Smart Skills Training Guide for International Mobility
Six modular lesson plans for VET learners preparing for international mobility

Flexible use: The plans are modular. Educators may deliver all six in the suggested order or select individual plans according to learners' needs. The recommended timing is adaptable to the group, delivery setting and available time.

Common planning assumptions

Target group	VET learners preparing for or undertaking international mobility	**Suggested duration**	90 minutes per lesson
Delivery modes	Classroom, online, hybrid or supported self-study	**Suggested group size**	8 to 24 learners; adapt as needed
Prerequisites	None; every lesson may be selected independently	**Assessment approach**	Observation, completed task and learner reflection

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Lesson Plan 1 Adaptability and Resilience

Equip learners with practical strategies for handling change, uncertainty, culture shock and setbacks in mobility and workplace settings.

Learning outcomes

- Explain adaptability and resilience and why they matter during international mobility.
- Recognise common emotional and practical responses to change and culture shock.
- Apply coping, support-seeking and reframing strategies to an unfamiliar situation.
- Contribute constructively when an unexpected change affects a team.
- Complete a personal adaptation action plan based on reflection and feedback.

Materials and facilitator preparation

Materials	Before the lesson
- SMART-VET Guide Module 1 - Mobility scenario and role cards - Observer feedback checklist - Personal adaptation action-plan template - Paper, shared document or digital whiteboard	- Select one scenario relevant to the learners' vocational fields. - Prepare roles for groups of six to eight learners. - Choose one unexpected change to introduce during the simulation. - Explain that learners may keep personal reflections private.

Assessment criteria

Criterion	What satisfactory performance looks like
Understanding	Identifies the change, likely effects and stage of adjustment.
Application	Uses at least two appropriate coping or adaptation strategies.
Collaboration	Communicates needs, listens and contributes to a workable response.
Reflection	Identifies a strength, support resource and realistic next action.

Inclusive and flexible delivery

- Use plain-language or visual scenario cards and allow oral, written or recorded responses.
- For online delivery, use breakout rooms and introduce the unexpected change through chat.
- For self-study, the learner completes one scenario response and the personal action plan independently.

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Lesson Plan 1 Delivery Sequence

The timings below total 90 minutes. Optional extension and follow-up activities sit outside the core session and may be used where additional time is available.

Time	Phase	Facilitator actions	Learner activities	Evidence or check
5 min	Connect and diagnose	Invite learners to identify one change they may face during mobility. Introduce the session purpose and safe-participation expectations.	Complete a short confidence rating and share one anticipated change if comfortable.	Initial rating and learner example.
15 min	Core concepts	Explain adaptability, resilience, stages of adjustment, culture shock and the role of social support.	Match brief examples to the relevant concept or stage and ask clarification questions.	Responses to concept check.
10 min	Case analysis	Present a short mobility case involving uncertainty, communication difficulty or a setback.	Identify the challenge, emotions, risks, available support and possible responses.	Completed case-analysis notes.
30 min	Adaptation simulation	Assign roles, explain the task and introduce an unexpected change midway through the activity. Observe without taking over.	Negotiate roles, respond to the challenge, communicate needs and agree on an adapted plan.	Observer checklist and group response.
15 min	Debrief and peer feedback	Guide discussion on what helped or hindered adaptation and how culture influenced the response.	Give one evidence-based positive comment and one improvement suggestion.	Peer-feedback notes.
10 min	Personal application	Provide prompts for identifying triggers, strengths, support and next actions.	Complete a personal adaptation action plan.	Completed action plan.
5 min	Exit check	Repeat the confidence rating and collect one key learning point.	Record one strategy they will use in a new environment.	Exit response and revised rating.

Optional extension and follow-up

- Complete the seven-day journalling challenge in Module 1 and review recurring patterns.
- Discuss the action plan with a mentor before mobility and revise it after the first placement week.

Delivery record

Delivery date		**Facilitator**	
Venue or mode		**Learner group and number**	
Changes made and reason		**Evidence folder or reference**	

Evidence to retain: Attendance record, lesson delivery record, scenario or observer notes, personal adaptation plan and learner feedback.

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Lesson Plan 2 Effective Communication

Learning outcomes

- Distinguish verbal and non-verbal communication and explain how each affects meaning.
- Demonstrate active listening through attention, paraphrasing and clarification.
- Adapt register and communication style to professional, informal and intercultural contexts.
- Use practical strategies to clarify a linguistic or cultural misunderstanding.
- Evaluate personal communication strengths and identify one improvement action.

Materials and facilitator preparation

Materials	Before the lesson
- SMART-VET Guide Module 2 - Professional and informal scenario cards - Ambiguous phrases or workplace instructions - Active-listening observation checklist - Communication reflection sheet	- Select scenarios relevant to the learners' sectors and mobility destinations. - Prepare examples of direct and indirect communication without stereotyping cultures. - Arrange pairs or groups of four to six. - Model respectful feedback before role-play begins.

Assessment criteria

Criterion	What satisfactory performance looks like
Context	Uses an appropriate register and recognises relevant non-verbal cues.
Listening	Listens without interrupting and paraphrases the main message accurately.
Clarification	Uses questions, confirmation or examples to repair misunderstanding.
Reflection	Uses feedback to identify a specific communication improvement.

Inclusive and flexible delivery

- Allow preparation time, key vocabulary cards and written prompts for learners using an additional language.
- For online delivery, conduct role-plays in breakout rooms and use a shared listening checklist.
- For self-study, the learner records two versions of a message and completes a written misunderstanding case.

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Lesson Plan 2 Delivery Sequence

The timings below total 90 minutes. Optional extension and follow-up activities sit outside the core session and may be used where additional time is available.

Time	Phase	Facilitator actions	Learner activities	Evidence or check
5 min	Connect and diagnose	Present an ambiguous workplace message and ask what it could mean. Establish the session outcomes.	Interpret the message and identify what information is missing.	Initial interpretations.
15 min	Core concepts	Explain verbal and non-verbal communication, active listening, register, direct and indirect styles and intercultural barriers.	Practise paraphrasing and open clarification questions in pairs.	Listening and clarification check.
25 min	Professional and casual role-play	Give each pair one professional and one informal scenario. Observe language, tone, gestures and listening.	Prepare and perform both scenarios, switching sender and receiver roles.	Role-play observation checklist.
20 min	Lost in Translation	Run the message-chain activity using a workplace instruction or safety message. Reveal the original message at the end.	Pass on the message, compare versions and identify where meaning changed.	Original and final message comparison.
10 min	Repair strategies and debrief	Elicit strategies such as paraphrasing, confirmation, visuals, simpler language and direct feedback.	Rewrite the ambiguous message and explain the chosen repair strategy.	Revised message and rationale.
10 min	Reflection	Guide peer feedback using the checklist and one reflective question.	Identify one strength and one communication behaviour to practise.	Communication reflection.
5 min	Exit check	Ask learners to demonstrate one useful clarification phrase.	Submit or say one clarification phrase appropriate to work.	Exit response.

Optional extension and follow-up

- Repeat the role-play with giving feedback, asking for help or negotiating a task.
- Ask learners to collect and clarify one real workplace instruction during placement, without recording confidential information.

Delivery record

Delivery date		**Facilitator**	
Venue or mode		**Learner group and number**	
Changes made and reason		**Evidence folder or reference**	

Evidence to retain: Attendance record, lesson delivery record, role-play checklist, message-comparison activity, communication reflection and learner feedback.

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Lesson Plan 3 Interpersonal and Teamwork Skills

Learning outcomes

- Explain how trust, roles, shared goals and emotional awareness affect team performance.
- Use active listening and empathy when a teammate expresses a different perspective.
- Apply a respectful, interest-focused process to a workplace conflict.
- Identify behaviours that build, damage and repair trust.
- Agree practical commitments for effective multicultural teamwork.

Materials and facilitator preparation

Materials	Before the lesson
- SMART-VET Guide Module 3 - Workplace conflict scenario and role cards - Observer notes or peer-feedback form - Trust Ladder worksheet - Team Trust Charter template	- Create mixed groups of five or six and allocate facilitator, parties and observers. - Set respectful discussion rules and explain that disagreement is normal. - Prepare a neutral workplace or project scenario. - Plan how to support learners who prefer not to perform publicly.

Assessment criteria

Criterion	What satisfactory performance looks like
Team awareness	Identifies roles, shared goals and behaviours affecting trust.
Communication	Uses listening, empathy and respectful language during disagreement.
Resolution	Explores interests and proposes a workable, fair response.
Commitment	Contributes a clear and observable Team Trust Charter action.

Inclusive and flexible delivery

- Offer observer, note-taker or facilitator roles for learners uncomfortable with acting.
- For online delivery, use breakout rooms and a shared Team Trust Charter.
- For self-study, analyse the conflict case, map the Trust Ladder and draft five team commitments.

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Lesson Plan 3 Delivery Sequence

The timings below total 90 minutes. Optional extension and follow-up activities sit outside the core session and may be used where additional time is available.

Time	Phase	Facilitator actions	Learner activities	Evidence or check
5 min	Connect and diagnose	Ask learners to name one behaviour that builds trust and one that weakens it. Introduce the outcomes.	Contribute examples and complete a brief teamwork self-rating.	Initial trust examples and rating.
15 min	Core concepts	Explain team roles, shared goals, active listening, empathy, trust and constructive conflict styles.	Match behaviours to trust-building, trust-damaging or trust-repair categories.	Concept-sort responses.
30 min	Workplace conflict simulation	Assign roles and facilitate a resolution meeting. Ask observers to note empathy, participation and resolution strategies.	Represent assigned perspectives, clarify interests and negotiate a practical agreement.	Simulation record and observer notes.
20 min	Trust Ladder and charter	Introduce the Trust Ladder stages and prompt learners to identify supporting behaviours.	Map behaviours across the stages and create five Team Trust Charter commitments.	Completed Trust Ladder and charter.
10 min	Peer review	Use Start, Stop, Continue prompts to structure feedback.	Give specific feedback on participation, listening and collaboration.	Peer-feedback record.
5 min	Reflection	Invite learners to identify their usual team and conflict response.	Record one interpersonal strength and one action for improvement.	Individual reflection.
5 min	Exit check	Ask groups to select the charter commitment most relevant to mobility.	State the chosen commitment and why it matters.	Group exit statement.

Optional extension and follow-up

- Complete the multicultural team-building challenge to design an outreach campaign for a youth skills week.
- Use the Team Trust Charter during a later group task and review whether the commitments were followed.

Delivery record

Delivery date		**Facilitator**	
Venue or mode		**Learner group and number**	
Changes made and reason		**Evidence folder or reference**	

Evidence to retain: Attendance record, lesson delivery record, simulation notes, Trust Ladder, Team Trust Charter, peer feedback and learner reflection.

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Lesson Plan 4 Critical and Creative Thinking

Learning outcomes

- Distinguish observation, evidence, assumption, interpretation and opinion.
- Recognise a common cognitive bias or faulty reasoning pattern in a workplace case.
- Use divergent thinking to generate several possible solutions.
- Apply a structured tool such as 5 Whys, SCAMPER or a prioritisation matrix.
- Evaluate options and communicate a justified improvement proposal.

Materials and facilitator preparation

Materials	Before the lesson
- SMART-VET Guide Module 4 - Workplace problem cards - 5 Whys and SCAMPER templates - Impact and feasibility matrix - Pitch feedback sheet	- Choose workplace challenges relevant to the learners' vocational areas. - Prepare one short example containing an assumption or cognitive bias. - Arrange small groups and assign a recorder and presenter. - Emphasise that idea generation and evaluation happen in separate phases.

Assessment criteria

Criterion	What satisfactory performance looks like
Analysis	Separates evidence from assumptions and identifies a plausible root issue.
Creativity	Generates varied options before selecting a preferred response.
Tool use	Applies the chosen thinking tool logically and records the process.
Evaluation	Uses relevant criteria to justify a feasible proposal.

Inclusive and flexible delivery

- Provide visual tool templates, worked examples and vocationally relevant problems.
- For online delivery, use a shared whiteboard for reverse thinking and a digital prioritisation matrix.
- For self-study, complete one Reverse Thinking task and one 5 Whys or SCAMPER template.

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Lesson Plan 4 Delivery Sequence

The timings below total 90 minutes. Optional extension and follow-up activities sit outside the core session and may be used where additional time is available.

Time	Phase	Facilitator actions	Learner activities	Evidence or check
5 min	Connect and diagnose	Present a familiar workplace problem and collect immediate solutions without judging them.	Suggest a first response and identify what information would be needed.	Initial ideas and information questions.
15 min	Core concepts	Explain critical and creative thinking, evidence, assumptions, bias, divergent and convergent thinking.	Classify short statements as evidence, assumption, interpretation or opinion.	Classification check.
15 min	Reverse Thinking Challenge	Ask groups how to make the selected problem worse, then guide them to reverse the ideas.	Generate deliberately unhelpful ideas and convert them into possible improvements.	Reverse-thinking record.
30 min	Workplace efficiency challenge	Assign a workplace scenario. Require at least 15 ideas, followed by an impact and feasibility review.	Generate options, group similar ideas and narrow them to three using the matrix.	Idea list and completed matrix.
10 min	Pitch and challenge	Invite short pitches and ask peers to question evidence, assumptions, feasibility and impact.	Present one proposal and respond constructively to questions.	Pitch feedback.
10 min	Reflection	Prompt learners to identify one bias, habit or creativity blocker they noticed.	Record one thinking habit to strengthen.	Reflection entry.
5 min	Exit check	Ask learners to name the tool they would use for a future problem and why.	Select a tool and state its intended use.	Exit response.

Optional extension and follow-up

- Apply the 5 Whys to a real but non-confidential placement problem and review the proposed root cause with a mentor.
- Use SCAMPER to improve an everyday product, service or process in the learner's vocational field.

Delivery record

Delivery date		**Facilitator**	
Venue or mode		**Learner group and number**	
Changes made and reason		**Evidence folder or reference**	

Evidence to retain: Attendance record, lesson delivery record, reverse-thinking notes, idea list, completed thinking tool or matrix, pitch feedback and reflection.

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Lesson Plan 5 Decision-Making and Problem-Solving

Learning outcomes

- Define a problem clearly and distinguish causes from symptoms.
- Apply at least two structured tools, such as 5 Whys, SWOT or a decision tree.
- Generate and compare options using feasibility, risk, ethics and cultural appropriateness.
- Explain how emotional, social and cultural factors may influence a decision.
- Justify a selected action and evaluate how it could be improved after implementation.

Materials and facilitator preparation

Materials	Before the lesson
- SMART-VET Guide Module 5 - Mobility scenario cards - 5 Whys, SWOT and decision-tree worksheets - Option-evaluation criteria sheet - Peer-coaching or observation checklist	- Select scenarios that involve realistic uncertainty rather than one obvious answer. - Prepare one worked example of the problem-solving cycle. - Choose which two tools all learners must demonstrate. - Remind learners to escalate safety, harassment or legal concerns to an appropriate responsible person.

Assessment criteria

Criterion	What satisfactory performance looks like
Problem definition	States the issue clearly and identifies a credible root cause.
Structured process	Completes at least two tools with relevant information.
Evaluation	Compares options using risk, feasibility, ethics and cultural context.
Decision and review	Justifies the action and identifies how outcomes will be monitored.

Inclusive and flexible delivery

- Offer scenarios at different levels of complexity and provide partially completed tool templates where needed.
- For online delivery, use breakout groups and shared decision-tree or SWOT documents.
- For self-study, complete one scenario using two tools, followed by a written decision rationale and reflection.

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Lesson Plan 5 Delivery Sequence

The timings below total 90 minutes. Optional extension and follow-up activities sit outside the core session and may be used where additional time is available.

Time	Phase	Facilitator actions	Learner activities	Evidence or check
5 min	Connect and diagnose	Present a mobility dilemma with incomplete information. Ask what learners would do first and why.	Choose an initial response and identify missing information.	Initial decision and rationale.
15 min	Core concepts	Explain decision types, common traps, the six-step problem-solving cycle and the role of emotion and culture.	Sequence the problem-solving steps and identify a likely decision trap.	Concept-sequencing check.
30 min	Structured scenario analysis	Assign one of the Guide mobility scenarios and require use of two tools, such as 5 Whys plus a decision tree or SWOT.	Define the problem, analyse causes, generate options and compare consequences.	Two completed decision tools.
20 min	Simulation and negotiation	Introduce a new constraint, conflicting preference or ethical concern and facilitate a short negotiation.	Adapt the proposed decision, explain trade-offs and agree on an action.	Observed response and revised decision.
10 min	Peer coaching	Provide clarifying-question and feedback prompts.	Explain the decision to a peer and respond to challenge questions.	Peer-coaching checklist.
5 min	Reflection	Ask what influenced the final choice and how success would be evaluated.	Record one influence, one risk and one review measure.	Decision reflection.
5 min	Exit check	Ask learners to name the first step they will take when facing an unfamiliar problem.	Submit one practical first step.	Exit response.

Optional extension and follow-up

- Keep a decision journal during placement and review one decision with a mentor using the six-step cycle.
- Repeat the scenario under a different cultural or organisational context and compare the chosen response.

Delivery record

Delivery date		**Facilitator**	
Venue or mode		**Learner group and number**	
Changes made and reason		**Evidence folder or reference**	

Evidence to retain: Attendance record, lesson delivery record, two completed decision tools, revised decision, peer checklist, reflection and learner feedback.

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Lesson Plan 6 Professional Ethics and Work Attitude

Learning outcomes

- Explain key professional principles including honesty, integrity, respect, responsibility, confidentiality, fairness and inclusion.
- Recognise an ethical or professional dilemma in a mobility or workplace situation.
- Respond respectfully to unclear expectations, cultural differences or inappropriate requests.
- Demonstrate constructive receipt of feedback through listening and clarification.
- Identify a realistic action for strengthening professional identity and work attitude.

Materials and facilitator preparation

Materials	Before the lesson
- SMART-VET Guide Module 6 - Ethical dilemma and role-play cards - Professional conduct checklist - Feedback-handling observation sheet - Professional development action-plan template	- Choose dilemmas appropriate to the learners' age, sector and likely placement responsibilities. - Clarify organisational reporting routes for safety, harassment or serious misconduct. - Prepare neutral examples of feedback and workplace expectations. - Establish respectful discussion and confidentiality expectations.

Assessment criteria

Criterion	What satisfactory performance looks like
Ethical awareness	Identifies the relevant professional principle and affected stakeholders.
Response	Proposes a respectful action and appropriate route for clarification or support.
Feedback	Listens, asks a clarifying question and responds without defensiveness.
Professional growth	Sets a specific, realistic and observable improvement action.

Inclusive and flexible delivery

- Use fictional scenarios and allow learners to pass on discussion of personal experiences.
- For online delivery, conduct paired role-plays in breakout rooms and collect action plans privately.
- For self-study, analyse one ethical dilemma, complete the conduct checklist and write a professional action plan.

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Lesson Plan 6 Delivery Sequence

The timings below total 90 minutes. Optional extension and follow-up activities sit outside the core session and may be used where additional time is available.

Time	Phase	Facilitator actions	Learner activities	Evidence or check
5 min	Connect and diagnose	Ask learners what professional behaviour looks like in practice. Introduce the session outcomes and discussion boundaries.	List two observable professional behaviours and complete a confidence check.	Initial examples and rating.
15 min	Core concepts	Explain honesty, integrity, respect, responsibility, confidentiality, fairness, inclusion and positive work attitudes.	Match short workplace examples to the relevant principle and justify choices.	Principle-matching check.
25 min	Cross-cultural ethics role-play	Use the Guide scenario about unclear workplace rules or another relevant dilemma. Observe respectful clarification and support-seeking.	Play learner and supervisor or mentor roles, clarify expectations and propose a fair response.	Role-play observation sheet.
20 min	Feedback handling	Model unhelpful and constructive responses to feedback, then assign paired practice.	Receive feedback, listen, ask for an example, thank the speaker and agree a next action. Swap roles.	Feedback checklist.
15 min	Professional conduct application	Guide completion of a conduct checklist covering punctuality, initiative, rules, respect and confidentiality.	Assess a scenario or personal practice and draft one professional improvement action.	Conduct checklist and action plan.
5 min	Reflection	Use the Guide professional-identity prompts and repeat the confidence check.	Identify a value, a challenging situation and the response they want to practise.	Reflection and revised rating.
5 min	Exit check	Ask learners to state who they would approach when uncertain about an ethical or safety issue.	Identify an appropriate responsible person or reporting route.	Exit response.

Optional extension and follow-up

- Review a host organisation's code of conduct and compare it with the principles in Module 6.
- Ask a mentor for feedback on one professional behaviour and update the action plan after the placement week.

Delivery record

Delivery date		**Facilitator**	
Venue or mode		**Learner group and number**	
Changes made and reason		**Evidence folder or reference**	

Evidence to retain: Attendance record, lesson delivery record, ethics role-play sheet, feedback checklist, conduct checklist, action plan and learner feedback.

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