



WORKSHOP PLAN

TEACHER TRAINING COURSE 1 – DAY 3		
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.</p> <p>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	Icebreaking activity	<p><u>What</u></p> <p>The one-word icebreaker game.</p> <p>Teams of 5-6 participants.</p> <p>Ask them a very simple question—e.g., "What one word do you associate with entrepreneurship?" Give each team five minutes to come up with their answers.</p> <p>Before finalizing their one word, teams will have rigorous discussions among themselves. Then it's time to ask each team to share their answers with the rest of the group—facilitating even more discussion.</p>

		<p><u>Why</u></p> <p>Icebreaking activities break down barriers. They make it easier to communicate with one another.</p> <p>This icebreaking activity also gives the participants the opportunity to dive into a theoretical question in a creative way.</p>
2 hours	<p>Entrepreneurship: a narrow and wide concept</p> <p>Group work: study a mathematical example. Is this entrepreneurship?</p>	<p><u>What</u></p> <p>A lecture on entrepreneurship and the different ways of understanding the term, and how this can lead to different ways of practicing entrepreneurship.</p> <p>Short discussions under way.</p> <p>The groups get to try different practical tasks with learning goals in mathematics. they are encouraged to see this in relation to the idea of entrepreneurship.</p> <p><u>Why</u></p> <p>The purpose of this section is to see the benefits of working with entrepreneurial learning. Through these examples the participants can see the many possibilities for smaller and larger teaching arrangements where entrepreneurship is involved.</p>
1,5 hours	<p>Visit from the local community:</p> <ul style="list-style-type: none"> - Private company - Public sector 	<p><u>What</u></p> <p>One private company and one organization from the public sector give a lecture on their view of the skills for the future and how schools and the local community can cooperate.</p>

		<p><u>Why</u></p> <p>This session has a two-part purpose.</p> <p>One is to see the opportunity that lies in connecting education to the local society. This is something that most education systems are concerned with, to ensure that training is not something that happens as a laboratory experiment within the walls of the school, released from the local environment the school is located in.</p> <p>The second purpose is to take the temperature on if the work done in training/education means that those who enter working life have the right skills. There are several surveys today showing that while universities and colleges largely experience qualifying their students for working life, leaders in working life say that while most candidates have good academic qualifications, they lack some of the necessary skills required in today's working life. This session can thus function as a "wake up call" in relation to which skills the working life sees as important in future employees. The education system can then reflect upon whether this corresponds to the activities, learning journeys and skills that the education system stimulates.</p>
2 hours	<p>Intermission work:</p> <p>"Teaching the 6 Cs"</p>	<p><u>What</u></p> <p>The groups collaborated to create interdisciplinary teaching programs that involved collaboration with 'one or several local institutions' and where some of the 6C were included. The groups were to end up with a plan for a teaching program that could be implemented with certain similarities in the different countries.</p>

		<p><u>Why</u></p> <p>The purpose of intermission work is to ensure that the learning processes are connected. It provides an opportunity to try out theory and create new practice based on this. In other words, to ensure that theory is translated into practice. Intermission work is a useful tool in this respect.</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 the word on between the 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>