



WomenUp

Walking in Someone Else's Shoes



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Title	Walking in Someone Else's Shoes
Objective	Participants will develop a deeper understanding of empathy by recognising and sharing different perspectives.
Materials needed	<ul style="list-style-type: none"> • Online: Video clips with subtitles (Brené Brown on Empathy) digital storytelling tools (Padlet, Flipgrid), discussion forums. • Offline: Printed case studies, role-play scenario cards, discussion guide. • Blended: Combination of online videos with face-to-face discussions.
Implementation instructions	<p>1. Introduction (5 min):</p> <p>Define empathy as the ability to understand and share the feelings of another person. It involves actively listening, putting oneself in someone else's shoes and responding with care.</p> <p>Definition: Empathy is the ability to understand and share another person's emotions, thoughts and experiences. It involves recognising emotions in others and responding in a compassionate way.</p> <p>Theoretical Background:</p> <ul style="list-style-type: none"> • Carl Rogers' Person-Centered Theory (1951): Rogers emphasised empathy as a key component in effective communication and relationships. • Daniel Goleman's Emotional Intelligence Theory (1995): Identifies empathy as a core component of emotional intelligence, crucial for social competence. <p>Example:</p> <ul style="list-style-type: none"> • If a friend shares that they are struggling at work, an empathetic response would be, "That sounds really tough. How can I support you?" rather than offering immediate advice. • A manager listening attentively to an employee's concerns and offering support.



- A friend validating another's feelings instead of dismissing them.
- A healthcare provider considering a patient's emotional state while delivering a diagnosis.

Active Listening Techniques:

- Paraphrasing: "So what I hear you saying is..."
- Reflecting feelings: "It sounds like you're feeling frustrated because..."
- Asking open-ended questions: "Can you tell me more about how that made you feel?"

Perspective-Taking Exercises:

- Role-playing different scenarios (e.g., experiencing discrimination, being a new student in a school).
- Reading literature from different cultural perspectives to understand diverse viewpoints.

2. Storytelling Activity (15 min):

- Online: Watch a short video about someone overcoming a challenge and discuss reactions in a forum (Watch [this video](#)).
- Offline: Read a printed story and discuss it in small groups.
- Blended: Watch a video together and have an in-person discussion.

Some questions to create discussion:

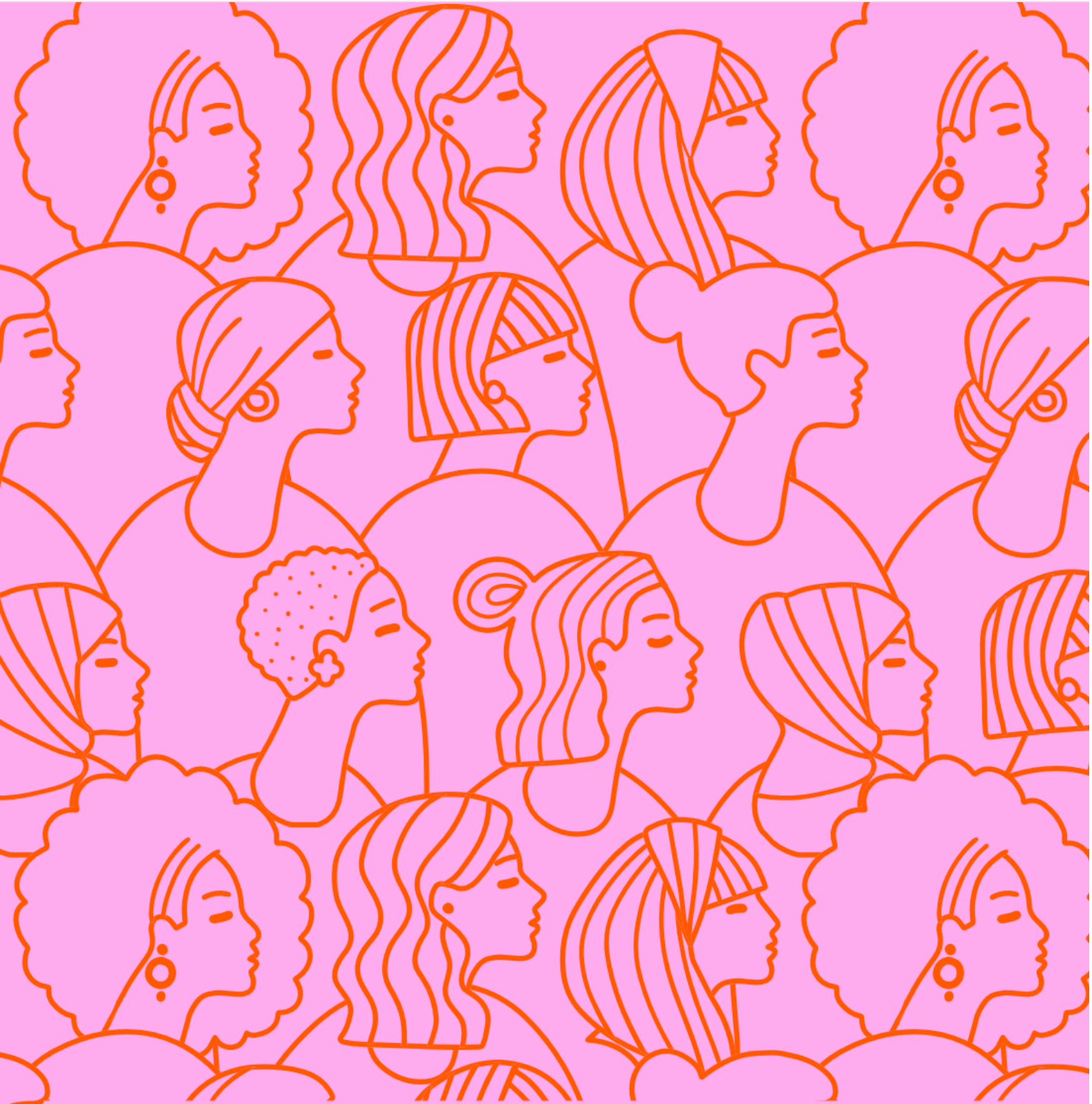
- What is the definition of empathy?
 - a) Feeling sorry for someone.
 - b) Understanding and sharing someone else's feelings.
 - c) Agreeing with someone's opinion.
 - d) None of the above.
- Which of the following is NOT an active listening technique?
 - a) Interrupting to share your own experience.

	<ul style="list-style-type: none"> - b) Maintaining eye contact. - c) Asking clarifying questions. - d) Nodding and showing understanding. <ul style="list-style-type: none"> o How can role-playing help develop empathy? <ul style="list-style-type: none"> - a) It helps us practice different perspectives. - b) It teaches us to argue better. - c) It forces us to agree with others. - d) It does not help at all. <p>3. Role-Playing (15 min):</p> <p>Participants take on different roles and discuss how they would feel in those situations. Example exercises:</p> <ul style="list-style-type: none"> o One participant plays a new student at school, while another plays a welcoming classmate. o One participant plays a person who lost their job, while another plays a supportive friend. o One participant plays someone with a disability navigating public transportation, while another plays a bystander offering assistance. <p>4. Reflection (5 min):</p> <ul style="list-style-type: none"> o Online: Write a journal entry on what they learned. o Offline: Share insights in pairs. o Blended: Combine both methods.
Expected Outcomes	<ul style="list-style-type: none"> ● Increased awareness of different perspectives. ● Ability to practice empathy in daily interactions.
Evaluation	<ul style="list-style-type: none"> ● Reflection journals:



	<ol style="list-style-type: none">1. Describe a situation where you recently showed empathy. What was the outcome?2. How did the role-playing exercise change your perspective on empathy?3. What are three ways you can practice empathy in your daily life? <ul style="list-style-type: none">• Group discussion summaries.• Online forum participation.
Additional Resources	<ul style="list-style-type: none">• <u>Brené Brown's TED Talk on Empathy.</u>• <u>Greater Good Science Center - Empathy Exercises.</u>• <u>Harvard Business Review - "Connect, Then Lead: The Power of Empathy in Leadership". Explains why leaders who demonstrate empathy build stronger teams and improve workplace dynamics.</u>





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The Pause & Reflect Technique



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Title	The Pause & Reflect Technique
Objective	Participants will learn how to manage their emotions and reactions effectively using self-regulation techniques.
Materials needed	<ul style="list-style-type: none"> • Online: Mindfulness apps (Headspace, Calm) guided meditation videos. • Offline: Printable reflection journals, breathing exercise guides. • Blended: Digital tracking tools with in-person group discussions.
Implementation instructions	<p>1. Introduction (5 min):</p> <p>Explain self-regulation as the ability to control emotions, behaviours and thoughts in different situations.</p> <p>Definition:</p> <p>Self-regulation refers to the ability to manage one’s emotions, behaviours and thoughts in pursuit of long-term goals. It involves self-control, discipline and the ability to delay gratification.</p> <p>Theoretical Background:</p> <ul style="list-style-type: none"> • Albert Bandura’s Social Cognitive Theory (1986): Bandura highlighted self-regulation as a crucial component of self-efficacy, where individuals set goals, monitor progress and adjust behaviours accordingly. • Baumeister & Vohs (2004): Defined self-regulation as the ability to override impulses and make conscious decisions that align with long-term goals. <p>Examples:</p> <ul style="list-style-type: none"> • A student resisting the urge to check social media while studying. • A professional staying calm during a heated meeting and responding rationally.



- An athlete following a disciplined diet and exercise regimen.
- If someone receives negative feedback at work, self-regulation helps them pause, reflect and respond calmly rather than reacting defensively.

Personal Values Identification:

- Based on Schwartz's Theory of Basic Human Values (1992), identifying core personal values helps individuals align decisions with long-term fulfillment.
- Example: If integrity is a core value, one may choose transparency over short-term gain.

SWOT Analysis:

- Developed by Albert S. Humphrey (1960s) as a strategic planning tool to assess Strengths, Weaknesses, Opportunities and Threats.
- Example: A person evaluating career choices by identifying strengths (communication skills), weaknesses (lack of technical skills), opportunities (job openings in a desired field), and threats (high competition).

2. Guided Exercise (15 min):

Online: Watch [this mindfulness video](#) and practice breathing techniques.

Offline: Read a short guide and practice in pairs.

Blended: Use the video, followed by in-person discussion.

3. Journaling (10 min):

- Participants document a moment when they regulated or failed to regulate their emotions.

4. Discussion (10 min):

	<ul style="list-style-type: none"> ○ Share insights and strategies in small groups. Use some questions to create conversation: <p>What is self-regulation?</p> <ul style="list-style-type: none"> a) Controlling others' emotions. b) Managing one's own emotions and reactions. c) Avoiding emotions altogether. d) Ignoring stressful situations. <p>Which of the following helps with self-regulation?</p> <ul style="list-style-type: none"> a) Deep breathing exercises. b) Reacting immediately without thinking. c) Suppressing emotions completely. d) Avoiding problems. <p>How can journaling support self-regulation?</p> <ul style="list-style-type: none"> a) It helps reflect on emotions and responses. b) It prevents negative emotions from occurring. c) It makes all decisions easier. d) It has no impact on emotions.
Expected Outcomes	<ul style="list-style-type: none"> ● Improved ability to pause before reacting. ● Greater emotional awareness and control.
Evaluation	<ul style="list-style-type: none"> ● Reflection journals. ● Self-assessment checklists. ● Group discussion contributions.
Additional Resources	<ul style="list-style-type: none"> ● TED Talk: How to Stay Calm When You Know You'll Be Stressed. ● How to do a SWOT Analysis (Explained in 3 Minutes) ● SWOT analysis - strengths, weaknesses, opportunities and threats





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Reframing Challenges



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Title	Reframing Challenges
Objective	Participants will learn to embrace challenges and setbacks as opportunities for growth.
Materials needed	<ul style="list-style-type: none"> • Online: Interactive quizzes (Kahoot, Mentimeter), motivational videos. • Offline: Printed worksheets on reframing negative thoughts, discussion prompts. • Blended: Online challenges with in-person debrief sessions.
Implementation instructions	<p>1. Introduction (5 min):</p> <p>Explain a growth mindset as the belief that intelligence and abilities can be developed through effort and persistence.</p> <p>Definition:</p> <p>A growth mindset is the belief that abilities and intelligence can be developed through effort, learning and persistence, as opposed to a fixed mindset that assumes intelligence and talents are static.</p> <p>Theoretical Background:</p> <ul style="list-style-type: none"> • Carol Dweck’s Mindset Theory (2006): Dweck identified the growth mindset as a key factor in success, where challenges are seen as opportunities to improve rather than as failures. • Vygotsky’s Zone of Proximal Development (1978): Suggests that individuals can learn and grow with the right support and challenge. <p>Examples:</p> <ul style="list-style-type: none"> • A student struggling with math can improve with practice and learning strategies rather than believing they are "bad at math."



- A student struggling in math but believing that practice will lead to improvement.
- An entrepreneur learning from business failures rather than giving up.
- An athlete training harder after a loss instead of thinking they are not good enough.

SMART Goal Setting:

- **Developed by George Doran (1981)**, SMART goals are:
 - **Specific:** Clearly defined (e.g., "Improve my public speaking skills").
 - **Measurable:** Track progress (e.g., "Give one presentation per month").
 - **Achievable:** Realistic (e.g., "Practice speaking for 10 minutes daily").
 - **Relevant:** Aligns with larger goals (e.g., "Helps my career growth").
 - **Time-bound:** Set a deadline (e.g., "Achieve confidence in 6 months").

Daily Tracking Protocol:

- Keeping a journal to document progress and setbacks.
- Using habit-tracking apps to measure consistency.
- Reflecting on small wins each day to maintain motivation.

2. Challenge Reframing (15 min):

- Online: Participants complete an interactive quiz on reframing thoughts.
- Offline: Groups analyse scenarios and rewrite negative statements positively.
- Blended: Do the quiz online, then discuss in person.

Quiz:

What is a growth mindset?

- a) Believing that intelligence and abilities can develop over time.
- b) Thinking intelligence is fixed and cannot change.
- c) Avoiding challenges.
- d) Ignoring feedback.

How does setting SMART goals help in personal growth?

- a) It provides clear, measurable and realistic targets.
- b) It makes challenges disappear.
- c) It guarantees instant success.
- d) It prevents failure from happening.

Why is tracking progress important for a growth mindset?

- a) It shows improvement over time.
- b) It prevents mistakes.
- c) It ensures immediate success.
- d) It eliminates setbacks.

Example Scenarios:

- 3. "I can't do this" → "I can't do this yet, but I can learn."
- 4. "I always fail at this" → "I learn from every mistake."
- 5. "I'm not good at this" → "I'm improving with practice."

6. Personal Reflection (10 min):

- Write about a personal challenge and reframe it.

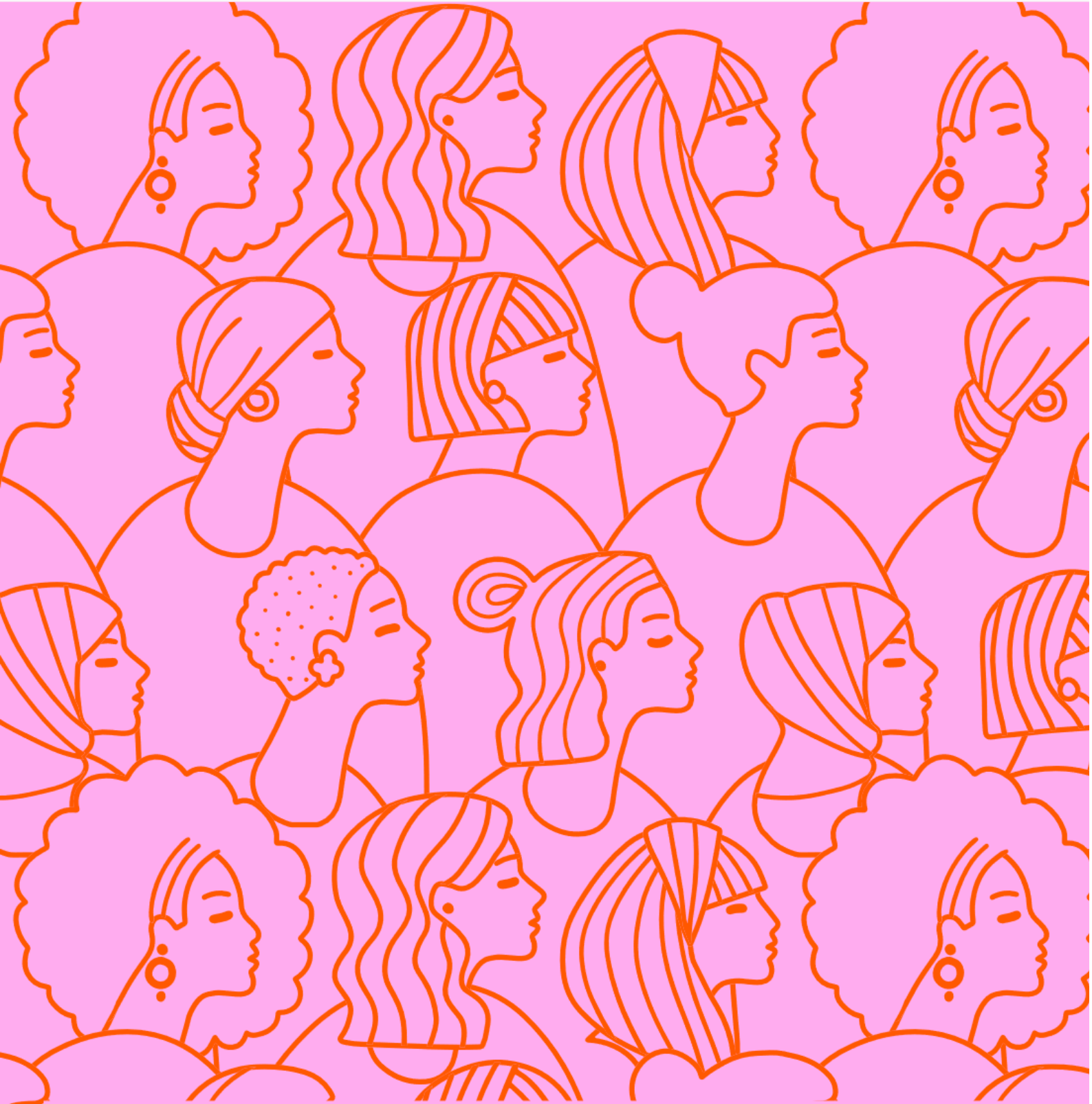
7. Group Sharing (10 min):

- Discuss reflections in pairs or small groups.



Expected Outcomes	<ul style="list-style-type: none">• Participants will recognise negative self-talk and learn to reframe it.• Increased resilience and motivation in facing challenges.
Evaluation	<ul style="list-style-type: none">• Reflection journals.• Growth mindset self-assessments.• Peer feedback in discussions.
Additional Resources	<ul style="list-style-type: none">• <u>Carol Dweck's TED Talk on the Growth Mindset.</u>• <u>Harvard Business Review: How to Develop a Growth Mindset.</u>• <u>SMART Goals – Quick Overview</u>





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Collaborative Puzzle Challenge – “The missing piece”



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Title	Collaborative Puzzle Challenge – “The missing piece”
Objective	This activity encourages collaboration, problem-solving, and communication by having participants work together to complete a puzzle. However, the pieces are divided among different groups, and they can only be assembled successfully if teams communicate and collaborate with one another. This exercise fosters trust, a sense of belonging, and mutual support—important factors for vulnerable women, including migrants, refugees, and single mothers, who may struggle with isolation or confidence in new environments.
Materials needed	<ul style="list-style-type: none"> ● A simple jigsaw puzzle (can be printed on paper and cut into pieces). ● Large paper or cardboard to assemble the puzzle. ● Glue for sticking the puzzle pieces on the paper. ● Blindfolds (optional, for added difficulty and trust-building).
Implementation instructions	<p>Step 1: Space Preparation (5 minutes)</p> <ul style="list-style-type: none"> ● Arrange tables and chairs so that small groups can sit together comfortably. ● Prepare puzzle pieces by cutting them in advance and dividing them among teams. ● Place large sheets of paper or a board and glue on the table for puzzle assembly. ● Ensure the room is quiet and distraction-free to encourage focus and teamwork. <p>Step 2: Team Formation & Rules Explanation (5 minutes)</p> <ul style="list-style-type: none"> ● Divide participants into small teams (3–5 members per group). ● Explain the challenge: <ul style="list-style-type: none"> ○ Each team has puzzle pieces, but no team has all the pieces.



	<ul style="list-style-type: none"> ○ Teams must communicate and collaborate with others to complete the puzzle. ○ They cannot physically exchange pieces right away—they must first describe them to other teams. ● Optionally, introduce a rule where one member from each team is blindfolded to add an element of trust and reliance on communication. <p>Step 3: Puzzle Assembly & Negotiation (20 minutes)</p> <ul style="list-style-type: none"> ● Each team works on assembling their portion of the puzzle. ● After a few minutes, they will realize they don't have all the pieces they need. ● Teams must describe their pieces to other teams and negotiate exchanges. ● The facilitator encourages participants to use clear, descriptive communication and active listening. ● Once all teams have exchanged enough pieces, they work together to complete the puzzle. <p>Step 4: Reflection and Evaluation (10 minutes)</p> <ul style="list-style-type: none"> ● Gather participants in a circle and discuss their experience. ● Ask guiding questions: <ul style="list-style-type: none"> ○ How did you feel during the activity? ○ What challenges did you face, and how did you overcome them? ○ How does this activity relate to real-life situations (e.g., teamwork in jobs, supporting family and friends)? ● Have participants write one key takeaway on a sticky note or share it verbally.
Expected Outcomes	<ul style="list-style-type: none"> ● Strengthened collaboration and problem-solving abilities. ● Increased self-confidence and communication skills.



	<ul style="list-style-type: none"> • A sense of accomplishment and community support.
Evaluation	<ul style="list-style-type: none"> • Group reflection on challenges faced and how they overcame them. • Observation of team interactions and participation levels. • Feedback forms on collaboration effectiveness.
Additional Resources	<p>Tools: Printable puzzles</p> <p>Articles:</p> <p>Problem Solving: https://www.skillsyouneed.com/ips/problem-solving.html</p> <p>Overview of the Problem-Solving Mental Process https://www.verywellmind.com/what-is-problem-solving-2795485</p> <p>Videos:</p> <p>Find Problem, Solve Problem Ariana Glantz TEDxMemphis https://www.youtube.com/watch?v=LaYVqj1E1IA</p> <p>Clarifying the '5 Whys' Problem-Solving Method https://www.youtube.com/watch?v=SrLYkx41wEE</p> <p>Apps:</p> <p>Elevate app: https://elevateapp.com/</p>





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Active listening challenge – “Bridge of words”



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Title	Active listening challenge – “Bridge of words”
Objective	<p>In this activity, participants will build a collective story, where each person contributes a sentence to create a meaningful and cohesive narrative. The challenge lies in active listening, clear communication, and adaptability—essential skills for vulnerable women, such as migrants, refugees, and single mothers, who often face language barriers and the need for effective self-expression.</p> <p>This activity promotes confidence in speaking, teamwork, and structured communication, helping participants express their thoughts clearly while supporting and building on others’ ideas.</p>
Materials needed	<ul style="list-style-type: none"> ● Pre-written short stories or personal anecdotes (related to resilience, success, or overcoming challenges). ● Timer or stopwatch.
Implementation instructions	<p>Step 1: Space Preparation (5 minutes)</p> <ul style="list-style-type: none"> ● Arrange chairs in a circle to create an inclusive and engaging environment. ● Prepare story prompt cards with keywords (e.g., “journey,” “home,” “resilience”) to inspire participants. ● Form groups up to 10 participants. ● Have a whiteboard or flipchart to write the collective story. ● If participants are from different linguistic backgrounds, prepare a few key phrases in multiple languages to help support communication. <p>Step 2: Rules & Warm-up (5 minutes)</p> <ul style="list-style-type: none"> ● Explain the rules: <ul style="list-style-type: none"> ○ Each group will create a story one sentence at a time, with each person adding to it. ○ They must listen carefully to the previous sentence before adding their own.



	<ul style="list-style-type: none"> ○ Encourage creativity and emotional expression, but avoid interrupting or rejecting ideas. ● Start with a simple warm-up: <ul style="list-style-type: none"> ○ Ask participants to introduce themselves using a one-sentence personal story (e.g., "My name is Sara, and my journey to this city started with a dream to build a better future"). <p>Step 3: Storytelling Challenge (15 minutes)</p> <ul style="list-style-type: none"> ● Choose a starting sentence (e.g., "A woman stood at the border, carrying only a suitcase and a dream..."). ● Go around the circle, with each participant adding one sentence. ● The facilitator writes down the story on the flipchart. ● If someone struggles, encourage them with guiding questions (e.g., "What happens next?" "How does she feel?"). <p>Step 4: Reflection and Evaluation (10 minutes)</p> <ul style="list-style-type: none"> ● Read the full story aloud and celebrate the collaboration. ● Discussion questions: <ul style="list-style-type: none"> ○ How did it feel to build a story together? ○ Was it difficult to listen and respond? Why? ○ How does this activity relate to real-life conversations and communication challenges? ● Ask each participant to share one key takeaway about communication.
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> ● Improved listening skills and ability to retain key information. ● Strengthened interpersonal relationships and emotional intelligence.



	<ul style="list-style-type: none"> • Greater awareness of communication barriers and strategies to overcome them.
Evaluation	<ul style="list-style-type: none"> • Self-assessment on listening effectiveness. • Peer feedback on clarity and accuracy of retelling. • Facilitator observation and feedback.
Additional Resources	<p>Videos: 5 Ways to Listen Better" – Julian Treasure (TED Talk) https://www.youtube.com/watch?v=cSo_hjIYQI2A</p> <p>Active Listening Skills https://www.youtube.com/watch?v=Ra6L83XwLko</p> <p>Articles: Active Listening: The Art of Empathetic Conversation https://positivepsychology.com/active-listening/</p> <p>The Lost Art of Listening: A Virtuous Skill in Modern Communication https://www.linkedin.com/pulse/lost-art-listening-virtuous-skill-modern-wendy-smith-0lavf/</p> <p>What is active listening? https://hbr.org/2024/01/what-is-active-listening</p>







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Critical Thinking Debate – “Path to solutions”



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Title	Critical Thinking Debate – “Path to solutions”
Objective	This engaging activity challenges participants to distinguish between facts and opinions, fostering the development of critical thinking skills. Participants will explore how to evaluate information critically, an essential skill when navigating daily life, social interactions, and job searches, particularly when dealing with misinformation. The activity will focus on real-world examples relevant to employment, education, and other areas of life where people often encounter biased or misleading information.
Materials needed	<ul style="list-style-type: none"> List of prepared statements (a mix of factual and opinion-based statements relevant to employment, education, and daily life).
Implementation instructions	<p>Step 1 (5 minutes): Space Preparation Prepare the space by arranging seating in a way that promotes interaction, such as a circle or small clusters of tables. Ensure that each group has enough room for discussion and that materials (statements and writing materials) are easily accessible.</p> <p>Step 2 (10 minutes): Introduction and Instructions The facilitator will introduce the topic by explaining the difference between facts and opinions, providing examples of each. They will briefly explain the importance of critical thinking in everyday life and how distinguishing between the two can help participants evaluate information accurately.</p> <p>Step 3 (15 minutes): Group Work - Categorizing Statements</p> <ul style="list-style-type: none"> Divide the participants into small groups of 3-5 members. Provide each group with a set of mixed statements (some facts, some opinions) related to real-world issues such as



	<p>employment, education, or daily life.</p> <ul style="list-style-type: none"> • Each group will categorize the statements as either a "fact" or an "opinion," then justify their reasoning. • Encourage them to discuss why they made their choices and to consider the impact of misinformation. <p>Step 4 (10 minutes): Group Presentations</p> <p>Each group will present their answers to the larger group, explaining the reasoning behind their categorizations. They should also discuss any discrepancies between their interpretations and those of other groups. This encourages participants to listen to differing viewpoints and engage in a respectful debate.</p> <p>Step 5 (10 minutes): Reflection and Evaluation</p> <p>The session will conclude with a reflection. Each participant will briefly share what they learned about distinguishing between facts and opinions, and how they can apply this skill in their daily lives. The facilitator will also ask questions to gauge the participants' confidence in their critical thinking abilities, such as: "How will you apply these skills in your personal or professional life?" Participants will complete a brief self-assessment on their critical thinking abilities before and after the activity to track their progress.</p>
Expected Outcomes	<ul style="list-style-type: none"> • Enhanced ability to evaluate information critically. • Improved decision-making skills in everyday life and work environments. • Increased confidence in engaging in discussions and debates.
Evaluation	<ul style="list-style-type: none"> • Group presentation on conclusions.



	<ul style="list-style-type: none"> • Reflection session on how the activity influenced their thinking process. • Pre/post self-assessment on critical thinking abilities.
<p>Additional Resources</p>	<p>Articles: Critical Thinking: What It Is and Why It Counts https://www.researchgate.net/publication/251303244_Critical_Thinking_What_It_Is_and_Why_It_Counts</p> <p>What Is Critical Thinking? https://www.mindtools.com/a4dzgwa/critical-thinking-video</p> <p>Building Critical Thinking Skills to Solve Problems at Work https://www.business.com/articles/building-critical-thinking-skills-at-work/</p> <p>Videos: 5 tips to improve your critical thinking - Samantha Agoos https://www.youtube.com/watch?v=dltUGF8GdTw</p> <p>Jordan Peterson - The Best Way To Learn Critical Thinking https://www.youtube.com/watch?v=x0vUsxhMczl</p>







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Adapt and Thrive: Developing Flexibility in Uncertain Situations



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Title	Adapt and Thrive: Developing Flexibility in Uncertain Situations
Objective	To build participants' ability to remain open, adaptable, and resilient when facing new challenges and cultural transitions.
Materials needed	<ul style="list-style-type: none"> ● Storytelling cards with real-life adaptation challenges ● Flipchart or whiteboard ● Markers and sticky notes ● Evaluation forms (printed) ●
Implementation instructions	<p>1. Welcome and Introduction (5 min) Welcome participants, briefly introduce yourself, and explain the importance of flexibility and resilience in multicultural and changing contexts.</p> <p>2. Icebreaker: “My Adaptation Moment” (10 min) Each participant briefly shares a time they had to adapt to a new situation. Prompt them with questions like:</p> <ul style="list-style-type: none"> ● What was the situation? ● What helped you adapt? <p>3. Storytelling & Role-Play (20 min)</p> <ul style="list-style-type: none"> ● Distribute storytelling cards with real-life migration-related challenges. ● Participants work in small groups to read and role-play possible responses to the scenario. ● Encourage them to explore different emotional reactions and strategies.



	<p>4. Group Reflection (10 min) Facilitate a discussion using a flipchart to summarise:</p> <ul style="list-style-type: none"> • Common emotions faced during adaptation. • Successful coping strategies and cultural sensitivities. <p>5. Affirmation Circle (5 min) End the session with a round where each participant completes the sentence: <i>"I can adapt because..."</i></p> <p>6. Evaluation (5 min) Distribute a short self-assessment form to capture learning and personal growth.</p>
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> • Greater awareness of individual and collective strategies for adaptation. • Development of peer support bonds. • Increased confidence in managing change.
<p>Evaluation</p>	<p>Observation of role-play engagement. Group discussion insights. Evaluation form (commitment to applying flexibility techniques).</p>
<p>Additional Resources</p>	<p>Inspirational stories of women who have adapted to new cultures.</p> <p>Videos on mindfulness and stress management techniques.</p> <p>Community support networks and online forums for continued engagement.</p>







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Learning Reflection Logs & Self-Evaluation Tools for
Empowering Vulnerable Women (Managing
Learning)



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Title	Learning Reflection Logs & Self-Evaluation Tools for Empowering Vulnerable Women (Managing Learning)
Objective	<ul style="list-style-type: none"> To empower vulnerable women through structured self-reflection and evaluation tools that help them manage their learning journey, build self-awareness, and gain autonomy in goal-setting.
Theoretical Background:	This activity is rooted in adult learning theories, specifically Kolb's Experiential Learning Cycle and the GROW model. It leverages self-reflection and goal-setting to foster agency, ownership of learning, and empowerment among women from disadvantaged backgrounds.
Materials needed	<ul style="list-style-type: none"> Online: <ul style="list-style-type: none"> Digital Learning Reflection Log templates (Google Docs, Notion) Online Self-Evaluation Questionnaires (Google Forms or similar) Devices with internet access (computers, tablets, smartphones) Platforms for online group discussions (Zoom, WhatsApp, forums) Offline: <ul style="list-style-type: none"> Printed Learning Reflection Log sheets Printed Self-Evaluation Questionnaires Pens, markers Quiet space for reflection and group discussion Blended: <ul style="list-style-type: none"> Combination of printed and digital materials Devices for online access and in-person meeting space Communication tools (WhatsApp or email groups) for ongoing reflection support
Implementation instructions	<ol style="list-style-type: none"> Introduction (10–15 minutes): <ul style="list-style-type: none"> Explain the importance of self-reflection using simple analogies (e.g., looking in a mirror to understand oneself). Emphasize that this activity provides a safe space for honest self-expression and personal growth. Present Reflection Tools (15 minutes):

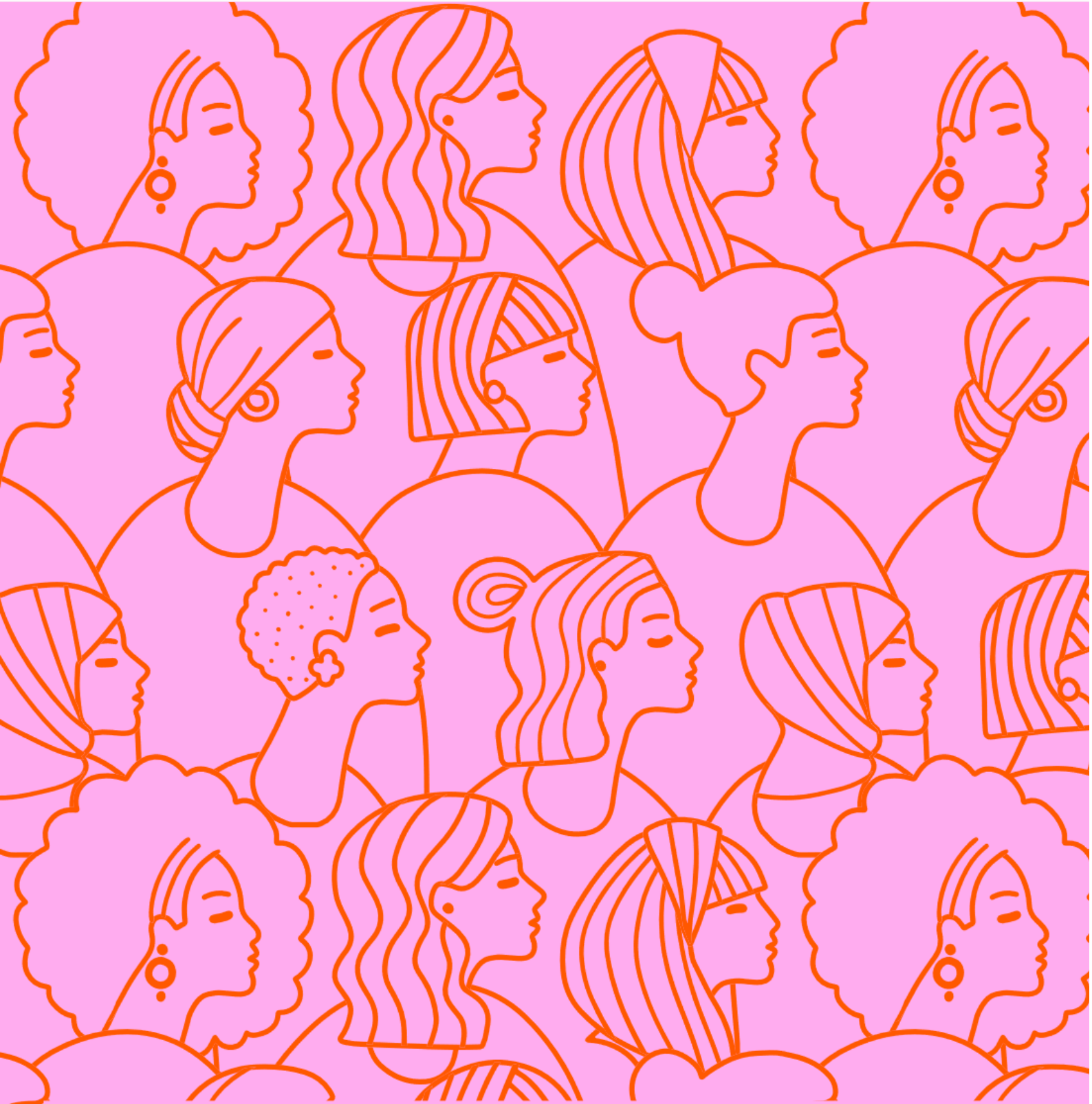


	<ul style="list-style-type: none"> ○ Introduce the Learning Reflection Logs and Self-Evaluation questionnaires. ○ Explain how participants will use these tools to track progress, identify strengths, and find areas to improve. <p>3. Guided Practice: Self-Evaluation Questionnaire (20 minutes):</p> <ul style="list-style-type: none"> ○ Distribute the self-evaluation form with simple rating scales (1–5). ○ Discuss the responses collectively and explain how they help increase learning awareness. <p>4. Learning Reflection Log Exercise (25–30 minutes):</p> <ul style="list-style-type: none"> ○ Guide participants to complete the reflection log focusing on learning experiences, challenges, emotions, and support strategies. ○ Use pair or small group sharing to encourage exchange of insights. <p>5. Group Discussion and Support (10–15 minutes):</p> <ul style="list-style-type: none"> ○ Facilitate open discussions where participants share their reflections and support each other’s growth. <p>6. Wrap-Up and Encourage Ongoing Use (10 minutes):</p> <ul style="list-style-type: none"> ○ Encourage continuous use of logs and self-evaluation as part of their learning routine. ○ Suggest regular group sharing sessions for motivation and peer support.
Expected Outcomes	<ul style="list-style-type: none"> • Increased self-awareness of learning styles and needs. • Enhanced ability to set realistic goals and overcome obstacles. • Greater confidence and motivation for learning. • Development of a supportive learning community.
Evaluation	<ul style="list-style-type: none"> • Compare initial and final self-evaluations. • Monitor ongoing use of reflection logs. • Collect qualitative feedback through interviews or surveys. • Observe changes in participation and learning behaviors.
Additional Resources	<ul style="list-style-type: none"> • UN Women – The Power of Self-Reflection in Empowering Women: https://www.unwomen.org/en/news/stories/2021/2/feature-self-reflection • Global Fund for Women – Education and Personal Growth: https://www.globalfundforwomen.org/resources/



	<ul style="list-style-type: none">• Women’s Refugee Commission – Empowering Women Through Education: https://www.womensrefugeecommission.org/education/• Coursera – Free Online Courses: https://www.coursera.org/• edX – Online Learning Platform: https://www.edx.org/
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Title	"Building My Mission and Cultivating Daily Gratitude for Holistic Wellbeing"
Objective	<p>Identify and Clarify Personal Values: Participants will reflect on what they truly value in life to define their personal mission.</p> <p>Foster Self-Awareness and Growth: By developing a personal mission statement, participants will set goals aligned with their overall wellbeing.</p> <p>Incorporate the Practice of Gratitude: Participants will learn to recognize and record at least three positive aspects daily, enhancing emotional resilience and wellbeing.</p>
Materials needed	<ul style="list-style-type: none"> ● Paper or notebooks ● Pens and markers ● Printable templates for the Personal Mission Statement, the Gratitude Journal and the Evaluation. ● Flip charts or a whiteboard for group sharing
Implementation instructions	<ol style="list-style-type: none"> 1. Space Preparation: <ul style="list-style-type: none"> ● Organize a room with chairs arranged in a circle or in a configuration that facilitates interaction. ● Place printed sheets with the Personal Mission Statement and Gratitude Journal templates on the table, along with pens, markers, and a whiteboard or flip chart. 2. Start (5 minutes): <ul style="list-style-type: none"> ● Welcome the participants warmly and introduce yourself. ● Briefly explain the concept of holistic wellbeing and the



	<p>importance of connecting with our core values.</p> <ul style="list-style-type: none"> • Describe the structure of the activity and the benefits of creating a personal mission statement and practicing daily gratitude. <p>3. Personal Mission Statement Exercise (10 minutes):</p> <ul style="list-style-type: none"> • Distribute the printed Personal Mission Statement template. • Guide participants with reflective questions (e.g., "What are my core values?" "What personal goals do I want to achieve?"). • Allow time for each participant to write their personal mission statement individually and thoughtfully. <p>4. Daily Gratitude Exercise (10 minutes):</p> <ul style="list-style-type: none"> • Provide the template or designate a sheet where participants can record at least three positive aspects of the day. • Explain how practicing gratitude helps shift focus toward the positive and strengthens emotional resilience. <p>5. Group Sharing and Reflection (5–10 minutes):</p> <ul style="list-style-type: none"> • Invite some participants (voluntarily) to share parts of their mission statement and gratitude notes. • Facilitate a brief group discussion, noting ideas on the whiteboard about how to integrate these practices into their daily routines. • Distribute an evaluation form at the end of the session to gauge commitment to implementing the gratitude practice and personal mission in daily life.
<p>Expected Outcomes</p>	<p>Personal Mission Statement: Each participant will have drafted a clear personal mission that reflects their values and wellbeing goals.</p>



	<p>Gratitude Practice: Participants will begin a daily practice of gratitude, acknowledging positive aspects of their lives and enhancing their emotional wellbeing.</p> <p>Increased Self-Awareness: Participants will gain greater clarity regarding their goals and the steps needed to achieve them, integrating self-reflection and self-care practices.</p>
<p>Evaluation</p>	<p>Review of Materials: Evaluate the personal mission statements for clarity and connection to core values.</p> <p>Active Participation: Observe engagement during discussions and the quality of shared reflections.</p> <p>Self-Assessment: Conduct a brief survey at the end of the session to gauge commitment to implementing the gratitude practice and personal mission in daily life.</p>
<p>Additional Resources</p>	<p>Articles:</p> <ul style="list-style-type: none"> • "The Power of a Personal Mission Statement for Personal Growth": https://www.linkedin.com/pulse/power-personal-mission-crafting-your-lifes-vision-steve-conley-zlwee#:~:text=A%20personal%20mission%20statement%20acts,term%20goals%20and%20true%20selves. • "How Gratitude Transformed My Life": https://grateful.org/gratitude-transformed-life-finally-able-love-body/ <p>Videos:</p> <ul style="list-style-type: none"> • How to Write a Personal Mission Statement!: https://www.youtube.com/watch?v=LT9IsCISXCI&pp=ygU0QSB2aWRlbyBvbiBob3cgdG8gY3JhZnOgYSBwZXJzb25hbCBtaXNzaW9uIHNOYXRlbWVudA%3D%3D



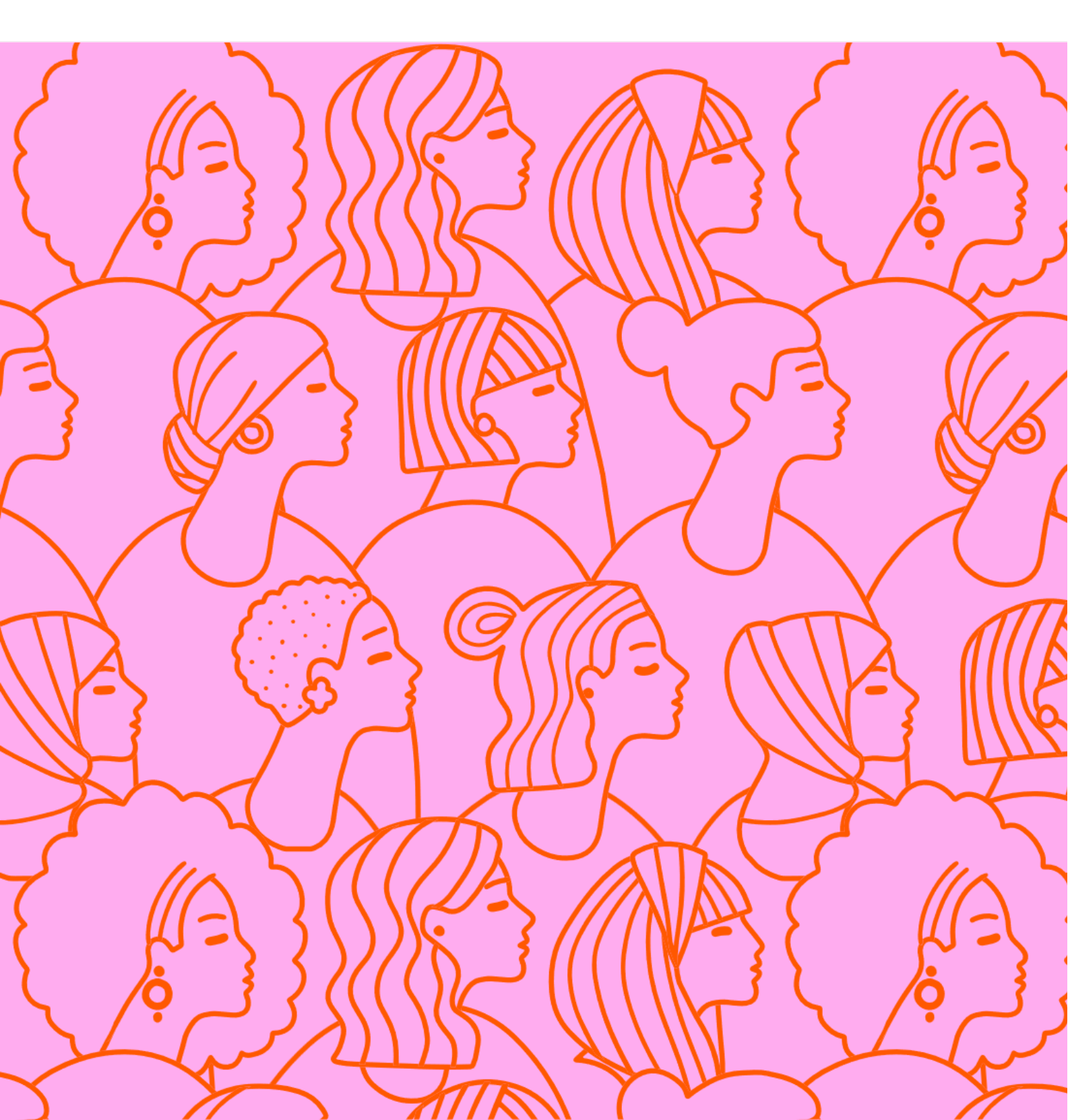
- The Science of Gratitude:
<https://youtu.be/JMd1CcGZYwU?feature=shared>

Mobile applications for recording daily gratitude (e.g., "Grateful" or "365 Gratitude").

Books and Studies:

- "The Gratitude Diaries" by Janice Kaplan:
https://www.google.pt/books/edition/The_Gratitude_Diaries/SGx6CAAQBAJ?hl=en&qbpv=0
- Positive PsychologyCenter:
<https://ppc.sas.upenn.edu/#:~:text=Positive%20Psychology%20is%20the%20scientific,love%2C%20work%2C%20and%20play.>





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