

## WORKSHOP PLAN

TEACHER TRAINING COURSE 1 – DAY 1		
TIME ESTIMATE (HOURS)	PROGRAM	WHAT AND WHY
1,5 hours	Introduction to the course and introduction of participants	<p><u>What</u></p> <p>Introduction of the overall program for the whole course and the main theoretical and methodological framework.</p> <p>Personal introduction by each participant – background information, their main motivation for joining the course and their expectations of learning outcome.</p> <p><u>Why</u></p> <p>It is important to do a clarification of expectations at the beginning of the course. This will reduce misunderstandings during the course. Preparing the participants on the fact that the course will not necessarily provide clear and absolute answers and solutions, will make them more resilient in the learning processes.</p>
0,5 hour	Ice-breaking activity	<p><u>What</u></p> <p>Teams of 5-6 people.</p> <p>Marshmallow tower challenge.</p> <p>Equipment: spaghetti straws and marshmallows. The challenge is to build the tallest standing tower in 15 minutes.</p>

		<p>Plenary summary afterwards with an award to the winning team.</p> <p><u>Why</u></p> <p>Icebreaking activities break down barriers that usually exist between participants who do not know each other. They make it easier to communicate with one another.</p> <p>This icebreaking activity also gives the participants the opportunity to use several C's in working on the challenge.</p>
1,5 hours	Getting to know each other's local community using Venn-diagram	<p><u>What</u></p> <p>The participants are divided into groups of 5-6.</p> <p>The groups can be the same throughout the whole course.</p> <p>Each group gets a sheet of paper with overlapping circles.</p> <p>Each circle represents a local community/country. Together they write down what is characteristic for their local community/country and what is overlapping with one or more of the other countries/local communities.</p> <p>The same task is done for school systems – what is different, what is overlapping?</p> <p>This is a working method which can be used on many different subjects and in different settings.</p>

		<p><u>Why</u></p> <p>To have a certain knowledge of differences and similarities between the countries/local communities and their working context as teachers is important to be able to work with different issues and tasks in group works later in the course.</p>
1 hour	Presentation	<p><u>What</u></p> <p>Group presentations of diagrams in a plenary session.</p> <p><u>Why</u></p> <p>To see how the different groups have made their circles and what they consider to be overlapping can give new ideas and understandings. It is also interesting to see how the different groups have interpreted the task.</p>
0,5 hour	Check out	<p><u>What</u></p> <p>This is a session for summing up the day and do reflections on the participants' learning experiences.</p> <p>A "reflection ball" can be used to pass on the word to the next participant.</p> <p><u>Why</u></p> <p>To consolidate new knowledge and give the participants room to put the academic content into context</p>
3-4 hours	Dinner: make your own dinner	<p><u>What</u></p> <p>The participants gathered for dinner in the evening. They were divided into several groups, with a country mix, and given different tasks:</p>



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		<p>Group 1 – Starter</p> <p>Group 2 – Main course</p> <p>Group 3 – Dessert</p> <p>Group 4 – Decoration of the dining room</p> <p>Group 5 – Entertainment</p> <p>To complete the tasks, the group had to use at least three of the 6 C's.</p> <p><u>Why</u></p> <p>This was done to make the participants get to know each other better, on a more informal arena. It was also an opportunity to work with the 6 C's and get to know the C's in practice.</p>
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