

**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**

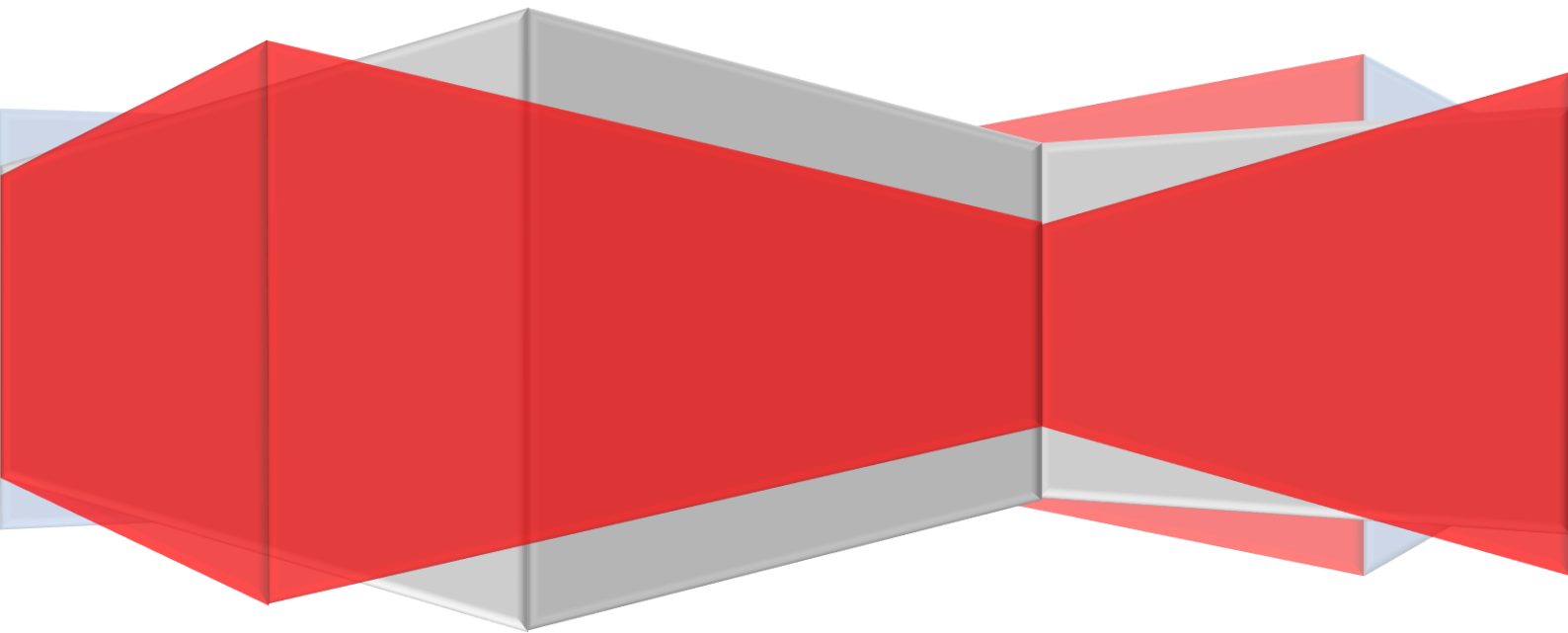


enterschoolmind

ISO Certification of the curricula: Development of Entrepreneurial Mindset for Teachers Level 6

Competence: Self-Awareness and Self-Efficacy

Partner Responsible: Rinova Limited



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TRAINING CURRICULUM FOR COMPETENCE: Self-awareness and self-efficacy

Aim of the workshop

Raising participants' knowledge and understanding of self-awareness and self-efficacy:
At the end of the workshop participants should have a clearer understanding of self-awareness and self-efficacy, the methodological rationale, how self-awareness and self-efficacy affect individuals, how learners engage with the topic and practical activities designed to build self-awareness and self-efficacy in participants.
Participants will also be able to:
Name and identify one's own personal self-awareness and self-efficacy.
Identify self-awareness and self-efficacy activities.
List a variety of tools that can be used to support self-awareness and self-efficacy.
Provide tools and techniques to support self-awareness and self-efficacy in a variety of situations.
Mindfulness training – examining and experimenting with the methodology, participants will be able to use logical, intuitive and creative thinking within activities.
Participants will leave with the competence to deliver self-awareness and self-efficacy training to others.
Participants will be able to reflect on their own needs, identify aspirations and wants in the short, medium and long term.
Participants will be able to Identify and assess their individual and group strengths and weaknesses with the ability to influence the course of events, despite uncertainty, setbacks and temporary failures.
The workshops will incorporate a variety of techniques and learning styles including individual and group activities, more formal PowerPoint and experiential activities.

Learning outcomes

After the end of the workshop the participants will be in a position to:

In terms of knowledge:

9. Define Self Awareness and Self Efficacy

In terms of skills:

10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionnaire to turn pupils needs, wants, interests and aspirations into goals.

11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided

12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses

In terms of competences:

13. Support pupils in reflecting on lessons learned from the experiences that they may consider as failures

Training methodology

- Classroom Learning
- Self-Directed Learning

Prerequisites

Please state if it is for beginner level or some specific skills or previous workshops are required.

- ✓ The workshop is aimed as an introductory tool into self-awareness and self-efficacy. Beginner level, however, there are complex methodological rationale used.

CLASSROOM LEARNING

Workshop duration

2 + Day Self-awareness and Self-efficacy workshop (14 hours)

Training techniques

Technique

- Lecture (compulsory) (PowerPoint)
- Individual Exercise
- Group Exercise
- Role play
- Experiential workshop
- Group discussion
- Brainstorming
- Case Study
- Questions and Answers (multiple choice and open questions)
- Other (Please indicate)

Equipment and materials necessary

Equipment:

- ✓ Computer, projector, screen, flip chart, A4 paper (plain and lined), A3 paper, Flip chart paper, pens, felt tips, etc

Materials:

- ✓ Microsoft PowerPoint, Microsoft Word

Workshop programme breakdown

No.	Theme/Content	Workload in minutes
1	<p>Self-awareness, self-efficacy methodological practice:</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_2.1_1] • <i>What are the participants understanding of self-awareness and self-efficacy?</i> • <i>Definition of self-awareness</i> • <i>Why is it hard to be self-aware?</i> • <i>5 ways to cultivate self-awareness</i> • <i>Keep a journal</i> • <i>Self-awareness participant questions for self-reflection</i> <ul style="list-style-type: none"> ▪ Group Discussion: Self-awareness participant questions for self-reflection [PPT_2.1_1] • <i>Definition of self-efficacy</i> • <i>Academic self-efficacy scale for students</i> • <i>Self-efficacy participant questions for self-reflection</i> • <i>Tips to improve self-efficacy</i> <ul style="list-style-type: none"> ▪ Open-ended questions [CL_2.1_2] ▪ Closed Questions [CL_2.1_3] 	270 minutes
2	<p>Self -awareness, self-efficacy activities to develop practitioners teaching practice: Individual Exercise.</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_2.1_1] ▪ Individual Exercise [CL_2.1_4] • <i>Changing self-talk</i> This activity helps change negative self-conversations into positive ones 	180 minutes

No.	Theme/Content	Workload in minutes
	<ul style="list-style-type: none"> • <i>I'm afraid but</i> This exercise helps with facing fears • Using feedback analysis How do we come to decisions? Remember a time when you had to make an important decision. What factors motivated you and what steps did you take to come to your conclusion? Now can you reflect on that decision. Access the outcome of your choice in detail and analyse your ability at the time to make the best decision based on your self-awareness at that time • Record your ABC's A perfect way to debrief Reflect and discover your beliefs after a negative incident occurs in your life A – Activating event that triggers your inner dialogue B – Belief you formed after the event C – Consequence or how your new belief makes you feel This can help you look at things more positively and lead to find alternatives to solving problems and staying calm • MIT's (most important tasks). Regularly record the tasks that need to be completed daily Keeping Focussed on what is actually important in your work (stop wasting time) • The freedom diagrams. Talent, Fun and Demand Talent – what you happen to be good at doing Fun – what you wish that you could do all the time (even for free!) Demand – what people in the world actually need or want • Ask the "Three whys". Before making a big decision or if you are trying to get to the root of an issue ask yourself why three times. This will help to reveal deep and specific issues that you may not otherwise consider 	

No.	Theme/Content	Workload in minutes
	<ul style="list-style-type: none"> • Proust questionnaire. The Proust questionnaire is a self-exploration questionnaire designed to help you uncover your outlook on life and get clarity on how you think 	
3	<p>Additional self-awareness and self-efficacy activities: Group Exercise.</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_2.1_1] ▪ Group Exercise [CL_2.1_5] <ul style="list-style-type: none"> • Positive experiences • Serve a snack • Invent a recipe • Wheel of life • Right here, right now • What word describes you best • Chore with a purpose • Tower build <p><i>See PowerPoint for instructions on each activity</i> (spend 15-20 minutes on each activity)</p>	180 minutes
4	<p>Self-awareness, self-efficacy in action:</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_2.1_1] ▪ Group Exercise - Discussion [CL_2.1_6] <ul style="list-style-type: none"> ○ Mindfulness – why it’s important <ul style="list-style-type: none"> ▪ Group discussion What are the benefits to using mindfulness as a tool in the classroom? ▪ Practice mindfulness through Breathing exercises ○ Visualisation – how it can aid thinking <ul style="list-style-type: none"> ▪ Group discussion, 	150 minutes

No.	Theme/Content	Workload in minutes
	<p>Where do we see ourselves now and in the future, what are we doing? Imagining an ideal scenario</p> <ul style="list-style-type: none"> ○ Learning from mistakes. Identification of strengths and weaknesses <ul style="list-style-type: none"> ▪ Group discussion/Group exercise Taking learning opportunities from what may have gone wrong (I am exercise) ○ General self-efficacy scale. self-reflection activity <ul style="list-style-type: none"> ▪ Group exercise/Group discussion Feedback to the group on how it made participants feel. Does it change our view/perception of self? Are there things that we can now work on? 	
5	<p>Self-awareness self-efficacy: Brainstorming</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_2.1_1] ▪ Group Exercise - Brainstorming [CL_2.1_7] ▪ Personal Manifesto/creating a mission statement <ul style="list-style-type: none"> ▪ Brainstorming Writing a personal manifesto (mission statement) – what do I believe in, what are my values, what do I want to do in the short, medium and long term? (write a personal manifesto exercise) ▪ Self-directed learning write up complete individual mission statement ○ Goal setting/ improving confidence <ul style="list-style-type: none"> ▪ Brainstorming. Using mission statement how can we start to get there today, tomorrow and in the future 	60 minutes

Methodological tools

No.	Training Technique	Title of Methodological tool
1	Lecture (PowerPoint)	self-awareness, self-efficacy – methodological practice
2	Open Questions	Questions to promote self-awareness and self-efficacy self-reflection and feedback

3	Closed Questions	Multiple choice, true or false and word bank questions to reflect on knowledge and understanding
4	Individual exercise	Using feedback analysis/record your ABC's/MIT's/The Freedom diagram/Ask the "Three whys"
5	Group Exercise	8 self-awareness and self-efficacy activities
6	Group discussion	What are the benefits to using mindfulness as a tool in the classroom?
7	Brainstorming	Writing a personal manifesto/mission statement exercise

SELF-DIRECTED LEARNING

Resources

No.	Title and Reference	Attachment (if applicable)
1	www.positivepsychology.com	What is self-awareness and why is it important?
2	Shelley Duval and Robert Wicklund – (1972)	A theory of self-objective self-awareness
3	Daniel Goleman – (1995)	emotional intelligence
4	Sutton – study (2016)	
5	Buckley and Foldy (2010)	A Pedagogical Model for Increasing Race Related Multicultural Counselling Competency
6	Daniel Kahneman – Ted Talk	The riddle of experience vs memory
7	www.developgoodhabits.com	Self-awareness activities
8	Bandura (1977) (1981) (1986) (1989) (1991)	Self-efficacy
9	Schunk, DH (1989)	Self-efficacy and cognitive skill learning
10	Schwarzer (1992)	Self-efficacy
11	Schwarzer R & Jerusalem (1995)	GSE
12	www.whitbyschool.org	Self-esteem activities to help your child develop confidence
13	www.momjunction.com	Increase self-esteem in your child
14	Pajares F & Schunk D (2001) (2002)	Self – beliefs
16	www.nobaproject.com	Self-awareness questions
17	www.researchgate.net	Self-efficacy questions
18	www.uky.edu/~eushe2/Bandura/BanEncy.html	Bandura's theory of self-efficacy
19	https://serc.carleton.edu › NAGTWorkshops › affective › efficacy	Helping students believe in themselves
20	www.greatergood.berkeley.edu	Mindfulness
21	www.psychcentral.com	Mindfulness practice
22	www.jackcanfield.com	Visualisation
23	www.ourmindfullife.com	Self-efficacy questions