The analysis of diagnostic sheets will provide information on the level of competence that will be improved during training through indirect learning.

### SELF-DIAGNOSIS QUESTIONNAIRE

Workshops entitled: "Before you say YES – how to recognize traps and think independently."

Entry sheet with European Qualifications Framework levels

#### Hello!

We are pleased that you are taking part in the workshop "Before you say YES - how to recognize traps and think independently".

At the beginning of the workshop, we ask you to complete a short survey regarding your critical thinking competence.

Your answers are confidential and will be used for educational purposes only. Thank you for your honesty and reflection!

Your task is to rate your skill level in a given area on a scale of 1 to 5, where 1 means low and 5 means high.

Circle the appropriate number that best describes your current skills in a given area.

1	<b>I can indicate what the term "critical thinking" means and list its key elements</b> (analysis, evaluation).  1-2(Basic awareness)	1	2	3	4	5
2	<b>I understand why critical thinking is necessary for informed decision-making and I can explain it.</b>  1-2(Basic awareness)	1	2	3	4	5
3	<b>I use simple critical questions</b> ("Who is saying this?" "Why are they saying this?" "What is the evidence?") when analyzing individual messages.  3-4(Practical application)	1	2	3	4	5
4	<b>I can recognize so-called "red flags" in a text or advertisement.</b>  3-4(Practical application)	1	2	3	4	5
5	<b>When confronted with two contradictory pieces of information, I can collect additional sources and compare them critically.</b>  5-6(Critical analysis)	1	2	3	4	5
6	<b>In teamwork, I initiate discussion on different interpretations of facts, encouraging justification of arguments.</b>  5-6(Critical analysis)	1	2	3	4	5

Enter your name and surname: .....

## ***3.2. Validation***

Validation of learning outcomes in the area of competences:

### **critical thinking**

will be carried out using two methods:

- **self-reflection of participants,**
- **observation.**

The designed validation process is based on the analysis of sheets filled in by workshop participants and on the observation of participants in action. The observation of twelve people over the three days of the workshop will allow for the verification of the development of the learned competence "indirectly".

An additional source of information will be the “input” and “output” self-reflection sheets.

### ***3.2.1 Self-reflection of participants,***

The diagnostic questionnaire completed by the participants at the beginning of the first day of training ("at the entrance") and at the end of the third day ("at the exit") will make it possible to determine whether and to what extent the participants improved their competences.

### SELF-DIAGNOSIS QUESTIONNAIRE

Workshops entitled: "Before you say YES – how to recognize traps and think independently."

Output sheet with European Qualifications Framework levels

Congratulations!

Your participation in the workshop "Before you say YES - how to recognize traps and think independently" has come to an end.

Before we say goodbye, we invite you to take a second look at your critical thinking competency.

Your responses remain anonymous and are used solely for your self-reflection and educational summary of the workshop.

Your task is to rate your skill level in a given area on a scale of 1 to 5, where 1 means low and 5 means high.

Circle the appropriate number that best describes your current skills in a given area.

1	<b>I can indicate what the term "critical thinking" means and list its key elements</b> (analysis, evaluation). <b>1-2</b> (Basic awareness)	1	2	3	4	5
2	<b>I understand why critical thinking is necessary for informed decision-making and I can explain it.</b> <b>1-2</b> (Basic awareness)	1	2	3	4	5
3	<b>I use simple critical questions</b> ("Who is saying this?" "Why are they saying this?" "What is the evidence?") when analyzing individual messages. <b>3-4</b> (Practical application)	1	2	3	4	5
4	<b>I can recognize so-called "red flags" in a text or advertisement.</b> <b>3-4</b> (Practical application)	1	2	3	4	5
5	<b>When confronted with two contradictory pieces of information, I can collect additional sources and compare them critically.</b> <b>5-6</b> (Critical analysis)	1	2	3	4	5
6	<b>In teamwork, I initiate discussion on different interpretations of facts, encouraging justification of arguments.</b> <b>5-6</b> (Critical analysis)	1	2	3	4	5

Enter your name and surname: .....

### **3.2.2. Observation**

The observation material will also be a source for developing feedback in the form of a several-sentence letter. You can also use the template below to prepare it.

The observation will focus on identifying how to recognize potentially manipulative messages, analyze their credibility, formulate pertinent questions, and express one's own opinions in a thoughtful and argumentative manner. Behaviors that demonstrate openness to different opinions and a willingness to modify one's own position based on new information will also be taken into account.

Observation will be conducted on all days of the workshop, especially during exercises related to information analysis, creating persuasive messages, and teamwork on interpreting content and making decisions. Qualitative notes (examples of statements, questions, arguments, or concerns) will be written directly on the sheet or on post-it notes and placed in appropriate places on the sheet.

It is recommended to print the sheet in a larger format, allowing you to freely add observations.

The observation material will also be a starting point for preparing feedback in the form of a short letter. You can use the proposed template for this purpose, taking into account the participant's strengths and areas for further development in critical thinking.

**Cumulative observation sheet questionnaire**

Area of competence	EQF level	Learning Outcome Descriptor	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	Observed YES/NO
Recognizing manipulation and disinformation	Level 1-2	Recognizes basic signals of manipulation (sensational headlines, lack of sources, etc.).													
Information verification	Level 3-4	Uses simple credibility checking techniques (checks author, date of publication, official sources).													
Analysis of arguments	Level 3-4	Compares conflicting information and identifies gaps or inconsistencies in the evidence presented.													

Critical group discussion	Level 5-6	Formulates and justifies alternative interpretations, asks for evidence, and supports reconciliation of conclusions.														
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**PARTICIPANT FEEDBACK TEMPLATE****Participant's name and surname:** \_\_\_\_\_

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

**Observer:** \_\_\_\_\_

Dear \_\_\_\_\_,

Thank you for your active participation in the workshop. Below you will find feedback on your development.

Your strengths:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

We hope that the experience gained during the training will contribute to the further development of your competences and sensitivity. Thank you for your commitment!

Best regards,

**Training team**

## ***MICRO-CREDENTIALS***

The developed Model for the Development and Certification of Adult Social Competences will use digital badges (micro-credentials) compliant with the Open Badge 2.0 standard. They constitute a modern tool for documenting learning outcomes and will be awarded to people who successfully pass the validation process designed within the model.

Micro-credentials issued as part of the project will include: name and description of the achievement, participant data, information about the institution, award criteria, date of award.

The use of the international Open Badge 2.0 standard ensures that credentials are readable, interoperable and recognised in various environments – educational, social and professional.

The micro-credentialing process will be supported by a dedicated platform that will allow you to enter participant data, generate individual invitations to their profiles and automatically issue and store the badge.

Once validation is complete, the validator will complete an online form which will initiate the issuance of the micro-credential.

The participant will receive an email with a link enabling them to collect their badge after logging in to the platform.

Micro-credentials will constitute measurable, digital proof of acquisition of specific social competences, developed within planned workshops and validation processes. Their implementation supports the idea of lifelong learning and allows for building individual development paths in a modular, flexible and needs-based manner.