MODULE No: 1 "ENGAGE in your community"
(1,5-2 hours)

OBJECTIVE: **Realization of personal strengths and purpose in our community**

LEARNING OUTCOME AND DESCRIPTORS

Following are descriptors to measure learning outcomes from the implemented lesson.

Knowledge on (K)[1]

- Ikigai approaches in exploring one´s own strengths, values and purpose;
- Their own community (where they live) - what does it look like, available services, what kind of enterprises and associations are active in the community and how is the governing structure.

Skills in (S)[2]

- Identifying their own strengths, passions as well as community challenges;
- Defining their own role in sustaining their local community based upon their interest referring to the SDGs goals;
- Active listening and reporting skills when conducting and reporting from interviews

Competences to (C)[3]

- Show empathy and understanding of others;
- Self-realization and empowerment using Ikigai for themselves and others;
- Apply personal strengths to community needs.

TRAINING METHODS

Build on problem-based learning, Design thinking and Ikigai (see picture) for personal realization, see further description in the ENGAGE curriculum and pedagogical section of this handbook.

Pupils prepare by individually answering the 4 key questions in 4 boxes examining similarities between the boxes.

Pupils will interview each other and fill in Ikigai templates to define with their interviewee how they can use their personal strengths and/or superpowers to improve their local community or the world.

Then they will get familiar with the Design Thinking approach and how they can use it to select a community challenge or a problem that they want to define and explore further in Module 2.

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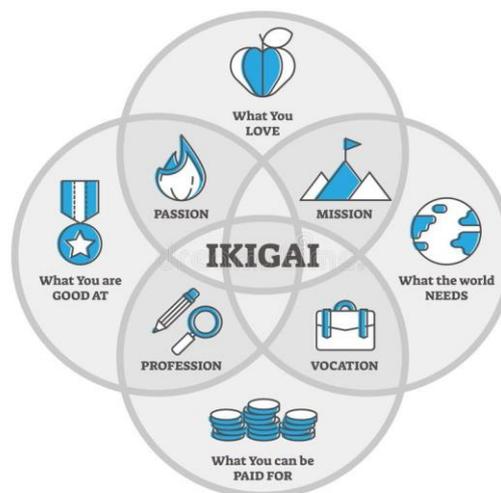
[1] Knowledge refers to being able to read, understand and interpret information and guidelines.
[2] Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.
[3] Participants/pupils will have competences to put to practice general knowledge and skills acquired.

OVERVIEW

This module is designed to be a follow up to the ENGAGE Module 1 "Sustainable Development Goals and Globalization" using "Ikigai to explore personal strengths, values and purpose in your community/world and Design Thinking to identify community challenge to explore further.

Facilitator/teacher presents the Ikigai model to the pupils and gives them worksheets to write down answers to the four questions, in four boxes individually using 4 boxes template and then discuss in pairs (2 and 2 together) taking down results for each other .

KEY CONCEPTS

The work is based upon following key concepts that pupils will work with:

- **What are you good at?** Defining their personal strengths and skills, encourage them to think out of the box and identify as many strengths as possible, including soft skills like kindness, patience etc.
- **What you love?** Defining as many actions and activities they like, movies, singing, running, football etc.
- **What your community/world needs?** What do you think your community needs (jobs, changes, facilities etc.) everything that comes to your mind.
- **What you can be paid for?** Current job opportunities in your community and elsewhere

Students will then present and discuss their findings to the groups. Facilitator/teacher will use white boards (or online resources) to map groups' superpowers (what they love and are good at) and what the community or the world needs, discussing topics and challenges to focus on in the next step or Module 2.

ANNEX:

- Annex 1: Ikigai template and picture, to be used for interviews and reporting

Activity	Method and organisation	Time
Challenges: Self-empowerment and realization of pupils. **See Ikigai template for clarification**	1) Facilitator explains this part of the workshop and how it follows up on lessons learned in the SDG's module allowing for questions and discussions. Presentation of the Ikigai module, using white board and taking examples either from him-/herself or pupil. See slides.	15-20 min.
	2) Engaging students in discussion on the topics to prepare them for interviewing each other and filling in the templates distributed in class. Each pupil will use template with 4 boxes with the four questions and writes everything they can think of in each box, one for each of the 4 questions.	10-15 min.

Activity	Method and organisation	Time
Your Ikigai: pupils fill in the Ikigai templates for each other Training interview techniques, active listening, empathy and reporting skills. **Results: Individual results on Ikigai template.**	1) Facilitator/teacher presents the organisation of the 2nd part, filling out the Ikigai template for each other in interviews, allows for questions and discussions as well as providing guidance in the classroom. Drawing pupils' attention to the overlapping fields between the four topics that is passion, mission, vocation, and profession and finally the Ikigai. Encouraging and explaining active listening and reporting, what is expected, setting minimum and maximums for each topic (5 each). Pupils can either get paper or online versions of the template. Encourage pupils to help each other if necessary, providing constructive feedback and ideas. 2) Pupils interview each other in pairs. Each interview will last no more than 15 minutes and then switch. The interviewer then hands their interviewee results over to them and vice versa. If there is not an equal number of pupils in the group will include 3 students that each will have 12-15 minutes for the interview.	10 min. 20-30 min.
Summarizing group superpowers: Strengths, skills, passions and what we can contribute to our community. **Using whiteboards to gather and conclude:** ● What community needs? ● How can we contribute?	Facilitator/teacher calls for student attention and discussion on: ● How did it work? ● Was it easy, difficult? ● Something that surprized you? ● Did you identify your/your partner Ikigai? Facilitator then asks pupils to report and reflect upon what their community (family, neighbourhood, community and world) needs using either a paper whiteboard or computer facilitator/teacher goes through the exercise and takes notes (option to select pupils to take notes) from pupils on: ● What does our community (or the world) need? ● What can we contribute to our community or the world? ● Is our contribution related to any SDGs? (*use question if the class has covered SDGs in previous lesson*) **HOMEWORK:** Each pupil reflects on his own Ikigai model and thinks of a service, people (users) and challenges in his community he would like to help solve. Each pupil should think of 2-3 challenges and bring to class.	15-25 min

EVALUATION AND FEEDBACK

Following are a few general descriptors to evaluate the workshop process/outcomes and pupils' participation:

1. Participants engagement, everyone involved.
2. Communication and cooperation.
3. Number of:
    o   topics identified in each section;
    o   community and world needs;
4. Quality of session output
    o   "The Ikigai Templates" gathered for each pupil and from the interviews;
    o   Summary of what our community needs (community challenges) and which will be explored further in Module 2;

Possible to include a short pupils' evaluation form. Teachers will also evaluate each pupil based on following descriptors for the listed learning outcomes.

The pupil should be able to:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) on Ikigai approaches to exploring their own strengths, passion and purpose.				
(K) on the community, where they live and how it can be related to their lives.				
(K) on the concept of sustainability and sustainable lifestyles and the UN's SDGs for a better world.				
(S) in identifying their own strengths, passions and possibly community purpose.				
(S) in defining their own role based upon their interest in relation to the SDGs goals.				
(S) in active listening and reporting skills when conducting and reporting from interviews				
(C) to show empathy and understanding of others				
(C) to apply self-realization and sense of purposefulness				
(C) to apply strengths to community needs/challenges				

TEACHER´S/FACILITATOR´S REFLECTION: