



# TRAINING PLAN FOR ADULT EDUCATORS

## 3. ENTREPRENEURSHIP LIFESTYLE

### 3.2. *Why We Need to Take Responsibility for Our Own Experiences?*

*How to Connect Our Dreams with Our  
Skills and a Market Opportunity?*

*How to Maximise Our Resources and  
Effort to Achieve Our Goals?*

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## 1. INTRODUCTION

### 1. 1. Learning Objectives

This submodule guides the reader through a lifelong learning journey to reflect on questions like: Why We Need to Take Responsibility for Our Own Experiences? How to Connect Our Dreams with Our Skills and a Market Opportunity? How to Maximise Our Resources and Effort to Achieve Our Goals?

Having an entrepreneurial mindset means to develop a way of thinking that helps us to take ownership and accept responsibility for our actions; to overcome challenges with resilience and openness to change; to perform self-analysis and apply creativity, pragmatism, and planning techniques in daily life; to be proactive and maximise our strengths to achieve our goals.

An entrepreneurial lifestyle requires a constant need to improve competences, learning from our mistake and taking continuous action on our dream, ideas, and personal/professional projects.

By the end of this module, the learners will:

- Understand why responsibility matters and what means to take ownership of owns life.
- Describe short-term change in the todays' life.
- Identify ways to be more flexible, applying principles of resilience and adaptability.
- Respond to change quickly and positively to deal with the uncertain.
- Practice creative thinking techniques on daily routine.
- Take a pragmatic approach to judge dreams and get things done.
- Distinguish between skills, strengths, and interests.
- Strategic judge market opportunities based on own dreams and skills, strengths, and interests.
- Analyse and maximise resources to achieve owns goals.

### 1. 2. Competencies

Self-leadership; responsibility; flexibility; resilience; creative thinking; strategic thinking; self-awareness; analytical skills; proactivity.

## 2. TRAINING OUTLINE

This training outline presents a recommended approach for providing the training on the “Module 3.2. Why We Need to Take Responsibility for Our Own Experiences? How to Connect Our Dreams with Our Skills and a Market Opportunity? How to Maximise Our Resources and Effort to Achieve Our Goals?”

After an in-depth reading of the JIMINY Self-Help Handbook Module, the training outline should be adapted to the needs of your audience and to your own training style.

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resources
<b>60 min</b>	Introduction <ol style="list-style-type: none"> <li>Welcome the learners.</li> <li>Presentation of trainer and learners: icebreaker.                             <ul style="list-style-type: none"> <li>Ask learners to sit in a circle (if possible, so everyone can keep eye contact) and make pairs. Learners ask their pair three skills they have (developed at work, during hobbies, etc.) and three goals or dreams. The more “out of the box” are the skills, the more engaging the activity becomes. This way, everyone starts reflecting on their past experiences and on what they want to achieve in the future.</li> <li>If the number of learners is odd, you can make a group of three or make a pair with one of the learners.</li> <li>At the end, ask each learner to introduce their pair to all group by mentioning their skills and dreams.</li> </ul> </li> <li>Project and present the learning objectives and competencies of the submodule</li> </ol>	Computer/Projector	Sections 1.1 and 1.2 - “Aim of the module” and “Learning objectives” (pages 133-134)
<b>30 min</b>	Initial evaluation <ul style="list-style-type: none"> <li>Provide a printed copy of the initial assessment to each learner or optionally adapt it to an online questionnaire. Learners must answer it individually.</li> <li>After learners finish to answer it, do its correction in group by asking each learner to read and answer one question. Correct when someone gives the wrong answers.</li> </ul>	Initial assessment copies for all learners - do not include the answers  Optional: computers or smartphones	Section “5.1. - Initial test” (page 159)
<b>15 min</b>	Soft skills <ul style="list-style-type: none"> <li>Do a brainstorm with the trainees on what they already know about soft skills.</li> <li>Write their ideas in the board/flipchart and, at the end, keep a record of them for later use (e.g., take a photo with your smartphone).</li> </ul>	Board or flipchart, and markers	Section “1.3 - Soft skills” (page 134)



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resources
	<ul style="list-style-type: none"> <li>Remind learners to refrain from commenting other colleagues' ideas during the brainstorm.</li> </ul>		
<b>30 min</b>	<p>Responsibility (part 1)</p> <ul style="list-style-type: none"> <li>Ask learners if they think they have responsibility over all their actions and to give examples of situations in which they think they were and they were not responsible for their actions.</li> <li>Present the principles to follow to be responsible for own actions by projecting page 136.</li> <li>Ask learners to copy to their handbooks the scheme with the principles at the end of page 136.</li> </ul>	<p>Computer/Projector</p> <p>Notebooks</p>	<p>Section "2.1 – Why we need to take responsibility for our own experiences?" (pages 135-136)</p>
<b>30 min</b>	<p>Responsibility (part 2)</p> <ul style="list-style-type: none"> <li>Explain the importance of being responsible for own actions</li> <li>Present the differences between "internal control" and "external control" and the way each approach influences our lives regarding our responsibility for our actions.</li> <li>Project page 138 and ask learners to copy to their handbooks the scheme with the difference between "internal control" and "external control"</li> </ul>	<p>Computer/Projector</p> <p>Notebooks</p>	<p>Topic "Taking ownership and accepting responsibility" (pages 137-138)</p>
<b>30 min</b>	<p>Resilience</p> <ul style="list-style-type: none"> <li>Introduce the learners to the concept of resilience and oppose it to the concept of resistance.</li> <li>Ask learners to, individually or in pairs, write in their notebooks two lists:                             <ul style="list-style-type: none"> <li>One with the characteristics they think resilient people must have.</li> <li>Other with suggestions on how they can improve their resilience.</li> </ul> </li> <li>In group, ask some learners their answers and finish by highlighting the importance of being resilient in life.</li> </ul>	<p>Notebooks</p>	<p>Topic "Resilience and Openness to Change" (pages 139-143)</p>
<b>15 min</b>	<p>Dreams and skills</p> <ul style="list-style-type: none"> <li>Organise a small debate on the topic "Do I have the skills to reach my dreams?"</li> <li>Learners can indicate, for example, the skills and dreams they mentioned in the initial icebreaker and if they can relate both somehow.</li> </ul>		<p>Section "2.2. - How to connect our dreams with our skills and a market opportunity?"</p>



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resources
	<ul style="list-style-type: none"> <li>Highlight the importance of having dreams and trying to achieve them.</li> </ul>		(pages 143-145)
45 min	<p>Creative thinking and pragmatism</p> <ul style="list-style-type: none"> <li>Introduce the "creative thinking" and "pragmatism" concepts. You can research in the internet and play small videos to facilitate this introduction considering the characteristics of your learners.</li> <li>Divide the class in two big groups. Each group is assigned each of the two topics. (the two big groups can after be organised in smaller groups).</li> <li>Each group must search online for more information about their topic considering the following questions:                             <ul style="list-style-type: none"> <li>— What is the importance of it?</li> <li>— How can we develop it?</li> </ul> </li> <li>Following, each group must prepare a brief presentation about the topic and select a speaker responsible for their final presentation to all groups.</li> <li>After each presentation, add potential missing information or correct any slip.</li> </ul>	<p>Computer/Projector</p> <p>Computers/smartphones with internet connection</p> <p>Notebooks</p>	<p>Topic "Creative thinking and pragmatism" (pages 145-147)</p>
15 min	<p>Self-analysis and strategic planning</p> <ul style="list-style-type: none"> <li>Explain how to practice self-analysis by projecting page 148</li> <li>Explain the parts of a personal strategic plan by projecting page 149</li> </ul>	Computer/projector	<p>Topic "Self-analysis and strategic planning" (pages 148-150)</p>
90 min	<p>Goals' setting</p> <ul style="list-style-type: none"> <li>Ask learners which obstacles they face while reaching their goals in the different spheres of their lives (personal, professional, social...).</li> <li>Present two approaches to set personal goals — SMART and GROW — by projecting their schemes on pages 152 and 153.</li> <li>Use a board or flipchart to write what each of the acronyms stands for.</li> <li>Finally, each learner must develop a personal strategic plan considering its parts mentioned before and using the SMART and GROW approaches. They can do it either using their notebooks or computers.</li> <li>Give feedback to learners while they are developing their plans to guide them.</li> </ul>	<p>Computer/projector</p> <p>Board or flipchart, and markers</p> <p>Notebooks/computers</p>	<p>Section "2.3. How to maximise our resources and efforts to achieve our goals?" (pages 151-155)</p>



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resources
	<ul style="list-style-type: none"> <li>At the end, learners do not need to share all their plans with their colleagues as they can address sensitive subjects for them. Anyway, they should be encouraged to share at least one of their objectives, so they can have a sense of commitment with it.</li> <li>Highlight the importance of being proactive to reach goals and for an entrepreneur lifestyle.</li> </ul>		
15 min	Conclusion <ul style="list-style-type: none"> <li>Sum up the submodule, by asking learners to compare the competences they had at the beginning of it, e. g. by reminding them about the initial brainstorm on soft skills and what they now know about them.</li> </ul>		
30 min	Quiz <ul style="list-style-type: none"> <li>In group, project the quiz pages and ask each learner to read out loud and answer one of the 10 questions and justify their answer.</li> <li>Deepen the subjects whenever you realise learners are not enough familiar with the topics addressed during the submodule.</li> <li>You can present the 5 articles under the "Further reading" section or allow learners to research on the internet on topics of the submodule they would like to deepen. If this is the case, make sure they use reliable sources. They can make a list of useful links for them in their notebooks or using their electronic devices (smartphone, laptop, etc.).</li> </ul>	Computer/projector  Laptops/smartphones	Section "3 - Exercises and quizzes" (pages 156-157)  Section "4 - Further reading and further development" (page 158)
45 min	Final evaluation <ul style="list-style-type: none"> <li>Provide a printed copy of the final assessment to each learner or adapt it to an online questionnaire. Learners must answer it individually.</li> <li>After learners finish to answer it, do its correction in group by asking each learner to read one sentence. Correct if someone gives the wrong answers.</li> </ul>	Final assessment copies for all learners - do not include the answers.  Optional: computers or smartphones	Chapter "5.2 – Final assessment" (page 160)