Development of Soft Skills through Apprenticeships

Supporting document for partners

Seminar for Trainers in VET Schools & Companies

Scope

To learn about soft skills and how to implement gamification techniques and natural mentoring. To learn how to design personalized action plans for the development of soft skills. To get familiar with the Trainers' Guide.

Programme of the seminars

09.00 – 09.15	Welcome of participants and presentation of participants
09.15 – 09.45	Introduction to DESSA project: presentation of the apprenticeship scheme and Trainers' Guide

09.45 – 10.15	Methodology for the assessment of the learning outcomes
	  - Writing learning outcomes
	  - Monitoring

10.15 – 10.30	Coffee break

10.30 – 11.00	Methodology to use natural mentoring
	  - Background
	  - Scope
	  - Examples

11.00 – 11.30	Methodology to incorporate game-based elements
	  - Gamification elements
	  - Examples

11.30 – 11.45	Coffee break
11.45 – 12.15	Tips and tricks for trainers for guiding the students
12.15 – 12.45	Presentation of the results from the short pilot in partner countries
12.45 – 13.00	Open discussion and sharing of experiences
13.00 – 13.15	Closing and evaluation of seminar

CONTENT

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1. INTRODUCTION TO PROJECT AND SOFT SKILLS

Info exactly as it needs to be explained on silde 5.

<u>Soft skills (slide 6)</u>

<u>Definition</u>

Soft skills often also referred to as transversal skills or competencies, key skills, core skills or life skills, is a concept in which there is no universally accepted definition.

Soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others.

<u>Importance</u>

Soft skills enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. Nowadays, is widely recognised that it is possible to promote the acquisition, development and consolidation of soft skills (or personal development) in training programmes/paths, mostly by supporting and guiding the person in the process of personal development and in the work of their social-emotional skills.

In the DESSA project, we asked entrepreneurs from various countries which soft skills are the most important for them and for the functioning of the enterprise. The conducted surveys meetings of focus groups allowed us to identify the 10 most frequently indicated soft competences. We created the list of soft skills **highlighted and repeated as important in collected surveys and during focus group meetings. There are:**

● Communication skills
● Cooperation/Teamwork
● Conflict resolution
● Problem-solving
● Creativity/innovation
● Adaptability to change
● Motivation skills

● Willingness for personal development
● Time management skills
● Negotiation skills
● Leadership
● Confidence

2. OVERVIEW OF THE APPRENTICESHIP SCHEME

Apprenticeship scheme introduction

DESSA apprenticeship scheme addresses: VET providers, companies involved in apprenticeship programs, students enrolled in upper secondary and higher VET centres and aims to keep the apprentices more engaged, motivated, involved, comfortable and more confident during apprenticeships.

This apprenticeship scheme purpose is to ensure understandable and adaptable apprenticeships in every country, to guide DESSA project target groups members to a better quality apprenticeship by using main and supporting apprenticeship scheme elements and DESSA project intellectual products.

Involved parts in apprenticeship scheme

- Vocational education and training providers (VET providers).
- Companies (employers).
- Students in upper secondary and higher vocational education and training (apprentices).

Apprenticeship scheme

Apprenticeship scheme consist of four main phases:

1st PHASE "PREPARATION":

- Companies express interest to participate in apprenticeship and collaborate with VET providers;
- VET providers make an offer for companies. VET providers make an offer for students to participate in apprenticeship with list of companies and possible apprenticeship positions;
- Students express interest to participate in apprenticeship;

2nd PHASE "BEFORE THE APPRENTICESHIP":

- VET providers do the matching between students and companies by sectors, specialities and possible apprenticeship positions;

- Companies appoint possible mentors;

- Students select a mentor at the company by themselves. Students, as well, do the self-assessment of soft skills to know which parts of soft skills could be improved during the apprenticeship;

- VET providers and companies together set the objectives of the apprenticeship, prepare an apprenticeship plan with specific learning outcomes, that includes hard skills (based on main program), soft skills (based on self-assessment results and DESSA project program) and a time plan of all apprenticeship program.

3d PHASE "DURING THE APPRENTICESHIP":

- VET providers introduce apprenticeship program with DESSA main elements (gamification and natural mentoring) and supporting apprenticeship scheme elements and tools ("Apprenticeship scheme for development of soft skills and competences", "Orientation guide for improvement of soft skills", "Trainers' guide of soft skills", web platform). As well VET providers give training sessions and seminars for selected mentors and apprentices pairs. During the apprenticeship VET centres monitor the progress;

- Companies follow apprenticeship program, applies DESSA main apprenticeship scheme elements (natural mentoring and gamification) during apprenticeship by using apprenticeship scheme supporting elements and tools ("Apprenticeship scheme for development of soft skills and competences", "Orientation guide for improvement of soft skills", "Trainers' guide of soft skills", web platform), design/adapt activities for the development of apprentices soft skills, monitors the progress;

- Students follow the apprenticeship program, use DESSA apprenticeship scheme supporting elements and tools ("Apprenticeship scheme for development of soft skills and competences", "Orientation guide for improvement of soft skills",

"Trainers' guide of soft skills", web platform) by applying activities at workplace and for a better understanding of soft skills importance at workplace;

4th PHASE "AFTER THE APPRENTICESHIP":

- VET providers issue the final evaluation of students' skills, reporting;
- Companies do the final assessment;
- Students do the final evaluation of hard skills and self-assessment of soft skills to see, what skills were improved during the apprenticeship program;

Apprenticeship scheme main elements

- Gamification;
- Natural mentoring

Apprenticeship scheme supporting elements and tools

- Self-assessment of soft skills tool;
- Orientation guide for improvement of soft skills;
- Trainers' guide;
- Web platform;
- Seminars for trainers in VET providers and companies.

Benefits of the apprenticeship scheme for stakeholders

DESSA project partners' examples and researches from different European Union countries show that apprenticeships are an effective way to prepare qualified professionals with labor market needed wider range of skills, thus meeting the needs of employers and making it easier for individuals to enter the labor market by enhancing their employability. The benefits of this collaborative form of training are felt by all involved parts: students, VET providers, companies and as well - states.

Benefits for students:

- Learn and earn. At the same time apprentice can learn by improving hard skills and soft skills and get a salary;
- Acquisition of qualification and soft skills;
- Real workplace, real equipment, real problems and situations at workplace;

- Early and smooth entry into the labour market;

- Better career perspective with wider range of skills;

- Support of professionals during all apprenticeship (on hard skills and soft skills);

- Work experience while learning;

Benefits for VET providers:

- Students are educated according to the needs of employers. Acquired apprentices' skills, meet the requirements of a specific job, ensuring that the employee meets the needs of companies;

- Regularly improves programs with employers;

- Quicker response to workforce/ workplace needs and changes;

- Greater marketing opportunities. Easier to attract students;

- More attractive image of vocational training by suggesting wider range of skills and more possibilities;

- Higher quality of teaching. More effectively improved teachers' qualifications by working directly with employers and professionals by using DESSA methodology and materials;

Benefits for companies:

- Effective recruitment. Easier to attract young perspective people by suggesting wider range of skills and opportunities;

- More loyal workforce by concentrated on hard skills and soft skills;

- Recruitment/ retraining costs are saved;

- Better productivity by creating wider added value. Apprentices directly contribute to the company's economic, professional and collective activities by creating wider added value;

- The company is socially responsible by concentrating not only in professional skills (hard skills), but also training employees soft skills;

- Participation in the development of training content and standards;

- Apprentices are trained according to companies' needs. Acquired apprentices' skills, meet the requirements of a specific job, ensuring that the employee meets the needs of companies.

In a totally, there are **benefits for states** as well:

- Positive economic and social impact;
- Education adapts more successfully to business needs;
- More flexible vocational training system;
- Better response to changes in the labour market.

SWOT analysis of the apprenticeship scheme

SWOT analysis of the apprenticeship scheme consist of:

Strengths of the apprenticeship scheme:

- prepared qualified professionals;
- more self-confident and motivated apprentices;
- faster and higher quality learning/teaching process;
- better image and quality of VET providers, vocational training, apprenticeships;
- companies directly involved in the development of applications according their needs;
- stronger cooperation between the VET providers and companies;

Opportunities of the apprenticeship scheme:

- less students drop-out rates from the curriculum;
- the supply of skilled workers is expanding;
- more successful entry to the labor market;
- higher employment rates;
- higher academic aspirations and opportunities can be raised;
- strengthening small and medium enterprises;
- stronger countries domestic economy;

Weaknesses of the apprenticeship scheme:

- unfavourable business environment in some countries, burden-some legislation and internal shortfalls make many companies be reluctant to engage in training apprentices during apprenticeship;

- possible lack of motivation from students' perspective;

Threats of the apprenticeship scheme:

- there is no guarantee for employer, that the trained and qualified apprentice will stay in the same company or will choose this company as a workplace after the apprenticeship program;

- rapidly changing society. A very striking feature of our times is the accelerating rate at which change occurs. In every area of human endeavour, a great of new knowledge is being generated, and old practices are being rejected one after another. At this point in history, no one can possibly deny that society, in all its aspects (social, economic, political and cultural) is going through a process of fundamental.

Conclusions

This apprenticeship scheme, developed of DESSA project, purpose is to ensure understandable, adaptable and more effective apprenticeships in every country, to guide DESSA project target groups members to a better quality apprenticeship with clear vision, direction and action plan on how to train apprentices in soft skills during the apprenticeships by using main and supporting apprenticeship scheme elements and tools.

This apprenticeship scheme is adaptable for every country and can help achieve better goals in every country's apprenticeships by preparing high qualified employees with a wide range of skills.

DESSA apprenticeship schemes are designed around the real needs of the labour market and it contribute to the increased productivity and competitiveness of enterprises, which fosters job creation and supports youth employment.

3. OVERVIEW OF THE TRAINERS' GUIDE

Objectives

Guide is a basis for our project. In order to support the design, implementation, management, evaluation and validation of the apprenticeship scheme in VET organizations and companies. The guide is the main support so that the trainers who will offer apprenticeships acquire all the necessary knowledge to implement it.

The objectives of the trainers' guide are:

- to prepare and train trainers from VET centres and companies to understand the notion of acquiring soft skills in apprenticeship

- to build capacity of trainers to transfer the soft skills to apprentices - to present and promote the apprenticeship scheme developed

- to identify and present successful apprenticeship stories derived by the experimentation phase in partner countries

- to develop a trainers' guide for VET providers and companies, which will offer a set of instructions, suggestions and successful examples in partners' countries to enhance the apprenticeship programme among new coming enterprises

- to demonstrate the wide applicability of the apprenticeship scheme to every sector and country.

Target group

Trainers in VET organisations and companies

Content

In the Trainers' Guide first we refer to **the results of our research.** We present conclusions from surveys conducted among entrepreneurs, the effects of focus meetings with representatives of various professional sectors conducted in partner countries and the best practices of apprenticeships in all partner countries.

In the second chapter, based on the results of our research, we show the importance of developing **soft skills**, we present the characteristics of those soft skills that were selected by

entrepreneurs in the survey, during focus meetings and based on the analysis of best practices.

In the third chapter of the guide we present a **scheme of apprenticeships** that take into account the development of apprentices' soft skills. That illustrates a pattern of apprenticeships that allow trainees to enrich their soft skills using a natural mentor and gamification elements.

Chapter four is devoted to explaining the concepts of **the role of a natural mentor**. We show the responsibility that a natural mentor takes during apprenticeships. We distinguish the role of a natural mentor and the role of a supervisor. We also present examples of how a natural mentor works in a practical aspect and **what role a natural mentor plays in the apprenticeship scheme.**

Chapter five describes the methodology of educational activities based on gamification in the context of apprenticeship scheme.

The next chapter concerns methods allowing to **monitor the progress** of interns during apprenticeships.

Chapter seven includes **exercises** and examples how to develop soft skills and supporting activities based on gamification with the role of natural mentor. There are also **practical tips** for trainers how to inspire apprentices to develop soft skills in relation to the competences indicated as most important by entrepreneurs in the research conducted in the project. This part also contains **instructions on the online platform** created in the project for students and apprentices and refers to the orientation guide, which is dedicated to supporting the independent development of apprentices in the field of soft skills.

The entire guidebook is closed with **references and annexes**, where the reader can learn about the results of our project activities (survey results, best practices).

The last section, 'Sharing experiences and recommendations', will be add in the future to the guide and will provide concrete examples of the application of the apprenticeships scheme within partners' countries, emphasising on their challenges and recommendations. The examples will be presented in a structured way, describing the context of the company, providing information on the apprentice and the involved trainers, description of the challenge and the process that the apprentice followed for solving it, the learning outcomes acquired, how the whole process was supported, monitored and assessed and final conclusions and recommendations.

4. ASSESSMENT OF LEARNING OUTCOMES AND MONITORING

Slide 20

Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation.

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Once the learning outcomes are identified, it is important to establish some criteria to evaluate them. This is what we call assessment, based on methods to find out if apprentices have achieved these intended learning outcomes. The assessment methods are the instruments, strategies, techniques, and tools used to provide evidence that the standard has been met. Evaluations are a process, a process through which relevant information is observed, collected and analysed, regarding the trainee's learning procedure, in order to reflect, make value judgements and make decisions to improve the teaching learning process.

Evaluations are a process, a process through which relevant information is observed, collected and analysed, regarding the trainee's learning procedure, in order to reflect, make value judgements and make decisions to improve the teaching learning process. There are different types of assessment methods and depending on the phase of the evaluation process we are in, it will be more or less convenient to use one type of method or another, or various methods. In fact, for each learning outcome should be used a combination of direct and indirect assessment methods.

Direct method

It consists of the assessment of products by students for the purposes of learning and to demonstrate learning (papers, projects, presentations, tests).

Indirect method

It involves a report about learning rather than a demonstration of learning (surveys, interviews, focus groups).

The assessment of learning outcomes evaluates whether the trainee has met the objectives proposed for a specific apprenticeship, and therefore, their level of competence. What makes DESSA methodology special is the fact that the assessment is also based on the thoughts that the trainees have reflected with their natural mentors. Natural mentors can help trainees develop or improve specific skills just by asking them to reflect on their performance.

Monitoring (slide 22)

Monitoring of apprenticeships means supporting the trainee during their apprenticeship period or in other words, the ability to supervise what the trainee is doing so they can comply with the established plan. More specifically, monitoring helps ease communication and cooperation between centres, companies, apprentices and tutors. The monitoring of trainees is essential, since they will probably face difficulties when carrying out new tasks due to inexperience. In this process, apart from the trainee's tutor, there are others such as, natural mentors or family members who should help in this monitoring process. At the end of the day, the aim of monitoring of apprenticeships is that the trainee, with the supervision of a third person develops his or her abilities and soft skills in order to obtain greater performance both on a personal and professional level.

The process of monitoring of apprenticeships should be done from the beginning to the end. Within this monitoring process, apprenticeships should also be tracked at different stages. For a more effective monitoring, the person in charge will have to evaluate the trainee in each of the phases. This process should not be interrupted since apprentices' soft skills could stop being developed without a continuous monitoring by the responsible person.

Therefore, monitoring is strictly linked to the assessment. With this method of assessment, the trainee will develop soft skills such as confidence, conflict management, adaptation and communication among others.

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For the monitoring to be effective, it is also important that the communications between the parties involved is constant. Tools such as ilearn (https://www.ilearn-tool.eu/), which will be launched January 2021, can track the entire programme's evolution. The iLearn project focuses
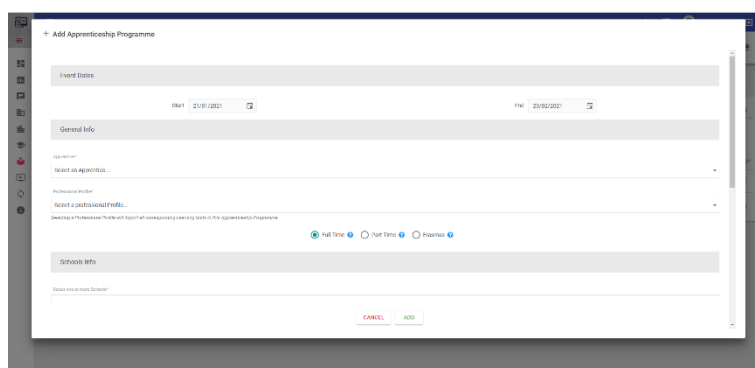
on the set up of the digital tools to facilitate the communication between schools, companies, apprentices, in-company tutors and school tutors. The tool enables the apprentice tutors (at school and in the company) to continuously monitor and evaluate the learning progress of the apprentices, thanks to the active involvement of the trainee when publishing and updating his/her learning progresses with digital proofs. It also includes a Chat for fast communication between apprentices and tutors that allows a more effective monitoring between participants.

HOW DOES ILEARN WORK?

1. **You create an apprenticeship programme for a specific student**
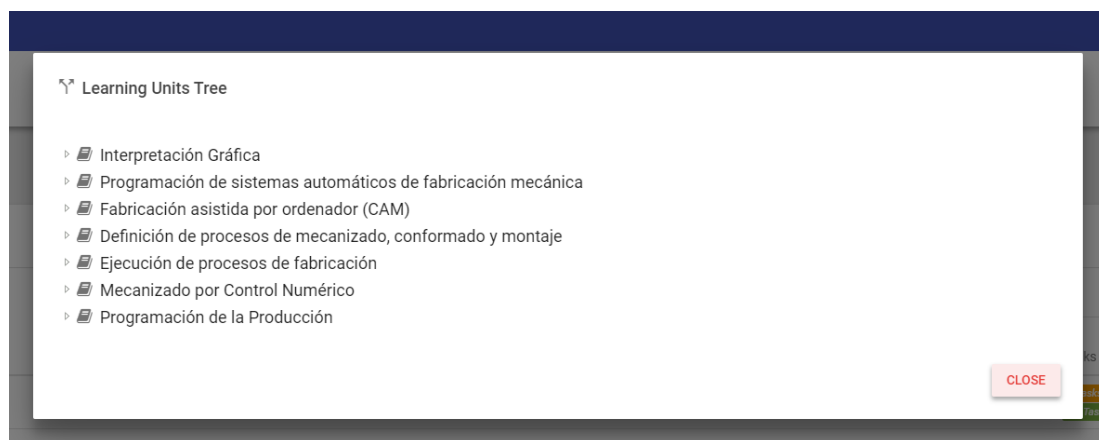
2. **You introduce learning units and learning outcomes**

3. You assign tasks and you can manage and evaluate them

4. Here is a description of the progress of the student

5. The tool has a calendar, and attendance record, and also a chat
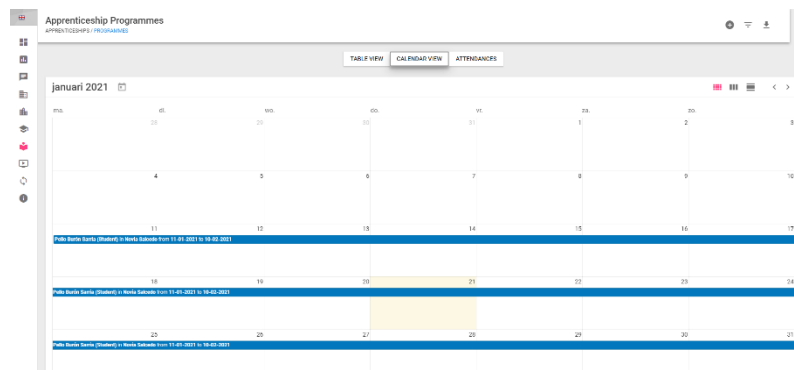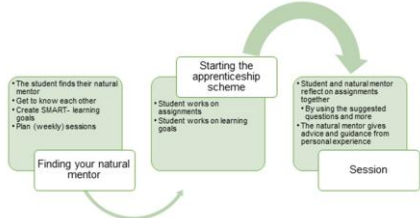
6. METHODOLOGY TO USE NATURAL MENTORING

*All in depth information is in the chapter about natural mentoring in the Trainers g**uide.**

2) Natural Mentoring "Identifying rolemodels in your own surroundings and reaching out to them for guidance, reflection and advice"	You start with an introduction by stating that natural mentoring is a special methodology used during DESSA, reading the definition out loud. Then ask if there are already some participants who are familiar with the definition.
What is a natural mentor? A natural mentor is a rolemodel, somebody who... - A student can look up to - In the environment of the student who knows the drill - Is able to share knowledge and inspiration - Is invested in the student - Gives a different perspective, an outsiders view	This slide explains a little bit more about what a natural mentor is and what to think of with natural mentoring. Ask the participants if they have any examples of their own.
How to work with a natural mentor?	Now you explain how to work with a natural mentor. Make sure to explain that a natural mentor is there to reflect together with the student on exercises and learning goals.
Reflecting with the student	This slide explains how the natural mentor reflects with their students after the exercises. It gives example questions and shows where the student/mentor can find example questions with every exercise. Explain that these are example questions and that the natural mentor has the freedom to make up their own questions as well as advice.
What is the difference between a mentor and supervisor?	Explain that the natural mentor has different tasks and responsibilities than the supervisor and ask if the participants have recommendations.

ACTIVITY link to the videoclip followed by probably a discussion	Introduce the video as an interview between an experienced natural mentor and a mentee. Afterwards talk to the group again and ask them what stood out in the video. Create a group discussion for 5/10 minutes by asking questions. At the end of the session ask the participants if they understand the concept better, if they still have questions and if they have feedback.

7. METHODOLOGY TO INCORPORATE GAME-BASED ELEMENTS

Slide: Gamification Benefits

When you hear gamification what comes first in your mind? What does it mean?

Gamification may be a weird word, but it's a great way of amplifying the learning process. Gamification is the use of game design elements in non-game contexts.

But why use these elements?

We all know that games have a strong effect on us. When we are playing a game, we feel happy and excited. We feel nervous and lose sense of time. We feel competitive and want to win. In general, when we play a game, we have fun and that is what drives our behavior.

The benefits of using gamification in learning environments have been recognized by many researchers. In general gamification:

- **Increases motivation** of learners to participate in activities and enhances the learning experience. Through gamification, learners are enjoying the process and are focused on achieving rewards. Learners are relieved of the stress and enjoy the process.
- **Increases satisfaction and performance of learners.** When learners are given rewards or accomplishments, they increase their performance and
- **Strengthens communication process.** Through gamification, earners are encouraged to interact with others, in order to complete tasks, which are part of the process, thus strengthening their communication skills.
- **Increases engagement and commitment.** Trainers can create experiences and use game elements, which fully engages learners. When the latter feel positive about the process they turn into active participants.
- **Improves knowledge absorption and retention and can also help with developing specific skills. T**he element of fun when applying game technics, is what helps learners consolidate faster what they have learned.

Slide: Gamification elements

To apply gamification, a mentor should understand firstly how gamification works and recognize the power of games. Games increase engagement and motivation mainly because they are fun, it's something that we enjoy. So, when we think about gamification, we think in making the learning process seem engaging and as fun as possible as a game.

There are a lot of game elements which can be applied in learning environments. For the application of the DESSA apprenticeships scheme, we have selected the most relevant ones, which can be used in apprenticeship environments:

1) Achievements. Examples: Points, Badges, Leaderboards.

   Learners feel satisfied and engaged when earning points and climbing on the top of a leader board. Leaderboards also promote competition.

   Application examples: Assign tasks which earn points or give badges. Keep track of who earns more points and badges and display it on a leaderboard.

2) Rewards. Examples: Bonuses, Prizes,   Resources.

   When scheduling rewards into the learning process, students feel motivated and committed.

   Application examples: Give bonuses to learners when they complete a task ahead of time. Give prizes for achieving first place on the leaderboard

3) Storytelling. Examples: Quests

   A story line engages participants and increases their curiosity. Completing quests increases their interest.

   Application examples: Group tasks into quests and accompany them with an intriguing narrative.

4) Time. Examples: Schedule, Countdown.

   When given a specific time frame to complete a task helps learners focus more on completing it.

   Application Examples: Apply a schedule for the completion of tasks. If learners complete a task before time ends, they receive a bonus.

5) Feedback. Examples: Immediate feedback

   Giving positive feedback to learners increases their confidence and self-esteem.

   Application Examples: Monitor the progress of a learner at a given tasks and encourage them verbally to continue.

6) Personalization. Examples: Avatars, Nicknames

   Personalization gives a send of propriety to learners.

   Application Examples: Let learners design their avatars or use nicknames which will be displayed in the leaderboards.

Slide: Gamification Steps

There are four steps that can be followed in order to gamify an apprenticeship experience and engage the students into acquiring the targeted soft skills.

Step 1. Understand the players

The first step is to understand the students, which will help with designing a gamification application, that fits their background and needs. Trainers need therefore to analyse the students, their tendencies, their preferred learning styles and also the level of their soft skills. Another important thing to consider is the user type of the interns. 6 player types have been identified according to what motivates them.

Socialisers want to interact with others and create social connections.

Free Spirits want to create and explore.

Achievers y are looking to gain knowledge, learn new skills and improve themselves.

Philanthropists are altruistic, wanting to give to other people and enrich the lives of others in some way - with no expectation of reward.

Disruptors want to disrupt your system, either directly or through other users to force positive or negative change.

Players will do what is needed to collect rewards from a system and not much more.

To collect all the above information, trainers can use interviews, surveys or observations. For the measurement of the student's soft skills, trainers can use the results from the self-assessment tools.

Step 2. Define the objectives.

The next step is to define what you want to accomplice through applying gamification elements. In the DESSA apprenticeship scheme, the main objective of the apprenticeships is the development of soft skills. But the trainer should specify more specifically which soft skills the apprenticeship is going to focus on.

Step 3. Identify the resources

During the next step, trainers need to identify the available and needed resources in order to gamify the apprenticeship.

Things to consider during this stage are:

How will the progress of the students be monitored?

How will the progress of the students be measured? Will points, badges, awards be applied?

How many points are going to be appointed for the completion of each task?

If we apply prizes or bonuses, what are they going to be?

Step 4. Design and apply gamification mechanisms.

At the last step, the trainer needs to decide on the gamification elements and activities which he/she will introduce to the student during the apprenticeship.

Slide: Gamification Examples

1) Design a game-learning path

Mentors can structure the apprenticeship as a learning path, with blocks that the student needs to complete in order to have access to the next block. Each block represents a task which will help the student progress on his/her soft skill. After completing the task, the student gets to progress and have access to the instructions for the next task.

2) Apply a point system

A points system can be applied, where students earn points for completing tasks. Other co-workers can give extra points to the students, according to their performance. After reaching a certain threshold, students can receive a small prize. The prize can be either tangible or intangible, small or big (eg. a sticker, a praise, a letter of recommendation, a sweet etc).

3) Apply time constraints

When assigning a task to the student, you can set time limits. If the student completes the task in less time than the time given, then he/she receives a bonus. If the student does not complete the assignment on time, then he/she will have less available time for the next task. The bonus again can be tangible or intangible (eg. a sticker, a sweet, more time for the next task etc.)

Slide: Activity: The gift

For face to face seminars:

Prepare a gift and wrap it up. The gift could be anything, eg chocolates, sweets, promotional materials etc.
Have participants form groups. Then ask them to name their groups and write the names of the groups on a whiteboard.

Then show it to the participants and say that this is a very important gift which will help them develop their soft skills.

1) Ask them what they think is inside the gift and gather responses

2) Ask them if they want to win the gift.

3) Each team should select one representative 1 representative who will make a speech and convince others that they deserve to win it. Give a limit of 1 minute to think about their speech and 1 minute to make it.

4) After all participants have done their speeches, ask all to vote who should be the winner of the gift.

The team who won the gift will receive a star on the whiteboard.

Slide: Activity: Business plan

For face to face seminars:

1) Ask each group to think of an innovative business idea and say a few words about their idea in plenary (give them 5 minutes to think and discuss among them)

2) Then give groups a big white paper and parkers and ask them to draw a poster for their business idea.

3) Vote which poster is the best.

The team who won the gift will receive a star on the whiteboard.

Slide: Activity: The apple

For face to face seminars:

1) Read the narrative to the participants. Give them 10 minutes to prepare a scenario for a TV advertisement, which they are going to perform in plenary. You can also give them an apple and papers to draw.

2) Give each team 30 seconds to act their advertisement.

3) Vote for the best advertisement.

The team who won the gift will receive a star on the whiteboard.
After all the 3 activities, the team who gathered the most stars will receive the grant price.

Slide: Activity: KAHOOT

Create a game in kahoot and ask participants to log in through their mobile phones.

The Kahoot could include the following questions:

1) What is gamification:

    a) Application of game design elements in non game contexts

    b) A puzzle

    c) Board games

    d) Minecraft

2) Which of the following are benefits of using gamification?

    a) Increased motivation

    b) Increased performance

    c) Better communication

    d) All of the above

3) How many steps do we need to follow to apply gamification in apprenticeships? (after answering you could explain the steps again)

    a) 3 steps

    b) 2 steps

    c) 4 steps

    d) none

4) Which of the following are gamification elements which can be applied in DESSA apprenticeships?

    a) Achievements, Rewards, Time

    b) Time, money, chores

    c) Money, punishments

    d) Punishments, pizza

8. TIPS AND TRICKS FOR TRAINERS (IEK DELTA)

For each of the slides on tips, read the tips and give a small explanation. Then discuss the activities. Naratte activities from the orientation guide and ask participants to think their own activities.

Communication

A. Join with colleagues or peers a seminar so you have a weekly fixed joined activity, that not only will be fun but also educational, and will create numerous opportunities for talking, exchanging views, learning, sharing thoughts and ideas.

B. Arrange a chat group with your friends focused on specific movies you choose to watch and share between yourselves responsibilities on finding interesting information about the director or actors, or even the era the movie is about.

C. Plan appointments to share lunch or dinner with friends or family members, or cook for one another, so you create an extra bond over cooking and conversations about food and its culture.

Cooperation/Teamwork

A. Join with colleagues at a pub quiz. Going out with friends is one of life's great joys. What if you can combine enjoyment with building some team spirit and get to know everyone better.

B. If pub quizzes are not your thing, you and your colleagues can join a sports club and play your sport of choice.

C. Participate as a group in a charity. Find out a charity everyone is interested in supporting and donate some money as a group.

D. Have lunch with each other, and even share your food, if people want to try your cooking skills.

Self-Motivation

A. Get yourself a pet, if possible. Having someone to take care of, someone that you will love and give you back so much love and tenderness, can change your life.

B. Visit a museum exhibition you find interesting. Try to plan a visit, alone or with friends, or if you live in a smaller town, plan a trip to your city and museum of choice. Familiarizing yourself with Art, will broaden your thinking, and make you want to

C. Keep a diary with your day to day goals, your monthly goals, and even your life goals. Go back each month to check all the things you were capable of doing, all tasks finished, and reflect on the ones you didn't do.

Creativity/Innovation

A. Create your own board game.

Step 1. Gather your friends, and decide what the majority of the people would like the game to be about; a mystery game, an historical based game, a strategy one, whatever more people find fascinating.

Step 2. Make all the rules, and try to be precise about them, taking under consideration many probable outcomes, and issues occurring. Since the game does not already exist, you can be as creative as you want, and decide even the craziest rules.

Step 3. Write down all the rules, and give them to all the players to study them, so they are ready for the first game.

Step 4. Play the game, talk about it, propose improvements, realize possible defaults, and change them.

Step 5. Enjoy a unique game nobody else in the world has.

B. Cook a meal strictly with what you already have in your fridge and cupboard.

Don't go out to purchase anything else you might think you need. Use only things you have in the fridge, and do a good search in your cupboards. Most probably you will discover spices you have forgotten they existed, or some nice tins, or nuts and dried fruit. Combine them creatively, and you will be surprised by your cooking abilities.

Problem Solving

A. Play strategy games like chess, Stratego, Battleship.

Step 1. Invite your friends to play strategy games, and participate in your own tournament.

B. Volunteer in a local political campaign. You will be asked to perform some duties, and even if volunteering might face some challenges, that will sharpen all your problem-solving skills. You might end up a politician yourself, you never know.

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Adaptability to change

A. Try to use your left hand (if you are right-handed), or your right hand (if you are left-handed) for a short period every day. Try to write, cook or iron, brush your teeth, or comb your hair. Use it to press the elevator button, turn your book pages, paint, or just pay for your groceries. Check how that makes you feel, if you find it weird or not, and keep practicing daily.

B. Do something completely new every day for a week.

Willingness for personal development

A. "Life isn't about finding yourself. Life is about creating yourself." George Bernard Shaw

"The only journey is the journey within." — Rainer Maria Rilke

Step 1. Discuss with your friends the meaning of these phrases, by two great thinkers (writer George Bernard Shaw and poet Rainer Maria Rilke). Talk about the deeper essence of these words and what they mean in our lives today.

Step 2. Create your own inspirational quote, based on your personality and your inner voice.

B. After a month of mindfully acting on your personal development, go back and think of the things you achieved. Keep notes on how many times yourself was trying to sabotage you, but you overcame the obstacle, and moved forward.

Time management

A. Step 1. Find an activity you enjoy, but it is hard to do due to lack of time.

Step 2. Calculate exactly the time you need to enjoy this activity.

Step 3. Every day write down exactly how much time you gain, by sticking to your schedule

Step 4. After 15 days, check if you have times to spare and enjoy your activity of choice, even twice

B. Step 1. For 15 days set the alarm clock 30 minutes earlier than the time you usually wake up.

Step 2. After two months, check your mood, your productivity, your energy levels, and if you found this system helpful. You will be surprised.

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Negotiation

A. Step 1. Organise a night with your friends at your house. Divide them in two teams and ask them to decide on a menu each, either to be cooked or ordered in.

Step 2. Each team should try to convince everyone on their menu of choice, and argue on why they should choose their menu and not the other.

Step 3 Try to find a solution so that everyone orders something they fancy, and no one is left hungry in the end.

B. Even if you have decided on what film to watch, or which bar you will go to, or theatre performance, try to persuade your friend to go to a different one, on purpose.

Conflict resolution

A. On a monthly basis, meet up with your colleagues to discuss great historical conflicts that affected the whole world. Listen carefully to one another, ask questions, try to understand the differences in various cultures, try to figure out how things could have been done better and more efficiently, or not.

Suggest for each case, your personal opinion on how everything could have been dealt with, in order for the world not to suffer from wars, battles, and lives lost.

   B. Take examples from your personal life, thinking back all the times you found yourself either in the middle of a family conflict, if your parents were arguing, or when you were a part of it, and pinpoint all the things that caused trauma to the parties involved.

Confidence

A. Try an activity you were always afraid to try. Be it drawing or water colouring, creative writing, dancing, or singing, push away all your fear and go for it. Commit to it throughout the course's lifetime, so you can see all your progress, and check if you honestly enjoy it or not. You might be pleasantly surprised, and more importantly you will have gained extra skills and knowledge that can lead to new paths for you and your life.

B. Create your own self affirmation routine. Find some time, most preferably in the morning, to stretch your whole body and then relax your muscles and close your eyes. Visualise yourself in

happy moments, repeat in your mind that you deserve all the happiness in the world and that you are a unique human being full of talents and abilities.

Leadership

A. Form a group with your friends, read books and watch documentaries or films about some of the great leaders in history. Focus on their strengths but also weak points, try to understand them not only as leaders but also as human beings. Make notes about their more characteristic traits and discuss them in your group.Imagine and write down how you would handle things if you were in their position and discuss with your friends. Describe their leading style and try to imagine and name your own style of leadership.

B. With your friends, discuss and exchange ideas on who was your favourite hero when growing up. Feel free to choose a character from literature, mythology, a superhero, or anyone you looked up to as a child. Discuss the reasons you admired this specific character and share your thoughts with your friends.

9. EVALUATION QUESTIONNAIRES

Thank you for participating in our DESSA seminars. Please use the following form to evaluate the seminars from 1 (Very bad/ Completely disagree) to 5 (Excellent/Completely agree).

1. **How would you evaluate the whole seminar?**
   a. **1**
   b. **2**
   c. **3**
   d. **4**
   e. **5**

2. **The seminar was interesting and educative**
   a. **1**
   b. **2**
   c. **3**
   d. **4**
   e. **5**

3. **The seminar was well organised and structured**
   a. **1**
   b. **2**
   c. **3**
   d. **4**
   e. **5**

4. **Topics discussed during the seminar are useful?**
   a. **1**
   b. **2**
   c. **3**
   d. **4**
   e. **5**

5. **The materials and tools presentes are interesting and of good quality?**
   a. **1**
   b. **2**
   c. **3**
   d. **4**
   e. **5**

6. **How would you evaluate the speakers and speeches?**
   a. **1**
   b. **2**
   c. **3**
   d. **4**
   e. **5**

7. **Which part of the seminar did you like the most?**

8. **Which part of the seminar did not meet your expectations?**

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9. **Do you plan to use the outputs of the DESSA project?**
   a. **Yes**
   b. **No**
10. **Additional comments**

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Link to Google form in EN: https://forms.gle/AiFi1SybXn5PnaDy9

Copies of the google form have been created for other languages. Please contact Nefeli to give you access for editing and translations.

NL: https://forms.gle/vdadwjjFFZFshAC16
GR: https://forms.gle/WErfkMT6fdugmpVz8
LT: https://forms.gle/SuT48tV7XF7FKrnh9
PL: https://forms.gle/ZZvRavhpBVMyeAZy7
ES: https://forms.gle/ty2ebVTXCNb76rZg9