

WORKSHOP PLAN

TEACHER TRAINING COURSE 2 - DAY 1		
TIME ESTIMATE (HOURS)	PROGRAM	WHAT AND WHY
0,5 hour	Check in	<p><u>What</u></p> <p>Framing in today's program.</p> <p>Further "check in" is done in the "summary" section.</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>Human rock-paper-scissors.</p> <p>Teams of 5-6 participants.</p> <p>Let each team come up with particular body signals for each move. Have each team face off in a best-of-five series and see who wins the tournament.</p> <p><u>Why</u></p> <p>Icebreaking activities break down barriers that usually exist between participants who do not know each other.</p>

		<p>They can bring a kick start to a seminar or a working session.</p> <p>This icebreaking activity also gives the participants the opportunity to use several C's in working on the challenge.</p>
0,5 hour	<p>Summary from the last seminar</p> <p>-What did we do and learn in the previous seminar?</p> <p>- What have we done since the previous seminar?</p> <p>-What were the results?</p>	<p><u>What</u></p> <p>Go through the main learning points from the previous seminar.</p> <p>Connect these points to the intermission work done between seminar 1 and 2 and do a brief discussion on the results.</p> <p><u>Why</u></p> <p>To reactivate the learning from the previous seminar it is useful to go back and look at the learning points. It is also a way to raise awareness on how the previous learning has been tried out through the intermission work and how this has created new knowledge in the participants.</p>
1,5 hours	<p>Group work on the intermission work</p>	<p><u>What</u></p> <p>The intermission groups first get to exchange experiences from their testing of the teaching plan. Then they get to discuss their experiences in light of the six Cs.</p> <p>The groups prepare a common presentation of their experiences and learning.</p> <p>The presentation should focus on the 6 Cs.</p>

		<p><u>Why</u></p> <p>To have a joint discussion and reflection in the groups on how the teaching program worked in the different countries, and how it affected the learning of soft skills, can create new knowledge and new learning. This is an important part of the learning process in this project.</p>
1,5 hours	Presentation of intermission work	<p><u>What</u></p> <p>A 10-minute presentation by each group.</p> <p>After each presentation there is a 5-minute session for questions and reflections from the other groups.</p> <p><u>Why</u></p> <p>This session is to get feedback and reflections from the other groups and to get new ideas and inspiration from listening to the others.</p>
1,5 hours	What have we learned about working with the 6C?	<p><u>What</u></p> <p>A plenary discussion on the presentations and experiences from the intermission work.</p> <p>The focus of the discussion is on the 6 Cs.</p> <p><u>Why</u></p> <p>This session helps to concretize and establish the competence of the 6C further. It can also contribute to deeper reflections which will take the participants further on their learning journey.</p>



Co-funded by the
Erasmus+ Programme
of the European Union

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>
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