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SMILE SOFT-SKILLS CURRICULUM · MODULE 3

Adaptability

Curriculum

SMILE Project: Action-Based “Adaptability”
Curriculum for Young Migrants

English edition

Young migrants 18-30

Trainers and youth workers

Empowerment Through Skills · Inclusion Through Opportunity



SMILE · Support Young Migrants Integration in the Labour market in Europe
Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357 · October 2026





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ADAPTABILITY

Module 3 · Curriculum · English edition



Support Young Migrants Integration in the Labour market in Europe (SMILE)

Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357

This document is the English edition of the SMILE curriculum for Module 3, “Adaptability”, developed by the partnership of the Erasmus+ project “Support Young Migrants Integration in the Labour market in Europe” (SMILE). It is a faithful translation of the partnership's working document; the content has not been changed.



SMILE SOFT-SKILLS CURRICULUM · MODULE 3

SMILE Project: Action-Based “Adaptability” Curriculum for Young Migrants

This document has been prepared in line with the core objectives of the **SMILE** project, with the aim of increasing the employability and social inclusion of young migrants. Instead of dull and theoretical definitions of adaptation, it has been designed as an interactive “Adaptability” training module that focuses directly on the cultural, linguistic and professional changes that young people face in daily life and in a new work environment.

1. Module Summary: Adaptability in Real Life and in the Workplace

This module places adaptability at the centre as a key skill for young migrants, particularly in the context of employment and workplace integration. It explains why adaptation is vital when facing cultural, linguistic, social and professional changes. The module examines the challenges that young migrants frequently encounter and offers practical strategies for responding to uncertainty or change in work environments. Through real-life examples, case studies, role-play activities and reflective exercises, participants are supported in developing their adaptability skills and attitudes. The module also emphasises that adaptability is **a learnable skill** and that it must always be supported by **fair and inclusive working conditions**.

2. Learning Outcomes (What Will We Achieve?)

By the end of this module, participants will be able to:

- Explain the concept of adaptability and its importance in the employment/workplace context.
- Identify the key skills and attitudes related to adaptability in the context of migration.
- Recognise the common challenges (language, culture, etc.) that young migrants face in work environments.
- Apply practical strategies to manage change, uncertainty and feedback in the workplace.
- Demonstrate adaptability skills (in practice) through role-play and real-life scenarios.
- Reflect on their own adaptability strengths and areas for development in relation to employment (carry out a self-assessment).

3. Curriculum Content and Youth-Focused Sections

Section 1: Understanding Adaptability

- **1.1 Definition of adaptability:** What is adaptation, and what is it not?
- **1.2 Adaptability as a learnable skill:** It is not innate; it develops with practice.
- **1.3 Skills and attitudes related to adaptability:** Flexibility, openness and resilience.
- **1.4 Common misconceptions about adaptability:** Emphasising that adapting does not mean “submitting” or “losing one’s own identity”.

Section 2: Adaptation in the Reality of Young Migrants

- **2.1 Cultural differences and social norms:** Getting used to a new way of life.
- **2.2 Language barriers and communication challenges:** Obstacles experienced when expressing oneself.
- **2.3 Workplace expectations and work culture:** Entering a new professional environment.
- **2.4 Emotional and psychological aspects of adaptation:** Coping with stress and uncertainty.
- **2.5 Adaptability, rights and fair working conditions:** The direct link between healthy adaptation and the fair conditions offered by the employer.

Section 3: Practical Strategies and Good Practices (Taking Action)

- **3.1 Learning and asking questions in the workplace:** Taking the initiative without being afraid of making mistakes.
- **3.2 Managing language difficulties:** Tactics for recovering from communication mishaps.
- **3.3 Coping with change and uncertainty:** Being able to think in an agile way.
- **3.4 Receiving and using feedback:** Turning criticism into growth without taking it personally.
- **3.5 Building workplace relationships:** Creating trusted connections and a network.
- **3.6 Managing stress and emotional well-being.**
- **3.7 Case study, role-play activities and reflection exercises.**

4. Module Duration

Total Duration: 6 Hours

Suggested Breakdown:

- 3 hours of theoretical input and guided discussion
- 3 hours of hands-on learning (case studies, role-play activities, reflection exercises)

5. Training Methodology and Approach

The module is delivered through an interactive and participant-centred approach. Learning is organised in a progressive order, starting from core concepts and moving towards practical application.

Pedagogical Principle	Description of Implementation
Balance of Theory and Practice	Short presentations are combined with group discussions to support understanding.
Experiential Learning	Case studies and role-play activities are used to simulate real-life employment situations.
Self-Awareness (Reflection)	Reflection exercises support personal learning and awareness.
Safe and Inclusive Space	A safe learning environment is created in which young migrants can express their views without being judged.

6. Materials Needed

- Module presentation slides
- Participant guide
- Case study texts
- Role-play scenario cards
- Reflection questions and worksheets
- Employment-focused adaptability checklist
- Flipchart or whiteboard
- Optional videos on workplace communication and adaptation

7. Key References

- OECD. (2018). The Future of Education and Skills: Education 2030. OECD Publishing.
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