

WORKSHOP PLAN

TEACHER TRAINING COURSE 1 – DAY 2		
TIME ESTIMATE (HOURS)	PROGRAM	WHAT AND WHY
0,5 hour	Check in	<p><u>What</u></p> <p>A short recap of the learning outcome of the previous day. Framing in today's program.</p> <p><u>Why</u></p> <p>To bring the minds back into the learning environment and to activate the participants' prior knowledge on skills.</p>
0,5 hour	Ice-breaking activity	<p><u>What</u></p> <p>Groups of 5-6 participants. Paper tower challenge.</p> <p>The teams are given the same building items – paper and cellotape. They are also given a Kinder egg.</p> <p>In 15 minutes, they are going to build the tallest free-standing structure that can support the weight of the Kinder egg.</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	<p>Introduction to the 21st century skills</p> <p>Historic perspective of the 21st century skills</p> <p>Fullan's 6 Cs</p>	<p><u>What</u></p> <p>This program post starts with a lecture on 21st century skills and the historic perspective of the skills.</p> <p>Following up on these lectures is an introduction to Michael Fullan's 6 Cs as the theoretical framework for this course. Here the content behind each C is concretized.</p> <p><u>Why</u></p> <p>It is important to have a certain common theoretical platform as a basis before entering into group work.</p>
1,5 hours	<p>Group work: The content and operationalization of the 6Cs</p>	<p><u>What</u></p> <p>Groups of 5-6 participants.</p> <p>Operationalization of the 6C through discussions. A handout with the 6 Cs is used as a basis for discussion.</p>

		<p>Cards with several other soft skills are handed out, which can be sorted under each of the 6 C. Six hats represents the 6 Cs. The groups will discuss which C the skill belongs to and put them in the relevant hat.</p> <p>This exercise can also be done using the categories “cognitive”, “interpersonal” and “intrapersonal” before using the categories of the 6 Cs.</p> <p><u>Why</u></p> <p>Although the 6C is a word for C, which directly implies a content, it can be difficult to see what they can imply for the students in school. There is therefore a need to concretize the content behind each C. This is best done through discussions in groups to open up for a broader view and different perspectives.</p>
1,5 hours	<p>Film: “Most likely to succeed”</p> <p>https://teddintersmith.com/mltsfilm/</p>	<p><u>What</u></p> <p>A thought-provoking documentary feature film that reveals the growing shortcomings of conventional education methods in today's innovative world. It is a film that inspires, provokes and engages.</p> <p><u>Why</u></p> <p>To use a film as a provocative tool is effective for creating good reflections and discussions.</p>
1,5 hours	<p>Reflections and discussions based on the film “Most likely to succeed”.</p>	<p><u>What</u></p> <p>Groups of 5-6 participants.</p>

		<p>This session is about creating relevance and seeing transfer value. Here, reflection and discussion will be a good way to open up to see relevance and transfer value for each participant.</p> <p>Equipment:</p> <p>Dialogue cards/discussion cards with key words og questions.</p> <p><u>Why</u></p> <p>The film shows a number of exciting themes, and it is important to find the transfer value in both mindset, activities and methodology towards one's own practice/own country's practice.</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>