PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE SYLLABUS

Project CUHEKO "Through culinary heritage to key competences"

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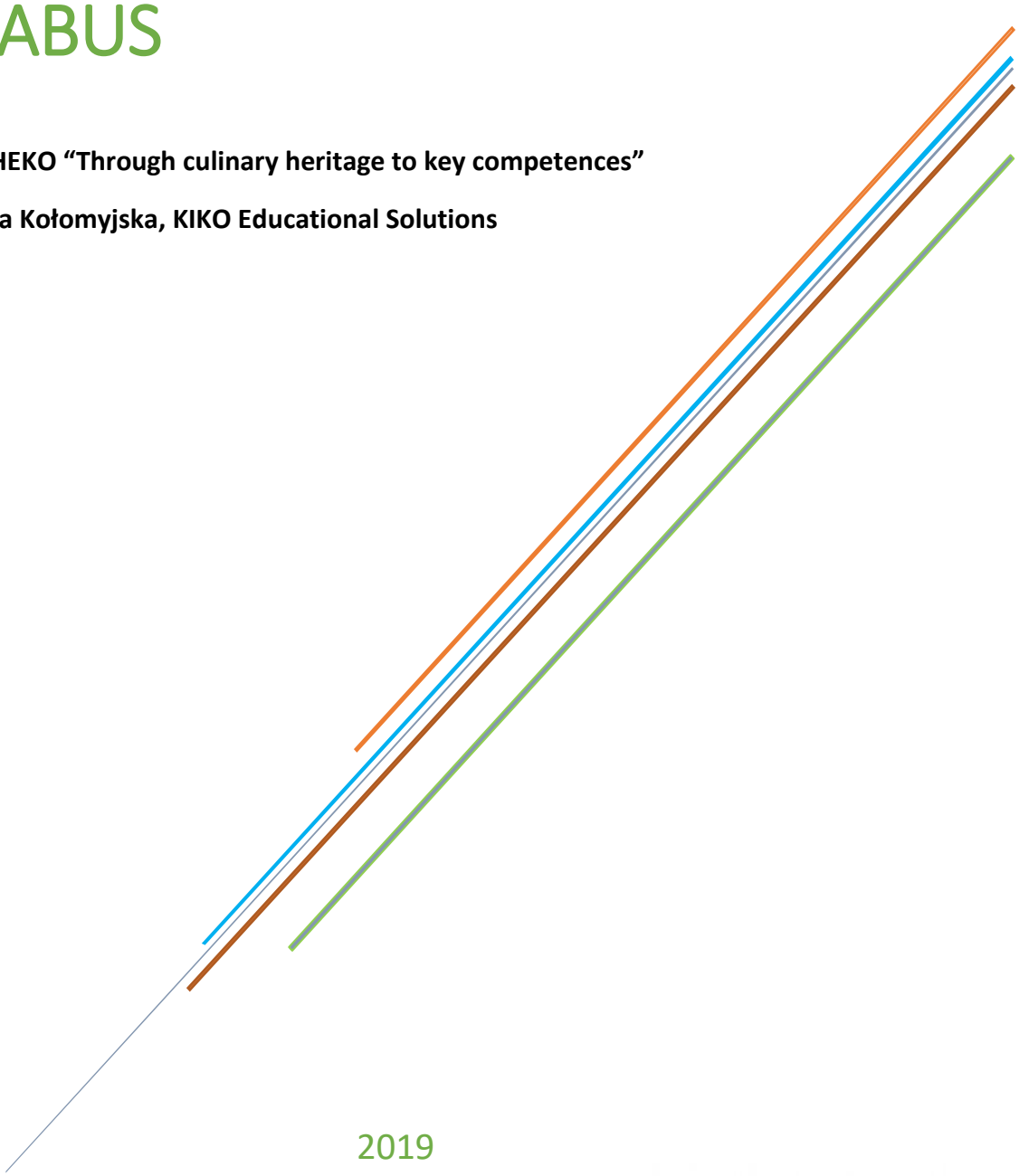

2019

Erasmus+

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Project "Through culinary heritage to key competences" (CUHEKO) co-financed from the European Union ERASMUS + Programme

The views expressed in this publication are the opinions of the authors. Content presented in the publication do not present the official position of the European Union institutions.

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1. Introduction

The document presents a syllabus for a course for Adult Educators in personal, social and learning to learn competence (called also in syllabus ”social skills or “PSL competence”). The syllabus has been developed within the Erasmus+ Project *Through Culinary Heritage to Key Competences* (*CUHEKO*). Its aim is to provide a framework for the development of e-learning course that develop social competences as one of key competences through a range of topics and activities related to culinary heritage. The objectives of this syllabus originates from a literature review and a needs analysis conducted at the initial stages of the project and published in the CUHEKO report mentioned in point 3 of the document.

2. Personal, social and learning to learn competence

“ Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one’s physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

Essential knowledge, skills and attitudes related to this competence

For successful interpersonal relations and social participation it is essential to understand the codes of conduct and rules of communication generally accepted in different societies and environments. Personal, social and learning to learn competence requires also knowledge of the components of a healthy mind, body and lifestyle. It involves knowing one’s preferred learning strategies, knowing one’s competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available.

Skills include the ability to identify one’s capacities, focus, deal with complexity, critically reflect and make decisions. This includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one’s learning, evaluate and share it, seek support when appropriate and effectively manage one’s career and social interactions. Individuals should be resilient and able to cope with uncertainty and stress. They should be able to communicate constructively in different environments, collaborate in teams and negotiate. This includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy.

The competence is based on a positive attitude toward one’s personal, social and physical well-being and learning throughout one’s life. It is based on an attitude of collaboration, assertiveness and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives. A problem-solving attitude supports both the learning process and the individual’s ability to handle obstacles and change. It includes the desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts.

Council Recommendations 2018 of 22 May 2018
on key competences for lifelong learning (2018/C 189/01)

3. Outcomes of a "Comparative international analysis of educational needs of adult educators in key competences in selected European countries"

The syllabus takes into account outcomes of the "Comparative international analysis of educational needs of adult educators in key competences in selected European countries" the research was conducted in the international strategic partnership project titled "Through culinary heritage to key competences" co-financed by European Union ERASMUS+ Programme (acronym: CUHEKO, also called "The Kitchen of Skills"). This study concerns the theme of needs of adult educators to effectively develop five competences in their adult learners. It presents a brief review of the topic and delivers the results of a mixed-methods study conducted by CUHEKO Project partners in the four participating countries: Poland, Finland, Slovenia and Cyprus.

In the above mentioned Analysis we asked adults' educator about the biggest challenge in teaching social skills (personal, social (soft skills) competences) to adults? Educators were also asked how did they manage this challenge? How would they deal with the same situation in the future?

Figure 1 shows that for challenges in teaching social skills, the category 'other' is the largest one for all four countries, with the highest rates for Cyprus (78%) and Slovenia (69%) and slightly lower ones for Finland (53%) and Poland (32%). Among additional elements, as problematic the respondents also mentioned, for example, 'making relevant references to real life examples or case studies', 'use of too many metaphors', 'inspiring members', learners' skewed self-perception of their own social skills, 'mental health issues', learners' unpreparedness to take feedback on their own behaviour, or cultural differences (with reference to teaching immigrants). Some respondents indicated in the category of 'other' the need for conducting good needs analysis, they stated that "Often clients ask for an education that does not meet their real needs, which can only be managed with good needs analysis" (Cyprus). Yet, three of more prominent challenges have almost the same weighting in the overall picture: (1) lack of motivation of trainees (16%), low self-confidence of trainees (12%) and (3) different personalities within a group (14%).

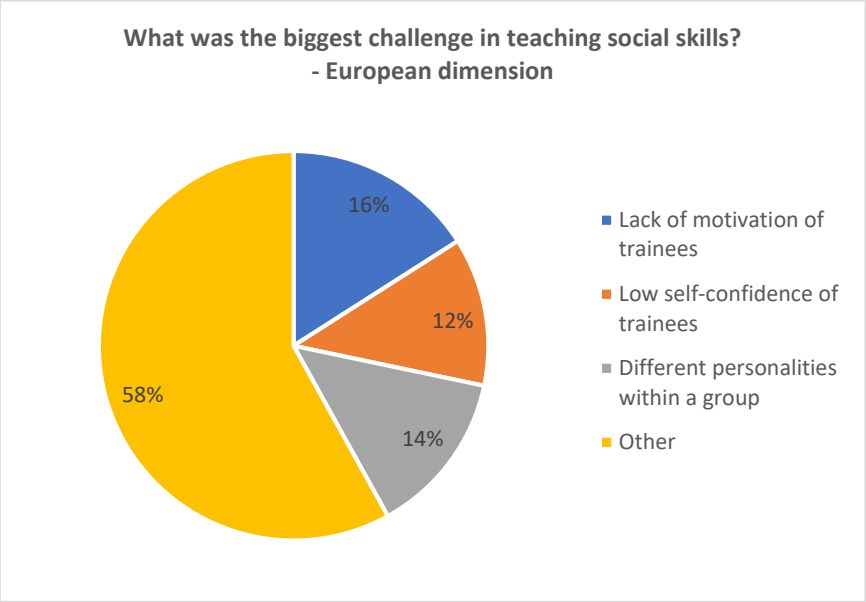

Figure 1: Greatest challenge in teaching social skills

Regarding the national distribution, there are observable discrepancies among the four countries. While different personalities and low self-confidence of trainees do not worry educators in Cyprus at all, the same elements rate respectively for Poland – 14% and 27%, for Slovenia – 8% and 15% and for Finland – 33% and 7%. While in Finland personality clash has been raised as an issue, in Poland there is a similar situation regarding trainees' low self-confidence. The latter also equals the rating of trainees' lack of motivation in Poland and is relatively close to Cyprus (22%). In Slovenia (8%) and in Finland (7%) lack of motivation was not seen as a major challenge.

4. Personal, social and learning to learn competence Course Aims and Learning Outcomes

4.1. Aims and Objectives:

The main aim of the course is to gain by an adults' educators the knowledge, skills and approach in the personal, social and learning to learn competence as well as teaching adults of the above mentioned competence. Aims of the course are based on the description of key competence in the Council Recommendations 2018 of 22 May 2018 on key competences for lifelong learning (2018/C 189/01)

The course covers three main areas:

1. Personal, social and learning to learn competence as a subject though through culinary heritage
2. basic methodology comments to teaching PSL competence through culinary heritage
3. tasks/materials to practise, with a possibility to adapt by users

The course is designed to facilitate Adult Educators in providing training in Personal, social and learning to learn as one of key competences. This includes planning and creating teaching materials based on the needs analysis and learners' background and context. The course is designed to increase Adult Educators' awareness of learners' skills, both possessed and needed ones, to encourage continuous reflection on the teaching practice as well as to offer examples of effective tasks and activities that can be adapted for future use.

4.2. Learning Outcomes

Having successfully completed the course, the participant/learner (AEs)

1. **has the knowledge of**

- codes of conduct and rules of communication generally accepted in different societies and environments,
- components of a healthy mind, body and lifestyle,
- one's preferred learning strategies,
- one's competence development needs,
- various ways to develop competences and search for the education, training and career opportunities and guidance or support available

2. is able to (skills):

- identify own capacities,
- focus, deal with complexity, critically reflect and make decisions,
- learn and work both collaboratively and autonomously,
- organise and persevere with one's learning, evaluate and share it,
- identify and set goals as well as to motivate themselves,
- seek support when appropriate and effectively manage one's career and social interactions,
- be resilient and able to cope with uncertainty and stress,
- communicate constructively in different environments, collaborate in teams and negotiate (*includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy).*

3. has enhanced her/his (attitude):

- positive attitude toward one's personal, social and physical well-being and learning throughout one's life,
- attitude of collaboration, assertiveness and integrity (*incl. respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience*),
- problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change.

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career

No of Modules: 4 No of Lessons: 16 Time: about 7 hours	**Knowledge** • codes of conduct and rules of communication generally accepted in different societies and environments, • components of a healthy mind, body and lifestyle, • preferred learning strategies, • competence development needs, • various ways to develop competences and search for the education, training and career opportunities and guidance or support available	**Skills** • can identify own (one's) capacities, • is able to focus, deal with complexity, critically reflect and make decisions, • learn and work both collaboratively and autonomously • to organise and persevere with one's learning, evaluate and share it, • identify and set goals as well as to motivate themselves, • seek support when appropriate and effectively manage one's career and social interactions, • be resilient and able to cope with uncertainty and stress, • communicate constructively in different environments, collaborate in teams and negotiate.	**Attitudes** • positive attitude toward one's personal, social and physical well-being and learning throughout one's life, • attitude of collaboration, assertiveness and integrity • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change
Introduction to course: Description of the course, with special empathise of course aims, planned modules, length of the course.			

Module 1: A day in the life of a Chef - healthy mind, body and lifestyle

Aims:
To develop an understanding of components of a healthy mind, body and lifestyle
To increase ability to focus, deal with complexity, critical reflection and make decisions
To enhance identifying, setting and achieving goals as well as motivating themselves

Pedagogy / Methodological Commentary (internal):
During the training performance provide detailed explanation of the training's subject and the agenda/ plan.
Turn adults' educators attention to enhancing self-confidence and increasing motivation of adult learners.
Provide comment on components of a healthy mind, body and lifestyle.

Lessons	Knowledge	Skills	Attitudes
Lesson 1: A perfect day in the life of a Chef - healthy mind, body and lifestyle (Total time: 31 mins) Participant watches presentation/movie about a day in the life of a Chef. Material presents components of healthy mind, body and lifestyle. It describes how Chef's day is organised, how important is healthy food, taking regular physical exercises/gym/workouts, work-life-balance, contact with nature, taking care of mind, self-development and education importance, relationship with people etc. (**Time: about 7 mins)** Task 1 Based on the above materials participant is asked to fill in blank spaces in the text about healthy mind, body and lifestyle (10 mins) Task 2 Participant is asked to match definitions of healthy mind, body and lifestyle with relevant wording (10 mins)	• components of a healthy mind, body and lifestyle • various ways to develop competences and search for the education, training and development opportunities	• focus, deal with complexity, critically reflect and make decisions • identify and set goals as well as to motivate themselves • be resilient and able to cope with uncertainty and stress	• positive attitude toward one's personal, social and physical well-being • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change
Lesson 2: You can introduce own goals (Total time: 20 mins) Based on the material from lesson 1 participant is asked to perform following tasks: Task 1:	• components of a healthy mind, body and lifestyle	• focus, deal with complexity, critically reflect and make decisions	• positive attitude toward one's personal, social and physical well-being

Participant is asked to write own lists of goals, components of healthy mind, body and lifestyle s/he would like to use/develop/enhance/utilise in forthcoming year of life (10 mins.) This task is aimed on the self-reflection of the participant and will help structure the participant's mind on setting own goals based on the instructions and examples presented in the lesson No 1. Task 2: Participant is asked to write own list of activities fulfilling healthy mind, body and lifestyle s/he would like to perform in following week, month and 6 months. *This task is aimed on the self-reflection of the participant and will help structure the participant's mind on planning and focus on future activities.*	• various ways to develop competences and search for the education, training and development opportunities	• identify and set goals as well as to motivate themselves • be resilient and able to cope with uncertainty and stress	• problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change
Lesson 3: Consolidating knowledge (15 mins) The participants create a checklist of the social and personal skills elements that must be practised throughout training courses to effectively increase the level of their learners' skills. Test/ Quiz checking gained knowledge and skills of the module (10 mins.)	• the main elements of the competence • components of a healthy mind, body and lifestyle • various ways to develop competences and search for the education, training and development opportunities	• consolidating information	• awareness of impact of personal, social and learning to learn competence elements

Module 2: Let's bake a cake – setting and achieving goals

Aims:
To increase ability to focus, deal with complexity, critical reflection and make decisions.
To develop identifying, setting and achieving goals as well as motivating themselves.
To enhance positive and problem-solving attitude of educators and adult learners.
To increase identifying own capacities of educators and adult learners.

Pedagogy / Methodological Commentary (internal):
Turn adults' educators attention to enhancing self-confidence and increasing motivation of adult learners.
Provide comment on effective identifying, setting and achieving goals, planning as well as motivating.
Provide detailed explanation of the importance of setting clear goals in the healthy mind, body and lifestyle approach.
If necessary, explain once more, training goals to adults trained.

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Let's bake a fruit pie (Total time: 15 minutes) Participant watches the presentation or movie how to bake a cake: e.g. apple pie (alternative: plum pie, any other pie with fruits) which presents the whole process of the baking: from setting "cooking goals", planning ways/activities to achieve them, then activities: e.g. buying ingredients, process of preparation of cake, baking, and cleaning after baking. (time: 5 mins) Task 1: The participant is asked to choose (among given answers) properly (SMART) set goals – 10 mins.	• components of a healthy mind, body and lifestyle • various ways to develop competences and search for the education, training and development opportunities	• is able to focus, deal with complexity, critically reflect and make decisions • identify and set goals as well as to motivate themselves • be resilient and able to cope with uncertainty and stress	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life, • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change.
Lesson 2: Baking in practice – how to plan activities and motivate yourself in order to make the process working (Time: 25 minutes) Based on the material from lesson 1 participant are asked to perform following tasks Task1: The participant is asked to put in the order activities of the cake baking process in the proper order and adjust timing necessary for that (time: 10 mins) Task 2:	• components of a healthy mind, body and lifestyle • various ways to develop competences and search for the education, training and development opportunities	• is able to focus, deal with complexity, critically reflect and make decisions • identify and set goals as well as to motivate themselves • be resilient and able to cope with uncertainty and stress	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life, • problem-solving attitude, that supports both the learning process and the individual's ability to

The participant is asked to prepare own list of activities, based on presentation and examples presented in Lesson 1, which are the most interesting/inspiring/motivating for her/him (time: 15 mins) *This task is aimed on the self-reflection of the participant and will help structure the participant's mind on planning and self-motivation.*			handle obstacles and change
Lesson 3: Lets improve baking- creative problem solving (Time total: 35 minutes) There are very little fruits (apples) that are the best for preparation of traditional apple pie. What to do then? What decision to take? The participant watches presentation and reads recipe (similar to recipe in the lesson 2 in this module) but some ingredients have to be changed due to their limited availability. There are several options what to do, what decisions to take and how and what is possible to change in the recipe. **(Time: 5 minutes)** Task1: Participants has to propose/choose other, different ingredients or ways of cooking that will allow to maintain type of cake but, maybe, in different way, or change timing of cake preparation. **(Time: 10 minutes)** Task 2: Participant is asked to choose, among various answers, proper ones regarding necessity and ways of seeking support when appropriate (10 mins.) Task 3: Participant is asked to write for her/himself: Which are activities that you may need to delegate/ask for support to someone else? In what way you can do it? (10 mins.) *This task is aimed on the self-reflection of the participant on the need of delegating some activities, preferred style of work, ability to ask for support.*	• components of a healthy mind, body and lifestyle • various ways to develop competences and search for the education, training and development opportunities	• is able to focus, deal with complexity, critically reflect and make decisions • be resilient and able to cope with uncertainty and stress • learn and work collaboratively and autonomously	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life, • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change
Lesson 4: Consolidating knowledge (15 mins) The participants create a checklist of the social and personal skills elements that must be practised throughout that module of the courses to effectively increase the level of their learners' skills. Test/ Quiz checking gained knowledge and skills of the module (10 mins.)	• the main elements of the competence • components of a healthy mind, body and lifestyle • various ways to develop competences and search for the education, training and development opportunities	• consolidating information	• awareness of impact of personal, social and learning to learn competence elements

Module 3: Cooking together – collaboration and communication in practice

Aims:
To increase understanding of codes of conduct and rules of communication generally accepted in different societies and environments.
To enhance constructive communication in different environments, collaboration in teams and negotiation skills.
To increase self-awareness, resilience and ability to cope with uncertainty and stress.
To develop ability to learn and work both collaboratively and autonomously
To increase ability to focus, deal with complexity, critical reflection and make decisions.

Pedagogy / Methodological Commentary (internal):
Provide comment on codes of conduct and rules of effective communication and negotiations in different environments.
Provide comment the role of self-awareness (own strengths and weakness) in personal and social development.
Provide comment on the self-and other-motivation.
Provide comment on collaboration in a team and coping with different personalities in a group.

Lessons	Knowledge	Skills	Attitudes
Lesson 1. Self-awareness (total time: 20 mins) Participant watches presentation about the organisation of Kitchen, Chef talks about the importance of self-awareness, knowing own strength and weakness as well as own style of communication. It presents importance of self-resources in order to build own career, entrepreneur, restaurant, bar. Knowing own values, culinary heritage to build own story. (Time of presentation: 5-10 mins.) Task 1 Participant is asked to group, given features, into two groups: strengths and weaknesses (10 mins). *This task is aimed on the self-reflection of the participant strengths (meaning resources, knowledge, skills, approaches participant poses) and weaknesses(lack of resources meaning shortage of knowledge, skills, approaches that might be relevant for own personal and professional development).*	• components of a healthy mind, body and lifestyle, • codes of conduct and rules of communication generally accepted in different societies and environments • one's competence development needs	• identify own capacities, • focus, deal with complexity, critically reflect and make decisions • be resilient and able to cope with uncertainty and stress	• attitude of collaboration, assertiveness and integrity • positive attitude toward one's personal, social and physical well-being and learning throughout one's life,
Lesson 2 Get to know yourself better (total time: 30 mins) Based on material from lesson No 1 participant is asked to complete following tasks:	• components of a healthy mind, body and lifestyle,	• identify own capacities,	• attitude of collaboration,

Task 1 Participant is asked to write list of own perceived strengths (10 mins) Task 2 Participant is asked to write list of own perceived weaknesses/skills or competences missing (10 mins) Task 3 Participant is asked to write for each weakness proposal how s/he would like to compensate that (10 mins) *This task is based on the presentation and examples in lesson 1 and is aimed on the self-reflection of the participant leading to enhancing proactive approach, coping with uncertainty and looking for own, unique solutions in creative way.* *strengths (meaning resources, knowledge, skills, approaches participant poses) and weaknesses(lack of resources meaning shortage of knowledge, skills, approaches that might be relevant for own personal and professional development).*	• codes of conduct and rules of communication generally accepted in different societies and environments • one's competence development needs	• focus, deal with complexity, critically reflect and make decisions • be resilient and able to cope with uncertainty and stress	assertiveness and integrity • positive attitude toward one's personal, social and physical well-being and learning throughout one's life,
Lesson 3 **In the kitchen - team collaboration (Total time: 30 mins)** Based on the presentation of lesson No 1 Participant watches presentation about the organisation of Kitchen, roles and duties of each person in the kitchen. The Chef talks about a team, team collaboration, negotiations, motivating others, role of empathy, how each person participates in preparation of a meal/degustation menu/3 dishes meal: sous chef, souses person, dessert person, waiter, administration etc. (Time: 5-7 mins) Task 1 Participant is asked to link roles to their description and duties (suggested answers are provided (5 mins) Task 2 Participant is asked to fill in blank spaces in the text about collaboration in a team and working autonomously (10 mins.) Task 3 Participant is asked to fill in blank spaces in the text about motivating and valuing others and own ideas (10 mins)	• codes of conduct and rules of communication generally accepted in different societies and environments	• communicate constructively in different environments, collaborate in teams and negotiate • learn and work both collaboratively and autonomously • focus, deal with complexity, critically reflect and make decisions	• attitude of collaboration, assertiveness and integrity • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change

Lesson 4: **Let's prepare a meal together - rules of effective communication and codes of conduct (total time: 35 mins)** Participant watches personation/movie/ story about preparation of meal, in which there are presented: codes of conduct, principles of effective communication, recipient and sender, messages. Learns about basic tools of effective communication: e.g. asking right questions, paraphrases, clarification, repeating messages. *What can happen if we do not use effective communication to communicate with others? How to communicate e.g. with delivery? How to negotiate?* (time: 5-7 mins.) **Alternative subject of the presentation:** **Chefs go for joint dinner/or breakfast (5 mins.)** *Participant watches presentation/movie. Three chefs from various EU countries decide to meet for a breakfast. Chefs originates from the North, South and East of Europe. Each of them is different in terms of communication patterns, codes of conduct, body language. Presentation shows some general codes of conduct but also various rules of communication generally accepted in different societies and environments.* Task 1 Participant is asked to adjust/link given effective communication features/definitions to their description (10 mins.) Task 2 Participant is asked to fill in blank spaces in the text about principles of negotiation (10 mins) Task 3 Participant is asked to write list of effective communication tools that they would like to use and practise for themselves (10 mins.) *This task is based on the presentation and examples of the lesson and is aimed on the self-reflection of the participant leading to enhancing proactive approach and shall lead to development of own, unique, preferred set of tools through usage of in participant creativity.*	• codes of conduct and rules of communication generally accepted in different societies and environments	• communicate constructively in different environments, collaborate in teams and negotiate • be resilient and able to cope with uncertainty and stress • learn and work both collaboratively and autonomously	• attitude of collaboration, assertiveness and integrity • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change

Lesson 5: Consolidating knowledge (15 mins) The participants create a checklist of the social and personal skills elements that must be practised throughout that module of the courses to effectively increase the level of their learners' skills. Test/ Quiz checking gained knowledge and skills of the module (10 mins.)	• the main elements of the competence • codes of conduct and rules of communication generally accepted in different societies and environments • one's competence development needs	• consolidating information	• awareness of impact of personal, social and learning to learn competence elements

Module 4: To become a Master Chef – find your way

Aims:
To enhance the need of competence development.
To increase ability to identify one's capacities, identifying and setting goals as well as to motivate themselves.
To develop understanding of various ways of competences development and searching for the education, training and career opportunities
To increase knowledge of own preferred learning strategies among adult educators and adult learners
To enhance positive attitude toward one's personal, social and physical well-being and learning throughout one's life,
To increase problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change

Pedagogy / Methodological Commentary (internal):
Turn adults' educators attention to enhancing self-confidence and increasing motivation of adult learners.
Provide comment on various ways of developing competences and searching for the education, training and career opportunities
Provide comment the role of self-awareness (own strengths and weakness) as well as own capacities, in personal, professional and social development.
Provide comment on the positive and problem-solving attitude supporting the learning process and the ability to cope with obstacles

Lessons	Knowledge	Skills	Attitudes
Lesson 1: To become a Chef needs some … education (total time: 40 mins.) Presentation/ movie about: "Once chef wanted to prepare very complicated, traditional dish. But then s/he realised that has no knowledge on how to prepare it. Therefore decided to go for a specialised training. On the training chef gained specialised knowledge and skills how to prepare this unique dish. *Presentation shall also include info about the role of education, as well as self-awareness and paths of education. 7-10 minutes.* Task 1: Participant is asked to prepare a list of her/his own professional or/and personal goals that participant would like to achieve in 1 year. (time: 15 mins.) Task 2: for each goal participant shall describe what knowledge s/he already possesses Task 3: for each goal participant shall describe what s/he is missing and what education or training or experience needs in order to achieve above goals (time: 10 mins.)	• preferred learning strategies, • competence development needs, • various ways to develop competences and search for the education, training and career opportunities and guidance	• can identify own (one's) capacities, • is able to focus, deal with complexity, critically reflect and make decisions • identify and set goals as well as to motivate themselves,	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life, • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change

Task 4: for each education and training participant shall defined when it is possible for him/her to start those activities. (time: 10 mins) *Those tasks are based on the presentation and examples in the lesson and are aimed on the participant self-reflection leading to enhancing proactive approach and developing by participant own, planned list of activities in creative way.*			
Lesson 2: How to learn efficiently? Find your own way (total time: 25-30 mins) The chefs goes for a training. S/he is surprised that there are a lot of ways of leaning as well as various tools supporting ones learning process. Participant watches a movie /animated presentation about various ways of learning. Does s/he prefers to read recipes? Or maybe prefers listening about preparation process in a radio? Or maybe prefers to take a part in the cooking with others? Or maybe he does not need strict recipe but needs just simple guidance and prefers to work the solution out by himself? Task 1 Participant is asked to connect given definitions with proper wording in the subject of various learning strategies (time: 10 mins) Task 2: Participant is asked to reflect and think constructively what is his own preferred way of learning and to write it down (time: 10 mins) *This task is based on the presentation and examples of the lesson and is aimed on the self-reflection of the participant, analysing by participant own style of communication, leading to enhancing proactive approach and shall lead to subjective development of own, description of preferred way of learning.*	• preferred learning strategies, • competence development needs, • various ways to develop competences and search for the education, training and career opportunities	• can identify own (one's) capacities, • is able to focus, deal with complexity, critically reflect and make decisions	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life, • problem-solving attitude, that supports both the learning process and the individual's ability to handle obstacles and change
Lesson 3: Looking for information (total time: 35 mins) Participant reads text, article about chefs, education possibilities, resources needed for further the education (e.g. time, self-awareness, goals to be achieved etc.), training and career opportunities (time: 7-10 minutes)	• competence development needs, • various ways to develop competences and search for the	• can identify own (one's) capacities, • is able to focus, deal with complexity, critically reflect and make decisions	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life,

Task 1: Participant is asked to check training and career opportunities and guidance or support available (time: 10 minutes) Task 2: Participant is asked and develop own list of competences and training and career opportunities for her/himself in order to …. (time: 15 mins)	education, training and career opportunities	• identify and set goals as well as to motivate themselves,	
Lesson 4: Consolidating knowledge (15 mins) The participants create a checklist of the social and personal skills elements that must be practised throughout module to effectively increase the level of their learners' skills. Test/ Quiz checking gained knowledge and skills of the module (10 mins.)	• the main elements of the competence • preferred learning strategies, • competence development needs, • various ways to develop competences and search for the education, training and career opportunities	• consolidating information	• positive attitude toward one's personal, social and physical well-being and learning throughout one's life,

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