



Professional reconversion to ensure a better professional future

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HANDS-ON LEARNING ACTIVITIES BOOKLET: Adaptability and resilience



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Information

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4.1 Adaptability & Resilience

Activity 1

Activity title	Adaptability in situations
Topic	Adaptability in a professional environment
Aim	Understanding adaptability in professional situations
Target group	Adult learners
Duration	1 hour

Objective/ Learning objectives	- Realise the importance of adaptability - Define ways to develop adaptability
Needed materials	- Computer and video projector to display the situations and instructions one by one - Whiteboard to note down the key words, felt pens
Steps for implementation	Step 1 - 15 min At the beginning of the activity, ask the participants what “adaptability” means to them. List all the words on a white board. Then, the trainer invites the participants to change places in the room, taking all their belongings. The trainer then asks the participants: How did they feel when they were asked to change places? Did it make them feel comfortable or uncomfortable? Or was it a good opportunity to be in a particular place? Would they prefer to be in their old place? The trainer can note down important points about the skill on the board. The objective here is to become aware of the effect that change can have on our person. • Developing self-awareness • Developing stress management, dealing with unexpected situations Step 2 - 15 min The trainer will form two groups and give a situation involving the adaptability competence (see examples). He/she will ask the first group to "construct" a person who would be able to adapt to this situation and the other group a person who would not be able to adapt. Pooling of results, exchanges. The trainer provides additional information if necessary. The teacher can repeat the activity and exchange the instructions between the two groups. • Apply problem-solving skills • Working in a team • Using Emotional Intelligence

	Step 3 - 20 min The trainer then shows the learners different ways of developing their adaptability. Examples of situations: • Starting to work with a new team • Working with a new software that does not work well • Arriving on site and finding that materials have not been delivered • The company you work for goes out of business. No similar company exists in the area. • You arrive at your office in the morning and the telephone is not working. You were expecting important phone calls. • You start work after a long day, you realise that the time clock is no longer working. • You arrive at work on Monday and are given the task of dealing with a new employee who speaks your language poorly. Step 4 - 10 min Ways to develop adaptability • Challenge yourself • Step out of your comfort zone on your own • Learn to manage your emotions / develop your emotional intelligence • Find non-destructive ways to express emotions • Accept failure • Develop team spirit • Ask for feedback / not being afraid to ask for help • Train / Learn new things, developing curiosity • Learn to accept change • Learn to manage stress
Method	The trainer will explain the framework and the instructions after the exchanges of the first stage. In the second part, the trainer invites the trainees to participate, to exchange and to build the "answers" to the situations in a teamwork. Finally, he/she rectifies and adds elements after the exchanges on the situations and gives the different means to develop one's adaptability by trying to use concrete examples to illustrate.

Evaluation (questions)	Discussions and exchanges during the activity and a questionnaire at the end. • Which element of the activity helped you to better understand the concepts discussed? • What was the most difficult concept for you to understand? • Do you think that adaptability skills can be useful in your career? Why or why not? • Do you think you will use the proposed tools to further develop the skills discussed after the workshop? How do you intend to put them into action? • Do you have an example of a situation in which you could have used what you learned to respond more appropriately?
Links/ References	• https://fr.indeed.com/conseils-carrieres/nouvelles-fonctions/adaptabilite • https://www.jobready.fr/soft-skills/adaptabilite • https://www.roberthalf.co.nz/career-advice/career-development/adaptability-skills

Activity 2

Activity title	Strengths Chart / Resilience Tree
Topic	Adaptability and resilience
Aim	Developing adaptability and resilience skills
Target group	Adult learners
Duration	35 min
Objective/ Learning objectives	• Understand the concepts of adaptability and resilience • Understand the components of adaptability and resilience • Discover how resilience can improve one's ability to adapt
Needed materials	• Strengths chart • Resilience Tree Puzzle • Computer to complete the puzzle online (https://puzzel.org/fr/jigsaw/play?p=-NSoWTot_isOZO-RXXIK) • A whiteboard and markers (to write down the key words)

Steps for implementation

Step 1 - 5 min

- Understand the concepts of adaptation and resilience and the links between them
- As a group, the trainer asks participants how they think resilience can improve adaptability skills. Note the keywords on the board.

Step 2 - 15 min

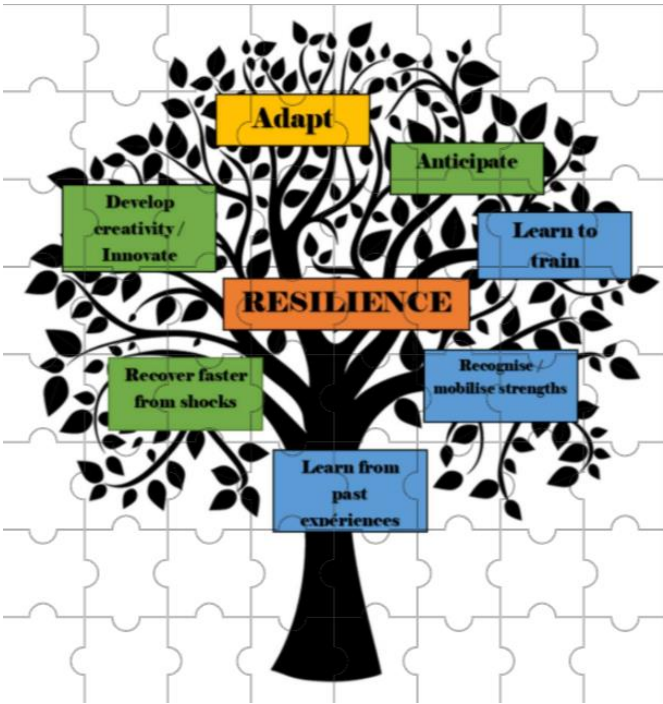
- Discover the strengths within oneself, tools, and drivers of one's adaptability and resilience
- Distribute the resilience chart and explain to participants how to complete it.
- Allow a moment for each learner to complete it. He invites the participants to talk about what they have written.

Step 3 - 15 min

- Discover how resilience can improve one's ability to adapt
- Understand the components of adaptability and resilience
- Working in a team

The trainer explains what a mind map is. He gives the instruction: in sub-groups, put the pieces of a jigsaw puzzle back together in order to put together the mental map of the resilience tree. The trainer distributes the pieces and leaves a moment for the participants. The trainer invites the participants to describe the finished map and to discuss the subject.

People who love me support me and can help me	The experiences and activities I like
I have	I like
The strengths I can draw on	The problems I solved. What I learned from my mistakes
I am	I can

	
Method	The trainer should first explain the framework and objectives of the activity. He can help trainees who have difficulty finding their strengths by giving examples that are more concrete. He/she should emphasise the importance of completing the table correctly. The trainer can explain to the trainees the cognitive purpose of the puzzle and what it symbolises: shock and then reconstruction, etc.
Evaluation (questions)	Debates and exchanges during the sharing, final questionnaire: • Did you understand the concepts covered in the activity? • Which of the concepts may seem complicated to you? • Would you like to continue to develop these skills after the activity? • Did you find it difficult to define your strengths/assets? • Does the mind map help you to visualise the link between the two skills?
Links/ References	• https://createadaptablelife.com/2019/05/whats-the-difference-between-resilience-and-adaptability.html • https://www.springworks.in/blog/how-to-build-resilience-at-work/



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