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## WORKSHOP PLAN

TEACHER TRAINING COURSE 3 – DAY 1		
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 seminars. Framing in today's program in that context.</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>Group of 5-6 participants.</p> <p>Charades</p> <p>Charades is all about acting. The goal is to describe an object, movie, book, or a person using just your acting skills.</p> <p>Have one person to pick the word. That person will then pick one individual from the group and whisper the word in their ear (or write it down on a piece of paper).</p>

		<p>That individual will then have to act out/do something that would hint at the word, as others attempt to guess the correct answer. Take turns and start over again when everyone has acted out a word once.</p> <p><u>Why</u></p> <p>Icebreaking activities break can bring a kick start to a seminar or a working session and break the ice. This can be useful when the participants have not seen each other for several months.</p> <p>It is also an opportunity to use several C's in working on the challenge.</p>
2 hours	Presentations of intermission work	<p><u>What</u></p> <p>The intermission groups first get to exchange experiences from their testing of the teaching plan. The groups prepare a common presentation of their experiences and learning with their given C.</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 can create new knowledge and new learning. This is an important part of the learning process in this project.</p>
1 hour	Discussion of intermission work and 6Cs	<p><u>What</u></p> <p>A plenary discussion on the presentations and experiences from the intermission work. 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>
1 hour	<p>“Talk show”</p> <p>Business leader, public sector leader and a teacher</p>	<p><u>What</u></p> <p>A “talk show” with 3 participants in the panel: A business leader, a leader for an organisation in the public sector and a teacher with experience in working with entrepreneurship.</p> <p><u>Why</u></p> <p>The purpose of this session is to have the working life’s perspectives on skills for the future and whether those who enter working life today have the skills needed.</p>
1 hour	Reflection and questions	<p><u>What</u></p> <p>Plenary session where the participants can ask questions to the “talk show” panel or do reflections based on the cases discussed during the “talk show”.</p> <p><u>Why</u></p> <p>The purpose is to allow for the teachers to engage in the discussion with the knowledge and experience they have gained so far in the seminars, thus potentially creating new knowledge. It is interesting to explore if the views and mind sets have changed from the first seminar to the last.</p>



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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. 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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