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S4D TVET Teachers' Guideline

Develop S4D Session Plans

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Bure Polytechnic College

Chacha TVET College

Chancho TVET College

General Wingate Polytechnic College

Hawassa Polytechnic College

Jimma Polytechnic College

Nefas Silk Polytechnic College

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The experts (*) reviewed the content of the guideline in 2021 in Addis Ababa.

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Glossary

Assessment	Process of collecting evidence and making judgments on whether competence has been achieved.
BMZ	German Federal Ministry for Economic Cooperation and Development
Competence	The possession and application of knowledge, skills, and attitudes to perform work activities to the standard expected in the workplace.
Occupational Standard (OS)	Defines the competences that a person or individual must possess to be able to perform and be productive in the world of work. It is composed of units of competence that define a particular scope of work resulting in a product, service, or decision.
Occupation	Is the type of work, which an individual does to earn a living, often defined in terms of the broad range of competences or duties required to do it.
Occupational Assessment	Process of determining if the person possessed the required competences stated in the occupational standard.
Qualification	The certification awarded to a person as recognition of achievement of cluster/group of competence that meet industry requirements for useful work and in accordance with the title and description of the Ethiopia TVET Qualifications Framework (NTQF)
Stakeholders	All relevant players and interest groups in the TVET system, including TVET providers and institutions, teachers and instructors, employers, employees (trade unions), students, parents, policymakers (government), NGOs and other institutions involved in training and human resource development, educational institutions, donors, etc.
Sport for Development (S4D)	refers to the use of sport as a tool to improve people's lives and enlarge people's choices.
S4DA	Sport for Development in Africa
S4D activities	Intentionally give priority to development objectives and combine sport and play with other non-sport components. Sport is hereby defined as all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction.
S4D approach	A theoretical concept using sport to pursue further development goals (SDGs), promoting capacities on various levels (individual, organizational, broader system). Such an approach should include strategies, processes and S4D method(s). The developmental objectives are country-specific, e.g., S4D is used as a tool to promote health (SDG 3) and gender equity (SDG 5).
S4D competences	These include self, social, methodological/strategic, and professional competences and are pedagogic skills that can be learned, cognitively anchored and are knowledge-based skills and abilities that aim to accomplish successfully tasks and requirements in everyday and professional situations.
SDG	United Nations Sustainable Development Goals
TVET-System	Describes the system elements at policy, organizational/administrative and operational level (e.g. standardization, occupational testing, certification, technical teachers/instructor training, accreditation, financing mechanisms, etc), identifies the actors (TVET providers and institutions, government, private sector, employers, students, society at large, etc) and their roles, and defines the relationships between different actors and system elements with respect to TVET provision, facilitation, regulation and oversight.

Foreword

The role of the Ministry of Labor and Skills is to provide skilled crafts women and men for the labor market and to ensure the harmonization of their abilities to a constantly evolving market.

One of the tasks of the function of the vocational training is to focus on developing skills of the trainees regarding personal and social skills in addition to professional competences. We have faith that these skills build up the individual and forms their future professional character, to become a positive and active person in the development of the economy, industry, and all other aspects of the labor market and society.

This manual comes as a part of a series of activities that are made in cooperation with our partners from the German Development Cooperation to develop human resources through sport and social activities, based on its positive impact in developing personal and social competences and its attractiveness to youth.

We are hoping to spread this experience more broadly in the future to different institutions and to make it a part of the educational and training policy and strategy.

We are looking forward to further cooperation to qualify youth to be integrated in the labor market.

Ministry of Labor and Skills
TVT Affairs

Foreword

The Ethiopian TVET sector and in collaboration with the German Development Cooperation (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) launched the Sport for Development (S4D) Project in 2014.

Sport for Development (S4D) is making an important contribution to achieving the sustainable development goals (SDG). S4D is a powerful tool to reaching young people and to empowering them for their education and career pathways. For Ethiopia, S4D provides great opportunities to (a) impart life skills and professional ethics, (2) practice them in a teaching and learning environment and (3) reflect on them so that new perspectives can be developed.

In the Ethiopian TVET system, the ministry, regional TVET bureaus, TVET colleges, are remarkably committed and passionate to implement S4D into the TVET system. Over the last two years it has been our, GOPA Worldwide Consultants on behalf of GIZ, privilege to see the uptake of S4D in the teaching and learning process at college level.

We are excited to present this S4D TVET Teachers' Guideline which uses the S4D as an innovative methodology to enhance the teaching and learning process for technical vocational training in the classroom and on the sport fields. Teachers and students have already capitalized on S4D and were able to transform their teaching and learning process to be interactive and achieve outcome-based learning.

The S4D methodology is intertwined with the session plans, focusing on young people and industry needs, and contributing to improving the quality of the TVET system.

The teacher's capacity in the S4D methodology were built and follow up services were provided through classroom observations, advice and mentoring to safeguard the S4D implementation at college level. This includes the provision of relevant pedagogical knowledge and skills, as summarized in this TVET teachers' guideline. By enabling the management and teachers, we believe that through the collective effort at federal, regional, and college level we can maximize the positive S4D impacts on the economy and society.

Our young people are our future and our present! We call upon you to provide opportunities to young people to learn through S4D methodology so that they can deploy their passion, energy, and commitment in finding a suitable career path in the labor market and in the society.

We would like to thank our partners, who supported us in developing this TVET teachers' guideline. For those who will work with this guideline, we wish you success with your endeavors to support young people on their way to a successful future.

**On behalf of
The implementing partners**

About this guideline

This Sport for Development (S4D) TVET Teachers Guideline provides an overview of how to develop a session plan and the benefits of Sport for Development activities as innovative pedagogy for the TVET sector. This guideline focuses on the employability skills which are essential for the young people for entering the labour market.

Sport for Development (S4D) incorporates collaborative learning to enhance learning, engagement, and empowerment and to impact the performance of students, classes, teachers and TVET colleges. S4D takes place when students learn/work/act together to complete an activity or assignment. Accomplishing an activity or assignment together assist students to acquire the knowledge and skills of solving a problem while promoting a deeper learning through doing. Nowadays, the labor market demands skills like collaboration, critical thinking, problem-solving, communication, adaptability, and social awareness.

Sport for Development (S4D) and its collaborative learning approach develops the soft skills young people need today – communication, decision- making, flexibility, problem-solving and team working. Further, while working in groups, students need to harness group members' strengths, address group learning needs, manage time, divide a large project into small tasks, cooperate, negotiate, resolve conflicts, and reach consensus. These are useful skills in collaborative workspaces and future careers.

S4D needs to be carefully structured to achieve specific learning outcomes; directions must be well written, and teachers support must be available throughout the task. Subsequently, it may take more planning time to effectively design the lesson plan.

The key to success of S4D in the classroom and workshop is the understanding how pedagogy, space, and S4D need to be adapted so that students and teachers alike can maximize the opportunities for the learning outcomes. Through S4D the following can be achieved:

- Students learn and progress better when they're interacting with others,
- Students are more likely to remember the practical part of the lesson,
- Students learn to communicate and to develop their confidence and personal identity,
- Students develop social skills, emotional maturity, the ability to cope with adversity, trust, optimism, and autonomy,
- Students learn to recognize and value their and each other's differences, strengths and respond to different learning styles and perspectives,
- Students learn to collaborate to enhance relationships and to improve the way individuals negotiate with the world around them.

1. Introduction

Practicing sports is learning about fairness and respect, strengthening physical and mental health. Sport attracts people regardless of their skills, knowledge, competencies, age, or social background. Sport can foster team spirit, fair play, and responsibility – a necessity in the world of work and for sustainable development. Launched in 2014, the ‘Sport for Development in Africa’ (S4DA) regional project establishes sport as a tool for achieving development goals in Ethiopia and other African countries on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). GIZ and its African partners constructed sports grounds, trained coaches, and consulted organizations on fostering youth development through sport.

The Sport for Development (S4D) approach focuses on children and youth as they learn among others how to take responsibility, treat each other with respect, resolve conflicts peacefully; all these are of relevance for social and personal development. To embed the S4D approach in African countries (mainstreaming and upscaling of S4D), S4D fosters the broad-based participation of stakeholders. Positive and sustainable changes, social capacities for peaceful coexistence and local development, are initiated through sport. In Ethiopia sport fosters the attractiveness of technical and vocational education training (TVET) and promotes labour-relevant skills.

2. Sport for Development

Sport for Development (S4D¹) refers to sport, physical activity and play to achieve specific development objectives, including the UN Sustainable Development Goals (SDG). Herewith, sport includes all forms of physical activities² that contribute to physical and mental well-being and social interaction, such as play, recreation organized or competitive sport, and indigenous sports and games (GIZ, S4D, 2018).

Sport is used as an educational tool and has a positive impact on the physical, and mental health of young people. S4D conveys life skills/competencies³ that assist to master difficult situations and developing perspectives for one’s future (GIZ, S4D, 2018).

2.1. How can sport contribute to development?

S4D approach⁴ use sport to:

- (1) enhance physical and mental wellbeing,
- (2) convey inherent values and competencies,
- (3) modify ways to explicitly convey specific competencies, and
- (4) modify ways to combine sport with other learning formats focussing on specific competencies.

The S4D approach is delivered in an integrated manner and aligned to national (sector) policies and strategies. The approach empowers stakeholders by (a) engaging them in the design and delivery of activities, (b) building local capacity, and (c) pursuing sustainability through partnerships and coordinated action (GIZ, S4D, 2018).

¹ **Sport for Development (S4D)** - sport as a tool to improve people’s lives and choices.

² **S4D activities** include “intentionally give priority to development objectives and combine sport and play with other non-sport components”.

³ **S4D competences** include self, social, methodological and professional competences and pedagogic skills that can be learned, cognitively anchored and are knowledge-based skills to accomplish successfully tasks and requirements in everyday and professional situations.

⁴ **S4D approach** is a theoretical concept using sport to pursue development goals (SDGs), promoting capacities on various levels (individual, organizational, broader system).

3. Goal of S4D in Ethiopia

The goal of the project is to embed and up-scale the S4D methodology sustainably in the Ethiopian TVET sector while considering inclusiveness (opportunities for all irrespective of their gender, disability, geographical and socio-economic background). The S4D approach produces non-sporting outcomes:

- (1) enhance quality TVET education, and
- (2) conducive teaching and learning environment for teachers and students to increase employment rates of TVET graduates.

However, the outcomes are related to and dependent on combinations of multiple factors:

- A. Orientations and actions of peers, coaches (Fredricks and Eccles, 2004; Kay and Spaaij, 2011)
- B. Norms and culture associated with sports (Hartmann and Massoglia, 2007; Swanson, 2009)
- C. Material and cultural contexts under which participation occurs (Fry and Gano-Overway, 2010)
- D. Sports experiences are integrated into a person's life (Shehu and Moruisi, 2010)

“

The goal of the project is to embed and up-scale the S4D methodology sustainably

To embed the S4D methodology in the Ethiopian TVET sector sustainably, a holistic approach is used which captures the requirements at: (a) individual level, (b) organizational level to facilitate the application of the S4D methodology using standardized procedures. This is achieved by harmonizing the Capacity Development Strategy (CDS) that considers national and international good practices. The CDS is contextualized to the conditions of each region, recognizing that a 'one size fits all' would not be appropriate.

3.1. Inclusiveness of TVET college students

Women and men have different gender needs, and the same holds on training, employment and empowerment. Hence, gender issues need to be well integrated into all phases of the project. Further, the transition from secondary education to TVET colleges and employment implies for the majority of young people changes in expectations and aspirations, social and cultural environments, institutional laws and regulations, and learning style. This includes: (a) replacing of parental direct support and control with self-reliance and independence, (b) developing values, attitudes, and approaches to learn and adjust to the new environment, (c) sharing dormitory or housing with others of different backgrounds instead of family living conditions.

4. S4D Capacity Development Strategy Framework

The S4D Capacity Development Strategy Framework is based on Gordon and Chadwick (2007) and Davis et al (2008) frameworks and adapted to the Ethiopian TVET context. It reveals horizontal and vertical relations of actors and assumes multiple inputs, outputs, outcomes, and impacts. The developed individual and aggregate S4D knowledge contribute towards the realization of technical, policy and strategy-orientated

outputs. The technical and policy outputs contribute to the adaption of changes at end-users, agencies, and ministerial levels. This implies practices, effectiveness, and quality at institutional level. The outcomes (capacity used) at individual (teachers, students) and organizational (TVET, RTVETA, TVTI leadership) level complement each other and contribute to the impact in the TVET sector.

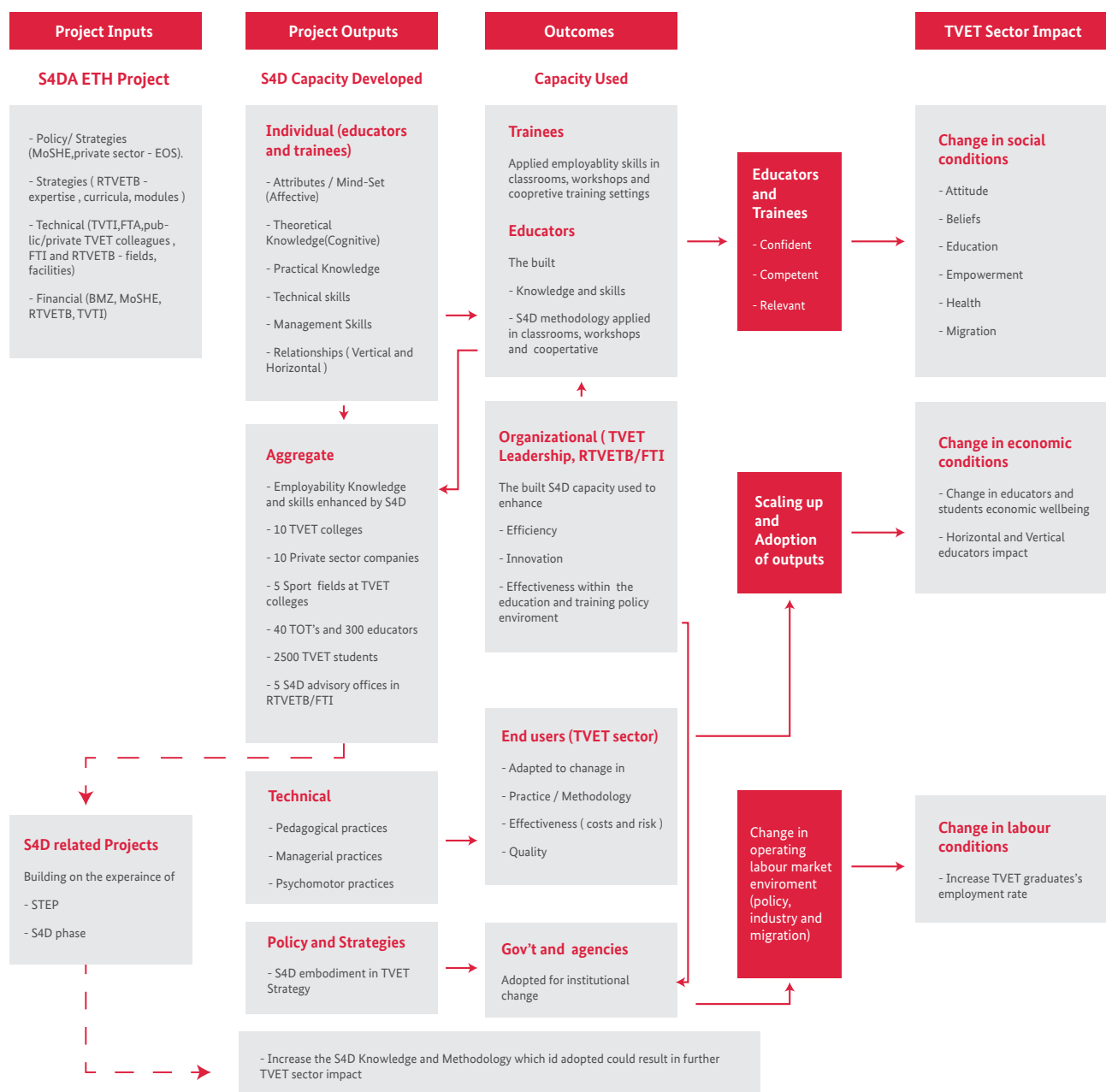


Figure 1: S4D Capacity Development Strategy Framework
Source: Adapted from Gordon and Chadwick (2007, p. 44) and Davis et al (2008, p.76)

4.1. Capacity Development Strategy Steps

This S4D CDS is developed for the embedment of the S4D methodology through S4D ministry and partners. The partners and their objectives are described to show the correlation to CDS.

4.1.1. Ministry objectives

- Create and further develop a comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia.
- Establish and capacitate the necessary institutional setup to manage and implement TVET in ensuring a quality management system.
- Improve the quality of TVET at all levels and make it responsive to the needs of the labour market.
- Strengthen private training provision, encourage enterprises to participate in the TVET system.
- Empower women and rural people through skills development.
- Ensure equal access of women and people with special needs to TVET.
- Strengthen the culture of self-employment and support job creation in the economy.
- Build the necessary human capacities to effectively manage and implement TVET.

4.1.2. Federal TVET Agency objectives

The Federal Technical and Vocational Education and Training Agency (FTVETA) is an autonomous federal government organ with its legal personality.

- The general objective of TVET is to create a competent, motivated, adaptable, and innovative workforce as well as technology accumulation and transfer in promoting economic growth and development in Ethiopia.

4.1.3. Technical and Vocational Training Institute (TVTI) objectives

TVTI has the following objectives and educational strategies:

- To offer internationally accepted undergraduate, postgraduate and short-term training to TVET teachers, technicians, and leaders.
- To build the implementation capacity of the TVET sector.
- Ensure the relevance and quality of academic programs to the change needs of the institute.
- Provide education and training to the students guided by the core values of TVTI.
- Promote student-centred teaching based on outcome-based approaches.
- Implement a teaching and learning process that will ensure the effective utilization of ICT.

4.1.4. Regional TVET Agencies/Bureaus objectives

- Provide TVET policy and strategy and budget originated by the Ministry.
- Lead, supervise, support implementation of policy/strategies at TVET colleges in their region.
- Regional TVET authorities shall assist that new curricula are employed in public and private TVET institutes operating in the region.
- In collaboration with the Ministry/FTA adapt and customize the curriculum and modules.
- Provide capacity building (continuous professional development) in collaboration with TVTI.

4.1.5. Polytechnic and TVET Colleges objectives

- Provide hard-employability skill training for Level I-V.
- Provide soft-employability skill training for Level I-V.

These skills are taught by A-Level, B-Level, C-Level Teachers (teachers/instructors).

TVET level	Teacher's profile	Description/requirements
Level I	C-level teacher	<ul style="list-style-type: none"> Graduated from a Polytechnic and TVET College above level III Assessed as competent to train at level I, II, III Undertook C-level training methodology
Level II		
Level III		
Level IV	B-level teacher	<ul style="list-style-type: none"> Graduated with a bachelor's degree Assessed as competent to train at level I, II, III, IV Undertook B-level training methodology
Level V	A-level teacher	<ul style="list-style-type: none"> Graduated with a master's degree Assessed as competent to train at level I, II, III, IV, V Undertook A-level training methodology

4.1.6. Partner's perception assessment results

From October to December 2020 partner assessments on their engagement level in employability skills and sports were conducted. The findings revealed that the partners' perceptions are:

- Sport is not part of the curriculum and thus not provided at TVET level.
- Employability skills training is provided for Level 3 and above as not assessed in Level 1 or Level 2 in Adama, Hawassa and Soddo colleges while provided for level 1 – 5 at General Winget and Nefas Silk colleges.

Students are not required to attend the CoC assessment for employability skills for Level I and II; therefore, students do not give attention to employability skills.

- Instructor's training in pedagogy is only between 8-15 days as induction training by A-level teachers within colleges.
- The majority of colleges focus on building more classrooms and workshops to accommodate the increasing number of TVET students.

Based on the responses, the level of commitment towards the S4D methodology for the assessed partners can be categorized as "prepare" and are aware of the S4D methodology.

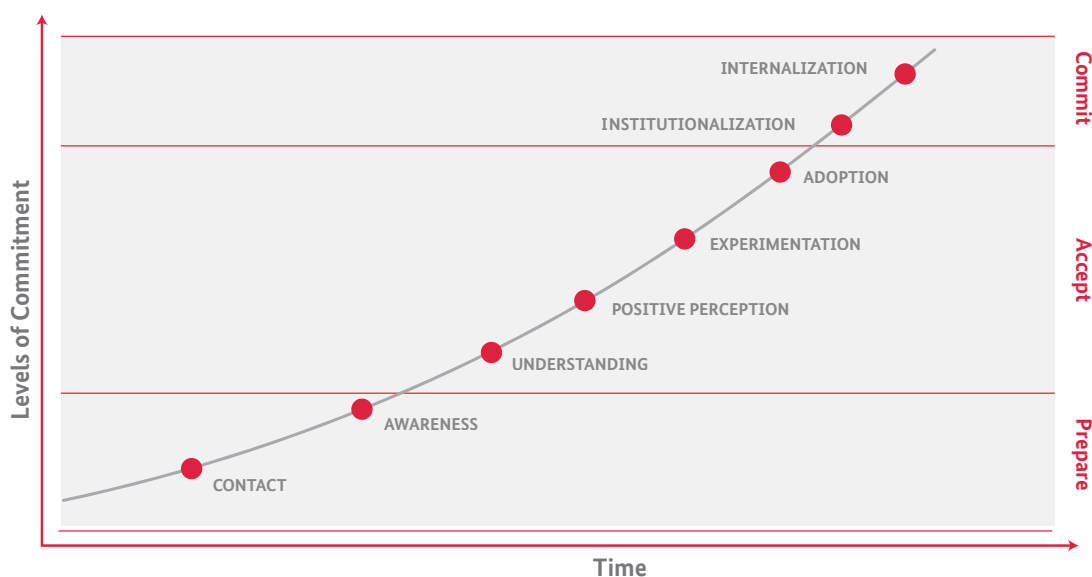


Figure 2: Commitment for S4D Embedment
Source: Adapted from Connor (1992)

4.1.7. S4D Capacity Development Strategy Measurement

Tab 1 CDS Levels – Leadership				
Absence	Beginning	Some Progress	Satisfactory Progress	Fully Embedded
Level 0	Level 1	Level 2	Level 3	Level 4
TVET Sector Leadership: academic and administrative				
<p>No sense of relevance for employability skills and S4D.</p> <p>No evidence of human and financial resources, physical spaces, managerial support related to the promotion of employability skills and S4D.</p>	<p>Some awareness of the importance of employability skills and S4D.</p> <p>Lack of human and financial resources, physical spaces, managerial support related to the promotion of employability skills and S4D.</p>	<p>Some awareness of the importance of employability skills and S4D, only sporadic evidence exists in terms of human and financial resources, physical spaces and managerial support related to the promotion of employability skills and S4D.</p>	<p>Advanced awareness of the importance of employability skills and S4D, evidence exists in terms of human and financial resources, physical spaces and managerial support related to the promotion of employability skills and S4D improved over time.</p>	<p>Full awareness of the importance of employability skills and S4D, evidence exists in terms of systematic achievement, through human and financial resources, physical spaces and managerial support linked to the promotion of employability skills and S4D is institutionalized and recognized for its excellence.</p>

Tab 2 CDS Levels – Teachers				
Absence	Beginning	Some Progress	Satisfactory Progress	Fully Embedded
Level 0	Level 1	Level 2	Level 3	Level 4
TVET Teachers				
<p>No awareness of the importance of employability skills and S4D methodology for teaching and learning.</p> <p>No evidence of financial resources and facilities related to the teaching and learning process.</p>	<p>Some awareness of the importance of employability skills and S4D methodology for teaching and learning, but no evidence of steps taken toward developing these experiences.</p> <p>Lack of financial resources and facilities related to the teaching and learning process.</p>	<p>Some awareness of the importance of employability skills and S4D methodology for teaching and learning with some evidence of steps taken toward developing these experiences.</p> <p>Sporadic evidence on financial resources and facilities related to the teaching and learning process.</p>	<p>Advanced awareness of the importance of employability skills and S4D methodology for teaching and learning experiences with evidence improved over time.</p> <p>Evidence exists on financial resources and facilities related to the teaching and learning process.</p>	<p>Full awareness of the importance of employability skills and S4D methodology for teaching and learning experiences with evidence of systematic change and recognition of the S4D teaching-learning process.</p> <p>Evidence exists on financial resources and facilities related to the teaching and learning process.</p>

Tab 3 CDS Levels – Students				
Absence	Beginning	Some Progress	Satisfactory Progress	Fully Embedded
Level 0	Level 1	Level 2	Level 3	Level 4
TVET Student				
No awareness of the importance of learning employability skills through the S4D methodology. No evidence of the learning through S4D methodology. No evidence of the utilization of the facilities.	Some awareness of the importance of learning employability skills through the S4D methodology. Lack of learning through S4D methodology. Lack of facilities.	Some awareness of the importance of learning employability skills through the S4D methodology. Some evidence of the learning through S4D methodology. Some evidence on the utilization of the facilities.	Advanced awareness of the importance of learning employability skills through the S4D methodology. Evidence on improved learning through S4D methodology over time. Evidence exists on the improved utilization of the facilities.	Full awareness of the importance of learning employability skills through the S4D methodology. Systematic evidence in the learning of employability skills through the S4D methodology - recognized for its excellence. Evidence exists on the systematic utilization of the facilities.

Adapted from UNESCO, 2020

4.2. Polytechnic and TVET College Teachers' requirement for the 21st century

For this project the teachers ought to have the following traits so that they are able to support the S4D embedment process:

Commitment

Being engaged in their profession, the students need to see that their teacher is present and dedicated to being there for them.

Confidence

Being confident in themselves and their colleagues and students. A confident person inspires others to be confident, and a teacher's confidence can help influence others to be a better person.

Communication

Being able to communicate with the students, parents and colleagues is an essential skill. Almost all of an teacher's day is spent communicating with students and colleagues, so it is crucial to be able to talk clearly and concisely to get the point across.

Continuous Student

Going the extra mile to be an effective, successful teacher, teaching is a lifelong learning process. The world is changing, along with curricula and educational technology.

Adaptability

Adapting to changes in education policy/strategy and learning standards.

Innovative

Willing to use new teaching methodologies and skills. Being innovative means trying new things, making real-world connections, and cultivating a creative mindset. It's getting the students to take risks and learn to collaborate with others.

Team Player

Being a teacher is being able to work together as part of a team. When a teacher works together, it provides students with a better chance to learn and have fun. Networking with other teachers and solving problems together lead to success - fostering a sense of community.

Ability to Engage

Knowing how to find engaging materials and resources for students to keep them interested. Teachers need to engage with students.

Leadership

Being an effective teacher is a mentor which knows how to guide their students. They lead by example and are good role models. They encourage students and lead them to a sound career.

Ability to Empower

Inspiring and empowering students to be critical thinkers, innovative, creative, adaptable, passionate, and flexible. Teachers creating opportunities for students to solve problems, self-reflect, and lead. Teachers give them the tools to succeed in school and life.

“

A session is a part of a training course that is conducted to achieve one (or more) learning objectives.

5. Guideline for TVET Teachers to Develop Session Plans

5.1. Session plan and session material

5.1.1. What is a session plan?

A session is a part of a training course that is conducted to achieve one (or more) learning objectives. It is an instruction on how to conduct a session, comprising information about:

- (a) required time,
- (b) necessary training aids, and
- (c) steps for performing the session like introduction, practical activities, group discussion, and reflection. A session may take half an hour to one hour or even more than a day. In most cases, however, training sessions are two to three hours.

5.1.2. Why is a session plan needed?

- (i) It provides a clear guideline for the session

You as a teacher are supposed to impart on students. By having a session plan, a clear vision and structure is established on how the session should go. It serves as a guideline of which topics can be discussed and what activities are needed.

- (ii) It helps you organise your session

As you have a plan, you will be able to organise your topics and present the information in a logical order. You can decide on which topics to discuss first and which to discuss last. You can also plot the intervals of activities you need in training.

- (iii) It gives you foresight

Since you have already outlined your topics and order of your presentation, you can analyse the possible questions or arguments that may arise from the students' discussion. This will enable you to prepare the answers and avoid being caught off guard when thrown unexpected questions.

(iv) It helps to keep you in the right direction

Having a planned session plan helps you avoid detours and keep your session on the right track. Sometimes, a trainee may bring up related topics that branch out into unrelated topics that could use precious training time, or you may get questions that your planned session will answer a little later in the program.

(v) It helps you manage your time

Knowing the coverage of your training session will help you determine how much time it will take for you to finish. You can also plan your training session according to how much time you have with the students. If your program allows for discussion or practical activities, you need to know how long you can afford these activities.

As a teacher your session is an extension of yourself in terms of skills and professionalism. Although having session plans do not guarantee that you'll have perfect training all the time, it will at least minimise potential issues that come with not preparing for it at all. Having a session plan is a common practice amongst teachers – a plan of sequential components that allow the unfolding of a session in a logical and structured manner to help the students to learn.

Session plans assist you to build a structure for a session:

- check whether the session follows a logical flow,
- check time feasibility,
- avoid you forgetting anything to do with preparation,
- avoid you forgetting anything to do or say during the session,
- share the session with peers or resource people,
- get feedback,
- improve your session,
- document your training, etc.

5.1.3. What to write?

A session plan can contain many elements. What follows are the essential ones.

- Objectives,
- Timing,
- Materials,
- Activities or steps,
- Visual aids, activity sheets, handouts, and
- Comments.

5.1.4. What is session material?

When conducting a session following a good session plan, you normally need certain required resource materials like Training, Teaching and Learning Materials (TTLM), e.g., games, technical handouts. TTLM has to be prepared in advance, in addition to the session plan.

5.2. Where and how do you start developing a session plan?

5.2.1. STEP 1: Unit of Competences Analysis

This guideline is to provide the TVET teachers with information as to where and how to start session planning. Start by analysing the Unit of Competencies (UCs) within the given trade and picking up the UCs entrusted to the teacher. The UCs are found in the Ethiopian Occupational Standard developed by the Ministry of Education in November 2016 for every sector, sub-sector, and occupational area.

In the following example, three S4D employability UCs “EIS VHS1 17 1116 Work with Others, EIS VHS1 18 1116 Receive and Respond to Workplace Communication, EIS VHS1 19 1116 Demonstrate Work Values” in NTQF Level I are selected. Please see Figure 3 and the three S4D employability UCs within Occupational Standard: Vehicle Servicing within the Economy sector and Transport sub-sector and Automotive area in NTQF Level I. S4D employability UCs are always available in every sector, sub-sector, and occupational area and at every level (Figure 3).

Occupational Standard : Vehicle Servicing

Occupational Code : EIS VHS

<p>EIS VHS1 01 1116 Apply Automotive Work Place Safety Fundamen</p>	<p>EIS VHS1 02 1116 Use Tools, Equipment and Measuring Instru</p>	<p>EIS VHS1 03 1116 Interpret Working Drawings and</p>
<p>EIS VHS1 04 1116 Read and Interpret Workshop Manuals</p>	<p>EIS VHS1 05 1116 Perform Bench Work</p>	<p>EIS VHS1 06 1116 Apply Automotive Mechanical System Fun</p>
<p>EIS VHS1 07 1116 Remove, Tag and Replace Vehicle System</p>	<p>EIS VHS1 08 1116 Apply Automotive Electrical System Fundamen</p>	<p>EIS VHS1 09 1116 Perform Minor Surface Repair and Paint</p>
<p>EIS VHS1 10 1116 Test, Charge and Replace Batteries</p>	<p>EIS VHS1 11 1116 Carry out Service Tires and Wheel Balance</p>	<p>EIS VHS1 12 1116 Apply Fluids and Lubricants</p>
<p>EIS VHS1 13 1116 Perform Periodic Service</p>	<p>EIS VHS1 14 1116 Apply Basic Retrofitting</p>	<p>EIS VHS1 15 1116 Operate a Personal Computer</p>
<p>EIS VHS1 16 1116 Apply Quality Standards</p>	<p>EIS VHS1 17 1116 Work with others</p>	<p>EIS VHS1 18 1116 Receive and Respond to Workplace Communication</p>
<p>EIS VHS1 19 1116 Demonstrate Work Values</p>	<p>EIS VHS1 20 1116 Develop Understanding of Entrepreneurship</p>	<p>EIS VHS1 21 1116 Apply 3S</p>

Figure 3: Unit of Competency chart
Source: MoE (FTA), 2016

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A well-planned session
makes you look
professional!

5.2.2. STEP 2: Organizing LM, LO and TTLM from the Unit of Competence

From the UCs the teachers get information to develop learning modules (LM), learning outcomes (LO) and Teaching-Training-Learning Materials (TTLM) for S4D employability competencies (Figure 4).

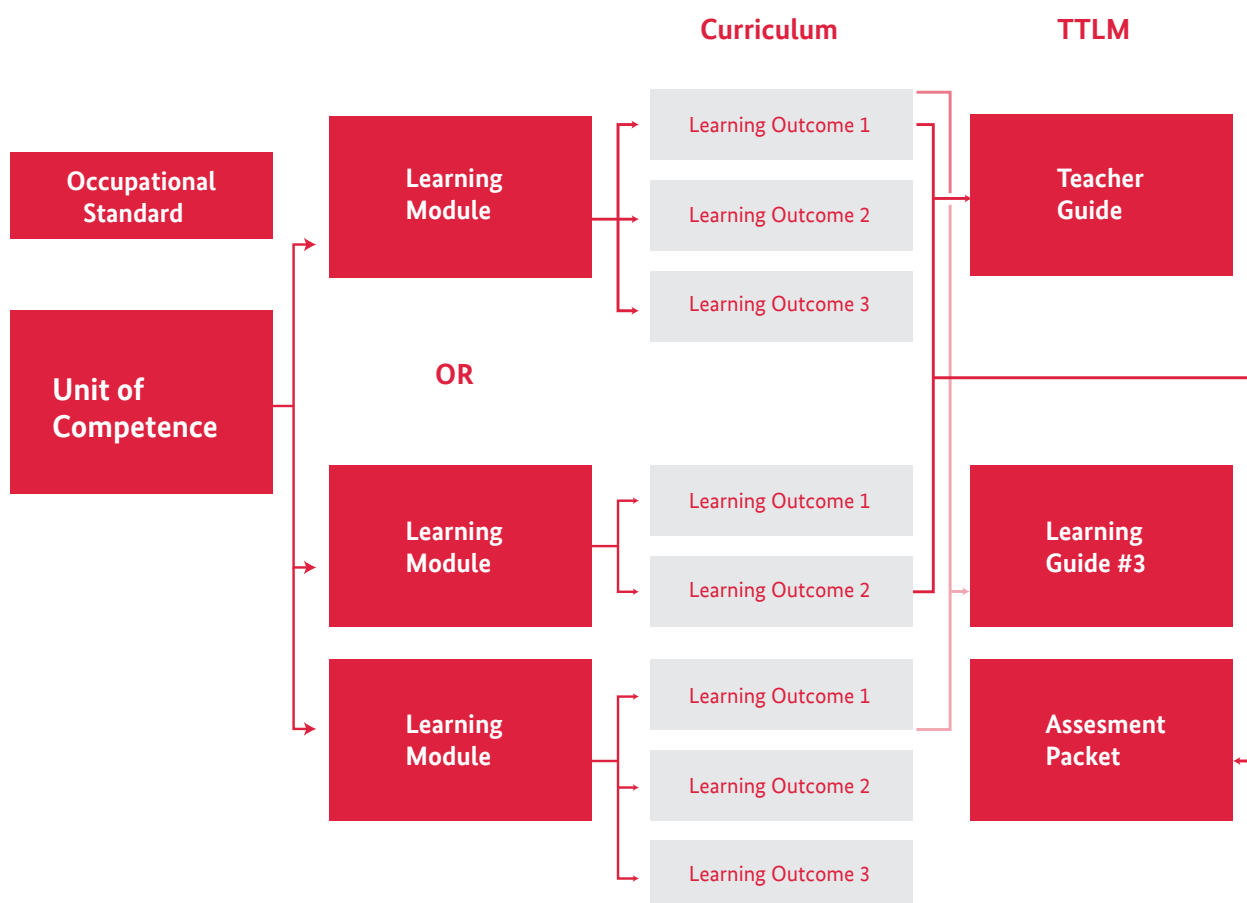


Figure 4: Organization of LM, LO and TTLM from the Unit of Competence
Source: MoE (FTA) 2016

5.2.3. STEP 3: Relating session plan to UC, MO, LO and TTLM

Teachers are required to relate the concept of their session plan to the preceding and subsequent foundations (UCs, MOs, LOs and TTLM). Learning is complex and takes place over time. Teachers have to sequence learning and order the path of the subject matter to enable conceptual development. A number of teachers, especially newly placed teachers, often train isolated lessons on modules given to them by the TVET college leadership.

Figure 5 supports teachers as to how to relate their session plans to the UC, MO, LO, and TTLM so that the session plan would serve the objective of the UC. (UC is developed by the industries in collaboration with Ministry of Education to connect the TVET training with the needs of industries for employment).

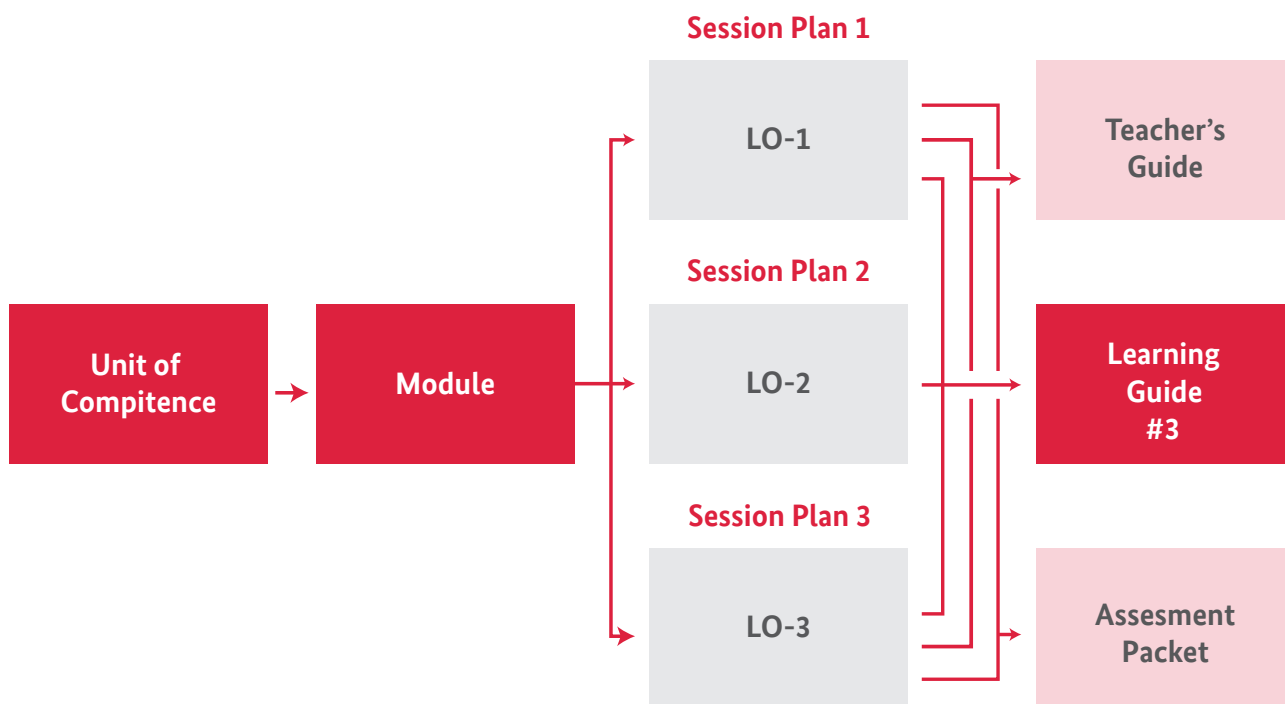


Figure 5: Session plan Relationship with UC, MO, LO and TTLM
Source: MoE (FTA) 2016

5.3. How would you connect the session to a module?

Figure 5 illustrates how to connect session planning with the learning module and how the various sections and sub-sections act as a scaffold to promote teachers' construction of Pedagogical Content Knowledge (PCK).

Section 1 of the session plan scaffolds routine information of TVET program title, Level, UC, Module title, Module code, Module description.

Section 2 asks teachers to consider the purpose of the session. It requires the teachers to focus on knowledge, skills, attitudes, and values. To focus on content knowledge, teachers are required to write key questions that students should be able to answer by the end of the session. Selecting and

phrasing these questions demands that teachers identify and focus on the big ideas or core concepts of the content which they will be training. At this point, it requires the teacher to refer to the learning outcomes.

Section 3 of the session plan requires the teachers to summarize their understanding of the most important content knowledge of the session. To catalyse the construction of PCK, consideration of the constituent parts is likely to enhance the development of PCK as a whole. Their response to this third section answers the key knowledge, skill and attitude questions that relate to the session's purpose stated in Section 2.

Learning Module Contents

LEARNING MODULE 5	Logo of TVET Provider
TVET-PROGRAMME TITLE: Basic Leather Garments and Goods Production Operations Level I	
MODULE TITLE: Operating Leather Garments and Goods Production Machines	
MODULE CODE: LTP LGP1 M05 1111	
NOMINAL DURATION:Hours	
MODULE DESCRIPTION: This module aims to provide the learners with the knowledge, skills and right attitudes required to prepare, operate and monitor production machine using defined procedures/Methods .	
LEARNING OUTCOMES: At the end of the module the learner will be able to: L01 prepare for work L02 select thread end needle L03 set-up machine L04 operate machine L05 clock final probe 106 clean up	

MODULE CONTENTS:
Introduction to the Module
L01 Prepare for work
1.1 Definition of Terms
1.2 Job Specifications and Requirements
1.3 Leather Garments Production Machines
1.3.1 Types, Specifications and Uses
1.3.2 Parts and Operation
1.3.3 Set-up and Assembly
1.3.3 Accessories and Devices
1.3.4 Routine Checking
1.4 Leathergoods Production Machines
1.4.1 Types, Specifications and Uses
1.4.2 Parts and Operation
1.4.3 Set-up and Assembly
1.4.3 Accessories and Devices
1.4.4 Routine Checking
1.5 Materials: Specifications, Uses and Handling
1.6 Methods of Material Preparation
1.7 Tools: Types, Specifications and Proper Use
1.8 Workstation Set up and Preparation
1.8.1 Basic Ergonomics of Working Environment
1.8.2 Accessibility and Economy of Movement
1.8.3 Safety Requirements and Measures Application
1.8.4 Workpiece Positioning and Movement

Session Plan

Unit of Competence	Operate Leather Garments and Goods Production Machines
Module-1 Title	Operating Leather Garments and Goods Production Machines
LO 1	Prepare for Work
Session Objectives:	At the end of this session the students shall be able to <ul style="list-style-type: none"> - Prepare required materials, tools and equipment - Organize work to maximise safety and productivity - Establish safe working environment - Identify suitable electrical power outlet

Activities	Nominal Duration	Contents	Methods	
Introduction	5 mins	Introduction to the Module	Discussion	
	15 mins	Definition of Terms	Lecture-discussion	
	15 mins	Understanding Job Specifications and Requirements	Lecture-discussion	
	15 mins	Materials Specifications, Uses, Handling and Preparation	Lecture-discussion and Demonstration	
	40 mins	Different Types of Leather Garments Production Machines, Its Uses, Operations and Preparation	Lecture-discussion and Demonstration	
	40 mins	Different Types of Leathergoods Production Machines Its Uses Operations and Preparation	Lecture-discussion and Demonstration	
	30 mins	Workstation Set-up and Preparation	Lecture-discussion and Demonstration	
	Evaluation	15 mins	Accomplishment of LAP Test	Individual Activity
	Summary	5 mins	Answer to LAP Test	Discussions
	Resources		<ul style="list-style-type: none"> - Learning Guide #1 - LAP Test - Leather Garments and goods production machines - Production materials 	

Figure 6: Learning Module Contents and Session Plan relationship
Source: MoE (FTA) 2016

5.4. How would you deliver the planned session to the students?

Teachers are supposed to know how to make content accessible to students. The articulation of the session's PCK remains the logical foundation from which the construction of PCK can proceed. This in turn requires analysing and sequencing learning outcomes, contents, nominal duration, activities, and methods of the session. This implies that the delivery of PCK should follow the adult learning cycle which starts with experience and proceeds cyclically (Figure 6).

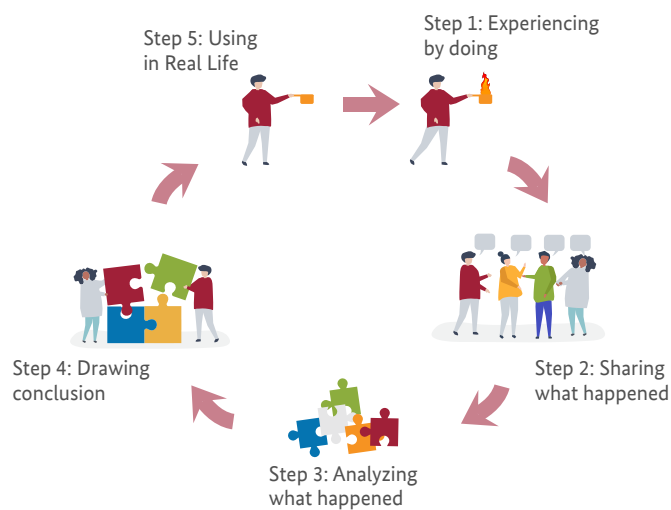


Figure 7: Experiential Learning Cycle

5.5. How would you relate session contents with Learning guide contents?

The learning guide LO1 - 'Define the purpose of work', is appended to support you in relating the following contents with the learning guide of LO1 - 'Define the purpose of work'.

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

This guide assists to attain the learning outcome and to train your students as to how to:

- clear work area and dispose of reused or recycled materials in accordance with legislation / regulations / code of practice and job specifications.
- clean, check, maintain and store tools and equipment in accordance with the manufacturer's recommendation and standard work practices.

- instruct your students on how to use the learning guide as follows:
 - Read the information written in the "Information Sheets". Try to understand what is being discussed. Ask your teacher for assistance if you have a hard time understanding them.
 - Accomplish the "Self-checks" in each information sheet.
 - Ask your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
 - If you earned a satisfactory evaluation proceed to "Operation sheets and LAP Tests if any". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity.
 - After you accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result.
 - Then proceed to the next information sheet.

Figure 8 will support you in relating each content of your session plan to each content of the learning guide.

Unit of Competence	Operate Leather Garments and Goods Production Machines		
Module-1 Title	Operating Leather Garments and Goods Production Machines		
LO 1	Prepare for Work		
Session Objectives:	At the end of this session the students shall be able to <ul style="list-style-type: none"> - Prepare required materials, tools and equipment - Organize work to maximise safety and productivity - Establish safe working environment - Identify suitable electrical power outlet 		
Activities	Nominal Duration	Contents	Methods
Introduction	5 mins	Introduction to the Module	Discussion
	15 mins	Definition of Terms	Lecture-discussion
	15 mins	Understanding Job Specifications and Requirements	Lecture-discussion
	15 mins	Materials Specifications, Uses, Handling and Preparation	Lecture-discussion and Demonstration
	40 mins	Different Types of Leather Garments Production Machines, Its Uses, Operations and Preparation	Lecture-discussion and Demonstration
	40 mins	Different Types of Leathergoods Production Machines Its Uses Operations and Preparation	Lecture-discussion and Demonstration
	30 mins	Workstation Set-up and Preparation	Lecture-discussion and Demonstration
Evaluation	15 mins	Accomplishment of LAP Test	Individual Activity
Summary	5 mins	Answer to LAP Test	Discussions
Resources	<ul style="list-style-type: none"> - Learning Guide #1 - LAP Test - Leather Garments and goods production machines - Production materials 		

This learning guide is developed to provide you the necessary information on the following content coverage and topics -

- Introduction to the Module
- Definition of Terms
- Understanding Job Specifications and Requirements
- Material Specifications, Uses, Handling and Preparation
- Different Tools, Equipment, Its Uses and Operations

This guide will also assist you to attain the learning outcome stated under "Teachers' Guide 1.2" below. Specifically, upon completion of this Learning Guide, you will be able to –

- Understand Job specifications and requirements
- Organize work to maximize safety and productivity
- Prepare materials, tools and equipment
- Establish safe working environment
- Identify suitable electrical power outlet

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the Information Sheet
3. Accomplish the 'Self-check ' in pages 6-7.
4. If you earned a satisfactory evaluation proceed to 'Operation Sheet" in page 8. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
5. Read the "Operation Sheet, try to understand the description and procedures discussed and practice the exercises illustrated. Go to your teacher if you need clarification or you want answers to your questions or you need assistance in understanding a particular step or procedure.

Figure 8: Relationship of Session Objectives and Contents with Learning Guide
Source: MoE (FTA) 2016

5.6. How would you assess if your session's purpose is achieved?

- To ensure that the intended learning outcomes are internalized by students (achieved), you as a teacher should conduct a formative and summative assessment.
- To do so you need to prepare the following requirements:
 - Evaluation Tools,
 - Evidence Plan,
 - Trainee test guide => performance test,
 - Knowledge test set,
 - Teacher Evaluation Guide: Key to Corrections (Learning Guides),
 - Rating Sheet for Demonstration,
 - Key Answer for Knowledge Test,
 - Assessment Summary Result,
 - Terminal Report.

Figure 9 illustrates how to conduct an assessment by focusing on session objectives.

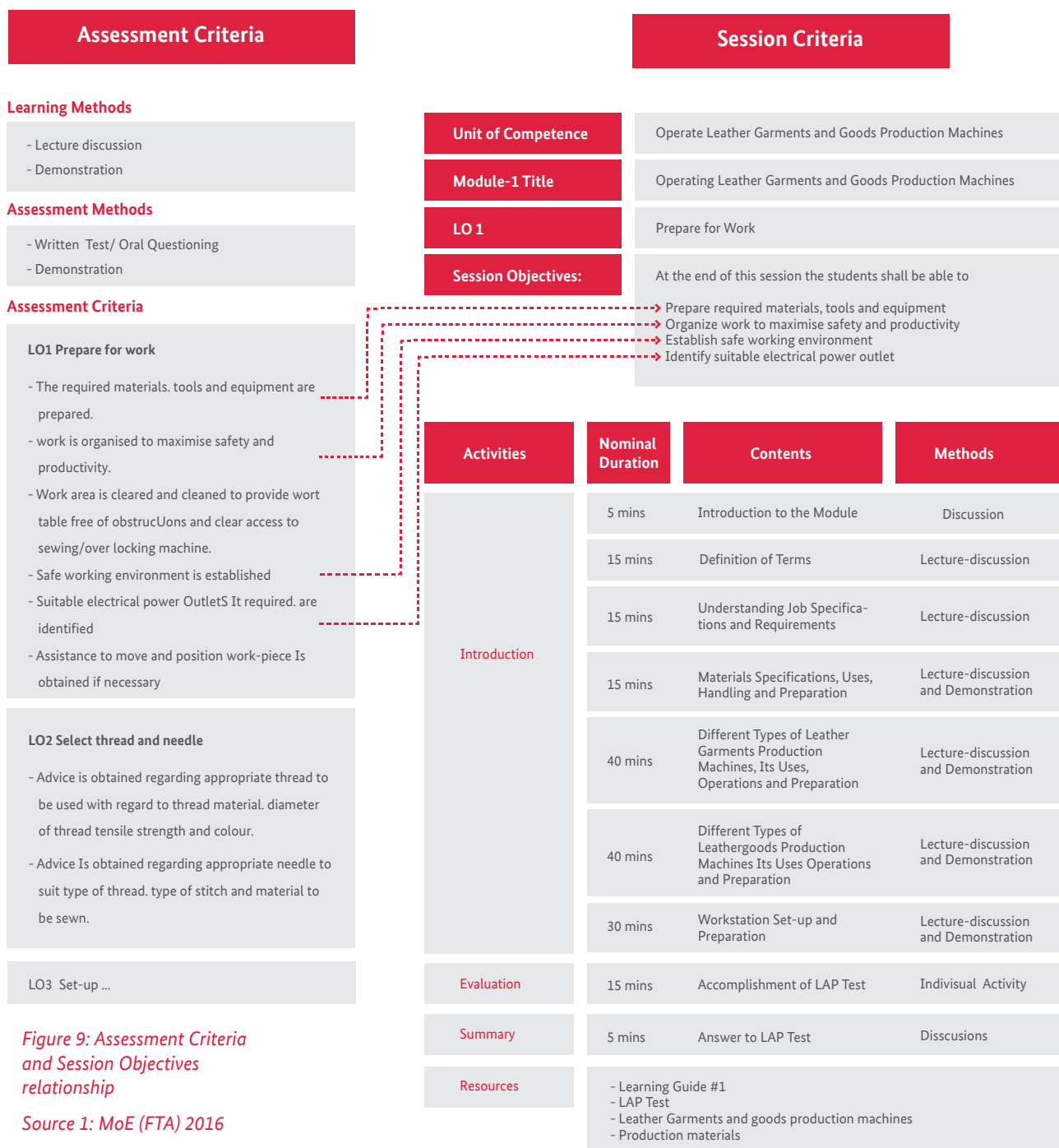


Figure 9: Assessment Criteria and Session Objectives relationship

Source 1: MoE (FTA) 2016

5.7. How do you check the quality of a training session plan?

To write a good training session plan, it requires practical training experience. You can check the quality of a training session plan by going through the following guiding questions:

Is the session plan logical and consistent?

- Are the learning objectives properly formulated and feasible within the available time?
- Do the topics/contents cover what is mentioned in the learning objectives?
- Are the selected methods suitable for meeting the objectives mentioned in terms of knowledge, skills and attitudes?
- Selection of topics: quality versus quantity
- trigger broader applications?
- allow for feedback?
- provide repetition?
- provide for individual monitoring of learning?
- follow-up actions or linkages with other sessions?

Does the session plan follow the training - learning principles?

Is it student friendly?

Does the session plan...

- raise interest?
- explain the purpose?
- relate to the participants' experiences?
- consider motivation?
- encourage the participants' initiative and autonomy?
- provide for appropriate participant involvement and interaction?
- provide exercises, practice, or hands on activities
- include variety of activities?
- show graduated sequence in contents?
- allow for individual differences?

Is it teacher friendly?

- Is the layout attractive?
- Is it easy to read?
- Are the procedures clear?
- Does it give all the required information to conduct the session?
- Is it flexible?
- Can it be easily adapted?
- Can it be re-used?
- Can it be revised?
- Does it allow for teacher initiative?
- Does it give hints and warnings for facilitation?
- Can it be used with different participant groups?
- Is it suitable for different sited groups?
- Is it economically viable?
- Could the session be conducted by another teacher without extra explanation?

6. Sport for Development Indoor and Outdoor Activities

Level I

**Demonstrate work value and ethics,
Receive and respond to workplace communication,
Work with others.**



Trust and Balance, Forward



8 Students (6 - 10 possible)



10-15 minutes

Why to intervene Trust and Balance to teach each learning outcome and its contents?

To connect the lessons practically during the Trust and Balance activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Trust and Balance Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Group work, concentration, trust-building, taking responsibility for teammates and communication).

Sportive skills

Body control by tensing up the muscles and balance of the body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The teacher divides the class into groups of eight (8) students (6 up to 10 possible) per group. It must be even numbers of group members. All groups form their circle and the students in one circle face each other and hold each other's hands. The teacher or a student gives each group member alternately number 1 or number 2.

Step 2: All students with the number 1 lean forward while standing on their toes. All students with the number 2 lean backwards while standing on their heels. The group members have to trust each other and find a balance so that the circle holds.

Step 3: All students change numbers (1 is getting 2 and 2 is getting 1) and therefore it is changing their directions.

Tips

- The teacher should encourage the students to motivate and help each other. The teacher should encourage the students to communicate with each other before doing the activity. Does everybody feel comfortable? It is important to know that it is normal to be frightened. The students should try to share such feelings. And help to overcome them.
- The teacher explains that the students must tense their bodies while implementing the session.
- Students should trust each other.
- Students act dependable to fulfil the given trust from their fellow students.
- Students ensure to have a good grip on each other's hands so that they can ensure each other's security.

Variations

- The students turn around and face the outside.
- The students close their eyes while leaning forward and backwards.

“

Work Ethics



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- Was it difficult to trust your group mates and to lean backwards or forward?
- What employability skills were required for the session (group work; concentration; trust-building; supporting teammates; etc.)

Connection to life experience

- Can you find examples from your life experience when individuals had to trust larger groups? E.g., giving money to a community; trusting a group of friends with personal information; trusting a bank or an authority; etc.
- Did the students ever experience that somebody or something broke their trust? What can we learn from such experience and why is it important to trust others?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might have to trust unknown colleagues or others?
- What would happen with a company and the working environment if colleagues mistrust each other? – bad working conditions; unhappy employees; negative results.
- How can trust be developed or restored? – S4D sessions; identification of problems; finding common solutions; getting to know each other; etc.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



Notes

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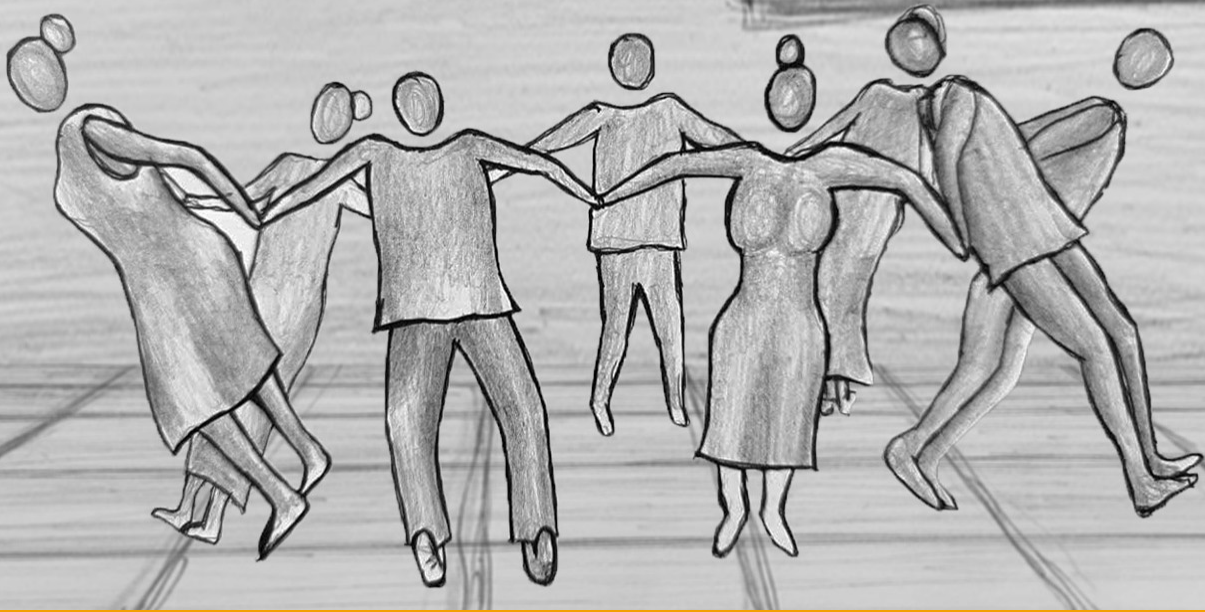
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Trust and Balance, Backwards



8 Students (6 - 10 possible)



10-15 minutes

Why to intervene Trust and Balance -backwards to teach each learning outcome and its contents?

To connect the lessons practically during the Trust and Balance Backwards activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Trust and Balance Backwards Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Group work, concentration, trust-building, taking responsibility for teammates and communication).

Sportive skills

Body control by tensing up the muscles and balance of the body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The teacher divides the class into groups of eight (6 or 10 possible) students per group. It must be even numbers of group members. Instead of facing each other, all groups form a circle where all students stand with their backs to each other and hold each other's hands. The teacher (or the students) gives alternately each group member number 1 or number 2.

Step 2: All students with the number 1 lean forward while standing on their toes. All students with the number 2 lean backwards while standing on their heels. The group members have to trust each other and find a balance so that the circle holds. Trusting each other and the group is even more difficult as the students do not face each other.

Step 3: All students change numbers (1 is getting 2 and 2 is getting 1) and therefore it is changing their directions.

Tips

- The teacher should encourage the students to motivate and help each other. The teacher should encourage the students to communicate with each other before doing the activity. Does everybody feel comfortable? It is important to know that it is normal to be frightened. The students should try to share such feelings. And help to overcome them.
- The teacher explains that the students must tense their bodies while implementing the session.
- Students should trust each other.
- Students act dependable to fulfil the given trust from their fellow students.
- Students ensure to have a good grip on each other's hands so that they can ensure each other's security.

Variations

- The students close their eyes while leaning forward and backwards.

“
Team Work”



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- Was it more difficult to trust your group mates and to lean backwards compared to the first session?
- Did you trust your fellow students more than during the first session as you made a positive experience together?
- What employability skills were required for the session (group work; concentration; trust-building; supporting teammates; etc.)

Connection to life experience

- Can you find examples from your life experience when individuals had to trust larger groups? E.g., giving money to a community; trusting a group of friends with personal information; trusting a bank or an authority; etc.
- Did the students ever experience that somebody or something broke their trust? What can we learn from such experience and why is it important to trust others?

Notes

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Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they feel trust after a common experience together?
- What influence can trust between colleagues have on the working atmosphere and the success of a company?
- What can threaten the trust between colleagues? To speak ill about other colleagues; not to share information; not to help each other.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Run the Circle



10-30 Students



15-20 minutes

Why to intervene Run the Circle to teach each learning outcome and its contents?

To connect the lessons practically during the Run the Circle activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Run the Circle Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Group work, concentration, trust-building, taking responsibility for teammates and communication).

Sportive skills

Quick reaction and running skills.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The teacher divides the class into groups of approximately ten students. All groups form their circle where all students face each other standing/sitting. One volunteer starts as a runner.

Step 2: The runner walks around the circle and taps another student on the shoulder. At the same time, the runner must shout “come” or “go” and shouts the name of the student (catcher). If the runner shouts “come” the tapped student (catcher) follows the runner and tries to catch her/him before the runner can take the free place of the catcher. If the runner shouts “go” the tapped student must run in the opposite direction and try to take back the free space before the runner. The catcher is allowed to run on the inside when meeting the runner.

Step 3: If the runner gets caught, the student stays runner for another round. If the runner manages to get to the free space the tapped student (catcher) becomes the ‘new’ runner. If the runner forgets the name of the chosen student (or says it wrongly) she/he stays runner for another round.

Tips

- The teacher ensures that the students stand or sit in the circle.
- The teacher ensures that all students have equally often the chance to run after the runner. The students can help to identify peers who haven’t been tapped lately.
- The teacher reminds the students to call the direction first (“run” or “go”) and then the name of the tapped student. That gives the tapped student a bigger chance to catch the runner. The students get encouraged to learn each other’s names.

Variations

- One tap means to follow the runner; two taps mean running in the other direction
- The waiting students move while waiting, e.g., jumping on one leg, moving the arms, etc. Each student can come up with a suggestion.
- Students run backwards or hop on one leg.
- Only the runner gets a “handicap” like running backwards or jumping on one leg.
- The runner can choose to run two rounds. If the catcher doesn’t manage to catch the runner during the two rounds the catcher must go in the middle of the circle and is locked. The catcher can only be freed if another runner runs two rounds without being caught.
- Instead of tapping a fellow student the runner is quiet and drops an item (for example a piece of cloth) behind the chosen student. When the scarf was dropped the new catcher takes up the scarf and chases the runner.



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- Was it difficult for the runner to decide a direction or to remember the name? Why?
- Was it difficult for the catcher to react quickly to the different signals (tap; direction; name)? Why?
- What employability skills were required for the session (concentration; listening skills; processing information under time pressure; etc.)

Connection to life experience

- Can the students find examples from their life experiences when they or others had to process information under time pressure? – test at school; question from parents; responding on statements; etc.

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might have to process information under time pressure?
- Which risks exist in the students' future work that they might have to react to quickly? – an accident; something is dropping; etc.
- Why is time an important element at the workplace? What are the implications for the employees? How can one learn to function under time pressure?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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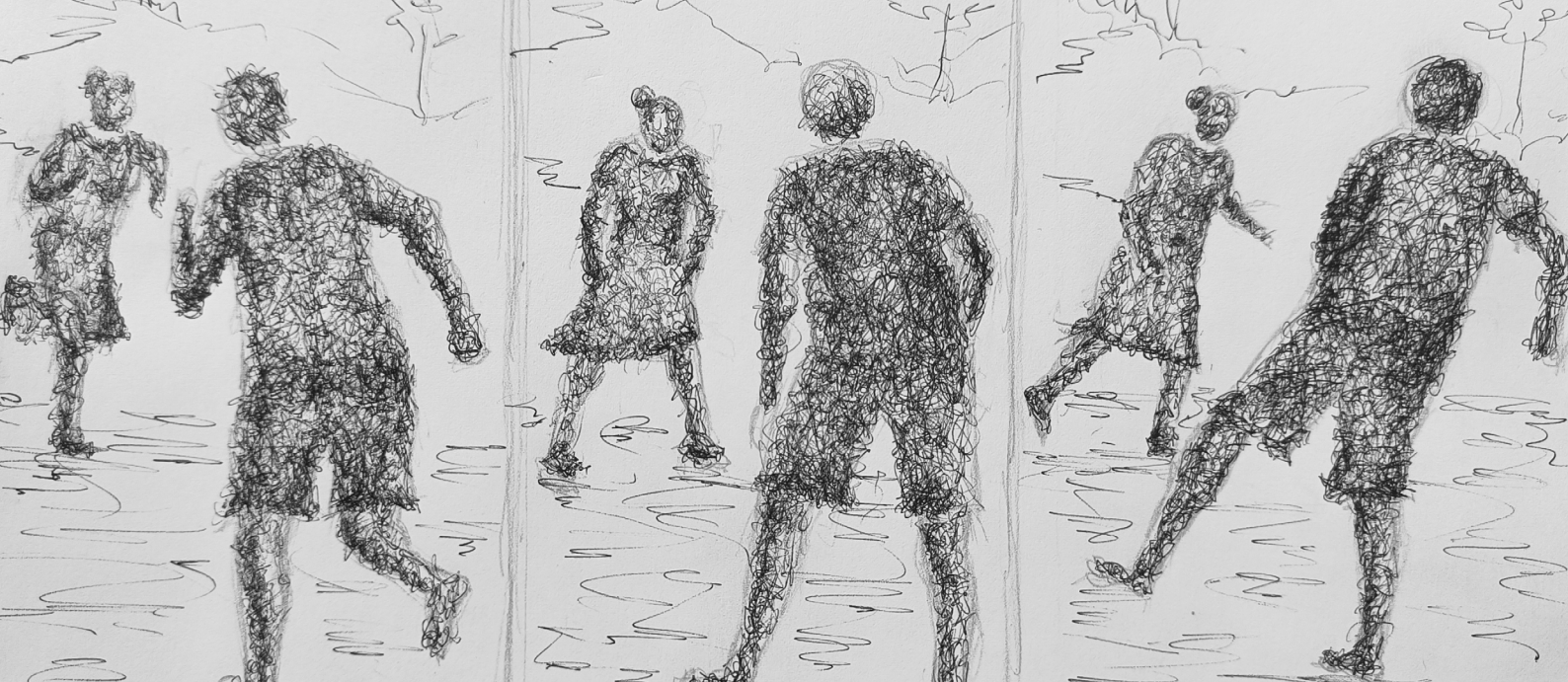
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Be the Shadow



2 Students per group
All students are active
at the same time.



10-20 minutes

Why to intervene Be the Shadow to teach each learning outcome and its contents?

To connect the lessons practically during the Be the Shadow activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Be the Shadow Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Adaptability, autonomy, decisiveness, initiative, self-confidence).

Sportive skills

Coordination, movement in different directions, transforming visual information under time pressure into physical activity.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Cones (or shoes, clothes, plastic bottles) to mark the fields.

Activity Description/ Instruction

Step 1: The teacher divides the students into pairs. The teacher chooses pairs that usually don't interact with each other.

Step 2: Each pair stands one meter in front of each other and face each other. Ensure a distance of at least one meter to the next pair or obstacles (wall; table; etc.), beside and behind each partner. Marking an area of four meters on each side makes the session easier for the students.

Step 3: One partner starts as the actor. The second partner is the "shadow". The actor moves forwards, backwards or side wards. Constantly facing the partner. The shadow tries to imitate the movements accurately and follows the actors as quick as possible. One round lasts one minute. After each round, the partners (actor and shadow) change roles. If possible all pairs are doing the activity at the same time.

Tips

- The teacher should ensure that the actors do not move diagonally at the beginning. When each pair has played about four rounds the partners shall change to increase the learning.

Variations

- The students are allowed to move diagonally.
- The teacher can give the students space for creativity - other moves could be integrated into the activity - jumps; moves with hands/ arms; dance moves; etc.

“
Work Ethics”



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to be successful as an actor or shadow?
- What needed to be done so that everybody felt safe, happy, and included?
- What was challenging during the activity?
- What employability skills were required for the session (analysing skills; creative thinking; flexibility; working under time pressure; competitive thinking; etc.)

Connection to life experience

- Can you find examples when a person is copying the movements or behaviour of another person?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might have to copy or imitate another person? – a newly employed person receives a mentor who helps to get used to the new environment. You might be asked to copy the work structure from your mentor or other colleagues.

- When would it be normal to copy products or behaviour of other companies? When is it not allowed?
- Which employability skills were learned that you can specifically use in your future workplace?
- The S4D activity focuses on the ability to move quickly and make decisions. Fast thinking and good reaction are as important as the speed of the movement. Do you have an example from the workplace where physical and mental speed is required at the same time? – situations that are not going as planned. You and your colleagues might have to react quickly.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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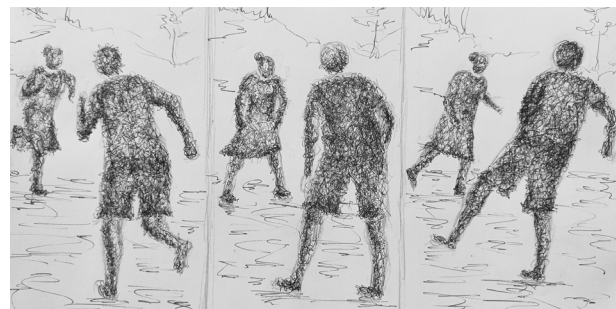
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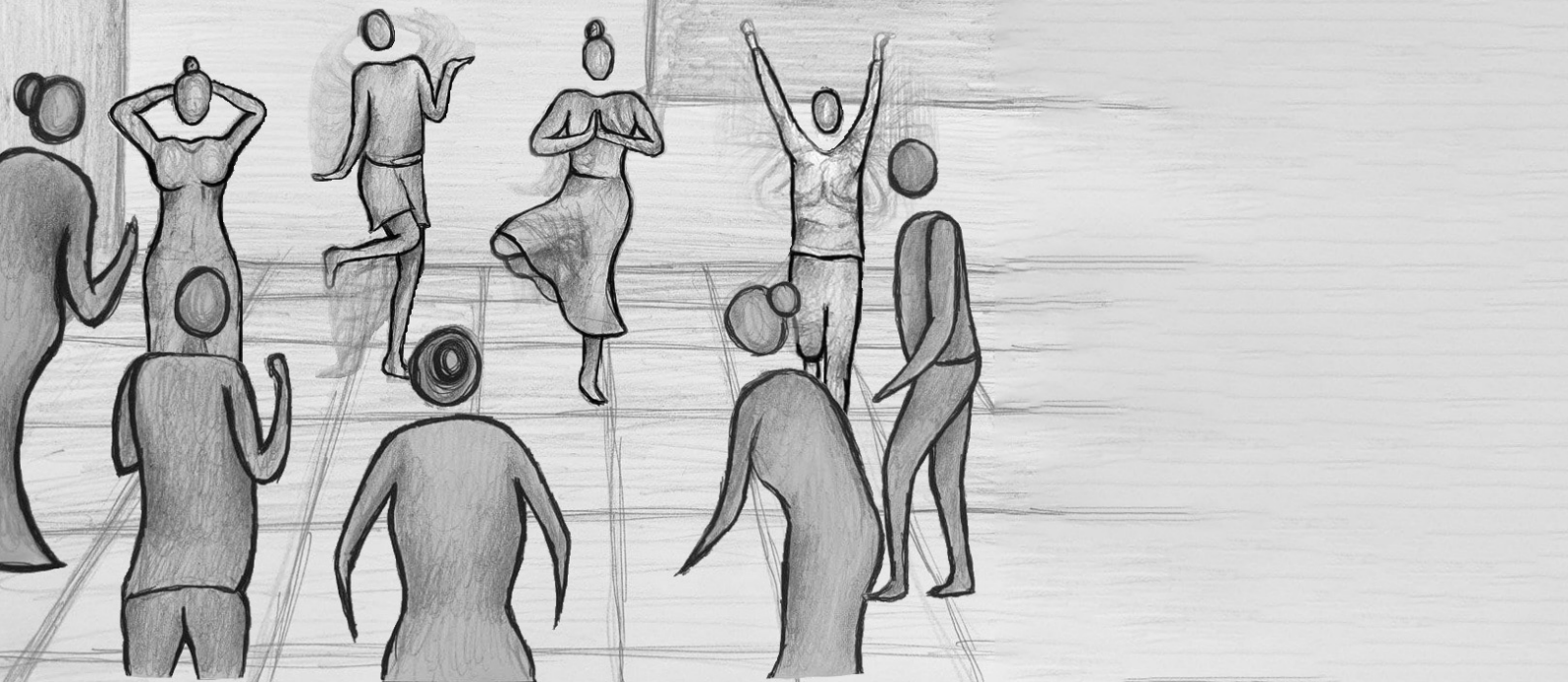
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Group Memory



10-30 Students



10-15 minutes

Why to intervene Group Memory to teach each learning outcome and its contents?

To connect the lessons practically during the Group Memory activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Group Memory Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Creative thinking, concentration, observing, flexibility, acting in a group, motivating each other, problem-solving, trust and teamwork).

Sportive skills

Clear and positive body language. Coordination.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The teacher divides the students into groups of five students. All groups form their circle where all students face each other.

Step 2: One student starts with a movement. The second student repeats the first movement and adds movement. This gets repeated by all students until one student makes a mistake. Then the activity starts with the student who made the mistake. The aim is to keep the activity running as long as possible. The group should feel the group dynamic that almost turns into a dance.

Tips

- The teacher should encourage the students to motivate and help each other. It is important to create a positive group feeling.
- The teacher needs to explain that concentration and focused observation is the key to success in this activity.
- The teacher can start talking about group dynamics and why it is important to gather for a certain goal. The teacher can ask the students to reflect on the development of group dynamics during the activity.

Variations

- Create a competition between the groups.
- The students must add a sound to the movement.
- The students imitate professions instead of different movements.
- The group members hold each other's hands to even strengthen the feeling of a group dynamic.

“

Team work



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was crucial for each individual during the session?
- Could you observe group dynamics and if so which?
- Why is a functioning group important for the success of the activity? What can undermine group dynamics?
- What employability skills were required for the session (creative thinking; concentration; observing; flexibility; acting in a group; motivating each other; etc.)

Connection to life experience

- Can you find examples from your life experience when a group had to be built (group dynamics) to reach a common goal? – a community is addressing a problem; a new group of friends at school; etc.

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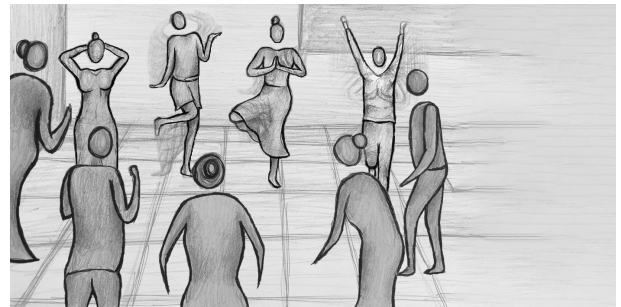
Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might have to build or integrate themselves in groups?
- Can the students find examples from their future workplace where specific group culture was established? – certain way of communicating; talking about specific themes or shared experience; etc.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





React and Catch Competition



Depending on the class size, divide by two (2).



15-20 minutes

Why to intervene React and Catch Competition to teach each learning outcome and its contents?

To connect the lessons practically during the React and Catch Competition activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Trust and Balance Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Listing, processing information, decision-making; converting a decision into action, acting under time pressure, dealing with nervousness and self-confidence).

Sportive skills

Reaction sprint and concentration.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students. Not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains carefully and should even show the activity by an example round so that all students understand the tasks. The sportive goals and the employability skills should be stated clearly.

Equipment: Cones (or shoes, clothes, plastic bottles) to mark the fields.

Activity Description/ Instruction

Step 1: The teacher divides the class into two groups. The two groups form one starting line each with one meter distance from each other which are marked. Each student should face a student from the other group. The teacher marks two areas of about five meters behind each line.

Step 2: Each team is given a colour (e.g., red, blue). When the teacher calls “red” the players of the red team tries to run as quick as possible to their marked area. While the blue players try to catch their red opponents. The blue team gets one point for each red player caught. The teacher calls equally often both colours. Play between five to ten rounds where both teams get the same number of rounds to catch the opponent group. The teacher announces the result at the end of the session.

Tips

- The teacher explains that it is important to concentrate and to listen carefully. The students must make quick decisions and trust their decision. The teacher can match students with similar speeds together so that everybody gets challenged.
- In case of lack of space, resting teams can count the points and act as referees. The teacher should encourage the waiting teams to cheer the competing teams.

Variations

- The teacher gives the students a few seconds before each round to reflect on their performance and to give each other tips.
- The teacher can challenge the students by changing the colours or by using numbers (teams 1 and 2).
- Instead of colours or numbers, the teams stand for themes. Like football teams from England and Spain. If the teacher says “FC Arsenal” the one team must run away. If the teacher says “FC Barcelona” the other team must flee. The teacher can even use themes from the past lessons.
- Be gender sensitive - You might want to pair girls with girls and boys with boys. Discuss the possibility to let different genders compete within the student group.

“

Work Ethics



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Listing; processing information; deciding; converting a decision into action.
- What did you have to do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; give positive feedback to each student.
- What was challenging with the session? Processing information into the right decision and movement
- What employability skills were required for the session (communication; working under time pressure; teamwork; concentration; competitive thinking; etc.).

Connection to life experience

- Can you find an example from your life experience where quick decision-making is important? Traffic; an emergency; etc.
- Can you find examples from your home or your community where different gender compete? What is positive or negative about such competitions? – competition about job openings; etc.

Application on work environment (in your occupation field)

- What kind of competition between genders do you expect at your future workplace? What kind of advantages and disadvantages does the different gender usually have? Why should we always judge individually? Try to see each individuum. Each individuum has its strength and weakness. Don't judge after gender.
- Can you find an example from your future workplace where employees must decide quickly to succeed? An emergency; an assignment under time pressure; etc.
- Can you find examples that show that it is important to trust your own decisions at your future workplace? – your boss is not at work and a client orders a product or a service. Are you able to fulfil the request in time?
- Which employability skills that were learned can you use in your future workplace?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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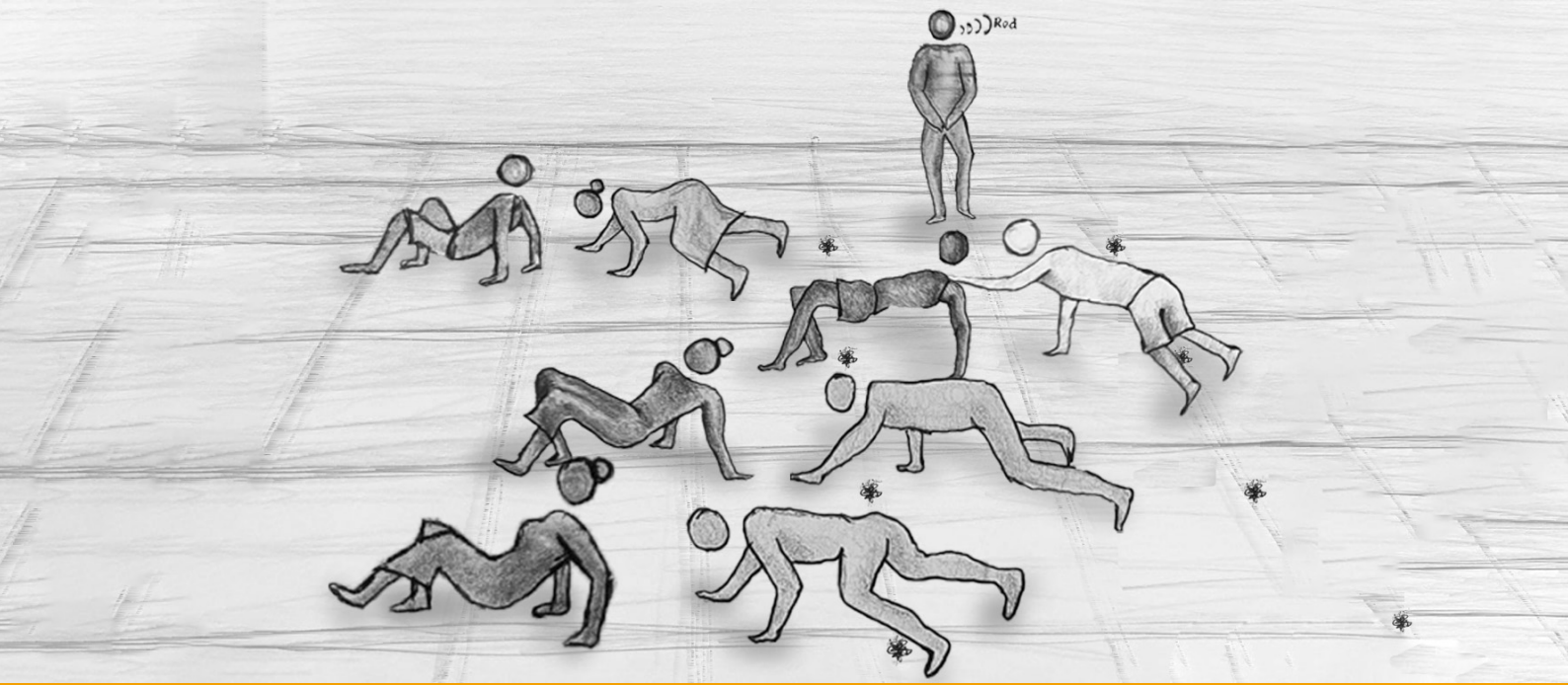
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React and Catch Competition – Spider and Crabs



Depending on the class size, divide by two (2).



15-20 minutes

Why to intervene React and Catch Competition – Spider and Crabs to teach each learning outcome and its contents?

To connect the lessons practically during the react and catch competition – spider and crabs' activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect React and Catch Competition – Spider and Crabs Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Listing, processing information, decision-making; converting a decision into action, acting under time pressure, dealing with nervousness and self-confidence).

Sportive skills

Coordination, training of back and stomach muscle (prevention of back pain).

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Cones (or shoes, clothes, plastic bottles) to mark the fields

Activity Description/ Instruction

Step 1: The teacher divides the class into two groups. The two groups form one starting line each with one meter distance from each other which are marked. Each student should face a student from the other group. The teacher marks two areas about five meters behind each line.

Step 2: Each team is given a colour (e.g., red, blue). When the teacher calls “red” the red team tries to crawl as quick as possible to their area in crab position (on all four with stomach upwards). While the blue players try to catch their red opponents by crawling as spiders (on all four with stomach down). The blue team gets one

point for each caught red player. The teacher calls equally often both colours. Play between five rounds where both teams get the same number of rounds to catch the opponent group. The teacher announces the final result at the end of the session.

Step 3: When the students have understood that the catcher must crawl in spider position and that the runners must crawl in crab position the teacher adds another element. Instead of a colour, each team represents a group. E.g., one group represents cities and the other group countries. If the teacher calls “Addis” the “country group” crawls towards the area in a crab position and the “city group” tries to catch them in spider position

Tips

- The teacher explains that it is important to concentrate and to listen carefully. The students must make quick decisions and trust their decision.
- The teacher can match students with similar speeds together so that everybody gets challenged. The ability to process information under time pressure is more important than the speed of the student. In case of lack of space, resting teams can count the points and act as referees.
- The teacher should encourage the waiting teams to cheer the competing teams.

Variations

- The teacher gives the students a few seconds before each round to reflect on their performance and to give each other tips.
- The teacher can challenge the students by changing the colours or by using numbers (teams 1 and 2).
- Instead of colours or numbers, the teams stand for themes. Like football teams from England and Spain. If the teacher says “FC Arsenal” the one team must run away. If the teacher says “FC Barcelona” the other team must flee. The teacher can even use themes from the past lessons.
- Be gender sensitive - You might want to pair girls with girls and boys with boys. Discuss the possibility to let different genders compete within the student group.



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Listing; processing information; deciding; converting a decision into action
- What did you have to do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; give positive feedback to each student
- What was challenging with the session? Processing information into the right decision and movement.
- What employability skills were required for the session (communication; working under time pressure; teamwork; concentration; competitive thinking; etc.)

Connection to life experience

- Can you find an example from your life experience where quick decision-making is important? Traffic; an emergency; etc
- Can you find examples from your home or your community where different gender compete? What is positive or negative about such competitions? – competition about job openings; etc

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Application on work environment (in your occupation field)

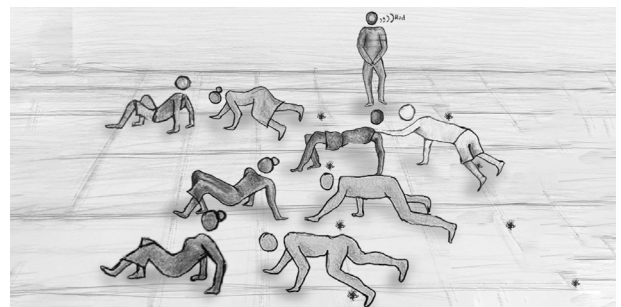
- What kind of competition between genders do you expect at your future workplace? What kind of advantages and disadvantages does the different gender usually have? Why should we always judge individually? Try to see each individual. Each individual has its strength and weakness.
- Can you find an example from your future workplace where employees must decide quickly to succeed? An emergency; an assignment under time pressure; etc.
- Can you find examples that show that it is important to trust your own decisions at your future workplace? – your boss is not at work and a client orders a product or a service. Are you able to fulfil the request in time?
- Which employability skills that were learned can you use in your future workplace?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating

 Easy - medium





Rope Skipping¹



5 Students per group



20-30 minutes

Why to intervene Rope Skipping to teach each learning outcome and its contents?

To connect the lessons practically during the Rope Skipping activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Rope Skipping Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

¹Wespi, K., Matter, D., Kons, M. (2015).

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Communication, decisiveness, initiative, self-confidence, and work ethics).

Sportive skills

Jumping, coordination, endurance, timing, rhythm

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One rope (around 7m long) per group.

Activity Description/ Instruction

Step 1: Identify two people and ask them to hold the rope, one at each end. Ask the two volunteers (rope turners) to make sure that the rope is swung high enough to go over the skippers' head and low enough so that skippers can easily jump over it.

Step 2: Challenge other group members to first jump over the rope individually, then together in groups of 2, 3, 4, 5, 6, [...] people.

Step 3: See how many jumps individuals and groups of 2, 3, 4, 5, 6, [...] people can complete without a miss. A miss is when any member does not make it over the rope. Challenge groups to set a goal and attempt to achieve it.

Tips

- Let a group demonstrate the activity as an example. Make sure that rope turners hold the rope ends firmly, but not too tightly. This can be very dangerous for their wrist when students miss the rope. To foster cooperation and participation, the teacher instructs students to change their roles. Soon the students will start working together. The students should change positions constantly (holding the rope and jumping).

Variations

- If this game is too easy for your students, add a movement. Ask them to go under the rope by going sideways, or skipping on one leg, or going backwards. The game can be made as difficult as you want it to be.
- Instruct students that at each turn of the rope, someone from the "team" must go under the rope. They must work as a group to accomplish the task. The group will succeed if everyone goes under the rope and starts jumping without missing a single turn. This variation fosters cooperation and teamwork.

“
Team work”



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to be successful as an individual and as a team? Common strategy; motivating and helping each other, teamwork.
- Rope skipping is often perceived as a game for females. What is the student's perception of it? Do we stick to the perception, or can we free ourselves from it?
- What did you have to do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; give positive feedback to each student.
- What employability skills were required for the session (initiative, self-confidence, communication, decisiveness, and work ethics.)

Connection to life experience

- Can you find examples from your life experience where you have to get together over a common obstacle?

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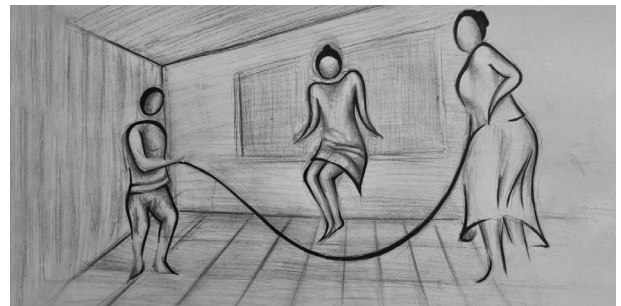
Application on work environment (in your occupation field)

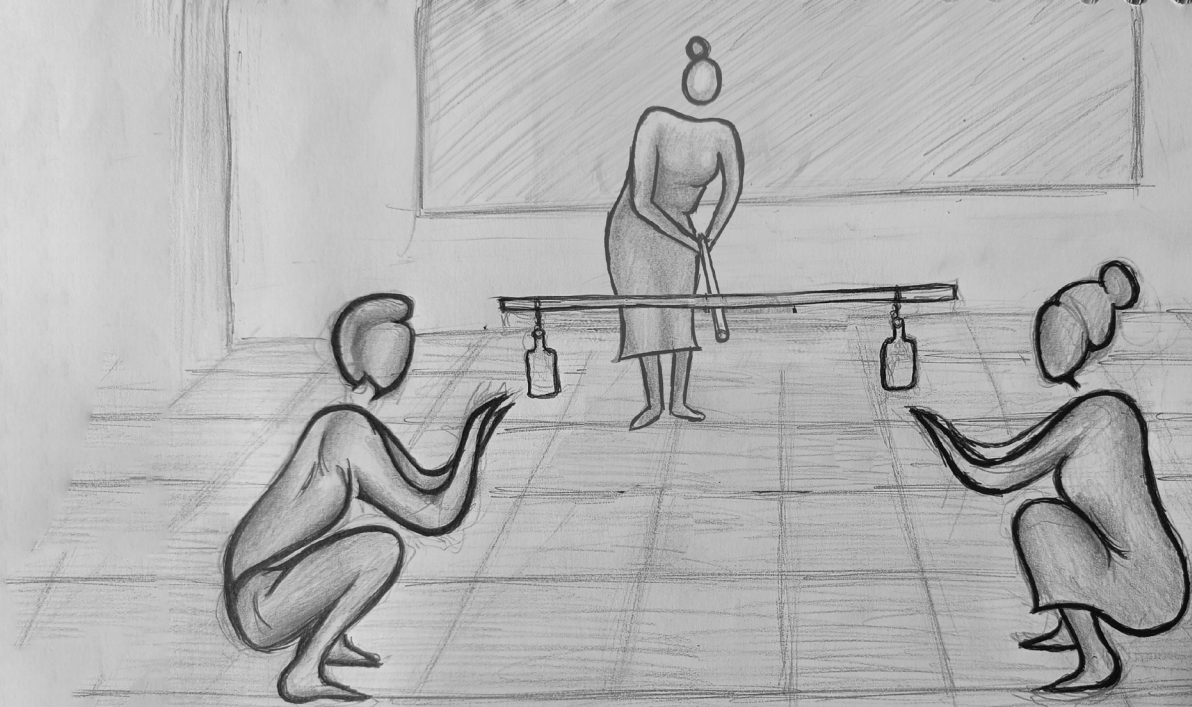
- Can you identify roles or responsibilities in your practical work that are connected to gender or at least often done by one gender? How can we develop further and free ourselves from misperception? Female nurses and male carpenters.
- Can you find an example from your practical work where employees must perform under time pressure and where help from colleagues is crucial?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Balancing²



3-5 Students per group



20-25 minutes

Why to intervene Balancing to teach each learning outcome and its contents?

To connect the lessons practically during the Balancing activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Balancing Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.

²Wespi, K., Matter, D., Kons, M. (2015).



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Teamwork, communication, concentration and working under time pressure).

Sportive skills

Coordination and arm and upper body muscles.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: For each group: two wood slats around 2cm x 5cm and 150cm long. Two empty drinking water bottles (Highland). Two pieces of string around 50cm long. Sand or water to fill water bottles.

Activity Description/ Instruction

Step 1: The teacher divides the students into small groups of four (4) students. Hand over to each group two wood slats, two bottles and two pieces of string. Ask each group to fill up the two bottles half full of sand, clay, or water

Step 2: The students take one end of the string and tie it around the bottleneck. The same process must be applied with the other bottle

Step 3: Take the other end of the string and tie a loop around 10cm long. Do this for both bottles.

Step 4: The students choose one of their group members of each group to hold one of the wood slats. Ask remaining students to take the second wood slat and lay it onto the end of the first one so that it is perfectly balanced.

Step 5: Hang on one bottle at each end of the second wood slat and balance it by shifting the bottles along the slat. The first group that has balanced the second slat wins the game.

Tips

- If the groups have difficulties understanding the teacher can show the chart of the session.
- Each group should discuss and plan the session before doing it.
- The coordination and communication between the students who hang up the bottles is a key part of the activity.

Variations

- Fill up the two water bottles at a different level to make balancing more challenging. Use round wood rods instead of square wood slats.
- Let the group members change their roles and try the session again

“

Team work



Reflection

Achievement and challenges

- Was the activity fun and if so what and why?
- What could you do as a team to master the activity? Communicating with each other; dividing the work into roles and responsibilities.
- What did you have to do so that everybody felt safe, happy, and included? Give all group members the chance to participate in different ways (sharing ideas; trying out; motivating each other)
- What was challenging with the session? Work fast and efficient under time pressure as a team.
- What employability skills were required for the session (teamwork; communication; concentration; working under time pressure)

Connection to life experience

- Can you find an example from your life experience where fast and efficient work as a team under time pressure is required? – packing the car or taxi with luggage before a long journey.

- Can you find examples from your home or your community where you cooperate in bigger groups between the genders? Community work

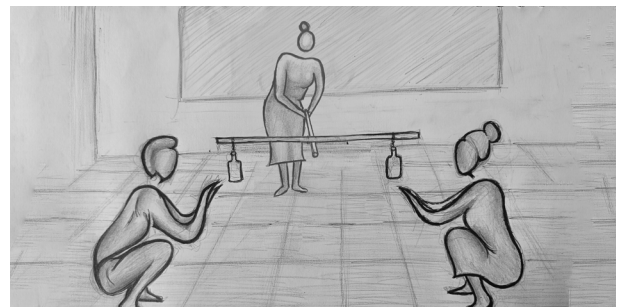
Application on work environment (in your occupation field)

- What kind of cooperation between genders do you experience or expect at your practical work?
- Can you find an example from your practical work where employees must cooperate in a team and might themselves be responsible to divide the work tasks?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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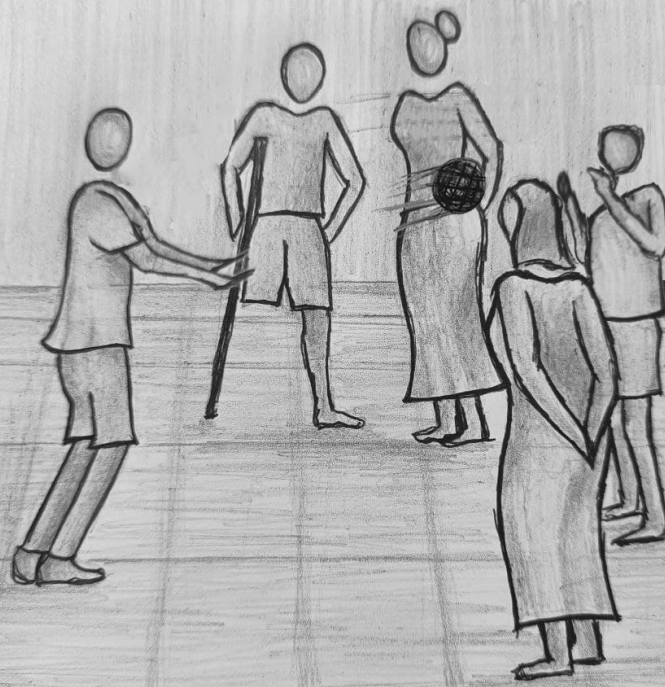
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Trick Ball³



6 Students per group
Group size can increase or decrease.



15-20 minutes

Why to intervene Trick Ball to teach each learning outcome and its contents?

To connect the lessons practically during the Trick Ball activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Trick Ball Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.

³Wespi, K., Matter, D., Kons, M. (2015).



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Respect, responsibility, concentration, result-orientation and trustworthiness).

Sportive skills

Ball throwing and catching, reaction and observation.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One ball per group. The ball can be replaced with a similar item (self-build ball, bottle).

Activity Description/ Instruction

Step 1: The teacher divides the class into groups of 6 people.

Step 2: Each group plays trick ball. Each group needs its own space and makes semicircles.

Step 3: One volunteer in each group starts as the thrower with the ball. All other students of each group stand with their hands behind

their back in a semicircle. The thrower stands in front of the semicircle and will either throw or pretend to throw the ball to each student in the semicircle. The distance between the thrower and the receivers must be sufficient to be able to catch the ball (start with a 2 m distance and adjust after the first round). The thrower must act quickly. Fast movements are required so everybody pays attention, but once the thrower throws, it is done slowly.

Step 4: If the thrower throws the ball to another student, then the student must catch the ball while moving their hands. If the ball is caught, the student throws the ball back to the thrower.

Step 5: If the student does not catch the ball, e.g., the ball drops onto the ground, the student must take the position of the thrower and starts throwing or fake throwing the ball. (Note: if the ball drops because the ball was thrown too fast or not straight, the person who dropped the ball does not have to switch).

Step 6: If the thrower fake-throws the ball to a student and the student moves the hands, thus does not keep them behind his/her back, then this student takes over the position of the thrower.

Tips

- Some students tend to throw the ball too hard. The teacher must ensure that the students are playing fair and throw the ball gently. Stop the activity when a student throws the ball too hard and reflect with the group why hard ball-throwing can disrespectful behavior. Ask the groups to act as referees for two students who get into a conflict (thrower and catcher).

Variations

- To increase the level of difficulty, you can add the rule that catchers must clap hands once before they catch the ball.
- To make the game easier, you can widen gaps between the thrower and catchers.



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to succeed in the activity? Concentration, quick reaction, observing and respectful behaviour.
- What did you do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; ensure the ball doesn't get thrown too hard; make each other laugh and praise the students.
- Was someone scared of the ball? What can the group do to overcome such fear?
- What was challenging with the session? Not falling for deceptions; moving when the balls are thrown and not earlier.
- What employability skills were required for the session (respect, responsibility, result-orientation, trustworthiness)

Connection to life experience

- Can you find an example from your life experience where you have to decide between deception and reality (under time pressure)? – somebody trying to sell broken items.

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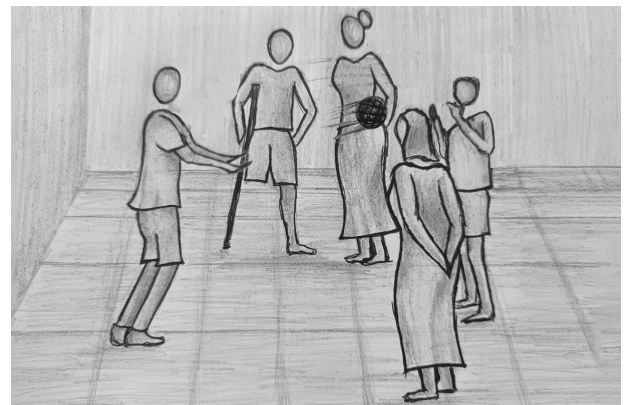
Application on work environment (in your occupation field)

- Can you find an example from your practical work where you might have to decide right or wrong? Accepting an order from a client; buying or selling an item; potential deception from other people.
- Can you find examples that show that it is important to trust your own decisions and your colleagues? – Making decisions on your own or in cooperation with your colleagues and taking responsibility for the decision in front of your boss.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





All Carry All Relay-Trust (leadership)



5 Students

(also possible to do in groups of 3 students).
Several groups can act simultaneously



10-15 minutes

Why to intervene All carry all relay – trust (leadership) to teach each learning outcome and its contents?

To connect the lessons practically during the All Carry all Relay – Trust (leadership) activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO).

This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect All carry all relay – trust (leadership) Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Trust building, group communication, teamwork, respect for each other).

Sportive skills

Training for the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students. Not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers for the start and turning points for each group. Scarfs, soft paper, or similar items to blindfold the students.

Activity Description/ Instruction

Step 1: Divide the class into groups of five students. Each group has a starting point and a turning point next to each other.

Step 2: Four students from each group carry the fifth student from the starting point to the turning point and back to the starting point. The four carriers get blindfolded.

Step 3: The student who gets carried leads the blindfolded students. Before each round, the groups get three minutes to discuss trust-building and what to focus on.

Step 4: After each round, each group exchanges the person to be carried.

Tips

- The carried student gets transported horizontal and must lay with its stomach upwards. Each student carries one leg or one arm. The carried student should tense the muscles. Be extremely careful with each other especially when dropping the fellow student.
- In case you do have not enough space that all groups can compete at the same time ask the waiting students to cheer for the competing teams. Ask the students how to cheer appropriately and why positive support is important for motivation.
- The students must be extremely careful during this activity not to injure themselves or fellow students.
- Play several rounds and ensure that by every round another student is getting carried.

Variations

- Trust building: Blindfold the carried student. Be careful! No competition.

“
Work Ethics”



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team?
- What did you have to do so that everybody felt safe, happy, and included?
- What was challenging during the session?
- What employability skills were required for the session (communication; trust-building; teamwork; coordination; etc.)

Connection to life experience

- Can the students find an example from their life experience where a physically weaker person can be of big help to the community (e.g., an elderly and weak person who gives advice)?

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Application on work environment (in your occupation field)

- Can you find an example from your practical work where it could be helpful to employ people with different backgrounds strengths or ages?
- Where can trust play an important role in your practical work?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Fill the Bucket Race⁴



4 Students per group
Even group sizes are crucial



20-30 minutes

Why to intervene Fill the Bucket Race to teach each learning outcome and its contents?

To connect the lessons practically during the Fill the Bucket Race activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO).

This connection is very important from two points of views.

- from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Fill the Bucket Race Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

⁴Wespi, K., Matter, D., Kons, M. (2015).

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Communication, teamwork, strategic planning, and work ethics).

Sportive skills

Balance, running and coordination.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: new or used A4 paper or newspaper. One empty water bucket per group and one bucket filled with water per group.

Activity Description/ Instruction

Step 1: Divide students into teams of four (4). Distribute one water bucket and A4 paper to each team. Place a bucket filled with water at the starting line and an empty bucket at the end line.

Step 2: Ask each group to line up behind their bucket that contains water.

Step 3: On the 'Go' signal, the first person in the line takes a piece of paper, folds/rolls it into a paper cup, pours water from the water bucket at the starting line into the paper cup, runs to the empty bucket, pours the water out, runs back and gives a handshake to the second person in the team. The second person folds a paper container, etc.

Step 4: Points are awarded for emptying the first bucket and filling the second bucket (to be agreed upon before the game).

Step 5: If implementing the activity indoor make a mob available so that each team can clean its spot after each round (ensure that all together with clean up!)

Tips

- Create teams with mixed gender and students that know each other not so well
- Give the groups 5 minutes to agree on a strategy and to train the folding of the paper cups.
- Implement the activity at a place where water can fall on the ground
- Encourage the students to cheer their teammates
- Remind the students that all group members must have the chance to participate with ideas for the strategy

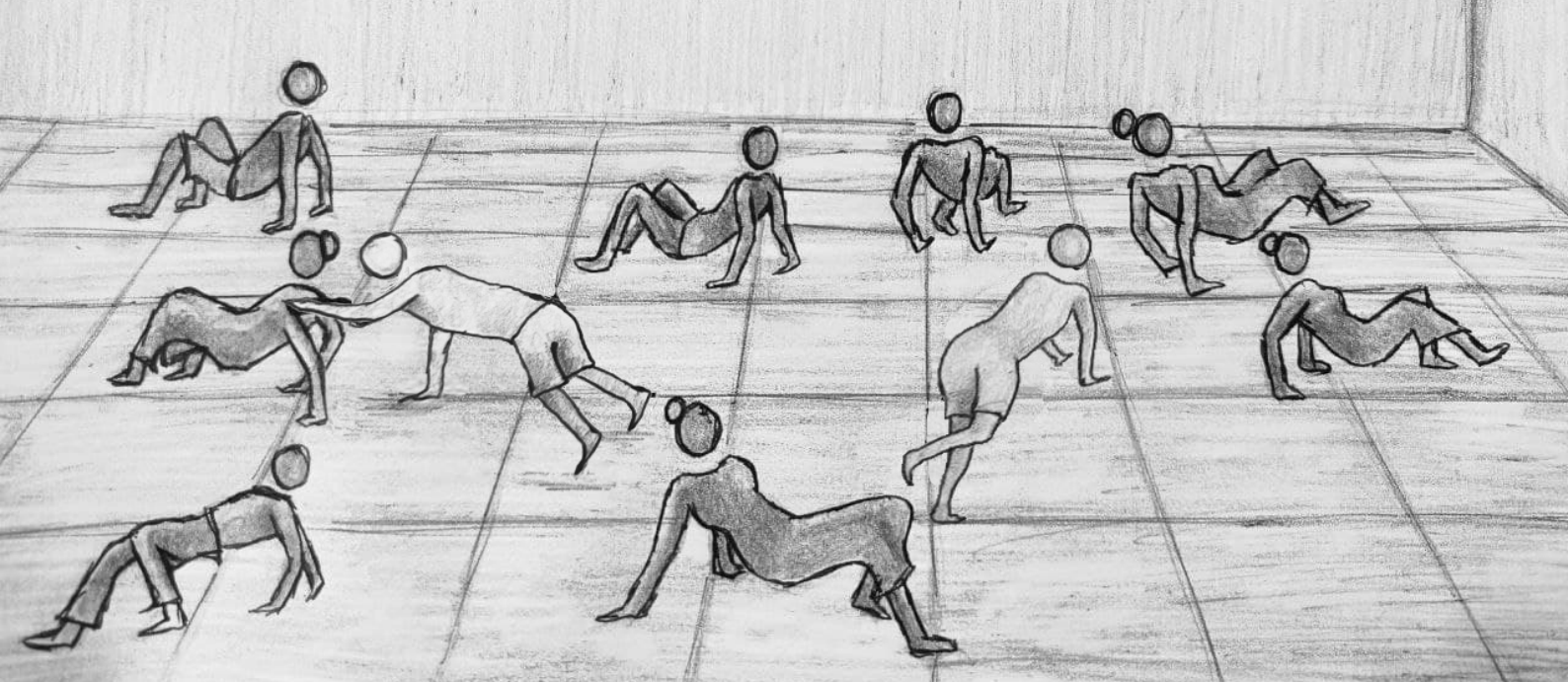
Variations

- Allow students to divide up different tasks (e.g., one person folds paper cups, one person pours water, one person runs from the one bucket to the other bucket, one person pours the water and squeezes out water into the bucket.
- Add an obstacle course between the first and second bucket

“

Work Ethics





Spiders Catch Crabs



10-30 Students



20-30 minutes

Why to intervene Spiders Catch Crabs to teach each learning outcome and its contents?

To connect the lessons practically during the Spiders Catch Crabs activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect Spiders catch Crabs Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Analysing (observing and judging) new situations; teamwork; communication; flexibility; cooperation; working under time pressure; competitive thinking).

Sportive skills

Training for the whole body, especially back and stomach muscles

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Cones (or shoes, clothes, plastic bottles) to mark the fields.

Activity Description/ Instruction

Step 1: The teacher marks an area of 20x15 meter – dependent on the group size.

Step 2: The teacher chooses two students as catchers. All other students are runners.

Step 3: The catchers move as spiders on two arms and two legs with the stomach towards the ground. The runners act as crabs and are only allowed to move around by “crab-walk”.

Step 4: The crabs are not allowed to leave the marked area. If crabs move outside the field, they become spiders. The spiders must try to catch all crabs. But a crab can only be caught by touching their shoulder. As soon as a crab gets caught it turns into a spider (catcher) and helps the other spiders to catch. The winner is the last crab.

Tips

- Play several rounds and change catchers every round. The teacher can give the catchers 30 seconds to discuss their cooperation and strategy.
- The runners must ongoingly observe and judge the game situation. Who are the catchers and where are they? Where is a safe and free space to move to? Do I have to move faster or turn to move away from a catcher? Can I help a fellow runner by blocking a spot for a catcher?
- The teacher can give recommendations both to the catchers and runners to improve their performance. The runners can protect their shoulders easy by turning away from the catcher. But it becomes much more difficult for the runner if the catchers’ approach from two sides. The runners can even protect each other’s shoulders by moving next to each other.
- The teacher should tell the students how good crab movements are for the back and stomach muscles. It strengthens and prevents back problems and other injuries

Variations

- The catchers are crabs, and the runners are spiders.
- The students are allowed to come up with other types of movements (frog jump; jumping on one leg; walking in squad position; etc.)



Reflection

Achievement and challenges

- Was the activity fun and if so what and why? Or why was it not fun?
- What was important to be successful as catchers or runners?
- What did you do so that everybody felt safe, happy, and included.
- What was challenging with the session?
- What employability skills were required for the session – analysing (observing, judging) new situations; teamwork; communication; flexibility; cooperation; working under time pressure; competitive thinking.

Connection to life experience

- Can you find examples from your life experience where you had to work together with somebody to overcome a stronger force? – smaller children supporting each other against stronger or older children.

Application on work environment (in your occupation field)

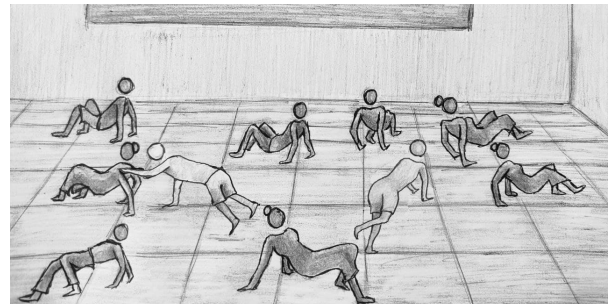
- Can the students find examples from their practical work where they might have to seek new cooperation against a threat? – Two newly employed employees have to team up against a boss or old employee who treats them wrong.

- Why is it important to help your colleagues with their work and not see them as competitors? – If you help others, they will help you, creating a positive working environment. Ability to deliver together better results.
- The S4D activity focuses on the ability to move quickly and make good decisions. Physical strong people might have an advantage. Which other abilities are important in the activity? Where can you make parallels to employ female employees in a male-dominated work area (e.g., construction sector)? Or to employ male employees in a female-dominated work sector (e.g., hospitals)?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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Respect your Partner (awareness of physical abuse)⁵



2 Students per group
Include as many students
as the space allows



10-15 minutes

Why to intervene **Respect your partner (awareness of physical abuse) to teach each learning outcome and its contents?**

To connect the lessons practically during the Respect your Partner activity to each learning outcome of the three (1. Work value and ethics, 2. Receive and respond to workplace communication and 3. Work with others) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from a pedagogical point of view, it follows the experiential learning principle - participatory, playful, fun, and interactive,
- b) from S4D point of view, it follows safety principles, physical and mental well-being, and growth.

How to connect **Respect your partner (awareness of physical abuse) Activity with each learning outcome and its contents?**

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive values and ethics were demonstrated and can be transferred to work values and ethics?
- 2) What sportive communications were received and responded and can be transferred to receiving and responding to workplace communication?
- 3) What sportive activities were performed with other mates and can be transferred to work with others in a workplace?

Learning Outcomes

Demonstrate work values and ethics

- Define the purpose of work
- Apply work values/ethics
- Deal with ethical problems
- Maintain the integrity of conduct in the workplace

Receive and respond to workplace communication

- Follow routine spoken messages
- Perform workplace duties following written notices.

Work with others

- Develop effective workplace relationship
- Contribute to workgroup activities.

⁵Wespi, K., Matter, D., Kons, M. (2015).



Employability skills

- (1) Demonstrating Work value and ethics,
- (2) Receiving and responding to workplace communication,
- (3) Working with others (Responsibility, respect, trust, and empathy through good communication).

Sportive skills

Throwing and catching a ball, running and coordination. Anticipating potential obstacles and problems.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students, the teacher creates a safe space where the students can move comfortably and without the risk of injuring themselves or others.

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the activity by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One ball per pair. The ball can be replaced with a similar item (self-build ball, bottle).

Activity Description/ Instruction

Step 1: Students and teacher create an area of a minimum of 10m x 10m to implement the activity.

Step 2: The students act in pairs and throw a ball at each other. The pairs can move over the marked area. They should throw it in a way that the partner can catch it easily. No risk or challenges. They focus on their posture and body

orientation. The students must signal to their partners that they are ready to catch the ball. Or the opposite when they want to communicate that they are not ready.

Step 3: Balls can only be thrown when the partners demonstrate readiness with the body. Each pair find their own space where they throw. They might want to play with the distance between each other. But the goal is not to drop the ball.

Note: throwing a ball can be seen as a sign of showing respect or disrespect. A hard throw without communication can cause pain or even injuries. Good communication together with good timing when throwing the ball is respectful.

Tips

- The teacher can demonstrate respectful and disrespectful behavior by showing the activity with one of the students. Even performing without concentration can lead to annoyance if one must fetch the ball from the ground very often.
- The teacher should stop the activity after one minute and ask what kind of communication can be used in the activity. The students should come up with ideas (e.g., eye contact, calling the name, making another sound, clapping hands, nodding the head, or raising the arm).
- The teacher encourages the student to move while waiting for the ball. That makes it easier for them to catch the ball when thrown wrongly.
- The teacher pairs the students with fellow students they don't know so well.

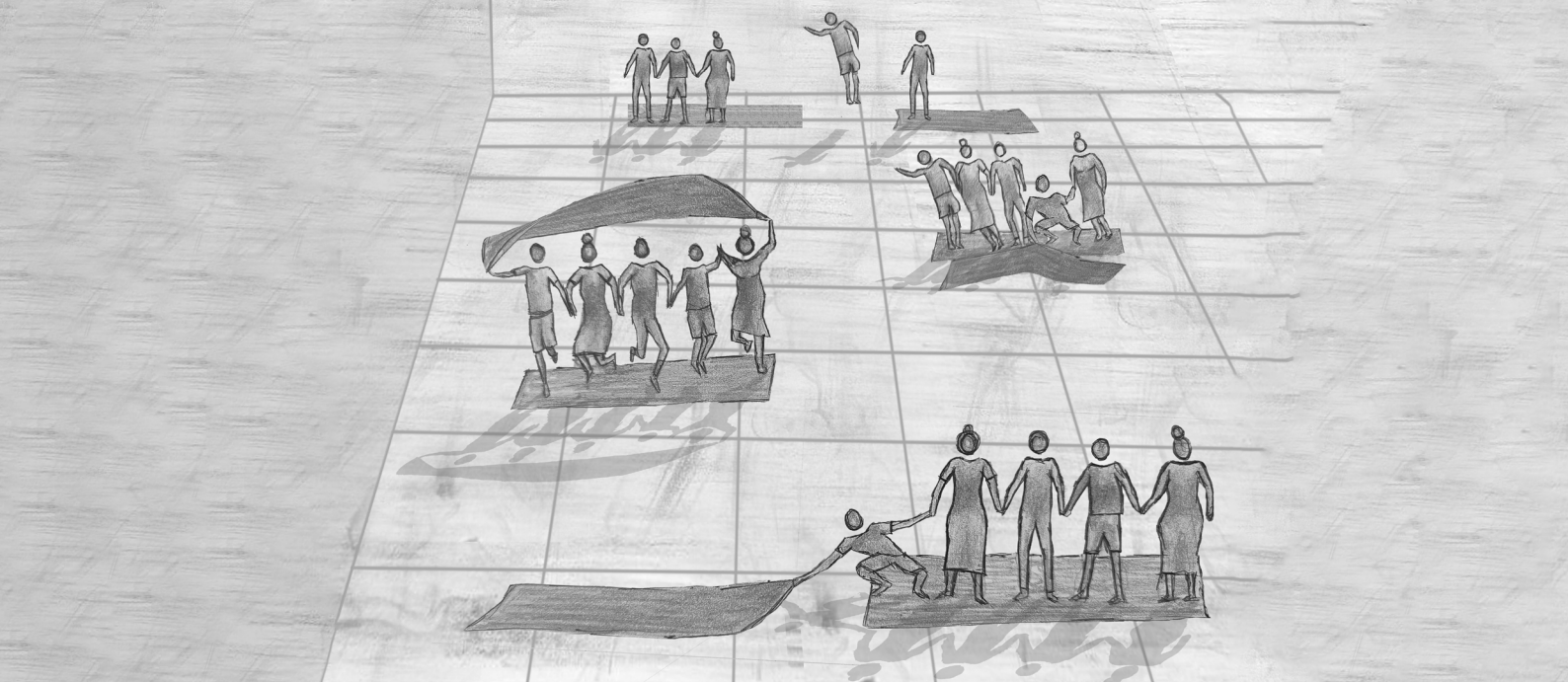
Variations

- The students should throw with their weaker arms.
- Competition: which pair succeed with the most passes without dropping the ball (with the weaker arms)?
- Let three students throw two balls at each other



Level II

**Participate in Workplace Communication,
Work in Team Environment.**



The Boat Race



5 Students per group
(several groups can act simultaneously)



15-30 minutes

Why to intervene The Boat Race to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Boat Race activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect The Boat Race Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (trust, teamwork, responsibility, and empathy).



Sportive skills

Jumping, coordination and moving the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Two moving boxes or blankets per group.

Activity Description/ Instruction

Step 1: Teams of five students compete against each other. Two or more teams compete against each other.

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Participating in Workplace

Step 2: Each team has two blankets (or cardboard) to be used as “boats”. The goal is to move the whole team on the boats from a start to a finish line. Without a student touching the ground. If a student touches the ground the whole team must move back to the rear blanket. Ideally the boat is small so that the group members must hold each other constantly not to fall into the water (touch the ground).

Step 3: The team members must find their own solutions and communication. How far away from each other do they set the blankets? Who is moving the blanket from the back to the front? Does the leader get accepted by the group by giving helpful advice or do group discussions arise? Give the groups one minute (2-3 minutes) to prepare the race.

Step 4: Only by giving the roles without further tips the teacher pushes the students to be creative and find solutions under time pressure. Further rounds will increase the speed of the teams and the quality of the communication.

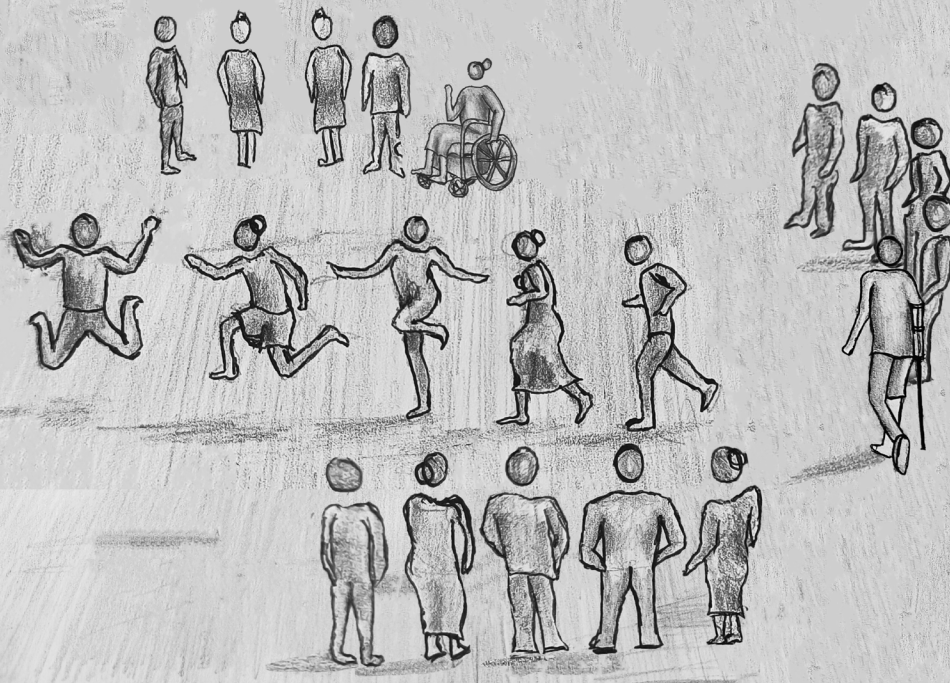
Tips

- The teacher can let the class conduct one try-out round. Before the second round the class should identify key employability and sportive skills to be quick and efficient e.g., division of roles; communication; holding each other so nobody touches the ground; placement of the boats.

Variations

- Give the groups time to discuss their strategy.
- Give the groups time to reflect on their performance.
- Let the groups compete without a chosen leader.
- Change the group members.





Thousand Leger – Fun Challenge



5 Students per group



10-20 minutes

Why to intervene Thousand Leger – Fun Challenge to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Thousand Leger – Fun Challenge activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Thousand leger – fun challenge Activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (creative thinking; flexibility; communication; organisation; problem-solving under time pressure).



Sportive skills

Activating the whole body with a stronger focus on the legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The teacher divides the students into groups of five students or more.

Step 2: Each group runs in a line in an average speed. The group has to make one movement for each group member. The movements should be playful or entertaining.

Step 3: Each group get ten minutes to discuss and prepare their performance. The students can think about dance moves funny movements or imitating movements (like animal or a train). The groups should prepare at a place where the student can't see each other. So, the performances are new to the "audience".

Step 4: Each group has 2-3 minutes for their performance. Each group perform alone. The groups vote the best or funniest performance.

Tips

- The teacher must encourage the creativity of the students. Do some students have dance experience? Who is funny and can think out of the box? Who can come up with a good idea? Think quick and prepare a performance.

Variations

- The students appoint a leader in their group.

“

*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun? What could be done to do it more fun?
- What was important when you got together as a group? Could you come up with good ideas? How did you communicate?
- What was challenging with the session?
- What do you have to be aware of when you make movements without wanting to hurt other people (e.g., sexual movements, movements that mock disabled people)?
- What employability skills were required for the session? – Communication; creative thinking; flexibility; organisation; problem-solving under time pressure

Connection to life experience

- Can the students find examples from their life experience when a group had to do a fun performance? – at birthday parties or other fests?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might to be

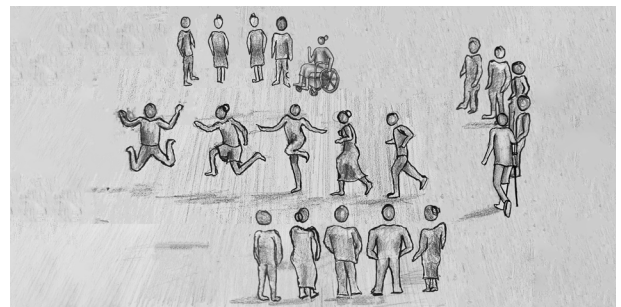
asked to organize fun activities? And why could that be important for a business or an organization? – team development events; social gathering between colleagues; kick-offs; getting to know your colleagues and building trust.

- Can the students find examples from their practical work when you or colleagues could have to solve a task under time pressure and creativity is required? – You get the task to repair the car of an important client, but the needed spare parts are not at hand.
- Which employability skills that were learned today can you specifically use in your future workplace? – creative thinking; flexibility; communication; organisation; problem-solving under time pressure

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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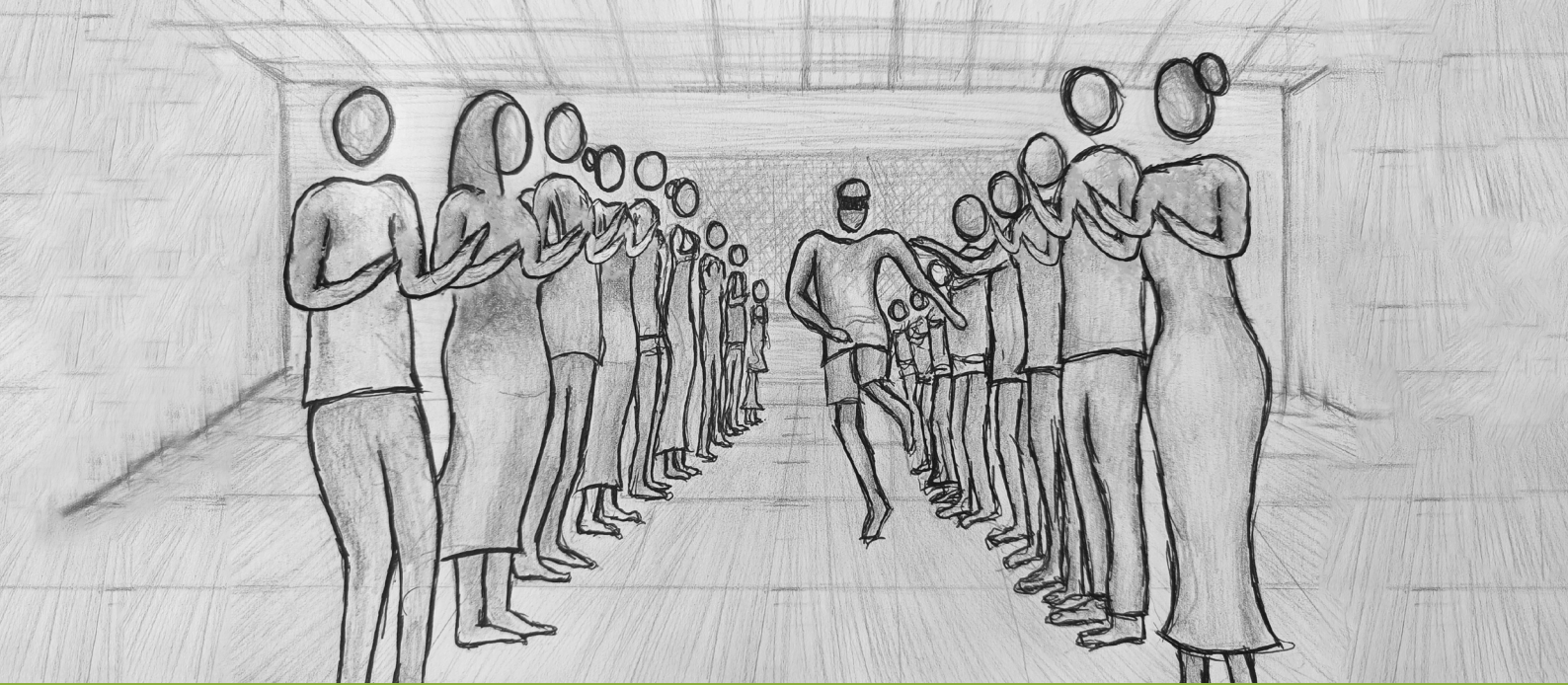
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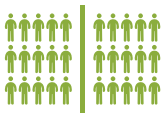
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Blind Runner



Class size divided by two, yet not more than 15 students per group.



7-15 minutes

Why to intervene Blind Runner to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Blind Runner activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect the Blind Runner activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (trust, teamwork, responsibility, and empathy).



Sportive skills

Movements in the lower body while tensing all body muscles.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The students form two lines which face each other and become the two walls of a tunnel.

Step 2: Each student holds its hands in front of the chest.

Step 3: One student is the “runner” and slowly runs through the tunnel. If the “runner” moves in the wrong direction the “wall” softly bounces the “runner” back on track. Each runner has two try outs.

Step 4: During the first run the “runner” is allowed to peek in order to feel safe. After the second try the runner changes place with a student in the wall.

Step 5: One student stands a couple of meters after the wall and catches the runner so that the students does not run into an obstacles ang gets hurt.

Tips

- The teacher explains that this exercise is about trust. The runner should dare to close his/her eyes and dare to run. In order to satisfy the trust, the fellow students in the wall must take their role and assignments seriously.
- In case you are having a big class you can divide the students into two classes

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*Participating
in Workplace*





All Carry All - Relay



5 Students per group
(several groups can act simultaneously)



10-15 minutes

Why to intervene All Carry All - Relay to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Thousand Leger – Fun Challenge activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect the All Carry All - Relay activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (group communication, teamwork, respect for each other).



Sportive skills

Training for the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students. Not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers for the start and turning points for each group. Scarfs, soft paper, or similar items to blindfold the students.

Activity Description/ Instruction

Step 1: Divide the class into groups of five students. Each group has a starting point and a turning point.

Step 2: Four students from each group carry the fifth students from the starting point to the turning point and back to the starting point.

Step 3: The person to be carried can be changed. The groups compete against each other

Tips

- The carried student gets transported horizontal and must lay with its stomach upwards. Each student carries one leg or one arm. The carried student should tense the muscles. Be extremely careful with each other especially when dropping the fellow student.
- In case you do have not enough space that all groups can compete at the same time ask the waiting students to cheer for the competing teams. Ask the students how to cheer appropriately and why positive support is important for motivation.

Variations

- Let the students conduct another round (up to five rounds). Appoint a leader in each group. Give each group three minutes before the relay to discuss a strategy. The leader leads the communication and decides on the strategy.
- The students are only allowed to move backwards.
- Blindfold the carrying students with bandages (T-shirt; jacket; soft paper). The carried student is not blindfolded and guides the group through relay. Be careful! No competition.
- Trust building: Blindfold the carried student. Be careful! No competition.
- Build an obstacle course that the teams have to master.
- Be gender sensitive - make sure it is okay to get touched from the other gender. Ensure respectful cooperation. If needed divide groups according to gender. Discuss the gender issue with the students. What do they think about gender issues connected to the exercise?



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team?
- What did you have to do so that everybody felt save happy and included?
- What was challenging with the session?
- What employability skills were required for the session (teamwork; communication; coordination; working under time pressure; competitive thinking; etc.)

Connection to life experience

- Is it a challenge at your home or in your community if persons from different gender hold each other’s hands? Which social rules exist and why? Do different rules exist for girls and boys (women and men)?
- Can the students find an example from your life experience where a group of people have to carry another person (an injured person; financing a person; caring for a young, old, or disabled person).

Application on work environment (in your occupation field)

- What kind of gender division exists in your practical work? Do you have to be careful how you touch your male/female colleagues when working together (greeting, physical work, during breaks, etc.).
- Reflect about cultural or physical gender difference on the workplace (how do deal with a female boss? Can you look her into the eyes without being too shy?).
- Can you find an example from your practical work where employees must build a team which functions under time pressure to reach a target

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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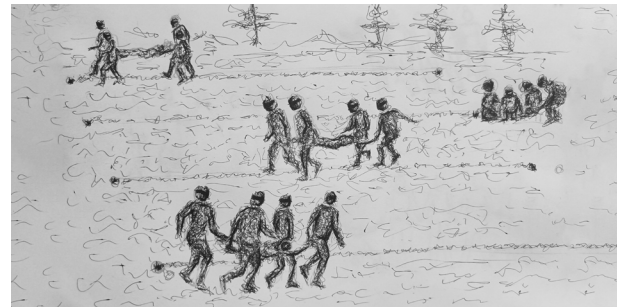
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Throw and Run



4 Students per group



15-30 minutes

Why to intervene Throw and Run to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Throw and Run activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO).

This connection is very important from two points of views.

- 1) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- 2) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Throw and run activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (decisiveness, self-confidence, communication, teamwork, work ethics).



Sportive skills

Activating hands, arms, and legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: A ball (or other item that is safe to throw), stones, or cones and markers.

Activity Description/ Instruction

Step 1: Split the group into two teams. Delineate a playing area of 10 metres by 20 metres. If there is not enough space, you can have 10 metres by 15 metres. Use a rope, plastic cones, or stones to create a line which will be the starting position for the throwers. From the starting line, draw an additional line every 5 metres until you reach 20 metres. In the end you should have a field that is

10 metres wide and 20 metres with 4 lines. The 2nd, 3rd and 4th line are where throwers will score points by running to the line and returning to the starting position.

Step 2: One team will act as throwers with the intention of scoring points. The other team will be fielders with the intention of taking the opposing throwers out without giving up any points. The teams will switch roles over the course of the game. Fielders take positions within the area and throwers line up behind the starting line.

Step 3: The game starts when the first person who is facing away from the field, throws the ball as far as possible backwards (towards the fielders) between his/her legs.

Step 4: Once the ball has been thrown (must land within the given space), the fielders try to catch it and bring it to back to the starting line (touching the starting line with the ball) as quickly as possible while the first thrower will try to score points by running to 5m, 10m, 15m or 20m line and back to the starting line. If a thrower manages to get to the 5m line and back, he/she will score 1 point; for the 10m line, he/she gets 2 points; for the 15m line 3 points and for the 20m line 4 points.

Step 5: One student stands a couple of meters after the wall and catches the runner so that the students does not run into an obstacles ang gets hurt.

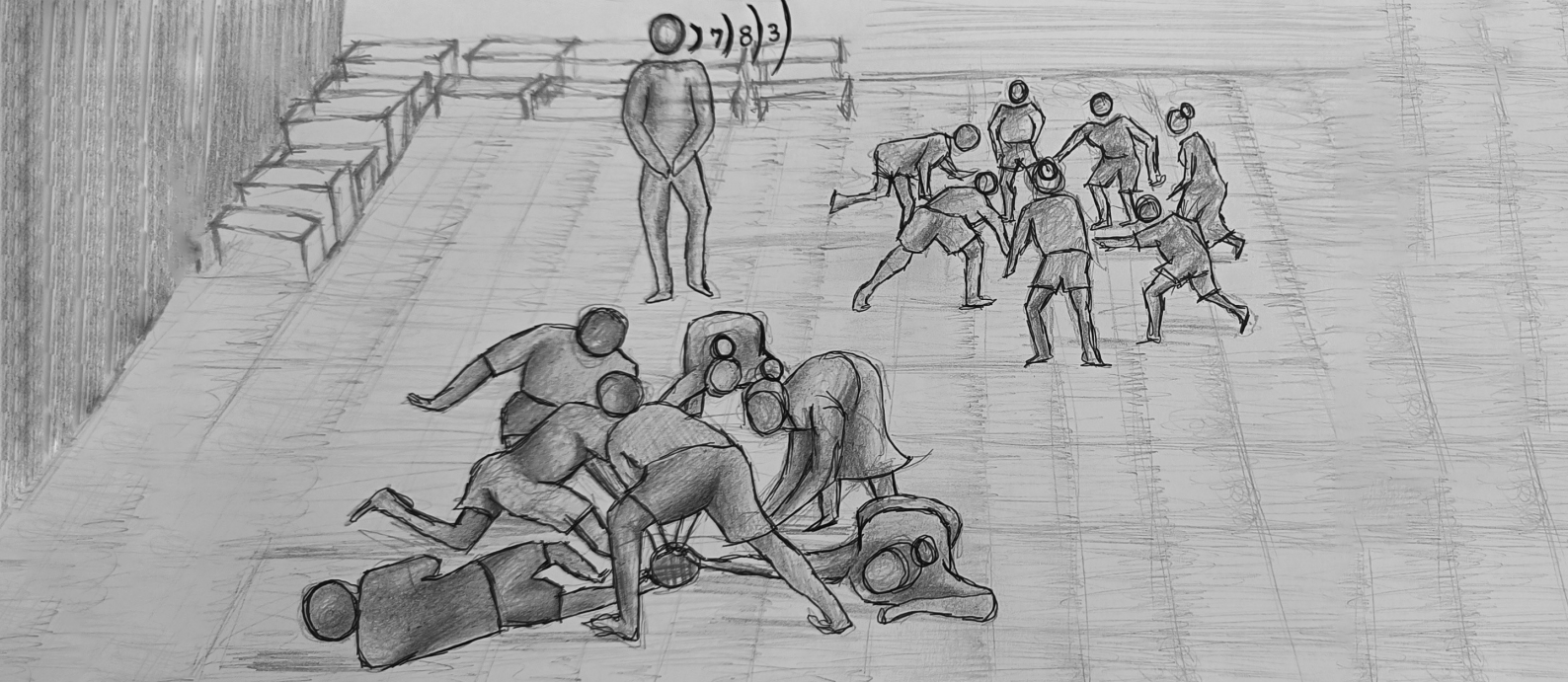
Tips

- The throwing student is allowed to change position on the starting line. Students must be careful of not getting hurt by the ball.

Variations

- Students throw the ball over their head.
- Change the distances
- Let two players throw at the same time.





The Number Game (active inclusion of outsider?)



10 Students per group
(several groups can act simultaneously)



10-20 minutes

Why to intervene The Number Game (active inclusion of outsider?) to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Number Game activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect the Number Game (active inclusion of outsider?) activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (adaptability, communication, motivation, result-orientation, and teamwork).



Sportive skills

Activating the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: 5-10 balls (or another item that can be thrown and caught safely).

Activity Description/ Instruction

Step 1: All students run through an open and save space without crashing into each other.

Step 2: The students are passing 5-10 balls to each other. The teacher calls three number. For instants 7-5-11.

Step 3: The first number represents the number of students who must form a group. Each group has to lay one ball in the centre of the circle that they form. In our example the students must find into groups of seven.

Step 4: The second number indicates how many hands each group has to lay on the ball. In our example five hands must touch the ball.

Step 5: The third number indicated how many feet each group has to get at the ball. In our example 11 feet must touch the ball.

Step 6: The group members have to communicate and cooperate with each other to solve the challenge as quick as possible. As soon as a team has accomplished the assignment the group members scream “ready”. The other teams finish the assignment.

Step 7: The teacher checks if the quickest team finished the assignment correctly. Several rounds can be played.

Tips

- The teacher should preferably use group numbers that are divisible by the total number of students (for 20 students use 2 or 4 or 5 or 10). The teacher can also be flexible and say 5 or 6 in case the group has 22 students. The teacher should challenge the students, so they have to stand or lay in strange positions to solve the assignment – 3-4-6 how do the three students manage to get four and six feet on the ball?

Variations

- Let the student run slalom through their team mates instead of running past them.

“

*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What kind of successful strategies did you develop?
- What employability skills were required for the session? –Communication, creativity, teamwork, communication, result-oriented and teamwork.

Connection to life experience

- Can the students find examples from their life experience when they must find creative solution for a problem?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work when they must be creative?
- Can the students find examples from their practical work when they must fulfil the request from clients or bosses?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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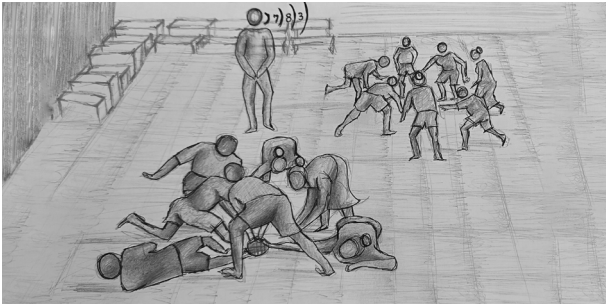
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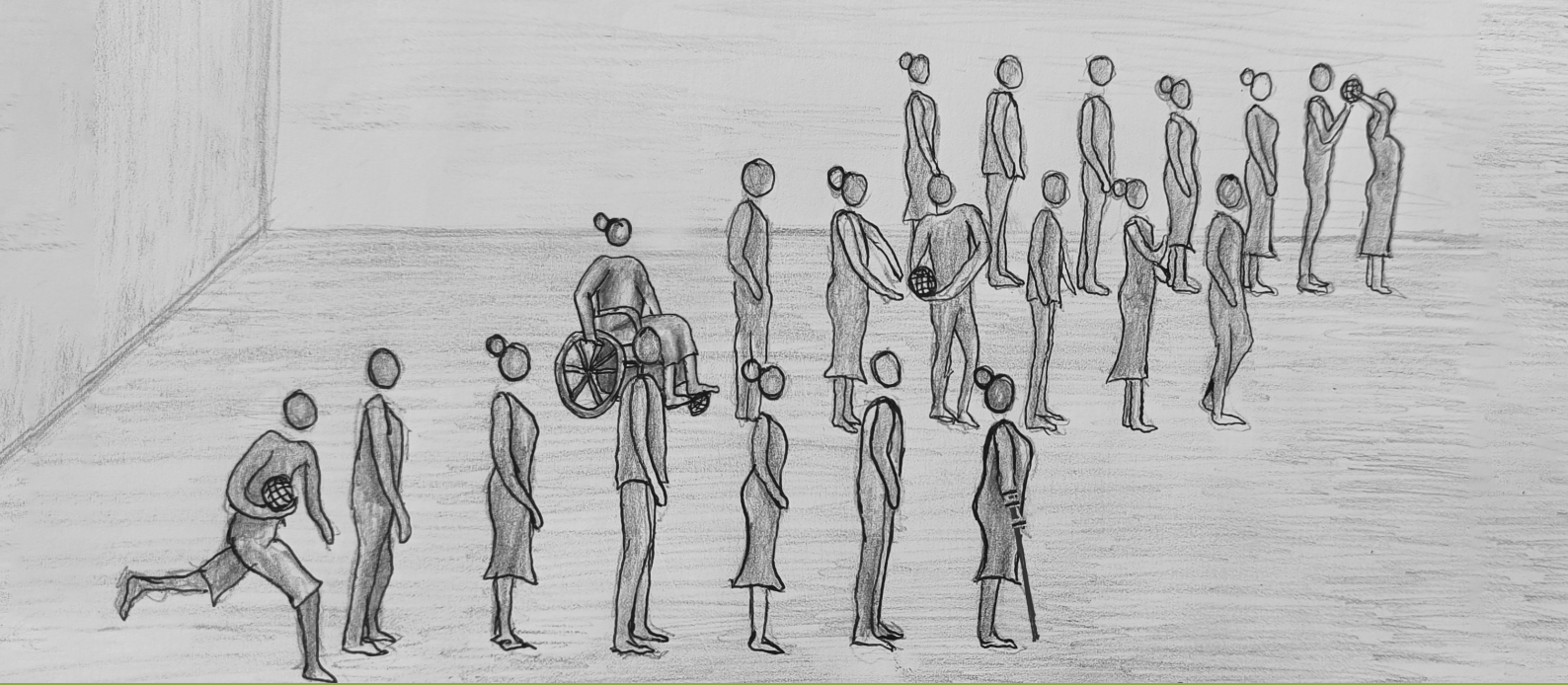
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Caterpillar



6 Students per group



10-20 minutes

Why to intervene caterpillar to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Caterpillar activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect caterpillar activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (adaptability, communication, motivation, result-orientation, and teamwork).



Sportive skills

Activating the whole body with focus on arms, legs, and stomach muscles.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One ball (or replacement) per group

Activity Description/ Instruction

Step 1: The teacher divides the students in groups of 6 students per group. Each group forms a row with a distance of circa 20-30 cm between each person. Each group has one ball (item) which the first student in the role holds.

Step 2: After a start signal from the teacher the group members must give the ball as quickly as possible to the student behind them. The teacher decides in which way – for example over the head.

Step 3: As soon as the ball reaches the last student in the row this student runs with the ball past the row and takes the position in front. Then the game can continue. The group is done when the student who started in front is back at the same position.

Step 4: After a try-out round the groups can compete with each other.

Tips

- Play several rounds. Each round with different ways of passing the ball (right or left side; over the head; between the legs; only with the left or right hand; only with the feet). Ask the students to cheer the teammate who is running with the ball. Give the groups one minute before each round to discuss their strategy according to the requested passing technique.

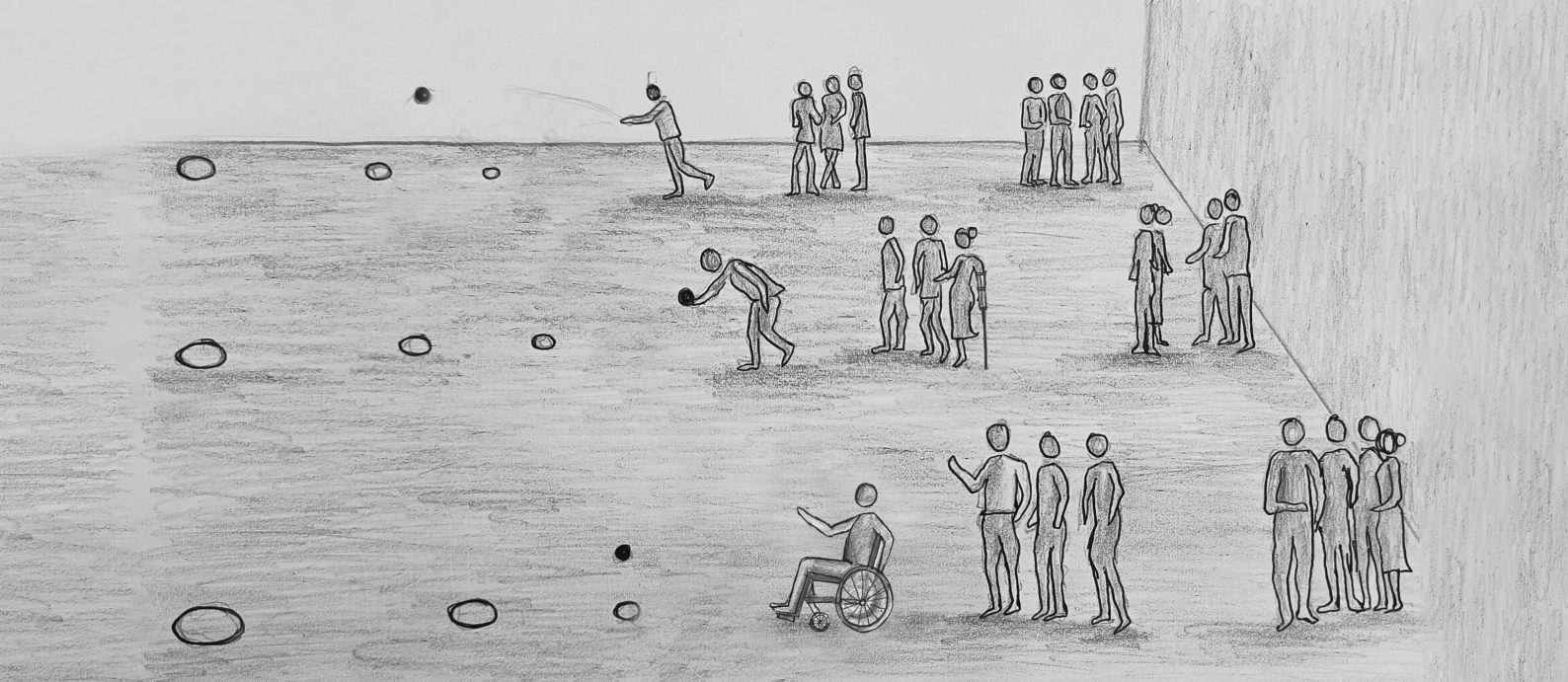
Variations

- Let the student run slalom through their team mates instead of running past them.

“

*Participating
in Workplace*





Hit the Target



6 Students per group



15-20 minutes

Why to intervene Hit the Target to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Hit the Target activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Hit the target activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, work ethics and self-confidence).



Sportive skills

Hands and arms.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Balls of different sizes (tennis ball-sized ball, football); ropes 2m long.

Activity Description/ Instruction

Step 1: Divide the team into small groups of 5 students. Each team must have the same number of students.

Step 2: Set three targets away from a throwing line with ropes or painting with a stone: A rope circle with a diameter of 50cm, 3m from the throwing line. A rope circle with a diameter of 1m, 5m from the throwing line. A rope circle with a diameter of 1.5m, 10m from the throwing line.

Step 3: Players score points by throwing a ball into the target. Scoring: If the ball lands as planned within the 3m target, the thrower receives 30 points; if the ball lands within the 5m target, 50 points; if the ball lands within the 10m target, 100 points. If the ball doesn't hit the anticipated target, no points are scored. Each player has to choose a target in advance and has only one throw. Players do not leave the throwing line until all players have finished.

Step 4: Sum up the total score of each group. The group with the highest number of scores wins. Conduct a first debriefing session.

Step 5: Repeat the game and give students a chance to try out numerous ideas for getting the highest scores.

Tips

- Give each team 3-5 minutes to agree on a strategy. For which target to they aim? How much risk do they want to take?

Variations

- Vary the method of delivery (e.g., rolling or kicking instead of throwing the ball).
- Allow each player to throw more than once.
- Vary the size of the balls according to player ability.
- Vary the distance of the targets from the throwing line. Vary the size of the targets.
- Vary the size and form of the target zone.

“

*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Agreeing on a strategy. Judging the risks and the opportunities. Judging your own and your teammates abilities.
- What did you do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; give positive feedback to each student and use at least once each student's name.
- What was challenging with the session? Risk assessment. Hitting the target.
- What employability skills were required for the session? - Teamwork, work ethics, communication, risk assessment and self-confidence.)

Connection to life experience

- Can the students find examples from your life experience where people around them had to do risk assessment in order to decide?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might have to do a risk assessment?
- Can the students find examples which shows how they might judge their or their colleagues' abilities to do something?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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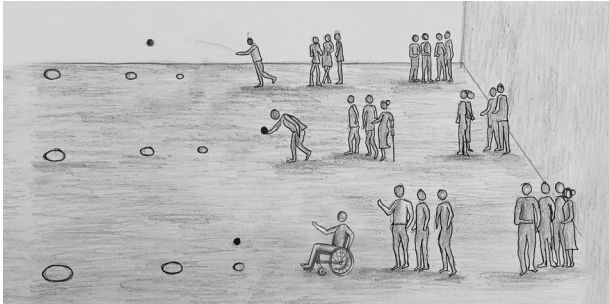
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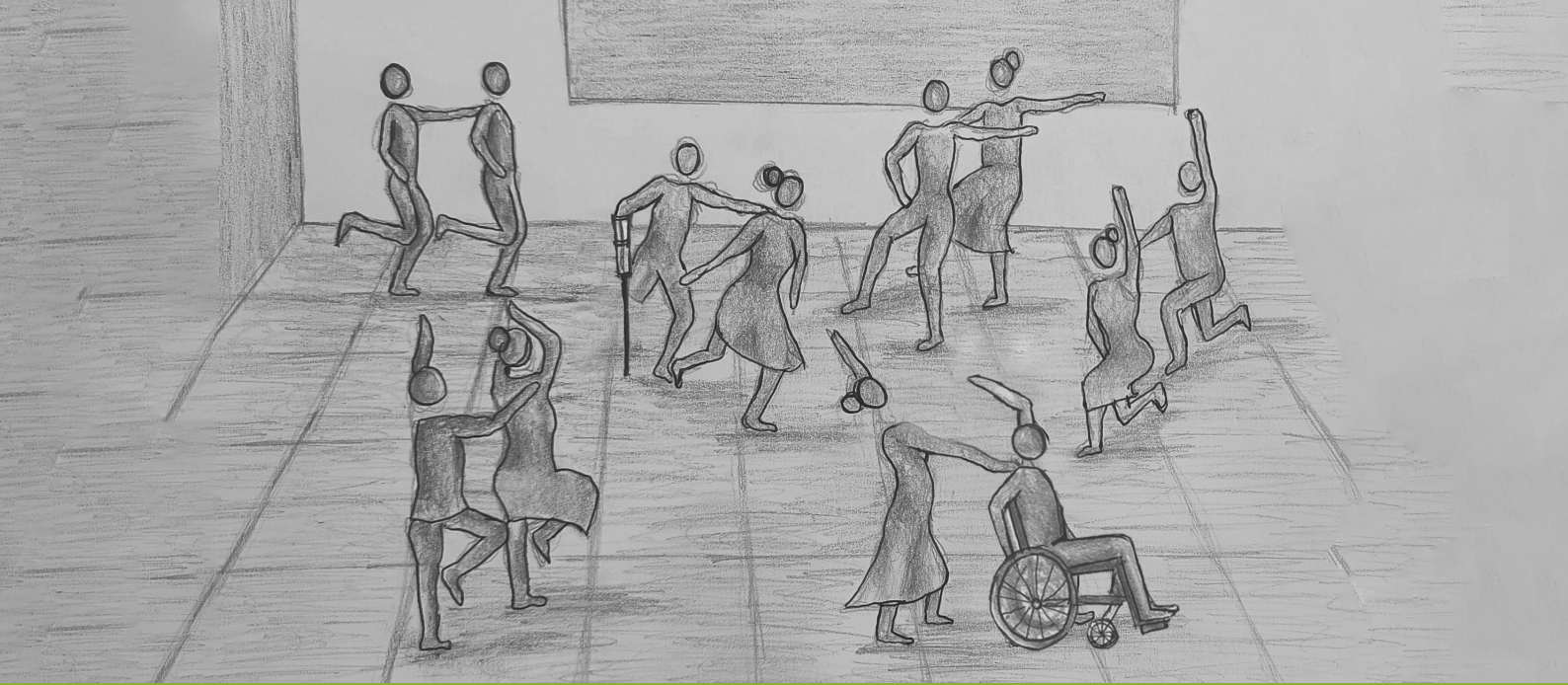
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Feedback Walk



Pairs of 2 Students



10-20 minutes

Why to intervene Feedback Walk to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Feedback Walk activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Feedback walk activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, reflection, trust, and self-confidence).



Sportive skills

Easy warm-up of the legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers/cones to mark the area

Activity Description/ Instruction

Step 1: The teacher creates/marks an area (15m x 15m) and divides the students into pairs. One is the leader (giving feedback) and the second the follower (receiving feedback).

Step 2: The follower holds the leaders' shoulder

from behind. The leader moves through the given space in different ways (forward/backward/bending/sideways) and challenges the follower. But in a way that the follower can always keep the hand on the shoulder. The follower provides a theme she or he is good in school/at college. And the leader gives qualitative feedback (what exactly is the partner good in?).

Step 3: The leader and the follower face each other and touch each other with the palms of their hands. That way the leader moves through the given space and the follower tries to keep the hand connection. The follower provides a development area e.g., shyness and the leader give recommendations how to develop.

Step 4: After three minutes of movement the pairs get 2-3 minutes to talk with each other.

Step 5: After the two phase the partners change roles.

Tips

- The teacher shows the activity by using her-/himself as an example. By telling the students a strength and a development area. When the teacher can show a development area the student will also dare to follow the example. And the students start to trust the teacher more. The teacher must make sure to explain and show the line of right communication. One shouldn't be too positive with the feedback. Be realistic. Otherwise, one is not authentic. One should also not be too negative when talking about the development area. Being precis is the key to success. Remind the students that trust is needed to talk about weaknesses. This trust has to be dealt with very carefully.

“

Participating in Workplace



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- Was it difficult to give positive feedback or to help with productive feedback about the development area?
- What employability skills were required for the session? - teamwork, reflection, communication, trust, and self-confidence.

Connection to life experience

- Can the students find examples from their life experience when pairs try to help each other to develop? – Friends; helping your child to apply for a job.

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they could get positive and constructive feedback? Development talk with the boss; talk with an older colleague.
- Why is it important that students are able to analyse the performance from others and to give positive and constructive feedback?
- Why is it important to be able to accept critical feedback?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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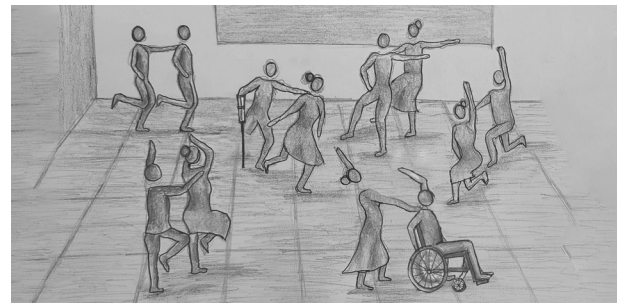
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Pass Ball



6 Students per group



15-20 minutes

Why to intervene Pass Ball to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Pass Ball activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Pass Ball activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, concentration, working under time pressure and competitive thinking).



Sportive skills

Strong activation of the whole body with focus on arms, hands, and legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One ball (volleyball, tennis ball, handball, or an alternative item.) and markers/ cones to mark the area.

Activity Description/ Instruction

Step 1: Separate group into two teams of 6 players. Mark an area of circa 10m x 10m (dependent of the size of the teams).

Step 2: The goal of this exercise is to score a point by making five passes (or more) without the other team intercepting the ball or the ball being dropped to the ground.

Step 3: When a point has been scored, the ball is passed to the other team.

Step 4: If the ball is dropped, the number of passes starts from zero, and the ball is passed to the other team. The students are not allowed to move (walk or run) with the ball, physical contact is not allowed, and it is not allowed to pass the ball to the same player twice in succession.

Tips

- When playing the activity for the first time it is likely that the students break some rules. If this is the case, it is important that the teacher stops the game early on and explains the rules again. The game has to be practised several times before the students understand the basic moves that will improve the quality of the whole game. The teacher can also stop the game in between and ask students to get together and discuss as a team how they can play better. How should they pass the ball? What is the best way to mark an opponent?

Variations

- In case of a high number of students the teacher can organize two parallel games at the same time.
- To facilitate cooperation, the following rules can be added: the point only counts (or counts double) if all the players in the team have touched the ball.
- If there are odd numbers or you feel that teams are struggling to pass to score points, it is possible to add a 'joker'. This person is 'free-man' that is allowed to be a player for both teams. When team A has a ball, the joker is part of team A, and vice versa. This new role makes the game easier for both teams to score points because of the extra man.
- Players can be joined in pairs (loosely tied at the ankles, knees, or hips), and can play the game as a unit instead of as an individual.
- The size of an area makes a difference in the level of difficulty of this game. A larger area makes it easier for teams to pass a ball around, but more difficult for the opposing team to defend. A bigger area requires both teams to have a higher level of physical fitness. A smaller area makes it much easier physically, but it makes it more difficult to string passes together.



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Agreeing on a strategy. Judging the risks and the opportunities. Judging your own and your teammates abilities.
- What did you do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; give positive feedback to each student and use at least once each student's name.
- What was challenging with the session? Risk assessment. Hitting the target.
- What employability skills were required for the session? - Teamwork, work ethics, communication, risk assessment and self-confidence.)

Connection to life experience

- Can the students find examples from your life experience where people around them had to do risk assessment in order to decide?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they might have to do a risk assessment?
- Can the students find examples which shows how they might judge their or their colleagues' abilities to do something?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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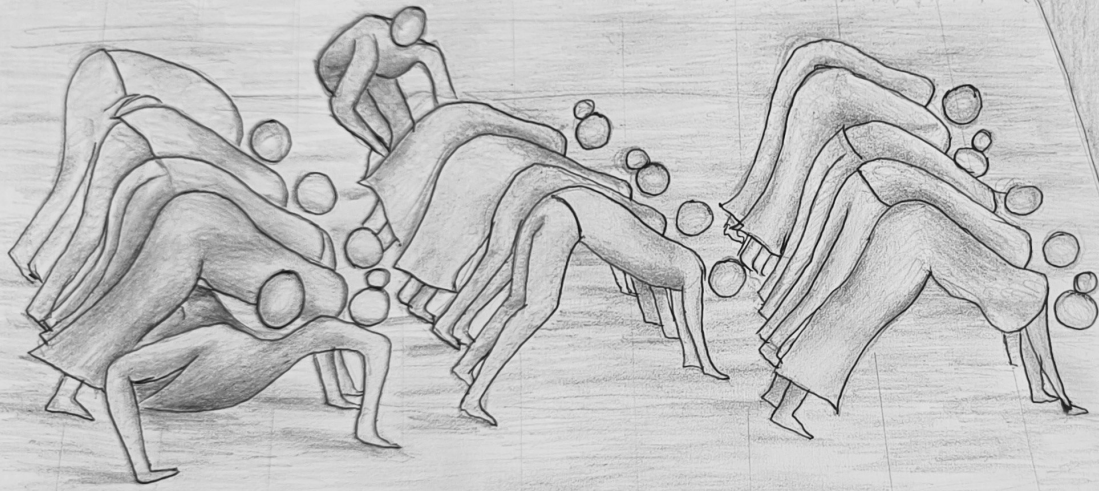
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Tunnel Race



5 Students per group
(several groups can act simultaneously)



5-10 minutes

Why to intervene Tunnel Race to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Tunnel Race activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Tunnel race activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, work ethics and working with other skills).



Sportive skills

Strong activation of the whole body. Extremely good training of the back and stomach muscle. Prevents back pain.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Two moving boxes or blankets per group.

Activity Description/ Instruction

Step 1: The class gets divided in groups of 5 students.

Step 2: One member of each group starts as “the crawler”. The other member stand on all four next to each other and create a tunnel. The “crawler” crawls through the tunnel and “builds” her-/himself to the end of the tunnel. The first person of the tunnel becomes the next “crawler”. Each member of each group has to crawl three times through tunnel. The group members in the tunnel motivate the crawling teammate with shouts of encouragement.

Tips

- The students should lift themselves up as high as possible to make it easier for the fellow students to crawl quickly through.

Variations

- The groups compete against each other. The teacher has to create a field with a start and finish line (7–20-meter distance). The space must be big enough so that each group can move forward without disturbing the other groups. All groups stand behind a start line. The group members have to build a tunnel where each body touches the other bodies to their right and left. Each tunnel member has to touch the next partner with the hand and foot (so the distance between each part isn't too big). The winning is group are the students who cross the finish line first
- Let the groups compete several (3) times. The groups get two minutes between each competition to reflect on their performance and find ways to improve the performance.
- The teacher can exchange team members to get more equal competitions

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Participating in Workplace



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- Was it difficult to reflect about your performance and to improve it?
- What employability skills were required for the session? - teamwork, reflection, communication, result orientation.

Connection to life experience

- Can the students find examples from their life experience when groups have to reflect about their performance and try to improve it – sport teams; music groups; theatre groups.

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where a team has to work to reach a certain performance? – repairing a car together in a deadline.
- Why is it important that a group is able to reflect critical about their performance? What could be difficult?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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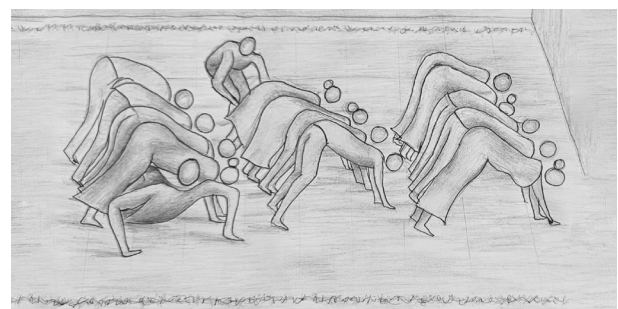
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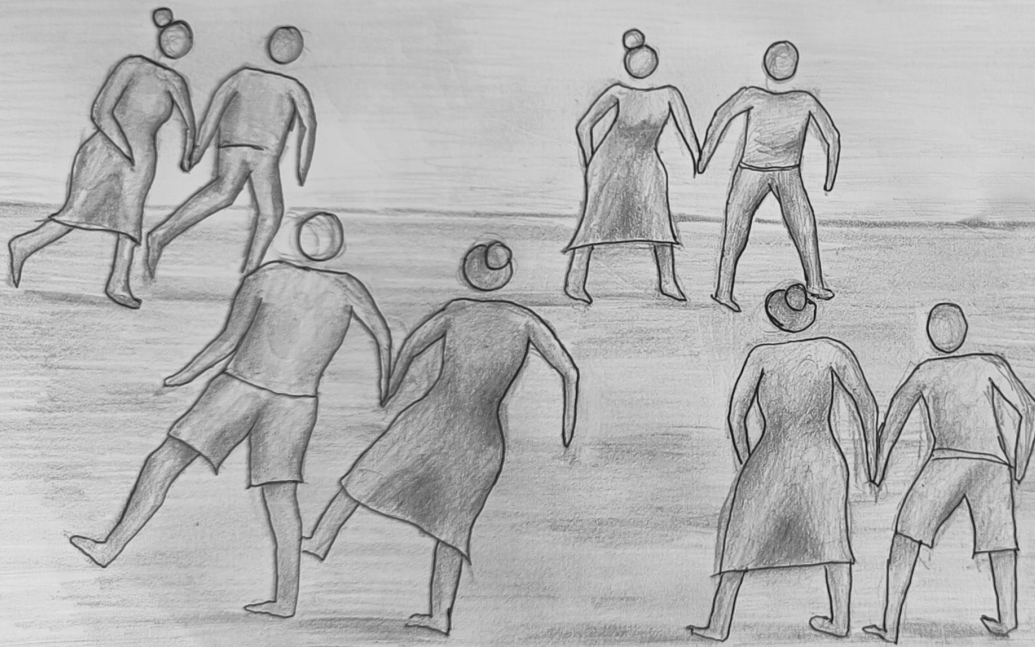
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Be the Shadow – Pair Challenge



2 Students per group



10-15 minutes

Why to intervene Be the Shadow – Pair Challenge to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Be the Shadow – Pair Challenge activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Be the shadow – pair challenge activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (analysing skills, quick learning, creative thinking, flexibility, working under time pressure and competitive thinking).



Sportive skills

Activating the whole body with focus on legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers/cones to mark the area.

Activity Description/ Instruction

Step 1: The teacher divides the students into groups of four students. The teacher should challenge the students by choosing groups with students that usually don't interact with each other.

Step 2: The four students of each group divide into two pairs. Each pair is holding hands (alternatively with tucked arms) and faces the opponent pair. The pairs stand one meter from each other. Ensure a distance of at least one meter to the next pair or a hinder (wall; table; etc.) on both sides and behind each pair.

Step 3: One pair starts as the actor. The second pair as the "shadow". The acting pair moves forwards backwards and sideways while holding hands. All the time facing the partner. The shadowing pair tries to imitate the movements accurately and follows the actors as quick as possible. One round last one minute. After each round the pairs (actor and shadow) change role. If possible are all pairs doing the exercise at the same time. The acting pair should choose a leader

Tips

- The teacher should focus on the communication between the pairs. How can the pairs ensure that they move quickly and synchronically? One has to act as a leader and guide the partner with words or body language. The teacher must be gender sensitive. Is it ok that mixed genders hold hands/have body contact?

Variations

- The students are allowed to move diagonal.
- The pairs are not allowed to speak and are only allowed to give each other signs with their hand.

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*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a actors or shadow pair?
- What did you do so that everybody felt save happy and included? Was it an issue to hold hands with your partner?
- What was challenging with the session?
- What employability skills were required for the session? - analysing skills; teamwork; communication; leadership; flexibility; working under time pressure; etc.)

Connection to life experience

- Can the students find examples from your life experience when two people cooperate really close with each other? – cooking food together?

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Application on work environment (in your occupation field)

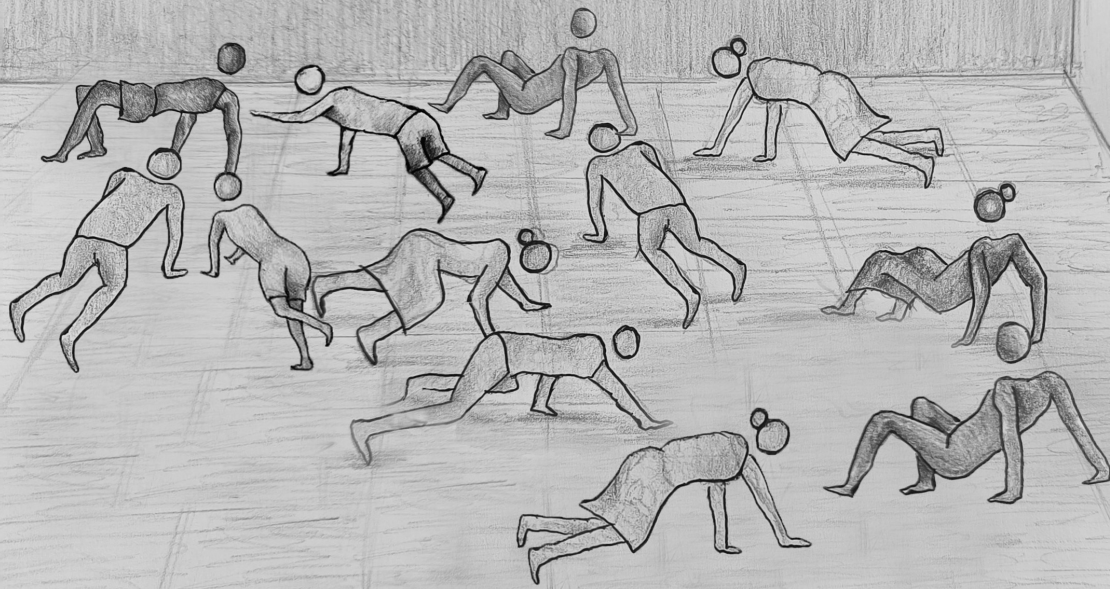
- Can the students find examples from their practical work where they might be asked to work very tight with another colleague? – maybe another person who has just started the job. Or a more experienced colleague?
- Can you find example when other communication then speaking is needed in your practical work?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Crab Catching



10-30 Students



10-20 minutes

Why to intervene Crab Catching to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Crab Catching activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Crab Catching activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication
- (2) Working in team environment (analysing (observing and judging) new situations, teamwork, communication, flexibility, cooperation, working under time pressure and competitive thinking).



Sportive skills

Strong activation of the whole body. Extremely good training of the back and stomach muscle. Prevents back pain.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers/cones to mark the area.

Activity Description/ Instruction

Step 1: The teacher creates a save area of 10m x 15 m - dependent on the group size.

Step 2: The teacher chooses two students as catchers.

Step 3: The catchers and the runners are only allowed to move around by “crab-walk”.

Step 4: The runners are not allowed to leave the marked area. The catchers must try to catch all runners. A runner can only be caught by touching their shoulder. As soon as a runner gets caught (or leaves the marked area) the runner turns into a catcher and helps the other catchers to catch. The winner is the last crab.

Tips

- If time available play several rounds and change catchers every round. The teacher can give the catchers 30 seconds to discuss their cooperation and strategy. The runners must ongoingly observe and judge the game situation. Who are the catchers and where are they? Where is a free space to move into? Do I have to move faster or turn to move away from a catcher? Can I help a fellow runner by blocking a spot for a catcher?
- The teacher can give recommendations both to the catchers and runners to improve their performance. The runners can protect their shoulders easy by turning away from the catcher. But it becomes much more difficult for the runner if the catcher approach from two sides. The runners can even protect each other’s shoulders by moving next to each other.
- The teacher should tell the students how good crab movements are for the back and stomach muscles. It strengthens the students and prevents back problems and other injuries.

Variations

- The students are allowed to come up with other type of movements (frog jump; jumping on one leg; walking in squad position; etc.).



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a catchers or runners?
- What did you do so that everybody felt save, happy, and included?
- What was challenging with the session?
- What employability skills were required for the session – analysing (observing and judging) new situations; teamwork; communication; flexibility; cooperation; working under time pressure; competitive thinking; etc.

Connection to life experience

- Can the students find examples when a group must resist against a strong opponent and the group has to find solutions to resist?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where they (their company) have to resist threats (competition from another company – the new employee might have an idea how to be better than the competitor → new product; better service; cheaper products; etc.)

- Why is it important for a company and employees to observe the industry (sector) and find out more about the competing companies? – make sure to constantly develop your company employees and products to be able to earn money.
- Why is it important to observe your colleagues and their performance? – learning from your colleagues; helping them with issues they struggle with.
- The S4D exercise focuses firstly on the ability to move quickly and make good decisions. Physical strong people might have an advantage. But why are other abilities also important in the exercise? Where can you make parallels to employ female employees in a male dominated work area (roofing sector)? Or to employ male employees in a female dominated work sector (nurses at a hospital)?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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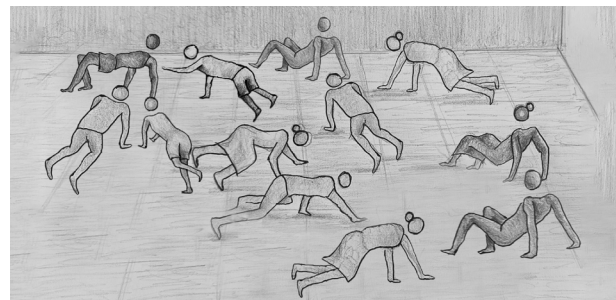
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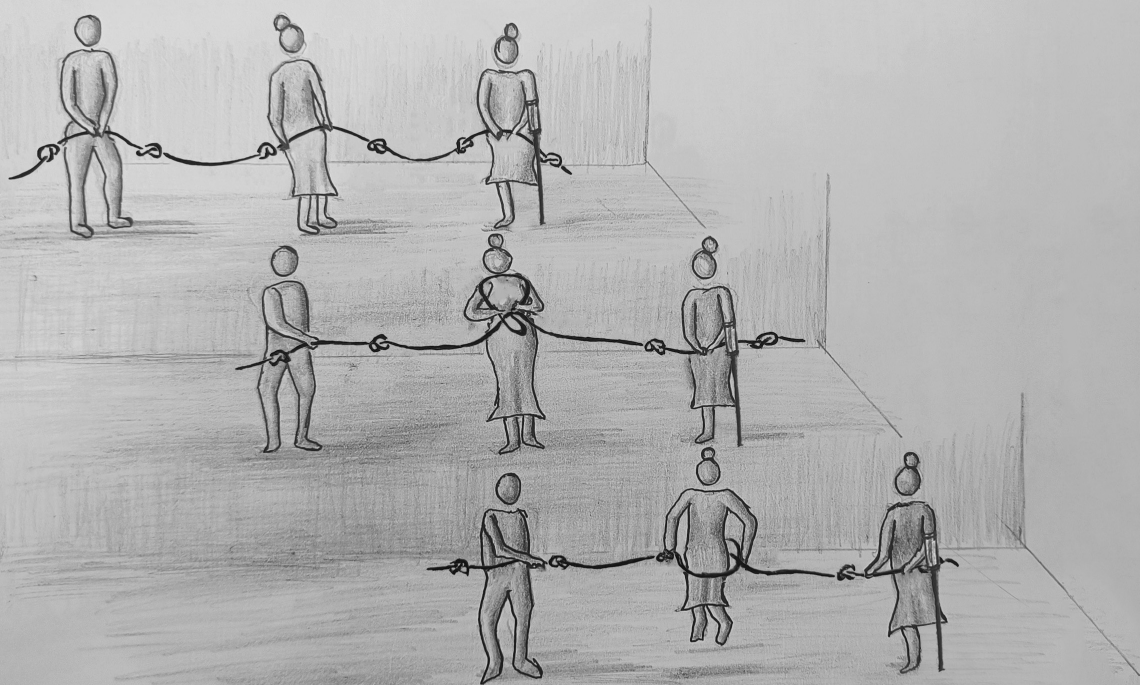
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Rope Knots



4 Students per group
(several groups can act simultaneously)



20-30 minutes

Why to intervene Rope Knots to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Rope Knots activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Rope Knots activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (problem-solving, communication, result-orientation, teamwork and work ethics.



Sportive skills

Easy activation of the whole body with focus on arms).

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One thick and long rope (5m) per group.

Activity Description/ Instruction

Step 1: Tie one overhand knot with the rope for each student in the group. Space the knots at least 50 cm apart. Instruct students to select a knot on the rope and stand by it on either side of the rope.

Step 2: Then tell them to grab the rope on either side of the knot with one hand. Some people will grab further out from their knot than others, which is OK.

Step 3: Now challenge the group to untie all of the knots without anyone letting go of the rope or without moving the hand that is on the rope. Students may use only their free hand to untie knots.

Step 4: Divide the students in groups of 4 students

Tips

- It is important that the facilitator observes the group dynamic. It can be expected that certain people take a leadership role and start to give instructions while others will be quiet and listen. You may see some people challenging the leader. It could be interesting to jot down these observations and discuss them during the debriefing session

Variations

- If you have two (or more) ropes, you can split the group into two (or more) and make it a competition.
- You can ask students to play the game without communicating verbally.

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*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? To find solutions together and to communicate them. Help each other.
- What did you do so that everybody felt safe, happy, and included? Make sure that everybody is included and could share ideas.
- What was challenging with the session? Opening the knots, coordinating the group; leading each other.
- What employability skills were required for the session? (Problem-solving, communication, result-orientation, teamwork)

Connection to life experience

- Can the students find examples from their life experience where a group has to solve a problem?

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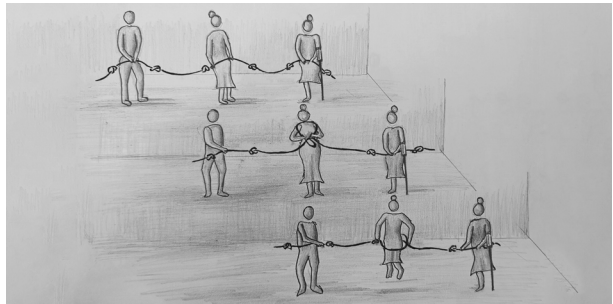
Application on work environment (in your occupation field)

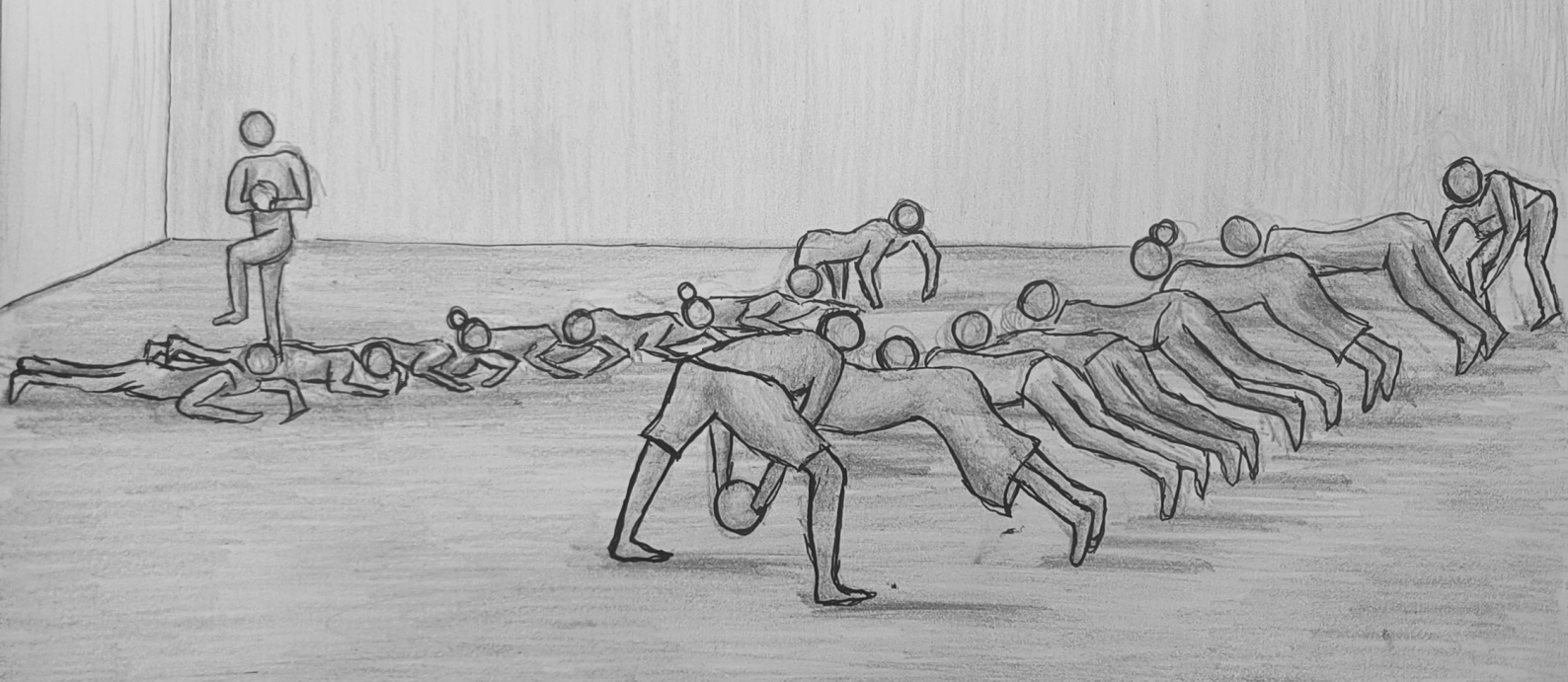
- Can the students find examples from their practical work where employees must find solutions to problems without help from their boss?
- Why could it be positive for your practical work to let you make decisions by yourself even if you might make mistakes? – it would develop you as an employee enormously

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Labyrinth



6-12 Students per team



15-20 minutes

Why to intervene Labyrinth to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Labyrinth activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Crab Catching activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, work ethics and working with other skills).



Sportive skills

Activation of the whole body with focus on legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: The teacher divides the class into teams of approximately 8-12 students and creates a start and finish line.

Step 2: All members of each team lay on their stomach. Only the last student of each teams stands and holds a ball in her/his hand. The distance between the students should be approximately 20 centimetres. The first student in each row lays just before the starting line.

Step 3: On a starting signal of the teacher the last students run with the ball over the fellow students. When the running student reaches the end of the row all laying students lift their stomachs and the runner roles the ball underneath the fellow students. Then the runner lays on her/his stomach too.

Step 4: The last student of the row catches the ball. All students lay again on their stomachs. And the last student of the row becomes the runner and runs over the fellow students to the end of the row.

Step 5: The team who reaches the finish line first wins the competition.

Tips

- The teacher should ensure that the distance between the laying students isn't too big or too small. Too small distance increases the injury risk. Too much distance lets the team win to easy.

Variations

- The students must pass the ball with a foot through the 'tunnel'.
- Instead of jumping over the fellow student the runner must run around them in zigzag

“

*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Listing; accepting different roles; processing information; deciding; converting a decision into action.
- What did you do so that everybody felt safe, happy, and included? Make sure all are succeeding; give positive feedback to each student. Give all students the possibility to try at least two different roles.
- What was challenging with the session? Keeping concentration
- What employability skills were required for the session (teamwork; communication; concentration; working under time pressure; competitive thinking; motivation etc.)

Connection to life experience

- Can the students find examples from their life experience where motivating others is important? To help a friend to solve a problem.
- Can the students find examples from their home or community where different gender compete? What is positive or negative about such competitions? What can you do to change perception about the theme for a positive development? – competition about job-openings; sport clubs for youth. Reflect how you can speak positive about the other gender.

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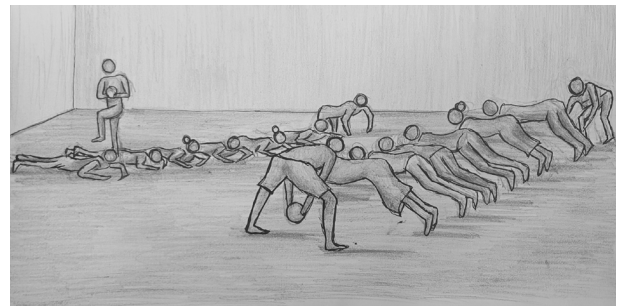
Application on work environment (in your occupation field)

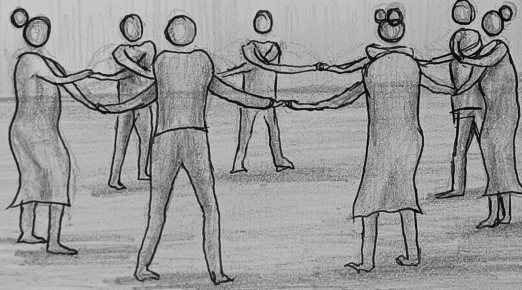
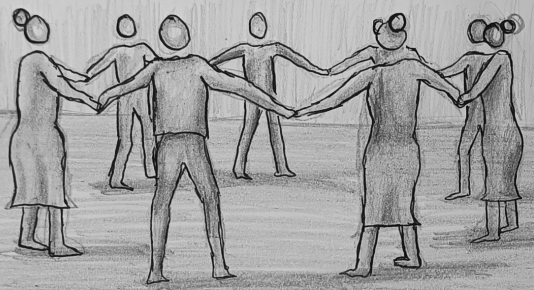
- What kind of competition between genders do you expect at the practical work? What kind of advantages and disadvantages the different gender usually have? Why should we always judge individually? Try to see each individual. Each individual has its own strength and weakness. Don't judge after gender.
- Can the students find examples from their practical work where employees must decide quickly to be successful? An assignment under time pressure; etc.
- Can the students find examples which shows that it is important to trust their decisions at their work? – The boss is not at work and a client orders a service. Are you/the company able to fulfil the request in time?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Human Knot



5-8 Students per group
(several groups can act simultaneously)



10-20 minutes

Why to intervene Human Knot to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Human Knot activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Rope Knots activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, work ethics and working with other skills).



Sportive skills

Activation of the arms on a low level.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: Instruct students to form a circle, reach out their arms to the centre of the circle, close their eyes and walk towards the centre.

Step 2: Each student's hand has to grab someone else's, so that the students' arms form a knot. The students try to form a circle again by disentangling their arms without separating hands

Tips

- This exercise does not always result in success. Be patient and set a time limit.

Variations

- This game can be made difficult by not allowing students to speak to each other. They are only allowed to use their body language to communicate.

“

*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Listing; processing information; deciding; converting a decision into action.
- What did you do so that everybody felt safe, happy, and included? Make sure all are succeeding; give positive feedback to each student.
- What was challenging with the session? Processing information into the right decision and movement.
- What employability skills were required for the session (teamwork; communication; concentration; working under time pressure; competitive thinking; etc.)

Connection to life experience

- Can the students find examples from their life experience where quick decision-making is important? An emergency; etc.
- Can the students find examples from their home or community where different gender compete? What is positive or negative about such competitions? – competition about job-openings; sport clubs for youth...etc.

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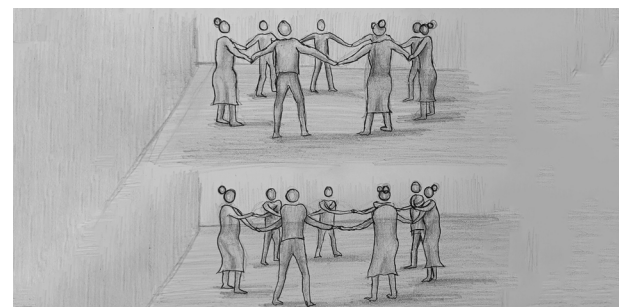
Application on work environment (in your occupation field)

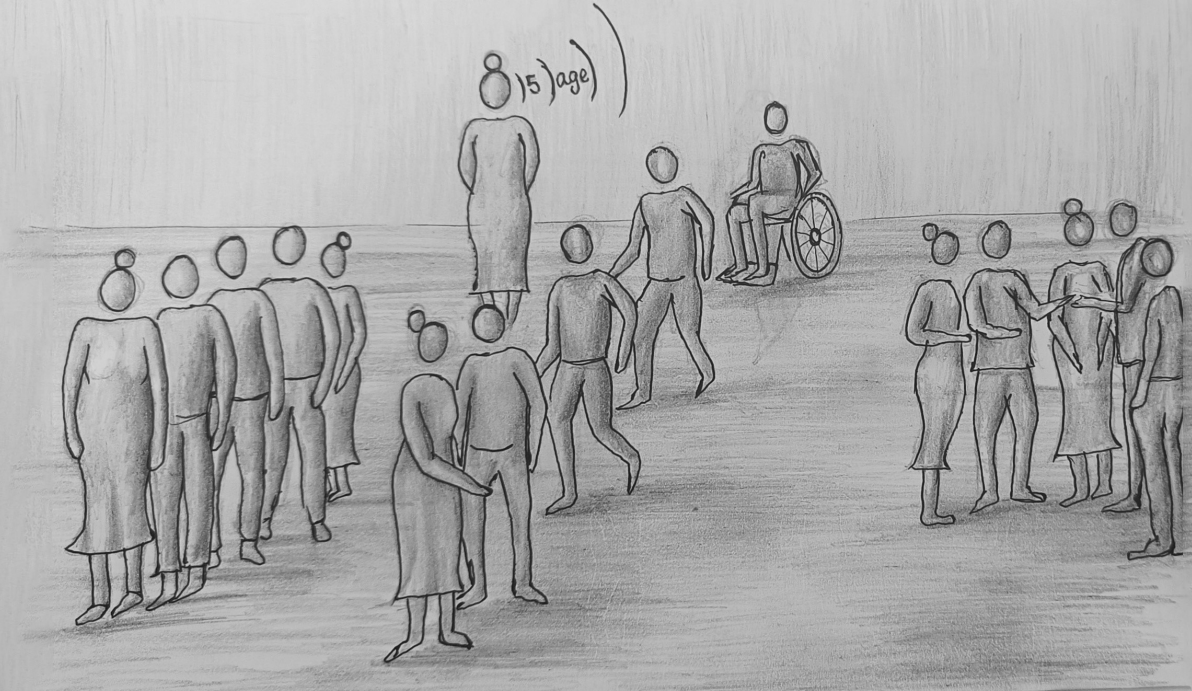
- What kind of competition between genders do you observe at your practical work? What kind of advantages and disadvantages the different gender usually have? Why should we always judge individually? Try to see each individual. Each individual has its own strength and weakness. Don't judge after gender.
- Can the students find examples from their work where employees must decide quickly to be successful? An assignment under time pressure; etc.
- Can the students find examples which shows that it is important to trust their decisions at their work? – your boss is not at work and a client orders a product or a service. Are you/ the company able to fulfil the request in time?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Row and Order



10-30 Students



15-20 minutes

Why to intervene Row and Order to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Row and Order activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Row and order activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication,
- (2) Working in team environment (teamwork, communication, flexibility, coordination, working under time pressure, competitive thinking and leadership).



Sportive skills

Easy activation of the whole body with focus on legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers/cones to mark the area.

Activity Description/ Instruction

Step 1: All students jog through an open space. All must move and ensure that they do not bump into each other. If the teacher discovers a walking student, she/he can get a “fun punishment” of performing a dance.

Step 2: The teacher calls out a number between 5 and 10 (a number which divides the student group into two to five smaller groups) and a theme (e.g., birthday; number of siblings). Thereafter the students divide themselves into groups according to the number.

Step 3: Each group stand in a row according to the exercise (e.g., birthday). The youngest first than the next youngest until the last students who is the oldest. As soon as a group completed the task they scream “ready”. Although, the other groups finish their task.

Step 4: The teacher checks if the winning team rowed up according to the task. If the quickest group made a mistake the second quickest group wins.

Example: Students run through the classroom. The teacher calls “month of birth -starting with Tikemet”. The students must group per name of the month. As soon as the students find together (month), they build a row according to the month. The student with the smallest number first and with the highest number last. The students in each group must communicate with each other and help each other to find the right position. Usually, one or two persons per group act as leaders. Play at least three rounds.

Tips

- The teacher should use interesting, funny themes that provides additional information about the students, so they get to know each other better. The teacher must inform the students that a group size can differ yet still allowed to compete.

Variations

- The teacher gives a group of three students the task to lead the session. The three students get three minutes to prepare three rounds. Meanwhile the teacher reflects with the students about efficient communication under time pressure.
- The students are only allowed to run backwards.
- Each group has to select a leader who is responsible for bringing the group in the right order (each round a new student has to take on the responsibility as a leader).
- The teacher decides on a leader in each group as soon as they have formed themselves. The teachers should challenge students who usually do not take on the role as leaders by appointing them as leaders.



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team?
- What did you do so that everybody felt save, happy, and included?
- What was challenging with the session?
- What employability skills were required for the session? – communication; working under pressure; teamwork; flexibility; coordination; competitive thinking; leadership

Connection to life experience

- Can the students find examples when their family, friends have to solve a task together (e.g., organizing a family fest)? Who is usually leading the communication? Are certain themes connected to gender? Does people discuss with each other on the same level or do one or few persons take a decision?
- Can the students find examples from their life experience where teamwork is needed to solve a problem?

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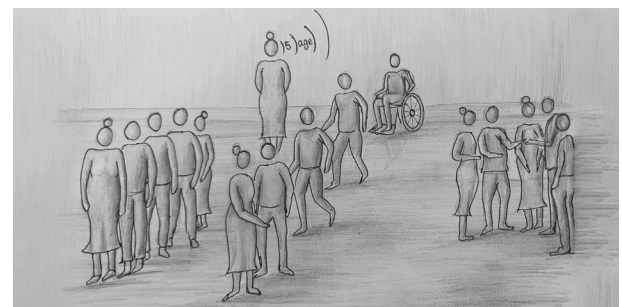
Application on work environment (in your occupation field)

- Can the students find examples from their practical work where spontaneous leadership is required in a group work?
- Is it good that an employee always tries to act as a leader? What are positive and negative arguments for an employee who always tries to act as a leader?
- Can the students find examples from their practical work where employees must build a team which functions under time pressure to reach a target?
- Do female employees/colleagues take on leader roles in their practical work as often as men? Why or why not?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





The Octopus



Up to 30 students
(if the size of the classroom allows it)



5-15 minutes

Why to intervene the Octopus to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Octopus activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect the Octopus activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication
- (2) Working in team environment (decisiveness, initiative, communication, result-orientation, and teamwork).



Sportive skills

Activation of the whole body with focus on the legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers/cones to mark the area

Activity Description/ Instruction

Step 1: Two students start as catchers (the octopus) and are holding hands. They try to catch all students as fast as possible. The other students try to avoid the tag of the catchers as long as possible. Use an area of 20 x 20 meter (adapt to group size).

Step 2: When the octopus catches another person, the student joins the “catching team” by holding one of the catchers’ hands. The team members of the “octopus” must communicate with each other to decide which directions to take and which person they target.

Tips

- If the octopus is getting too big and slow split in into two. Choose new catchers if playing another round. Let the students (catcher and runners divided) discuss their strategy before starting another round.
- The teacher can break the session after a couple of minutes for a first short reflection: First reflection with the group: what were the challenges for the catching team? Who decided where to move?

Variations

- Everyone is only allowed to run backwards or to hop on one leg.
- Increase or reduce the size of the area

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*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was most challenging for the octopus?
- Did the members of octopus communicate and if so how? What could be improved?
- What employability skills were required for the session? – Decisiveness, initiative, communication, result-orientation, teamwork.

Connection to life experience

- Can the students find examples from their life experience they have to identify their role in a larger group (family or community)?.

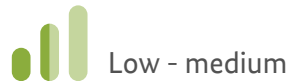
Application on work environment (in your occupation field)

- Can the students find examples from their practical work where their role might be unclear, and they have to establish their role themselves?
- Can the students identify different individual roles in their practical work? What role plays the gender aspect?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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Wheelbarrow Relay



Pairs
Several pairs can act simultaneously



10-20 minutes

Why to intervene Wheelbarrow Relay to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Wheelbarrow Relay activity to each learning outcome of the two (participate in workplace communication, work in team environment) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Wheelbarrow relay activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Participating in workplace communication

- Obtain and convey workplace communication
- Participate in workplace meetings and discussions
- Complete relevant work-related documents

Working in team environment

- Describe team role and scope
- Identify own role and responsibility within the team
- Work as a team member

Employability skills

- (1) Participating in workplace communication
- (2) Working in team environment (adaptability, communication, motivation, result-orientation, and teamwork).



Sportive skills

Strong focus on the shoulders, arms, and upper body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers/cones to mark the area.

Activity Description/ Instruction

Step 1: The teacher divides the students into pairs and tries to bring students together who don't know each other so well. Mixing of gender and students with different strength grade is recommended.

Step 2: The students compete in a wheelbarrow race. The teacher builds a starting point and a turning point. Obstacles can be added in cooperation with the students ("what else could e build to create funny obstacles?"). If the available space allows two or three pairs compete at the same against each other

Tips

- Play several rounds. Try to match pairs with similar speed to make the competition more fun. The teacher should underline that fun and development are more important than winning. The students should cheer for all fellow students.
- Give the pairs the task to reflect about their performance. How can they cooperate even better? How can the technique of each student be developed?

Variations

- The students take the time they need to master the obstacle course. They try to break their own best time.
- The pairs have to balance a ball (or other item) on the back of the student who is walking on its arms.

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*Participating
in Workplace*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What kind of successful strategies did you develop?
- What employability skills were required for the session? – Communication; teamwork; leadership; result-orientation.

Connection to life experience

- Can the students find examples from their life experience when they must plan strategies to solve a problem or task?

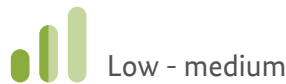
Application on work environment (in your occupation field)

- Can the students find examples from their practical work when they must plan strategies to solve a problem or task?
- Can the students find examples from their practical work when they must fulfil the request from clients or bosses?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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Level III

Leading workplace communication,
Leading small teams.



Lead a Small Group



5 Students per group
(several pairs can act simultaneously)



10-20 minutes

Why to intervene Lead a Small Group to teach each learning outcome and its contents?

To connect the lessons practically experienced during Lead a Small Group activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Lead a Small Group activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- What sportive participations were communicated and can be transferred to your workplace communication?
- What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

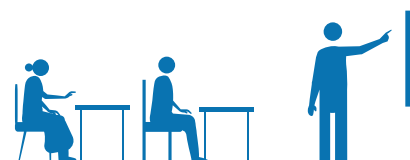
- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- Leading workplace communication
- Leading small teams (leadership, respect, responsibility, trust and empathy and communication).



Sportive skills

Activation of the whole body with focus on legs, hands, and arms.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One ball per group (or replacement item).

Activity Description/ Instruction

Step 1: Students and teacher create an area of minimum 10m x 10m to implement the activity. The students work in groups of approximately five people and throw a ball to each other.

The teacher appoints one leader in each group (preferably a student that usually does not seek the leader role)

Step 2: The teacher gathers the leaders in a corner of a room (beyond hearing range) where she/he explains the session. The leaders get the task to explain the exercise to their group.

Step 3: The four students throw a ball to each other while moving through the room. They must make eye contact before throwing the ball. The task is that the ball never drops to the ground. Most importantly no other student should be hit by the ball – safety first. The leader motivates the group helps the teammates (“remember the eye contact” or “communicate when you ready to receive the ball”).

Tips

- The teacher must ensure that all leaders understood all rules. Not knowing all details of the exercise would undermine their leadership. While the teacher talks to the leaders the other students can get the task to find a special sign for their group communication (a clap, a special call or sound). The teacher reminds the students that all group members get the ball equally often – also a form of respect and empathy

Variations

- The teacher breaks the session after a couple of minutes and ask the groups to reflect about their performance? What can they improve? The leader of each team asks the questions and moderates the communication.
- The students are only allowed to throw backwards or with the other hand.

“

Leading Workplace Communication



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was most challenging for the leader? Did the understand the exercise from the teacher? If not why?
- Did the leaders ask the teacher if they did not understand something?
- Did all group members get the ball equally often?
- What employability skills were required for the session? - Leadership, responsibility, respect, trust and empathy and communication.

Connection to life experience

- Can the students find examples from their life experience when you had to lead a small group?

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Application on work environment (in your occupation field)

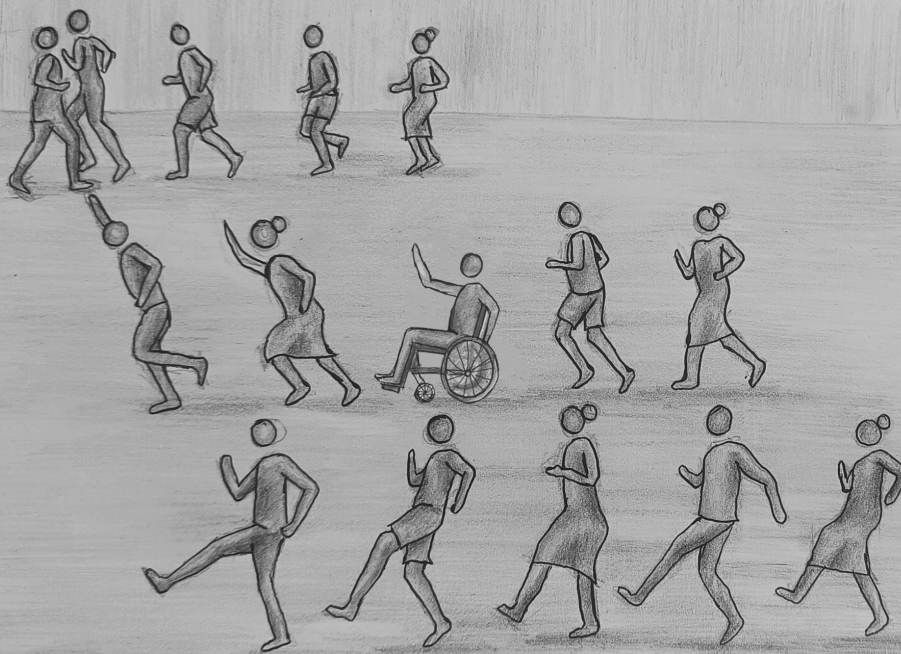
- Can the students find examples from their practical work when they might be asked to lead a group of colleagues?
- How could you develop your leadership skills at the college or at home?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Thousand Leger



5 Students per group
(several pairs can act simultaneously)



10-15 minutes

Why to intervene the Thousand Leger to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Thousand Leger activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect the Thousand leger activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication
- (2) Leading small teams (creative thinking, flexibility, taking space & leadership).



Sportive skills

Activating the whole body in medium speed.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers to mark the area.

Activity Description/ Instruction

Step 1: The teacher divides the class into groups of five students. The teacher marks an area where the students are allowed to move (15m x 15m).

Step 2: Each group is jogging in a line. The leader of each group makes and explains a movement that the groupmates imitate (jump; clap hands; etc.). After one minute the teacher gives a sign (whistles or calls) and the leader of each group runs to end of the line of the group. The next person in the line (row) is now the leader and makes movements.

Tips

- The teacher can reward and acknowledge creativity (by the choice of movements). The teacher should explain and ensure that the groups do not collide with each other.
- The teacher should give extra support to the students with less self-confidence, or which are a bit shy. Give the students one minute time to think about different movements. Maybe the students can even help each other?
- The teacher should explain that leadership is similar to role play. You take on a role. Even if you might not feel like a leader. If you have trained the role as a leader often enough it will feel more normal. And more comfortable.

Variations

- After the first round (each student was once the leaders) the teacher can give the students on minute to think about a good/ fun movement.
- The students must run backwards. Be extra careful not to fall.

“

**Leading
Small Teams**



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun? What could be done to do it more fun?
- What was important for being the leader? – not being shy; finding a solution to the task (movement); leadership and self-confidence (using your voice and body to show and describe the movement).
- What was challenging with the session?
- What employability skills were required for the session (creative thinking; flexibility; taking space; leadership; etc.)

Connection to life experience

- Can the students find examples when they had to lead other people in their life experience? – your siblings; your classmates; teammates; etc.

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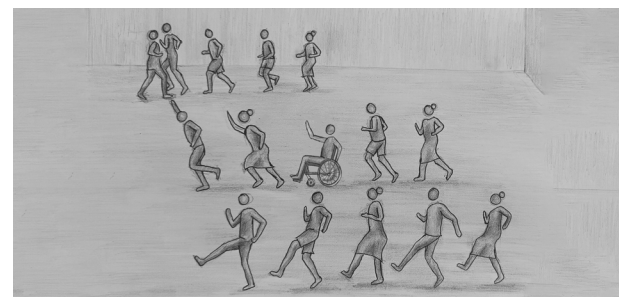
Application on work environment (in your occupation field)

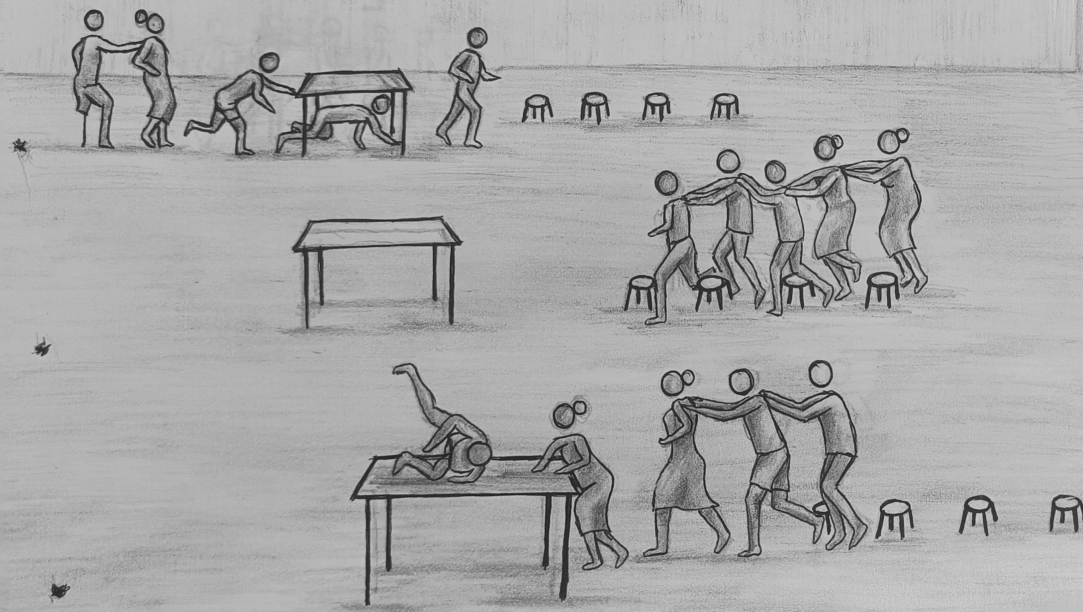
- Can the students find examples from their practical work where they might be asked to lead colleagues even as a newcomer? – as a newly employed person you might be asked to organize a lunch.
- Can the students find examples from their practical work when they could get a chance to show leadership skills? – group work; showing interest in leading positions; caring for other people; helping other people; being socially competent; being comfortable to talk and act in front of other people; etc

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Snake Race



5 Students per group
(several pairs can act simultaneously)



15-25 minutes

Why to intervene Snake Race to teach each learning outcome and its contents?

To connect the lessons practically experienced during Snake Race activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Snake Race activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication,
- (2) Leading small teams (communication, leadership, result-orientation, and teamwork).



Sportive skills

Slow activation of the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Markers and items for the obstacle course. Tables and chairs can be used to build the obstacle courses.

Activity Description/ Instruction

Step 1: The teacher creates one starting point, a turning point, and an equal obstacle course for each team. The students get divided into teams of 5 students. The teacher appoints one leader per team.

Step 2: The teacher gathers the team leaders and whispers an instruction such as ‘get into age order, oldest at the front’. The team leaders run to their teams and give instructions and organize the team as quick as possible in the right order.

Step 3: The students line up at the starting point like a snake and begin running through the obstacle course. The winning team is the team that is first back to their starting point in the correct order.

Step 4: At the end of the race the team leaders have to check that the opponent teams had the right order according to the rule.

Tips

- The teacher must ensure that the commands are clear, and the team leaders understand how they must order the line of team members. Watch out that all students pass all obstacles. Give the groups three minutes time to reflect after each round. Appoint a new team leader after each round.

Variations

- If you have a small group, just have one group, and set a time limit for this team instead of having a competition of two teams.
- There are many variations for ordering such as alphabetic order of first name.
- Change the obstacle course.
- If the group breaks into pieces the group must restart.
- Let the group move sideways.
- Each round one team is responsible to build the obstacle course.

“

Leading Workplace Communication



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not funny?
- What were the challenges for the group and the leader?
- What influence does the constant body contact have on team building?
- What employability skills were required for the session? – Communication, leadership, result-orientation, and teamwork.

Connection to life experience

- Can the students find examples from their life experience where they must have physical contact to solve a problem?
- Would it be okay in such situations to have body contact between different gender?

Application on work environment (in your occupation field)

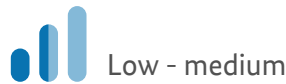
- Can the students find examples from their practical work when body contact becomes inevitable?

- Can the students find examples from their practical work when communication under time pressure is requested?
- Which communication problems could exist between gender?
- What communication problems could student face when starting a new job? Give examples when it is appropriate for a newcomer to listen and when a newcomer must talk.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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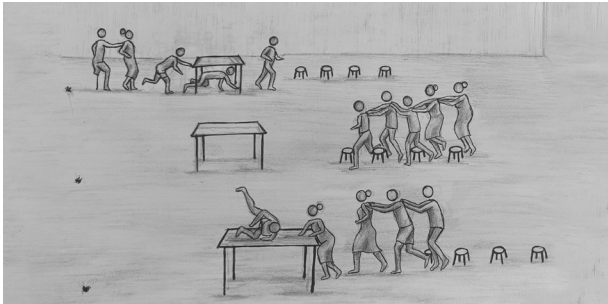
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All Carry All Relay II - Leadership Development



5 Students per group
(several pairs can act simultaneously)



10-20 minutes

Why to intervene All Carry All Relay II - Leadership Development to teach each learning outcome and its contents?

To connect the lessons practically experienced during All Carry All Relay II – Leadership Development activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect All carry all relay II - leadership development activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication,
- (2) Leading small teams (leadership development, communication, teamwork, respect for each other).



Sportive skills

Strong activation of the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Cones/markers to mark the area.

Activity Description/ Instruction

Step 1: Divide the class in groups of five students. Each group has a starting point and a turning point next to each other.

Step 2: Four students from each group carry the fifth students from the starting point to the turning point and back to the starting point. The groups compete against each other.

Step 3: One student act as the group leaders. The group gets three minutes before the relay to discuss a strategy. The leader leads the communication and decides on the strategy.

Step 4: After each round the group exchanges the person to be carried and the leaders.

Tips

- The carried student gets transported horizontal and must lay with its stomach upwards. Each student carries one leg or one arm. The carried student should tense the muscles. Be extremely careful with each other especially when dropping the fellow student.
- In case you have not enough space that all groups can compete at the same time ask the waiting students to cheer for the competing teams. Ask the students how to cheer appropriately and why positive support is important for the motivation.

Variations

- The students are only allowed to move backwards.
- Build an obstacle course that the teams have to master.
- Be gender sensitive. Make sure it is okay to get touched from the other gender. Ensure respectful cooperation. If needed divide groups according to gender. Discuss the gender issue with the students. What do they think about gender issues connected to the exercise?

“

*Leading
Small Teams*



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team?
- What did you have to do so that everybody felt safe, happy, and included?
- What was challenging with the session?
- What employability skills were required for the session? - working under pressure; leadership; communication; coordination; competitive thinking.

Connection to life experience

- Is it a challenge at the students' home or community if women or girls take over leadership position? If so why?

- Can the students find examples from their life experience where new groups develop and new leaders can emerge?

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where a new employee could get the chance to show leadership skills and interest?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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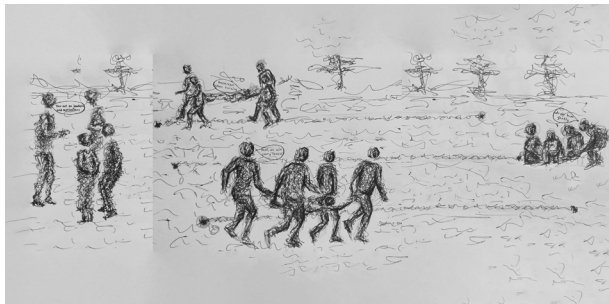
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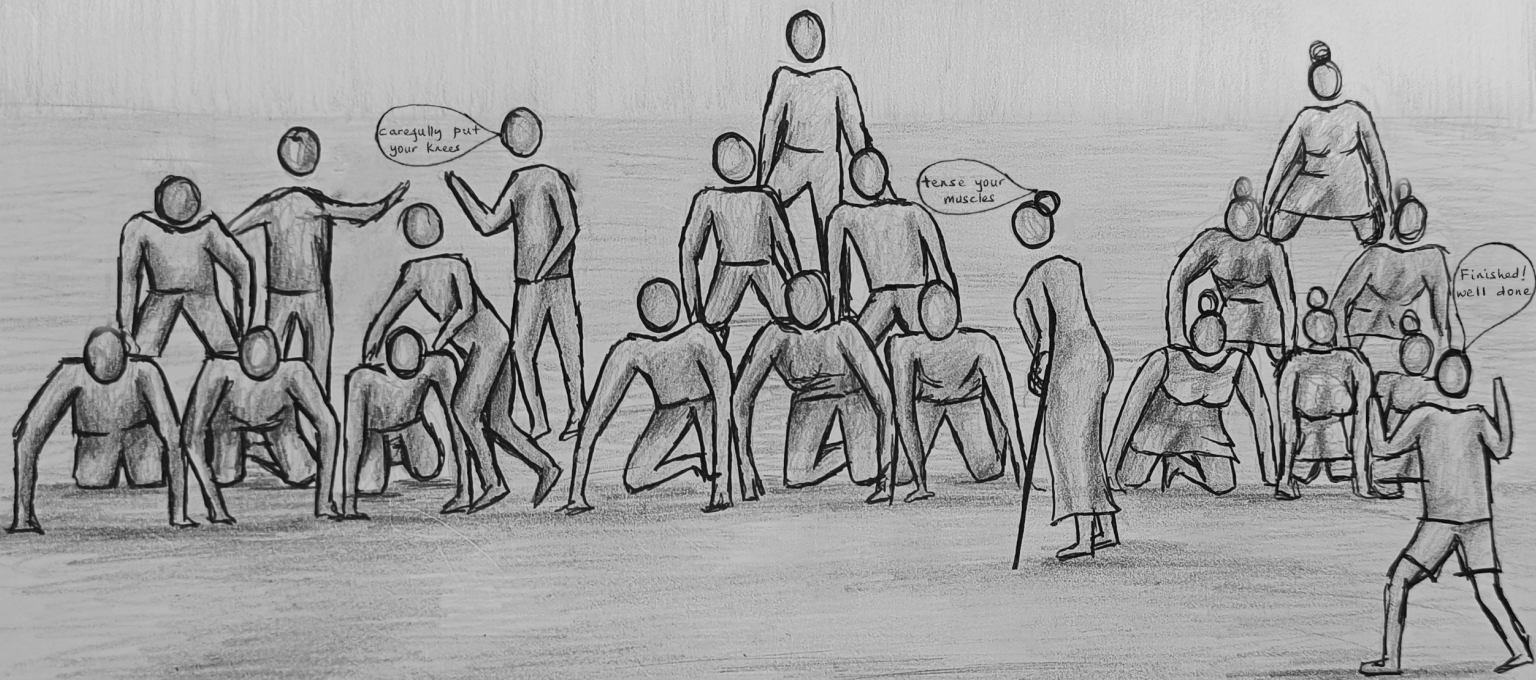
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The Human Tower



7 Students per group
(several pairs can act simultaneously)



5-10 minutes

Why to intervene the Human Tower to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Human Tower activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect The human tower activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication
- (2) Leading small teams (communication, teamwork, leadership work ethics and working with other skills).



Sportive skills

Activating the whole body.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: Divide class in groups of 7 students. Appoint one leader per group.

Step 2: Each group must grow a tower of three rows and stand on each other's backs. Each tower must stand at least 30 seconds.

Step 3: Let the groups compete against each other. Play several rounds and ask different students to be leaders.

Tips

- Remind the student that safety comes first. The students must take responsibility for each other. Nobody should risk dropping a fellow student.
- Be gender sensitive and ask if every student is okay with body contact. If not find alternatives that all students are comfortable with. E.g., create a girl's group or give the student who feels uncomfortable with physical contact a leader role.
- Maybe the groups want to take photos from their group achievement. Give the students the possibility to take a photo with their phones. It increases the team building factor.

Variations

- Play several rounds and let different students act as leaders. Challenge especially students who usually avoid leadership roles.

“

**Leading Workplace
Communication**



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- Was it difficult to climb on a fellow student or to have fellow students on your back? Why?
- What were the challenges for the leader?
- What would happen if a student let another student fall? Why is it important to signal in case you are not able to carry the team made longer?
- What employability skills were required for the session? - Empathy and respect; communication, teamwork, work ethics.

Connection to life experience

- Can the students find examples from their life experience when to hold each other (symbolically)? And did they ever experience that one couldn't hold the burden, so all others fell also? – maybe a group having a common secret. Once one person reveals the secret all other group members are betrayed.

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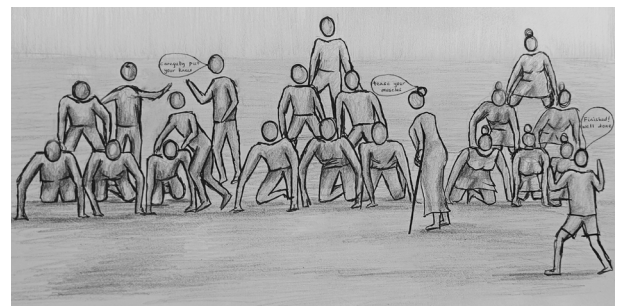
Application on work environment (in your occupation field)

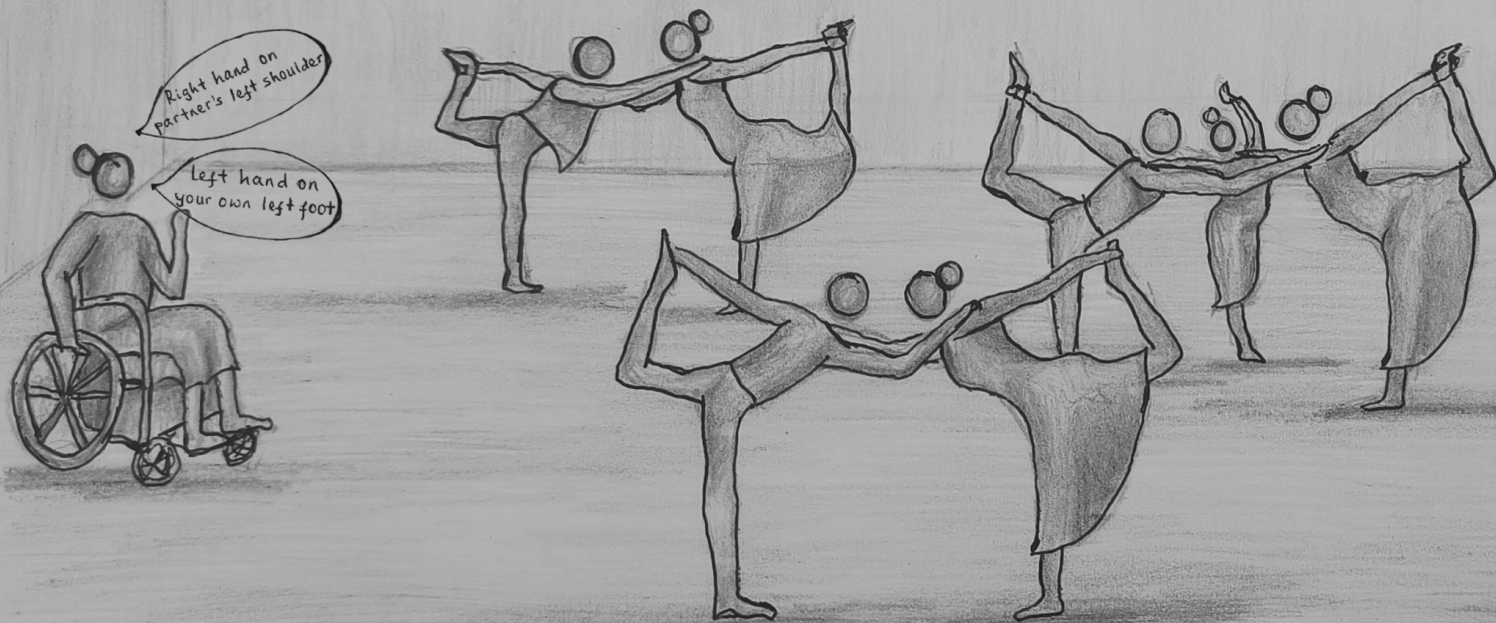
- Can the students find examples from their practical work where trust is crucial for the work? – working in dangerous environments or with sensible issues.
- Are the students able to trust new colleagues? Why could that be important? Why is it important to understand and share your strength and weaknesses?
- Why is it important to work with team building at the workplace?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Connecting Pairs



5 Students per group
(several pairs can act simultaneously)



10-15 minutes

Why to intervene Connecting Pairs to teach each learning outcome and its contents?

To connect the lessons practically experienced during Connecting Pairs activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Connecting Pairs activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication
- (2) Leading small teams (communication, teamwork, work ethics, social awareness, leadership, and respect).



Sportive skills

Activating and stretching the whole body in low speed.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Activity Description/ Instruction

Step 1: Split group into pairs. Instruct each pair to find a space in the room. Instruct pairs to face each other.

Step 2: The teacher gives the orders that the students have to follow as a pair. E.g., if one says, ‘right ankle, left waist’, both of them must try to put their right ankles to the left waists of their partners.

Step 3: If the teacher sees that the pair managed to get into their positions, give a second command. The pair has to listen to the teacher’s command without straying out of position that they are keeping. The second instruction can be, e.g., ‘right –hand, left shoulder’.

Step 4: After 2 to 4 instructions, it will be almost impossible for pairs to keep listening to the teacher’s instructions without falling over or losing their positions.

Step 5: If that is the case, the teacher can instruct them to go back to their normal standing position (facing each other). Another set of instructions can now begin. This time a student will give the instructions.

Tips

- By dividing the class in smaller groups, several students can try to develop their skills as leaders. It is recommended that the teacher has a pre-planned set of instructions to give so that the teacher know these are possible to be carried out by the students.

Variations

- This can be done with 3 people in a group. This makes the game difficult but much more creative.
- Exchange the group members after two rounds.

“

**Leading Workplace
Communication**



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? Balance, teamwork, communication.
- What did you do so that everybody felt safe, happy, and included? Make sure everybody is fine with the physical contact. Remind the students to treat each other respectfully.
- What was challenging with the role as a leader? Nervous; talking in front of a group; finding the right instructions.
- What was challenging with the role as group member? Keeping the position to be resilient.
- What employability skills were required for the session? - Resilience, communication, teamwork, work ethics, social awareness, leadership, and respect.

Connection to life experience

- Can the students find examples from their life experience where a person had to show resilience? Keep fighting for a wish or a job or a career.

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where resilience could play an important role? Keep on working on a business idea that you are convinced in or staying at a job even so it might feel very difficult at the beginning.
- Can the students find examples which shows that it is important to trust the boss' recommendation at practical work?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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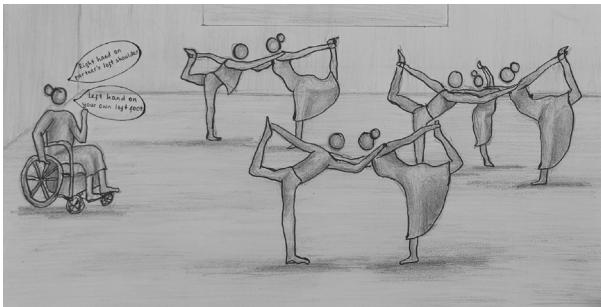
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The Octopus with One Head



10-30 Students



10-20 minutes

Why to intervene the Octopus with One Head to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Octopus with One Head activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect the Octopus with One Head activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication,
- (2) Leading small teams (leadership, initiative, communication, self-confidence, self-development. Decisiveness).



Sportive skills

Activation of the whole body with focus on the legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Cones/markers to marks the area.

Activity Description/ Instruction

Step 1: The teacher marks an area of 20 x 20 meter (adapt to group size).

Step 2: Two catchers (the octopus) are holding hands and try to catch all students as fast as possible. The teacher gives one of the two catcher the role of the leader who makes decision where to run and whom to catch.

Step 3: The students try to avoid the tag of the catcher as long as possible. The catchers must catch the fellow students while holding hands constantly. When a runner gets caught or left the marked area the student joins the catchers.

Tips

- The teacher chooses a quieter student as the leader. The leading student should understand the exercise like a role she/he takes on. It is important to raise the voice and give constantly commandos. The teacher should push the leader to take decisions, loud and clear
- The second catcher acts as a supporter for the leader and helps with decision.

Variations

- Everybody is only allowed to run backwards.

“

**Leading Workplace
Communication**



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was most challenging for the leader?
- Do women and men have different leader styles? Is it more difficult for women to be a leader? Why?
- What employability skills were required for the session? – Responsibility, respect, trust, empathy with good decision making.

Connection to life experience

- Can the students find examples from their life experience where they were forced into a leadership position? Why can that be a good experience?
- How can a student develop her/himself by putting her/himself into leadership positions at home or in the community?

Application on work environment (in your occupation field)

- Can the students find examples from their practical workplace when they might act as a leader?
- Can the students find examples from their practical workplace when they might be asked to support a boss?
- How could the students develop their leadership skills at work and at the college?
- Which other employability skills that were used during the exercise are needed for the students' future workplace?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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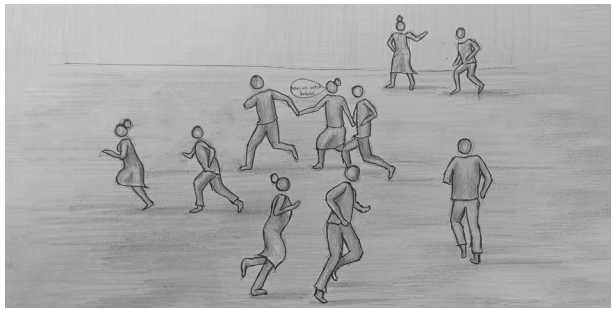
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Who is the Leader?



10 Students per group
(several pairs can act simultaneously)



10-15 minutes

Why to intervene Who is the Leader? to teach each learning outcome and its contents?

To connect the lessons practically experienced during the Who is the Leader activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Who is the Leader? activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- What sportive participations were communicated and can be transferred to your workplace communication?
- What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- Leading workplace communication,
- Leading small teams (adaptability, decisiveness, initiative, and leadership).



Sportive skills

Small movements with arms, and legs.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: Chairs for all students.

Activity Description/ Instruction

Step 1: Seven to twelve students form a circle sitting on chairs.

Step 2: Choose one student to act as police officer and ask him/her to leave the room (If this game is being played outside, instruct the police officer to move away from the circle so that he/she cannot see or hear what is happening in the circle)

Step 3: Once the police officer has left, choose a second player to be the leader (choose students which are not used to take leadership roles). The leader's job is to introduce creative motions other players have to follow as quickly as possible. Motions may include snapping fingers, slapping hands on the knees, clapping hands, swinging arms up and down, etc.

Step 4: The leader starts the motion, and all other students follow. After a while, the leader switches to another motion. The other players must quickly catch on and follow the leader.

Step 5: While the leader is introducing different motions, the police officer role comes back into the room and sits in the middle of the circle. The role of the police officer is to observe the circle and figure out who the leader is.

Step 6: Give the police officer around 2 minutes to figure it out. Give the police officer two chances to guess who the leader is.

Step 7: Play several rounds with different police officers and leaders.

Tips

- The followers should avoid eye contact or looking too much at the leader to make it more difficult for the police to identify the leader.
- Create several circles depending on the size of the group.
- Underline that the leader's identity can only be held a secret if the whole group quickly imitates the movement of the leader.

Variations

- The students stand instead of sitting in a circle.
- Several students monitor and analyse the session.



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as leader, group, and police officer?
- What did you do so that everybody felt safe, happy and included? Make sure all students get the chance to act as police officer or leader.
- What employability skills were required for the session? adaptability, decisiveness, initiative, and leadership.

Connection to life experience

- Can the students find examples from their life experience when they copy the behaviour of others? Copying behaviour and strategies of your siblings to convince your parents about a wish of yours.

Application on work environment (in your occupation field)

- Can the students find examples from your practical work where behaviour and strategies from colleagues or other companies can be copied?
- Can you find examples which shows why leadership is important at your practical? And the ability to follow the orders of a leader?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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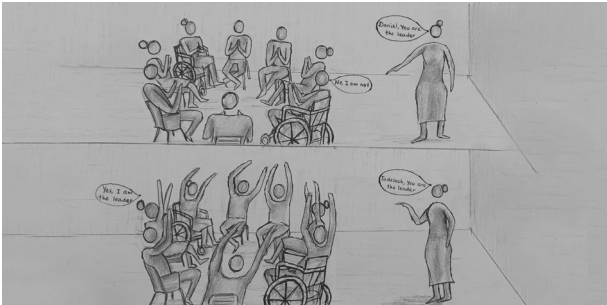
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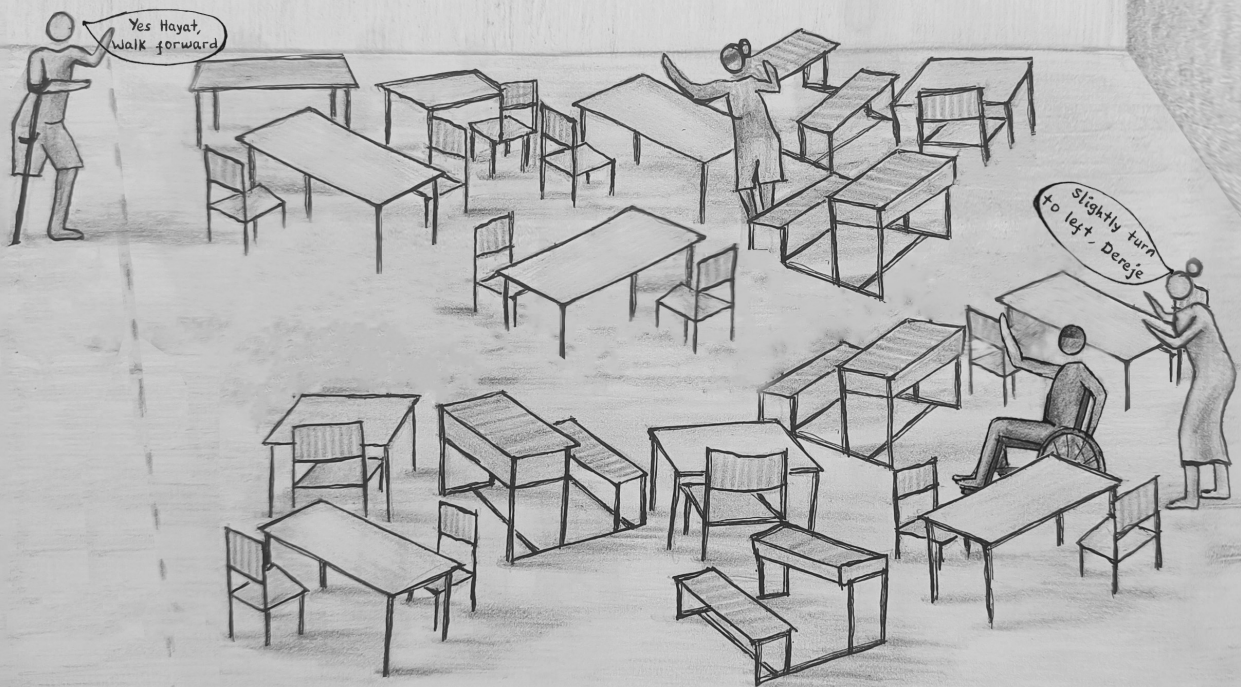
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Crossing an Obstacle Field



2 Students in pairs
(several pairs can act simultaneously)



15-30 minutes

Why to intervene Crossing an Obstacle Field to teach each learning outcome and its contents?

To connect the lessons practically experienced during Crossing an Obstacle Field activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- a) from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- b) from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Crossing an obstacle field activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication,
- (2) Leading small teams (communication, teamwork, trust, and leadership).



Sportive skills

Little and slow movements for legs, and arms.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One blindfold per pair (alternatively soft paper) + obstacles (Sticks, bricks, stones, balls, cones) & markers/cones.

Activity Description/ Instruction

Step 1: Distribute ‘obstacles’ on the area – any kind of risk-free material can be used.

Step 2: Ask students to operate in pairs. One person blindfolded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk but cannot touch the person.

Step 3: Explain that the challenge for each blind-folded person is to walk from one side of the area to the other, avoiding the ‘obstacles’, by listening to the verbal instructions of their partner. If the blind-folded person hits an ‘obstacle’, he/she has to restart the journey at the boundary of the area.

Step 4: Allow students a short period (e.g., 3 minutes) of planning time to decide on their communication commands then begin the activity.

Step 5: Ask students to swap roles and give them some time to review and refine their communication method.

Tips

- To be able to implement the session with many students at the same time the “guide” can walk behind the “walker” and give the instruction in a medium volume.
- The teacher or a student (or several) can act as a referee.

Variations

- The activity can be conducted one pair at a time or with all pairs once (creates a more demanding exercise due to the extra noise/ confusion created by different commands).
- The game can be conducted as a competitive task – e.g., which pair is the quickest or has the fewest hits?
- add or remove ‘obstacles’ to create an optimal level of challenge.
- Each pair has an extra student that acts as a referee and counts the time and the obstacles that were hit.

“

**Leading Workplace
Communication**



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- What was important to be successful as a team? – clear communication, listening; processing information; trust, planning:
- What did you do so that everybody felt safe, happy, and included? Make sure everybody is succeeding; give positive feedback to each student and use at least once each student's name. The teacher should remind the students to give positive feedback to each other.
- What was challenging with the session?
- What employability skills were required for the session? - work ethics; respect, communication, teamwork.

Connection to life experience

- Can the students find examples from their life experience where they were responsible for the safety of other? – your siblings or grandparents?

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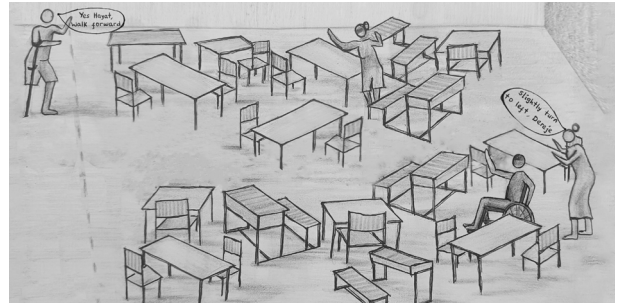
Application on work environment (in your occupation field)

- Can the students find examples from their practical work where employees must follow instruction precisely and mistakes would cause negative consequences? – destroying the production of a product or risking the health of yourself or a colleague.
- Can the students find examples where they might be asked to lead and protect a colleague? – you might have to help a new employee.

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Driving a Car



Pair exercise
(several pairs can act simultaneously)



20-30 minutes

Why to intervene Driving a Car to teach each learning outcome and its contents?

To connect the lessons practically experienced during Driving a Car activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Driving a Car activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
- Monitor and evaluate workplace learning
- Develop team communication and cooperation
- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication,
- (2) Leading small teams (communication, teamwork, work ethics and working with other skills).



Sportive skills

Little movements for legs and arms.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One blindfold per pair (alternatively soft paper).

Activity Description/ Instruction

Step 1: SMark the area (40 x 40 metres) with 4 cones/ stones or lines on the ground.

Step 2: Divide the group into teams of pairs.

Step 3: Ask each team to assign one person as 'driver' and one person as 'car'.

Step 4: Instruct students who pretend to be 'cars' to close their eyes (or blindfold them). Instruct 'drivers' to stand behind them at arm's length.

Step 5: Explain: If a driver taps the shoulder of a 'car' with his index finger, the 'car' is expected to go straight. The 'driver' can control how

fast a car is running by controlling the pace of his taps. Tapping faster will make a 'car' move faster. Touching the shoulder firmly with the palm of the hand means stop! Touching the right shoulder means turning right (90 degrees). Touching the left shoulder means turning left. Demonstrate different commands with a volunteer.

Step 6: Instruct 'drivers' to drive their 'car' in the designated area. The 'driver' has to make sure that his 'car' doesn't bump into other 'cars'.

Step 7: For security reason the students might be allowed to call "stop" to prevent accidents and crashes between fellow students.

Step 8: Driver and car exchange role/position after 3 minutes.

Step 9: Exchange partners so that the students learn to trust different fellow students

Step 10: The teacher should explain that the exercise is about learning to trust each other. The driver has to concentrate 100% and protect the car. That is a matter of respect and empathy.

Tips

- When the game is first introduced, it is possible to allow students to practice driving 'cars' with their eyes open. This allows them to understand the rules and get used to the game. Once they feel that they understood the rules, they should close their eyes.
- You can add a starting a finishing point

Variations

- Ask students what kind of vehicle they are in and accordingly make the engine sound. This variation will enhance the student's imagination.
- Have 3 people in one group. The same rules apply but there are two students in front closing their eyes. The person at the back is an 'engine driver' who sends signals to the middle person, who's role is to transfer the signal to the person in front of her/him. The person at the front will move according to the instructions she/he receives. This makes the game more difficult.



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- Was it difficult to be the driver or the car? Why?
- Was it difficult to trust your driver?
- What would happen if the driver doesn't take care of the care? – mistrust.
- How was it to be the car with a driver you were less familiar with?
- What employability skills were required for the session? - work ethics, empathy, communication, teamwork, and respect.

Connection to life experience

- Can the students find examples from their life experience when people have to trust somebody deeply? – maybe borrowing money? Helping a sick person.

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Application on work environment (in your occupation field)

- Can the students find examples from their practical work where trust is crucial for the work? – working in dangerous environments or with sensible issues.
- Are the students able to trust new colleagues? Why could that be important?
- Too much trust can also be difficult? Find examples why?

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating





Guiding a Car



Pair exercise
(several pairs can act simultaneously)



20-30 minutes

Why to intervene Guiding a Car to teach each learning outcome and its contents?

To connect the lessons practically experienced during Guiding a Car activity to each learning outcome of the two (lead workplace communication, lead small teams) modules while teaching each Learning Outcome (LO). This connection is very important from two points of views.

- from Pedagogical point of view, it follows experiential Learning principle, it is also participatory, playful, fun, and interactive.
- from S4D point of view, it follows safety principles and physical and mental well-being and growth.

How to connect Crossing an obstacle field activity with each learning outcome and its contents?

Every teacher teaches each learning outcome and its contents and has to ask the students and provide feedback as follows:

- 1) What sportive participations were communicated and can be transferred to your workplace communication?
- 2) What sportive team environments were performed and can be transferred to your workplace environments?

Learning Outcomes

Leading workplace communication

- Communicate information about workplace processes
- Lead workplace discussions
- Identify and communicate issues arising in the workplace

Leading small teams

- Provide team leadership
- Foster individual and organisational growth
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- Facilitate accomplishment of organisational goals

Employability skills

- (1) Leading workplace communication,
- (2) Leading small teams (communication, teamwork, work ethics and working with other skills).



Sportive skills

Little movements for legs, and arms.

Preparation and equipment

Safe space: The teacher is responsible for the safety of the students. With the help of the students the teacher creates a safe space where the students can move comfortably and without a risk of injure themselves or others.

Participation: The aim of the session is that all students in the class participate actively at the same time in the activity. If space is tight or the number of students does not allow a simultaneous participation of all students the teacher must give the waiting students tasks (analysis of others, preparation of feedback, identification of employability skills, preparation of examples from the practical work).

Inclusive and secure space: The teacher is responsible for the creation of a positive learning environment. The goal of the session is the development of the students and not about winning a competition. The teacher should adapt the session in a way that all students can participate and succeed regardless of prior experience, gender, physical or mental disability, religion, or origin.

Explanation: The teacher explains and shows the exercise by an example so that all students understand the tasks. The employability skills should be stated clearly.

Equipment: One blindfold per pair (alternatively soft paper)

Activity Description/ Instruction

Step 1: Mark the area (40 x 40 metres) with 4 cones/ stones or lines on the ground.

Step 2: Divide the group into teams of pairs.

Step 3: Ask each team to assign one person as 'driver' and one person as 'car'.

Step 4: Instruct students who pretend to be 'cars' to close their eyes (or blindfold them). Instruct 'drivers' to stand outside the playing area.

Step 5: 'Drivers' control their 'cars' by calling out directions from outside the playing field.

'Drivers' stand outside the playing field facing the field and shout directions: right! Left! Stop! 'Drivers' to drive their 'car' in the designated area. The 'driver' has to make sure that his 'car' doesn't bump into other 'cars'

Step 6: 'Cars' are instructed to still have their eyes closed. They are to receive instructions from their owners and move accordingly.

Step 7: For security reasons the students should find a special call for dangerous situations so that 'cars' stop immediately.

Step 8: Driver and car exchange role/position after 3 minutes.

Step 9: Exchange partners so that the students learn to trust different fellow students.

Step 10: The teacher should explain that the exercise is about learning to trust each other. The driver has to concentrate 100% and protect the car. That is a matter of respect and empathy.

Tips

- When the game is first introduced, it is possible to allow students to practice driving 'cars' with their eyes open. This allows them to understand the rules and get used to the game. Once they feel that they understood the rules, they should close their eyes.

Variations

- Ask students what kind of vehicle they are in and accordingly make the engine sound. This variation will enhance the student's imagination
- Have 3 people in one group. The same rules apply but there are two students in front closing their eyes. The person at the back is an 'engine driver' who sends signals to the middle person, who's role is to transfer the signal to the person in front of her/him. The person at the front will move according to the instructions she/he receives. This makes the game more difficult.
- The difficulty of the game varies with the size of the field you allow students to manoeuvre. The smaller the field the more difficult it gets for the students.



Reflection

Achievement and challenges

- Was the exercise fun and if so what and why? Or why was it not fun?
- Was it difficult to be the driver or the car? Why?
- Was it difficult to trust your driver?
- What would happen if the driver doesn't take care? – mistrust.
- What employability skills were required for the session? - work ethics, empathy, communication, teamwork, and respect.

Connection to life experience

- Can the students find examples from their life experience when people have to trust somebody? – maybe borrowing money? Helping sick people.

Application on work environment (in your occupation field)

- Can the students find examples from their practical work where trust is crucial for the work? – working in dangerous environments or with sensible issues.
- Are the students able to trust new colleagues? Why could that be important?
- Too much trust can also be difficult? The students should find examples why!

Group/individual project work

The students write down all employability skills that were learned during the session and describe how to use them in their practical work.

Difficulty Rating



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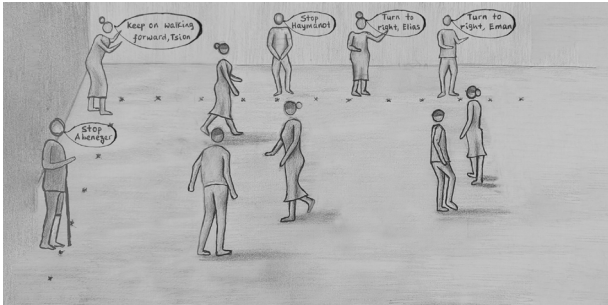
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7. Safeguarding

TVET-students have the right to protection from abuse and other harmful behaviour. TVET-teachers have the responsibility to care for and safeguard the students. The creation of safe environments at TVET-college is an important step towards positive learning environments. By giving the students their rights the TVET-teachers play a crucial role in the preparation of the students for the labour market.

The TVET-teacher should reflect on the major themes of abuse to be able to ensure a safe learning environment and to be able to teach awareness about the topic.

Physical abuse

A student is physically hurt or injured by an adult (or fellow students).

Emotional abuse

Persistent criticism, denigration or raising unreasonable expectations on a student by an adult or fellow students.

Sexual abuse

An adult or a fellow student abuses a student to meet their own sexual needs. Including sexual comments.

Neglect

Students need for attention (possibility to participate) are consistently not met by the teacher or fellow students.

Bullying

Persistent or repeated hostile and intimidating behaviour towards a student by an adult or fellow students.

Reflection (15-20 min session)

The TVET-teacher chooses one of the five types of abuse. The teacher asks the class to reflect on the type of abuse. Can they discover such behaviour in the college context without using names? Exists (for example) physical abuse in our college or even in our class? Maybe in a playful way during a break at the college yard? What kind of violence exists? Between students? Between teachers and students? Is it possible that different perceptions of violence and physical existence? “It was just a game” or “I had to punish him/her for the misbehaviour”.

Can the students find examples from their private life for physical abuse?

Can the students find examples from their future workplace where a risk of physical abuse might arise? In the community or at the workplace?

What kind of reactions and consequences are needed to solve an abusive incident? At college, in the community or at the workplace.

8. Final remarks for students and TVET teachers

8.1. Information for students

Age-appropriate information should be given to students to empower them so that they know who to speak to if they have any concerns. They must understand that they have the right to:

- have fun and develop their physical literacy,
- feel safe and happy,
- be protected from bad behaviour, from adults or other young people,
- learn protective behaviours,
- talk and be listened to, especially if they have concerns or do not feel safe,
- know where to go for help or who to talk to if they are scared or worried about something,
- be looked after if there is an accident or injury.

8.2. Key Messages for students

- My body is my body, I can say NO if I do not want to kiss or hug someone.
- If I feel unsafe or uncomfortable with someone, I can share my feelings with a trusted adult.
- I should never keep secrets that make me feel bad or uncomfortable, I should tell a trusted adult.

8.3. Key Messages for TVET teachers

- One S4D activity can be used to teach different session plans and their contents respectively. One S4D activity comprises:
 - Demonstrating values & ethics,
 - Receiving and responding to sportive communications,
 - Participating and leading sportive communication,
 - Playing with others in team, playing in a team and leading a small team,

- One session plan and each of its content can be taught by making use of different S4D activities. One session plan and each of its content requires:
 - Learning values and ethics in institutions by connecting to workplace values and ethics,
 - Learning how to receive and respond to, participate in and lead communication in institutional learning by connecting with workplace communication,
 - Learning with others, learning in a team, and learning to lead a small team in TVET by connecting to working with others, working in a team, and leading small teams in workplace.

To sum it up, these two messages are so important for the teachers or any users of this guideline. Because as far as the lessons learnt during the S4D activities are helpful to internalize the learning, teachers can use one S4D activity to teach different learning outcomes and many S4D activities to teach one learning outcome.

“

The creativity of the teacher is decisive as teaching is a **science** and an **art**.

9. Reference List

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