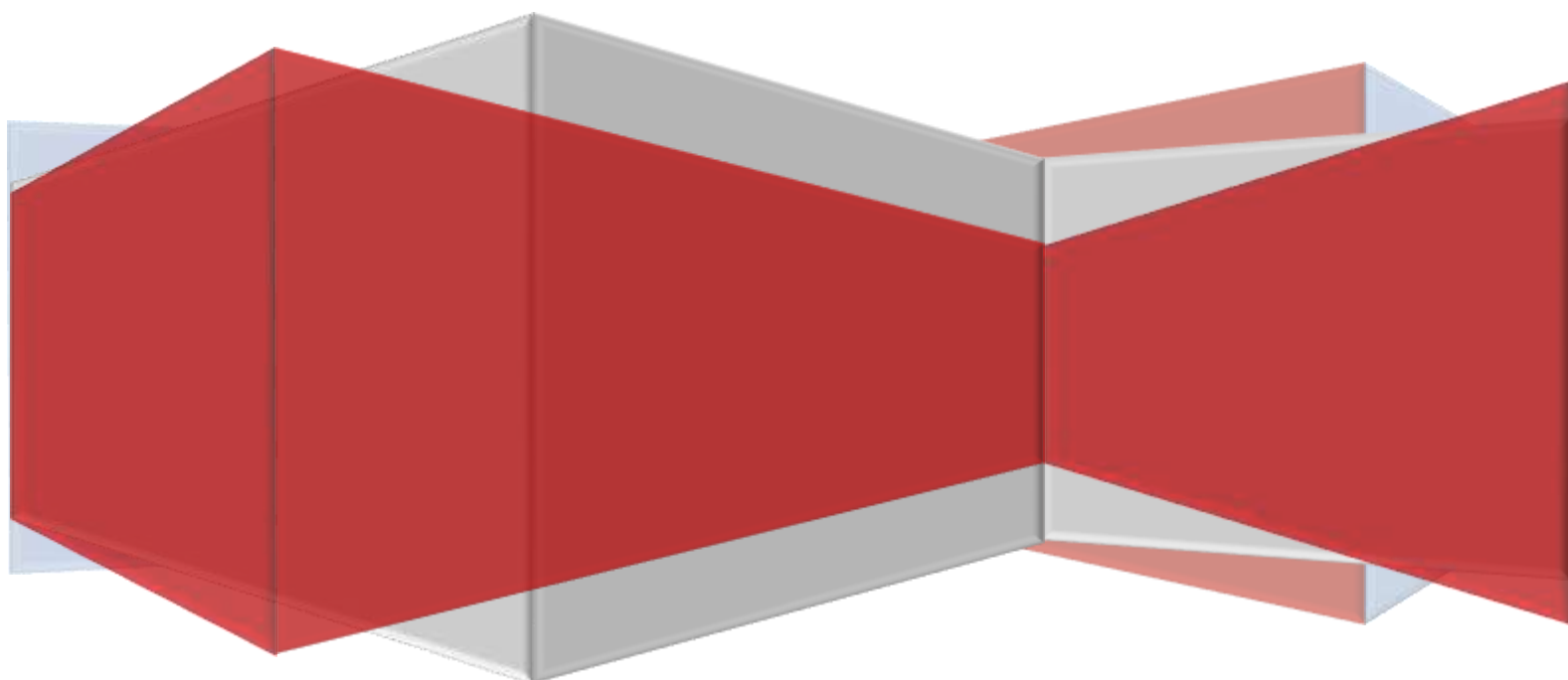**Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils**

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IO5: TRAINING MATERIALS-METHODOLOGICAL TOOLS (Classroom learning)

Competence: 3.4 Working with others

Partner Responsible: MMC

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The LOs at a glance

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Entercomp Area	3.4 Working with others
Learning Outcome Numbers and Titles	32. Define conflict resolution techniques such as compromising, win-win, withdrawing and smoothing 33. Define emotional intelligence and list its elements according to Goleman. 34. Define different roles in a team and a classroom. 35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also. 36. Demonstrate emotional intelligence and develop the emotional intelligence skills of their pupils through the design of appropriate activities. 37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom. 38. Support pupils in building trusting relationships and communicating with one another.

Methodological tool Type	Number of Methodological tools
✓ Lecture (compulsory)	1
✓ Open-ended questions	1
✓ Closed questions	1
☐ Individual Exercise	
☐ Role play	
☒ Experiential workshop	1
☐ Group discussion	
☒ Brainstorming	1
☒ Group Exercise	1
☐ Other (Please indicate)	

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Total Number of methodological tools:	6

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Compulsory Methodological tools

Power Point Presentation

Code of methodological tool	PP_3.4_1
Competence Code and Title	3.4 Working with others
LO codes and titles	32. Define conflict resolution techniques such as compromising, win-win, withdrawing and smoothing 33. Define emotional intelligence and list its elements according to Goleman. 34. Define different roles in a team and a classroom. 35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also. 36. Demonstrate emotional intelligence and develop the emotional intelligence skills of their pupils through the design of appropriate activities. 37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom. 38. Support pupils in building trusting relationships and communicating with one another.
Aim of the methodological tool	This presentation aims to introduce learners to basic elements of cooperation.
Hints and tips for the trainer	Trainers should be aware of the latest developments in the field of business cooperation, conflict resolution, emotional intelligence.
Attachment	

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Open Ended Questions

In this methodological tool you need to develop at least <u>five (5) open-ended questions for the competence</u> to be developed through classroom learning.

Code of the methodological tool	CL_3.4_2 Open-ended Questions
Competence Code and Title	3.4 Working with others
LO codes and titles	32. Define conflict resolution techniques such as compromising, win-win, withdrawing and smoothing 33. Define emotional intelligence and list its elements according to Goleman. 34. Define different roles in a team and a classroom. 35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also. 36. Demonstrate emotional intelligence and develop the emotional intelligence skills of their pupils through the design of appropriate activities. 37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom. 38. Support pupils in building trusting relationships and communicating with one another.
Aim of the methodological tool	This presentation aims to clarify issues related to elements of collaboration in terms of conflict resolution, emotional intelligence, active listening and every day classroom relationships.
Hints and tips for the trainer	Learners are encouraged to seek further reading on the elements of collaboration.

Question 1 What Is Conflict Resolution?
Answer: Conflict resolution is the process by which two or more parties reach a peaceful resolution to a dispute. Conflict may occur between co-workers, or between supervisors and subordinates, or between service providers and their

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clients or customers. Conflict can also occur between groups, such as management and the labor force, or between whole departments.

Question 2 What Is Emotional Intelligence?

Answer: Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

Question 3 Which are the basic elements of demonstrating active listening?

Answer: In order to demonstrate active listening, you need to ask questions, make comments, offer empathy, react in order to let your co-speaker know that you are listening. Don't listen with the ears alone, listen with your mind, your ears, your eyes.
Don't answer emotional questions. Respond to emotional questions with a follow up question (not all questions require answers).
Encourage the other person to talk and always answer logical questions.
Try to understand first. Don't be tempted to respond, don't probe, criticize or condemn.
Watch the body language. Find out what he or she is not saying but the body is saying it.

Question 4 How can you teach pupils to share?

Answer: Pupils learn a lot from just watching what elders do. Children also need opportunities to learn about and practise sharing. To encourage sharing in everyday life:

- Point out good sharing in others by saying things like, 'Your friend was sharing her toys really well. That was very kind of her'.
- When you see a pupil trying to share or take turns, make sure you give lots of praise and attention. For example, 'I liked the way you let Aziz play with your train. Great sharing!'
- Implement activities with your pupils that involve sharing and turn-taking. Talk your pupils through the steps, saying things like, 'Now it's my turn to build the tower, then it's your turn. You share the red blocks with me, and I'll share the green blocks with you'.

Question 5 How can you build Positive Teacher-Student Relationships?

Answer:

- Provide structure. The majority of students respond positively to a structured environment. Teachers should explain clear expectations to

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their students. Rules and regulations must be sensible and constantly reinforced. In these situations, a student's trust in their teacher will increase and they will understand that their teacher has their best interests at heart.

- Teach with enthusiasm and passion

- Display a positive attitude

- Make learning fun. The creation of an enjoyable learning environment encourages student attendance and participation.

- Show an interest in your student's lives outside the classroom. Teachers should take a genuine interest in the wellbeing of their students.

Closed Questions

In this methodological tool you need to develop at least <u>ten</u> (10) close questions, of any type in order to consider as concluded methodological tool.

Code of methodological Tool:	CL_3.4_3 Closed Questions	
Competence Code and Title:	3.4 Working with others	
LO Code and Title:	32. Define conflict resolution techniques such as compromising, win-win, withdrawing and smoothing 33. Define emotional intelligence and list its elements according to Goleman. 34. Define different roles in a team and a classroom. 35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also. 36. Demonstrate emotional intelligence and develop the emotional intelligence skills of their pupils through the design of appropriate activities. 37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom. 38. Support pupils in building trusting relationships and communicating with one another.	
Aim of the methodological tool:	This methodological tool aims to test learners' perceptions regarding the competence "Working with Others".	
Hints and tips for the trainer:		
Question Type:	**Type**	**Number**
	True/False questions and answers	2
	Multiple Choice Questions and answers	3
	Multiple Response Questions and answers	3
	Sequence questions and answers	
	Matching question and answers	2
	Word Bank questions and answers	1
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True/False Question

Choose whether the statement is true or false

STATEMENT:

Statement:	Structural Approach emphasizes the use of particular structures designed to influence teacher interaction patterns.
True	
False	
Correct Answer	False

True/False Question

Choose whether the statement is true or false

STATEMENT:

Statement:	Competitive reward structures are those for which rewards are obtained for individual effort in comparison to others.
True	
False	
Correct Answer	True

Multiple Choice Question

Select the correct answer from the choices below

Statement:	What is one way to minimize (resolve) a conflict?
Alternative 1	Striking back verbally or physically
Alternative 2	Walking away
Alternative 3	Fight the person
Alternative 4	Call them names
Correct answer	Walking away

Multiple Choice Question

Select the correct answer from the choices below

Statement:	Which of the following is not a tip for active listening?
Alternative 1	Sending signals
Alternative 2	Asking questions
Alternative 3	Feedback
Alternative 4	Interrupting
Correct answer	Interrupting

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Multiple Response Question	
Select one or more correct answers from the choices below	
Statement:	Which of the following statements are true about power struggles between pupils and teachers?
Alternative 1	Power struggles occur when pupils and teachers become locked in a confrontation.
Alternative 2	In power struggles, someone has to win and someone has to lose.
Alternative 3	These struggles often replay past situations the pupils experienced previously.
Alternative 4	In power struggles, pupils often feel that their dignity, power or reputation is at stake.
Correct answer	All the above

Multiple Response Question	
Select one or more correct answers from the choices below	
Statement:	You are monitoring pupils in the classroom as they complete an art exercise with scissors and papers. One of your pupils tells you that is not going to help clean up. What should you do?
Alternative 1	Ask the pupil why he/she doesn't want to complete her /his chores.
Alternative 2	Tell the pupil that you are not in the mood for that attitude.
Alternative 3	Calmly tell the pupil that you really need her/his help and that you will assist him/her in completing her/his chore.
Alternative 4	Tell her/him that he/she has to do it or he/she is going to get kicked out of the class.
Correct answer	1 and 3

Multiple Response Question	
Select one or more correct answers from the choices below	
Statement:	What is the reason that assigning group roles can be a beneficial strategy for successful pupils' group work?
Alternative 1	Group roles often discourage interactions, so each pupil can focus on his/her individual work.
Alternative 2	Group roles provide all pupils with a clear avenue for participation.
Alternative 3	Group roles encourage individual accountability.
Alternative 4	Group roles allow pupils to strengthen their communicative skills, especially in areas that they are less confident in volunteering for.
Correct answer	2. Group roles provide all pupils with a clear avenue for participation. 3. Group roles encourage individual accountability. 4. Group roles allow pupils to strengthen their communicative skills, especially in areas that they are less confident in volunteering for.

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Matching Question

Match the following items

COLUMN A	CORRECT	COLUMN B
Recorder	Manager or Facilitator	Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation.
Manager or Facilitator	Spokesperson or Presenter	Presents the group's ideas to the rest of the class. He/she should rely on the recorder's notes to guide their report.
Spokesperson or Presenter	Recorder	Keeps a record of those who were in the group, and the roles that they play in the group. He/she also records critical points from the small group's discussion along with findings or answers.

Matching Question

Match the following items

COLUMN A	CORRECT	COLUMN B
Checker	Encourager	Encourages group members to continue to think through their approaches and ideas. He/she uses probing questions to help facilitate deeper thinking, and group-wide consideration of ideas.
Encourager	Questioner	Pushes back when the team comes to consensus too quickly, without considering a number of options or points of view. He/she makes sure that the group hears varied points of view, and that the group is not avoiding potentially rich areas of disagreement.
Questioner	Checker	Checks over work in problem solving contexts before the group members finalize their answers.

Word Bank Question

Drag the words and drop them to the appropriate places

Many young _____ are naturally trusting, but as they get older, they start to question adults'_____. This is why it's essential that we develop classroom _____that are

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built on trust. This means your classroom should be a place where everyone is respected and transparent in their communication. Simply delivering exceptional _____can develop trust. Make the most of your students' time and efforts by giving them challenging and worthwhile learning activities. Having a morning meeting is another great way to build a trusting classroom environment. This is a time when pupils can be open and honest with their feelings without feeling _____by their peers.	
1.	judged
2.	instruction
3.	trustworthiness
4.	communities
5.	pupils
Correct answer	Many young **pupils** are naturally trusting, but as they get older, they start to question adults' **trustworthiness**. This is why it's essential that we develop classroom **communities** that are built on trust. This means your classroom should be a place where everyone is respected and transparent in their communication. Simply delivering exceptional **instruction** can develop trust. Make the most of your students' time and efforts by giving them challenging and worthwhile learning activities. Having a morning meeting is another great way to build a trusting classroom environment. This is a time when pupils can be open and honest with their feelings without feeling **judged** by their peers.

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Brainstorming

Code of methodological Tool:	**CL_3.4_4 Emotional Intelligence**
Competence Code and Title	3.4 Working with others
LO Code and Title	33. Define emotional intelligence and list its elements according to Goleman.
Aim of the methodological tool:	This methodological tool aims to raise discussion among learners regarding emotional intelligence.
Hints and tips for the trainer	Trainers should further read about emotional intelligence, as well as arguments in favour and against emotional intelligence theory.

Topic
What is emotional intelligence?
Method of analysis (eg grouping of ideas, development of a new model etc)
Trainer should present the topic to learners. Provide 3-5 minutes to learners to reflect on the topic. Write down learners' answers and group them. Accordingly, introduce the Categories of Emotional Intelligence that might derive from learners' answers.
Conclusions
For most people, emotional intelligence (EQ) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. Therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people — particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers. "Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them," says Howard Gardner, the influential Harvard theorist. Five major categories of emotional intelligence skills are recognized by researchers in this area.

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Experiential workshop

Code of methodological Tool:	CL_3.4_5 Cooperating
Competence Code and Title	3.4 Working with Others
LO Code and Title	37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom. 38. Support pupils in building trusting relationships and communicating with one another.
Aim of the methodological tool:	This methodological tool aims to test learners' communication skills, the organizational choices they make, and how they establish their roles within a team.
Hints and tips for the trainer	Trainer should act mostly as facilitator, explaining clearly the rules of the workshop.

Setting:
A clear and safe room with enough space for all learners.

Group size
6-12 participants

Time required
30-40 minutes

Materials
paper, markers, pictures

Process
1.   Divide the class into teams consisting of three or more participants. Each team has access to an area of the room, where resource materials (paper, markers, etc.) have been provided

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2.	Attach a picture, photograph, map, graph, poem, etc. to a flipchart. (If using a piece of text, try to use a text with a pattern or sequence which will make it easier for participants to remember)

3.	The whole class looks at the object for one minute

4.	The flipchart is then turned away from the class and the students are told to recreate a perfect copy

5.	Each team member may only make three visits to view the object, each visit lasting no more than 25 seconds. No drawing / recording instruments may be taken to the viewing area

6.	When the time is up, the activity is reviewed and the skills required to carry it out successfully are discussed

Debriefing questions/remarks/activities

•	What worked well? What did not work well?

•	How did it feel to be in the role assigned?

•	What important skills were needed for everyone to carry out the task successfully? (listening, sharing of ideas, planning, asking and answering questions, negotiation, justification, taking turns, use of specific language, logical / critical / lateral thinking, clarification, etc.)

•	What are the important learning points to take forward?

Final remarks

Group exercise

Code of methodological Tool:	CL_3.4_6 Active Listening
Competence Code and Title	3.4 Working with Others
LO Code and Title	35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also.
Aim of the methodological tool:	This methodological tool aims to make participants aware of active listening and how they can foster their communication by becoming active listeners.
Hints and tips for the trainer	Trainers should explain the instructions to participants very clearly and be very punctual with the provided time frames.

General Guidelines (for the facilitator)
Divide participants into groups of three. Each group decides who is A, B, & C. Be very punctual on the 30 sec circles.
Number of persons (or groups)
3-12
Instructions (for the participants)
Participants listen to each other in groups and then recall what they heard.
Person responsible for each task (allocation of work, if applicable)
NA
Estimated Duration
30-40 minutes
Materials
A timer to count the 30 sec circles.
Guidelines
Have participants A start. They have 30 seconds to talk to B about their favorite things: music, food, movie, tv show, color, subject, thing to do after school, etc.

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At the end of 30 seconds, B turns to C and tells C what they remember about A's favorite things. B then talks to C for 30 seconds about their favorite things. At the end of 30 seconds, C turns to A and tells A what they remember about B's favorite things. The cycle repeats with C talking to A, and then A telling B.
Debriefing Question 1
How hard was it to listen to someone for 30 seconds?
Debriefing Question 2 (please add as many questions as needed)
What did you learn about the way you listen to someone?
Instructions/Comments from facilitator

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