

JUMP!	<b>Learn - Change - Teach</b> The content	TEACH unit 2
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<b>Learning outcomes</b>	Level 5
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<b>RESPONSIBILITY AND AUTONOMY</b>
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- Be enthusiastic about the infinite possibility to be teaching in a humane and life supporting way
- Prepare a concept and a program for the course, use feedback results to improve the teaching
- Support learners with a flow created by both intention and a well structured and prepared training program
- Facilitate creative, inclusive, cooperative, versatile experiential and playful learning
- Allow a safe space for taking risks and learning from mistakes
- Empower learners, inspire and enable creativity
- Detect and respond to different learner types and needs
- Integrate teaching of knowledge from different disciplines for more holistic understanding and critical thinking

<b>KNOWLEDGE (summary)</b>	<b>SKILLS (summary)</b>
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<p><b>THEORY</b></p> <ul style="list-style-type: none"> <li>○ Manual skills transfer</li> <li>○ Soft skills</li> <li>○ Environmental education</li> </ul> <p><b>ENVIRONMENT, TARGETS, STRUCTURE</b></p> <ul style="list-style-type: none"> <li>○ Training environments</li> <li>○ Different target groups/learning styles and how to address them</li> <li>○ JUMP! ingredients</li> <li>○ How to structure content and time</li> </ul> <p><b>METHODS AND TOOLS</b></p> <ul style="list-style-type: none"> <li>○ Facilitation methods for creativity &amp; cooperation</li> <li>○ IT &amp; learning - online and multimedia resources</li> <li>○ IT &amp; teaching - online and multimedia tools</li> </ul> <p style="text-align: right;"><i>details are on page 2</i></p>	<ul style="list-style-type: none"> <li>○ Design and prepare the course, structure content</li> <li>○ Instruct and guide manual activities</li> <li>○ Facilitate other group or individual activities, implement JUMP ingredients</li> <li>○ Use tools to handle conflict and reduce stress for self and others</li> <li>○ Encourage and demonstrate soft skills</li> <li>○ Inform learners about training frameworks and resources</li> </ul> <p style="text-align: right;"><i>details are on page 2</i></p>
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KNOWLEDGE (full list)	SKILLS (full list)
<p><b>THEORY</b></p> <ul style="list-style-type: none"> <li>○ Manual skills transfer <ul style="list-style-type: none"> <li>- The human hand and the brain: evolution, haptics</li> <li>- Importance of language, imitation, repetition</li> <li>- Different ways to instruct: explain, demonstrate, ...</li> <li>- When did we lose essential skills for working with natural materials?</li> </ul> </li> <li>○ Soft skills</li> <li>○ Environmental education <ul style="list-style-type: none"> <li>- The sensitive approach (e.g. Edith Planche)</li> <li>- Outdoor schooling</li> <li>- SDG (sustainable development goals)</li> </ul> </li> </ul> <p><b>ENVIRONMENT, TARGETS, STRUCTURE</b></p> <ul style="list-style-type: none"> <li>○ Training environments: On site, in a controlled environment, online, safety standards</li> <li>○ Different target groups/learning styles and how to address them</li> <li>○ Structure content and time based on <ul style="list-style-type: none"> <li>- Jump! ingredients <ul style="list-style-type: none"> <li>- Opening circle and attunement</li> <li>- Experiential learning</li> <li>- Free play, movement, creativity</li> <li>- Connection to nature</li> <li>- Gratitude</li> <li>- Pause / rest</li> <li>- Reflection</li> <li>- Closing circle</li> </ul> </li> <li>- Units of Learning Outcomes (ECVET)</li> <li>- Session plans: content and pool (ecoconstruction)</li> <li>- Gamification: what, why, how</li> </ul> </li> </ul> <p><b>METHODS AND TOOLS</b></p> <ul style="list-style-type: none"> <li>○ Facilitation methods for creativity &amp; cooperation <ul style="list-style-type: none"> <li>- For different purposes (presenting, evaluation, decision making, discussion and sharing, team building, brainstorming...)</li> <li>- Jump! toolbox</li> <li>- Other online resources (ex. trainingforchange.org)</li> </ul> </li> <li>○ IT &amp; learning - online and multimedia resources <ul style="list-style-type: none"> <li>Video channels, TED(x)-talks, Knowledge bases, Photo databases, Pinterest, Google search for images and news (and alternatives), Issuu, Online trainings, Workshop databases, Sustainable building and product databases</li> </ul> </li> <li>○ IT &amp; teaching - online and multimedia tools <ul style="list-style-type: none"> <li>- Learning platforms (ex. Learndash)</li> <li>- Online conference rooms (ex. Zoom)</li> </ul> </li> </ul>	<p><b>DESIGN AND PREPARE THE COURSE, STRUCTURE CONTENT</b></p> <ul style="list-style-type: none"> <li>○ Sequence sessions including JUMP! ingredients and breaks, allow for flexibility</li> <li>○ Keep theory as close as possible to practice: Look for tools, methods, activities, including IT to give access to knowledge or help experience and exchange about concepts, attitudes and values</li> <li>○ Use ECVET earth building or STEP units of L.O. to create sessions and check the program</li> <li>○ Write session plans based on one or more units of L.O.</li> <li>○ Use books, handbooks, specific toolkits</li> <li>○ Sketch info sheets or other hand outs</li> <li>○ Prepare the venue &amp; facilities for the group</li> <li>○ Prepare the place/ site for practical work</li> </ul> <p><b>INSTRUCT AND GUIDE MANUAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>○ Show/demonstrate</li> <li>○ Involve/invite/let learners try</li> <li>○ Observe/listen</li> <li>○ Give feedback/support/help/respond/challenge</li> <li>○ Ask questions</li> <li>○ Allow for use of different possible tools and ways</li> <li>○ Do finishing tasks with the learners</li> <li>○ Involve learners in storage and maintenance</li> </ul> <p><b>FACILITATE OTHER GROUP OR INDIVIDUAL ACTIVITIES, IMPLEMENT JUMP INGREDIENTS</b></p> <ul style="list-style-type: none"> <li>○ Use different facilitation styles based on “unconference” and inclusion</li> <li>○ Use play, experiment, creative arts and games</li> <li>○ Use story telling and role play</li> <li>○ Use nature connection, mindfulness techniques, energizers...</li> <li>○ Include teaching about environment and ecology</li> </ul> <p><b>USE TOOLS TO HANDLE CONFLICT AND REDUCE STRESS FOR SELF AND OTHERS</b></p> <p><b>ENCOURAGE AND DEMONSTRATE SOFT SKILLS</b></p> <p><b>INFORM LEARNERS about</b></p> <ul style="list-style-type: none"> <li>○ training framework and qualification levels</li> <li>○ relevant online and multimedia learning resources in compliance with the program goals and values</li> </ul>