

sky4.0



Soft skills in Industry4.0

TOWARDS SUCCESS - INTELLECTUAL CURIOSITY

INDUSTRY 4.0 Soft Skills Work & Text Book



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1 INTRODUCTION

Note from the Sky4.0 consortium

From shallow to... swallow!

It is not easy to embark in a journey of endoscopy and try to understand apart from your strengths to value, your weaknesses to improve. There are many obstacles and biases that you have to bend and overcome, so to leave the “shallow”, reach deep and stop just touching the surface. Moreover it is even harder to accept that you have to improve yourself, to “swallow” your pride and work on getting better, for reaching your goals!

This handbook is a trip towards realization and self-improvement that will empower you to develop your soft skills and thrive within the Industrial 4th revolution!

Work with your mentor and embrace the training to create principles that will push your development throughout your life and career.

In this handbook, we will speak about the Soft Skills elaborated within Sky4.0:

- Analytical Thinking
- Change Adaptability
- Cognitive Flexibility
- Critical Thinking
- Initiative
- Intellectual Curiosity

Intellectual Curiosity

BAD news! CURIOSITY CANNOT BE TAUGHT

No fear though, because...

IT CAN BE ILLUMINATED AND NURTURED!

So, fasten your seatbelt because we will speed with **WONDER** towards **WISDOM**

1 Let's start!

Here goes a few interesting facts about curiosity:

- **Scientifically**, we evolved to be curious and to actively control our sense organs for maximizing intake of information
- **Psychologically**, intrinsic or extrinsic drives can dictate our curiosity and forge our actions
- **Professionally**, if a worker is curious he/she will be a better worker

Do you agree with the above?

What about your **Factbook**? Write below 3 facts about your own, individual curiosity, and no worries, there is no correct or wrong answer in all of this handbook!

1.1 Ice breakers

Getting interested?

Let's see... Curiosity, a lot of times, starts with question: What if? ...or... How about?... Thus is of utmost important that we **do not hesitate to ask**.

Time for a small exercise: write in the form of a question, 3 things that you are curious about, and explore each of them for 5' on the net.

What were the feelings that you experienced when searching for these? Write 5 words below:

--	--	--	--	--

Did you know that our brains are wired to react to the cognitive reward of getting information?! The dopaminergic circuit is involved every time your curiosity is satisfied! You can see an interesting abstract of a video explanation here: <https://v637g.app.goo.gl/K9ws9M9ctKUn9DSf6>

1.2 Time for some reading!

Below, you have some interesting connections for understanding the discussion around curiosity, curious to explore?

WONDER IS THE BEGINNING OF WISDOM (Platon bc)

Curiosity led Einstein to the Theory of Relativity. Without curiosity, Isaac Newton would not have discovered the Laws of Physics, and Alexander Fleming probably wouldn't have discovered Penicillin!

"Curiosity is frequently the engine that drives learning and achievement."

As curiosity is something that cannot be taught, it cannot be demanded on the syllabus. It can't be easily tested. But it is a spark that can be lit. It is something that can be nurtured.

(Read more in the [link](#))

With these being said, it is really peculiar that proper questioning has become a lost art. The curious four-year-old asks a lot of questions — incessant streams of “Why?” and “Why not?” might sound familiar — but as we grow older, our questioning decreases. In a poll with 200 participants, it was found that those with children estimated that 70-80% of their kids’ dialogues with others were comprised of questions. Where in the same time, only 15-25% of their own interactions consisted of questions. Why the drop off?

(Read more in the [link](#))

Curiosity is a basic element of our cognition, yet its biological function, mechanisms, and neural underpinning remain poorly understood. It is nonetheless a motivator for learning, influential in decision-making, and crucial for healthy development. One factor limiting our understanding of it is the lack of a widely agreed upon delineation of what is and is not curiosity; another factor is the dearth of standardized laboratory tasks that manipulate curiosity in the lab. Despite these barriers, recent years have seen a major growth of interest in both the neuroscience and psychology of curiosity. The below article, advocates for the importance of the field, provides a selective overview of its current state, and describes tasks that are used to study curiosity and information-seeking. Rather than worry about defining curiosity, it is more helpful to consider the motivations for information-seeking behavior and to study it in its ethological context...

(Read more in the [link](#))

1.3 Warm-up

For this drill you will need a “partner in crime”, so find one person willing to train you and give him the template of Annex I.


For 10’ (or more, if you like) you will play Black stories, a series of “gruesome” events based on totally feasible to happen, naturally explained facts (no paranormality at all). In this game, the other person is your game master and knows how the event happened, while you have to find out by making questions! He/she can only answer back with YES/NO/I DO NOT KNOW. The first story is:

A shadow spreads over Tokyo and 2 seconds later New York drowns in blood

After the time limit, take some time to breathe, and think about: What is interesting about this game? Can you explain in a simple way, what is driving your curiosity when playing, and what hampers it?

Now, let’s go from the game to life...

In the game’s context the scene is set and prompts you to solve it. But what if the scene was not set, and you were the one who has to “set the crime”? In other words to identify, to make the right question, to search for answer, and to test a solution? How often do you put yourself in that situation? Draw below the orange line, to form the percentage of how curious you think yourself to be in general, and on the space that is left on the right write 3 words - reasons about what is missing to fill the area.

Loading... 

About time you think of your work!

Are you curious in your work? Can you recall a case where curiosity helped you to make a breakthrough? Recognizing your success cases, is the right path to finding out what works well for you! So take a stab at writing it below:

1.4 Self-evaluation

In this point, you are starting to be more self-aware about your curiosity, so let's take it to the next level! We will use the 5scale evaluation form of curiosity (Kashdan, T.B., Stikma, M.C., Disabato, D., McKnight, P.E., Bekier, J., Kaji, J., & Lazarus, R.) and get deeper into analysing you! Complete the self-evaluation below, and in the end you will find a link with explanation about the

Five-Dimensional Curiosity Scale (5DC)

Below are statements people often use to describe themselves. Please use the scale below to indicate the degree to which these statements accurately describe you. There are no right or wrong answers.

a – Does not describe me at all | b – Barely describes me | c – Somewhat describes me | d – Neutral | e – Generally describes me | f – Mostly describes me | g – Completely describes me

Joyous Exploration:		a	b	c	d	e	f	g
1.	I view challenging situations as an opportunity to grow and learn.							
2.	I am always looking for experiences that challenge how I think about myself and the world.							
3.	I seek out situations where it is likely that I will have to think in depth about something.							
4.	I enjoy learning about subjects that are unfamiliar to me.							
5.	I find it fascinating to learn new information.							
CORRESPONDING POINTS		1	2	3	4	5	6	7
TOTAL:								

Deprivation Sensitivity:		a	b	c	d	e	f	g
6.	Thinking about solutions to difficult conceptual problems can keep me awake at night.							
7.	I can spend hours on a single problem because I just can't rest without knowing the answer.							
8.	I feel frustrated if I can't figure out the solution to a problem, so I work even harder to solve it.							
9.	I work relentlessly at problems that I feel must be solved.							
10.	It frustrates me not having all the information I need.							
CORRESPONDING POINTS		1	2	3	4	5	6	7
TOTAL:								

Stress Tolerance:		a	b	c	d	e	f	g
11.	The smallest doubt can stop me from seeking out new experiences.							
12.	I cannot handle the stress that comes from entering uncertain situations.							
13.	I find it hard to explore new places when I lack confidence in my abilities.							
14.	I cannot function well if I am unsure whether a new experience is safe.							
15.	It is difficult to concentrate when there is a possibility that I will be taken by surprise.							
CORRESPONDING POINTS		7	6	5	4	3	2	1

TOTAL:							
--------	--	--	--	--	--	--	--

Social Curiosity:		a	b	c	d	e	f	g
16.	I like to learn about the habits of others.							
17.	I like finding out why people behave the way they do.							
18.	When other people are having a conversation, I like to find out what it's about.							
19.	When around other people, I like listening to their conversations.							
20.	When people quarrel, I like to know what's going on.							
CORRESPONDING POINTS		1	2	3	4	5	6	7
TOTAL:								

Thrill Seeking:		a	b	c	d	e	f	g
21.	The anxiety of doing something new makes me feel excited and alive.							
22.	Risk-taking is exciting to me.							
23.	When I have free time, I want to do things that are a little scary.							
24.	Creating an adventure as I go is much more appealing than a planned adventure.							
25.	I prefer friends who are excitingly unpredictable							
CORRESPONDING POINTS		1	2	3	4	5	6	7
TOTAL:								

Great! That was a good reflection, for more information on the types of people that are curious, you can:

Read [here](#)

Now, Let's see once more the previous results, and think a bit..

Regarding your most dominating aspect (category) of your curiosity, how does it help you to succeed in life and in work?

About the last ranked aspect (category) of your curiosity, what goes wrong and how it interferes with the daily life and work?

2 Do I really need to be “Curious”... in my work?

2.1 Time for some reading!

As seen in SKY4.0 report, the impact of the development of the technologies has many dimensions, not only affecting the way things are produced or factories works. The 4.0 technologies are central to securing business locations and social welfare from a European perspective. At a company level, it will affect their technological innovations, standards, interfaces and new safety requirements that will be developed in order to adapt themselves to the upcoming changes.

At a societal level, the labor market and (vocational) education are directly affected, which could lead to associated social impacts; either positives (new job positions and opportunities) or negatives (unemployment) for those that do not adapt. Moreover, the way new professionals and current ones are trained should change, in order to assure that they can cope with this new environment.

(Sky4.0 report [link](#))

New research points to three important insights about curiosity as it relates to business. First, curiosity is much more important to an enterprise's performance than was previously thought. That's because cultivating it at all levels helps leaders and their employees adapt to uncertain market conditions and external pressures: When our curiosity is triggered, we think more deeply and rationally about decisions and come up with more-creative solutions. In addition, curiosity allows leaders to gain more respect from their followers and inspires employees to develop more-trusting and more-collaborative relationships with colleagues.

Second, by making small changes to the design of their organizations and the ways they manage their employees, leaders can encourage curiosity—and improve their companies. This is true in every industry and for creative and routine work alike.

Third, although leaders might say they treasure inquisitive minds, in fact most stifle curiosity, fearing it will increase risk and inefficiency. In a survey I conducted of more than 3,000 employees from a wide range of firms and industries, only about 24% reported feeling curious in their jobs on a regular basis, and about 70% said they face barriers to asking more questions at work.

(Article [link](#))

2.2 The Benefits of Curiosity

Let's be more specific, did you know that Curiosity brings several benefits, some of them being:

- ***Fewer decision-making errors***

When our curiosity is triggered, we are less likely to fall prey to confirmation bias (looking for information that supports our beliefs rather than for evidence suggesting we are wrong) and to stereotyping people (making broad judgments, such as that women or minorities don't make good leaders). Curiosity has these positive effects because it leads us to generate alternatives.

- ***More innovation and positive changes in both creative and noncreative jobs***

When we are curious, we view tough situations more creatively. Curiosity is associated with less defensive reactions to stress and less aggressive reactions to provocation. We also perform better when we're curious. Natural curiosity is associated with better job performance.

- **Reduced group conflict**

Curiosity encourages members of a group to put themselves in one another's shoes and take an interest in one another's ideas rather than focus only on their own perspective. That causes them to work together more effectively and smoothly: Conflicts are less heated, and groups achieve better results.

- **More-open communication and better team performance.**

When curiosity is heightened people share information more openly and listened more carefully.

2.3 Whys in my work

Now that you have an idea about the benefits of curiosity in the workplace, let's become more "personal"! In the below table you are called to organise your thoughts about curiosity in the workplace. Feel free to write as much as you want!

WHY is curiosity needed in the workplace	WHY it can be helpful/rewarding
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
WHY it can be unwanted	WHY are we disconnecting from it
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
WHY we must claim it back	
<ul style="list-style-type: none"> • • • 	

What a blast! We hope the table you just completed helps you have a more solid opinion!

3 What keeps me back?

3.1 Time for some reading!

Change might not come easily, but psychologists have developed a number of ways to effectively help people change their behavior. Many of these techniques are used by therapists, physicians, and teachers. Researchers have also proposed theories to explain how change occurs. Understanding the elements of change, the stages of change, and ways to work through each stage can help you achieve your goals.

(Read more in the [link](#))

How can we alter our habits and work towards the set goals, what mentality should be adopted for the change and where should we focus to bend the resistance? See below an explanatory video with an example:



Now, take 10' and use the 5 WHYS technique for “Me and my Life”. You start with the written question, you answer it, and then keep asking why and answering the reason of the previous:

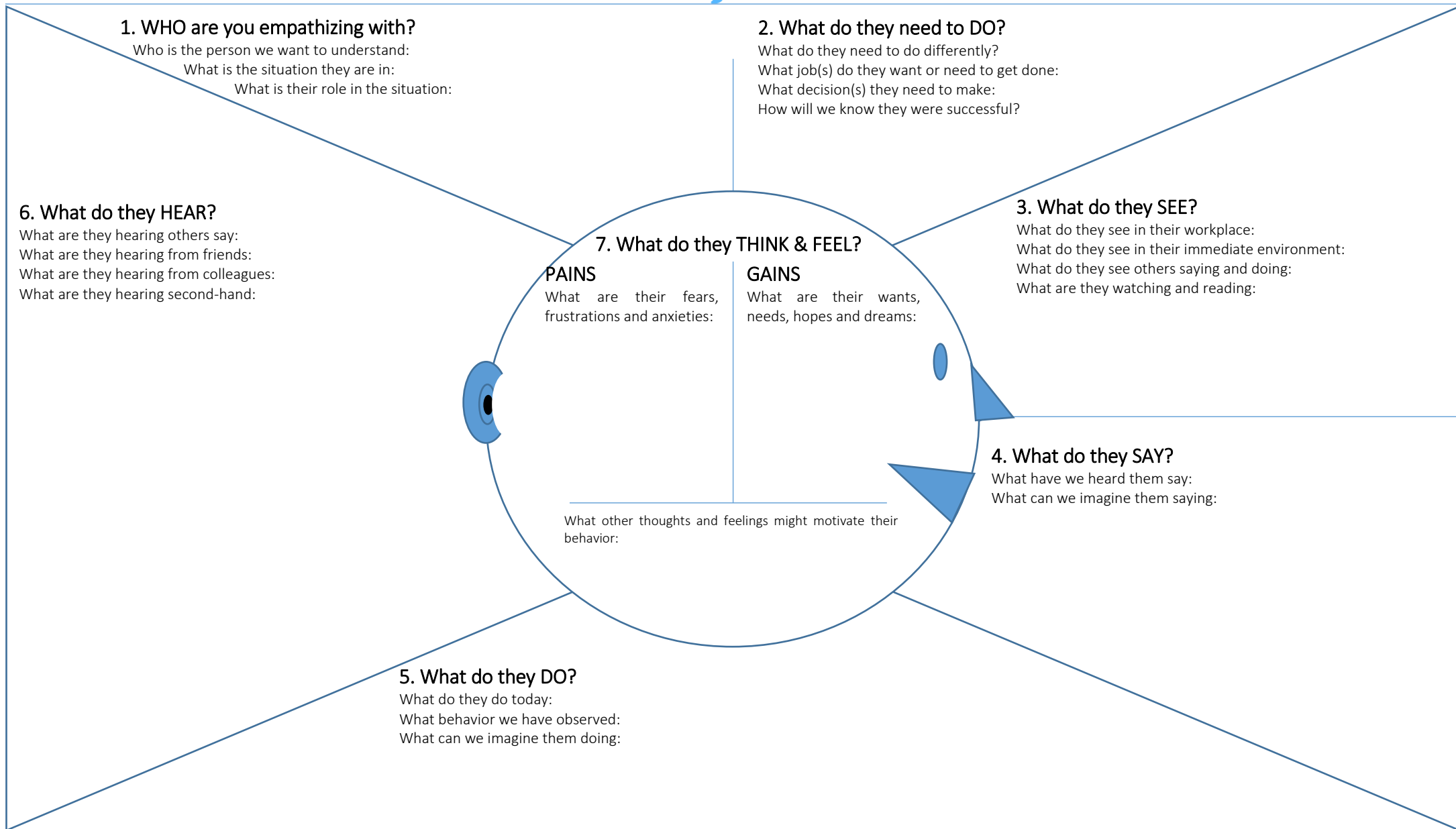
Why am I not as curious as I would like?
Answer here:
<i>Why?</i>
Answer here:
<i>Why?</i>
Answer here:
<i>Why?</i>
Answer here:
<i>Why?</i>
Answer here:

3.2 “It’s time to move-out”

Empathy map is a tool that can help you with self-reflection and engaging all your main senses. The main value added of this tool is that it helps you identify your needs and the disconnections between what you say and what you do. Identifying such a disconnection should present an insight about yourself.

It’s called an empathy map, because the tool helps you practice intellectual identification of feelings, thoughts or attitudes, in our case of yourself, and helps you try to analyse them. In business, you use an empathy map to put yourself in the shoes of your customer. In our self-reflection, here, you will use the empathy map to empathically analyse yourself from a third-person perspective, with a focus on CURIOSITY.

So with CURIOSITY in your mind as the goal of this analysis/reformation, fill in the following map about YOURSELF from a third perspective:



4 Hands on, its change time!

Real change can come only through detailed activity plans that will intervene with scheduled aspects in the daily life. This chapter focuses solely on exercises that will establish a “healthy” plan for you, to ignite a fruitful and committed behaviour change plan.

4.1 Am I really willing to learn?

LEARNING ACTIVITY 5.5 - AM I REALLY WILLING TO LEARN?	
Duration	30 minutes
Objectives	You will work on your willingness to learn which is fundamental characteristic of curiosity
Methodology to implement and develop	<p>1. Think about your willing to learn, scoring the statements available on the table of the worksheet Am I really willing to learn and change? (section A.).</p> <p>2. After answering find your total score, according to the process defined on the worksheet Am I really willing to learn and change? (section B.).</p> <p>3. With the information available on the worksheet Am I really willing to learn and change? (section C.), know the meaning of your score.</p> <p>When finalising the activity think about it, answering to the questions available on the worksheet Am I really willing to learn and change? (section D.).</p>

Template – Am I really willing to learn?

A. Self-assessment

- ◆ Score each one of the statements below according to what you are feeling today and using the following scale: 1- I am not like this; 2- I am working to be like this and 3- I am really like this.

Statements	1	2	3
1. I embrace all the opportunities to learn something new.			
2. I feel that I achieved my goal, whenever I learn something new.			
3. Working in a team is an opportunity to learn something new with others.			
4. I am able to listen to feedback, even when focused in aspects to be improved.			
5. I usually do self-assessment of my competencies.			
6. I reflect on my achievements, performance and opportunities for improvement on a daily base.			
7. I value the evaluation and feedback provided by my peers and colleagues.			

8. I am always looking forward to new opportunities to learn and grow.			
9. I am committed to learning in the different contexts of my life.			
10. Learning is one of my main goals.			

B. Find your score

- ◆ Count the number of statements you scored with 1, 2 and 3 and write it down in the correspondent column “Nr. of answers”.
- ◆ Consider that 1 value 1, 2 values 2 and 3 values 3 and calculate the total you have per item. For example, imagine that you scored 2 questions with 1, 3 with 2 and 5 with 3, your total per item is 1-2, 2-6 and 3-15.
- ◆ Calculate your total score by summing up total per item. For example, following the example above your total score would be 23.
- ◆ Write your scores on the table below.

YOUR SCORE	1	2	3
Nr. of answers			
Value	1	2	3
Total per item			
TOTAL SCORE			

C. Understand your score

- ◆ Do you know your score? Great, now you can understand its meaning:

Score	Interpretation of the results
0-10	It seems that learning is not your top priority. We challenge you to think about the meaning and relevance of lifelong learning.
11-20	You consider learning an added value and the situations allowing you to learn have an interesting importance for you. We challenge you to think about new opportunities of learning.
21-30	Learning is a central aspect and you are always looking for an opportunity for learning. You are in the good track and we challenge you to keep following the path of lifelong learning.

D. Think about the activity

1. What did you learn with this activity?

--

2. Did your awareness related to your readiness to learn increased?

--

3. Do you recommend this activity to your colleagues?

--

4.2 If I could change!?

LEARNING ACTIVITY 5.5 - IF I COULD CHANGE!?	
Duration	45 minutes
Objectives	-Awareness related to the behaviours you would like to change in you -Ability for defining strategies to start working on that change
Methodology to implement and develop	<ol style="list-style-type: none"> 1. Start by identifying in a sheet the behaviours you would like to change in yourself: write down everything that it comes to your mind. 2. From the behaviours you written in the sheet, select the ones that you can actually change and work on. Select, at least, one of the behaviours write it down on the worksheet If I could change!? (section A.). 3. Think about what you already did to change the behaviours that you included in the table and write it down on the worksheet If I could change!? (section A.). 4. Select one behaviour that you identified as being suitable of changing and think about a plan to work on that behaviour using the worksheet If I could change!? (section B.). 5. Once you worked on a behaviour, you can select another one and plan how you can change it using the worksheet If I could change!? (section B.). <p>When finalising the activity think about it, answering to the questions available on the worksheet If I could change!? (section C.).</p>

Template – If I could change!?

A. Exploring behaviours and plans of change...

- ♦ If you could change one of your behaviours, what would it be?

Personal life	Family life	Social life	Professional life

- ♦ What you already did to change that behaviour?

Behaviour	What I already did to change it?

B. Planning the change...

Which behaviour I would like to change?

How I would like to change it?

Step	Deadline	Progress/Notes	Achieved?

How will I know when achieve my goal?

C. Think about the activity

1. Did you manage to identify behaviours that you would like to change?

--

2. Did you manage to plan and define a strategy for changing those behaviours?

--

3. Do you consider this activity easy or difficult to be implemented autonomously?

--

4.3 Stop making excuses!!

LEARNING ACTIVITY 5.5 - STOP MAKING EXCUSES!!	
Duration	45 minutes
Objectives	Skills to face new challenges and be more positive about your goals
Methodology to implement and develop	<ol style="list-style-type: none"> 1. Close your eyes for 2 minutes and try to visualize your goals. 2. Did managed to visualize your goals? Great, before you write them down, think and answer to the questions available on the worksheet Stop making excuses! (section A.). 3. Think and write down your goals at short and medium term following the guidelines provided on the worksheet Stop making excuses! (section B.). 4. When finalising the activity think about it, answering to the questions available on the worksheet Stop making excuses! (section C.).

Template – Stop making excuses!!

A. Before settling down your goals, think about...

Questions	Notes
What time do you have available?	
What's your energy and appetite for achieving this goal?	
What level of knowledge does it require?	
Will you need any new knowledge?	
How are you going to achieve that?	
Can you estimate the effort required in relation to the value of the likely outcome= valence?	
Is it a very large goal that needs to be split into sub goals?	

Are there any quick wins?	
Do you need to gain support to achieve your goals? Who from: colleagues, your partner, staff? How will you do this? Can you organise goals into a framework- Short term, Medium term, and Long term?	
Do you know other people who have achieved goals like this? Can you learn from them and model your behaviour on their success?	

B. Settling goals

Are you ready to write down your goals? Great, start doing it based on the guidance provided below:

1. The best way to establish goals with impact on your motivation is to think on SMART goals, which basically are goals that are:

S	Specific	Defines exactly what your focus is.
M	Measurable	Is capable of being measured and has a clear outcome described.
A	Attainable	Is achievable.
R	Realistic	Expresses a goal which is achievable, but which may have some element of stretch and challenge.
T	Timely	Specifies an end date or a date by which the objective will be achieved.

2. Having this in mind, define and write down your goals at short and mid timer, using the table below:

Type of goals	Your goals
Short time (up to 3 months)	

Mid-term (3-6 months)	

C. Think about the activity

1. What did you feel when you were thinking about the initial questions, before writing your goals?

2. Did it help you to write your goals in an efficient way?

3. Was the SMART format useful?

4. Do you think this SMART format can help you to achieve your goals in a more effective way?

4.4 Be the best version of you

LEARNING ACTIVITY 5.5 - BE THE BEST VERSION OF YOU	
Duration	5 minutes per day, for one week
Objectives	Ability of self-reflection and positive thinking as strategies to develop positive attitude as soft skill
Methodology to implement and develop	<ol style="list-style-type: none"> 1. Start with self-reflection based on the questions available on the worksheet Be the best version of you (section A.). 2. Check the five exercises provided on the worksheet Be the best version of you (section B.). 3. Choose one of the five exercises provided on the worksheet Be the best version of you (section B.) and apply it every day for one week. 4. By the end of the week, you can select another exercise and apply it also. 5. When finalising the activity think about it, answering to the questions available on the worksheet Be the best version of you (section C.).

Template – Be the best version of you

A. Think about the following questions

- ◆ Do you struggle to stay positive?
- ◆ Are you, most of the time, pessimistic rather than optimistic?
- ◆ Do you sometimes feel that it is impossible to think positive in most situations?

If you answer “yes”, to at least one of the questions, this activity is for you!

B. Instructions

It can be hard to be positive all of the time, and of course, it is not possible to never have any negative thoughts. However positive attitude and staying motivated encourages the exploration of strategies for strengthening the commitment to be the best version of you.

If you want to feel generally more positive and optimistic, we present 5 positive thinking exercises that you can try and see which works for you. Being positive can also help you with your friendships and relationships as you will be giving off a happy energy and are likely to have that back in return too. When you find exercises that work for you, it can become a lot easier to become more optimistic and positive in your day to day life.

Identification of the exercises	Description of the exercises
1. Believe You Will Succeed	In order to feel more positive, you will need to start believing in yourself. When you believe in yourself, you are showing great self-worth and care. Try not to get scared by the fear of failing

	or not reaching your goals and know that even if you do make a mistake, you can try again. Believe that you will achieve your goals and you are one step closer to doing so.
2. Practice Positive Affirmations	Positive daily affirmations are great for keeping you optimistic and reminding you of the good things in your life. Positive affirmations are statements you repeat to yourself every day that make you feel good. For example, if you are struggling with low self-esteem, you would repeat “I am beautiful” to yourself in the mirror, this could be in the morning or whenever you would prefer. When you keep repeating these affirmations you are reminding yourself of these positive statements and can start to believe in them more and more. Also try to use positive words when you are talking. You should try and stop using words such as “no”, “can’t”, “won’t” and “don’t”, and replace them with more positive words. This way you are changing your physical words and your brain can start getting used to a more positive language.
3. Express Gratitude	Practicing gratitude can be a great way to change your mindset into being more positive and optimistic. There are many ways you can practice gratitude. Find things from your day that you were thankful for, such as a sunset, no traffic or having a great day and write these down at the end of the day. This can help you to reflect on the good that is happening around you.
4. Create Realistic Goals	If you are making unrealistic goals for yourself you are much more likely to fail no matter how hard you try, which can understandably, make you feel frustrated and negative. Try and set achievable and realistic goals for yourself, a step at a time, so that it is a little bit easier for you and you will be more motivated and excited to get started on your goals.
5. Be inspired with something	Sometimes it can be quite hard to get inspired, especially if you are not able to find anything that inspires you. It’s always a good idea to read an inspiring book, or watch an inspired movie, and you can start to feel much more optimistic and motivated after hearing about someone else’s successes. It can also help you to see how far someone else has come, even when faced with challenges like you may have.

C. Think about the activity

1. Was the activity easy to develop?

2. Which exercise work better for you?

3. Was the activity relevant on your daily day life? Are you more positive and optimistic after developing these exercises?

5 Closure – Takeaway

Being curious in all aspects of your life should be your ultimate goal! Next time you want to plan your future aspirations, how about start using the following template?

1. MY ASPIRATION:

JOYOUS EXPLORATION	DEPRIVATION SENSITIVITY	STRESS TOLERANCE
2. What makes me excited about it:	3. What makes me relentless to reach it:	4. What kept me back so far:
SOCIAL CURIOSITY	THRILL SEEKING	
5. How can my social surroundings help?	6. What will I feel when I achieve it?	

MY COMMITMENT

6 ANNEX I

- A lonely woman jumps from the rooftop of a skyscraper. Just before crashing, she completely regrets doing it. o She was the only survivor (or that she thought) of a nuclear war. After a year all by herself, she decides to commit suicide. In the moment when she jumps from the building, she hears a phone ringing. Obviously, there is another survivor out there...
- One priest is making a goodbye speech. Near the ending of the speech, the mayor appears to say some greetings words, but he dies from a shooting before finishing it. o During the speech, the priest says that he remembers a murderer committed his first day in the town. He says that the very first person to go and confess his sins that day was the murderer. The mayor, who missed the beginning of the priest's speech, said that he was the first confessor of the new priest in his first day. The mayor, having betrayed himself, is killed by the victim's brother.
- A woman dies because of a long telephone conversation. o She was just coming from the mechanic, where she had picked up her car. The mechanic forgot to put the brakes, and he was trying to reach her and tell her, but it was impossible because she was talking.
- A man is found in the middle of the countryside dead, with the only company of a box closed next to him. o The box is a parachute that didn't opened... It wasn't the luckiest day in the man's life.
- A person committed suicide in an old barn. He is hanged from the middle point of a beam that is 1.5 meters up. How could he do it if the barn is empty? o He went up of an ice cube that melted after.
- A woman buys a new pair of red high heels. Hours later, she dies. o Her husband was a magician that was doing a gun trick with an apple on her head and his eyes closed. He didn't realize she was wearing high heels so he didn't calculate the height accurately... so he killed her.
- A man is found dead in the mountain, completely naked and with a match in his hand. o He was in a balloon with other people. The balloon is losing height, so they throw everything, including their clothes. It is not enough and one of them has to jump. The man took the smaller match.
- A woman opens her suitcase. When she finds inside a man's corpse, she commits suicide. o The man was his friends, who couldn't travel abroad. She hid him in the suitcase. Unfortunately, the heating system in the cargo hold didn't worked, and he died because of the cold.
- A man takes a step back and dies. o He was a glass cleaner and when he finished cleaning one window, he tried to see if it was completely clean. Unfortunately, it killed him.
- A man jumps and hours later, he dies. o He jumped from his yacht, but forgot to put the stairs. He went for a swim but couldn't go up again.
- A woman goes into her building and tries to use the elevator for going up to her apartment. The elevator is not working, and she knows that her husband is dead. o He needed a machine to breath, and if the elevator doesn't work is because the light went off. The machine, then, stopped too.
- A woman stands in front of a hotel. Only two more steps and all will be lost. o She was playing monopoly and her piece was on park place. If she rolled two, she would move to Boardwalk, causing her to go to bankrupt.
- A man packed a severed arm and put it in the mail. The package was opened by three one-armed men; satisfied, they threw the arm into the sea. o They all were once in a plane crash. They were for a long time alone in an island with nothing to eat, so they decided to cut one arm each for eating and surviving. The one

that was cutting the arms was a surgeon, who didn't cut his arms because they were rescued. When they were home, as it was a promise, he cut his arms and send to the others.

- One man lives alone in his house during two months. He didn't received any visits and never left the house. At the end of the two months he went crazy, so he turned the lights off, extinguish the fire and left the house. As a consequence, 90 people died. Why? o He was living in the light house, so when he turned off the lights, the ships couldn't see the rocks and sank.