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1. INTRODUCTION

The NOVAFOODIES project aims to enhance workforce skills through a comprehensive training program focused on deepening knowledge of the aquaculture industry. This program targets both professionals and unemployed individuals, providing them with the hard and soft competencies needed to support the growth of this rapidly expanding sector.

The methodology is highly adaptable to all employment contexts and participants, including both professionals and unemployed individuals within a specific sector. To this end, Vocational Education and Training (VET) focuses on enhancing both hard and soft skills through a combination of group sessions and personalized support. This flexible approach fosters the development of essential habits for acquiring these skills, using a person-centred methodology that emphasizes individual processes. Additionally, the synergy between this methodology and the local community ensures that the training provided is relevant, up-to-date, and clearly aligned with the goal of improving the labour market. All of this contributes to fostering greater social and territorial cohesion. The methodology also considers the territorial dimension by implementing projects aimed at revitalizing rural areas and incorporating a gender perspective, Ultimately striving to achieve greater equality among all genders.

The NOVAFOODIES Training Handbook explores the various approaches that underpin this methodology, including capacity-building to enhance both technical and soft skills; a participatory and experiential approach to guide participants through the curriculum; and coaching to foster self-awareness and help participants identify limiting beliefs and behaviours. At its core, this methodology combines group and individual sessions, enabling the customisation of the learning pathway to suit the needs of the participants. Additionally, this handbook provides detailed insights into the training of transversal and technical competencies. It also outlines the activities involved in the training program and profiles the selected trainers, including social workers, professional coaches, and field experts, who will support participants throughout the process. The document further describes the different phases of the training methodology, including the initial phase, participant dissemination and selection, training development and delivery, and the evaluation and closure stages. Finally, this guide highlights the implementation of the methodology within the NOVAFOODIES project, which has enabled the creation of balanced and comprehensive training courses for both professionals and unemployed individuals that integrate both technical and soft skills within the aquaculture sector. The handbook also includes a Soft Skills Toolkit, which will enable to put into practice the key interpersonal and transversal competencies addressed throughout the training.

In conclusion, the NOVAFOODIES Training Handbook is designed to support trainers in planning and delivering training sessions using innovative and effective pedagogical methods. It provides guidance on structuring activities that align with modern teaching approaches. By using this handbook, trainers will be able to incorporate the content and learning objectives of the training courses, focusing on both technical and soft skills development.

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1.1. General objectives within the NOVAFOODIES training activities

The objectives of the methodology are described below:

- **Strengthening the competences and diversity of workforce:** The methodology focuses on developing key technical and soft skills such as communication, teamwork, adaptability, and emotional intelligence, which are essential for success in the workplace.
- **Fostering networks and synergies through participants' talents and teamwork:** Participants are encouraged to collaborate and share their skills, fostering strong networks and synergies. This collective approach helps create a supportive community where individuals can learn from each other and grow together.
- **Promoting economic and social integration:** The development of sector-specific technical and soft skills of participants is closely tied to economic and social integration. It also encourages personal growth, helping participants build self-esteem, set goals, and take proactive steps towards achieving them.
- **Capacity building of local partners, along with company visits and industry events:** In addition to training participants, the program builds the capacity of local partners to enhance their ability to support employment and integration. Participants also visit companies and attend industry events, gaining practical insights and expanding their professional networks.

1.2. Profiles of trainers

1.2.1. Social workers

Social workers are essential in supporting unemployed individuals and professionals throughout the training process, particularly in addressing social and emotional challenges. They should be experienced in working with vulnerable populations, such as long-term unemployed individuals, migrants, and people with disabilities. They will provide personalized guidance, help with overcoming barriers to employment, and offer support in dealing with personal issues or challenges that may hinder successful participation in the training. Their role is to ensure participants are motivated, engaged, and prepared for entering or re-entering the workforce.

1.2.2. Professional coaches

Professional coaches are trained to support individuals in identifying their strengths, setting goals, and staying focused on achieving those goals. For unemployed individuals and professionals, they help build confidence, develop a positive mindset, and create action plans for securing employment. Coaches should be skilled in guiding people through the personal and professional challenges they face, and they can offer tailored coaching sessions based on the participants' career interests, challenges, and aspirations.

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1.2.3. Professionals in the field

Professionals in the field are subject matter experts who possess in-depth knowledge and practical experience in their respective industries. They should have relevant academic qualifications and hands-on experience working in various operations. They play a vital role in delivering specialized training content, teaching participants about processes, technology, environmental concerns, and sustainability practices in their area of expertise.

1.3. Target groups within the NOVAFOODIES training activities

In the context of the NOVAFOODIES project, the training activities will be delivered to both professionals and unemployed individuals within the aquaculture sector. To achieve this, the methodology has been specifically adapted to enhance both the technical and soft skills necessary for success in the aquaculture industry, offering tailored support to help participants develop the expertise required for various roles within the sector. Whether participants are already employed in the field or are looking to enter it, the Task 7.4 – "Training Activities" will focus on equipping them with the knowledge, competencies, and practical tools essential to thrive in this dynamic and rapidly expanding industry.

1.3.1. Professionals in the aquaculture sector

The training course for professionals aims to enhance their skills and knowledge to drive innovation and improve industry practice. The targeted professionals in the NOVAFOODIES project are:

- **Professionals** seeking to stay informed about the latest innovations and advancements in production and processing techniques, novel and functional food legislations and traceability.
- **Researchers** interested in improving production and processing efficiency, sustainability, and environmental impact within the industry.
- **Other stakeholders** involved in the value chain, such as suppliers, policymakers, and industry associations, who play a crucial role in ensuring the sector's growth, innovation, and sustainability.

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1.3.2. Unemployed people in the aquaculture sector

The course for unemployed individuals will adopt the classification of people at risk of social exclusion in fisheries communities as defined by FARNET[1] (Budzich-Tabor et al., 2017). The main target groups are:

- **Women** bring a wealth of knowledge, experience, and unique perspectives that can drive innovation and success in the workplace. However, they often face challenges in the labour market, such as gender-based discrimination, unequal pay, and limited access to leadership roles, which hinder their full participation and advancement. Additionally, unpaid care work continues to disproportionately affect women, limiting their opportunities.
- **Minorities (ethnic, religious, linguistic, etc.)** represent a growing and dynamic part of Europe's workforce, contributing cultural diversity and enriching the workplace with varied perspectives. Despite this, they may encounter barriers such as cultural and language differences, poor recognition of qualifications, and racial discrimination.
- **Long-term unemployed individuals** have untapped potential and valuable skills that can be reintegrated into the workforce. With the right support and training, they can become active contributors to the economy. However, they often face difficulties entering or re-entering the labour market due to a lack of recent experience and may struggle to adapt after prolonged periods of unemployment.
- **Young people** bring fresh ideas, energy, and creativity that can rejuvenate communities and industries. Engaging with them is crucial to fostering local economic growth and preventing brain drain. Nevertheless, their contributions are sometimes undervalued, with their ideas criticised as immature or lacking substance.
- **Elderly individuals** possess a wealth of knowledge and experience that can greatly benefit the workforce and society at large. By recognising their contributions and addressing stereotypes about their dynamism and cost, society can better utilise their potential. Despite this, they are often perceived as less adaptable and more expensive than younger workers.

2. DESCRIPTION OF THE METHODOLOGY

2.1. Methodological approaches

This methodology features a comprehensive framework that includes training in both technical competences and soft skills. This ensures that individuals not only gain access to a job but are also able to retain it over time or quickly find another one.

[1] FARNET is the community of people implementing Community-Led Local Development (CLLD) under the European Maritime and Fisheries Fund (EMFF). From 2022, FAMENET merges the support previously provided by FAME and FARNET.

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The methodology is implemented in a semi-presential format, allowing participants to take part in both in-person and online sessions. This flexible approach is designed to promote work-life balance, as it allows individuals to manage their professional, personal, and educational commitments more effectively. Additionally, it helps avoid long commutes, reducing the time and financial costs that might otherwise discourage participation.

This format allows participants to engage in high-quality training and development while accommodating their own schedules and responsibilities, making it easier for them to stay consistent and committed throughout the entire intervention. Moreover, by offering this flexibility, the methodology ensures that individuals from various geographic locations, backgrounds, and personal circumstances can access the program, thus reaching a larger number of people and increasing the program's inclusivity and impact.

2.1.1. Capacity building

In an increasingly changing and evolving world, long-life learning and the continuous development of skills become particularly important as a key driver for accessing employment and ensuring optimal performance in any job. To undertake a role, it is no longer enough to acquire specific technical knowledge; it is also necessary to possess a range of transversal knowledge, skills, and aptitudes that are required in the business environment, regardless of the specific job position. These skills allow individuals to solve professional problems autonomously and flexibly. These competencies enable individuals to integrate into the workforce successfully and increase their chances of success in performing their duties. They also bring benefits both at the personal level and for companies:

- At the **individual level**, these key skills improve the ability to secure and maintain a job, meet personal expectations, feel valued by the company, and engage in continuous learning.
- At the **company level**, these key skills mean that employees are better equipped to respond to changes in the workplace, can learn more quickly, and perform more effectively.

Therefore, this methodology, beyond the teaching of technical skills, focuses on improving these transversal competencies of professionals and unemployed people, so that, beyond the specific professions they may develop, they acquire all the necessary skills and competencies for any job.

2.1.2. Participatory and experiential

The methodology follows a participatory approach where participants are the main drivers, shaping the development and the content to be worked on. The trainer/s will guide the pace and balance perceived needs with actual needs but always involving the team and making them aware of the reasons behind the work on different topics.

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The methodology adopts an experiential approach of "learning by doing," meaning that adult participants learn and acquire skills and competencies through the practical application of knowledge, as theoretical content alone does not lead to real learning. This methodology provides an ideal space for developing this approach, as participants feel safe to "experiment" and improve their skills before applying them in the labour market. Therefore, group dynamics, challenges, and testing are key tools used to help participants enhance their competencies.

2.1.3. Coaching approach

The coaching approach in this methodology enables to support individuals in a process of personal and professional empowerment, which enables them, in a realistic and conscious way, to achieve their set goals. Coaching provides self-awareness and the identification of beliefs and thoughts that block their actions. The project focuses on training and empowering the individual to achieve their professional goal, helping them discover multiple options and make their own decisions. More than directing, the coaching methodology is about accompaniment, and this is precisely the approach used in this methodology.

2.1.4. Group sessions

Group sessions are the cornerstone of this methodology as they occupy most of the time and provide the ideal space for generating the processes needed to help individuals achieve their professional goals. The group sessions will primarily be practical. These sessions will work on building group cohesion, teamwork, self-awareness, self-confidence, among others. Depending on the phase the team is in, their life stage, and the skills they possess, the methodology will facilitate group sessions tailored to the specific objectives planned. During the group sessions:

- **Trainers** will teach new content adapted to the local context, ensuring relevance and practical application for the participants.
- **Local partners' staff** will participate to offer advice based on their expertise in the sector, providing participants with valuable insights and guidance.
- **Feedback and evaluation** of each training activity will be promoted to identify potential areas for improvement and ensure continuous development of the program.

The methodology incorporates a variety of interactive activities, such as group dynamics, games, and videos, to create an experiential learning environment where participants can develop new skills, think creatively, and build confidence. Some topics are presented through structured presentations, while others are led by participants themselves, boosting engagement and motivation. Towards the end of the project, autonomous working sessions allow participants to work independently or in subgroups on specific tasks or challenges, enhancing their overall experience and skills.

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2.1.5. Individual sessions

The methodology, although focused on group sessions, offers an individual-level complement that aims to further enhance personal change and the achievement of results for everyone. The objectives of the personalized sessions are:

- To focus on **specific personal goals**.
- To offer a comprehensive approach to **personal development**.
- To provide **emotional support**.
- To address specific topics that cannot be covered in **group sessions**.

According to the context and project characteristics, the individual sessions allow the participant to reinforce elements discussed in the group sessions, address sensitive topics, and follow up on each participant's action plan to achieve their goals. These actions cannot be addressed in group sessions due to confidentiality reasons or other methodological aspects that require individualized attention.

The individual sessions are a key point for better understanding the person and creating a climate of trust. These sessions will begin from the first contact with the individual. No specific number of individual sessions is proposed, as each person has unique needs. Therefore, a personalized adaptation will be made, considering the individual's life stage at each phase of the pathway.

Individual sessions can be conducted either online or in person, depending on the participants' needs. Although personalized sessions carry more weight, this section also includes other options, such as sessions with a reduced number of participants who need to reinforce specific content, as well as telephone support sessions or videocalls, offering additional flexibility for engagement.

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METHODOLOGICAL APPROACH

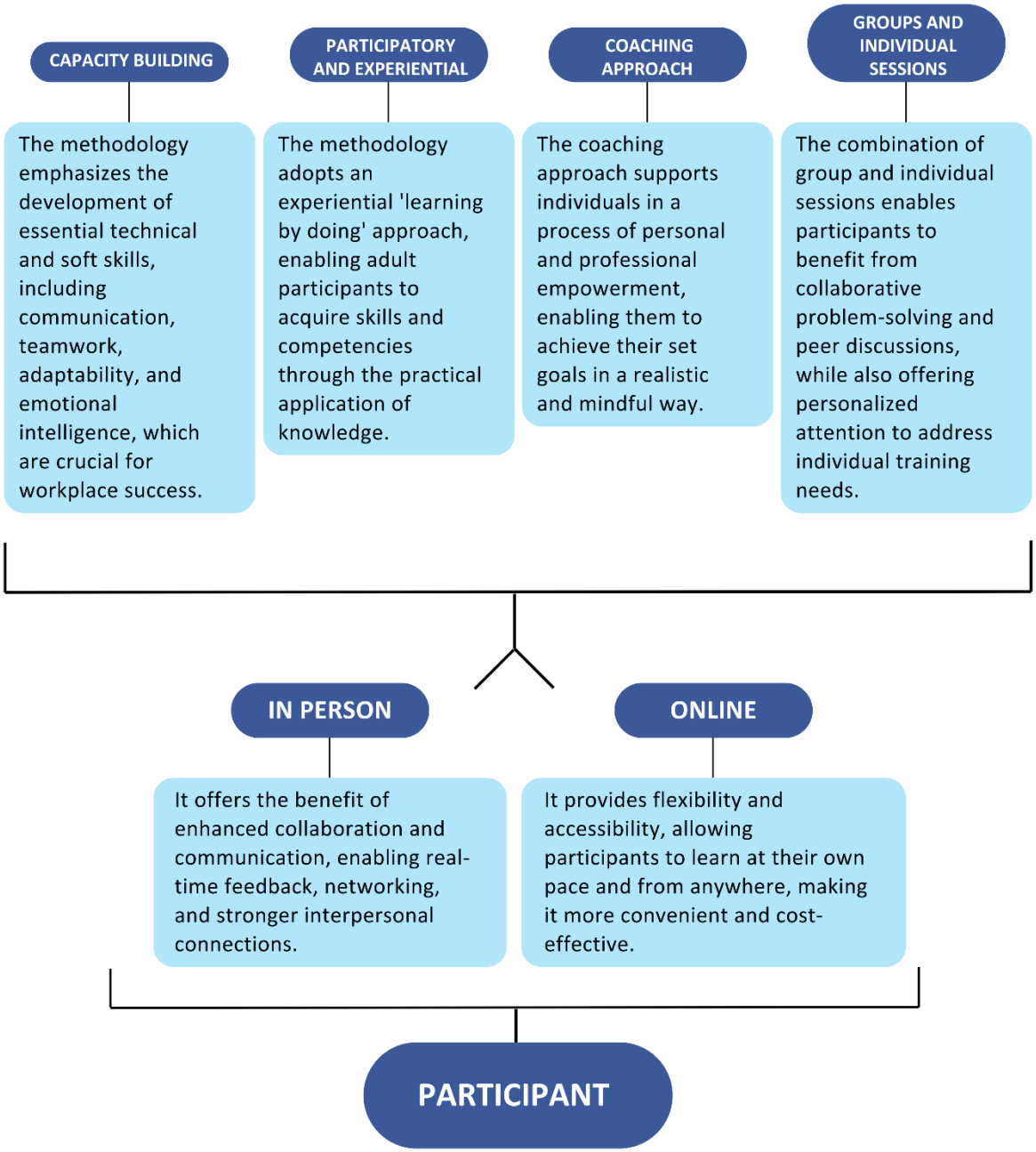

FIGURE 1 METHODOLOGICAL APPROACH

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2.2. Training sessions

2.3.1. Soft skills sessions

Soft skills are personal and interpersonal skills, close to personality traits. They are essential in professional life and complement specialised skills and knowledge. Unlike hard skills, which are specific to one or more occupations, soft skills can be used in several professional and personal contexts (EPALE, 2021).

Therefore, it is important to develop and enhance these competencies throughout life, through training, practice, and self-awareness. The goal is to foster the competency development of unemployed individuals by helping them identify their strengths and weaknesses in the face of employment challenges and enhancing the work performance of professionals.

The competency training will be worked on throughout the entire methodology. The project aims for participants to intensively work on their employment competencies and technical knowledge. Each of the thematic blocks has a different number of hours and employs different methodologies. The development and training of competencies is one of the strengths of this methodology. The objectives are:

- **Work on self-awareness** to identify everyone's starting point in terms of competencies.
- Bridge the gap between expectations regarding **competencies and labour market demands**.
- Work on **social skills and competencies** for employment.

By integrating and combining these competencies into our daily lives, the project can create a more sustainable balance between professional growth and personal well-being.

2.3.2. Hard skills sessions

Hard skills are specific technical skills and knowledge required for one or more occupations. These skills are specialized and necessary to get and perform a job. Hard skills can be taught and learned through education, training, or practical experience (EPALE, 2021).

Training and continuous learning are concepts related to the development of professional and personal competencies throughout life. Training allows us to refresh and update our knowledge, skills, and abilities, helping us better adapt to the demands of the labour market. Therefore, it is necessary to offer, based on individual needs and the surrounding labour market demand, technical training that improves employability levels and their job performance.

The objective of the methodology is to provide high-quality technical training aimed at updating the current workforce, as well as foundational technical training for participants seeking to integrate into the labour market in sectors with the highest demand at the local, provincial, or

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even national level. For that reason, the project will provide training that aligns with current labour market demands and the competitiveness requirements of businesses. The main objectives are:

- Provide participants with the **skills needed to perform in high-demand jobs** today.
- Facilitate **professional advancement** and the individual development of participants.
- Promote the creation of **stable, quality jobs**, thus contributing to business competitiveness.

The methodology is carefully designed to address the skills gap in high-demand sectors, ensuring that participants are equipped with the most relevant and up-to-date skills. By aligning the content of the training with the needs of local industries, the project aims to bridge the gap between education and employment, increasing the employability of participants. This approach not only helps individuals gain the necessary qualifications to enter the workforce but also supports the growth and competitiveness of local businesses

2.3.3. Supplementary training

Supplementary training focuses on providing more specific and specialized knowledge and skills that complement technical training. Therefore, supplementary training aims to offer a deeper and more detailed education than the training developed for technical skills, preparing participants for more specialized and competitive roles. The objective is to provide specific training that complements the technical training previously developed. This is always aligned with labour market needs and local employment niches, with the goal of integrating participants into the workforce.

The session focuses on enhancing participants' technical expertise through advanced specialization, continuous updates on industry trends, and training in niche, high-demand skills. It also prepares participants for professional certifications and fosters adaptability to changes, particularly in dynamic and technology-driven sectors.

2.2.4. Types of training activities

The training activities will be led by various trainers, each aligned with specific goals and objectives, while consistently integrating both technical and transversal competencies throughout the program. To deliver the training curriculum effectively, trainers will utilize the following types of activities

- **External workshops:** Specialized workshops conducted outside of the standard training environment, often by industry experts.
- **Participation in events:** Opportunities to attend conferences, seminars, or networking events that help participants expand their professional networks.
- **Entrepreneurship workshops:** Sessions aimed at developing entrepreneurial skills, helping participants start and manage their own businesses.

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- **Group mentoring:** Peer mentoring sessions where participants provide guidance and support to each other in a group setting.
- **Company visits:** Field trips to businesses or companies to give participants practical insights into how industries operate.
- **Internships:** Hands-on experience in real work environments, allowing participants to apply their skills and gain practical knowledge.
- **Activities with local agents:** Collaborative efforts with local organizations, helping participants engage with the community and its resources.
- **Specific sector-focused workshops:** Workshops that dive deeply into specific industries or sectors, providing specialized knowledge relevant to the field.

2.3. Phases of the methodology

The methodology is structured into several key phases to ensure a systematic and efficient approach, with each phase designed to address specific objectives and achieve measurable outcomes. The phases of the project are as follows:

2.4.1. Initial phase

In the initial phase, it is recommended to establish a committee that brings together representatives from each stakeholder involved. This will ensure the coordination of all activities among partners and stakeholders and provide insight into the technical aspects that could influence the training.

The methodological exchange should take place within the framework of a workshop, allowing the definition of the intervention strategy for training the participants. This exchange will help clarify the subjects, tools, modalities within the methodology and the complementarity of hard and soft skills that will be developed throughout the program. After the exchange, it is essential to maintain continuous monitoring of activities to ensure continuous improvement of the pedagogical approach and guarantee its quality.

2.4.2. Dissemination and selection of participants

The dissemination is carried out through a variety of channels and strategies, ensuring that the project reaches our target audience in the most effective way possible. The project will utilize both online and offline methods, including social media, newsletters, local partnerships, information sessions, and community outreach programs, tailored to the specific needs and realities of each context. This comprehensive approach helps engage a diverse pool of potential participants. However, it is important to note that the arrival of applications is not always quick or straightforward. Therefore, it is important to dedicate significant time and effort to the

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dissemination phase, focusing on raising awareness, engaging with communities, and providing detailed information to prospective participants to ensure the project meets the required number of applicants.

The selection process is a critical component of the project, designed to ensure that the right participants are chosen to maximize the impact of the methodology. To achieve this, it is necessary evaluating their current skills, experience, and motivations, as well as their alignment with the program's goals. The selection criteria are carefully defined to identify individuals who will benefit the most from the training and who are able to actively engage in the program.

2.4.3. Development of the training

The first session aims to make participants' initial contact with the methodology motivating, enriching, and engaging, encouraging them to continue with the program. The first sessions with the group are crucial as they lay the foundations for the project's development and establish its values. Subsequently, the project will focus on team consolidation to create an environment of trust among the participants, seek common goals, foster synergies, and enhance responsibility and commitment. The methodology is based on teamwork and the level of involvement participants develop. Therefore, it is essential to carry out strong consolidation work to achieve the project's objectives and ensure the proper development of the methodology.

a) Transversal Competencies (soft skills)

The sessions dedicated to transversal competencies in the project will focus on developing essential soft skills that are relevant across the sector. These skills are fundamental for both personal and professional growth, helping participants to adapt to different work environments and improve their overall employability. In these sessions, participants will engage in activities that enhance their communication, teamwork, problem-solving, time management, adaptability, and emotional intelligence. These skills are taught through interactive workshops, role-playing, and group discussions, allowing participants to practice and refine their abilities in real-world scenarios.

b) Technical Competencies (hard skills)

The technical competencies sessions are designed to focus on the specific knowledge and skills required for the sector. These sessions will provide participants with hands-on training and practical experiences that are directly related to the technical aspects of their chosen field, the aquaculture sector in this case. The sessions will include technical workshops, demonstrations, and real-life case studies to ensure that participants develop the expertise required to meet industry standards and enhance their job market competitiveness. Additionally, the sessions will include interactive elements to the highest possible extent, fostering a more engaging and participatory learning environment.

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2.4.4. Final evaluation and closure

The evaluation of competency improvement will be carried out through two brief questionnaires. These will be delivered at the beginning and at the end of the project to assess each participant's starting point and track the potential improvement in their competencies throughout the training course. These questionnaires will help measure growth in both individual skills and overall development, offering a clear picture of the progress made by each participant.

In addition to the initial and final evaluations, continuous monitoring will be carried out throughout the project. This ongoing monitoring will include regular check-ins, feedback sessions, and informal evaluations during various stages of training. By tracking the progress of each participant, the project team can provide real-time feedback and adjust the training if needed. This allows for a flexible and adaptive learning environment where participants receive timely support to address challenges.

At the end of the training, a closure phase will take place to formally conclude the program. This phase includes a final assessment of the participants' progress and a review of the overall training experience. During the closure, participants will have the opportunity to reflect on their learning journey, share feedback, and discuss how the competencies acquired can be applied to their professional careers. The closure also allows for a final review of the effectiveness of the training program, gathering insights into what worked well and where improvements can be made.

3. TRAINING ON ENTREPRENEURSHIP

As a trainer working with professionals and unemployed individuals in the aquaculture sector, your role extends beyond transferring knowledge—you are also a motivator, a guide, and a catalyst for change. One of the key pillars of the training curriculum is to inspire participants to view entrepreneurship not only as a viable employment option but as an empowering career pathway with the potential to generate innovation, economic independence, and community impact.

In the aquaculture sector, which is evolving rapidly due to global food security needs, sustainability goals, and technological advancements, entrepreneurial thinking is essential. Many participants may not initially see themselves as entrepreneurs or may lack confidence in their ability to start something on their own. Others may associate entrepreneurship with high risk or with business-only backgrounds. Your challenge and opportunity is to demystify the concept and make it accessible, practical, and relevant to their lived experiences.

The following sections are designed to equip you with the knowledge and tools needed to inspire entrepreneurial thinking and introduce entrepreneurship as a rewarding, realistic, and empowering career direction.

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3.1. Understanding motivations and entrepreneurial profiles

When introducing entrepreneurship, begin by helping participants reflect on the “why.” People are motivated to start businesses for different reasons. Some seek autonomy—the chance to be their own boss. Others are driven by a passion for sustainability or a desire to apply their technical aquaculture skills creatively. For unemployed individuals, entrepreneurship can be a means of regaining control over their careers. For professionals, it may be a way to transition from employee to innovator. As a trainer, you can foster engagement by exploring various entrepreneurial profiles, making it easier for participants to identify with the path:

- **Opportunity-driven entrepreneurs:** These individuals identify gaps or unmet needs in the market and act on them. They are often motivated by the potential for growth, innovation, and financial success. For example, someone who notices a demand for eco-friendly fish farming solutions may start a business to meet that need.
- **Necessity entrepreneurs:** This group starts businesses primarily because they lack other viable employment options. Entrepreneurship here is a survival strategy—often seen in unemployed individuals or those facing economic hardship. The business might begin small but can grow into a sustainable venture with the right support.
- **Social entrepreneurs:** Focused on creating positive social or environmental impact, social entrepreneurs tackle challenges such as sustainable aquaculture practices, community development, or rural employment. Their goal is not just profit but also making a meaningful difference in society.
- **Intrapreneurs:** These entrepreneurs innovate from within an existing organization. They apply entrepreneurial skills to develop new products, services, or processes, benefiting the company while fulfilling their drive for creativity and change. This path suits professionals who want to innovate without leaving their current employment**.**

You can motivate learners by emphasizing that there is no single "entrepreneurial type." People from diverse backgrounds—whether unemployed youth or seasoned technicians—can become successful entrepreneurs if they are supported and prepared.

3.2. Support structures for entrepreneurs

A common barrier for aspiring entrepreneurs is the perception that starting a business means “going it alone.” One of your tasks as a trainer is to highlight the ecosystem of support that exists to help them. Discuss with participants the range of resources available, including:

- **Incubators and accelerators:** These programs provide vital support such as mentoring from experienced entrepreneurs, access to affordable or free office space, and technical assistance. Incubators often focus on early-stage startups, while accelerators help

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businesses scale quickly through intensive programs. Highlight examples relevant to aquaculture or the blue economy to make this tangible.

- **Funding opportunities:** Access to capital is critical. Discuss different sources such as public grants (like EMFAF—the European Maritime, Fisheries and Aquaculture Fund), microfinance options for small loans, and startup competitions that provide both prize money and visibility.
- **Business development services:** Many local authorities, chambers of commerce, and NGOs offer business support services including training, market research, and regulatory guidance. These organizations can help entrepreneurs navigate the practical steps of setting up and running a business, which can often feel overwhelming at first.
- **Professional networks and cooperatives:** Encourage participants to connect with networks of entrepreneurs, industry groups, or cooperatives. These communities offer collaboration opportunities, build credibility through association, and often facilitate access to new markets or joint ventures. Being part of a network also provides emotional support and shared learning, helping to break the "going it alone" myth.

It's essential to help learners see that successful entrepreneurship is not only about personal effort but also about building relationships and seeking support. Sharing examples of local or regional aquaculture entrepreneurs who received support from these structures can be especially motivating.

3.3. Intrapreneurship: fostering innovation within organizations

For participants currently employed or with previous work experience, the concept of intrapreneurship can be particularly engaging. Intrapreneurs act like entrepreneurs—but inside existing companies or institutions. They develop new products, improve services, optimize systems, or address environmental challenges. This is especially relevant in aquaculture, where innovation is key to improving sustainability, biosecurity, and market competitiveness. Encourage professionals to view their roles not just as workers, but as change agents who can bring new ideas forward and lead internal initiatives. Framing intrapreneurship this way shows participants that entrepreneurial impact is not limited to startups. It also allows learners to connect entrepreneurship with their current job, making the concept more tangible and relevant.

3.4. Entrepreneurship: a career choice for employees

It is important for trainers to normalize and legitimize entrepreneurship as a career path. For many learners, particularly those who are unemployed or from underrepresented communities, the idea of starting a business may feel too distant or intimidating. Use success stories, real-world examples, and peer discussions to show that entrepreneurship can be a practical and fulfilling option. Emphasize its advantages such as independence and flexibility, purpose-driven work, financial potential, community and environmental impact

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Participants in the aquaculture sector are uniquely positioned to contribute to global challenges—such as sustainable food systems and rural development—through entrepreneurship. Framing entrepreneurship as not just a job, but a mission-driven profession, can be highly motivating.

3.5. Business idea development:

As a trainer, you will guide participants in identifying and developing their own business ideas. This step is critical, especially for those who doubt their creative abilities or don't yet see clear opportunities. Start by encouraging observation: What problems do they see in their community or industry? What needs are unmet in the aquaculture value chain? Good business ideas often arise from lived experiences—such as difficulty accessing fingerlings, or the lack of sustainable feed solutions. Ideas can also come from local resources, technical skills, or consumer trends (e.g., interest in organic or traceable seafood). Encourage learners to think broadly and not self-censor early-stage ideas. Once ideas are on the table, support participants in refining them. Use tools like brainstorming sessions, SWOT analysis, or simple business model templates. Stress that ideas don't need to be perfect—they need to be viable, relevant, and responsive to a real problem or opportunity.

3.5.1. Develop your idea with Design Thinking

Design Thinking is a way to come up with and improve ideas by focusing on the people you want to help—the customers or users. Instead of guessing what people want, Design Thinking encourages you to learn from them, test your ideas quickly, and keep improving based on feedback. For trainers new to this, think of Design Thinking as a simple process with five easy steps: understanding the people you want to serve by talking and listening to them, defining the problem clearly, coming up with many ideas without worrying about perfection, creating simple examples or prototypes, and trying them out while listening carefully to feedback.

As a trainer, your role is to guide participants through these steps gently and supportively. Help them ask the right questions about their customers' needs, encourage creativity without fear of mistakes, and create a safe space where testing and learning from feedback is welcomed. Your encouragement and clear explanations will help learners feel confident using this process to develop strong, user-focused ideas.

3.5.2. Conduct a market research

Market research helps participants move from speculation to evidence-based thinking. Teaching this skill builds critical thinking and market awareness. Guide learners to ask key questions: Who are my potential customers? What do they need? What are they already buying? What do competitors offer, and how could I do it differently or better?

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Encourage hands-on techniques, such as: Conducting informal interviews with potential clients, visiting local markets or aquaculture operations, reviewing social media discussions and trends, etc. By showing participants how to validate their ideas through real-world data, you help them gain confidence and reduce fear of failure. It also reinforces the idea that businesses must respond to customer needs—not just founder desires.

3.5.3. Prepare your value proposition

A value proposition is the core of any business—it explains clearly what the product or service offers, to whom, and why it matters. As a trainer, your goal is to help learners think from the customer's perspective. Using the value proposition canvas, guide participants through a structured process: Understand the customer's jobs, pains, and gain; Match those with your product's features, pain relievers, and gain creators. For example, a participant might design a business providing pre-cleaned, ready-to-cook shellfish to urban consumers. Their value proposition might be: "We deliver locally farmed, eco-certified shellfish to busy professionals who want healthy, hassle-free seafood—sustainably harvested and ready to eat." Work with participants to refine these statements and ensure they can clearly articulate the benefit of their idea to a customer. This clarity is essential for pitching the idea, attracting partners, or seeking funding.

3.5.4. Elaborate your elevator pitch

An elevator pitch is a short, clear, and engaging way to explain a business idea or project to someone in a very limited time—usually about 30 to 60 seconds, like the duration of an elevator ride. The goal of an elevator pitch is to quickly capture interest and make the listener want to learn more. It's not about sharing every detail but focusing on the most important parts: what the business does, who it serves, and why it matters.

As a trainer, your role is to help participants express their ideas simply and confidently. Guide them in choosing clear and easy-to-understand language, encourage them to focus on the value their idea offers, and provide plenty of opportunities to practice their pitch. Through supportive feedback and role-playing exercises, you help learners build the confidence and communication skills they need to share their business ideas effectively with others.

3.5.5. Final note

Your role is to inspire, guide, and empower. Not every participant will become an entrepreneur immediately—but every participant can benefit from entrepreneurial thinking. By demystifying the journey, connecting it to real opportunities in aquaculture, and fostering practical skills, you can help learners take meaningful steps toward greater autonomy, employability, and impact. Support them to see themselves not only as job seekers or employees, but as active creators in a growing and essential global industry.

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4. CURRICULUM AND STRUCTURE OF THE NOVAFOODIES TRAINING ACTIVITIES

In order to implement the methodology in the NOVAFOODIES project, the first essential step was to identify the specific hard and soft skills relevant to the sector, which would guide the content of our training course. To achieve this, ACH and LVA developed a questionnaire that asked about the trends and needs of the sector. The questionnaire was then distributed to project partners and other stakeholders within the aquaculture industry.

After receiving over 30 responses, leader partners analysed the data to gain a deeper understanding of the key skills required. The results of this process have enabled us to design a comprehensive and balanced training curriculum that integrates both technical and soft skills that are most in demand in the sector.

4.1. Technical and soft skills in the aquaculture sector

Below, it will be presented the classification developed based on the analysis conducted. This classification pairs each technical skill with two corresponding soft skills, ensuring that our training program addresses both the hard skills required in the sector and the transversal competencies essential for workplace success.

4.1.1. Understanding of fisheries aquaculture systems and other marine life forms

Understanding how aquaculture systems work, including fish farming, algae cultivation, and the broader aquatic ecosystem. It includes knowledge of various aquaculture systems such as freshwater and marine systems, recirculating aquaculture systems (RAS), pond-based systems, and offshore farms. Additionally, understanding the life cycles, behaviours, and ecological roles of different marine organisms (like fish, algae, and crustaceans) is essential for managing them effectively in a farm environment.

The soft skills associated with this technical knowledge are:

- **Adaptability** is crucial in the aquaculture industry because the environment, technology, and research continuously evolve. This skill involves adjusting quickly to new information, practices, or changes in aquaculture systems, whether it is adopting new technologies, adjusting to environmental changes, or applying new research findings to improve aquaculture practices.

- **Self-awareness and efficacy** are about understanding one's strengths and limitations in managing aquaculture systems. It involves recognizing the impact of your work and having the confidence to make decisions, knowing when to seek additional support, and how to effectively manage aquaculture operations.

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4.1.2. Knowledge about environmental impacts and biosecurity measures

Knowing how aquaculture practices can affect the surrounding environment and implementing measures to mitigate negative impacts such as water pollution, habitat destruction, and biodiversity loss. Environmental impacts also include managing waste products, feed efficiency, and ensuring the sustainability of resources. Biosecurity refers to measures taken to prevent the introduction and spread of diseases among aquaculture species and other marine life, which involves understanding disease vectors, proper handling of farmed organisms, and maintaining water quality to prevent outbreaks.

The soft skills associated with this technical knowledge are:

- **Ethical and sustainable thinking** involves making decisions that prioritize both the environment and long-term sustainability. In aquaculture, ethical thinking means considering the welfare of marine organisms, minimizing environmental impacts (e.g., water quality, biodiversity), and adopting sustainable practices (e.g., responsible feed sourcing, waste management). It includes being aware of the broader social and environmental consequences of aquaculture practices.

- **Resilience** in aquaculture refers to the ability to withstand and recover from challenges, such as changes in environmental conditions or disease outbreaks. It means maintaining sustainable practices and operations despite setbacks, staying focused on long-term goals, and finding ways to overcome difficulties without compromising on quality or sustainability.

4.1.3. Maintenance and repair of aquaculture equipment

Ensuring that all equipment used in aquaculture operations is in good working condition. It includes the maintenance and repair of equipment like water filtration systems, pumps, feeding systems, oxygenators, and nets. Regular maintenance is critical to ensure the health of the organisms, efficiency of the farm, and the safety of workers. Understanding the proper functioning of this equipment and being able to fix problems ensures minimal downtime and continuous production.

The soft skills associated with this technical knowledge are:

- **Time management** is essential in ensuring all tasks are completed in a timely manner without sacrificing quality. In aquaculture, time management might involve balancing maintenance schedules for equipment, managing regular water quality tests, and ensuring that organisms care activities like feeding and health monitoring are performed on time to maintain high standards of production.

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- **Problem-solving** is key in the aquaculture industry, where unexpected challenges, such as equipment failures, water quality issues, or organisms' health problems, can arise. It involves critical thinking to identify the root causes of issues and develop effective solutions to resolve them quickly.

4.1.4. Identification and management of fish diseases

Recognizing signs and symptoms of diseases that affect farmed fish and understanding how to manage or treat them. This includes recognizing both external (e.g., lesions, fins damage) and internal (e.g., changes in behaviour, weight loss) signs of illness. Management techniques can involve the use of vaccinations, quarantining infected organisms, water quality adjustments, and implementing antibiotic or alternative treatments. Monitoring health, preventing disease outbreaks, and ensuring the welfare of marine organisms are critical to maintaining production and reducing losses.

The soft skills associated with this technical knowledge are:

- **Motivation and perseverance** are about staying committed to ensuring the well-being of organisms and maintaining high standards in aquaculture operations. It involves having a strong drive to consistently deliver optimal care, even in the face of difficulties such as disease management, unpredictable weather, or operational challenges. It's about being persistent and dedicated to achieving long-term success.

- **Teamwork** in aquaculture requires collaboration among different specialists, such as veterinarians, biologists, environmental scientists, and farm workers. Teamwork is about effectively working with others, sharing knowledge, and contributing to collective problem-solving efforts. Good teamwork ensures that organisms health and farm sustainability are managed holistically and efficiently.

4.1.5. Methods of data collection and analysis

Collecting and analysing data on various aspects of the farming process, including water quality (temperature, pH, oxygen levels), growth rates, feed efficiency, and disease prevalence is essential in the aquaculture sector. This data helps us making informed decisions to optimize operations and improve productivity. Methods include using sensors, sample collection (water and fish), and applying statistical and analytical tools to interpret the data. Proper data collection helps to track trends, predict outcomes, and improve overall farm management.

The soft skills associated with this technical knowledge are:

- **Communication** effectiveness is critical for sharing information, findings, and concerns with colleagues, stakeholders, or other professionals. In the context of aquaculture, it involves conveying data analysis results, maintenance updates, or health management

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strategies clearly to ensure everyone involved understands the status and needs of the operations, contributing to informed decision-making.

- **Planning and management** skills are necessary for organizing tasks, resources, and personnel to ensure smooth operations. This includes overseeing data collection, conducting regular assessments, and implementing quality management processes to maintain consistency and compliance with industry standards. Good planning ensures all activities are aligned with the overall objectives and that resources are efficiently used.

4.1.6. Understanding the importance of food safety

Understanding food safety means to apply practices that ensure farmed fish and other aquatic products are safe for human consumption. This includes managing contaminants (e.g., heavy metals, chemicals, pathogens), ensuring proper harvesting and handling, and adhering to food safety standards and regulations. Food safety also involves implementing traceability systems, controlling feed sources, and following hygienic practices throughout the supply chain to maintain the quality of aquaculture products.

The soft skills associated with this technical knowledge are:

- **Leadership and decision-making (with a gender approach)** in the context of food safety emphasize the importance of guiding teams, making informed choices, and setting clear priorities to ensure the highest standards of safety and quality. Effective leaders are responsible for creating an environment where food safety practices are prioritized, while also fostering a culture of accountability, responsibility, and continuous improvement within the aquaculture sector. Additionally, gender awareness is crucial in leadership and decision-making to ensure that all team members, regardless of gender, are equally involved and supported in the process, promoting an inclusive and collaborative work environment.

- **Self-confidence** is about taking pride in your work, especially in areas such as food safety and environmental sustainability. It involves believing in your abilities to implement practices effectively and upholding high standards, while also recognizing the positive impact your work has on ensuring quality and safety throughout the aquaculture system.

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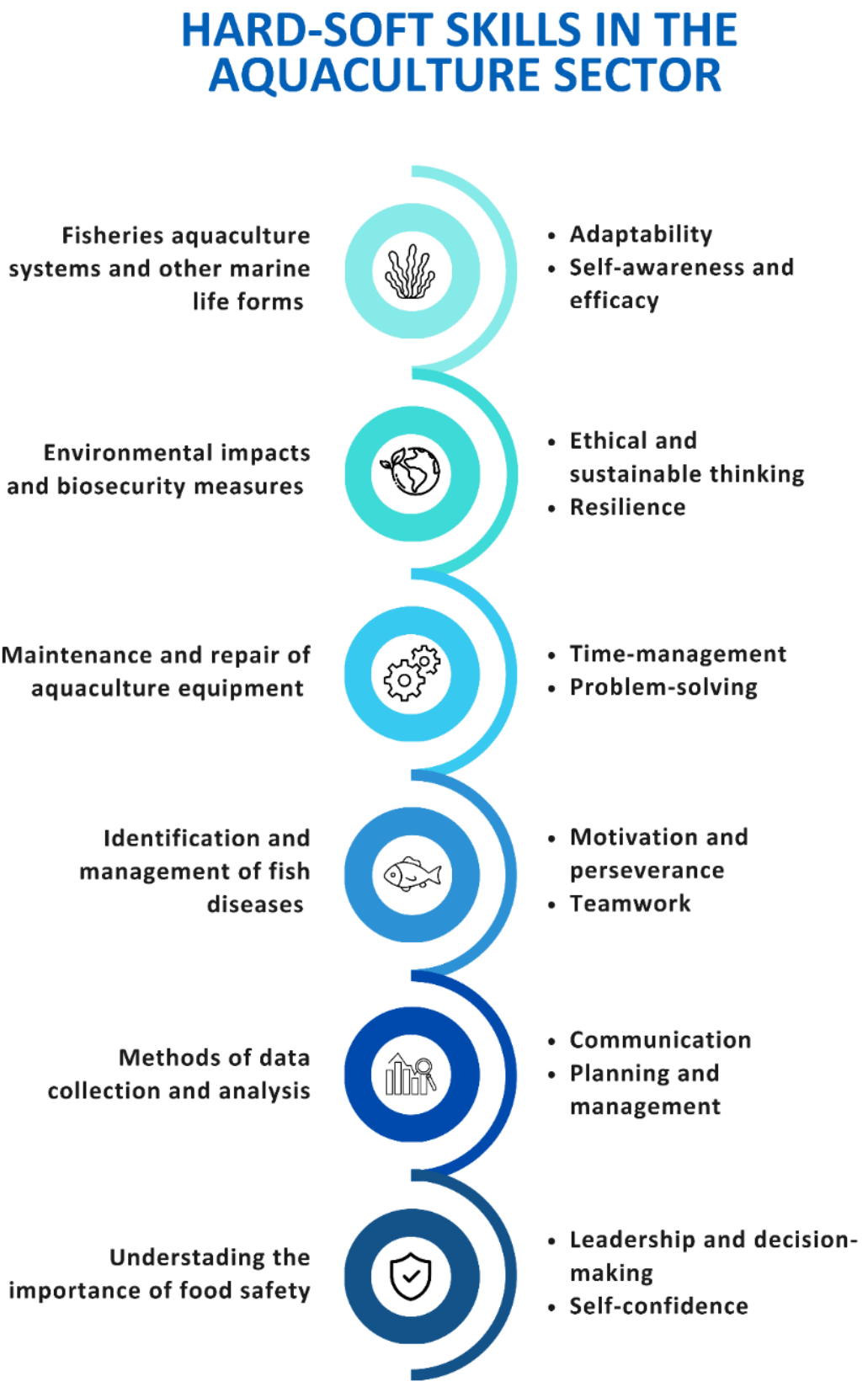

FIGURE 2 HARD-SOFT SKILLS IN THE AQUACULTURE SECTOR

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Using the hard-soft skills classification as the cornerstone for implementing the methodology in the training activities of the NOVAFOODIES project, it will be presented below the course outline designed for professionals. This outline aims to address the specific needs of the group, ensuring a tailored approach that maximizes learning outcomes and fosters meaningful participation in the aquaculture sector.

4.2. Course for professionals: Innovative functional food production systems of marine and freshwater raw materials based on a sustainable value chain

Module 1. Production techniques of marine and algae biomass in the context of sustainability

In this module, students will explore a comprehensive approach to environmental and sustainability challenges within the food system, grounded in the One Health framework. This perspective highlights the interconnectedness of human, animal, and environmental health—particularly within the seafood and aquaculture sectors. Learners will examine a range of influencing factors affecting sustainability in these industries and will be introduced to methods for evaluating the overall sustainability of seafood products. The module also showcases ecological production techniques, not only for commonly consumed seafood in Europe but also for the increasingly important micro- and macroalgae sectors. Through interactive exercises, students will strengthen essential soft skills such as communication, teamwork, and critical thinking—preparing them to contribute meaningfully to the future of sustainable food systems.

Module 1. Production techniques of marine and algae biomass in the context of sustainability			
Lesson	**Main objective**	**Methodology**	**Timeframe**
1.1 The One Health approach	Understand the interrelation of health and the ecosystems	classroom	0:50:00
1.2 Main sector-specific ecological and sustainability aspects	Evaluate relevant sustainability aspects in the fisheries and aquaculture sector	classroom	01:15:00
1.3 Integration of sustainability in aquaculture	Know innovative aquaculture production techniques and understand their ecological background	classroom	01:15:00
Evaluation	Module 1 - QUIZ (production techniques of marine and algae biomass)	Quiz	0:10:00

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Module 2. Processing techniques of marine and algae products in the context of sustainability.

This module introduces students to cutting-edge, sustainability-focused food processing techniques, with a special emphasis on the processing of micro- and macroalgae. Learners will explore the unique advantages and limitations of these aquatic resources, gaining insight into their transformative potential across various sectors. The course also examines the diverse applications of algae, from food and pharmaceuticals to biofuels and cosmetics. Students will analyse both the benefits and potential risks of algae and their extracts, with a particular focus on their impact on human nutrition and health. Through this exploration, students will develop a nuanced understanding of algae as a key player in the future of sustainable food systems. Through interactive exercises, students will strengthen essential soft skills such as communication, teamwork, and critical thinking—preparing them to contribute meaningfully to the future of sustainable food systems.

Module 2. Processing techniques of marine and algae products in the context of sustainability			
Lesson	**Main objective**	**Methodology**	**Timeframe**
2.1 Integration of sustainability in processing of aquaculture products	Know innovative processing techniques of aquaculture products and understand their ecological background	classroom	01:15:00
2.2 Application of micro- and macroalgae in different branches	Know diverse applications of micro- and macroalgae and seaweed in different industry sectors	classroom	01:15:00
2.3 Benefits of algae and algae extracts	Get an overview of the health benefits of algae and algae extracts on One Health	classroom	01:15:00
Evaluation	Module 2 - QUIZ (Processing techniques of marine and algae products)	Quiz	0:10:00

Module 3. Legal requirements, policies and quality management.

In this diverse module, students will delve into the multi-faceted world of Novel and Functional Foods, gaining a clear understanding of their definitions and the legal frameworks that govern them. Beyond definitions, the course takes a deep dive into food safety and quality, emphasizing the importance of a holistic approach—one that considers not just human health, but also environmental and societal factors essential for building a resilient and sustainable food system. Students will also explore the critical concept of traceability in the food supply chain.

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Through real-world case studies and emerging technologies, they will discover how transparency and innovation are transforming the way we produce, monitor, and consume food. Through interactive exercises, students will strengthen essential soft skills such as communication, teamwork, and critical thinking—preparing them to contribute meaningfully to the future of sustainable food systems.

Module 3. Legal requirements, policies and quality management			
Lesson	**Main objective**	**Methodology**	**Timeframe**
3.1 Novel food regulations	Define Novel Food according to regulatory definition	classroom	00:25:00
3.2 Functional food regulations	Define Functional Food according to regulatory definition	classroom	00:25:00
3.3 Ecological aspects of food quality and safety in the seafood and aquaculture sector	Understand that food safety and quality needs to be seen from a wider perspective to foster a resilient and safe food system	classroom	01:15:00
3.4 The importance of traceability	Understand how to implement and manage effective digital systems for consistent and resilient seafood and aquaculture traceability	classroom	01:15:00
Evaluation	Module 3 - QUIZ (Legal requirements, policies and quality management)	Quiz	0:10:00

Module 4. Orientation to entrepreneurship in the aquaculture sector.

This module offers students an introductory orientation to entrepreneurship within the rapidly evolving aquaculture industry. Emphasis is placed on sustainable aquaculture as a key driver of innovation and business creation, encouraging the development of environmentally responsible and market-relevant opportunities. The second part of the module is structured as a hands-on workshop that guides students through the process of developing a clear and compelling value proposition. Through a series of practical and interactive activities, students learn to identify real-world challenges, explore potential solutions, and shape ideas with meaningful impact and market potential. Along the way, they are introduced to tools that foster creative thinking, strategic insight, and user-centered design. In addition to technical and entrepreneurial skills, the module supports the growth of essential soft skills—including communication, leadership, resilience, and decision-making—preparing students to navigate the complexities and opportunities of the aquaculture sector with confidence and creativity.

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Module 4. Orientation to entrepreneurship in the aquaculture sector			
Lesson	**Main objective**	**Methodology**	**Timeframe**
Entrepreneurship in the EU Aquaculture sector	Analyse emerging opportunities for investment and entrepreneurship in the aquaculture sector, considering economic, environmental, and social factors.	classroom	00:30:00
Workshop: Develop a value proposition	Apply methodologies such as design thinking, the lean startup framework, and value proposition design to conceptualize and refine innovative business ideas tailored to the aquaculture sector.	classroom	03:30:00

5. SOFT SKILLS TOOLKIT

5.1. Adaptability

DYNAMIC 1	
Objective	Reflect on the advantages and disadvantages of acting with flexibility.
Duration	10 minutes
Introduction	This activity involves a role-playing exercise performed by the students. To carry it out, the teacher will need a minimum of four volunteers, divided into pairs. The context of the situation to be acted out is as follows: You are a young entrepreneur, and a highly valuable potential client has scheduled a meeting with you a week ago to hear your service pitch. Because this opportunity is very important to you, you've carefully prepared everything in advance and are ready to arrive on time. However, two hours before the meeting, the client calls and asks to change the meeting location to the other side of the city.
Activity	In this context, there are two situations to be performed by the volunteer students. These scenarios will only be shared with the volunteers, while the rest of the class will discover them through the performance.

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	SCENE 1 CLIENT: Calls the entrepreneur and informs them that the meeting will take place at a different location. Upon noticing the interviewee's nervousness and agitated reaction, the client says they will call back when they can arrange the meeting in a more convenient location. The client never calls back. ENTREPRENEUR: Can't believe what they're hearing. Everything they had prepared is now useless. They freeze and react poorly, demanding all sorts of explanations for the sudden change. After hanging up, they realize they should have handled the situation more carefully.
	SCENE 2 CLIENT: Calls the entrepreneur and informs them that the interview will take place at a different location. They sense the inconvenience this is causing, but after hearing the entrepreneur's willingness, politeness, and dedication, they consider an alternative location that is more convenient for both parties. ENTREPRENEUR: Politely and honestly tells the interviewer that, although the change is inconvenient due to the travel and complete unfamiliarity with the area, they will do everything possible to attend. They are very interested in the position and, in case they are unable to arrive on time, they suggest the possibility of conducting the interview via video call.
Discussion	After watching these scenes performed by their classmates, the teacher asks the students the following questions to reflect on: • If you were the interviewee, which of the two scenes do you identify with the most? Why? Did you notice any inappropriate behaviour? If so, what was it? What do you think is the main lesson to be learned from this exercise regarding flexibility? • Do you think situations like the one represented in the exercise can happen in everyday life? What are the positive outcomes of the flexibility shown by the interviewee in "Scene 2"? And what about the interviewee in "Scene 1"? • How do you react when someone behaves differently than you would? What do you say to them? How do you act in that moment?

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	The goal of this activity is to get students to reflect on the importance of developing flexibility as a skill for both personal and professional life.

5.2. Self-awareness and efficacy

DYNAMIC 1	
Objective	Recognize different reactions to everyday situations.
Duration	10-15 minutes
Introduction	Using a color-coded system similar to a traffic light, where each color has a specific meaning, students are presented with various situations to help them identify different associated reactions. The teacher places images with the traffic light icons and their meanings in different areas of the classroom walls. The colours are associated with the following meanings: **RED > STOP.** When I can't control an emotion, I feel very angry or anxious, and it prevents me from thinking clearly. That's why I need to stop in that moment and give myself calming messages. If the situation allows, I can also leave the area until I calm down and feel ready to return.  **STOP, calm down and think before acting.** **YELLOW > THINK.** After stopping, it's time to think and become aware of the problem and what I'm feeling. At this point, I'm able to control myself and manage my impulses.

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	 **THINK of solutions or alternatives and their consequences.** **GREEN > SOLVE IT.** If I give myself time to think, I can see different alternatives or solutions that I couldn't see before. Now it's time to choose the best solution and act in the most appropriate way.  **SOLVE it, put the best solution into practice.**
Activity	The teacher asks for a volunteer to read aloud each of the following situations and reactions. After each one is read, the teacher instructs the students to stand up and move toward the "Traffic Light Icon" that corresponds to that reaction. • You say to your coworker: *"Wait, don't get upset. I think you're right, but we might be faster doing it this other way."* • You think: *"I need to try to breathe more slowly; that way I'll calm down."* • You say to a client: *"Who do you think you are? Don't talk to me like that!"* • You say to your supervisor: *"Sorry, maybe I'm not explaining myself clearly. Would you mind if we reviewed it again?"* • You say to the bar manager where you work: *"Well, if you don't like what I'm saying, I'll leave, and you can find someone else to help you."* • You think: *"Before I respond to my supervisor, I'm going to step outside for some air so I don't say the first thing that comes to mind."*

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<table>
<tr><td>Discussion</td><td>Based on the correction key provided in the activity sheet, the teacher presents the correct answer to each question, encouraging students to reflect on their choices and discuss the reasoning behind them.
<table>
<tr><td>You say to your coworker: "Wait, don’t get upset. I think you’re right, but we might be faster doing it this other way."</td><td>Green</td><td></td></tr>
<tr><td>You think: "I need to try to breathe more slowly; that way I’ll calm down."</td><td>Yellow</td><td></td></tr>
<tr><td>You say to a client: "Who do you think you are? Don’t talk to me like that!"</td><td>Red</td><td></td></tr>
<tr><td>You say to your supervisor: "Sorry, maybe I’m not explaining myself clearly. Would you mind if we reviewed it again?"</td><td>Green</td><td></td></tr>
<tr><td>You say to the bar manager where you work: "Well, if you don’t like what I’m saying, I’ll leave and you can find someone else to help you."</td><td>Red</td><td></td></tr>
<tr><td>You think: "Before I respond to my supervisor, I’m going to step outside for some air so I don’t say the first thing that comes to mind."</td><td>Yellow</td><td></td></tr>
</table></td></tr>
<tr><td colspan="2">DYNAMIC 2</td></tr>
<tr><td>Objective</td><td>Reflection on the consequences of a lack of self-control.</td></tr>
<tr><td>Duration</td><td>5 minutes</td></tr>
<tr><td>Introduction</td><td>The teacher shows the following video to the students: https://www.youtube.com/watch?v=FwxlvohtlzI</td></tr>
<tr><td>Activity</td><td>This video shows the behavior of tennis player Nalbandian during one of his matches, which led to his disqualification from the tournament final.</td></tr>
<tr><td>Discussion</td><td>After watching the video, the teacher asks the class the following questions for group reflection:
What did you think of the tennis player's behaviour?</td></tr>
</table>

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	• *What would you have done if you were the umpire in the match?*

5.3. Time-management

DYNAMIC 1	
Objective	Reflect on your own skills and how they facilitate the achievement of goals.
Duration	20 minutes
Introduction	To carry out this activity, the teacher divides the group into teams of 3 or 4 people. Beforehand, the teacher needs to write different CHALLENGES—one for each team—and place them inside envelopes. Some examples of challenges for the teams could be: 1. Invent a story that includes a starfish. 2. Get 3 classmates to lend you 5 euros each (you will pay them back after class). 3. Perform a magic trick.
Activity	The teacher gives each group an envelope and encourages them to complete the challenge they have received. They are given 10 minutes to accomplish it. Once the time is up, the students present their results to the rest of the class.
Discussion	After each team has presented their results, the teacher asks the class the following reflection questions: • How was the experience? • Did you keep the goal in mind at all times? • What obstacles did you encounter? • What or who motivated you? • What guidelines did you follow?

5.4. Problem-solving

DYNAMIC 1

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<table>
<tr><td>Objective</td><td>Put mathematical reasoning into practice.</td></tr>
<tr><td>Duration</td><td>5-15 minutes</td></tr>
<tr><td>Introduction</td><td>In this activity, a series of exercises are presented to help students put mathematical reasoning into practice. The teacher hands out the following number sequences to the students:</td></tr>
<tr><td>Activity 1</td><td>Imagine you are shopping at a store, and for every 2 items you buy, you get 1 free. You can do the calculation and fill it in the following table:

<table><tr><td>PAY</td><td>2</td><td>3</td><td>5</td><td>6</td><td>7</td><td>10</td><td>15</td><td></td></tr><tr><td>TAKE</td><td>3</td><td>4</td><td></td><td></td><td></td><td></td><td></td><td>24</td></tr></table>
Solution:

<table><tr><td>PAY</td><td>2</td><td>3</td><td>5</td><td>6</td><td>7</td><td>10</td><td>15</td><td>16</td></tr><tr><td>TAKE</td><td>3</td><td>4</td><td>7</td><td>9</td><td>10</td><td>15</td><td>22</td><td>24</td></tr></table></td></tr>
<tr><td>Activity 2</td><td>Let’s imagine we own a flower shop, and a small hotel places an order for flower bouquets. They want 1 bouquet per room, and the hotel has only 17 rooms. Each bouquet must have the following characteristics:

1. A bouquet of two dozen (24) flowers per room.
2. The bouquets must include flowers in the following colours:
• Orange: 50% of the bouquet
• Yellow: 2 flowers
• White: twice as many as the yellow ones
• Pink: the same quantity as the red ones
• Red: the same quantity as the pink ones

How many flowers of each colour are needed per bouquet? ANSWER (per bouquet):</td></tr>
</table>

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	• Orange: 50% of the bouquet = 12 • Yellow: 2 units = 2 • White: twice the yellow = 4 • Pink: same as red = 3 • Red: same as pink = 3 How many flowers of each colour are needed in total for the 17 rooms? TOTAL ANSWERS: • Orange: 12 × 17 = 204 • Yellow: 2 × 17 = 34 • White: 4 × 17 = 68 • Pink: 3 × 17 = 51 • Red: 3 × 17 = 51
Discussion	After completing these exercises, the teacher will open a short discussion with the students to highlight the importance of developing mathematical competence—not only as an academic skill but also as something with direct application in everyday life. To guide the conversation, the teacher may use questions such as: • When you buy something at a store, do you usually check if you've received the correct change? • When you go out for dinner with friends, how do you calculate how much food to order? • If you get a summer job for a month and are paid at least 900 euros, how do you figure out how much you're earning per hour? How would you calculate it?

5.5. Ethical and sustainable thinking

DYNAMIC 1

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Objective	Reflect on the advantages and disadvantages of acting with ethical and sustainable thinking.
Duration	10 minutes
Introduction	The teacher begins by asking students to identify a task they had to complete in the past week—or one they need to complete soon—that involves an impact on other people or the environment. This task could be academic, personal, or related to daily habits and choices. Examples include preparing a group project, organizing a household chore, buying a product, or making a transportation choice. Students then write this task on a blank sheet of paper and answer the following reframed questions: • Who assigned me this task, and why is it important from an ethical or sustainability perspective? • How much time do I have / did I have to complete it, and what are the short- and long-term consequences of completing or neglecting it? • How much time per day should I dedicate / have I dedicated to it in a way that respects both my well-being and that of others or the planet? • Who else is / was affected by or involved in this task (directly or indirectly)? • What material and non-material resources do I need / did I need, and how sustainable are these resources? Could I reduce, reuse, or substitute them to lessen my impact? • If I get / got delayed, who might be affected, and how should I communicate or take responsibility ethically? • On a scale from 1 to 5, where 1 is not committed at all and 5 is fully committed, how ethically and sustainably committed am I / was I to completing this task?
Discussion	Next, the teacher invites volunteers to share their reflections. During the discussion, students are encouraged to explore: • Whether the way they approached the task considered fairness, environmental impact, or long-term consequences. • How their level of commitment affects others and the broader system (e.g., groupmates, family, society, or nature).

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	• Patterns in their behaviour that show greater or lesser ethical/sustainable awareness—and what might influence these patterns (pressure, values, convenience, etc.). During this discussion, the teacher may also highlight which individuals or areas each student tends to commit more to, and from there, explore the consequences of being committed—or not. The teacher may close the activity by introducing concepts like ethical responsibility, interdependence, and ecological footprint, helping students connect personal action with systemic impact.
DYNAMIC 2	
Objective	Reflect on the advantages and disadvantages of acting with flexibility.
Duration	5 minutes
Introduction	The teacher shows the following video to the students: https://www.youtube.com/watch?v=7bXjWRXDFV8. This video features a scene from the TV series *The Simpsons* that illustrates how Homer approaches his job.
Activity	Next, the teacher invites the students to reflect on the lesson from the video about Homer approaches to his job.
Discussion	Afterwards, the teacher presents the following questions to the students for group reflection: • Does Homer's attitude show commitment? • Would we like to work with people who have his level of responsibility and commitment? • What message would a coworker who behaves like Homer send us?

5.6. Resilience

DYNAMIC 2	
Objective	To understand the concept of resilience and reflect on it.
Duration	5 minutes

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Introduction	First, the teacher should explain in simple terms what is meant by resilience: Resilience is the ability of a person or group to recover from adversity and continue moving forward with their goals and future plans. Sometimes, difficult circumstances or traumatic experiences can help individuals develop inner resources that were previously dormant and unknown to them.
Activity	To work on this skill, the teacher will show the following video: The class watches the video RE-silience: What Is Resilience: Top 5 Tips To Improve Your Resilience
	Following the video, the teacher can guide a discussion on what it means to be resilient, starting with questions such as: • What would you consider an obstacle that needs to be overcome? • What are some examples of difficult moments in a personal context? And in a professional one? • Have you ever experienced a difficult moment? • How did you manage to overcome it?

5.7. Motivation and perseverance

DYNAMIC 1	
Objective	Reflect on the advantages and disadvantages of acting with motivation and perseverance.
Duration	10 minutes
Introduction	The teacher shows the following video to the students: https://www.youtube.com/watch?v=D_Vg4uyYwEk. This video features a scene from *Rocky* in which he has a conversation with his son about the value of self-confidence.
Activity	Next, the teacher invites the students to reflect on the lesson from the video.

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Discussion	After watching the video, the following questions are presented for group reflection: • What is the key personal skill that the main character possesses? • In what ways can Rocky's son improve? • Think of a situation where you felt like Rocky or like his son. Through these questions, the teacher encourages students to share personal experiences similar to the one shown in the video.
DYNAMIC 2	
Objective	To identify one's own weaknesses, threats, strengths, and opportunities.
Duration	10 minutes
Introduction	Using the SWOT analysis (DAFO) strategy for personal development helps to reflect and get to know oneself better, making it a very useful tool to work on in the classroom.
Activity	For this, the teacher provides students with a blank personal SWOT template. The students must fill it out guided by the questions provided by the teacher.
Guiding questions:	Strengths: • What abilities do I have? • What do I do better than others? • What am I especially good at? Opportunities: • What circumstances exist, and how can I take advantage of them? • What technological, social, or environmental changes (family, friends) could benefit me? Weaknesses: • What do I do poorly or worse than others?

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	• What abilities do I need to improve? • What aspects of my personality or attitudes prevent me from improving? Threats: • What external factors make it difficult for me to reach my goals? • What are my circumstances and how do they limit me?

5.8. Teamwork

DYNAMIC 1	
Objective	Strengthen relationships among students. Understand the differences between a “group” and a “team.”
Duration	15-20 minutes
Introduction	For this activity, the teacher should have the following materials available in the classroom: pens/markers, yarn, large sheet paper or flip chart paper, and adhesive tape. The class is divided into groups of four students. Each group is given a pen or marker with four pieces of yarn tied around it.
Activity	The teacher then asks the students to write a word that represents the concept of “team” (e.g., motivation, community, empowerment...) using the provided pen/marker. The key rule is that no group member may touch the pen directly. Students must write the word only by holding the pieces of yarn attached to the pen. This requires careful coordination of each group member's movements.
Discussion	After completing the task, each group presents the result of their collaboration, and the other groups must try to guess the written word (which may not always be very legible). The teacher leads a reflection with the class using questions such as: • How did you feel during the activity? • What difficulties did you face?

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	• How could you improve the process?
DYNAMIC 2	
Objective	Strengthen relationships among students. Understand the differences between a “group” and a “team.”
Duration	15-20 minutes
Introduction	The teacher shows the following video to the students: https://www.youtube.com/watch?v=uG-FLOi4OOU. The video defines what a work team should be and what characteristics it must have, as well as the differences between a team and a group.
Activity	Next, the teacher invites the students to reflect on the lesson from the video about teamwork.
Discussion	After watching the video, the teacher will lead a class discussion with the following questions: • What is a group? • What is a team? • What is the fundamental difference between a group and a team? • Do you agree with the characteristics of teams shown in the video? • Would you add any other characteristics that teams should have? The objective is for students to understand and appreciate the differences between these two concepts.

5.9. Communication

DYNAMIC 1	
Objective	Reflect on the importance of communication and its elements.
Duration	10 minutes

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Introduction	The teacher shows the following video to the students: https://www.youtube.com/watch?v=nhe0KSGoUgc. This video portrays the outcome of a conversation between a customer and a clerk.
Activity	Next, the teacher invites the students to reflect on the lesson from the video about communication.
Discussion	After watching the video, the teacher presents the following questions for group reflection: • What happened in the video? • Where did the communication fail? • What elements influenced the situation? • Have you experienced something similar? • Is it important to communicate clearly? • What elements do we need to consider?
DYNAMIC 2	
Objective	Reflect on the importance of communication and its elements.
Duration	10 minutes
Introduction	The teacher writes the following sentence on the board: "HE DIDN'T TELL HIM"
Activity	Next, the teacher asks the students to add different punctuation marks to the sentence and read it with the appropriate intonation. Some possible outcomes are: • No, he told him. • He didn't tell him. • No, did he tell him? • No! He told him! • I don't know — he said it.

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	• I don't know, did he say it? • Etc.
Discussion	After this exercise, the teacher leads a class reflection on the importance of punctuating messages correctly, as well as the role of intonation. This helps students see how much a message can change if it is not written or spoken correctly.

5.10. Planning and management

DYNAMIC 1	
Objective	Reflect on the construction of a plan and its characteristics.
Duration	15 minutes
Introduction	The teacher shows the following video to the students: https://youtu.be/YOfZcQfxj8o?t=1m38s This is an interview with Chris Gardner, the man who inspired the movie "The Pursuit of Happiness."
Activity	Next, the teacher invites the students to reflect on the lesson from the video about the importance of having a plan, highlighting the "5 Cs": clear, concise, consistent, convincing, and committed.
Discussion	To guide the discussion, the teacher may use questions such as: • What does it mean to have a plan with the 5 Cs? • Is it important for a plan to have the characteristics that Garner mentions? • How do we plan? After this reflection, the teacher can further deepen the discussion using this article, which summarizes the interview with Chris Gardner viewed in class: https://goo.gl/vBWj1R

5.11. Leadership and decision making

DYNAMIC 1	
Objective	Reflect on the construction of a plan and its characteristics.

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Duration	20 minutes
Introduction	The teacher asks students to write down on cards or post-its any important decisions or challenges they will face in the next four weeks. Examples of such challenges might include: • Exams • Academic internships • Starting a new job experience • Etc. They are given time to think about it. Meanwhile, three posters are placed in different areas of the classroom with the following labels: TOURIST, LOOKOUT, and SAILOR.
Activity	The teacher then explains the meaning of each concept: • Tourist: Stays in their comfort zone, thinks in terms of excuses not to take action — "Why change anything?" They prefer things to be handed to them. Their reasoning often starts with "It's just that…" • Lookout: Shows more interest than the tourist. Looks at things from a distance — "Let's see," "I'm working on it…" They analyze without taking real action. Often says "Someone should…" • Sailor: Takes risks with good preparation. This person asks what needs to be done and takes responsibility. They go out into the water, explore, plan ahead, and know their own resources. Once the meanings are clear, the teacher asks students to place their post-its with their written challenges in the area they believe best represents how they are currently facing (or plan to face) each challenge — as a tourist, lookout, or sailor. Students are also asked to physically stand in the area of the classroom that they most identify with at that moment. Then, students from each group explain why they placed themselves there. The goal is for each group to reflect on the factors that influence whether they fall into one category or another.

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Discussion	Through this activity, the teacher highlights two key concepts in decision-making: • Proactivity: Taking control of one's life and adopting a deliberate, purposeful attitude. Being proactive means accepting reality as it is and acting accordingly. • Reactivity: Reactive individuals blame others, circumstances, life, luck, or the weather — everything but themselves. They expect others to help them, believe things just work out on their own, are emotionally and financially dependent, negative, pessimistic, constantly complain, and remain passive in most situations. This activity aims to help students become aware of these two different ways of facing reality (proactive or reactive) and encourages them to reflect on which attitude to adopt when facing future challenges.

5.12 Self-confidence

DYNAMIC 2	
Objective	To know the process of decision-making
Duration	15 minutes
Introduction	Through this video, which is a Pixar animation, students will work on the decision-making process. After watching the video, the teacher writes on the board or projects the following phrases that refer to the decision-making process, taken from scenes shown in the video, through which the main character manages to solve the problem.
Activity	<table><tr><td></td><td>Identification of the problem</td></tr><tr><td></td><td>Analysis of the problem</td></tr><tr><td></td><td>Evaluation of alternatives</td></tr><tr><td></td><td>Selection of the best option</td></tr><tr><td></td><td>Implementation of the chosen measures</td></tr></table>

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<table>
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<tr><td></td><td>Evaluation of the results</td></tr>
</table>
The teacher asks the students, either in groups of 3 or 4 people or individually, to sequence the different phrases according to their own criteria.
Solution:
<table>
<tr><td>4</td><td>Identification of the problem</td></tr>
<tr><td>1</td><td>Analysis of the problem</td></tr>
<tr><td>5</td><td>Evaluation of alternatives</td></tr>
<tr><td>2</td><td>Selection of the best option</td></tr>
<tr><td>6</td><td>Implementation of the chosen measures</td></tr>
<tr><td>3</td><td>Evaluation of the results</td></tr>
</table>
</td></tr>
<tr><td>Discussion</td><td>
Once the task is completed, the teacher leads a class reflection on the decision-making process. To do this, they may ask questions such as:

What stood out to you after watching the video?
What were the steps the child followed to solve the problem?
Can you relate the process the child followed to how you solve problems or make decisions in your daily life? What do you usually do? Which steps do you tend to forget?
Do you follow the same order? In what order do you usually go through the steps?
How do you think you would benefit from following all the steps in the decision-making process?
What will you do to apply this process in your daily life?

</td></tr>
</table>

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