

Methods and training materials (Estonia)

1. ICEBREAKER



FIND SOMEONE WHO ...

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PURPOSE

This is one of possible methods for getting the participants to be more interested in other group-members.

STEP 1

Distribute the worksheets (link) with questions to participants. Explain that they should find the people who meet the following descriptions. The name of the interviewee should be written into the corresponding box.

STEP 2

It is important to interview all participants. More than one name may be written into one box. The task may be altered so that each box may only contain one name without the names being repeated.

STEP 3

The fastest participant to complete the table, yells BINGO!
After this, you can check the answers together and get to know everyone even better this way.

Since the rest of the training process is built on group work that requires communication between the participants, the use of icebreakers at the beginning of the training course is of the utmost importance as they help participants to get to know each other and relieve the initial tensions with new people.

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[Read more ...](#)

2. GIVING CLEAR INSTRUCTIONS

Purpose: The task is used to introduce the topic of setting goals and giving clear instructions to trainees in the workplace.

Step 1: Trainer gives participants directions without explaining the goal of the task. Participants draw individual geometric shapes according to instructions.

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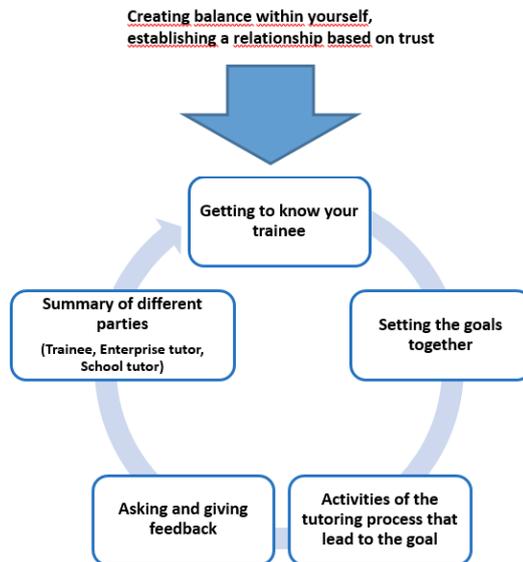
3. TUTOR MOTIVATION

Purpose: This task helps the tutors to reflect on their motivation. What are the factors motivating the tutor to guide the trainee in learning process.

Step 1: All participants write down the factors that motivate them to act as a tutor. The trainers ask the participants what they have written and write down the answers of the group on the board. Then top 5 motivating factors are identified.

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4. MINIMODEL OF TUTORING



Purpose: The task helps to give an overview of the tutoring process, to understand the role and responsibilities of the WBL tutor. The aim is to clarify the stages of workbased learning and importance of communication.

Step 1: The participants get to know the minimodel of tutoring. The participants are divided into groups. Each group discusses and writes down tutor's activities at each stage. This is followed by large group discussion where trainer writes down the results on the board.

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5. GIVING FEEDBACK ...

Purpose: The aim of the exercise is to learn about the importance of describing clear evaluation criteria and how to give motivating feedback to the trainee. Participants are divided into groups, 3-5 in one group.

Step 1: Each group describes the evaluation criteria for a given work task. Example: How to evaluate the cleanliness of a work station? What are the criteria?

- No objects on the work station
- No stains
- No dust
- All tools placed properly (at designated spaces), etc

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