

# vETskillinG HANDBOOK GENERIC skills

Contributing  
together

## GENERIC SKILLS STUCTURE

Related to Technical education:

\*Learn to know\*

\*Learn to do\*

Weather Station

1

### COGNITIVE SKILLS

- Reading
- Remenbering
- Logical reasoning
- Paying attention
- Comprehension
- Measuring

2

### LEARNING TO LEARNIG SKILLS

- Information management
- Schedule planning
- Note taking
- Team coordination

**Generic  
Skills**

4

### INTERPERSONAL SKILLS

- Verbal communication
- Non-verbal communication
- Active listening
- Assertiveness
- Conflict and negotiation
- Decision making

3

### INTRAPERSONAL SKILLS

- Self awareness
- Resilience
- Emotional intelligence  
(emotional perception  
and understanding)

Socio-emotional management

\*Learn to live with\*

\*Learn to BE\*

Related to Self-Socio-emotional  
education:

## **INDEX**

<b>0. JUSTIFICATION AND CONTEXTUALISATION</b>	<b>3</b>
<b>1. GENERAL IDEA: from soft skills to Generic Skills</b>	<b>8</b>
<b>2. DESIGN AND EXAMPLE OF ONE SESSION</b>	<b>12</b>
<b>3. MEASUREMENT (a proposal tool)</b>	<b>19</b>
<b>4. EXPECTATIONS</b>	<b>20</b>
<b>5. ANNEX</b>	<b>20</b>

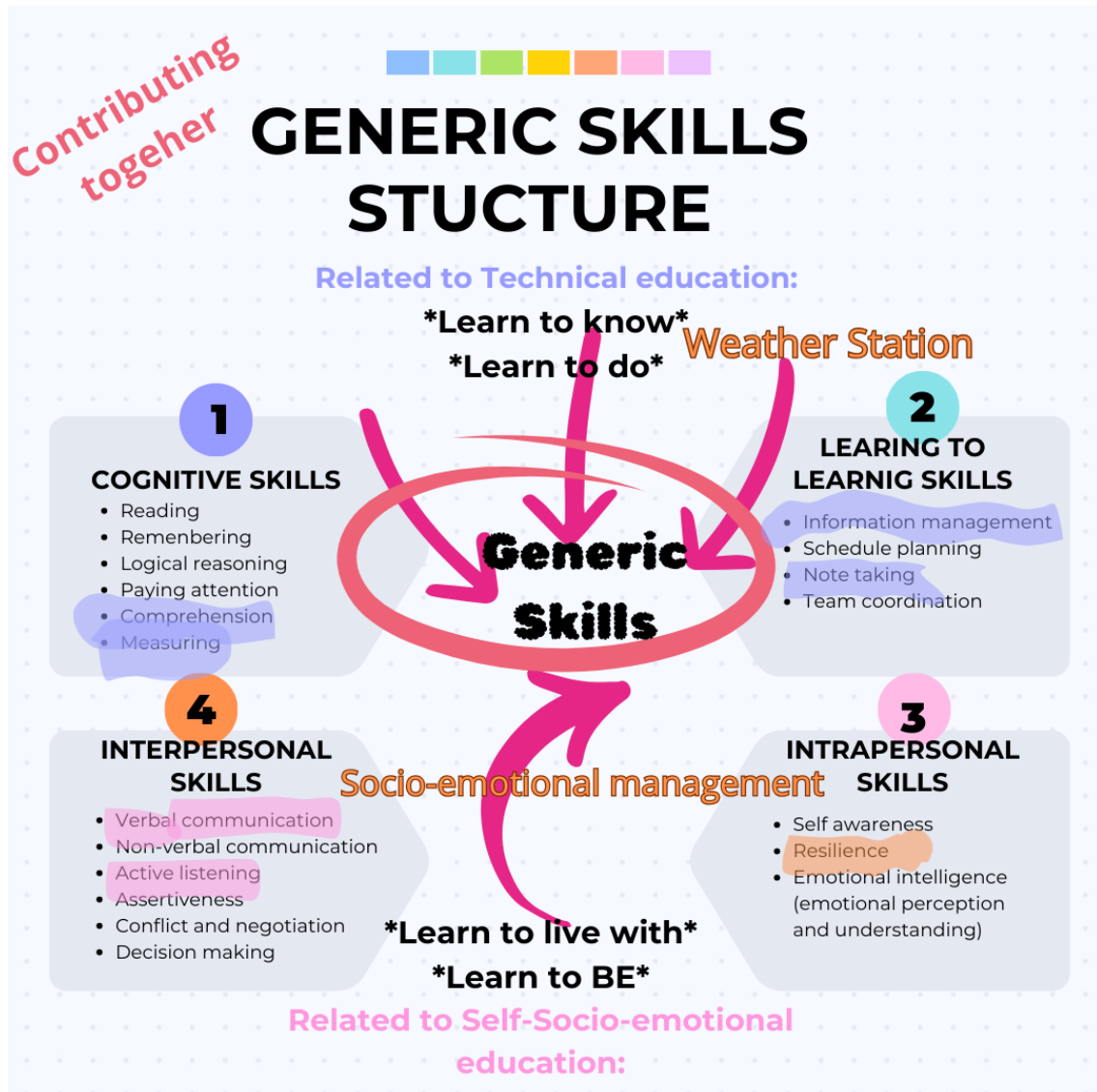
## 0. JUSTIFICATION AND CONTEXTUALISATION

The **changes** that society is undergoing in this last decade are constant and profound. In addition to technological changes, social changes stand out, such as new needs and new lifestyles. We do not know what kind of jobs our students will have in the future. As important changes we highlight technological transition, energy transition, digital transition, social transformation, etc. We are living with a higher level of **frustration** and more than ever our students must be more **resilient and skillful**.

The new educational theories that have emerged in recent years must respond to the labour market's needs. Taking into account that people are at the centre of all actions, makes us deduce that the educational system should offer specific **programmes related to students' personal and social learning**, in conjunction with the technical learning. With the aim of providing them with a set of competences to be able to cope with the demands of this complex society.

In this background, **the main objective** of this project is to offer technician teachers and students the understanding in self-emotional learning programmes (SEL) in order to guarantee to our students an integral kit of skills, Generic Skills, to be skilful in this complex and interconnected society. ( Generic Skills concept based on the WFCP 2022 TVET conference <https://www.youtube.com/watch?v=2iVyRTmkExA>)

To reach this goal, the project is going **to bring some good practices** to show how the schools can offer in their curriculum **intrapersonal and interpersonal skills** as essential areas to guarantee the Generic Skills. In this way, we can enable our students for their professional and personal lives. The toolbox will be composed of a huge variety of dynamics to work competences such as emotional intelligence, self-esteem, verbal and no verbal communication, team work, that is, the 3rd and 4th areas.



Although these two types of skills (cognitive/learning to learning and interpersonal/intrapersonal) are often categorised separately, it is important to understand their interdependence, as well as their contribution to certain areas of expertise. The starting point of this project will be to design some practices that respond to a wide variety of students' skills.<sup>1</sup>

<sup>1</sup> During the transmission of technical content, students are usually also assessed on their ability to make presentations, their ability to work in groups, their ability to listen to the teacher...

From our point of view, these soft skills do not bring anything new or innovative to the teaching model. That is why we designed a new structure for these so-called soft skills where we bring two new dimensions (interpersonal and intrapersonal) which focus on personal growth so that they can give their best in their different context. Empowering the person in their relationships inside and outside the classroom to take them to all contexts (family, school, friends, work...).

On the one hand, the technical section (cognitive and learning to learning skills) is based on the development and creation of the physical action product-wireless weather station on the basis of Arduino.

On the other hand, the design of a socio-emotional package and putting it into practice makes us deduce that our students are acquiring an integral combination of skills that are necessary for success in this modern workplace and society . This section would be the most innovative part of the programme as it would consider the importance of teaching our students emotional, social and communications strategies for their work environment and personal life. Only by having good socio-emotional management can we make the right decisions. We want to offer our students tools to be aware of their inner world and get a higher level of socio-emotional regulation. We must not forget that our emotions direct our actions.

In addition, some researchers have demonstrated that self-emotional programs had significantly increased the academic achievement and students' satisfaction level. Consequently, not only do we expect technical development but we also want to show the importance of generic competences as a whole where the intrapersonal and interpersonal skills will take an important role. So, they are needed as a support to technical knowledge.

Although socio-emotional programmes are not the main focus of students' education, they can be integrated indirectly, as they are important skills in any work environment and in particular in the field of energy transition. As it involves collaboration, flexibility, resilience, emotional regulation, creativity, confidence, communication, problem solving skills or planning skills. All of these are necessary in order to acquire a good level of resilience to cope with these volatile times.

Making a brief mention to the UNIDOS (United Nations Industrial Development Organization) report, **green skills** are the knowledge, abilities, values and attitudes to live in, develop and support a sustainable and resource-efficient society. These greenings of the economy will inevitably change the skills required and the tasks involved in many of the existing occupations. For this reason, not only technological development is needed, but also personal and social development is important. A range of personal and interpersonal skills are "skills of the future". In particular, skills related to ***design thinking, creativity, adaptability, resilience and even empathy, are regarded as critical*** ones.

Referring to Delors, an expert in the educational field, he proposed an integrated vision of education based on four pillars of learning: to know, to do, to be and to live together. The report argued that choices about education were determined by choices about what kind of society we wished to live in. Beyond education's immediate functionality, it considered the formation of the whole person to be an essential part of education's purpose.

### **The Four Pillars of Education**

- **Learning to know**, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- **Learning to do**, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.
- **Learning to live together**, by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts -in a spirit of respect for the values of pluralism, mutual understanding and peace.
- **Learning to be**, so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Formal education systems tend to emphasise the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.

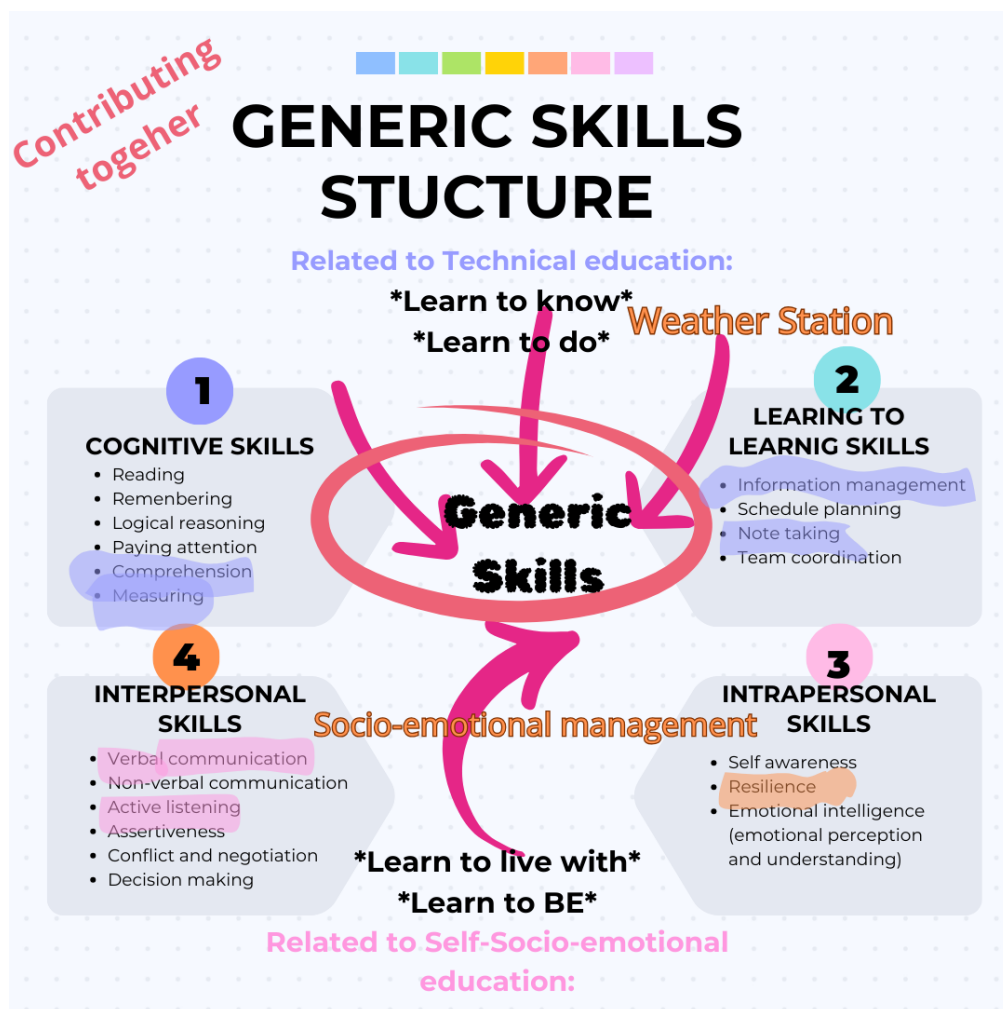
With a large number of tries to label and identify the key soft skills, we can describe them as non-technical abilities that are harder to measure and quantity. In contrast, hard skills are typically acquired through training and education and are a requisite for performing job duties. But, soft skills can be instrumental in improving work satisfaction and are associated with higher levels of engagement, productivity, and creativity in the workplace. But in our view, the classifications that have been made so far are not really meaningful if they do not include the dimensions of intrapersonal and interpersonal skills, which are really necessary in this volatile and highly interconnected society (L. Jeremy and Lubart T. 2023. *Reconciling Hard Skills and Soft Skills in a Common Framework: The Generic Skills Component Approach*. Journal of Intelligence).

It is possible for an individual to have both strong soft and hard skills, and studies tend to show that it is **the combination of both** that increase an individual's chances for success in the workplace by **providing a well-rounded and competitive toolkit** for our students. There exists an interdependent relationship between the two, suggesting the need for a synergetic combination of them that can lead to successful job performance.

Although the two types of skills are often classified separately, understanding their interdependence can help to create a more comprehensive skill set. This is the reason why we want to enrich and give a new direction to the soft skills point of view.

## 1. GENERAL IDEA: from soft skills to Generic Skills

They are the structure of our learning process. In this structure *intrapersonal skills* and *interpersonal skills* are incorporated into Generic Skills structure as a support for the students' technical education. At the same time, **mental, cognitive or organisational skills** are developed by the higher dimensions of the structure. All this leads to the design of the Generic Skills structure.



A new approach to appreciate the teaching model as one that stimulates the integral development of the person in order to facilitate his or her higher performance and professional and personal satisfaction.

This is a handbook for technical teachers to help in understanding the different areas that are related to Generic Skills to be aware of the importance of the four dimensions. The education system needs to equip practices that contribute to human resource

development. Also, at the end, it is described as an example of one class to carry on in class by technical teachers.

**Why?** Do not forget that the central point of the project is the development of the students. Taking into account the evolutive stage in which they are, where they are experiencing so many intense emotions such as anger, rage, fear or euphoria, it is convenient to teach them how to manage their emotions. Moreover, the social area is vital for them as well. For this reason, to teach them how to interact effectively is also important in relation to more than one context (work, family, personal...).

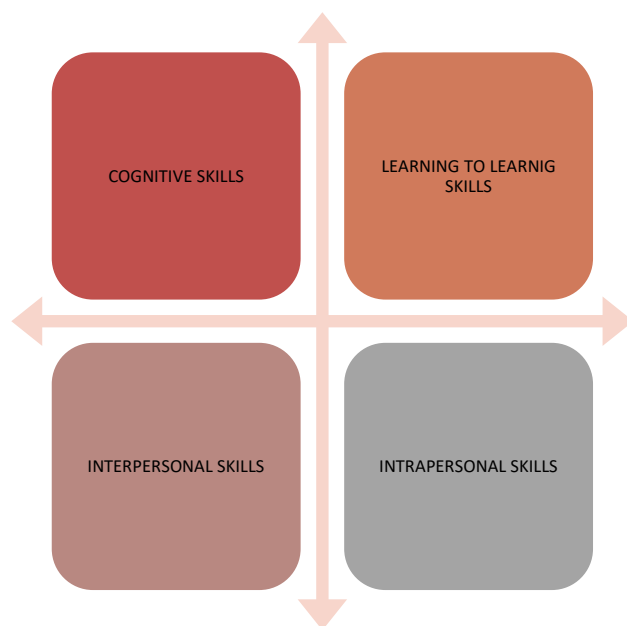
Taking into account different research, future successful workers would be those who are skillful such as technically and personally. In these volatile and transitional days (dealing with the fast changes that are happening now) working on the students' interpersonal and intrapersonal areas, we could make them more resilient and satisfied. We need more than ever working on learning to live with and learn to be (Dellors report).

**How will this new structure be addressed?** While both, teachers and students, are processing the technical part of this project, they will receive some awareness-training about Generic skills in their physical meeting to understand how to work into interpersonal and intrapersonal dimensions. The intention of this project is that technical teachers see how important it is to develop self-emotional programs into their curriculum.

At this point, a measurement tool will be designed to observe the starting point of the interpersonal and intrapersonal skills' level. This tool will help to stimulate these mentioned areas more precisely too. It should be noted that socio-emotional competencies are NOT easy to measure and this tool is functional to give us only clues about which have been improved.

We believe that there are no tools with sufficient scientific rigour to measure social-emotional skills in the classroom.

To underline again, here are the 4 axes of Generic Skills:



### Cognitive Skills

---

Reading, remembering, logical reasoning, paying attention, comprehension, language, orientation, measuring...

### Learning to Learning Skills

---

Organisation, time management, multitasking, strategy development, information management, cleaning workspace, schedule planning, note taking, team coordination and working...

### Intrapersonal Skills

---

Self-communication relates to what happens to one's inner self. Intrapersonal skills are a form of self-communication and are related to how we could feel better with ourselves.

Intrapersonal skills are what help you to manage your own emotions and cope with challenges you may face at different times in your life. **Similar to emotional intelligence** (perception, understanding and adjustment of our emotions), intrapersonal skills include: self awareness, persistence, being open to change and new ideas, ability to

overcome distractions, resilience, self-confidence, self-discipline, tolerance to frustration...

### **Interpersonal Skills**

---

Verbal communication, non-verbal communication, active listening skills, assertiveness, conflict and negotiation skills, relationship management, decision making...

How could we share our problems with family, friends and in other environments?

## 2. DESIGN AND EXAMPLE OF ONE SESSION

Each session is around **1 or 1 and 1/2 hours** approximately and each session is **divided into 3 parts** : Activation time, Intrapersonal area and Interpersonal area.

### *Activation time*

---

Working on team activation before starting class is essential for several key reasons:

- I. **Creating a conducive learning environment:** Team activation helps establish a positive and collaborative working atmosphere right from the beginning of the class. This fosters a sense of community and belonging among students, which in turn facilitates learning and active participation in educational activities.
- II. **Building interpersonal relationships:** By working together on activation activities, students have the opportunity to get to know each other better, build strong interpersonal relationships, and develop a sense of trust and camaraderie among themselves. These relationships are crucial for fostering an atmosphere of mutual respect and support within the group.
- III. **Promoting team cohesion:** Team activation can include exercises specifically designed to strengthen group cohesion, such as collaboration games or team problem-solving activities. This helps students develop teamwork skills and learn to trust their classmates.
- IV. **Mentally preparing students for learning:** Team activation can help students set aside external distractions and focus on the task at hand. Activation exercises may include relaxation or reflection techniques that help students mentally prepare for academic work.
- V. **Improving motivation and engagement:** Team activation can increase students' motivation by actively involving them from the beginning of class. When students feel part of a cohesive and valued team, they are more likely to engage with the learning process and participate actively in proposed activities.

In summary, working on team activation before starting class is essential to create a conducive learning environment, build strong interpersonal relationships, promote group cohesion, mentally prepare students for learning, and improve students' motivation and engagement with the educational process.

## ***Intrapersonal area***

---

Incorporating dynamics to develop intrapersonal competencies in the educational setting is crucial to prepare students for their future integration into the labour market for the following reasons:

- I. **Self-awareness and professional development:** Intrapersonal dynamics help students understand their own strengths, weaknesses, interests, and values. This self-awareness is essential for them to make informed decisions about their career path, identify areas for growth, and set realistic goals.
- II. **Communication and teamwork skills:** Intrapersonal competencies include effective communication, empathy, and teamwork skills. These abilities are highly valued in the workplace, where collaboration and the ability to relate to colleagues and clients are fundamental for professional success.
- III. **Problem-solving and decision-making:** Dynamics that promote reflection, problem-solving, and decision-making help students develop critical skills necessary for any job. Employers seek individuals who can tackle challenges, analyse complex situations, and make effective decisions.
- IV. **Stress management and adaptability:** The job market can be demanding and constantly changing. Intrapersonal dynamics teaching strategies for stress management and adapting to new situations are essential for students to effectively face the challenges of the working world and maintain optimal performance under pressure.
- V. **Leadership and personal management:** Developing intrapersonal competencies also involves cultivating leadership, self-direction, and time management skills. These abilities are crucial for those aspiring to leadership roles or needing to efficiently manage their own responsibilities in the workplace.
- VI. **Resilience and adaptability to change:** Intrapersonal dynamics that promote resilience help students develop the ability to quickly recover from setbacks and adapt to changing situations in the workplace, which is essential in an increasingly volatile and competitive job market.

In summary, incorporating dynamics to develop intrapersonal competencies in the educational setting prepares students to successfully navigate the challenges of the labor market, equipping them with the necessary skills to communicate effectively, solve problems, work in teams, manage stress, and adapt to change.

## ***Interpersonal area***

---

Working on the interpersonal realm with students from a pedagogical standpoint is essential for several fundamental reasons:

- I. **Communication skills:** The workplace requires effective communication in various situations, whether with colleagues, clients, higher-ups, or multidisciplinary teams. Working on the interpersonal realm in the educational context allows students to develop verbal and non-verbal communication skills, as well as the ability to actively listen and express themselves clearly.
- II. **Teamwork:** Most workplace environments involve working in collaborative teams to achieve common goals. By fostering teamwork in the educational setting, students learn to collaborate, contribute ideas, resolve conflicts, and support their peers, skills essential for success in the working world.
- III. **Empathy and social skills:** Empathy and social skills are crucial for building strong relationships at work and understanding the needs and perspectives of others. Working on the interpersonal realm in education allows students to develop empathy, understanding, and respect towards others, promoting an inclusive and collaborative work environment.
- IV. **Negotiation and conflict resolution:** In any workplace environment, situations of conflict will arise that require negotiation and problem-solving skills. By providing students with opportunities to practise conflict resolution constructively in the educational setting, they are prepared to effectively handle similar challenges in the workplace.
- V. **Leadership and influence skills:** As students progress in their careers, they are likely to assume leadership or influential roles at some point. Working on the interpersonal realm provides them with the opportunity to develop leadership skills, such as the ability to motivate, inspire, and guide others, as well as the ability to influence decisions and achieve organisational goals.
- VI. **Professional networks:** Building professional networks is key to career advancement and the development of job opportunities. By teaching students how to establish and maintain strong professional relationships in the educational setting, they are prepared to build a network of contacts that will benefit them throughout their careers.

In summary, working on the interpersonal realm from a pedagogical approach is essential to prepare students for the working world, as it provides them with the skills and competencies necessary to communicate effectively, collaborate in teams, demonstrate empathy, resolve conflicts, lead successfully, and build solid professional networks

---

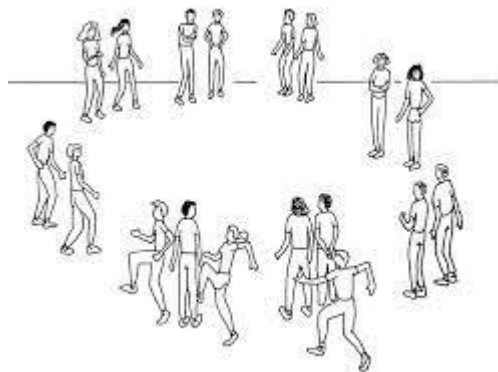
### **Activation time (20')**

#### **Name and Gestures:**

All the young people have to stand in a circle. One by one, each person will say their name and perform a gesture or movement that represents something they like to do or are passionate about. For example, someone who likes soccer can do a kicking motion, someone who likes music can pretend to play an instrument, etc.

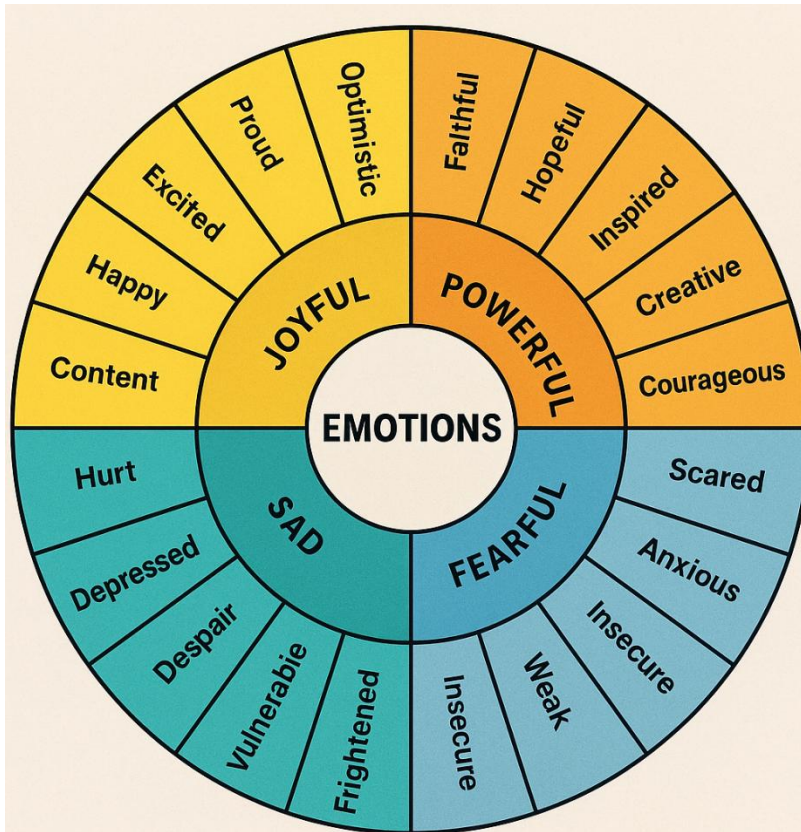
After saying their name and performing the gesture, everyone else in the circle should repeat the person's name and perform their gesture. Continue until everyone has had the chance to introduce themselves.

This exercise is a fun way to break the ice and allow young people to share something about themselves while moving a bit and paying attention to others. Plus, it can lead to laughter and a more relaxed atmosphere for getting to know each other better.



### **Intrapersonal area (40')**

**Emotion Wheel (15'):** Provide students with an emotion wheel that shows a variety of emotions and their nuances (you can find examples online). Ask students to spin the wheel and choose an emotion. Then, they should reflect on recent moments when they have experienced that emotion and share them with the group.



### GAME of Improvised Emotional Scenes (25')

**Group Formation:** Divide the students into pairs or small groups (3-4 people), depending on the class size and the activity. Each pair or group will be responsible for improvising a scene.

**Assignment of Emotional Situations:** Assign each pair or group a specific emotional situation. You can provide them with a list of emotional situations to choose from or assign them a random situation. Make sure to include a variety of emotions, such as happiness, sadness, anger, fear, surprise, etc.

EMOTIONAL SITUATIONS		
1	Receiving a Disappointing Grade	A student receives a lower grade than expected on a test or assignment, <b>feeling disappointed and frustrated.</b>
2	Conflict with Friends	Two friends have a disagreement or argument over a misunderstanding, causing <b>feelings of hurt, anger, or sadness.</b>

<b>3</b>	First Love	<b>Experiencing the excitement, nervousness, and butterflies</b> of a first romantic relationship date.
<b>4</b>	Pressure from Parents	Feeling overwhelmed by high expectations or pressure from parents to excel academically or in extracurricular activities, <b>leading to stress or anxiety.</b>
<b>5</b>	Bullying	Being bullied or witnessing someone else being bullied, resulting in <b>feelings of fear, insecurity, or anger.</b>
<b>6</b>	Loss of a Pet	Dealing with the death of a beloved pet, <b>experiencing grief and sadness over the loss.</b>
<b>7</b>	Identity Crisis	Questioning one's identity, sexuality, or beliefs, leading to <b>feelings of confusion, isolation, or self-doubt.</b>
<b>8</b>	Peer Pressure	Feeling pressured to engage in risky behaviours, such as drinking alcohol or experimenting with drugs, in order to fit in with peers, causing internal conflict and <b>anxiety.</b>
<b>9</b>	Family Conflict	Dealing with arguments or tension within the family, about the limit of mobile phone use experiencing emotions like <b>frustration, resentment, or sadness.</b>
<b>10</b>	Performance Anxiety	<b>Feeling nervous or anxious</b> before a presentation, performance, or important event, leading to feelings of insecurity and self-doubt.

**Preparation:** Give the students a few minutes to discuss and plan their improvised scene. Ask them to consider how they will express the assigned emotions and how they will develop the story of the scene.

**Improvisation:** Once the students are ready, invite them to perform their improvised scene in front of the rest of the class. Give them the freedom to improvise the dialogue and actions according to the assigned emotional situation.

**Observation and Feedback:** After each performance, ask the class to observe the scene and discuss how the actors expressed the assigned emotions. Encourage them to identify non-verbal cues, such as facial expressions, gestures, and tone of voice, that effectively communicated the emotions.

**Rotation of Roles:** If time permits, allow different groups to perform their improvised scenes. This will give more students the opportunity to participate and practise emotional expression through improvisation.

**Final Reflection:** At the end of all the performances, facilitate a general discussion about the activity. Ask the students what they learned about emotional expression and how they think they can apply these skills in their daily lives.

Remember to provide a supportive and respectful environment during the activity, and encourage students to be creative and have fun while exploring different emotions through improvisation.

These emotional situations are common experiences that many teenagers may encounter in their lives. Exploring these scenarios can help teenagers develop emotional intelligence and coping skills to navigate the challenges of adolescence.

### **Interpersonal area (25')**

#### **Cloud & spaghetti pyramid (5 people team)**

- ★ 20 raw spaghettis
- ★ 1 metre adhesive tape
- ★ 1 metre cord/string
- ★ 1 sweet cloud/candy cloud
- ★ 1 scissor



The activity consists of building, with the previous elements, a structure that stands on its own and has the candy cloud highest at the top, for which they have 18 minutes. Once the activity is finished, we must write down the heights reached by the different teams and analyse the results taking into account the following aspects:

**a) Creativity.** Teams that make prototypes are usually the ones that get the most results. Each prototype gives us the opportunity to analyse and review what works and what we need to stop doing.

**b) Analyse teamwork, the participation of its members, their interactions, leadership...**

### 3. MEASUREMENT (a proposal tool)

			Assesment	Self assesment	Teacher-Assesment		Assesment	Self assesment
INTRAPERSONAL SKILLS			(September at the first meeting)		(At the end of the first package; 6 sessions)		(At the end of the 12 sessions)	
Verbal communication	Clarity of speech	The student presents ideas in a clear and structured way		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Uses a varied and accurate vocabulary.		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Intonation and Modulation	Maintains an appropriate speaking speed and strategic pauses		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Intonation is varied and appropriate to the content		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
NON-verbal communication	Active Listening	Vocal modulation emphasises important points		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Tone of voice is appropriate for the context		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Body language	Demonstrates listening skills by responding thoughtfully to questions or comments		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Avoids interruptions and waits for their turn to speak		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Eye Contact	Incorporates feedback from the audience		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Uses gestures and facial expressions naturally and effectively.		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Facial Expression	Posture is open and confident.		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Adapts to the emotional tone of the speech		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Resilience	Maintains constant and effective eye contact		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Uses eye contact to establish a connection with the audience		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Time management	Reflects confidence and sincerity through eye contact		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Facial expression is varied and appropriate to content		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Positive self-esteem	Autonomy	Convey messages through gestures, facial expressions and body posture		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Interpret and use non-verbal cues effectively		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Resilience	Positive adaptation in the face of adversity and overcoming obstacles		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Learning and growth through difficult experience		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>

INTERPERSONAL SKILLS			Assesment	Self assesment	Teacher-Assesment		Assesment	Self assesment
Empathy	Social communication	Sharing emotions with others		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Demonstrating concern and consideration for the experiences and emotions of others		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Teamwork	Conflict Resolution Skills	Ability to express ideas clearly and effectively		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Active and sympathetic listening, showing genuine interest in the perspectives of others		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Emotional Intelligence	Social adaptability	Effective collaboration with others to achieve common goals		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Positive contribution to the group, fostering a cooperative working environment		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Respect and Tolerance	Ability to address and resolve disputes constructively		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Effective handling of disagreements and negotiation of solutions		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Networking Skills	Recognition and understanding of one's own emotions and those of others		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Emotional regulation to manage situations in a balanced way		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>

Social leadership	Collaboration and cooperation	Ability to influence others positively		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Inspiring and motivating others towards shared goals		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Social adaptability	Respect and Tolerance	Working harmoniously in a group, building on individual strengths		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Foster an inclusive and mutually supportive environment		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Networking Skills	Positive Influence	Flexibility in interacting with people of different styles, cultures and perspectives		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Effective adjustment to different social contexts		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Social Awareness		Consideration and respect for diversity of opinions and experiences		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Tolerance for cultural, ethnic and gender differences		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Establishing and maintaining positive connections with a variety of people		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Develop relationships that can be beneficial for personal and professional growth		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Ability to positively impact the thinking and behaviour of others		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Inspire constructive change in the social environment		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Awareness of social problems and needs		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
		Participation in activities to contribute to the welfare of the community		<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>

## 4. EXPECTATIONS

After this training we expect students to:

1. Have a higher level of resilience to work in teams
2. Have a higher level of themselves
3. Have a higher awareness in how to establish and maintain satisfactory relationships
4. Have a higher level of interpersonal skills which are necessary to convince people to change their behaviour patterns

## 5. ANNEX

EMOTIONAL SITUATIONS		
1	Receiving a Disappointing Grade	A student receives a lower grade than expected on a test or assignment, <b>feeling disappointed and frustrated.</b>
2	Conflict with Friends	Two friends have a disagreement or argument over a misunderstanding, causing <b>feelings of hurt, anger, or sadness.</b>
3	First Love	<b>Experiencing the excitement, nervousness, and butterflies</b> of a first romantic relationship date.
4	Pressure from Parents	Feeling overwhelmed by high expectations or pressure from parents to excel academically or in extracurricular activities, <b>leading to stress or anxiety.</b>
5	Bullying	Being bullied or witnessing someone else being bullied, resulting in <b>feelings of fear, insecurity, or anger.</b>

<b>6</b>	Loss of a Pet	Dealing with the death of a beloved pet, <b>experiencing grief and sadness over the loss.</b>
<b>7</b>	Identity Crisis	Questioning one's identity, sexuality, or beliefs, leading to <b>feelings of confusion, isolation, or self-doubt.</b>
<b>8</b>	Peer Pressure	Feeling pressured to engage in risky behaviours, such as drinking alcohol or experimenting with drugs, in order to fit in with peers, causing internal conflict and <b>anxiety.</b>
<b>9</b>	Family Conflict	Dealing with arguments or tension within the family, about the limit of mobile phone use experiencing emotions like <b>frustration, resentment, or sadness.</b>
<b>10</b>	Performance Anxiety	<b>Feeling nervous or anxious</b> before a presentation, performance, or important event, leading to feelings of insecurity and self-doubt.

## EMOTIONAL WHEEL

