

WORKSHOP PLAN

TEACHER TRAINING COURSE 3 – 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. 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 activities	<p><u>What</u></p> <p>Portrait gallery.</p> <p>This ice breaker activity is a fun one that requires some creativity. The outcome is very visual and colourful, the images can be put up in the conference room.</p> <p>Step 1:</p> <p>Split the group into two equal halves, called group A and group B. Group A forms an inner circle facing outward; group B forms an outer circle facing inward. Each person in group A should be facing one person in group B.</p>

Step 2:

Members of Group A, the inner circle, are the subjects of the portraits. Group B are the artists. Explain that group B will be the portrait artists for group A. Every member of group B should have paper and marker in hand and begin by writing the name of their subject at the top of the paper.

There should be many different colours of markers and they should be as thick as possible.

Step 3:

When the activity begins, the artists in group B begin drawing the subjects in Group A. They do so in 10-15 second intervals. After each interval, the leader calls “Rotate!” and the artists rotate one step to the left while handing their paper to the person to their right. Thus, each artist is standing in front of a new subject with that subject’s portrait in his/her hands. When they rotate, the artists must keep their markers.

Step 4:

Rotate at 10-15 second intervals until the artists in Group B have rotated all the way around. By this point, each portrait should quite developed (and quite messy). When the artists arrive back at their original subject, the rotation ends, and they may hand back the portrait to that person.

Step 5:

Switch the groups and repeat. The artists become the subjects and vice versa.

		<p>With an uneven number of participants, a facilitator must step in as an “extra”.</p> <p><u>Why</u></p> <p>Icebreaking activities can bring a kick start to a seminar or a working session. This particular activity can be a nice icebreaker for the last seminar, leaving a memorable visual result.</p>
2 hours	Working with socio-scientific questions	<p><u>What</u></p> <p>The groups are presented with one or two cases/dialogue tasks where it is difficult to agree on a solution or a correct answer. Examples of such dialogue tasks are stories where all actors make choices that can be criticized, but where at the same time it is difficult to appoint someone who is responsible. In such tasks, the group can rank guilt and innocence.</p> <p>Real socio-scientific issues can also be discussed, such as the predator debate. For example, the groups can discuss predator protection versus exploitation of natural pastures, or they can rank from most important to least important who has the most right to stay in the forest and mountains. They are also given a series of cards with pictures of predators, grazing animals and humans.</p> <p><u>Why</u></p> <p>The purpose of this session is to show examples on how to work with questions without a single answer. Hopefully the participants see the opportunities to create such dialogue assignments for students.</p>

<p>3 hours</p>	<p>Bringing new knowledge into the future</p>	<p><u>What</u></p> <p>A session of individual and group work x 3, and a plenary session.</p> <p>Using the digital tool Menti, the following question is put up on the screen – “Within your school system – what are your possibilities and options as a teacher to have more focus on the soft skills?”.</p> <p>5-minute individual work on the question and 15 minutes group discussion. The same is done for a second question – “Within your school system – what are your possibilities and options as a teacher to involve local businesses and society even more in your teaching?”. 5-minute individual work and 15 minutes group work.</p> <p>The third question is “If you could set the framework of tomorrow’s education system – what would be your focus areas?” For the third question the groups are asked to illustrate or dramatize their conclusions. 5-minute individual work and 15 minutes group discussion.</p> <p>15 minutes to plan presentation and 30 minutes for plenary presentations.</p> <p>Using Menti the groups can add their discussion points onto the platform and the results are shown on the screen.</p> <p>Following the group work is a 40-minute plenary discussion and reflection based on the group work – with the Menti results up on the screen.</p>
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0,5 hour	Summary of the seminars	<p><u>What</u></p> <p>Summing up the learning journey from the first seminar to the last. Linking this to the comments made by the teachers in the previous session, on how they plan to take this further in their own teaching institution.</p> <p><u>Why</u></p> <p>To encourage the participant to continue their work and develop their teaching of skills further.</p>