



Erasmus+

INTELLECTUAL OUTPUT 3: NEW-D TRAINING CURRICULUM

prepared by
Zsofia Jobbagy

FormAzione Co&So Network, IT

Project Title: *New Didactical Models for Initial
VET Training of Young Disadvantaged Persons to
Reduce Drop-Out*

Project Number: 2014-1-AT-KA202-000975



INTELLECTUAL OUTPUT 3: NEW-D TRAINING CURRICULUM

Prepared by
Zsolia Jobbagy
FormAzione Co&So Network, IT

February 2016

PROJECT
New Didactical Models for Initial VET Training of
Young Disadvantaged Persons to Reduce Drop-Out

Acronym: NEW-D

Project Number: 2014-I-AT-KA202-000975

DISCLAIMER

This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

I Content

1	Content.....	3
2	Introduction.....	4
3	Module 1: Learning Theories.....	8
4	Module 2: The Learning Environment - Room, Workplace, Smart Classroom etc.	11
5	Module 3: Pedagogy, Tools, Approaches - Non-Classroom-Based Work.....	13
6	Module 4: Classroom-Based Work - Pedagogy, Tools, Approaches.....	16
7	Module 5: The Role of the Teacher - Her/His Attitude/Approach Towards the Students ..	18
8	Module 6: The Role of the Teacher - Link: School - Work - Private Environment.....	25
9	Module 7: Conflict Resolution and Mediation - Learner to Learner Conflict	36
10	Course Assessment	43
11	Bibliography	46

2 Introduction

The main objective of the New-D project is to develop an innovative didactical model for VET teachers, trainers and company tutors dealing with disadvantaged young learners and NEETs (young people not in education, employment or training), in order to prevent their drop-out or to get them back into the VET system. EU statistics show that drop-out rates are still above 10%, which is the target of the Europe 2020 strategy, and this indicates that our VET systems do not meet the requirements and needs of the potential learners and that current approaches in VET fail to motivate and involve learners on a broad level. This situation represents a real challenge for VET teachers, VET schools or companies with responsibilities in the VET system who need a new didactical solution that reflects the life realities (motivating factors) of the target group, as even highlighted in the study on the competences of an inclusive teacher, carried out by the European Agency for the Development of Social Needs Education.

Therefore, the New-D Training Curriculum provides an innovative contribution to VET pedagogy and may act as an update-training for teachers or a core training for other (company) staff and gives practical guidelines how learning processes for the target group – formally, non-formally or even informally – can be planned and structured according to their life reality, their motivation factors and needs.

The New-D Training Curriculum is the 3rd Intellectual Output of the present project and it is based on the New-D Research Study (O1), containing data from each partner country on the experiences and opinions of young people in VET system and reasons for their drop-out, as well as on the New-D Guidelines (O2) that provide practical hints in seven main areas to support teachers/trainers/tutors in their daily work with disadvantaged young persons.

The present New-D Training Curriculum, therefore, is aimed to train teachers/trainers/tutors working in schools, training institutions and companies in order to improve their skills when dealing with the target group and acquire new methodologies and approaches in the seven main areas identified in the New-D Guidelines, as crucial in drop-out prevention:

- learning theories
- learning environment
- classroom-based work
- non-classroom-based work
- attitude towards learners
- role of teachers / trainers / tutors as a link between school – work – private environment
- conflict resolution and mediation.

The New-D Training Curriculum has a modular format: each training module is based on the respective guideline for a total of 7 modules and 30 hours of training. The Curriculum is developed by using the Learning Outcome approach, therefore contains a description of ECVET credits in terms of knowledge, skills and competences acquired by participants after having attended each module, for a total of 10 units of learning outcomes. Furthermore, each module has been developed by a different project partner and has been revised by two other partners to ensure a European perspective.

The NEW-D Curriculum is the third ‘intellectual output’ from the NEW-D Erasmus+ project, which is co-funded by the European Commission. The NEW-D Curriculum was created by the project partnership, which consists of eight organisations from Austria, Denmark, Germany, Ireland, Italy, Slovenia, and Turkey. The project coordinator is Jugend am Werk Steiermark from Graz, Austria.

The Copyright lies with the NEW-D Consortium. Reproduction of (parts of) the material is permitted; the source(s) must be provided.

The structure of the New-D Training Curriculum is the following:

Module	Title	Units (where applicable)	Duration
Module 1	Learning theories by Fritid & Samfund (DK)		3 hours
Module 2	Learning environment by EGECED (TR)		3 hours
Module 3	Non-classroom based work by Jugend am Werk Steiermark (AT)		3 hours
Module 4	Classroom-based work by Oscar-Tietz-Schule (DE)		3 hours
Module 5	Teacher's/Trainer's/Tutor's attitude towards Learners by FormAzione Co&So Network (IT)	Communication	6 hours
		Empowerment	
Module 6	Teacher/Trainer/Tutor as a link between school-work-private environment by CCIS (SI)	Link to school/work	6 hours
		Link to private environment	
Module 7	Conflict resolution and mediation by Meath Partnership (IE)	Students vs students	6 hours
		Students vs teacher / trainer / tutor	
			30 hours

Each module follows the same logical structure:

- a short description of the objectives to be reached,
- units (in case the module foresees 2 units),
- duration of the module,
- main contents,
- requirements regarding the learners,
- learning outcomes / ECVET credits to be reached after completion
- resources required,
- some advices for the trainer,
- an icebreaker activity,
- learning methodologies used
- assessment methods.

In addition, Modules which foresee 2 units contain also a more detailed template for each unit as well.

Besides the modular description the New-D Training Curriculum contains also a collection of training materials to be used during the implementation of the New-D training programme and of course in the later work of participants with the direct target group of disadvantaged learners. These materials include handouts, PowerPoint presentations, videos, templates, detailed descriptions of activities to do in class, etc.

We must specify that trainers who will be responsible for delivering the New-D Training Curriculum, or parts of it, are expected to be familiar with the training contents and materials. Furthermore, we consider it important to underline that trainers are free to further integrate the materials proposed, or even to interchange their own material and exercises with those recommended in this Curriculum to better fit to their group's specificities. Also, we strongly recommend that trainers always re-connect the activities (especially group-work, world cafe, scavenger hunt, etc.) throughout the whole Training Course with the incentive and interaction learning dimensions specified in Module I, as this is the core aspect of the New-D approach.

In order to assess participants' competences, the New-D Training Curriculum foresees a final assessment questionnaire: at the end of the New-D Training Course those who have attended all the modules and passed the final assessment with a score of at least 80 %, will receive a competence certificate attesting the learning outcomes achieved.

3 Module 1: Learning Theories

(Fritid & Samfund, DK)

Module 1	Learning Theories
Objective	To make professionals capable in using the new learning theories in their daily work, and give them a better understanding of how young people learn and how they process information.
Time	180'
Content	<ul style="list-style-type: none"> • How young people learn. • The external integration process between the learner and the environment and the internal psychological process in the learner. • Analysing of own practice in relation to the new learning theories.
Learners requirements	VET trainers/teachers and company coaches
Resources required	Projector and PC; Flipchart
Advice for trainer	Use examples when you provide the theoretical introduction, so it is easier to understand for the participants. Attempts to involve the participants' experience during the introduction by asking them questions and led them think about their own experiences from the education system. Everybody has experienced a bad teacher and a good teacher. But why is a good teacher good and a bad teacher bad?
Icebreaker	Before you start the presentation of the learning theories let the participants draw the first learning experience they had. When they have made the drawing let some of them explain, what they had drawn on the paper and how they understand the concept of learning.

Learning methodologies

It is important that the teacher from the start of the module is trying to involve the participants experience in the course. From the icebreaker, where they shall tell about their first learning experience, to the group-work.

1. Introduce participants to the learning theories using PPT.
2. Explain how the Illeris learning pyramid and the Piaget theory about “assimilation” and “accommodation” can be used as a tool, when you are planning a course (you can find the text about Piaget in the New-D Guidelines).
3. Discussion. Discuss how the new learning theories dissociate from the learning theories that participants know (most of the old theories only have focus on the content dimension).
4. Self-reflection. The participants shall think about what type of learning their own practice match.
5. Group-work with 3-4 persons in each group. The participants shall make a lesson plan about a subject they choose. When they are making the plan they should reflect on: how they can use the Illeris learning theory in their daily work as a teacher/trainer? How they can use learning theories to prevent young people from dropping out of the VET system? Give the participants the PPT from the presentation, so they can use them in the group-work.
6. Presentation of the results of the group-work.
7. Discussion based on the result of the group work – How can we work with the incentive dimension of the learning process to prevent dropouts? (When you have focus on the incentive dimension it is easier to find out when a participant has personal problems)
8. Evaluation.

PPT “MI_learning material”
Presentation

Group discussion

Self-reflection

Small group work

Group discussion

Learning outcomes/ ECVET credit

After successful completion of this module participants will be able to:

Knowledge

- Describe the difference between an external interaction process and an internal psychological process.
- Describe three learning dimension (the content dimension, the incentive dimension and the social dimension of communication and co-operation)
- Understand better the students' reaction and the reason why they can have a lack of motivation.
- Understand the elements in a learning process.

Skills

- Use the three learning dimensions in teaching and coaching
- Make a better planning of learning course
- Make a connection between external- and internal learning process in teaching and coaching.
- Understand better the students' reaction, when they are in risk of dropping out of an education.

Competences

- Analyse their own practice from the point of view of learning dimensions
- Find out when a student gets serious problems
- Evaluate a learning course.
- Use the three learning dimensions appropriately when they are teaching/coaching etc.

4 Module 2: The Learning Environment - Room, Workplace, Smart Classroom etc.

(EGECED, TR)

Module 2	The Learning Environment
Objective	<ul style="list-style-type: none"> To train the trainers on how to create a learning environment that is best suitable for effective learning and where students feel comfortable To train the trainers on how to integrate interactive tools into learning environments
Time	180'
Content	<ul style="list-style-type: none"> Introduction of the subject with a PPT presentation The elements of effective environment (lighting, temperature, heating, design, etc) Arranging learning environment to work with small groups Integrating interactive tools into learning environment
Learners requirements	VET trainers/trainers
Resources required	Projector and PC with internet access; Flipchart; Color pens; Post-its; Handouts and PPT presentations (see attachments)
Advice for trainer	<ul style="list-style-type: none"> First, use a short PPT presentation to introduce the topic to the participants: "M2_presentation of learning environment" Encourage active participation of learners by using questions At the end of the module leave some time to reflect together on the subject and exercises.
Icebreaker	In order to introduce learners to each other trainer uses '3 Questions Game' (see icebreaker sheet "M2_icebreaker")

Learning methodologies	<ol style="list-style-type: none"> 1. Asking participants good and bad examples of learning environment 2. Introduce participants to the topic by presenting the ppt 3. Collect opinions of participants on elements of effective environment by discussion and world café technique 4. Discuss with participants on how to arrange learning environment to work with small groups 5. How to integrate interactive tools into learning environment? Discuss in small groups and present results 6. Reflection and Evaluation 	<p>Q&A</p> <p>Classic teaching</p> <p>World café, discussion “M2_handout 1”</p> <p>Discussion, group work “M2_handout 3”</p> <p>“M2_evaluation talking stick” questionnaire (see handouts)</p>
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • List the elements of suitable learning environment • List names of some interactive tools • Know how to arrange learning environment for small group work <p>Skills</p> <ul style="list-style-type: none"> • Use interactive tools in teaching • Create a suitable learning environment for students • Use small group work in teaching <p>Competences</p> <ul style="list-style-type: none"> • Apply small group work in teaching activities • Use interactive tools in teaching, independently 	

5 Module 3: Pedagogy, Tools, Approaches - Non-Classroom-Based Work

(Jugend am Werk Steiermark, AT)

Module 3	Non-Classroom-Based Work
Objective	<ul style="list-style-type: none"> • To train the professionals how to develop an awareness of the positive impact that experiences outside the classroom can have on education • To develop an understanding of the planning and organisation required for teaching and learning outside the classroom • To identify appropriate strategies for teaching and learning outside the classroom • To experience a planned scavenger hunt • Introduce learners to the topic of planning non-classroom-based-work and the different kind of outdoor activities with the focus on planning a scavenger hunt
Time	180' (90' theoretical part, 90' practical part)
Content	Organizing, teaching and experience non-classroom-based work: <ul style="list-style-type: none"> • Knowing about teaching strategies that successfully can motivate teenagers • Strategies and behaviour • Planning and preparing non-classroom-based-work (NCBW) • Reflecting on teaching
Learners requirements	VET Trainers/teachers and company coaches
Resources required	Video projector and PC; Flipchart; City map; Pens and papers with the tasks; Cellular phone to make pictures
Advice for trainer	Provide a short overview of the different kinds and aims of NCBW, like field trips, excursion with the focus on scavenger hunt. Discuss the experience the participants have made with NCBW so far with teenagers.

Icebreaker

The Superhero Game

This ice breaker game is truly one of a kind, and involves using your creativity in a variety of ways.

Everyone gets a sheet of paper and something colourful to draw with such as a crayon or marker. Ask each member of the group to go off into their own corner of the room to think of a super power they would wish to have. They will then need to draw themselves as a superhero (or villain!) with the paper and marker provided.

Once they have all drawn their super selves, gather the group back up again and have everyone share their super self-portrait, as well as describe their super power in detail.

They will learn more about each other's personalities and recognize each other's strengths.

Learning methodologies

Group work, individual work, the four-step method of instruction, mind map

- | | |
|---|---|
| 1. Introduce participants to the topic NCBW by showing them videos on how to teach non classroom based work | Frontal lesson, video (bibliography)
PPT "M3_NCBW" |
| 2. Organize small groups 3-5 persons and ask them about the differences between their planned NCBW in the past and planning of NCBW shown in the videos | "M3 Examples of NCBW..."
Group work |
| 3. Show and explain to the participants the scavenger hunt as a NCBW | Frontal lesson
"M3_Example for a scavenger hunt" |
| 4. Ask the participants to give a short feedback on the inputs so far and to organize on the theoretical basis a "scavenger hunt" for themselves. Afterwards the participants experience a self-planned scavenger hunt outside the classroom. | Group work, practical exercise |
| 5. After coming back from the scavenger hunt ask the participants to reflect the practical part in small groups and ask them to give a short feedback about their experience and how they could use this method for their students | Group works
"M3_Scavenger hunt feedback questionnaire" |

Learning outcomes/ ECVET credit

After successful completion of this module participants will be able to:

Knowledge

- Define the needs of the teenagers in regard to the lesson plan
- Describe the types of NCBW
- Explain the importance of NCBW in gaining knowledge
- List the most important steps to plan a NCBW
- Name possible obstacles of NCBW
- Name the strengthen of a scavenger hunt
- Differentiate between a well-structured scavenger hunt and possible weakness in planning a scavenger hunt

Skills

- Develop non-classroom-based- work so that learning becomes a pleasure for the teenagers
- Use motivation skills to get to inspire the teenagers for NCBW
- Analyse possible obstacles they can be faced
- Develop an understanding of the planning required for teaching and learning outside the classroom
- Understand the importance of good planning and organizing a scavenger hunt
- Analyse the theoretical part with the outcome of the practical part
- Develop a scavenger hunt to make it a pleasure way of learning

Competences

- Cope with the appropriate outdoor activities in order to combine them with the curriculum of the teenagers
- Identify when and which NCBW leads to a success for the participants
- Implement the four step method of instruction in NCBW
- Face the different needs of the teenagers before planning a NCBW
- Reflect aims of NCBW and the outcome for every participant
- Reflect the outcome of the scavenger hunt regarding additional benefit for the teenagers
- Apply a scavenger hunt for their learning content with teenagers
- Face possible difficulties in the planning stage

6 Module 4: Classroom-Based Work - Pedagogy, Tools, Approaches

(Oscar-Tietz-Schule, DE)

Module 4	Classroom-Based Work
Objective	To train professionals in order to make them capable of using mixed methodologies for learning in a classroom setting to improve academic and practical skills.
Time	180'
Content	<p>Classroom management and advanced practices for teachers working with students at risk of early school leaving.</p> <p>Classroom management tools:</p> <ol style="list-style-type: none"> 1. teacher sets an example: team of teachers come to an agreement 2. how to deal with classroom disruptions 3. students create classroom agreements and arrange with school rules <p>Classroom methodology tools:</p> <ol style="list-style-type: none"> 1. finding appropriate tasks 2. finding suitable methods
Learners requirements	VET trainers/teachers and company coaches
Resources required	Video projector and PC/ Internet access; Flipchart; Hand outs and PPT presentations (see attachment)
Advice for trainer	<p>Provide a short theoretical introduction (supported by PPT presentation) to the participants on the topics of this unit and hand out examples of teachers' agreements and class room agreements. Take extra time to discuss how to deal with disruptions consistently.</p> <p>Provide an overview on terms of different teaching methods and let the participants work on appropriate tasks from their subjects.</p>
Icebreaker	Tell one participant to disrupt your introduction to this training programme repeatedly with: not listening, talking, standing up, walking around and looking out of the window. After one minute ask the other participants how they felt and what their first impulse was.

Learning methodologies	<ol style="list-style-type: none"> 1. Introduce participants to the topic by showing them your short theoretical introduction (PPT) 2. Organize small groups of 3-4 persons each. Hand each group a list of teacher-teacher-agreements and make them agree on them or change rules. Let each group present their “new” agreement. 3. Show and explain to participants the steps to create class rules out of existing school rules. 4. Introduce participants how to deal with students who don’t follow their own agreements (disruptions), referring to the icebreaker exercise 5. Show overview of teaching methods, introducing ICT-based simulations 6. Working with new methodologies: Organize groups of 3-6 persons each. Let each group plan and present one of the described activities. 	<p>Frontal lesson PPT “M4_presentation”</p> <p>Group work, “M4_material_1”</p> <p>Frontal lesson, “M4_material_2”</p> <p>Frontal lesson, group work, practical exercise: Task 2 (PPT)</p> <p>Frontal lesson, computer/internet, projector, PPT “M4_presentation”</p> <p>Group work, “M4_material_3”, practical exercise: Task 3 (PPT)</p>
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Describe the different steps of introducing classroom management to teachers and students • Name and explain motivating methods/activities according to the group specificities <p>Skills</p> <ul style="list-style-type: none"> • Use different strategies of classroom management • Use practical settings to activate and motivate the students and help build self-confidence and self-efficacy • Develop motivating methods/ activities according to the group specificities <p>Competences</p> <ul style="list-style-type: none"> • Demonstrate how classroom management strategies can be introduced • Identify appropriate methods/activities for different groups of students autonomously and adjust the methods/activities to the group specificities • Identify possible risks in the planning stage and address them in the adequate manner 	

7 Module 5: The Role of the Teacher - Her/His Attitude/Approach Towards the Students

(FormAzione Co&So Network, IT)

Module 5	The Role of the Teacher - Her/His Attitude/Approach Towards the Students		
Objective	To train professionals to be able to support their pupils in an adequate manner: empower, motivate them and able to communicate with them efficiently and provide them tailor-made orientation and guidance.		
Units	5.1 Effective communication	5.2 Empowerment	
Time	180'	180'	360'
Content	Teacher's attitude towards students to prevent drop-out		
Learners requirements	VET trainers/teachers and company coaches who have already a basic knowledge on the topics addressed in the module		
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> List and describe a wider range of efficient communication techniques Differentiate between the different cultures present in the territory Define different strategies of how to empower students Describe the procedure of personal and vocational profiling <p>Skills</p> <ul style="list-style-type: none"> Use a wider range of efficient communication techniques Approach in an adequate manner to students/parents with different cultural backgrounds Use different techniques of empowerment and the profiling technique <p>Competences</p> <ul style="list-style-type: none"> Apply the efficient communication techniques autonomously Develop open relationships and have an understanding on the consequences of specific gestures or behaviours Apply the empowerment and profiling techniques autonomously 		

Resources required	Video projector and PC; Flipchart; Handouts; PPT presentations (see attachment)
Learning methodologies	Traditional teacher-centred teaching, group work, individual work, brainstorming, role play

Unit 5.1	Effective Communication	
Objective	Introduce learners to the topic of effective communication techniques and let them exercise these techniques.	
Time	180'	
Content	Non-verbal communication; Active listening; How to give feedback; How to deal with and valorise students from culturally diverse backgrounds	
Learners requirements	The trainer should be expert on the topic "Communication". The present unit contains just hunts on exercises and topics for discussion, therefore activities might be integrated or changed by the trainer with own materials or exercises.	
Icebreaker	Circle name game: Names are said around the circle along with an adjective that starts with the same letter as their name (e.g. Brave Brad, Funny Francis). At the end, all participants need to repeat everyone else's name with the adjective.	
Learning methodologies	General introduction Warm-up questions for discussion: <i>Why do we communicate? How do you know that you are communicating efficiently with someone? On the contrary, what is bad communication? Tell personal examples. What do you expect to learn in this unit?</i>	Group discussion
	Non-verbal communication Create groups of 4 and give each group 10 feeling-cards ("M5_feeling_cards"). Everyone picks 2 cards and demonstrates to the group, through body-language, the feelings written on the cards. The group has to identify the feeling demonstrated. Discuss with the whole group which cues of non-verbal communication did they identify. Reflect with the group on the following questions: <i>How can recognizing the non-verbal cues in communication help me in the classroom? Why is it important for a teacher to be aware of one's own non-verbal cues in communication? How can I improve my non-verbal communication?</i>	Group work Frontal group discussion
		PPT "M5_communication" Frontal group discussion

	<p>Active listening Ask participants: <i>What do you already know about active listening? Why is it important? Listening is easy or difficult for you? What are the barriers of active listening?</i> Explain the active listening techniques. Brainstorm on difficult situations in class where active listening is essential (e.g. a student complaining that he cannot work with a team he was assigned to, etc.). Participants work in pairs and choose a situation. They role-play 2 different scenarios: one that demonstrates active listening and a second one that demonstrates the lack of it (can be e.g. criticizing, judging or giving advice). Brainstorm with the whole group: <i>What have you learnt? What additional tips or techniques would you add?</i></p>	<p>Group discussion</p> <p>PPT “M5_communication” Brainstorming Role play</p> <p>Brainstorming</p>
	<p>Feedback Ask participants: <i>Do you find it easy or difficult to give/receive feedback? Why is it important in the classroom? What are the key elements to bear in mind when giving feedback?</i> Explain the ‘Sandwich Feedback’ technique, provide examples. Mention essential aspects of effective feedback. Create groups of 3 and ask the participants to give feedback on the lesson (or on a given situation described by the trainer) by practicing the sandwich feedback technique. Results and observations can be discussed in the big group afterwards.</p>	<p>Group discussion</p> <p>PPT “M5_communication”</p> <p>Group work</p>
	<p>Cultural differences Ask participants about the cultural background of their pupils and stimulate discussion by asking: <i>What makes feel a (foreign) person belonging to the place where (s)he lives? What should a teacher do to make this person act as real local citizen? Which social skills can facilitate intercultural approach?</i> Watch the video “The lunch date” (PPT) and discuss on cultural misunderstandings.</p>	<p>Group discussion</p> <p>Video Group discussion</p>
Resources	Video projector and PC; Flipchart; Handouts and PPT presentations (see Attach)	

Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Describe the various types of non-verbal communication • List different techniques of active listening • Describe what is feedback and its main elements • Differentiate between the different cultures present in the territory and their basic communication rules/habits <p>Skills</p> <ul style="list-style-type: none"> • Understand and use non-verbal cues of communication (both one's own and of others) • Use different techniques of active listening • Use the sandwich feedback formula to give constructive feedback • Approach in an adequate manner to students/parents with different cultural backgrounds <p>Competences</p> <ul style="list-style-type: none"> • Implement and interpret autonomously non-verbal signals in communication • Apply the techniques of active listening autonomously • Give constructive feedback that is appropriate in a certain context • Develop open relationships without building emotional barriers and have an understanding on the consequences of specific gestures or behaviours
--	---

Unit 5.2	Empowerment
Objective	<p>Introduce learners to the topic of empowerment techniques and let them exercise these techniques. Make them reflect on their own attitude towards students.</p>
Time	<p>180'</p>
Content	<p>Empowerment techniques; Personal and vocational profiling (acknowledging and encouraging individual's positive aspects and potential); Encourage belief in own abilities & competences; develop a supportive attitude towards students.</p>
Learners requirements	<p>The trainer should be expert on the topic "Empowerment". The present unit contains just hints on exercises and topics for discussion, therefore activities might be integrated or changed by the trainer with own materials or exercises.</p>
Icebreaker	<p>n/a</p>

[illegible]

	<p>Personal and vocational profiling</p> <p>This technique guarantees a person-centred approach and helps to collect information on the pupils' aspirations, interests, skills and abilities. At the same time, it increases their self-awareness on their own strengths and weaknesses and helps them to set and achieve goals. In other words, it empowers them. Show participants the profiling templates and give a short explanation, specifying that they can adjust the templates as they prefer, in case some questions might not fit their group of students. Underline the importance of an appropriate language to use during the interview with pupils:</p> <ul style="list-style-type: none"> • Positive language (focusing on strengths) • Active language (instead of should/may say will/can) • Ask open questions (to make people explain better and take responsibility of their thoughts) <p>Divide participants in pairs and let them practice through role-play how to develop a personal and vocational profile with their pupil. Let them practice the effective communication techniques of the previous unit. End the activity with a group reflection.</p>	<p>Frontal lesson "M5_profiling"</p> <p>Role play</p>
	<p>Supportive and limiting belief</p> <p>Discuss how beliefs influence our perception of ourselves and how they often lead to self-fulfilling prophecy. Our beliefs create a filter in our minds: we easily perceive the evidences that support our beliefs, while we filter out the facts that are contrary to them. This is particularly true for negative / limiting beliefs. Try an activity with participants (they can also do in class):</p> <p>Replacing limiting beliefs with supporting ones:</p> <ol style="list-style-type: none"> 1. Chose a negative self-belief you want to work on. 2. Examine the evidence that you built the belief upon. 3. Chose an alternative more supportive belief that feels possible for you to accept. 4. Examine evidence for the new belief. <p>Discuss about the activity with the whole group.</p>	<p>Group discussion</p> <p>Individual work</p>

Resources	Video projector and PC; Flipchart; Handouts (see attachment)
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Define the meaning and describe some techniques of empowerment • Describe the procedure of personal and vocational profiling • Explain what are supporting and limiting beliefs and how does they work <p>Skills</p> <ul style="list-style-type: none"> • Use different techniques of empowerment and the profiling technique <p>Competences</p> <ul style="list-style-type: none"> • Apply the empowerment and profiling techniques autonomously

8 Module 6: The Role of the Teacher - Link: School - Work - Private Environment

(GZS, SI)

Module 6	The Role of the Teacher - Link: School - Work - Private Environment		
Objective	To train and empower professionals in order to make them more confident in building bridges between or linking school, work and private environment and applying different approaches to involve parents and employers in learning process. To encourage professionals to implement some new approaches/activities into their own practice and to prepare a concrete Action Plan to link these three elements and as a result have a more holistic education process. At the same time follow students' progress in their career path including Life-Road Map or Individual Development Plan – G.R.O.W and follow the principle: No student must be left behind.		
Units	6.1. Teacher/Trainer/Tutor as a Link to private environment	6.2. Teacher/Trainer/Tutor as a Link to work/school	
Time	180'	180'	360'
Content	<p>This module will focus on new approaches how to link school, work and private environment to have more holistic education process:</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • Benefits of Better Parent/School Collaboration • Barriers to family involvement • What is family involvement/engagement • Strategies and Action Plan for Involving/engaging parents <p>Unit 2:</p> <ul style="list-style-type: none"> • Labour market information and new trends and employment opportunities for students • Linking learning curriculum and content to professions and job opportunities - one of the ways to raise the motivation to learn • Individual Development Plan – G.R.O.W. • Life Road-Map 		
Learners requirements	VET trainers/teachers and company tutors		

Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Describe barriers and benefits of school/parents cooperation • Recall some strategies for cooperation with parents • Describe the situation on the labour market with new opportunities in labour market such as start-ups, co-working, projects which they can put in to life <p>Skills</p> <ul style="list-style-type: none"> • Analyse their own barriers and strategies in cooperation with student's private environments • Use different approach for better cooperation with students/parents from different cultural backgrounds • Use different activities to present and promote students all areas of occupation they have chosen <p>Competences</p> <ul style="list-style-type: none"> • Apply different activities in Action Plan and implement it into real practice • Build network of companies, employers in local environment and cooperate with professionals in target occupations for which the students are educated • Build carrier Individual Development Plan – G.R.O.W. or Life-Road Map with students • Renew the content, conditions, teaching and learning methods - include labour market information and occupations' descriptions into learning content/curricula
Resources required	<p>Video projector and PC; Flipchart, markers; Handouts and PPT presentations (see Attachment); Newspapers, internet; Templates for Action Plan, Life-Road Map and Individual Development Plan – G.R.O.W.; Materials for icebreakers (small ball, toothpicks and play dough); Materials for dividing participants into small groups (cards, puzzles, notepads)</p>
Learning methodologies	<p>Traditional teacher-centred teaching, group work, work in pairs, individual work and group discussion.</p>

Unit 6.1	Teacher/Trainer/Tutor as a Link to private environment
Objective	Introduce to participants the possibilities and benefits of School - Parent Cooperation and to prepare their own concrete Action Plan of cooperation with parents.
Time	180'
Content	<ul style="list-style-type: none"> • Benefits of Better Parent/School Cooperation • Barriers to Family involvement • What is family involvement/engagement • Strategies and action plan for Involving/engaging parents
Learners requirements	<p>Trainer/moderator should be an expert in facilitating groups as in this unit participants will work in small groups and discuss their own ideas, reflect other ideas, present their own suggestions and say what they DO and DON'T like or agree with, give new ideas and solutions.</p> <p>Calculate also some time at the end to reflect together (group by group) on the discussions. Find common issues.</p> <p>For dividing participants into small group they can use several techniques: puzzles (participants who have the pieces of same puzzle they are in the same group), draw cards (same cards: aces, kings, queens – same group), draw notepads of different colours (same colour – members of same group). You can also choose the possibilities that every time when the group will be divided into small groups, you can either keep the same members of small group or you can change them every time.</p>
Icebreaker	<p>Quick Ball</p> <p>Ask all of the participants to stand in a circle. Make sure they are not too far apart or too close together. Give one person a small ball (tennis balls work well) and ask them to pass it to someone else in the circle and find the shortest possible way for the ball to travel from hand to hand of all participants as soon as possible. How the ball will travel freely depends on participants (If the group is large, we can make two groups with the same function). Moderator encourages them to seek different options until they find the shortest way. Finding the shortest way of the ball is like searching for the right way to overcome the problems and negative attitudes of students transferring them from the domestic environment to school or to work, which involve all like students, teachers and parents or guardians.</p>

Learning methodologies	General introduction Commence the session by asking participants: “What do they think about cooperation with parents?”, “In what way they are already cooperating with parents?”, “What are the results of this cooperation?”, “Are they satisfied with results?” “Could it be better?” Encourage participants to share their experiences of different ways of cooperation with parents. What effects has this cooperation on learning process of students, getting better grades and fulfilling their life goal. After a brief discussion on these issues, observe that cooperation with parents has a significant impact on student’s successes.	Group discussion
	Benefits of Better Parent/School Cooperation Using the PPT in Annex, introduce benefits of better Parent/School cooperation, how involvement of parents has a crucial role throughout the individual’s educational career and preventing drop out, recognition of family strength and why is important to involve/engage parents.	Frontal teaching, PPT "M6_Unit I _presentation"
	Barriers to Family involvement Divide participants into small groups of 3-4 members. Each group has to write down 3 points: <ol style="list-style-type: none"> 1. Barriers with which they are facing in everyday work when they are trying to better cooperate with parents. 2. At the same time, they have to reconsider their role as a teacher who is now linking student’s school and private environment. Why is it important for students to feel that the teachers take an interest in them, not only regarding their success at school, but also in their lives and futures? What methods can we use to create better solidarity and team spirit in class (security and safety) - workshops for students.... a workshop to form a sense of security. 3. Solutions, ideas how could overcome those barriers. Every group present their ideas and findings on a poster. The entire group, under the supervision of a trainer/moderator, should discuss the ideas of all the groups, add their own suggestions and say what they DO and DON’T or agree with, give new ideas and solutions. At the end trainer/moderator summarize findings with focusing on next content – strategies.	Working in small group based upon their everyday experiences Group discussion

	<p>Strategies and Action Plan for Involving/engaging parents</p> <p>Using the PPT “M6_Unit I _presentation”, introduce different strategies, which they can incorporate into their own Action Plan.</p> <p>After presentation the trainer divide participants into small groups of 3-4 members. Each group should discuss and prepare their concrete Action Plan (on flipchart). Ask them to discuss the examples and give their own ideas on these 3 topics:</p> <ol style="list-style-type: none"> 1. How do we as teachers cooperate with each other, how do we work with career guidance counsellors, social workers in the school/local community, head teachers, local authorities, etc. to achieve a better connection between the school/teachers and the private environment? Does the better inclusion of schools into the local community possibly mean more students and less drop-out? 2. What can be done so that we gain a better understanding of students and parents who come from different cultural/ethnic backgrounds? 3. Prepare concrete Action Plan - how they will cooperate with parents and following student’s road map or individual development plan. Write down concrete activities, strategies, who will be responsible for, time frame to achieving the goal, etc. <p>Some examples of cooperation with parents (for details see Annex):</p> <ul style="list-style-type: none"> • The first day of school with parents and students • Summer and Christmas Bazaar for families, friends, community • Special meetings with the parents and students <p>For Action Plan use the template in attachment. At the end each group present their Action Plan.</p> <p>Following the preparation and presentation of an Action Plan, facilitate a group discussion using the following:</p> <p>After each presentation of Action Plan ask and discuss;</p> <p>Q: Ask other groups about ideas, opinions and reflections on presented Action Plans.</p> <p>Q: What do you have to do to put the Action Plan into practice and start with activities already the next month?</p>	<p>Frontal presentation, working in small group and group discussion</p> <p>Annexes</p> <p>“M6_Unit I _Template for Action plan”</p> <p>“M6_Unit I _Good practices”</p>
--	---	---

	<p>Self-reflection</p> <p>At the end of this unit/session, give participant a few minutes to think about and present good ideas and examples, which they will apply into their cooperation with parents. Ask them to reflect what do they think about presented strategies and Action Plans and if they are effective enough? What are the particularly positive points? What do they feel is missing? Is it possible to implement Action Plan in the school? In the discussion, bring up once again the importance of connecting teachers with the private environment in which students live.</p> <p>The trainer gives summaries of the entire unit – also highlighting those topics that were not addressed during the group work and discussions, and concludes the unit.</p>	Group discussion
Resources	<ul style="list-style-type: none"> • Video projector and PC • Flipchart, markers • Templates for Action Plan • Materials for icebreaker (small ball) and for dividing participants into small groups (cards, puzzles, notepads ...) • Handouts and PPT presentations (see attachment) 	
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Describe the benefits of school/parents cooperation • Describe barriers for better cooperation with parents • Recall some strategies for cooperation with parents <p>Skills</p> <ul style="list-style-type: none"> • Analyse their own barriers in cooperation with student's private environments • Analyse their own strategies for working and cooperating with student's private environment • Use different approach for better cooperation with students/parents from different cultural backgrounds <p>Competences</p> <ul style="list-style-type: none"> • Apply different activities in Action Plan and implement it into real practice • Apply Action Plan in one month/or following school year • Evaluate and reflect on the activities written down in the Action Plan and if needed revise or change them with more suitable ones 	

Unit 6.2	Teacher/Trainer/Tutor as a Link to work/school	
Objective	Introduce participants the possibilities of labour market and benefits of networking with local companies and organizations and at the same time follow-up student's progress and learning successes for achieving their career plan.	
Time	180'	
Content	<ul style="list-style-type: none">• Labour market information and new trends and employment opportunities for students• Linking learning curriculum and content to professions and job opportunities - one of the ways to raise the motivation to learn• Individual Development Plan – G.R.O.W.• Life Road-Map	
Learners requirements	In case the trainer does not have the information or knowledge from the labour market, we recommend that he/she invite an expert from Public employment service or other expert to present the local labour market. Calculate also some time at the end to reflect together (group by group) on the discussions. Find common issues. Invite guests from local employment office/HRM from local companies.	
Icebreaker	Play dough and toothpicks structures First, divide the group randomly by e.g. using a German or French deck of cards to organize smaller groups of four (Kings together, Queens together, Jacks together). The task for each group is to form small statues from play dough and toothpicks as soon as possible. Before they begin the work, groups must choose one member, who will only observe their work, the other three members have one minute to shape the statues. After finishing, the observer reports how they divided the work in the team, what skills he/she noticed among the group members (who took over the work organization, who has worked fast, who was more accurate ...).	
Learning methodologies	Introduce participants to the local labour market Invite an expert from Public Employment Services or other expert to present local labour market. In this presentation it is important to point out how labour market has changing very fast, what kind of new possibilities, opportunities and new forms of employment we can find on labour market (projects, start-ups, crowdfundings, co-working, social networking, different working platforms, business accelerators, technology parks...).	Frontal lesson PPT “M6_Unit2_presentation”

How to link information about labour market and employment opportunities with learning content

Divide participants in to small working groups (WG) of 3-4 members. Each group should discuss and prepare their concrete suggestions (on flipchart) about these two topics:

1. Find information about employment opportunities. Each WG is working on analysing local labour market (news from industry, regional companies, vacancies ... which companies are prospective and are looking for new employees, where are employment opportunities for their students)
2. Each group should analyse how to link information about local labour market, work and employment possibilities to the learning content, curriculum and student's career plan.

Some examples:

Because the majority of professions change rapidly, it is important that teachers:

- maintain numerous contacts with employment associations, companies, mentors in companies, as well as with alumni who are already employed,
- organise chats/talks about the career opportunities of students' who are currently still at school;
- organise speed dating between employers and students using the elevator pitch approach
- organize visits to companies and seeing jobs in action and real workplaces
- making arrangements for the students' practical work experience or summer work.

All these activities could help students making decisions regarding their careers, which jobs are good matches considering their career interests. When they finish their education, they can carry out various jobs with the same education. All these individuals and companies could help to give purpose to the students' learning variety of content that students do not particularly like and cannot see the point in learning it, and also help break stereotypes about the various professions, etc.

Following the presentations facilitate a group discussion using the following:

After each presentation ask and discuss;

Q: Ask other groups about ideas, opinions and reflections on presented.

Q: What you have to do to put this ideas, activities, in to real practice and start with activities already next month?

Small group working and group discussion

How to inspire young students to be more proactive according to their career path, realization of career plan and reaching career goal?

For this activity participant should be divided in to pairs. At the beginning one member of the pair fills-in the template of Life-Road Map and the other one the Individual Development Plan – G.R.O.W. (one of coaching models). Participants can fill-in templates by themselves to try it out or they can just reflect on how could they use it with their students - the methodology depends on the trainer. When they are done they should present it to each other. After presentation they discuss on two points:

1. What is good to know about young people and their thoughts about their career? Do students link education with employment and a career? What are they most worried about? Do they think about demands of employers, a high level of competition? Are they aware of stereotypes concerning some professions and the fact that they might be less respected in our society?
2. What I as a teacher could do to help them to achieve the goals set? Can I help them to write their own Life-Road Map or Individual Development Plan - G.R.O.W. and follow-up activities to realization, successes on regular basis?

Some examples what else teachers can do with their students regarding career opportunities:

Exercise:

- Ten Things I Like Doing
- Workshop: My profession is respected because...
- Writing a CV (in their native language, in their second language)

Working in pair

Annexes

“M6_Unit2_Life Road Map Instructions”

“M6_Unit 2_Individual development...”

“M6_Unit 2_Ten Things I Like Doing...”

	<p>Self-reflection</p> <p>At the end of this unit/session, give participant a few minutes to think about presented good ideas and examples, which they will apply into their everyday work with students. Ask them to reflect what do they think about presented employment opportunities in labour market and listed activities to work with students in realizing their career plan? What are the particularly positive points? What do they feel is missing? Is it possible to implement activities in to their learning content? In the discussion, bring up once again the importance of connecting teachers with the work environment, companies and organization in which students could realize their career opportunities.</p> <p>The trainer gives summaries of the entire unit – also highlighting those topics that were not addressed during the group work and discussions, and concludes the unit.</p>	
Resources	<ul style="list-style-type: none">• Newspapers, internet (vacancies on labour market...)• Video projector and PC• Flipchart, markers• Handouts and PPT presentations (see Attach)• Templates for Life-Road Map and Individual Development Plan – G.R.O.W.• Materials for icebreaker (toothpicks and play dough) and for dividing participants into small groups (cards, puzzles, notepads ...)	

Learning outcomes/ ECVET credit

After successful completion of this module participants will be able to:

Knowledge

- Describe the situation on the labour market
- Explain students' new opportunities in labour market such as start-ups, co-working, project which they can work together with companies

Skills

- Adjust the learning content in relation to the occupations chosen by students and opportunities in labour market
- Use different activities to present students all sites of occupation which they have chosen
- Analyse and follow changes on the labour market and promote occupations for which students are educated

Competences

- Build network of companies, employers in local environment and cooperate with professionals in target occupations for which the students are educated
- Transfer objective and relevant information about the professions/occupations to students
- Build carrier Individual Development Plan – G.R.O.W. or Life-Road Map with students
- Renew the content, conditions, teaching and learning methods - include labour market information and occupations descriptions into learning content/curricula
- Encourage and rise confidence among students for the safety of employment and the opportunities of personal development

9 Module 7: Conflict Resolution and Mediation - Learner to Learner Conflict

(Meath Partnership, IE)

Module 7	Conflict Resolution and Mediation - Learner to Learner Conflict	
Objective	To support teachers to engage in cooperative problem-solving to manage in-classroom conflict in order to reach fair decisions.	
Units	7.1 Conflict Resolution	7.2 Mediation: Learner to Learner
Time	180'	180'
Content	<p>This module will focus on conflict resolution and mediation in a learning environment exploring the following sub-topics:</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • The dynamic and theory of conflict providing a basic understanding of conflict and why it takes place • How conflict impacts on behaviour • Stages of conflict escalation and how to develop a better way to handle conflict <p>Unit 2:</p> <ul style="list-style-type: none"> • Successful interventions • Introduction to mediation in a learning setting and how it can be used 	
Learners requirements	VET trainers/teachers who have already a basic knowledge on the topics addressed in the module	
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand the basic theory and dynamic of conflict • Describe different measures for managing conflict within the classroom • Explore their own relationship to conflict <p>Skills</p> <ul style="list-style-type: none"> • Use different measures to get students to address and understand conflict in assertive ways • Learn new activities and exercises to handle conflict within the learning environment • Learn how to manage successfully in conflict and practice mediation skills in the classroom <p>Competences</p> <ul style="list-style-type: none"> • Use the appropriate strategies to manage conflict within the learning environment and encourage / support learner to learner mediation 	
Resources required	Projector and PC; Flipchart; Handouts and PPT presentations (see Annex)	
Learning methodologies	Traditional teacher-centred teaching, group work and role play and self-reflection exercises.	

Unit 7.1	Conflict Resolution	
Objective	Introduce participants to the dynamics of conflict and explore how it impacts on their behaviour within learning environments.	
Time	180'	
Content	<ul style="list-style-type: none"> • The dynamic and theory of conflict • How conflict impacts on behaviour • Different personal conflict style • How to develop a better way to handle conflict 	
Learners requirements	In delivering this module, it is recommended that the trainer is familiar with the material and can enhance the material based on their experience of conflict in a learning environment adding value to the training materials. As a trainer you have the flexibility to interchange their own material and exercises with those recommended in this unit.	
Icebreaker	Two truths, one lie In order to get to know the participants in the group, a very simple icebreaker is recommended for example; each person must think of three things about themselves - two must be true, one must be a lie. As each person shares the three things with the group, the group must guess which one they think is the lie.	
Learning methodologies	General introduction Commence the session by asking participants: "What is a conflict!", "Why does it arise?" and "how is it resolved?" Encourage participants to share their experiences of different types of conflict in their teaching settings. What effects had these conflicts on their work? After a brief discussion on these issues, observe that, as interdependence increases, conflicts are bound to increase. There are several reasons for conflicts to arise and it is not always easy to identify the source of conflicts.	Group discussion
	The dynamic and theory of conflict Following the group discussion in which you have introduced the participants to conflict in a general and informal way, we recommend that you using the PPT in Annex, to introduce the theoretical material about conflict, why it arises, effects of conflict, elements of conflict and theories of conflict. This will provide the participants with a basic grounding in conflict and conflict management in a learning setting.	Frontal Presentation PPT "M7_Unit 1 Conflict Resolution"

	<p>How conflict impacts on personal behaviour</p> <p>Ask each participant to go stand under/near four papers where names of animals were written: fox, lion, turtle and bird based on how they react to conflict. With the participants at each station (in smaller groups) discuss what the people have in common at each animal station and how that is different from the other “animals”.</p>	Group Exercise on how you react to conflict (personal behaviour)
	<p>Different Conflict Styles</p> <p>Have participants role-play a conflict resolution scenario.</p> <ol style="list-style-type: none"> Divide participants into groups of three. Ask each team to choose two role players and an observer. (More than one participant may observe.) Hand out the Role-Play Scenarios and the Observer’s Sheet to the participants taking those roles on each team. The participants who take on character roles should role-play the conflict. Distribute a copy of the Resolving Conflict Checklist to each participant. As the participants who take on character roles role-play the conflict, the observer(s) should use the guidelines from the Observer’s Sheet to analyse how the characters take responsibility for resolving the conflict. After 10 minutes, have the observer(s) give feedback to the team. 	Role Play and group discussion Annex “M7_Unit 1 Handouts 1-3 RolePlay”
	<p>Following the Role Play feedback, facilitate a group discussion using the following:</p> <p>Ask and discuss:</p> <p>Q. Give an example of how you applied a guideline from the Resolving Conflict Checklist to resolving this conflict.</p> <p>Q. The next time you try to resolve a conflict, which guideline do you think will be the most important one for you to follow? Why did you choose this particular guideline?</p>	

	<p>How to develop a better way to handle conflict: conflict escalation</p> <p>Using the Nine Step of Conflict Escalation Handout, use this time to explain that uninterrupted escalation of a conflict can result in undesirable results and outcomes for all involved. At every stage, the dynamic of a conflict can escalate further when there is no conscious moment of awareness and reflection. Once you recognise the characteristics of the different stages of a conflict, you are able to act. You can either prevent the conflict from escalating even further or you can consciously let the conflict escalate further. Sometimes the latter is useful to make a conflict more visible to stakeholders and the social environment. Once you have identified the stage a conflict is in, you can use this opportunity to find constructive solutions on your own, or you see that it is necessary to ask an outsider for assistance in finding a solution. These solutions will be addressed in Unit 2.</p>	<p>Group discussion Annex “M7_Unit 1 Handout 4 9 Stages of Escalation”</p>
	<p>Exercise in self-reflection</p> <p>At the end of the session, allow participants an opportunity to reflect on the learning within the session, focusing on how they react to conflict and identifying one thing would they change for the future. Once this is completed, invite participants to share with the wider group.</p>	<p>Self-reflection</p>
Resources	PC and Projector; Flipchart + Markers; PPT and Handouts (see Annex I, 2, 3)	
Learning outcomes/ ECVET credit	<p>After successful completion of this module participants will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Describe the theory and dynamic of conflict management • Identify and reflect on personal conflict style <p>Skills</p> <ul style="list-style-type: none"> • Analyse when they were aware of a conflict and at what stage of the conflict there were in • Analyse their own conflict reaction <p>Competences</p> <ul style="list-style-type: none"> • Reflect on their own reactions to conflict 	

Unit 7.2	Mediation
Objective	Introduce participants to the techniques of conflict resolution specifically mediation.
Time	180'
Content	<ul style="list-style-type: none"> • Conflict Management Style and 5 types of interventions • What is mediation and how to use mediation skills in the classroom
Learners requirements	The trainer should be experienced in mediation techniques within a learning environment adding value to the training materials. Trainers should have the flexibility to interchange their own material and exercises with those recommended in this unit.
Icebreaker	<p>In My Defence Energiser</p> <p>Prior to running the energiser, write a series of scenarios on the flipchart. These should be things that people typically come up with excuses for. For example:</p> <ul style="list-style-type: none"> • Not doing homework • Not completing a project • Being late into work • Missing an appointment • Not going out <p>Explain to participants that all of these are things that people often come up with crazy explanations In their Defence.</p> <p>Place participants into groups and ask them to come up with some crazy responses to the example situations you have given. In review, discuss the examples provided by the participants and then discuss the thought process that went into coming up with the ideas.</p> <ul style="list-style-type: none"> • Was it experience? • A process of selection? • Ideas that grew from other ideas?

Learning methodologies	<p>Explain to participants that there are two primary goals of school-based conflict management approaches namely: 1.) preventing unnecessary conflicts and/or 2.) trying to achieve mutually agreed upon solutions when conflicts do occur. In this session, we will encourage participants to choose/identify their conflict management style. The key to preventing, managing and resolving conflict effectively is the ability to respond appropriately to the situation.</p> <p>Five conflict management styles have been identified by researchers as avoiding, competing, compromising, accommodating and collaborating. Simply put these equate to:</p> <ul style="list-style-type: none"> • Avoid - refuse to engage • Compete - try to win • Compromise - I get a little, and you get a little • Accommodate - engage but then give in • Collaborate - look for win-win solution <p>All five of these styles are appropriate at times and all five styles are inappropriate at times. Individuals must choose the style that is appropriate for the conflict situation. An individual's choice of style in a conflict situation will vary depending on a variety of factors, such as the relationship between the disputants and the importance of the subject of the conflict to each individual.</p>	<p>Group Discussion Exercise: "M7_Unit 2 Handout 1"</p>
	<p>Mediation as a conflict resolution approach</p> <p>Mediation is an approach that is widely adopted in education settings, from teacher-led mediation programme or peer-to-peer mediation initiatives. In this session we will focus on mediation as a conflict resolution tool between two learners, where the teacher/trainer plays the part of the mediator. Use the PPT to introduce the topic of mediation and the core elements of the approach.</p>	<p>Frontal Lesson PPT "M7_Unit 2 Mediation" "M7_Unit 2 Handout 2"</p>
	<p>Mediation Skills</p> <p>In this session we will explore the 5 core skills needed to be an effective mediator. This is a theoretical input and the PPT should be used.</p>	<p>Frontal Lesson PPT "M7_Unit 2 Mediation Skills"</p>

	Mediation Skills – Small Group Exercise Form 5 Groups and assign each group one of the key skills. Give each group markers and flipchart paper and ask each group answer the following questions: <ol style="list-style-type: none"> Come up with 1-2 challenging real-life situations where this skill was (or would have been) useful (keep confidentiality). How did you/would you apply it? What advice or experience do you have about using this skill? (DOs and DON'Ts) What's important that's missing from this set of 5 skills? Groups work for 15 minutes and then reports/discussion for 20 minutes.	Exercise
	Mediation Skills – Role Play This role play sets out a typical situation that is likely to emerge in a learning context and provides guidance and checklists for the “actors”, mediator and observers. It is an opportunity for participants to practice the 5 core skills and reflect on their abilities.	See M7 “M7_Unit 2 Handout 3”
	Assessment and Evaluation	Individual Reflection and Feedback
Resources	PC and Projector; Flipchart and Markers; cello tape/masking tape, Handouts and PPT (see Annexes)	
Learning outcomes/ ECVET credit	After successful completion of this module participants will be able to: Knowledge <ul style="list-style-type: none"> Describe the mediation process Identify the five key skills to be an effective mediator Skills <ul style="list-style-type: none"> Use different techniques to better handle conflict Enhance their active listening skills Learn new techniques in mediation Competences <ul style="list-style-type: none"> Apply conflict management techniques autonomously Apply mediation skills autonomously 	

I0 Course Assessment

1. Module 1

Think of your own work as a teacher/trainer/tutor:

- Briefly, analyse your own practise with a focus on the three learning dimensions.
- Reflecting on your current practise, what might be improved? Why? How?

2. Module 2

Thinking of your own situation as a teacher/trainer/tutor with your group of learners in a classroom/seminar room/etc....

- briefly, describe the current work environment;
- discuss the pro's and con's of the current situation;
- name things you might want to improve (even if this is just theoretical) and give reasons for why that would be a benefit for the learners.

3. Module 3

Think of one group of learners in your practical work (or invent one that would be related to your practical work). Find an appropriate outdoor activity for the group and explain why you might want to implement it in your teaching/training/tutoring. Include the following points in your answer:

- Name of the activity
- Short plan (description) of the activity
- Value (sustainability) of the activity for the learners, teacher/trainer/tutor and curriculum to be covered
- Measurement of the success of the activity
- Critical factors (difficulties) to take care of

4. Module 4

Think of one group of learners in your practical work (or invent one that would be related to your practical work). Find an appropriate indoor activity for the group and explain why you might want to implement it in your teaching/training/tutoring. Include the following points in your answer:

- Name of the activity
- Short plan (description) of the activity
- Value (sustainability) of the activity for the learners, teacher/trainer/tutor and curriculum to be covered
- Measurement of the success of the activity
- Critical factors (difficulties) to take care of

OR

Thinking of your practical work with learners, in how far have you already implemented "classroom management"? What does it include? How did you do it? Are there any pro's or con's? Which ones? If you haven't implemented "classroom management", what could you implement? How could you implement it? Would there be any pro's or con's? Which ones?

5. Module 5

Thinking of your practical work and reflecting your own role as a teacher/trainer/tutor, in how far have you already included "effective communication" and "empowering techniques" in your teaching/training/tutoring?

- What do you do to communicate effectively and to empower your learners, and how do you do it? What are the advantages of it to your learners and to you?
- Where is room for improvement with regard to "effective communication" and "empowerment" on your side? What else could you do? What would you like to change? And what would that bring?

6. Module 6

Think of your own work as a teacher/trainer/tutor.

- Analyse, briefly, your current cooperation with the learners' families (parents).
- Analyse, briefly, your current network of companies and employers and how you cooperate with them (with regard to your role as a teacher/trainer/tutor in VET and to the benefit of your learners).
- Name possibilities of improvement for both points above and say how you would do it and why that would be important.

7. Module 7

Think of a conflict situation that occurred in one of your groups of learners.

- Briefly, describe the situation and your reaction to it. Reflect on your way of dealing with the situation.
- Looking at the same situation from an outside position and in the role of a mediator, what advice could you give? - Explain.

Marking of the assessment:

In order to pass the course, the participant needs to answer all seven questions above in writing. Each question gets ten points, so there is a total of 70 points. The participant must reach a minimum of 56 points (80 %) of the total score and, at the same time, at least five points per question (50 %).

The assessment will be done by the course trainer(s) or any other relevant person(s) selected by the organisation offering the course.

I I Bibliography

Publications:

Module 1:

Illeris, Knud (2007): How We learn: Learning and Non-learning in School and Beyond London/New York, Routledge

Illeris, Knud (2003) Learning, Identity and Self-Orientation in Youth - Nordic Journal of Youth Research.

Illeris, Knud (2008) Transfer Learning in the Learning Society. International Journal of Lifelong Education.

Piaget, Jean (1952) The Origins of Intelligence in Children. New York, International Universities Press.

Module 3:

Peter G. Beidler, "Risk Teaching: Reflections from Inside and Outside the Classroom", Coffeetown Press, 2012

Louanne Johnson, "TEACHING OUTSIDE the BOX – HOW TO GRAB YOUR STUDENTS BY THE BRAINS", JOSSEY BASS; 2015

Nick Veevers and Pete Allison, "Kurt Hahn: Inspirational, Visionary, Outdoor and Experiential Educator", Sense Publishers, 2011

Jennifer Serravallo, "The Literary Teacher's Playbook", Heinemann, 2014

For German participants:

Annette Reiners, "Praktische Erlebnispädagogik", ZIEL – Zentrum für interdisziplinäres erfahrungsorientiertes Lernen GmbH, 2013

Wolfgang Mattes, "Methoden für den Unterricht", Schöningh 2011

Kathrin Ding, "Ideen für die Praxis - Pädagogik/Psychologie: Wie motiviere ich im Unterricht?: Ein praxisorientiertes Handbuch zum Motivationsprinzip", BRIGG PÄDAGOGIK Verlag, 2012

Module 4:

Andrea Laake, "Teach the Teacher: Schülercoaching in der Schulpraxis", Cornelsen: Scriptor, 2012.

Module 7:

Mediation@MIT, Massachusetts Institute of Technology, Cambridge, MA, 2002

Conflict Resolution Education Program Report, Donna Crawford and Richard Bodine, 1996 (US Department of Justice and US Department of Education)

FES: Youth Leadership Development Programme, Module on Conflict Resolution

Video material:**Module 1:**

<https://www.youtube.com/watch?v=DhIALcVFpCc>

<https://www.youtube.com/user/DSBPCProDevelopment>

<https://www.youtube.com/watch?v=DhIALcVFpCc>

Internet links:**Module 2:**

<http://www.edutopia.org/technology-integration-guide-description>

<http://onlinelibrary.wiley.com/doi/10.1111/josh.12263/pdf>

https://www.bemidjistate.edu/its/elearning/resources/articles/files/Ten_Core_Principles-Boettcher.pdf

http://journals.cambridge.org/abstract_S0958344000000215

www.teachervision.com

<http://www.ucd.ie/t4cms/UCDTLT0021.pdf>

Module 3:

Topic “icebreaker”

<http://www.icebreakergames.org/>

<http://www.icebreakergames.org/games/the-superhero-game/7.aspx>

Topic “motivation”

<http://www.fluentu.com/english/educator/blog/effective-esl-teaching-strategies-motivation/>

Topic “method of teaching”

<http://teach.com/what/teachers-teach/learning-styles>

Topic “learning outside the classroom”

<http://www.ascd.org/publications/newsletters/education-update/oct10/vol52/num10/Learning-Outside-the-Classroom.aspx>

Module 4:

http://pdst.ie/sites/default/files/active%20methodology_0.pdf

Module 5:

http://www.creducation.org/resources/nonverbal_communication/classroom_activity_ideas.html

http://peer.hdwg.org/sites/default/files/4%20NonverbalCommunication-CommunicationSkills-Peer_Training.pdf

“Guidebook” from the project “WELNESS - Skills for True Wellbeing” (LLP GMP) no. 527797-LLP-I-2012-I-RO-GRUNDTVIG-GMP:

<http://www.wellnessllp.eu/it/download/category/1-resources.html#>

<https://www.mindtools.com/CommSkill/ActiveListening.htm>

<http://www.skillsyouneed.com/ips/active-listening.html>

<http://www.skillsyouneed.com/ips/feedback.html>

<http://www.rightattitudes.com/2008/02/20/sandwich-feedback-technique/>

<http://www.skillsyouneed.com/ps/personal-empowerment.html>

<http://www.edutopia.org/blog/empower-students-adora-svitak>

<http://www.wholechildeducation.org/blog/empower-students-5-powerful-strategies>

Module 6

<http://www.performanceconsultants.com/grow-model>

<http://www.cpi.si/files/cpi/userfiles/projektno-sodelovanje/Crocoos/FinalResearchReportCroCooS.pdf>

http://www.cpi.si/files/cpi/userfiles/Publikacije/CPI_evropski_prostor_ostani_V_SOLI.pdf

http://www.pedagogika-andragogika.com/files/datoteke/pad_zborniki/pad-zbornik-2012.pdf

http://www.directionservice.org/cadre/parent_family_involv.cfm

<https://www.starr.org/index.php>

Module 7

<http://www.skillsyouneed.com/ips/mediation-skills.html>

<http://www.fao.org/docrep/w7504e/w7504e07.htm>

http://www.creducation.org/resources/resolving_conflicts/files/resources.html

http://www.new2teaching.org.uk/tzone/education/behaviour/Managing_conflict.asp

http://www.campus-adr.org/cr_services_cntr/mit_all.pdf