

LEONARDO DA VINCI – Transfer of Innovation

tune in! Combating drop out

translated and country specific adapted

tune in! tool box

for students in iVET

LLP-LDV-TOI-13-AT-0001

People, who work with drop outs, know moments, where the group is lacking in motivation, for example. Now, there is urgent need of action! In order to be able to act, the “Tune in! Combating dropout – toolbox” was created. The included methods should not be regarded as a magic cure or observe a self-purpose, but show a way to reach a goal. It is often a requirement that the instructions are adapted to the target group and/or the aim.

Have fun and be creative with the “Tune in! Combating dropout – toolbox”!

The tune in! Combating dropout members

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I. Initial Version

1. CHARTER FOR THE DANISH PRODUCTION SCHOOLS

The Association of Danish Production Schools hereby proclaims the below text to be the charter of the Danish Production Schools on the basic principles of the production school as type of school.



Foreword

The overall political objective for Denmark in terms of education is to give all young people the possibility of obtaining a qualifying education. With this charter the Danish production schools recognize and work along the lines of the national strategies of “Education and Skills Upgrading for All” and “Lifelong Learning”.

As production schools, we intend to serve as a different start of a youth education to the young people who need to learn in a different way as the traditional education system is often academically based and better accommodate project-oriented and individualistic tuition. The production schools constitute an offer with clear and manageable goals and frameworks for young people who need – or want – learning and practice to be closely connected.

The crux of the learning environment and pedagogy of production schools is learning through practical work and the solving of tasks in a working community aimed at real production and marketing of goods and services. It is learning connected to and originating from practical experiences having as a goal to clarify and to train the young person’s professional, social and personal competencies.

This charter complies with the provisions described in the legislation on the Danish production schools, and it also confirms the views formulated earlier in publications issued by the Danish Association of Production Schools.

The charter is intended to serve as a proclamation of the common values and philosophy of the Danish production schools with a view to subsequently working towards a proclamation of similar common principles for the European production schools in a European charter.

With this charter we, the Danish production schools, wish to highlight what we share and have in common and what we at the same time wish to specify and uphold. The Danish Association of Production Schools thus recognizes the below principles as the hallmark of the Danish production schools.

April 2010

THE ASSOCIATION OF DANISH PRODUCTION SCHOOLS

PRINCIPLES FOR THE DANISH PRODUCTION SCHOOLS

1

The fundamental characteristics of the production schools are practical work and production.

2

Learning takes place in a binding working community. The aim is the young person's personal, social and professional development.

3

The theoretical instruction is integrated in practical work and production.

4

The participants are attached to one workshop and one teacher, involving participants in the production as well as in other school activities.

5

The schools offer workshops with a professional diversity and quality reflecting the current labour market.

6

The participants are offered training in general subjects, as well as in culture and society..

7

Production schools admit and discharge the participants individually. It takes place currently, taking into account each participant's needs.

8

The participants will get a pay in the form of a school allowance for their active participation.

9

The production school supports each participant in setting realistic goals and in reaching these goals during their stay at the school.

10

The young people's development of competencies is documented in a production school certificate.

11

The schools are self-governing and independent institutions.

1.1. PRINCIPLES FOR THE DANISH PRODUCTION SCHOOLS

1

The fundamental characteristics of the production schools are practical work and production.

The crux of the learning environment at the production schools is practical work and production.

The goods and services produced by the participants are sold at market terms enabling the teachers at each workshop to offer the participants tasks, which in specific situations have immediate value and function for the participant himself as well as for the school and the customers.

The participants discover and will get well-acquainted with all important processes, which form part of the work and the production – from idea via decision, planning, execution and valuation to delivery.

The production schools' conception of own activities includes an understanding that work and production give common experiences and recognition. The participants will hereby be bound to common objectives and will have defined their personal status and identity, which requires their active participation and helps giving them time structure.

2

Learning takes place in a binding working community. The aim is the young person's personal, social and professional development.

At a production school, the production itself is not an end but a pedagogical tool forming the basis of a different way of learning. Therefore, it is i. a. important to maintain the production as an end in order for it to function as a means.

When the participants face a workshop practice where things must be done because it is necessary, they will be challenged on their responsibility and ability to cooperate to finish a task. The work must therefore be organized to include the participant in a working community founded on genuine cooperation and joint responsibility, which at the same time makes sense to the individual participant.

Learning thus takes place in a social practice involving and developing the young people both professionally, socially and personally, for instance by means of peer tutoring by more experienced participants which is a valuable way of promoting social, personal and professional goals.

3

The theoretical instruction is integrated in practical work and production.

The theoretical instruction must be extensive and as far as possible be integrated in practical work and the production at each individual workshop.

When participants face situations where practical task solving is linked together with the theory to match, the young people's interest in the theoretical part is awakened, and their knowledge in the subject area in question will thus be strengthened.

4

The participants are attached to one workshop and one teacher, involving the participants in the production as well as in other school activities.

The production schools are founded on the idea of creating an educational framework for young people who need to learn in a different way than characterizes the ordinary education system.

The participants have widely different experiences from the traditional school system, but what many of them have in common is that they have often encountered difficulties and defeat, which has confirmed their need for a different way of learning.

In order to keep the participants in a continuous development process the production schools must comply with a number of needs for care and attachment which each of them may have.

Creating an inclusive environment for the participants requires presence and commitment of the adults who act both as masters and mentors. An essential prerequisite for this is that the number of participants per workshop teacher should never be so elevated that individual consideration cannot be taken.

5

The schools offer workshops with a professional diversity and quality reflecting the current labour market.

The production schools include several workshops representing different subject areas within trade, service, health and care, media and creativity, etc.

However, the subject areas must mainly relate to qualifying youth educations enabling the participants to find their bearings among several occupational fields.

6

The participants are offered training in general subjects as well as in culture and society.

The production schools must provide training for participants who need to improve their basic skills within general subjects, for instance Danish, Mathematics and IT.

The production schools should strive for teaching methods ensuring individual learning taking into account the participants' qualifications and potential. The training should wherever possible be in direct connection with or in continuation of the practical work at the workshops.

It could for instance be minor tasks such as registrations, calculations and bookkeeping in the workshops, which relate to orders and consumption of materials, expenditure and sales and also reporting of hours and wages. These are tasks, which the participants immediately understand the meaning of and which require no major proficiency in reading and arithmetic as they may be executed jointly with other participants in the workshop.

The schools organize a number of other training activities within society, history, psychology, nature, sports, etc.

7

Production schools admit and discharge the participants individually. It takes place currently, taking into account each participant's needs.

Young people may be admitted and discharged individually when they each need it, that is all year round.

No limits are set in advance in respect of the length of the stay for each participant.

8

The participants will get paid in the form of a school allowance for their active participation.

The participants get a school allowance, which is taxable.

The school allowance is reduced proportionally for participants, who are late, who do not participate actively or who fail to turn up for the training.

9

The production school supports each participant in setting realistic goals and in reaching these goals during their stay at the school.

The production schools provide guidance enabling each participant to clarify, develop and to put into perspective their personal, social and professional qualifications.

The guidance should support the participants in setting goals holding realistic challenges and in reaching these goals during the participants' stay at the school.

The responsibility for the day-to-day guidance and counselling, which are integrated in the social and professional processes, lies with the individual teacher.

Guidance and counselling conversations will be held frequently with a view to evaluating the individual participant's stay at the school.

By now, many schools have engaged actual guides, especially dealing with the more formally organized educational and vocational guidance, including the guidance on social and labour market legislation.

10

The young people's development of competencies is documented in a production school certificate.

It is of great importance that the competencies that the participants obtain at the production school are recognized in order to give the young people the possibility of feeling appreciated.

At discharge, the production schools issue a certificate proving the participants' level of competence within selected areas of competence and supporting the participants' future search and selection in relation to further education and employment.

11

The schools are self-governing and independent institutions.

The production schools are organized as independent institutions, which must meet a series of demands following the applicable Danish legislation on production schools.

It is about guidelines for i. a. the foundation of the production school and its potential closing, the wording of bylaws, the composition and tasks of the board, the pedagogical and administrative management, school finance, account and audit of the school plus supervision from the relevant national ministry.

1.2. How production schools deal with work based training of their students...

Production as both means and ends

For the Danish production schools, the authentic production of goods or services for a customer or the school itself is the first and most important tool. In short: in order to become a pedagogical means, the production has to be an end in itself. See the 1st principle in the Danish Charter.

The binding community of practice and peer-to-peer learning

Participants (students) at the Danish production schools learn by taking part in a binding community of work in the workshops where they learn, not only from the workshop leader but also from their peers. This is crucial for the pedagogical concept: to meet and cooperate with more experienced learners helps to see one's own possibilities. On the other hand, to help a newcomer provides valuable learning for the more experienced. The binding community of practice provides a setting, where everybody is necessary in order to produce whatever in question. See the 2nd principle of the Danish Charter.

Individual plans of the production school course

Individual counseling and guiding is central in the participant's course. This takes place both formally and informally. According to the production school legislation, formal dialogues between participant and teacher/counselor should take place at least once every 3rd month. In the first meeting, an individual plan for the participant's course will be set up, and it will be adapted on the following meetings. In this way, it is a dynamic document. Concrete professional/technical, social or personal goals for the next period will be set and written down. Towards the end of the course, these dialogues will focus on the participant's educational possibilities. See the 9th principle of the Danish Charter

Tables of real competences

In order to visualize the participants' development of real competences and their abilities within the workshop, many schools work with 'Tables of competences'. In each workshop, a table on the wall – in a system of co-ordinates – will list the names of the participants and the number of functions/technical competences, which the participant can learn in the workshop. A color system indicates whether the participant is a beginner (red), experienced (yellow) or competent (green). Here the participant can follow his or her own progress. If s/he needs help, it is possible to see, who is more experienced and able to help.

Certificate of Competence

Danish production schools are obliged to issue a Certificate of Competence for all participants who have attended the school for more than three months.

This certificate should indicate the achieved real professional/technical competences. In addition to this, the personal and social competences attached to the professional can be indicated. The drawing up of the certificate should build on a dialogue between the participant and the workshop leader.

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2. EDUCATIONAL GUIDELINES AND DIDACTIC PRINCIPLES OF PRODUCTION SCHOOLS IN AUSTRIA

The self-development of youths and young adults against the backdrop of the world of work and everyday life is at the core of the production school. Its aim is that youths and young adults shall acquire technical and job-related skills, knowledge and techniques on the one hand, and personal and social (key) competencies as well as traditional work ethics on the other.

As the participants have frequently been disadvantaged in various respects and the former systems they were in turned out to be unsuitable for them, the foremost goal is to enable them to take a positive approach to learning and working. In this context, educational work takes a systemic-constructivist approach, i.e. the trainers act as coaches and the participants themselves are considered capable of finding individual solutions to their own, individual problems.

In this context, important conditions are the following:

Emphasis placed on competencies and resources

i.e. resources, competencies and strengths are prioritised; requesting individuals to take their own initiative fosters their motivation, their readiness to learn, their self-confidence and, as a consequence, their willingness to assume self-responsibility; this learning process takes place while working, while producing goods in the workshop.

Self-directed learning

The intense involvement with individual work and development goals and the active integration into the design of the work and learning process fosters the participants' activity. The trainers shall set tasks which are demanding, but also promote the participants' skills. In this context, what is of utmost importance is a high degree of immediate feedback given to the participants as well as a comprehensible and well-founded assessment of the participants' progress in learning.

Customised learning paths – the focus is on the participants

In production schools, young individuals are encouraged in a way that focuses on the single participants, i.e. the starting point is the individuals' competencies, their learning and life stories as well as their living environment.

This requires an appreciative attitude and an effort made by the trainers to perceive the learners from a holistic point of view as being individuals and, as such, take them seriously.

Accompanying the learning process

In this teaching-learning relationship, the focus is placed on the learning process itself as well as on the competencies to be acquired. This means that learning is considered an active process requiring a high level of activity and accountability on the side of the learners.

The trainer, acting as a coach, shall provide the learners with various tasks, stimulate them, initiate and accompany learning processes.

On the basis of real order placements, practical examples or by giving the participants tasks that are close to reality, the necessary competencies to be acquired are discussed with the participants. In this way, the participants shall gain insight into what they are learning and why, as well as what this content has to do with what they have learned so far.

Work-based learning – learning in the production process

In the production schools, education and work are considered to be significant processes which shape a person's life and can be made educationally useful. The place of learning and working is the same and has a company-like structure. The alignment of production schools with conventional hands-on or craft sectors benefits a large number of disadvantaged youths with their specific needs (e.g. learning disability) and at the same time offers the opportunity to provide services to the production school.

Production schools manufacture marketable products or provide services for real costumers. In the workshops, goods and services are produced which are in demand, which means that orders are real and not simulated, the youths go through learning processes and acquire competencies ranging from order taking to the completion of a product.

2.1. Interaction & Activity

Get-to-know Bingo

Category: energising ice-breaker activity based on making guesses about people

Purpose: finding people who have specific qualities; identifying areas of commonality

Duration: 15–20 minutes

Materials: one photocopy of the “Get-to-know Bingo” template

Location: indoor (seminar room) or outdoor place

Procedure: All participants move through the room with a photocopy of the “Get-to-know Bingo” template, trying to find somebody who matches one of the descriptions in the boxes. The respective person then puts his/her signature in the corresponding box. The first participant to have four signatures in a row (vertically, horizontally or diagonally) calls out “Bingo”. The game is continued until the trainer stops it.

Reflexion: At the end, all the participants are invited to tell the particularly interesting facts they found out during the game (e.g. “Nobody is wearing anything handmade”, or “Nobody speaks Russian”). It should also be discussed what it was like to approach others, whether it was perceived as difficult or easy.

Find somebody ...

... who speaks a language you don't speak at all:	... who has a pet:	... whose eyes are the same colour as yours:	... who was in hospital once in the past three years (as a patient):
... who has lived outside Austria for a minimum of one year:	... who plays the same musical instrument as you:	... whose nationality is different from yours	... whose birthday is in the same month as yours:
... whose favourite movie is the same as yours:	... who is wearing something handmade	... who was born in the same year as you:	... who has no TV set:
... who has as many brothers and sisters as you:	... who uses the same means of public transport as you:	... who was in a country where you have never been:	... who does the same sport as you:

Name Ball

Category: Relaxation and concentration exercise, energising ice-breaker activity

Purpose: Strengthening concentration and cooperation, getting to know names

Duration: 10-20 minutes

Materials: juggling balls in different colours

Location: indoor (seminar room) or outdoor place

Procedure: The participants stand in a circle. At first, each participant says his/her name one by one. The others try to remember their names. Next, a ball is introduced into the game by the trainer, who shows the participants how to do it by throwing a ball at one participant and calling his/her name. This participant goes on throwing the ball to the next, calling his/her name and so on. When every participant has had the ball, it is thrown back to the trainer. This round is then repeated several times in the same order as played for the first time.

Variations: After the second round, the ball is thrown in the opposite direction. Or: A second or third ball is introduced into the game. These options can also be combined, i.e. one ball in one direction, a second ball in the other, and a third follows a completely new order.

Reflexion: What went well/badly?
What has to be paid attention to?
Have all of you been cooperative?
What could have been done better?

Trust-building hike

Category: trust-building exercise for the whole group

Purpose: strengthening mutual trust across the group, taking on responsibility, building trust in leaders

Duration: 20 - 30 minutes

Materials: blindfolds

Location: indoor or outdoor place

Procedure: One out of two participants is blindfolded, the other one takes the lead. The leaders create an individual pathway for the blindfolded, choosing its level of difficulty.

Possible variations:

- No talking allowed while one participant guides the other.
- The guidance is exclusively verbal, without giving a helpful hand or any other physical contact.
- In short sequences, the different options are tried out one after the other.

Reflexion: What do I need to be able to be a good leader?
What do I need to be able to be guided?
Which situation did I feel comfortable in?
Which situation did I feel uncomfortable in?
What kind of guidance/leadership am I confronted with in everyday life?
What kind of leadership do I use?

2.2. Gastronomy/Service

Folding napkins

Category: folding napkins

Purpose: getting to know different folding techniques

Duration: depending on the number of folding techniques and the folding technique used

Materials: napkins, tables, chairs

Location: seminar room

Procedure:

Open the napkin completely.

Fold the corner that faces downwards diagonally upwards to form a triangle.

Bring the right corner of the triangle to the upper corner.

Bring the left corner of the triangle to the upper corner, which gives a square.

Turn the square, its formerly upper side now facing the table.

Fold this square diagonally nearly, but not quite at the centre, creating a triangle.

Stick both corners of the triangle together at the back.

Delicately shape the napkin and the curl the two centre points.

Reflexion: What was it like for you?
What was easy, what was difficult?
What did you need help with?



2.3. Woodworking

Carving a spoon

Category: workpiece for beginners

Purpose: trying out and learning how to handle wood carving knives; working with wood; participants shall get aware of their own skilfulness; first impression gained by the trainer concerning the participants' dexterity when using their hands and fingers, but also in terms of their ability to work independently, stamina, ability to concentrate, ...

Duration: 3-4 hours

Materials: Planed pieces of wood (Swiss pine) from joiner's workshop measuring 20cm x 5cm x 2cm, special fretsaw, sandpaper, wood carving knives, screw clamps, tables, pencil, rubber

Location: indoor place (seminar room)

Procedure:

1. Draw the spoon on the specially prepared piece of wood.
2. Carve out the head of the spoon.
3. Attach the workpiece to the table using the screw clamps and cut out the shape of the spoon using the special fretsaw.
4. Carve the head and the handle of the spoon to give it a round shape.
5. Smooth the spoon with sandpaper.

Reflexion: What was it like for you when you were carving the spoon?
What was easy for your, what was difficult?
Were you scared when using the wood carving knives?



Footstool

Category: workpiece for beginners

Purpose: getting familiar with dovetail joints

Duration: 8 hours

Materials: planed wooden material (spruce), jigsaw, sandpaper, chisel, hammer, fine saw, pencil, yardstick, screw clamps, hand plane, marking gauge, tables, glue

Location: seminar room

Procedure:

1. Mark out the pins using the marking gauge
2. On one piece, saw the pins with the fine saw
3. The sockets are chiselled out, which leaves the dovetail
4. The dovetail is then used for marking out the pins on the other piece, they are sawed with the fine saw and the sockets are chiselled out again, which creates the dovetail joint
5. Assemble the parts and glue them
6. With the jigsaw, cut out the desired shapes of the lateral parts and the upper part
7. Plane the dovetail joints with a hand plane
8. Finally smooth the finished footstool with sandpaper

Reflexion: What was it like for you when you were making the footstool?
What was easy for you, what was difficult?
Were you scared when using the jigsaw and the fine saw?
What was it like when you were working at the dovetail joints?



2.4. Metalworking

Shaping a T using different pieces of metal

Category: workpiece for beginners

Purpose: learning how to handle file, saw, measuring equipment; working with metal; participants shall get aware of their own skilfulness; first impression gained by the trainer concerning the participants' dexterity when using their hands and fingers, but also in terms of their ability to work independently and stamina, ...

Duration: approx. 2-8 hours, depending on the individual level of prior knowledge and dexterity

Materials: 3 mm metal sheet, angles, graduator, pencil, hacksaw, vice, work bench, file

Location: workshop

Procedure:

1. Draw the 4 pieces on the metal sheet using the graduator, pencil and angles
2. Place the metal sheet in the vice and saw out the pieces
3. File the pieces



Reflexion: What was it like for you when you were making the metal T?
What was easy for you, what was difficult?
Were you scared when using the hacksaw?

2.5. Computer literacy

Creating your own profile

Category: Creating one's own profile

Purpose:

- using different media (office software, image editing)
- drafting and designing texts
- presenting the profile to the group

Duration: approx. 2 hours

Materials: PCs, internet access, printers, camera, paper

Location: seminar room

Procedure:

The task is explained to the group: Design a profile of yourself on the basis of the given content (cf. page attached) with a photo and present it to the group. The participants shall take pictures of each other to be used in the profile.

Reflexion:

- How easy did you find it?
- Where did you get support? (e.g. model profiles on the internet)
- What is your degree of satisfaction with the result you achieved?
- What would you have needed more support with?

Example: Profile

photo

My profile

<i>First name</i>	
<i>Last name</i>	
<i>Nickname</i>	
<i>Date of birth</i>	

<i>Residence</i>	
<i>Siblings</i>	
<i>Date of entry in production school</i>	
<i>Field of work</i>	
<i>Career aspiration</i>	
<i>Typical of me</i>	
<i>My main goal</i>	
<i>Music</i>	
<i>Films</i>	
<i>My favourite food</i>	
<i>My favourite drink</i>	
<i>My favourite pet</i>	
<i>My favourite colour</i>	
<i>What I like to do</i>	
<i>What I don't like to do</i>	
<i>I am especially good at ...</i>	

2.6. Placement Service Support

Category: Activity: A day in my life

Purpose:

- getting aware of one's daily routine
- improving one's daily structure

Duration: approx. 2 hours

Materials: photocopies

Location: seminar room

Procedure: cf. following page

Reflexion:

- How do you see your daily routine?
- What will you have to change in your daily routine when you start your apprenticeship/work?
- What will your future day of work look like (changes e.g. when getting up, lunch break, going by bus etc.)

And try to remember who was involved besides you.

If you want to deal with several days, make a photocopy of this page or use a blank sheet of paper.

[illegible]

What went particularly well for you on that day?

What did you like best?

What did not go so well on that day or could have worked better?

Source: "ProfilPASS für junge Menschen"

II. Additional Version

3. GOOD PRACTICE METHODS

In this chapter tune-in! project partners gather a great amount the good practice methods developed in their institutions as a tool for educational staff combating drop out in the school.

3.1. Communication - Our Group Choreography

SECTOR: Communication

PRODUCT NAME: Our Group Choreography

Category: Group activity

Purpose: raise awareness on non-verbal communication and establish connections between proper and non-proper behaviors

Duration: 20-45 m

Materials: music player and speakers

Location: indoor or outdoor

Procedure:

Gather the whole group in a circle. Then ask a volunteer to make a proper or a non-proper gesture. It's up to each participant to choose his/hers own gesture with complete freedom. Then, the person on the right of the participant that made the first gesture will reproduce it and add a new one. The third person will reproduce the first, the second and add a third gesture, and so on.

The procedure is repeated until the last person (usually the trainer) adds the final gesture. Then, it's time to rehearsal all the gestures, by order off appearance, two or three times, until everyone knows the whole choreography.

In the end, a rhythmic music is added, and everyone gets to dance to the music with the created choreography.

Reflection:

At the end of the dance, there is a round where all participants are invited to share with the group whether the gesture they chose is a proper or a non-proper gesture and why. Possible questions to be asked by the trainer during the round:

Did you choose a proper or a non-proper gesture?

Why do you consider this gesture to be proper or non-proper?

How important is the non-verbal communication?

How can our posture influence and cause misunderstandings in our daily communication?

3.2. Communication – Geometry – The hidden figure

SECTOR: Communication / Geometry

PRODUCT NAME: The hidden figure

Category: Group exercise

Purpose: Discuss and identify barriers that arise in the communication process; Learn strategies to make our communication more effective; Identify and describe geometric figures; Learn about geometric concepts like lines and angles; Learn vocabulary.

Duration: 30 minutes

Materials: pencil and graph paper

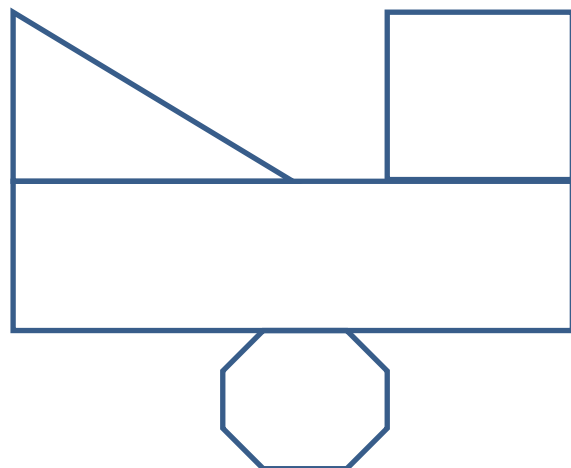
Location: indoor activity

Procedure:

1. The figure is only delivered to the learner that will describe it.
2. The remaining learners receive graph paper and a pencil to draw the figure, according to the colleague instructions.
3. The learner verbally describes the figure, with his back to the colleagues, without making gestures.
4. Those who draw, cannot speak or ask questions.
5. Once the verbal description of the figure is finished, everyone compares the drawings with the figure bellow.

Reflection:

1. How did you feel during the task
2. What were the difficulties you felt
3. What went well / not so good
4. What could help you perform better
5. What you learned from the exercise



3.3. Communication - humour as an icebreaker based on telling a joke

CATEGORY: humour as an icebreaker based on telling a joke, funny story/anecdote, asking funny questions or playing funny games

PURPOSE: Using humour as an icebreaker is a good way to start a meeting, a lecture, seminar or any formal or informal gathering by making the participants more comfortable and relaxed. It can also be used to relieve stress thus allowing them to be more perceptive to listening and contributing.



"Things went from bad to worse, but we're hopeful now that things are going badly again."

DURATION: 10-20 minutes

MATERIALS: /

LOCATION: indoor or outdoor

PROCEDURE: Before we start a seminar (lecture) about communication we tell a funny story about bear and his list:

In the woods there was a rumour that the bear has a list of animals he is going to eat. The first animal that has the courage to ask the bear is a deer. He steps up to the bear and says: "Bear, is it true that you have a list of animals that you will eat?"

Bear says: "I do."

"Well, am I on it?" asks the deer fearfully.

The bear calmly checks the list and says "You are."

The next day a dead deer is found in the woods. The second animal that has the courage to approach the bear and asks him the question is a wolf:

"Bear, bear is it true that you have a list of animals that you will eat?"

Bear says, "It's true."

Wolf: "And am I on it?"

The bear nonchalantly replies: "Yes you are."

The next morning in a clearing near the forest the animals find a dead wolf.

However, on the third day the hare gets bold and asks:

"Bear is it true you have a list of animals you will eat?"

The bear says to him: "That is the truth."

Then the hare asks the bear: "And am I on it?"

The bear calmly replies: "Yes you are."

The hare continues: "Can you delete me from it?"

The bear says: "Yes, no problem."

After finishing the story we ask the participants what the point of this humorous fable is. When we have the right answer (that communication is a key to success), we can continue with our seminar.

REFLEXION:

- What is the moral of the story?
- Was it easier for you to start a seminar with a story?
- Would you like to have done it differently?

3.4. Communication - Strengthening the potentials of individuals

CATEGORY: strengthening the potentials of individuals, respecting goals and potentials

PURPOSE: to set and respect individual as a person

DURATION: every week – 45 minutes for each person

MATERIALS: some skills of asking and listening, mirror

LOCATION: individual treatment

PROCEDURE: individual treatment, that aims to stronger self, self-esteem, self-respect

1. Some guidelines for conversation:

Tell me about yourself – using »I messages«.

What are your values? What is it important to you?

Are you satisfied? Describe - rate your satisfaction between 1 and 10.

Where you can see your potentials? Rate how much do you use your potentials?

How do you feel now?

2. Individual takes a mirror and explains in the mirror everything what he/she wants about his/her life. Emphasize is on potentials and goals.

REFLEXION:

- How did you feel when you were talking about yourself?
- What do you need to use and develop your potentials?
- Do you have a feeling that you are worthy to reach your goals?

3.5. Sensory/Cookery - Identity card for five foods

Category: guided tasting using our five senses

Purpose: learning to use all senses eating five types of apples, five types of sugar and five types of chocolate and drawing up identity cards for foods in the same category; reawakening and training the senses, developing the specific language, constructing dictionary of sense

Duration: 2 hours for each guided tasting

Materials: Some different products of the same category like apples, chocolate, sugar (it is also possible to use different types of extra-virgin olive oil, salt, cheese, honey, coffee...)

Small plates, paper napkins, cutlery, knives. Sheets of paper, pencils and crayons, Post-It notes, Flipchart attached to the wall, used to record the collective observations which arise out of group discussions. A digital camera and computer will help produce thorough documentation.

Location: workshop

Procedure:

1. Each group should receive a plate with a wedge or slice of each food and follow the instructions given: Look but...Don't Touch: Ask the participants to describe each type of food: physical state (powdered like sugar, crystalline like sugar or salt,...); color (ivory, cream, pearl white... lemon, ochre yellow... coral, amaranth, cardinal, carmine, bordeaux, scarlet red,...); surface (uniform like chocolate, smooth, velvety...); intensity of color (clear, strong, intense, vivid, brilliant, pallid, dark, warm, cold, light, transparent, luminous, opaque, glossy, bright...).
2. Touch with the Hands: Food Textures - The participants touch with their hands the different foods and describe consistency, surface, temperature. For example (Consistency can be sticky like honey, creamy, crystalline like sugar, hard, smooth, tender, unctuous, viscous; Surface can be rough, smooth, hairy, corrugated).
3. Smell: Ask the participants to smell the foods and to describe what they feel: smell, fragrance, scent (for example intense, delicious, light, balsamic, aromatic, floral, fruity, spiced...)
4. Taste it: Feel and describe with the mouth: a dish can be bitter, acidic, sharp, sour, tart, acrid, salty, saline, sweet, sugary, rich. Feel the food textures: for example feel the Chocolate "melt in your mouth."

5. Listen to the sound: Break your piece of chocolate in half, bite the apple, chew sugar or another food and listen to the sound. (During chewing, pay attention to auditory stimuli, for example, a soft piece of cake makes less noise than a cookie or a potato chip, green apple produce more noise than golden apple).
6. Each participant draws identity cards for foods in the same category



Reflection:







Did you find it easy?










Did you enjoy it?



Did you find it difficult?










SUGAR





		SIGHT	TOUCH	OLFACTION	HEARING	TASTE	TOUCH IN THE MOUTH
							
		look	Touch with the hand	odora	ascolta	assaggia il sapore	texture of food
	Granulated Sugar	white smooth - even whiteness brilliant	small crystalline dry rough	neutral	noisy loud	sweet	crystalline rough grainy,
	Powdered Sugar	white smooth - even opaque	powdery dry	neutral	quiet	sweet	powdery
	Dark Brown Sugar (example Muscovado)	Dark Brown granular uneven	sandy moist	intense aromatic	deep	hint of liquorice sweetet bitter aftertaste	sandy moist
	Light Brown Sugar (ex. Panela cane sugar from Ecuador)	Light Brown amber brown granular uneven	sandy moist	delicious aromatic	deep	delicate flavor hint of honey intensive sweet spicy	sandy moist
	Cane Sugar	blond crystalline even	crystalline dry rough	delicate aromatic	noisy loud	hint of honey	crystalline rough grainy,

							TOUCH IN THE MOUTH
		SIGHT	TOUCH	OLFACTION	HEARING	TASTE	
							
APPLES		look	Touch with the hand	smell	Bit the apples and listen to the crunch sound	assaggia il sapore	texture of food
	Golden Delicious	green-yellow to golden yellow, flawless dotted	slightly rough	slightly fragrant delicate	normal crunch sound sound is hard, clear	sweet and slightly tart flavor sugary, bland and boring	firm slightly mealy moist
	Granny Smith	spherical bright intensive green	smooth	very aromatic	very crunchy sound is hard, clear	acid little sweet sharp sour acrid tart	very refreshing, juiciness very crunchy hard fles
	Fuji	Two-tone: pink-red apple on a yellow-green, streaked Smooth uneven	smooth	slightly fragrant Sweet notes	crunchy sound is hard, clear	very sweet sugary	watery juicy crunchy flesh

	Stark Delicious	intense red color large dotted oblong truncated cone with the characteristic five lobes pentagonal profile	very smooth	slightly fragrant,	crunchy sound is hard, clear		mealy
	Quince	golden color irregular shape ovoid	the rind is rough and woolly cottony wrinkly (rugosa)	strong flowery fragrance	sound dampened confused	astringent acidulous taste	hard and unpalatable

 CHOCOLATE		SIGHT	TOUCH	OLFACTION	HEARING	TASTE	TOUCH IN THE MOUTH
							
		Look	Rub it	Smell	Break off a Piece and listen to the sound	Taste it	Feel in Your Mouth
	White Chocolate	white yellow ivory glossy brilliant	velvety	a little scent of milk	Snaps sound is weak	very sweet hints of vanilla, butter and milk. Delicate taste	Creamy/Fat Good and quickly melting in the mouth
	Milk Chocolate	Light brown	velvety slightly soft	slightly aromatic	weak	sweet moderate flavour of milk delicate taste Caramel taste	Smooth/ Creamy Fat Good and quickly melting (fusibility) in the mouth
	Dark 50% Cocoa	Brown	velvety	a little aromatic	weak	Bitter - sweet	good melting (fusibility) rich/velvety texture

	<p>Dark 70% Cocoa</p>	<p>Dark brown uniform very brilliant shiny</p>	<p>smooth and even persistence external slipperiness very luscious</p>	<p>intense aroma of cocoa fruit notes</p>	<p>Typical “SNAP” sound sharp, loud and crisp sound</p>	<p>acidity and bitter intense aroma, with sweet and round notes fruit notes. taste intense and marked / persistence</p>	<p>consistency is rich, velvety luscious</p>
	<p>Extra Dark 85% Cocoa</p>	<p>Dark brown almost black Uniform brilliant shiny</p>	<p>smooth and even external slipperiness handfeel very luscious</p>	<p>strong scent very intense cocoa aroma</p>	<p>Typical “SNAP” sound sharp, loud and crisp sound</p>	<p>acidity and very bitter intense aroma taste intense and marked persistence Hints of cocoa mixed with tobacco and licorice full-bodied aroma</p>	<p>consistency is rich, velvety luscious. Very crunchy to the bite. Fusibility slow in the mouth</p>

3.6. Cookery - Tiramisu Bowls

Category: realization of a simple dessert

Duration: 2 hours

Purpose: learning to prepare a dessert; learning to beat eggs; getting familiar with kitchen utensil; first impression gained by the trainer concerning the participants' dexterity when using their hands and fingers, but also in terms of their ability to work independently, ability to concentrate

Materials/Ingredients:

- 1 liter (3-3½ cups) strong espresso, cooled to room temperature
- 10 eggs separated
- 10 tbsp sugar (one tablespoon per egg)
- 1 Kg (32 oz) mascarpone cheese, room temperature
- 500 g (15-16 oz) pkg Savoiardi or Pavesini (lady fingers)
- 2 tbsp unsweetened cocoa powder
- Utensil: mixer or kneading machine , 3 bowl, strainer, spoon, coffee pot, 80 dessert bowls

Location: kitchen

Procedure:

- 1 Each participant prepares 4 – 6 desserts
- 2 In bowl, Beat the egg yolks with sugar until creamy, about 1 minute with the mixer.
- 3 Then add mascarpone cheese and mix until there are no more lumps
- 4 In another medium bowl, beat the egg whites with mixer
- 5 Gently fold the egg whites into the mascarpone mixture with a spatula or wooden spoon.
- 6 Dip the cookies in espresso and lay them into a dessert bowl.
- 7 Pour the mascarpone mixture onto the cookies and spread evenly across the top
- 8 Refrigerate 2 hours minimum before serving.
- 9 Sprinkle with cocoa
- 10 Taste it



Reflection:

- Did you find it easy?
- Did you enjoy it?
- Do you like your tiramisu?

3.7. Cookery - Elegant Table Setting

Category: setting Table for banquets

Purpose: learning to set an elegant table, working with dining hall equipment; participants shall get aware of their own skillfulness, improving participants' team working competence

Duration: 2 - 4 hours, depending on each group competence

Materials: Table Cloth, service plates, Water and Wine Glasses, bread plates, napkins, Dessert Forks and knives, Menu card, Table decorations, table

Location: dining hall

Procedure:

- 1 Build up groups of 4 students. Each group set up a large table for 12 – 20 customers.
- 2 Lay the tablecloth on the table.
- 3 Arrange service Plates one or two centimeters from the edge of the table.
- 4 Arrange cutlery on either sides of the plate from the outside to the inside. The knives should have their cutting edges set inward. The forks are to be set to the left of the plate.
- 5 Position Dessert Forks and knives horizontally, with the fork's tines facing right and the knife's bowl facing left.
- 6 Position Place napkins on the service plates.
- 7 Position Glasses at the top right corner, water glass placed above tip of knife. Water glasses are always positioned directly above the tip of the knife. Wine glasses are placed immediately to the right.
- 8 Place a small bread plate at the upper left corner.
- 9 Position Menu card on the service plates, on the Napkin.
- 10 Arrange flower-decorations (with flower and ear rice) on the table.



Reflection:

- 1 Did you find it easy? Did you find it difficult?
- 2 Did you enjoy it?
- 3 Do you like your table setting?
- 4 Which are the problems arisen within the group members?

3.8. Electricity - Installation of a doorbell button

SECTOR: Electricity

PRODUCT NAME: Installation of a doorbell button

Category: Simple installation - initiation

Purpose: To know a simple electric circuit as well as to be familiar with the electrical symbols and their real physical element.

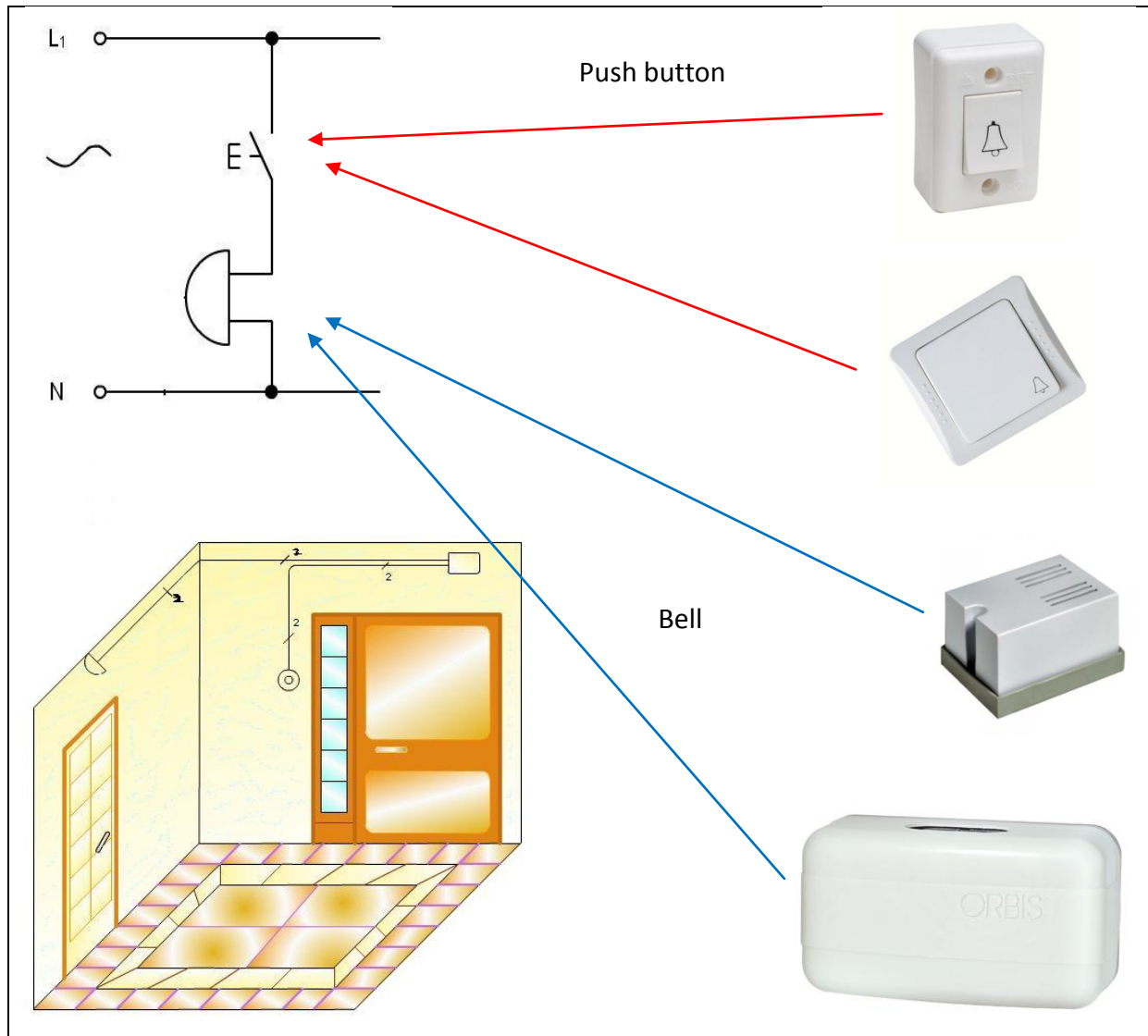
Duration: approx. 2 hours. It may vary as a function of the individual knowledge level and skills.

Materials: push button, bell, pipe for electrical connections, electrical wires for the circuit

Location: Workshop

Procedure:

1. Place the pipe and the box for the push button as well as the connections box.
2. Introduce the wires in the pipe for the proper sound.
3. Connect the two electrical elements into the connections box; connect the push button and the bell.



3.9. Energy - Photovoltaic Lamp

SECTOR: Energy

PRODUCT NAME: Photovoltaic Lamp

Category: Group exercise - medium difficulty

Purpose: Produce a desk photovoltaic lamp. *(Metal work not included in the exercise).*
Learners will be able to plan and prepare work; interpret the technical draw; weld photovoltaic panels; design electric circuits; install a battery.

Duration: 4 hours

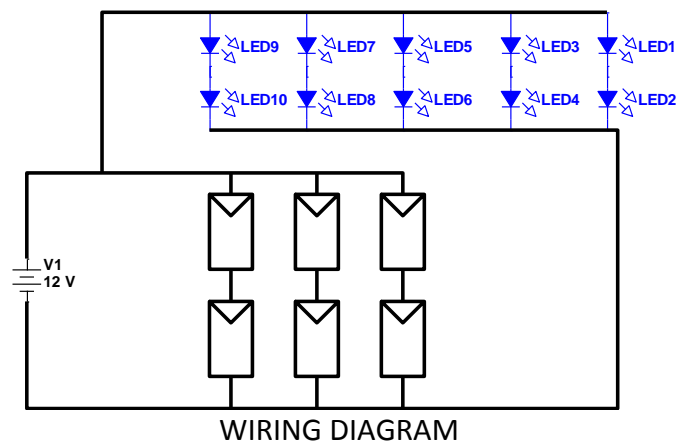
Materials:

10 LED lights
6 photovoltaic modules 1Wp
1 lamp push button
4 rechargeable batteries 1,2 V 100mAh
1 perforated printing circuit board
50cm conductor red cable 0,75 mm²
50cm conductor black cable 0,75 mm²

Location: Energy Workshop

Procedure:

1. Weld the LED lights in to the perforated printing circuit board
2. Install the photovoltaic modules
3. Install the lamp switch
4. Make the connections according to the wiring diagram



Reflection:

- Have you found any difficulties
- Where did you find help
- Which skills do you think you need to develop
- What could help you perform better
- Are you satisfied with the final result
- What you learned from the exercise



3.10. ICT - Design and layout using Microsoft Office Word

SECTOR: ICT

PRODUCT NAME: Calendar design

Category: Calendar design

Purpose: Layout of text and tables; Edition of tables; Insertion of columns; Repetition of elements

Duration: approx. 2-3 hours, as a function of the level and skills of the participants.

Materials: PCs, internet access, printer, paper

Location: Classroom

Procedure:

The task is explained to the group: to design a calendar dividing the page in three columns. Each month is represented by a table and its design is repeated for the rest of the months.

1. Insert an image and put it backwards.
2. Insert a text box and put it forward the image.
3. Design of the page divided in three columns.
4. Insert a table for designing the first month.
5. Copy the tables, change the month days using the Tab key and set them.

Reflection:

- Have *you* found any difficulties? Do you think the task is especially difficult for your current skills?
- Where did you find help? (e.g. Microsoft office Word Help, internet forums)
- Are you satisfied with the result achieved?
- In which steps do you think additional support is required?



ENERO

L	M	M	J	V	S	D
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRERO

L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARZO

L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

ABRIL

L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAYO

L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNIO

L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULIO

L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

AGOSTO

L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTIEMBRE

L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTUBRE

L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVIEMBRE

L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DICIEMBRE

L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3.11. Mathematics – The group's ages

SECTOR: Mathematics

PRODUCT NAME: The group's ages

Category: Group activity

Purpose: Conceptual understanding of the measures of central tendency (average arithmetic, mode and median).

Duration: Approximately 1 hour

Materials:

Several Ribbons

Sheets of paper

Pens

Whiteboard

Whiteboard marker

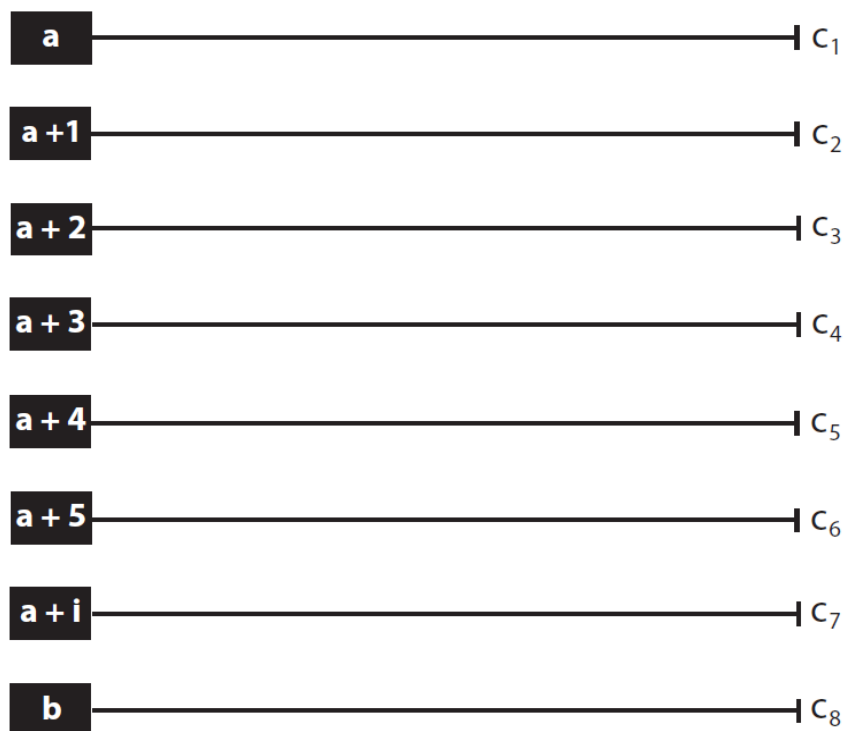
Whiteboard eraser

Location: indoor or outdoor

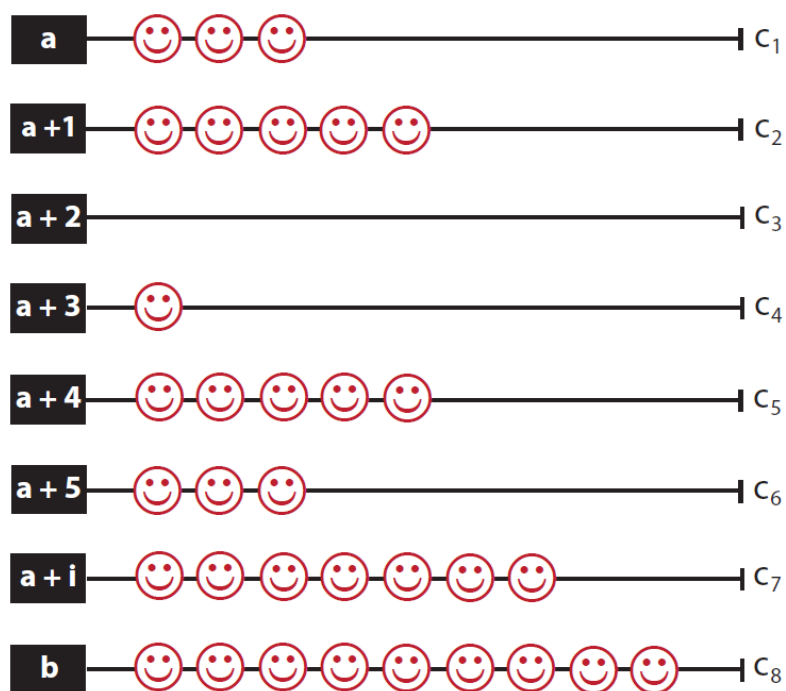
Procedure:

The average arithmetic means:

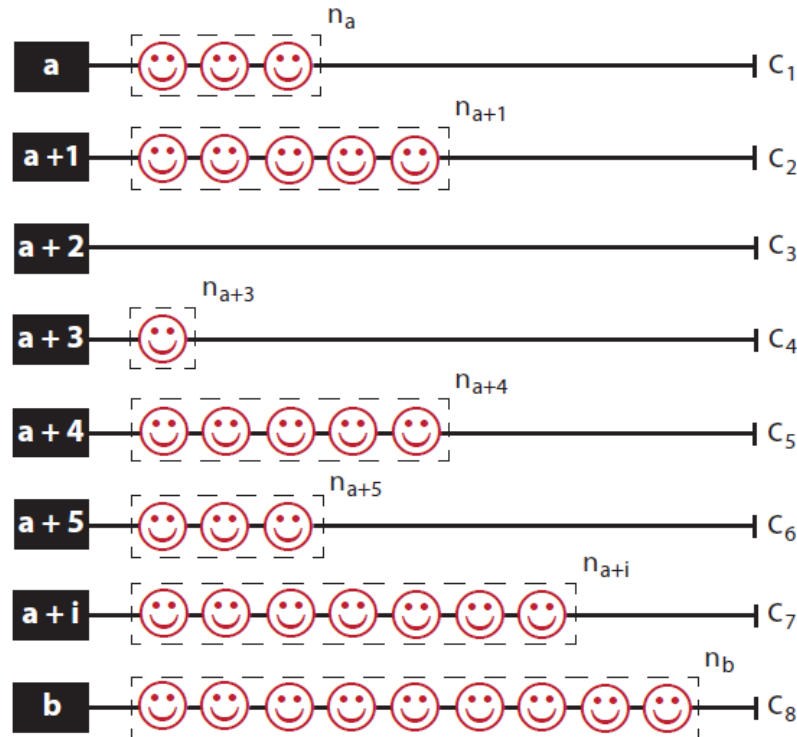
- Taking into consideration the actual age of each participant, find the minimum (a) and maximum (b) age of all the participants (p).
- Determine the number of ribbons required (c), by completing the following equation:
 $c=b-a$.
- Stretch the ribbons on the floor and identify them with the respective age (a ; $a+1$; $a+2$; $a+3$; $a+4$; $a+5$; $a+i \in b$).



–Ask the participants to move towards the ribbon that represents their age.



- On the board, draw the ribbons and write the respective ages ($a; a+1; a+2; a+3; a+4; a+5; a+i; b$) and the number of participants ($n_a; n_{a+1}; n_{a+2}; n_{a+3}; n_{a+4}; n_{a+5}; n_{a+i}; n_b$), as per example below:



- Based on the distribution of the participants across the ribbons, ask them about the approximate average arithmetic mean of the ages.
- On the board, draw a table and take note of the ages ($a; a+1; a+2; a+3; a+4; a+5; a+i; b$) and respective participants ($n_a; n_{a+1}; n_{a+2}; n_{a+3}; n_{a+4}; n_{a+5}; n_{a+i}; n_b$), as per example below:

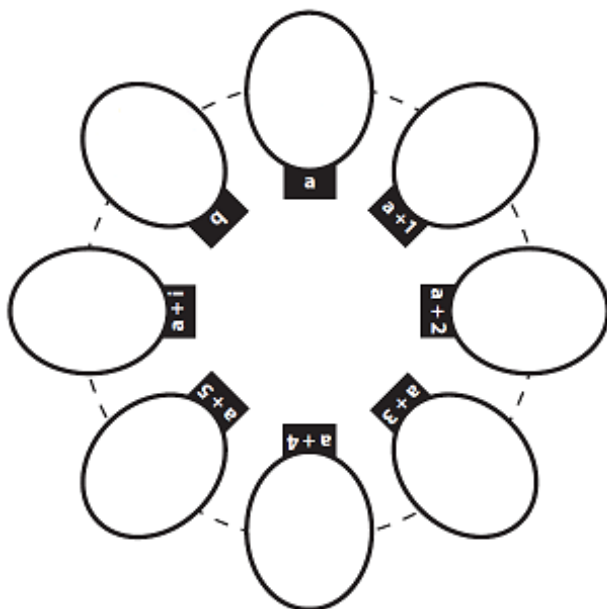
Age	Number of participants
a	n_a
a+1	n_{a+1}
a+2	n_{a+2}
a+3	n_{a+3}
a+4	n_{a+4}
a+5	n_{a+5}
a+i	n_{a+i}
b	n_b
$p = n_a + n_{a+1} + n_{a+2} + n_{a+3} + n_{a+4} + n_{a+5} + n_{a+i} + n_b$	

– Explain the concept of the average arithmetic mean and, with the help of the participants, find its value by completing the following equation:

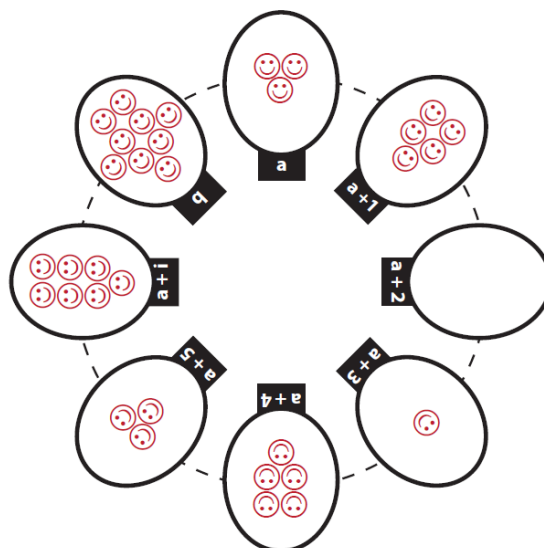
$$\text{Average} = \frac{\text{sum of all the participant's ages}}{\text{Number of participants}} \Leftrightarrow$$

$$\text{Média} = \frac{\text{Average} = \frac{[a \times n_a] + [(a+1) \times n_{a+1}] + [(a+2) \times n_{a+2}] + [(a+3) \times n_{a+3}] + [(a+4) \times n_{a+4}] + [(a+5) \times n_{a+5}] + [(a+i) \times n_i]}{p}}$$

The mode



- Form ovals with the ribbons and identify them with the different ages.
- Ask the participants to move towards the oval representing their actual age.
- Based on the number of participants in each oval, ask the participants about the mode of their ages.
- Explain the concept of the mode and, with the help of the participants find its exact value.



The median

– Ask the participants to line up in ascending order based on their age.



– On the board, take note of their ages from youngest to oldest.

– Based on the number of participants in each oval, ask the participants about the median of their ages.

– Explain the concept of median, where p is odd or even:

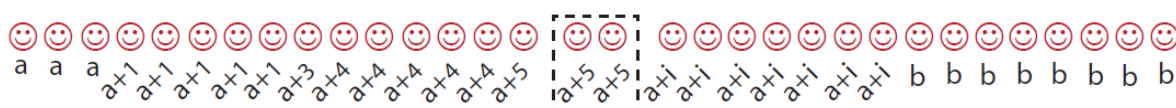
– If the number of participants is odd:

▪ The median is the value in the centre.



– If the number of participants is even:

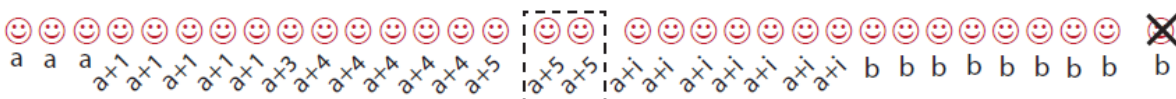
▪ The median is the sum of the two values in the centre.



– With the help of the participants, find the exact median:

– Should p be even, simulate a situation where it is odd by removing a participant.

– Should p be odd, simulate a situation where it is even by removing a participant.



Reflection:

- You have actively applied the measures of central tendency. Can you reformulate the measures and central tendency concepts?
- Was the approximate average you thought of initially the same as the average found?
- What is the average age of the group?
- What is the mode of the group's ages?
- What is the median of the group's ages?
- To find the median, do you have to sort the amounts (whatever they may be) by ascending or descending order?

3.12. Mechanics/Electronics - Toy robot

Category: advanced level work piece

Purpose for Mechanics: learning to plan and assemble a complex product; handling workshop tools, such as cropper, machine tools (lathe, milling machine, drill), solder;

Purpose for Electronics: planning a project; using a tin solder; realizing an electronic circuit diagram

Common purposes improving participants' team working competence; get the participants aware of their competences; let the trainers detect participants' autonomy level.

Duration: 10-16 hours for mechanics, depending on each group competence; 4-8 hours for electronics, depending on participants' personal competence and manual skills.

Materials: cylindrical, tube shaped and flat metal pieces; breadboards, electronic parts.

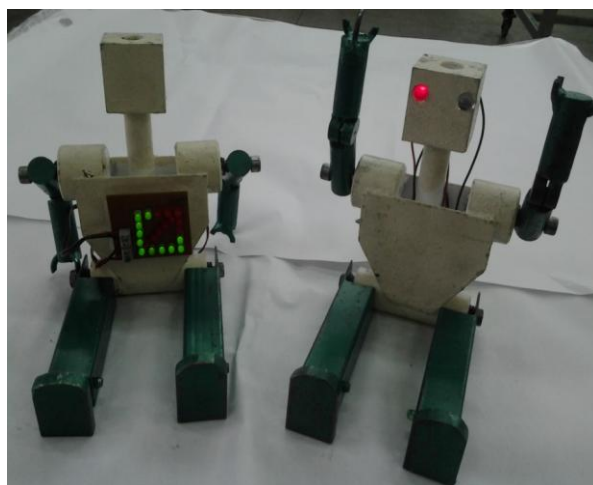
Location: mechanic workshop; electronic lab.

Procedure:

1. drafting the work pieces
2. realizing the work pieces using machine tools
3. building up the work pieces
4. designing the electronic circuit diagram
5. choosing the correct components for the circuit
6. realizing the breadboard using wires, solder and tin wires
7. testing the product

Reflection:

1. What was it like for you when you were planning the product?
2. How was realizing and operating an electronic circuit diagram? Did you enjoy it?
3. What was easy for you? What was difficult?
4. Where you scared when using the machine tools?
5. What machine tool did you like most?



3.13. Mechanics/English - Tool box

Category: English lab on container for handheld and mechanical tools

Purpose: learning the names of the tools contained in a box, such as saw, file, nails, screws, hammer, pliers, screwdrivers and safety devices and clothes, such as goggles, safety shoes, guards; learning to draw mind maps, distinguish participants' extra-linguistic competences (leadership, creative competence, organizational competence...); improving participants' team working competence.

Duration: 4 hours

Materials: paper, pencils, markers, glue, scissors, posters, camera, printer

Location: workshop; classroom

Procedure:

1. Build up 4 groups, each group has 4 members with specific tasks: 1 coordinator (a participant whose leadership skills are fully recognized by the others), 1 English expert (a participant proficient in English language), 1 graphics supervisor (this role could be assigned to a participant with learning disabilities), 1 stationery supervisor (this role could be assigned to a participant with learning disabilities, especially ADHD)
2. Each group has 1 hour time to plan the activity, list the necessary materials, draft the project
3. Each group has 1 hour to make a setting in the workshop with the mechanical tools and to take pictures of them.
4. Each group has 3 hours to draw a poster and display it to the other participants.

Reflection:

Did you find it easy?

Did you enjoy it?

Which are the problems arisen within the group members?

Did you solve them or did you need the trainer's help?

Did you find your role appropriate or you'd like to switch?



3.14. Mechanic - PRODUCT NAME: Freccia delle Dolomiti

Category: Final project (1st year) for body shop mechanics and automotive mechanics

Purpose for mechanics (body shop and automotive): learning to make plans, learning to design parts (CAD), produce parts by tool machine (cutting machine, drilling machine, lathe, milling machine, thread production), learn about metalworks in the soldering lab (welding machine Tig/Mig/Mag use, frame assemble, bending machine use, metal plate cutter use, press machine use, metal plate works), learn by assembling a complex product, solve mechanical and geometrical problems, tests at the conclusion of the construction and be able to produce a finishing touch in the body shop (adjust/retouch and paint the frame).

Duration: long duration 40 hours (35h mechanical carpentry + 4h automotive)

Materials: steel pipes, polymer anti-friction, aluminum plates, sealant, body paints, glue, anti-slip rubber, stainless steel screws, steel cable

Location: metal workshop, tool machine lab, body workshop.

Procedure:

1. looking for an idea with students
2. researching on Internet for information about products similar to our idea
3. modeling the prototype and detecting the dimensions
4. drawing the all parts by CAD
5. realize an itemized list of parts, dimensions e materials
6. place the materials order
7. building every single part
8. parts assembling
9. evaluation of the product and modification of critical parts
10. first test on the snow track
11. disassemble, adjust, retouch and paint the frame
12. fit decals and steekers
13. organize the public launch of the product (video, show)
14. public presentation of the product.



Reflections:

- Did you find satisfaction working on this project?
- When the work was in progress, could you expect to obtain a product like this?
- When did the idea “...I can do it too...” turn up in your mind?
- Which phase of the project did you find easy and which one difficult?
- Did you like to work with tool machines? Which one gave you the best feeling?
- When you did all the weld joints, were you sure about them or were you in a worry about their mechanical resistance?
- Are you satisfied by the product you create?
- Is the final color the one you was looking for?
- Describe to me how the sled rides the snow jumps. Did you regulate the dumper many times during tests on the truck?
- Does the snow brake work as we thought when we were working on it?
- Do you think you increase your manual skills working on this project? What about your capability to project and your ability to solve problems when the work is in progress?
- The day in which you won the Best in show, how was you feeling? Happy, satisfied, proud...

3.15. Metalworking - How to drill a sheet metal

SECTOR: Metalworking

PRODUCT NAME: Calendar design

Category: piece for beginners.

Purpose: To learn to use a file, a hacksaw, measure equipment (flexometer and gauge), drill bits, drilling machine, grater, centre punch, hammer.

To work with metal. Participants will be aware of their skills. The first impression will be the higher skills when using their hands but also they will learn to work individually.

Duration: approx. 3-8 hours, as a function of the individual knowledge and skills.

Materials: metal sheet with recommended thickness between 4-6 mm, recommended length between 150-200 mm and recommended width between (50-70 mm), angles (square and triangle), rule, pencil, file, a hacksaw, measure equipment (flexometer and gauge), drill bits, drilling machine, grater, centre punch, hammer.

Location: Workshop

Procedure:

1. To draw the piece shape with its measures and mark the position of the holes.
2. To place the sheet on the workbench for cutting and filing.
3. To center-punch in each hole location.
4. To drill each hole with their required diameter.
5. To remove with the file the burrs formed by the driller.
6. To verify the final measures of the piece.

Reflection:

How do you feel during the work? Did you fear the use of the hacksaw?



3.16. Metalwork - Manufacturing of metal leaves using different pieces

SECTOR: Metalwork

PRODUCT NAME: Manufacturing metal leaves using different pieces

Category: piece for beginners - initiation

Purpose:

To learn to use articulated scissors, file, chisel, gauge.

To work with metal.

Participants will be aware of their skills; the first impression will be the progressive acquisition of skills using their hands but also their capacity to work independently and their physical condition....

Duration: approx. 2-8 hours, it may vary as a function of the individual knowledge level and skills.

Materials: 2mm metal sheet, flexometer, articulated scissors, a steel pin brush, hammer, chisel and cutter, rule, pencil, Hacksaw for metal, bench screw, bench, file.

Location: Workshop

Procedure:

1. Draw the 4 pieces on the metal sheet using the rule, pencil and angles.
2. Place the metal sheet on the bench and cut and saw the pieces.
3. Mark the lines with the chisel and cutter.
3. File and brush the pieces.

Reflection:

How do you feel during the work? Did you fear the use of the hacksaw and the scissors?



3.17. Team building and social skills development - geese flight method

SECTOR: team building and social skills development

PRODUCT NAME: geese flight method

CATEGORY: strengthening communication, mutual trust, connection and collaboration in the group

PURPOSE: When mastering the art of communication, we increase our effectiveness and success within the business arena and also in our personal lives. Communication is a basic factor of workplace satisfaction and crucial in creating a positive work environment.

The main purpose of the motivation method is:

- to maintain effective communication,
- constructive conflict management,
- building of ties within a team,
- transferring its inspiration into personal life.

DURATION: 6 hour workshop

MATERIALS: comfortable chairs, pens, crayons, office paper, posters, visual materials, computer, projector

LOCATION: comfortable room, without distractions

PROCEDURE: We will carry out practical workshops in order to analyse behavioral styles for effective and appropriate communication within working environments.

Our aim is to teach the following:

- Which behavioral styles we know of and how do we recognize them?
 - Purpose of the method is easier communication with co-workers and building mutual trust within work teams.
1. If I want to be successful in communication I must know myself and be conscious of my behavioral style. Every participant will fill out the questionnaire and determine his/her behavioral style.
 2. If I want to communicate in an effective way, I must know my co-workers and learn about their behavioral styles. For that purpose, every participant will fill-in a questionnaire regarding his/her co-workers and thus learn to appreciate the behavioral styles of others.

3. We will learn how to adapt to the behavioral styles of co-workers and to “speak his/her language” in order to gain trust, respect, and better cooperation.
4. We will also learn about the importance of team cooperation and beautiful synergy within team:
 - Why work as a team?
 - What are the reasons for team effectiveness?
 - How can the personal differences between people create good synergy within a team?
 - Learning the “geese flight” principles, as a great example of teamwork (1+1+1=5).
 - Learning how to accept co-workers’ thoughts that may be different to ours. Consequently we can adopt tolerance, experience less stress, better relationships, gain more trust, and personal satisfaction.
 - Realize how teamwork is also important within personal development and inspired successful people.

Geese flight: Every autumn we can see flocks of geese flying south in the shapes of the letter V. Have you ever thought why they are flying this way? Every bird, when it flaps its wings, creates buoyant wind for the bird following it. When they are flying in a V formation, the whole flock flies 71% faster in comparison with flying solo.

If a goose strays out of the formation, it immediately feels strong wind and returns into line. When the leading goose is tired it lets another goose lead the flock, meanwhile the other birds are encouraging the leading bird with loud sounds. When one bird falls ill, two geese follow it and stay with it until it gets better or dies.

This concept is also good metaphor for cooperation within human groups. People, who are oriented towards a common goal as part of a group work better and easier because of the gained group trust.

We must learn the importance of cooperating and it does not matter if we are leaders or followers, we should always accept help from the others and help others.

People are co-dependent and should support each other in difficult tasks. If we were to be more like the geese, we would stand by each other in good and bad times.

REFLECTION:

- Did I obtain enough knowledge about teamwork and communication?
- Did I master simple but effective methods for communicative improvement?
- Can I find solutions for concrete communication challenges within the business arena and personal life?
- Can I find inspiration for solving problems and conflicts in my private life?
- Can I accept differences and individualism?
- Do I trust my co-workers?



(source: <http://www.vodja.net>)

3.18. Team building, social skills development, connecting – A trip

SECTOR: team building, social skills development, connecting

PRODUCT NAME: a trip

CATEGORY: relaxation and bonding

PURPOSE: strengthening social networks, acquisition of new knowledge and skills, and widening general knowledge



DURATION: 1 day

MATERIALS: means of transportation (bus), advertising material of the visited place, sights

LOCATION: outside and inside



PROCEDURE: This method is one of many possible examples of what can be done on a common trip with our participants. In the morning we meet at the agreed location, enter the means of transportation and head to our intended destination, where we have a look at the planned sights. During our trip we work on bonding with each other with the help of different methods and techniques: we can sing, and shorten our time by storytelling. During the trip we can introduce different games aimed at the strengthening of social networks. Aligned with the aim of this game, participants could change their seats every ten minutes and in this way they strengthen their relationships and get to know all those participants on the trip they have not got to know as yet.

On our arrival at our final destination, with the help of guides and advertising materials, we get to know different sights, and improve our general knowledge.

After the tour we head back to our starting point and discuss the places through which the road has taken us. During this discussion and before we finish our day together, we can reflect.

REFLECTION:

- How was the trip?
- What attracted your attention?
- Did you participate in all the activities?
- What could have been done better?

3.19. Team building, social skills development, connecting – Production of cloth/felt key fobs

SECTOR: team work and skills development

PRODUCT NAME: production of cloth/felt key fobs

CATEGORY: appropriate for clients/users-beginners

PURPOSE: Through creative activities the clients/users are confronted with different techniques: copying models, cutting cloth/felt and paper, gluing together different materials. They can test their manual dexterities, train their accuracy and build self-initiative. During the time when the key fobs are being produced there should be a positive climate amongst the participants, there should be healthy communicative relationships and the participants will need to maintain concentration.

DURATION: approximately 2 hours

MATERIALS: paper model, pencil, scissors, felt, cloth, plastic pearls, thread, needle, cord, silk ribbon, synthetic filler, glue, declarations

LOCATION: workshop

PROCEDURE: First we will decide together with the clients/users about the shape of the key fob we are going to produce. We will also inform them that the key fobs will be sold. With the money from selling the key fobs we can contribute to an excursion or similar for the clients/users. Motivation is the key element, because the motivation of the participants has a key influence on the quality of the products.

Procedure:

- Take a paper model and draw it with a pencil on cloth/felt
- Cut out the shape with scissors
- Fill the product with synthetic filling
- Sew the key fob at the edges
- Sew/glue details (ears, eyes, tail etc.)
- Equipping the product (key fob) with the silk ribbon or cord, plastic pearls (sewing, gluing, tying)
- The product is finalised with a declaration that is tied to it with raffia

At the end we set the price of the product depending on the materials that have been used. The users/clients will also be involved in the sales at the sales booth.

REFLECTION:

- Have you learned anything new through these activities?
- How do you feel? How would you describe your feelings?
- How would you express self-initiative?
- What motivated you when producing the product?