



# M2: Upskilling transversal competences

Learning Pill 

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Co-funded by  
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Project number: 2022-1-ES01-KA220-ADU-000087959

THE LEARNING PILL

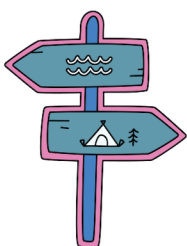


## Title: Growing your skills

Duration: 2:15h

### Introduction:

The main objective of the Learning Pill is to deliver a concise, engaging and practical training activity that provides participants with an awareness of key transversal skills and practical strategies for integrating and applying these skills in a variety of professional and personal contexts, with particular attention to the agritourism sector and related fields. The activities related to the Learning Pill are mainly based on the use of a non-formal education approach, as such activities are useful for developing and practising the transversal skills and competences of each of the participating students. It is important that after the classroom activities, the trainer develop a debriefing session on the activities carried out, including both the first theoretical part and the practical activity, encouraging debate and reflection among the learners.



### Objectives of the training pill:

- Raising participants' awareness concerning the concept of transversal competences, emphasising their significance in today's ever-changing and interdisciplinary environment.
- Enhance key transversal skills such as problem solving, flexibility, communication, teamwork, etc.
- Raising awareness about lateral thinking, empathy, and emotional intelligence.
- Provide real-world scenarios or examples when these skills are required, allowing learners to relate to their significance.
- Promote metacognitive reflection, by providing participants with the opportunity to get feedback on their knowledge or application of the skills, as well as to reflect on their personal areas of progress, even if it is brief.
- Provide actionable steps or tips that participants may immediately follow in their everyday duties, ensuring that the training is both theoretical and practical.

### Key Concepts:

- Highlight the importance of transversal skills
- Cooperative learning
- Skills enhancement and development (personal, social, methodological skills)

### Examples and Case Studies:

The importance of soft skills such as public speaking, problem solving, flexibility, time management, teamwork, lateral thinking, multilingualism are some of the most-demanded competences to work in the agritourism sector.

## **Interactive Activities:**

### **Activity 1: “Growing your skills”**

- First phase

- Participants stand in a circle and introduce themselves to the rest of the group (saying their name and accompanying it with a gesture).
- All participants should repeat at the same time the name and imitate the gesture.
- In turn, each participant will choose another participant randomly by saying the name of the chosen participant and the corresponding gesture.

- Second phase

in groups of three people who do not know each other and by talking to each other they will have to find things in common (all three) and then find things in common two by two. After that, participants have to follow the same scheme by finding things that they do not have in common but that are specific to each person in the trio. This second activity will help each participant to highlight its singularity.

- Third phase

Finally, each trio will have to create:

- one flower for each singularity
- one flower for what one has in common
- one flower for the differences

all three flowers will become one flower

Tools: the activity involves the use of crepe paper, recycled (old) paper and newspapers, glue, tape, scissors, and markers.

### **Activity 2: Jigsaw**

An example of a co-operative learning task is the “jigsaw classroom” described by Aronson (2000). This is a cooperative structure which focuses on constructive and encouraging interdependence based on heterogeneous micro-groups (concerning social background, gender, status, language, etc.).

- First phase – group creation (20-30 mins)

Divide the participants into groups of 4 students each in order to form several ‘home’ groups. Assign to each student in each group a topic related to the agritourism sector (i.e. characteristics of the sector, activities included in the sector, difference with the traditional tourism, market demand). In this way, each ‘home’ group will have 1 specialised student for each topic. The trainer has to observe and support the whole process and if problems arise (e.g. some members dominate others), he/she has to intervene appropriately.



- Second phase – Material assignments (10 mins)

The trainer provides the students with different materials according to their assigned topic allowing them to start to studying.

- Third phase – creation of ‘study groups’ (60 mins)

After this phase, ‘home’ groups have to be broken, in order to allow ‘experts’ on each topic to gather together and create new 4 ‘study-groups’ in which all experts of same topic have to go deeper and work together.

In this way, each study group will be specialised in one of the abovementioned aspects and each study group member will become familiar with the whole of the material.

- Fourth phase – Return to the ‘home’ groups (60 mins)

At this stage, the students (who have now become experts in their subject) break up their study groups and reconstitute their ‘home’ groups. Then the trainer asks everyone to present in turn their topic to the rest of the group. During this phase, the trainer has to encourage other students to ask clarifying questions and provide clarifications.

- Fifth phase – Debate and Debriefing (30 mins)

The students and the teacher must now discuss the topics studied and the agritourism sector, as well as reflect together on the activity carried out and try to explain what they have learnt. During the debrief, the teacher should provide feedback and encourage students to reflect on the importance of transversal skills, highlighting how inter-group relations and the positive interdependence can improve personal, social and methodological skills.





### Tips and suggestions:

Transversal competences as well as interpersonal skills are closely linked to emotional intelligence and empathy and are natural abilities that help us interact well with others. Empathy and emotional intelligence, in essence, serve as essential factors that improve both transversal competencies and interpersonal abilities. When a person understands and manages emotions (both their own and those of others), they are better able to use critical thinking, solve issues, communicate effectively, and collaborate across disciplines and contexts.

Remember that regular reflection and feedback can help to maximise the impact of these exercises. It is critical for the success of any non-formal education programme to give participants the opportunity to grasp what they are learning, how it is relevant, and how they may apply it in real-life circumstances.

### Summary and recap:

Non-formal education represents an efficient way of carrying out learning activities encouraging listening, involvement and empathy, giving to each learner an essential part to play in order to realise personal learning success tailored to their needs. Just as in a puzzle, each piece, each part given to a student, is essential for the full understanding and completion of the final product. If each part is essential, then the student who possesses it is essential: that is what makes this strategy so effective. In fact, as group members must work together to achieve a common goal, each person depends on the others. No student can understand completely if he/she does not work with others. This cooperation is determined by the design of the lesson itself and facilitates interaction between students, leading them to value the contributions of others as a common task.



### **Additional Resources:**

- Video and books about transversal skills can represent a good support
- Clubs and associations that focus their work on the implementation of non-formal education activities

### **Q&A and Feedback:**

Participants are encouraged to ask questions, provide feedback and engage in discussion throughout the workshop. Open dialogue and feedback from mentors are essential for a productive learning experience.

Throughout the face-to-face session, mentors have to highlight that learners are strongly invited to ask questions, provide feedback, and actively participate in the discussions in order to encourage a productive and effective learning experience.

In addition, at the end of the session, the mentor can spend some minutes implementing assessment and self-assessment activities.

### **Conclusion:**

In conclusion, we can say that a session of training activities centred on non-formal education and group activities is instrumental in fostering the development and enhancement of transversal skills among participants. Through engaging exercises, collaborative tasks, and reflective discussions, participants have the opportunity to hone skills such as communication, teamwork, problem-solving, creativity, and adaptability. All these skills are really valuable for people who want to work in the tourism industry, and even more for those interested in agritourism.

The interactive nature of the activities allow individuals to explore different perspectives, challenge assumptions, and build empathy, thereby nurturing their ability to work effectively in diverse settings. Moreover, the emphasis on experiential learning has provided participants with practical insights and hands-on experiences that are directly applicable to real-world scenarios.







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