

WORKSHOP PLAN

TEACHER TRAINING COURSE 3 – 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	Icebreaking activity	<p><u>What</u></p> <p>Group of 5-6 participants. Elephant, Giraffe and Palm Tree.</p> <p>Form a circle with one person in the middle. The middle person points to an individual and the person pointed to along with the persons on each side will have to form what was called out. The</p> <p>three choices are Elephant, Giraffe and Palm Tree</p>

		<p>Elephant – the middle person (one pointed to) will form an elephant trunk by putting arms straight in front with arms crossed at the wrists. Persons on each side will form the ears of the elephant by facing forward but bending towards the middle person, cupping around their mouth with their hands as if whispering to the middle person.</p> <p>Giraffe – person pointed to raises arms over head, arms extended, and fingers closed pointing forward. While bending over, side people grab the middle one’s waist.</p> <p>Palm Tree – the person pointed to raises arms above their head in a “Y” formation, fingers open. Side people do the same but lean toward the outside, away from the middle person.</p> <p>The object of the game is to try to keep changing the formations required. This game is to be played quickly. As soon as an object is formed, the person in the middle of the circle must point to someone else.</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>
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<p>1,5 hours</p>	<p>Youth Business</p>	<p><u>What</u></p> <p>A presentation from one or more youth businesses.</p> <p>In Youth Business, students in upper secondary education gain experience in establishing, running and winding up their own youth businesses through one school year. Youth business is run within the school and in collaboration with the teacher. By working with Youth Business, the students build skills that are in demand by the working life. They develop competencies such as creativity, taking initiative, taking responsibility, collaborating, solving problems and translating ideas into action (implementation ability).</p> <p>In this session the students present their company and their experiences throughout the learning process.</p> <p><u>Why</u></p> <p>This session is to show the participants a practical example of one way to work with skills and to allow for the voice of the students and their view on working with skills in their education.</p>
<p>2,5 hours</p>	<p>Visit from/to the local community</p> <p>Cooperation between schools and local society.</p>	<p><u>What</u></p> <p>This session can include both a visit from the local community and a field trip to a business or organisation in the local community.</p> <p>Both alternatives must be practical examples on how schools and actors within the local community cooperates.</p>

		<p><u>Why</u></p> <p>The purpose of this session is to see the opportunities that lie in connecting education to the local community.</p>
1,5 hours	Dialogue cards – 6 Cs	<p><u>What</u></p> <p>The groups are dealt two sets of cards. Each set of cards contains six cards, one card for each of the 6C. The groups will discuss and agree to put the 6Cs in order. They should create an order in which they rank the 6C from most important to least important, and an order in which they rank the 6C from easiest to implement in teaching to most difficult to implement.</p> <p><u>Why</u></p> <p>Operationalize and establish an expanded competence of the 6C, and how it can be worked with them in school.</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>