



Life-skill development

Teacher's handbook



Erasmus+



SUPREM



MODUL 5

AUTONOMY, INDEPENDENT WORK-ORGANISATION – "UNINHABITED ISLAND"

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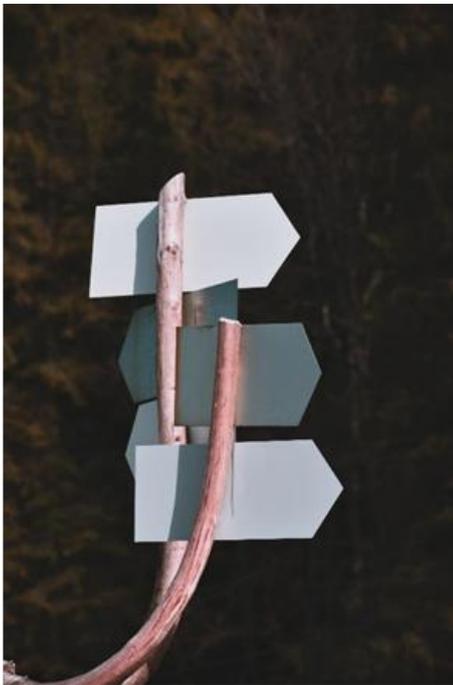
	Knowledge	Ability	Attitude	Autonomy and responsibility
5. autonomy, independent work-organisation	<p>He knows how to achieve a specific result through work activities.</p> <p>He knows the peculiarities of the project as a form of work and working method.</p> <p>He knows what a milestone means, knows the elements of the PDCA cycle and understands their application.</p>	<p>The Student can divide a workflow into parts and outline a plan for their implementation.</p> <p>He is able to control a specific workflow.</p> <p>He is able to evaluate the workflow performed and identify areas for improvement.</p>	<p>The student collaborates with others by formulating constructive criticism.</p> <p>The student is self-reflective and realistically evaluates his own and his teammates' activities.</p>	<p>The Student is able to cooperate. In order to achieve his goals, he is able to stand up for his opinion and argue for it. He is able to work independently and in collaboration with others.</p>

1st part

Introduction, basic knowledge

The following methodological guide should be read by the students and/or discussed in the classroom together with the students.

We need to plan and arrange lots of things in our life to reach our goals. Just think about some short-term aims, like preparing for next-day-lessons in school, baking pizza with friends, planning weekend activities, or long-term goals, for example getting a driving licence.



From the defining of our goals to reach them there are lots of ways, but you must be sure we need not only one step but steps following each other to get from A to B.

The way we define these steps, how we do them, how we act, checking ourselves on the way, correcting our faults are named *work organisation methods*. Workorganisation is as old as humanity - people organized their hunting, children's care and protecting their homes in the prehistoric age, too.

Later they arranged trade, the working of countries, transportation or health services, and, of course, education. Your school and your family life are also organized, keep in line with compulsory rules and laws, and help you to reach your defined goals in your life.

Workorganisation can relate to only one person's job, or to a group of people working together. When you organize your own work (learning, sports, free-time activities), you need to make a decision on your own, about your needs, your goals and your fulfillment.

Let's see a simple sample! 😊

You have to give a real example and involve students.

You would like to surprise your parents with making dinner. How would you start it? What will be your first step?

Probably you find out what to cook. (This is the defining of your goal)

Then you look for a recipe and find out which ingredients you need, and you make a shopping list. (Definition of to-do's)

When you already know what to cook and you also know what you need, you can start the process, which most likely starts in the shop, where you can buy the missing ingredients. Then you make the dinner at home, following the recipe's instructions. When you finish, you set the table and wait for your parents, who must be very happy when they see your surprise. 😊 (Implementing plan)

During cooking you should check the taste and consistency, etc (Checking results), and if you find some mistakes, you can correct them. (For example: put some more salt into it, etc). (Correcting deviation)

It is so simple, isn't it? It's like a project which goes from the starting point to the result.

The PDCA method

The working method, which was shown by the example of cooking, is a very popular technique, called PDCA, a four-step management method.

This is a problem-solving tool, the procedure of continuous improvement and learning. It means you have to define your steps exactly and repeat them constantly. The four steps are the following:

1. **Plan: Defining goals, roles and tasks**
2. **Do: Realization of plans**
3. **Check: Checking results**
4. **Act: Correcting mistakes, deviations**

The cycle can be used in several different fields of our life. Unfortunately our processes often stop at the second step, although this method only can work well if we check our steps continuously. If there are difficulties in the process, you must get feedback in time to change the plan and start the cycle from the beginning.

Defining goals,
roles and tasks.

Correcting
mistakes,
deviations



Realization of
plans.

Checking
results

The PDCA picture should be shown in the classroom.

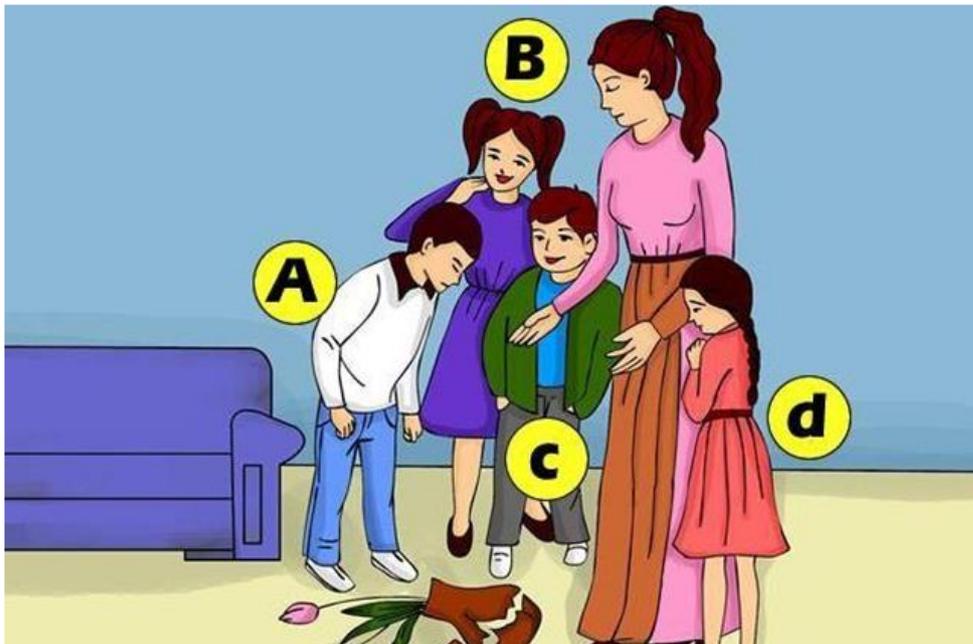
2nd part

The task – stay alive!

In the following task you can try to organize an expedition to a desert island. You should think over **the preparation of the trip**.

You are going to work in teams, and every team will have different circumstances and different sources. You have to plan and organise your trip by using PDCA, to get everything you need for a defined period. You need to work in teams, but there are so many factors that you should divide work into pieces.

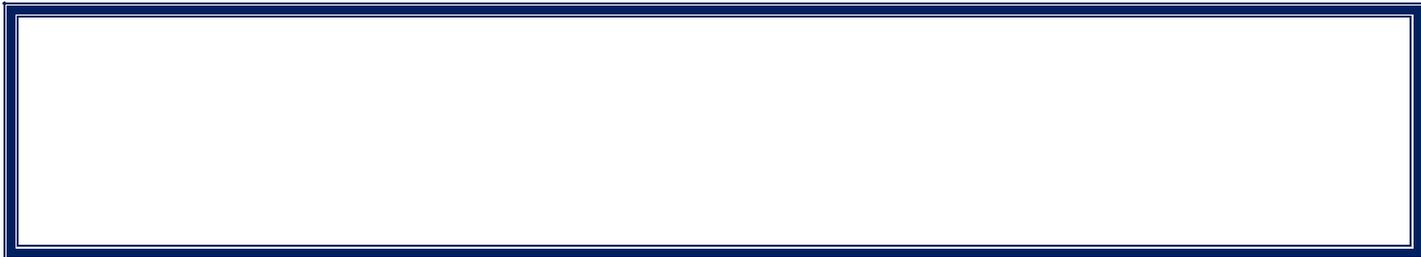
EXERCISE 1 Who broke the vase?



<https://nlc.hu/horoszkop/20181003/gyerek-torott-vaza-izgalmas-szemelyisegteszt/> (download: 1st July 2020.)

Look at the picture!

Write down which character you are betting on? Why? Describe it briefly! Decide on your own!

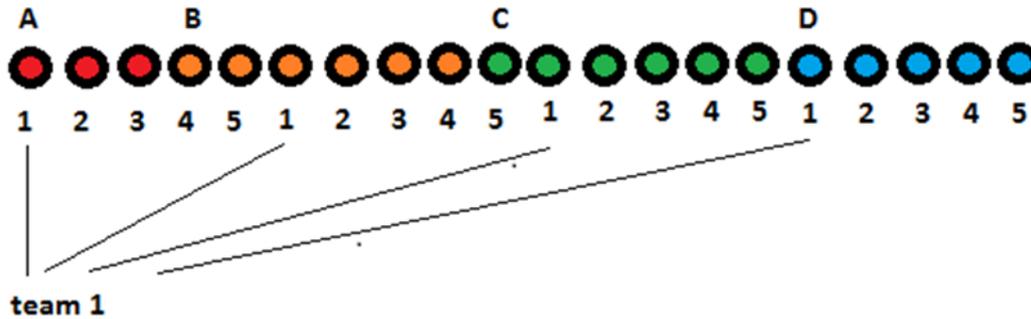


The picture can be found in the workbook and the description of the letters are given on cards.

Discuss the results with the students! If the group's choices are colorful and balanced, it can be the base of the formation of teams, but it can be done with other methods as well.

- Who chooses A? Let them be in a group! (and so on with B, C and D)*
- Who agrees with his/her characterization? (hopefully many of them and they do not change their mind afterwards)*
- We form teams of four students from these groups. The teams managed to overcome today's problem together.*

(The formation of the teams can be entrusted to the moderator. The aim is to have different personalities in the teams. The team formation can be done spontaneously by the decision of the children, it can be done by numbering from 1 -4, putting together the same number, or in another way. Depending on the number of the children and their choice of letters there may be teams with more than 4 students, or in some teams there will be more from one-one 'letters').



EXERCISE 2 – Each group chooses a name!

Our team's name is:

We are the team members:

CARDS (personality descriptions should be at the back of the workbook)

If you think the (**boy "A"**) may have broken the vase, you must be a very thoughtful and more cautious type. You pay attention to every little detail. The boy shows remorse in the picture, maybe he really did cause the trouble. So, you never get lost in the details, in fact, you usually touch on the point.

If you choose the tall girl you know this about your personality. If you think the (**girl "B"**) may have broken the vase you may be a particularly sensitive personality type but also sober and practical. By the way, it doesn't make enough sense for you to easily see through and solve any problems. You care about those who are around you, your environment knows you as an empathetic, helpful person.

This is what the boy in the green coat reveals about your personality.
The boy in the green coat (**boy "C"**) stands with his hands pocketed in the picture, and judging by his smile, he may seem a little even naughty. Your choice is definitely about leadership qualities and confidence. You know exactly how to manage your life, achieve your goals and do not like if others want to get involved in your affairs. You definitely stand up for your opinion. You are a born leader. You are a born leader who knows what and how you want to accomplish.

This is what the little girl in the red dress will tell you about your personality
If you choose the younger girl (**girl "D"**) because you think she may have broken the vase you can definitely tell about your personality that you can be a very reliable and responsible type. You are attentive, thoughtful and human relationships are especially important for you. Family and friends are definitely a priority for you.

3rd part

EXERCISE 3 – Choose the conditions

Condition name (factor)	
Water	
Climate	
Plants/Animals	
Duration of the saty (when and how long)	
Area (the size of the island)	
Budget	
Transport vehicle	
Danger	

Each group chooses the conditions.

One team member from each team comes to the teacher. Equal opportunities can be ensured by drawing the order of the groups with a dice, the team which throws the most will start the selection from the conditions of the first row. Then comes the second, third. Whoever chooses first will be in the last place when choosing the next round. The number of the teams can be between four and eight because so many selectable conditions have been created per line. The teacher must decide which conditions the children can choose for a given number of teams.

After a short discussion with the team, they have to choose one of the listed conditions that they will work to solve the task.

Depending how many teams there are, the teacher puts as many cards in front of them (per line). The cards are different colours. Students fill the table charts in their workbook. The teacher records which team chooses which condition.

Teachers shall prepare the conditions on printed and cut paper cards in advance.

CONDITION NAME AND COLOUR OF CARDS	The conditions listed here are not related per column, teams must choose one per line!							
Water: BLUE	There is only rainfall according to the climate	There is a flowing fresh water (river)	Extensive salt lake nearby	Only groundwater	There are plenty of artesian wells	Only the neighbouring island has fresh water (2 km away)	The wells dry out in summer (June-July-August)	Te wells dry out in winter (December-January-February)
Climate: RED	Mediterranean	Arctic	Tropical rainforest	Desert	Tropical monsoon	Wet continental	Savannah	Mountains (above 4500 m)

Plants/animals: YELLOW	Rich fauna	No animals, only in the sea	Lush vegetation	Sparse vegetation: some trees and bushes	Agriculture cultivation is not possible, only the natural vegetation and fauna	There are no top predators, rodents have proliferated	The locusts are constant	Mosquitoes make evenings and morning unbearable
Duration (when and how long) ORANGE	1 month: December	6 months: July-December	6 months: January-June	1 month: July	3 months: December-February	3 months: July-August	1 year	9 months, optional for how long
Area (the size of the island): WHITE	Is is the size of a football field	1 km ² flat area	10 km ²	5 islands, they are the size of a classroom 20-30 m far from each other	It is the size of a village district / town, where we live	It is the size of a handball court	It is the size of a capital	1 km ² , but sloping area
Budget: GREEN	1000 Euro	10 thousand Euro	100 Euro	50 thousand Euro	25 thousand Euro	5 thousand Euro	1500 Euro	500 Euro
A vehicle that takes the team there: BROWN*	boat (20 units)	boat (30 units)	helicopter (50 units)	hydroplane (80 units)	cargo ship (120 units)	dinghy boat (10 units)	yacht (35 units)	Tanker with a draft of 15 meters (100 units)
Danger of hazards, disturbing factors: GREY	Biologically contaminated groundwater	Tiger attacks at night	Corona virus	Very smelly smell	Sewage does not flow	Dangerous spiders everywhere	The tide level difference is 12 m high	Extremely high UV radiation

**The vehicle capacity is expressed in units: it means that every purchased product on Walmart is one unit regardless of weight and number of pieces.*

For example 10 dinghy boats: 1 unit, 100 bottles of mineral water: 1 unit, 1 tent: 1 unit

4th part

A trip to a desert island

The basic conditions for the trip have developed for you from the drawn cards. Your task now is to make a plan (project) of how you prepared for the expedition based on your team's terms and conditions, how you will provide the tools you need to do so, and how you will use them to survive.

EXERCISE 4 – Shopping!

To do this, first:

- You have to obtain the necessary equipment from the Walmart store chain in English

Every group is given a laptop with internet access.

Draw students' attention to careful consideration of the choice and steps in developing the task. We emphasize that you should only buy a product that you really see as beneficial as they will have to justify all their decisions. Do not buy unnecessary, unusable items, because they may not be able to transport them and they can not complete the task.

- It is made more difficult by the fact that the prices on www.walmart.com are given in US dollars, so you have to convert them into Euros (forints)!
- Create a virtual shopping cart, save the purchased products to a folder with Print Screen with prices and quantities.

Children can use the following website to convert.

https://ec.europa.eu/info/funding-tenders/how-eu-funding-works/information-contractors-and-beneficiaries/exchange-rate-infoeuro_en

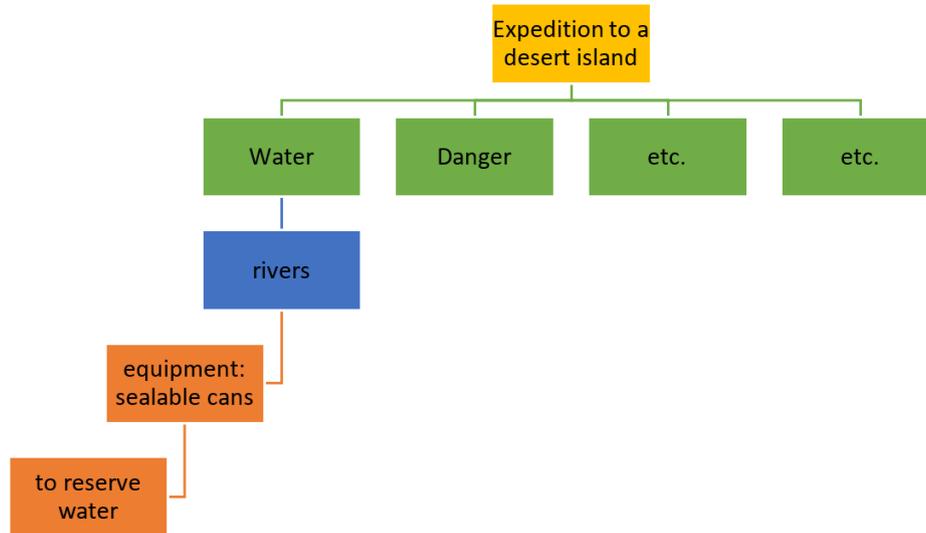
- After purchasing you need to justify what you are buying and what you can use it for.
- It is important to consider **all** conditions!
- Discuss which one you can **best** react to, what might be the most appropriate equipment (price, right quantity, suitability etc.) ! You may have to buy the more expensive one, or more from something. The first idea may not always be the best.
- Only buy equipment that you can operate (a deep-sea research robot is unnecessary and you may not be able to operate it 😊) and that serves the purpose of survival for a specified period of time!

EXERCISE 5 – Mindmap

Develop the plan of a trip in the form of a **mindmap**, write/ draw it on the given paper. This plan will be the "production" of the team.

The following things shall be on it:

- the chosen conditional system
- the 'answers' to the conditions (equipment with price, justification)



You can work on details together but it is better if you divide the work among each other. This can be done by distributing the conditions or by distributing the parts of the task (brainstorming, purchasing, inspector, etc.). Remember, each of you has a different personality, everyone has a different strength!

Do not forget that you have to present the plan and convince your classmates about the functionality of your plan.

Enjoy the planing!

*Give a large sheet of paper to each group (A/1, A/2, 1 or more pieces if they need)
Prepare the necessary tools (markers, crayons, pencils, etc.).*

5th part

Assessment – Reflection

In this part, teams show their mindmaps to the others. The task is to evaluate the presentations in the workbook according to the given aspects.

Every team should choose a member, who presents the product to everyone (he/she stays at the team's base). The teams go around like a revolving stage, and every team evaluates all work. They can ask questions too.

Eg.: Who was the boss? Could he/she manage everything?

All teams have 5 minutes in every stage, the teacher should signal it with a bell or horn, etc, when they have to go away.

EXERCISE 5 – Carousel

It's time to convince your classmates that your plans are working and you've thought of everything. Choose one team member who will stay at your desk/poster and will present your plan to the coming teams.

The others will go around and will ask questions to the other teams and evaluate their plans. At the same time the teams have to fill an evaluation form at each teams' stage.

There are 8 evaluation sheets in the workbook. The teams must complete as many sheets as presentations they have seen in that class. (see it on the last pages of the workbook)

Teachers explain how to fill it before they start the carousel.

Ask tricky questions, but be respectful in connection with their plans and also about the planning process.

Presentation

You have 5 minutes to show your plans.

You have to present how you thought, worked together and solved your special problems. You have to show how you made your plan for the trip to a desert island. Use your mindmap to present what you bought and explain why you did it.

Take care of timing and calculate the answering of occurrence questions.

Guide to the presentation

(You needn't talk about each point!)

1. Conditions

Present your special conditions and criterion.

2. Equipment

Describe the equipment you bought for the trip.

Explain what, why, and how much you chose.

You have to explain how the equipment can help your life on the desert island.

You should give some information about finances.

Were there any unsolvable problems due to money?

Evaluation

Now that you have presented your mindmaps and got some questions, think about your default position!

What would you do in a different way? What would you change in your preparation for the trip?

After arriving at the starting point, all teams have to reflect the occurred problems.

Discussing experiences in front of the class (2-3 minutes/team).

(They should talk about their thoughts, about problems or changes, then all can make self – assessment and opinion about the team's work)

With a closing discussion, collect the ideas of the students.

Evaluation forms

1. To what extent did the equipment help achieve the goal? 1 – 4 points
2. How well did the team manage? 1 – 4 points
3. To what extent did you manage to survive under the given conditions? 1 – 4 points
4. To what extent did the presented mind map help to get to know the work of the teams? 1 – 4 points

Team's name:

	Absolutely not (1)	Rather not (2)	Rather yes (3)	Totally (4)
To what extent did the equipment help achieve the goal?				
How well did the team manage?				
To what extent did they manage to survive under the given conditions?				
To what extent did the presented mind map help to get to know the work of the team?				

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 1
EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN
THE FRAMEWORK OF
2019-1-HU01-KA201-061091
PROJECT

The author of the modul 5
(Autonomy, Independent Work-
organisation)

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