

BROCHURE

INCLUDING NORWEGIAN WORKING METHODS USEFUL IN STUDENT-CENTERED TEACHING

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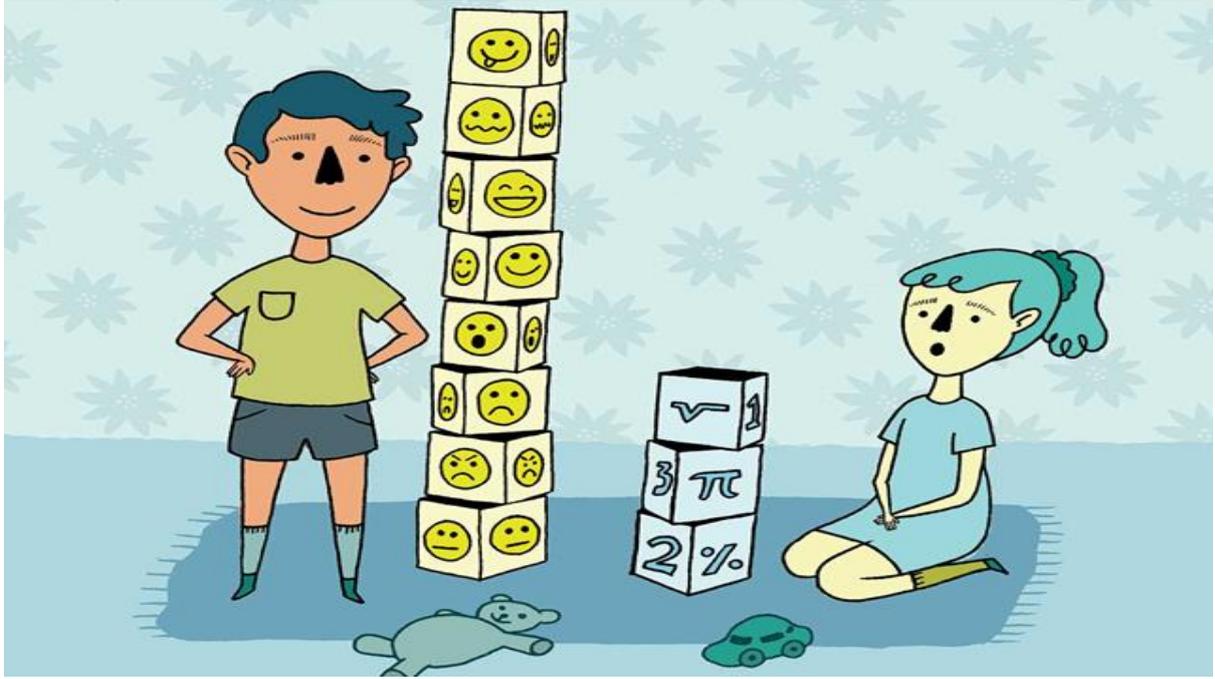
1. INTRODUCTION

The present material is the result of the activities of the project "THROUGH VOCATION TOWARDS EDUCATION!", funded by the EEA Grants 2014-2021. The contents are based on concepts acquired in the NEWSCHOOL training course on inclusive education and vocational education.

The following methods aim at transforming the teacher into a true agent of change, able to lead a learning process from himself to others and motivated to increase qualitatively both the teaching act and the formative-educational approaches. This material is a collection of tools that aim to improve learning techniques through differentiated, vocational, active-participatory - student-centered training, facilitating an integrated teaching, that goes beyond the assimilation of knowledge and facilitate the development of specific skills.

We state that success in personal and professional life depends to a large extent on issues related to problem solving, emotion management, decision-making capacity, teamwork and self-regulation in collaborative relationships, managing conflict situations or attitude to failure. The brochure presents interactive and innovative teaching methods, acquired following the training organized by the Norwegian partner, applicable in school or in after-school activities, designed to facilitate or diversify the teaching act, turning it into an experience of enjoyable learning for both the teacher or the educator and the student. All the methods can be adapted to the age of the participants, so that they become creative exercises that increase motivation and inspire children's creativity.

For this reason, the term used for the initiator of the activities will be that of **facilitator** and for those who will be included in the activity, **participants**.



2.METHODS THAT FACILITATE SELF-KNOWLEDGE

A. Popcorn

The facilitator uses the popcorn method to challenge the participants to introduce themselves and enter the atmosphere of the activity. Each of them will answer two questions, starting from the premise that any journey that is about to begin is at the end of another, which has just ended:

- What would you like others to know about you? (what is your name, where are you from, your favorite color, etc.)
- How do you feel at this point in your life?

The facilitator makes sure that each participant has the chance to be heard and seen. There is no default order of answers, but we will not have a pause longer than 5 seconds between them.



(websource: <https://food52.com/recipes/24215-perfect-popcorn>)

MATERIAL RESOURCES - optional, a bowl of popcorn

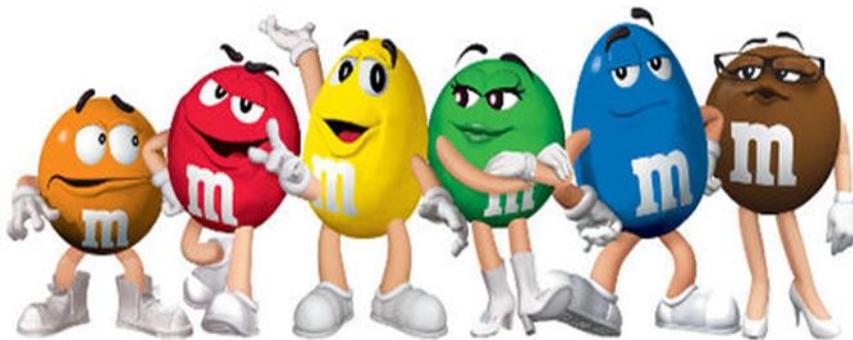
HUMAN RESOURCES - facilitator, participants (adults or children)

EXPECTED RESULTS:

- practicing self-disclosure
- developing the ability to speak in public

B. M & M's

The facilitator invites the participants to choose (virtually or physically) a candy. Then, each one will answer a question depending on the color of the chosen candy.



- RED - The last personal achievement you are proud of.
- ORANGE - An optimistic wish addressed to colleagues.
- YELLOW - A project (personal, professional, etc.) that you would like to start in the future.
- GREEN - Where and when was the last walk in nature? With whom?

- BLUE - Who would you like to spend more time with and what activities would you do together?
- BROWN - What is your favorite food, when was the last time you had it and with whom did you share it?

MATERIAL RESOURCES-optional, a bowl of M & M's candies

HUMAN RESOURCES-facilitator, participants (adults or children)

EXPECTED RESULTS:

- facilitating introspection
- developing the ability to speak in public

C. Check-in, Check-out

At the beginning / end of the debate on the proposed topic, the Facilitator asks the Participants to sit preferably in the form of a circle in the classroom / room.

Check-in method should be used at the beginning of the activity whereas **check-out!** is more suitable at the end of the activity.

- After all the participants have understood what they have to do and have settled down as required, the facilitator asks them to answer certain questions.

Example

For check-in:

- What did you do yesterday?
- What are you going to do today?
- Does anyone need help from the group?
- How do you feel now?
- Express your mood through a drawing, a word or a song.

For check out:

- How was the experience for you?
- What did you manage to accomplish during today's activity?
- Have you left anything unfinished?
- Express your mood through a drawing, a word or a song.

MATERIAL RESOURCES-worksheet

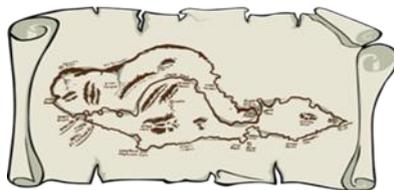
HUMAN RESOURCES - facilitator, participants (adults or children)

EXPECTED RESULTS:

- practicing how to take a quick decision
- Developing intuition
- Self-esteem increasing
- developing self-assessment

D. The map of my life

The facilitator explains the task and then divides the participants into smaller teams of three (online you can do this using the Break out room application or another option, depending on the technology used)



Using a white sheet of paper, ask them to graphically represent the path of their life or their career path. They are encouraged to be creative, using images, symbols and colors. After completing the task (working time 10 minutes), in the

next 10 minutes they would have to share with the other team-mates the significance of the drawing they have created. Back in the large group, each team will name a representative who will share with the others the most surprising aspect encountered during the group activity.

MATERIAL RESOURCES-white sheets, pencils, colored pencils

HUMAN RESOURCES- facilitator, participants

EXPECTED RESULTS:

- facilitating introspection and self-knowledge
- development of analogical thinking

E. CARDINAL VALUES

Through this exercise, the facilitator aims for each participant to draw the red thread of his life, based on the knowledge of his personal values. Being an exercise with a strong emotional charge, an intimate, safe environment is needed (relaxing music, lights, candles if possible, etc).

Workload:

- For 5 minutes, write down 10 values, the most important ones in life for you.
- At the end of the mentioned time, the facilitator makes sure that everyone has completed the work task and gives the next instructions:
- You have 20 seconds to cut off two of the listed values! (8 left)
- (Use intuition - it is an experience we cannot process in detail and in such a short time)!
- Another 20 seconds would be used to cut off two more! (6 left)
- Use the same time for the last two values you remove from the list! (4 left)

- These are your cardinal values! Spend 5 minutes in intimacy to think about how they are reflected in the decisions you take, in the behavior you adopt, in your daily feelings!

MATERIAL RESOURCES-worksheet, pencil, writing instruments

HUMAN RESOURCES- facilitator, participants

EXPECTED RESULTS:

- practicing quick decision making
- development of intuition
- increase self-esteem
- strengthening the system of personal values



3.METHODS THAT IMPROVE TEAMWORK AND TEAMBUILDING

A. Learning arches method

-context-

- One of the main goals of the method is to reduce the negative emotions and false self-perceptions that students may encounter when frustrated, intimidated or discouraged or when trying a difficult task without the help and guidance of the teacher / trainer.
- The trainer provides successive levels of temporary support that help participants reach higher levels of understanding and skills that they would not be able to gain without assistance.
- Support strategies are gradually removed when they are no longer needed, and the trainer / teacher gradually transfers more and more responsibility to the student / learner in the learning process.

This method promotes learning through dialogue, feedback and sharing responsibility. Through learning, the support and challenge experiences gained from carefully planned learning, the trainer / teacher can help students become independent / self-taught throughout life.

-the method itself-

1. The first step in approaching this method is to practice an already acquired skill, in a simple form.

2. The second step - growth to a higher level than previously acquired, giving individual time for understanding and practice / practice until the new skills are mastered and easily used.

3. The third step - based on the improved skills acquired in the previous steps, practicing of tasks with increased difficulty and complexity

4. The fourth step - is the stage in which teamwork is integrated. This could lead to the development of a large project, in which the individual knowledge, vision and originality of all participants are used.

EXEMPLIFICATION

- Participants are asked to take a sheet of paper and for 4 minutes they are invited to individually make a paper helmet, a salt shaker or a boat.

- For the next 4 minutes participants are asked to strive to reach the next level in terms of outcome. The urge of the facilitator for the participants is: Make a more complex and more exquisite hat/helmet/boat! The less skilled participants will have the opportunity to improve themselves, thus encouraging learning through practical experience.

- The third step is a challenge. Another 4 minutes will be spent for each participant to develop something new, innovative, exceptional and out of the ordinary to the already improved product. The facilitator's call for participants is: Turn your creation into a work of art!

- The last stage, the consolidation stage, is dedicated to teamwork. Groups of 4/5 participants are formed. For 10 minutes the team will have to develop, together, a creation which will also create a story. It is an exercise that demonstrates innovation, originality and mastery in the use of the product, which this time they will do together. Each team is given 2 minutes to perform in front of the entire audience and present the final result - the group's creation and its story.

MATERIAL RESOURCES-sheets of paper, colors, scissors, glue

HUMAN RESOURCES-trainer / facilitator, students

EXPECTED RESULTS:

- experiential learning - staging the learning process
- increasing self-confidence and self-efficiency
- developing teamwork skills

B. Active Listening - group activity, 40 minutes

The facilitator divides the participants into teams of three, distributing them in different break-out rooms (for online courses) and formulates their work task. In turn, everyone must play the role of NARRATOR, REPORTER AND OBSERVER. The narrator will present a problematic situation from a professional point of view and a project that he or she intends to apply in order to solve it. The reporter will interact with the narrator, asking appropriate questions to find out as many details as possible while the Observer will note the relevance of the questions and will pay attention to the behavior and non-verbal language of the other two colleagues. Each round lasts 10 minutes, after which the roles change ($3 * 10 = 30$ min). At the end of the allotted time, the participants return to the plenary. The facilitator asks the following Follow-up questions:

- How was the experience?
- What was it like to change roles?
- In which role did you feel the most comfortable? But the most uncomfortable?
- What surprised you about this game?
- Which questions asked by the reporter helped the most?

Reflection – Rethinking the problem is just as important as finding a solution. The right questions help the process of outlining a comprehensive perspective on the problem.

MATERIAL RESOURCES: paper, pencils

HUMAN RESOURCES: facilitator, participants

EXPECTED RESULTS:

- developing teamwork, communication and collaboration skills
- practicing active listening
- developing attention to details

C. COLAJ

STEPS FOR CARRYING OUT THE METHOD

-context-

This method can accompany or complete a discussion on independent and quick decision-making, in a working group. It can also be used to coagulate a team and facilitate nonverbal communication between participants. It starts from the proposal of a group task, respectively a project, such as: the representation of the society seen through the eyes of a child, proposals to improve the social life, necessary changes at community level etc.

Participants will use exclusively the materials provided by the trainer / teacher: magazines, newspapers, pencils / markers / crayons, watercolors, various materials, even unconventional

-the method itself-

- A group theme is proposed. The facilitator asks the students to divide into two groups, applying an impartial selection method, depending on the total number of people who will take part in the activity.

Example - ask them to count 1, 2, 1, 2, ... etc. When all the participants have finished, the two teams are formed according to the criterion of belonging to one of the two numbers (all those who said number 1 will form a team, all those who said number 2 will be part of the second team).

- The facilitator requests the representation on a flipchart of the proposed theme, through cutting and gluing techniques. It is actually required the integration of art and play in team work, for the elaboration of a collective collage type plate, which should represent / describe through suggestive images the chosen theme. Students are encouraged to use nonverbal language, to be creative, to think reflexively, synthetically, being forbidden to communicate verbally throughout the exercise.

- In the first stage, each child will write on a note two words that describe, from his / her point of view, the respective topic. The tickets are pasted on the wall / board / flipchart, without being signed or numbered.

- The second stage consists in selecting from magazines, newspapers and other materials texts, images and elements that describe as suggestively as possible the proposed topic.

- The third stage is the one of execution, which takes place in silence; everyone works without speaking: cuts, breaks, pastes the images, texts, drawings, materials selected in the previous stage; thus, the final plate will be a collective collage-type composition that will describe the words on their tickets, written in the first stage.

- The 4th stage, of communication and awareness, is the one in which each student will motivate his choices, explaining to the other participants the meaning of the elements used. Students sit in a semicircle, around the exposed collage, listening to the explanations offered by their colleagues. The trainer / teacher facilitates the final discussion.

MATERIAL RESOURCES: large flipchart sheets, magazines, newspapers, pencils / markers / crayons, watercolors, various materials - even unconventional

HUMAN RESOURCES: trainer / teacher, students

EXPECTED RESULTS:

- developing teamwork, communication and collaboration skills
- highlighting intuition and creativity
- practicing unconventional, creative thinking ("out of the box")
- increase self-esteem

D. "LEGO"

STEPS FOR CARRYING OUT THE METHOD

-context-

1. The issue of independent and rapid decision-making in a group shall be addressed. The method is also useful when discussing techniques for approaching teamwork or team building, following the process of the three C's: CHAOS, CONTROL, COOPERATION

2. Group analysis of the topic proposed in the lesson / session

-the method itself-

At the end of the debate on the proposed topic, the facilitator asks the students to divide into two groups, applying an impartial selection method.

- The facilitator prepares the lego pieces for each team and explains the rules of the exercise
- Each member will receive a separate task and will have the duty to complete it before the allotted time expires.
- The use of verbal language is prohibited. The participants will keep the perfect silence during the exercise!
- The team in which all members will be able to complete the tasks received before the allotted time expires will win.
- After these explanations, each participant is offered a note, which will be read individually, remaining inaccessible to other team members. The facilitator announces the start of the exercise and the time allotted for completing the tasks (approximately 15-20 min).
- In the project realization stage, everyone works, in perfect silence (the violation of this rule is sanctioned by shortening the allotted time), trying to fulfill the task on the ticket.

3. In this type of exercise, there are three stages that the team goes through in an attempt to achieve the common goal - the process of the three Cs: CHAOS (chaos), CONTROL (control), COOPERATION (cooperation)

MATERIAL RESOURCES - lego parts, work plate, individual task notes, which together generate the solution for building the lego.

HUMAN RESOURCES - facilitator, participants (adults or children)

EXPECTED RESULTS:

- developing teamwork, communication and collaboration skills
- highlighting intuition and creativity
- practicing unconventional, creative thinking ("out of the box")
- developing strategic and chronological correlation skills
- practicing techniques for adapting to unpredictable situations

EXAMPLE OF LEGO-BUILDING TICKETS AND TASKS FOR THE TEAM

- You are the only person allowed to build the first three rows of the lego structure.
- You need to make sure that rows three and four of the lego construction are only made of yellow pieces.
- You need to make sure that rows two and six are made of exactly eight lego pieces.
- You are the only person allowed to build the first three rows of the lego structure.
- You need to make sure that row three and four of the lego construction consists only of yellow pieces.
- You need to make sure that rows two and six are made of exactly eight lego pieces.
- You are the only person who is allowed to build rows five and six of the construction of the lego.

- You need to make sure that rows three and five have a maximum of eight pieces together.
- You need to make sure that there are no pieces of the same color next to each other on rows one, six and eight.
- You need to make sure that you and two other teammates build rows four and eight.
- You must make sure that rows two and five contain only red pieces.
- You are the leader of the group, you have to make sure that all the participants fulfill their tasks 100%.
- You need to make sure that a maximum of three people and no more put pieces and build rows four and seven.
- You must make sure that row seven contains a maximum of 10 pieces.
- You need to make sure that the entire lego construction has a maximum of ten levels.



4.INNOVATIVE METHODS THAT ENCOURAGE LONG-TERM CHANGE

A. The hot chair

STEPS FOR CARRYING OUT THE METHOD

-context-

The “hot chair” method helps participants to delve deeper into a subject they are studying / an activity they carry out, each assuming a role within the group. It is suitable as the final stage of a session / lesson in which the work was organized in teams with the purpose of fulfilling a common goal (carrying out a project, a practical activity etc.).

-the method itself -

1. Students work in groups to study a topic or to complete a topic / project. After the end of the activities, in each group there is an analysis of the activity of each member, in the form of feedback.

This analysis is performed as follows:

2. Each member of the group will sit in turn on the "hot chair" and the other members will provide feedback on the work carried out and the contribution he has made to the group, using two short sentences with the following beginning:

- You helped the group when

- I would like to see more of

No other form of expression is allowed, especially the use of words such as: "I liked it when ... / I didn't like it when ..." which can be quite tempting, given that at the end of a joint activity there are often personal grievances. The purpose of

this exercise is to overcome these states and avoid stereotypes or superficial judgments that we tend to make about others. On the other hand, it is a good way to become aware of one's own image in the eyes of others.

MATERIAL RESOURCES - manuals, worksheets, chair

HUMAN RESOURCES - trainer / teachers, students

EXPECTED RESULTS:

- structured feedback within the group
- deeper understanding of some notions / a role
- practicing analysis and synthesis skills
- shaping the self-image

B. Yes, and...

STEPS FOR CARRYING OUT THE METHOD

-context-

Students interact with each other and participate in guided discussions on an attractive, meaningful and interesting topic chosen by the trainer / teacher. All ideas are accepted and valued. The trainer does not make value judgments about the participants' ideas, regardless of their consistency or superficiality. Thus, students / learners feel appreciated and have the opportunity to take creative risks while learning new content (learning from mistakes).

-the method itself-

It is an exercise that allows team members to interact with each other in an easy, creative, fun way. Elevii/cursanții stau într-un cerc.

1. The first participant gives a personal opinion on the topic discussed above (for example: I think it's good that, from time to time, you make mistakes). Then the rest of the participants, in turn, add a sentence that must start with "Yes, and ..." Each newly added sentence must refer to the previous statement and have the same beginning "Yes, and ..."

2. The teacher / trainer may consider this activity to examine any content on a subject studied, including a summative assessment of a lesson.

Directions

- Students are invited to step out of their comfort zone and share their ideas in a friendly and respectful discussion. If someone forgets to start the sentence with "Yes, and ..." the group joins in and says in a friendly tone "Bzzzz", just to remind their colleague to start their sentence with "Yes, and. . ."

- Even if someone does not agree with the above statement, that person should start with "Yes, and" and then add the additions that he or she thinks he or she should make.

- The facilitator (teacher or student) ensures that the exercise proceeds with respect, and all participants follow the rules. When everyone has had an intervention (the exercise can take as long as desired - but each participant should intervene at least once) the moderator says, "We have reached the end of this story."

- One of the students / students can record video, audio or in writing the content of the created story. RESURSE MATERIALE- manuale, suport de curs

HUMAN RESOURCES - trainer / teacher, students

EXPECTED RESULTS:

- acquiring new information in an attractive way
- facilitating positive interactions between students
- developing creativity
- increase self-esteem



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