



MICRO TASKS



S4B

Note to user: After familiarizing with each video pill, the user will be provided with the opportunity to perform several tasks/activities/games in order to practice and further develop the respective skill.

SKILL

ADAPTABILITY

MICRO TASK NUMBER 1

01 What are the objectives of the task?



The aim is to help teachers create a vision for the future and to set out very tangible actions on how to move towards that vision, that change.

02 What will teachers learn?



They will learn how to set goals and objectives to adapt to change, thus creating an action plan to manage change properly.

Obstacles such as resistance to change can delay the achievement of your goals and limit and delay your adaptation to change. With this activity you will learn to plan your adaptation process and it is a good way to overcome these negative factors that foster resistance to change.

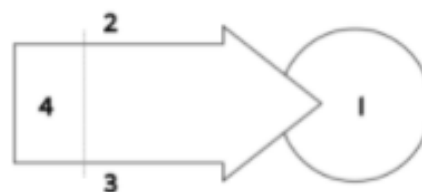
03 Tasks and procedure



Step 1

Each participant has a flipchart with the arrow model or participants can draw it themselves.

The aim is to help teachers to create a vision of the future and to establish very tangible actions to move towards that vision, towards that change.



Step 2

Visualize that goal (that change). Explore this vision of the future.

After visualization, they draw or write their vision (THE CHANGE) on point 1 of their flipchart. By drawing, participants make their vision tangible without focusing too much on details.

Step 3

Imagine the key factors that helped the vision (CHANGE) become a reality.

Remember to do this as if they are looking back, describing what helped them to make their vision a reality. They should go back in time from the vision to the present. This could be things like: "I got really good help from my mentor", "I started working hard on a regular basis" or "I faced my resistance to change". Anything that has had a positive effect on achieving the vision.

During this step, you should write down each key factor on a post-it note

and place it at point 2 on the flipchart.

Step 4

Next, identify three factors that almost made me fail.

These factors are the things that almost made you give up and not realise your vision, your adaptation to change. For example: "At the beginning I didn't feel capable", "I had a lot of resistance to change".... Again, he/she writes them down on post-its and places them in point 3 of the model.

Keep asking yourself about the three factors that make it difficult to adapt to change, but shift the focus to what the person did to overcome them. For example: "I trained in a new skill and that led me to my new dream job" "I asked for help to overcome resistance to change".... write these solutions on post-its and stick them to the problems in the model.

Step 5

Finally, to consider steps they have already taken toward their vision. They might say, "I signed up for this course," or "I've started training in this new skill."

The dotted line represents today and the participant writes and adds these post-its to point 4 on the model.

Each participant's arrow is now full of post-its representing tasks in an action plan to achieve the vision. Whether the time horizon is 3 months or 3 years, the arrow represents a realistic path to get there.