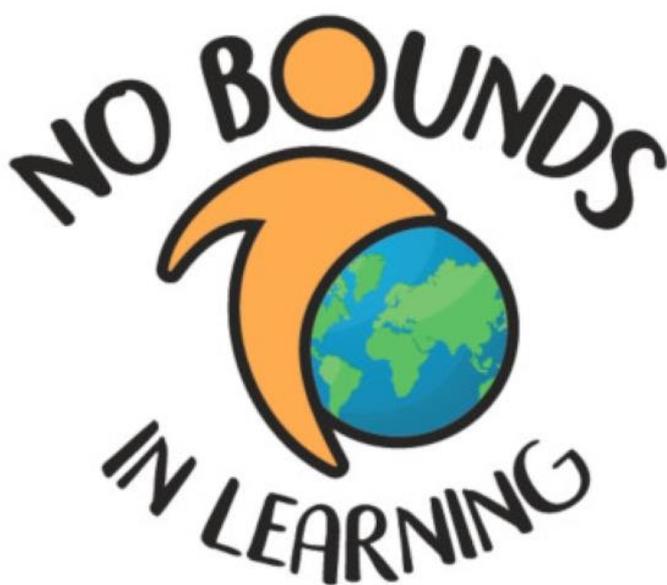


Εγχειρίδιο προτεινόμενων
εργαλείων για μαθητές
δευτεροβάθμιας
εκπαίδευσης με
μαθησιακές δυσκολίες

2018-2021

No Bounds in Learning



ΚΑ202 - Συνεργασία για
Καινοτομία και Ανταλλαγή
Καλών Πρακτικών



2ο Γενικό Λύκειο Καλαμαριάς

TORBALI PIRI REIS MESLEKI VE TEKNİK ANADOLU LİSESİ - Turkey

IIS Francesco Orioli - Viterbo, Italy

Turisticko-ugostiteljska skola Antona Stifanica - Porec, Croatia

IES BEZMILIANA - Rincón de la Victoria, Spain

Second Lyceum of Kalamaria - Thessaloniki, Greece

Escola Básica e Secundária Dr. Ângelo Augusto da Silva - Funchal, Portugal

Karabaglar Fatih Sultan Mehmet Mesleki ve Teknik Anadolu Lisesi - Turkey

Project 2018-1-TR01-KA202-059148



Co-funded by the
Erasmus+ Programme
of the European Union



Contents

Eισαγωγή.....	3
“WHO IS TRUE? WHAT IS WRONG?”	5
“Customer Support”.....	7
“WHERE I AM”	10
“DO YOU COMMUNICATE EFFECTIVELY?”	13
“WHAT DID I TELL”	16
“DESTROY THE WALLS”	18
“LOOK WHAT I SAY”	23
“LOTTO”	26
“I AM A TEACHER”.....	28
“CAN I HELP YOU?”	30
“WHO TO WHOM”	32
“CLEANING IS MY JOB”	35
“Personal care at work”	37
“WHERE ARE THE MICROBES ON YOUR HAND?”	40
“HOW ARE YOU TODAY”	42
“What could you sell?”	48
“CUSTOMER PROFILE ANALYSIS”	51
“LET’S DO SHOPPING”	53
“The first contact”	57
“How to contact a customer?”	60
“I KNOW YOU”	63
“QuizLet the benefits”	65
“USE YOUR TECHNOLOGY CARD”	67
“From bullying to empathy”	73
“Group Dynamics”	76
“WHO HAS MY CUP? ”	79
“Being educated at workplace”	81
“Learning Organization”	83
“A LETTER TO MY DREAMS ”	85
“Motive+Action”	87
“The Art of Motivation”	90



Co-funded by the
Erasmus+ Programme
of the European Union



“SHOULD I DO?” 92

“Comic Pixton” 95

“WHO HAS THIS CARD?” 98

“IT'S IMPORTANT FOR ME" 105

“Am I SAFE?” 109

“My Career Plan” 113

“WOODEN BLOCKS” 116

“HOW I PLAN” 118

“WHAT WILL BE MY PROFESSION” 123

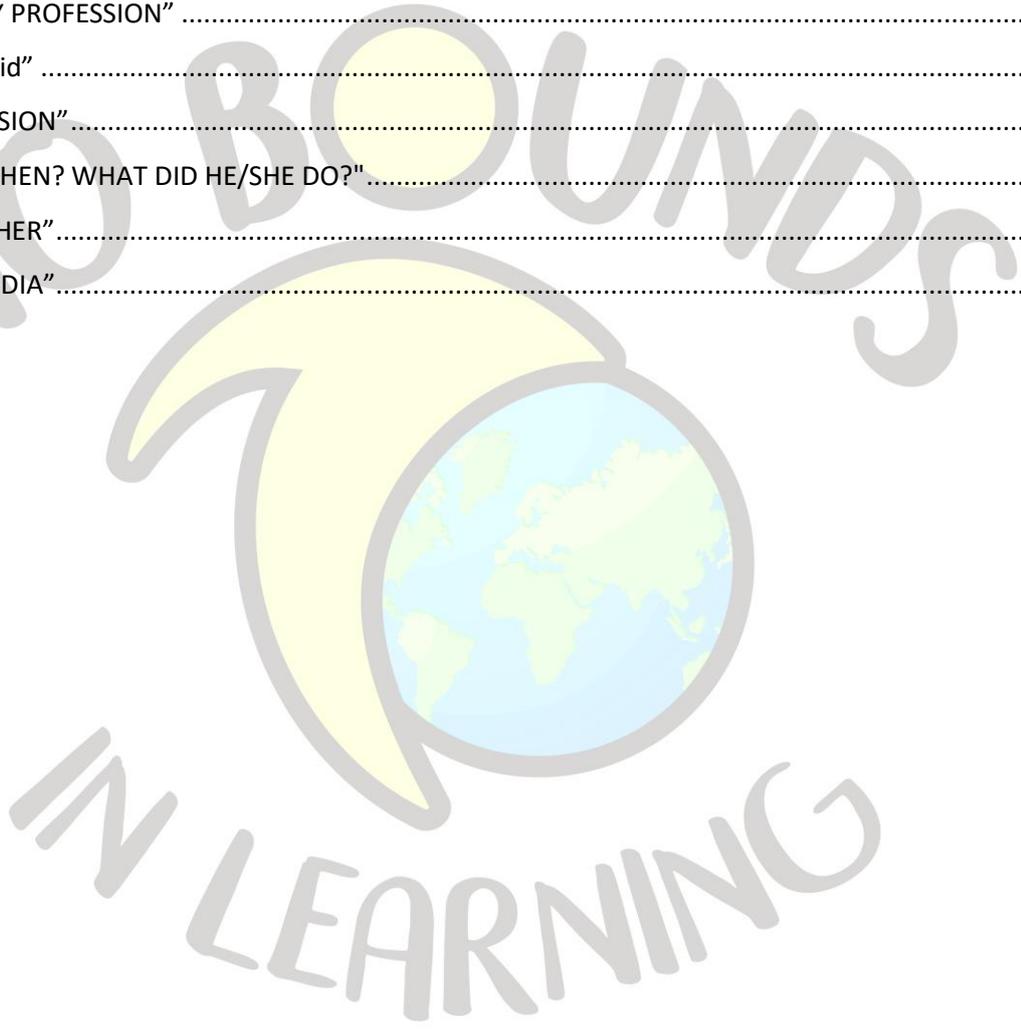
“I Heard, I Seen, I Did” 125

“I FIND MY PROFESSION” 127

“WHO? WHERE? WHEN? WHAT DID HE/SHE DO?” 129

“LET'S FIND TOGETHER” 131

“LIFE WITH THE MEDIA” 133



Co-funded by the
Erasmus+ Programme
of the European Union



Εισαγωγή

Το σχολείο μας συμμετείχε στη σύμπραξη επτά (7) σχολικών μονάδων Erasmus+ KA202 - Συνεργασία για Καινοτομία και Ανταλλαγή Καλών Πρακτικών, για χρονικό διάστημα 36 μηνών (Σεπ 2018 –Αυγ 2021), με το πρόγραμμα με τίτλο «No Bounds in Learning» - «Μάθηση χωρίς όρια». Συντονιστικό σχολείο υπήρξε το Τούρκικο σχολείο *TORBALI PIRI REIS MESLEKI VE TEKNİK ANADOLU LİSESI* και συμμετέχοντα σχολεία τα παρακάτω :

- ✓ IIS Francesco Orioli – Viterbo, Italy
- ✓ Turisticko-ugostiteljska skola Antona Stifanica – Porec, Croatia
- ✓ IES BEZMILIANA - Rincón de la Victoria, Spain
- ✓ Second Lyceum of Kalamaria – Thessaloniki, Greece
- ✓ Escola Básica e Secundária Dr. Ângelo Augusto da Silva – Funchal, Portugal
- ✓ Karabaglar Fatih Sultan Mehmet Mesleki ve Teknik Anadolu Lisesi - Turkey

Στόχους του προγράμματος αποτέλεσαν τα παρακάτω:

- Δημιουργία ενός αποτελεσματικού και λειτουργικού εξατομικευμένου εκπαιδευτικού προγράμματος για τους μαθητές με μαθησιακές δυσκολίες
- Ανίχνευση των επαγγελματικών αναγκών των μαθητών με μαθησιακές δυσκολίες
- Βελτίωση των προσόντων του προσωπικού επαγγελματικής εκπαίδευσης στον τομέα των υπηρεσιών, όπως Δημόσιες Σχέσεις, Μάρκετινγκ, Διαχείριση Γραφείου, Logistics
- Καταγραφή μεθόδων και τεχνικών που μπορούν να χρησιμοποιηθούν και να εφαρμοστούν αποτελεσματικά στην τάξη
- Κατάρτιση δεξιοτήτων των μαθητών που έχουν μαθησιακές δυσκολίες ανάλογα με τις ατομικές διαφορές και τα χαρακτηριστικά των μαθητών
- Δημιουργία περιβαλλόντων μάθησης για μαθητές που έχουν μαθησιακές δυσκολίες

Η παραπάνω συνεργασία στο πλαίσιο του προγράμματος Erasmus+ πραγματοποιήθηκε με τη συμμετοχή όλων των συμμετεχόντων σε:

- Τρείς (3) διεθνικές οργανωτικές συναντήσεις για το σχέδιο (Transnational Project Meetings) με αντικείμενο των συναντήσεων την αποσαφήνιση των στόχων, τη δημιουργία πλάνου εργασίας, το σχεδιασμό δραστηριοτήτων και συναντήσεων, και τέλος την ανατροφοδότηση.
- Τέσσερις (4) δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης (Learning, Teaching, Training) με αντικείμενο των δραστηριοτήτων την κατάθεση προτάσεων για το σχεδιασμό εργαλείων για μαθητές με μαθησιακές δυσκολίες σε 4 συγκεκριμένα αντικείμενα – πεδία



Co-funded by the
Erasmus+ Programme
of the European Union



Προηγήθηκε η δημιουργία ερωτηματολόγιου, με σκοπό την αποτύπωση των γνώσεων και στάσεων των εκπαιδευτικών του σχολείου μας για τις μαθησιακές δυσκολίες και τη συμπερίληψη στη Δευτεροβάθμια Εκπαίδευση.

1^ο πεδίο - Επαγγελματική ανάπτυξη

Αναπτύχθηκαν και προτάθηκαν διάφορα εργαλεία ώστε οι μαθητές να:

- Σχεδιάζουν τις δικές τους μαθησιακές διαδικασίες.
- Χρησιμοποιούν τη γνώση για τις ανάγκες τους
- Καταγράφουν τα βήματα προόδου για τη σταδιοδρομία τους.
- Αναγνωρίζουν τους επαγγελματικούς τομείς
- Δημιουργούν το σχέδιο σταδιοδρομίας τους.
- Χρησιμοποιούν αποτελεσματικά τον χρόνο.
- Κατανοούν τα οφέλη της ομαδικής εργασίας

2ο πεδίο – Επικοινωνία

Αναπτύχθηκαν και προτάθηκαν διάφορα εργαλεία ώστε οι μαθητές να:

- Αντιλαμβάνονται τη διαδικασία της επικοινωνίας
- Παρατηρούν τους παράγοντες που εμποδίζουν την επικοινωνία.
- Αναγνωρίζουν τη λειτουργία και την επίδραση των ΜΜΕ
- Κατανοούν τους τύπους επικοινωνίας

3ο πεδίο – Σχέσεις με πελάτες σε μια επιχείρηση

Αναπτύχθηκαν και προτάθηκαν διάφορα εργαλεία ώστε οι μαθητές να:

- Αντιλαμβάνονται τη σημασία της εμφάνισης και προσωπικής φροντίδας
- Αναπτύσσουν διαπροσωπικές σχέσεις με τους πελάτες προς όφελος της επιχείρησης
- Αναγνωρίζουν τις μεθόδους συνέντευξης
- Κατανοούν και αναλύουν το προφίλ του πελάτη

4ο πεδίο – Ανάπτυξη ως μελλοντικοί εργαζόμενοι

Αναπτύχθηκαν και προτάθηκαν διάφορα εργαλεία ώστε οι μαθητές να:

- Επωφελούνται από την τεχνολογική ανάπτυξη
- Μαθαίνουν να προσεγγίζουν τις Νέες Τεχνολογίες με διάφορους τρόπους
- Κατανοούν τη σημασία της ενσυναίσθησης και των σχέσεων μεταξύ ατόμου - ομάδας
- Αναγνωρίζουν τις τεχνικές κινητοποίησης και τους τρόπους παροχής κινήτρων
- Καταγράφουν τη σημασία της εκπαίδευσης στο χώρο εργασίας

Στις συναντήσεις και στη δημιουργία των εργαλείων συμμετείχαν 6 εκπαιδευτικοί του 2^{ου} ΓΕΛ Καλαμαριάς και στην εφαρμογή των εργαλείων στην τάξη συμμετείχαν συνολικά 10 εκπαιδευτικοί. Η παρούσα έκδοση αποτελεί, μετά από επιλογή από κοινού με όλα τα συμμετέχοντα σχολεία, την καταγραφή προτεινόμενων εργαλείων για μαθητές με μαθησιακές δυσκολίες στα 4 παραπάνω αντικείμενα – πεδία της επαγγελματικής εκπαίδευσης.

Ο συντονιστής & υπεύθυνος επικοινωνίας του προγράμματος

Γεώργιος Νικολακάκης



Co-funded by the
Erasmus+ Programme
of the European Union



"WHO IS TRUE? WHAT IS WRONG?"

OUTCOME	
MAIN OUTCOME	Paying attention to factors that hinder communication
SUB-OUTCOMES	Understanding effective ways of communication

AIM	Understanding effective ways of communication
------------	---

APPLICATION PLACE	Educational support room, Classroom
--------------------------	-------------------------------------

SUGGESTED MATERIALS	Video about communication (Annex1), Effective Communication Cards (Annex2), Pen, A4 paper, Scissors and Glue
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS	<p>After the teacher gives information about effective communication ways, the students watch the video in Annex 1. Then, he reproduces and distributes the effective communication cards in Annex 2 as much as the number of students and gives an A4 paper each. He asks them to divide the A4 papers into two equal parts with a pencil. Using scissors, he tells them to separate each part of the effective communication card from each other.</p> <p>Thinking about the video they watched, she asks them to paste the effective communication ways used in the video on the first part of the A4 paper, and on the second part, the effective communication ways that she thinks are not included in the video. It gives 5 minutes of time by giving the adhesive.</p> <p>At the end of the period, he asks the students to present the papers they prepared by explaining the reason. In this process, the teacher gives feedback and enables the students to correct their mistakes by marking them on their papers.</p> <p>The lesson is ended after all students willing to make a presentation.</p>
----------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>The teacher should try not to give feedback during the first part of the activity, when choosing and pasting the contact card, and encourage the student to do it even if it is wrong.</p> <p>This also applies to the inclusion student. The teacher can extend the time if necessary.</p> <p>When the teacher asks the students to make corrections on their cards after the feedback, should help the inclusion student if necessary.</p> <p>During the presentations of the students; he /she can pose questions like ,”Why did you think you were reluctant to communicate? Why did you think the time was not right? “etc.</p> <p>A different video can be used instead of the communication video in Annex 1, but when choosing the video, a video that contains the dialogue of two or three people and has mistakes and truths in terms of effective communication should be chosen.</p>
--	--

EVALUATION	
-------------------	--

ANNEX	Video link about communication (Annex1), Effective Communication Cards (Annex2)
--------------	---

Annex 1

Ttps://www.youtube.com/watch?v=MzNjToh53JE
--

Annex 2

<i>Effective Communication Cards</i>

CLEAR	PROPER TIME
SIMPLE	PROPER PLACE
PROPER FOR LEVEL	BEING SUPPORTIVE
VOICE TONE, CONSISTENT WITH BODY LANGUAGE	WILLING FOR COMMUNICATION
SUITABLE CHANNEL AND TOOL USED	



Co-funded by the
Erasmus+ Programme
of the European Union



“Customer Support”

OUTPUT	
MAIN OUTPUT	Developing relationship with the customers for the benefit of the business
SUB – OUTPUTS	- Understanding the importance of customer support

AIM	Distinguish the options of customer support Acknowledge the principals of providing good service support
------------	---

APPLICATION PLACE	Computer room
--------------------------	---------------

SUGGESTED MATERIALS	Computers Video projector
----------------------------	------------------------------

TIME	45 minutes
-------------	------------

PROCESS	<p>In the presentation given in Annex 1, the teacher introduces customer service and starts the activity by explaining the importance of customer service in business life. Indicates different options, advantages / disadvantages for providing service to the customer. It tells about the problems experienced in customer relations and the way they respond to a customer. Then he asks the students to play the exam game by following the steps to take the Kahoot exam given in Annex 2. Students log in and play the quiz. When the exam is over, the teacher shares the results of the answers using Kahoot and ends the activity.</p>
----------------	---

ADDITIONAL INFORMATION AND WARNINGS	Using the video projector, teachers should provide students with the Customer Support.ppx file in Annex1, which explains customer service options and good customer service principles in detail.
--	---



Co-funded by the
Erasmus+ Programme
of the European Union



	<p>If the teacher sees necessary, he/she should work one-on-one with the inclusion student about the use of Kahoot before the activity. During the activity, inclusion should make sure that the student will not have problems.</p> <p>In this study, using Kahoot, a web application, a 10-question test in English was conducted on Customer Service. Below is the link for Turkish information about Kahoot and to benefit from your site;</p> <p>What is Kahoot?</p> <p>It is a game-based learning platform used in schools and other educational institutions. It is a website that makes the repetition of the topics covered in the lessons more enjoyable thanks to the joint use of components such as mobile phones, computers, tablets and smart boards. The aim is to learn in a fun way and reinforce the course content. There are many courses and content on the site. It is an application with interactive online quizzes.</p> <p>https://kahoot.it/</p> <p>In Annex 1, there is a power point presentation in English on "Customer Service". A similar Turkish study example link is below;</p> <p>http://megep.meb.gov.tr/mte_program_modul/moduller_pdf/M%C3%BC%C5%9Fteri%20%C4%B0li%C5%9Fkileri%20Geli%C5%9Ftme.pdf</p>
--	--

EVALUATION	
------------	--

ANNEX 1	<p>CustomerSupport.ppx</p> <p>Powerpoint file</p>
ANNEX 2	<p>Steps to follow to enter the Kahoot Quiz</p> <p>1. Follow the link</p> <p>https://create.kahoot.it/share/customer-relationships-service-scenarios/d0aa574a-049b-45ff-83e6-785c38843bc9</p>



Co-funded by the
Erasmus+ Programme
of the European Union



2. Log in with your Google or Facebook account or connect as a guest (green box to the upper right)
3. Choose classic mode
4. Join at www.kahoot.it and write the number
5. Enter the given Game Pin
6. Enter your name
7. Then change and go to the play.kahoot.it window
8. Press start (at the right) and the Quiz begins
9. Choose the right answer by clicking the right color box.
10. Your score depends on the time you spend to answer
11. Have fun!



Co-funded by the
Erasmus+ Programme
of the European Union



“WHERE I AM”

OUTCOME	
MAIN OUTCOME	Recognizing the Communication Process
SUB-OUTCOMES	Understanding the importance of empathy in the communication process

AIM	Recognizing the importance of empathy in communication
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Pictures Annex 1 and Annex2
----------------------------	-----------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher shows the photograph in ANNEX1 to the class and asks the students to examine the photograph quietly and carefully in one minute.

He then asks them to close their eyes and take deep and long breaths from their noses three times. In this process, he says: “You have to be silent and remain in thought until I say open your eyes. You are now in this place you see. Look around you, what else do you see? What are you feeling? What are you thinking? What are you doing and what do you want to do? Now you can slowly open your eyes.”

The teacher encourages the students to talk about their minds and feelings. It gives equal voice to everyone who wants to share their feelings and thoughts and takes care not to force those who are not voluntary.

He repeats the same activity, this time for the photo in Annex 2. At the end of the activities, the teacher ends the lesson by explaining that empathy is very important in understanding the wishes and needs of the people in front of us and understanding the other person in communication is the lifeblood of communication.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>Students who do not want to close their eyes should not be forced, they should be told that they can find a fixed point and look there.</p> <p>The teacher asks questions in a calm tone and using adequate pauses. He/she doesn't expect to get an answer, he/she just asks them to think.</p> <p>To facilitate the imagination, the teacher can also use light music if he/she wishes.</p> <p>The teacher should make sure that the inclusion student does not have difficulty during the activity, and should end the activity if he experiences emotional difficulties.</p>
--	--

EVALUATION	
-------------------	--

ANNEX	Pictures Annex 1 and Annex2
--------------	-----------------------------

Annex1

1. **Photograph, MINE (A visual about the workers working in the mine.)**



Annex2

2. Photograph, AFTER THE WAR (A visual of destroyed buildings and helpless people in the war.)



Co-funded by the
Erasmus+ Programme
of the European Union



“DO YOU COMMUNICATE EFFECTIVELY?”

OUTCOME	
MAIN OUTCOME	Understanding types of communication
SUB-OUTCOMES	To be able to connect communication types with various situations and activities.

AIM	To be able to connect communication types with various situations and activities.
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	(ANNEX1) Communication Types Chart, Pencil
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher gives a brief information about the types of communication. It also emphasizes the importance of non-verbal forms of communication such as gestures, facial expressions, tone of voice, and even silence.

Afterwards, the teacher distributes the communication types chart in Annex 1, which he reproduced before, to the students. He asks them to read the activity-situation sentences in the chart and to mark the appropriate communication types for the situation. He/she gives 15 minutes for this.

At the end of the time, he/she reads each activity sentence one by one, starting from the 1st sentence, and asks his students to share their answers after each sentence. The activity ends when the last sentence is read and the answers are discussed.

ADDITIONAL INFORMATION AND WARNINGS	<p>For each situation, students can choose more than one type of communication.</p> <p>The teacher corrects the wrong answers and gives explanations about why they are wrong.</p> <p>The teacher should make sure that the inclusion student participates in the activity, and make detailed explanations if necessary.</p>
--	--



Co-funded by the
Erasmus+ Programme
of the European Union



EVALUATION	
-------------------	--

ANNEX 1	COMMUNICATION TYPES CHART						
		COMMUNICATION TYPES					
	Events / Occasions	OFFICIAL	NON - OFFICIAL	NON- VERBAL	VERBAL	VISUAL	GOSSIP
	1. Attending a scheduled meeting at a company						
	2. Talking to the family around the dinner table						
	3. Comfortable chatting with people in a social setting such as a wedding						
	4. Waving to greet a friend						
	5. Saying no to your friend using your eyes and facial expressions						
	6. Promote a product						
	7. Headmaster posting photos of a classroom activity on the school board						
8. Viewing artwork and other visual presentations (paintings, photographs, etc.)							



Co-funded by the
Erasmus+ Programme
of the European Union



99. Getting information you heard from someone but couldn't prove to be true							
10. Attending an art and fashion show							
11. Teacher drawing a diagram while explaining a concept to his student							
12. Monitoring information posted on social media							
13. Presenting a public event							
14. Telling that you are bored using body language							
15. Sending a friendly email to your friends							



Co-funded by the
Erasmus+ Programme
of the European Union



“WHAT DID I TELL”

OUTCOME	
MAIN OUTCOME	Understanding communication types
SUB-OUTCOMES	Realizing How You Can Express Your Emotions

AIM	Noticing communication types
------------	------------------------------

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	A4 papers, various pens
----------------------------	-------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher states that we may be in many different emotions in our daily life at the beginning of the lesson, but that we cannot always convey these feelings to the other party, one of the reasons for this is that we cannot use the correct communication method.

He asks the student to express three different feelings in turn in three different ways.

The feeling of HAPPINESS;

By writing,

Picture,

He asks him to tell by song and using body language.

The feeling of SADNESS;

By writing,



Co-funded by the
Erasmus+ Programme
of the European Union



Picture,

He asks him to tell by song and using body language.

The feeling of ANGER;

By writing,

with picture,

She asks him to explain with song and using body language.

Allows 15 minutes each to explain all emotional states with different methods. When the study is completed, he is asked in which expression method he feels good. The study is completed by mentioning the types of communication and giving examples.

**ADDITIONAL
INFORMATION AND
WARNINGS**

The student should be informed about the use of body language in advance.

According to the level of the inclusion student, if necessary, it may be preferable to choose a single expression method for each emotion and explain it with it.

EVALUATION

ANNEX



Co-funded by the
Erasmus+ Programme
of the European Union



“DESTROY THE WALLS”

OUTCOME	
MAIN OUTCOME	Paying attention to factors that hinder communication
SUB-OUTCOMES	Distinguishing and classifying barriers in communication

AIM	To understand the importance of being open in communication Understanding the different barriers to communication Finding ways to overcome these obstacles
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	(Annex1) Images, (Annex2) communication barriers exercise, Pen
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher asks students to brainstorm about barriers to communication. All ideas are written on the board.

Afterwards, the teacher shows the students the images containing the pictures of a series of obstacles in Annex 1 and distributes the obstacle types matching exercise in Annex 2, which he had previously multiplied as much as the number of students. He asks students to match the letters of the images by writing them under the correct sentences in the exercise. He / she gives 20 minutes for this.

At the end of the period, the teacher asks the students to share their answers. He announces to the posts that other students can also express their opinions about the correctness or incorrectness of the posts. Thus, it creates a small-scale discussion environment. At the end of the lesson, the activity ends.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS

The choices made by students are definitely not wrong or right. There can be more than one correct answer.

Images can be displayed by projecting them onto the screen, taking enlarged color printouts, duplicating them as much as the number of students, or creating groups of students and giving each group a printout.

If the teacher wishes, he/she can have the discussions done in small groups by forming small groups.

The teacher should support the participation of the inclusive student ,and should support them when they have difficulties.

EVALUATION

ANNEX 1

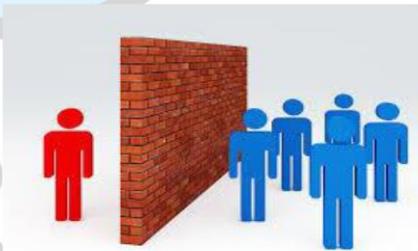
IMAGES



B.



C.



D.



E.

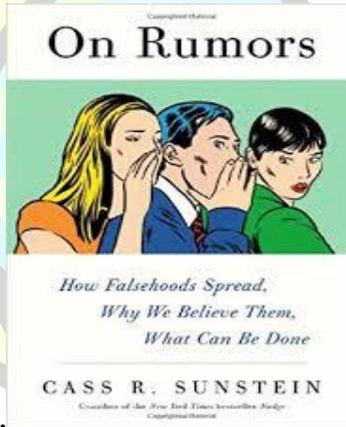


F.



Co-funded by the Erasmus+ Programme of the European Union



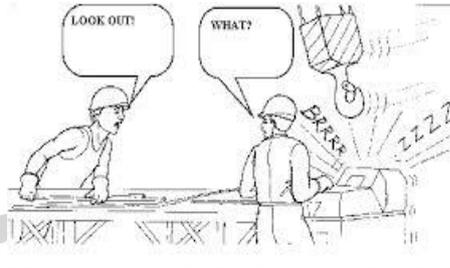




O.



P.



R.



S.

ANNEX 2

TYPES OF OBSTACLES

MATCHING EXERCISE

(Match the numbers of the sentences with the letters of the images.)

1. Physical or environmental barriers (time, space, place, environment, within the organizational structure, noise, etc.)

.....

2. Physiological or biological disabilities (health, disability, deafness, poor vision, etc.)

.....



Co-funded by the
 Erasmus+ Programme
 of the European Union



3. Emotional, personal barriers (age, education, interests, needs, etc.)

.....
.....

4. Socio-physiological barriers (moods, attitudes, relationships, etc.)

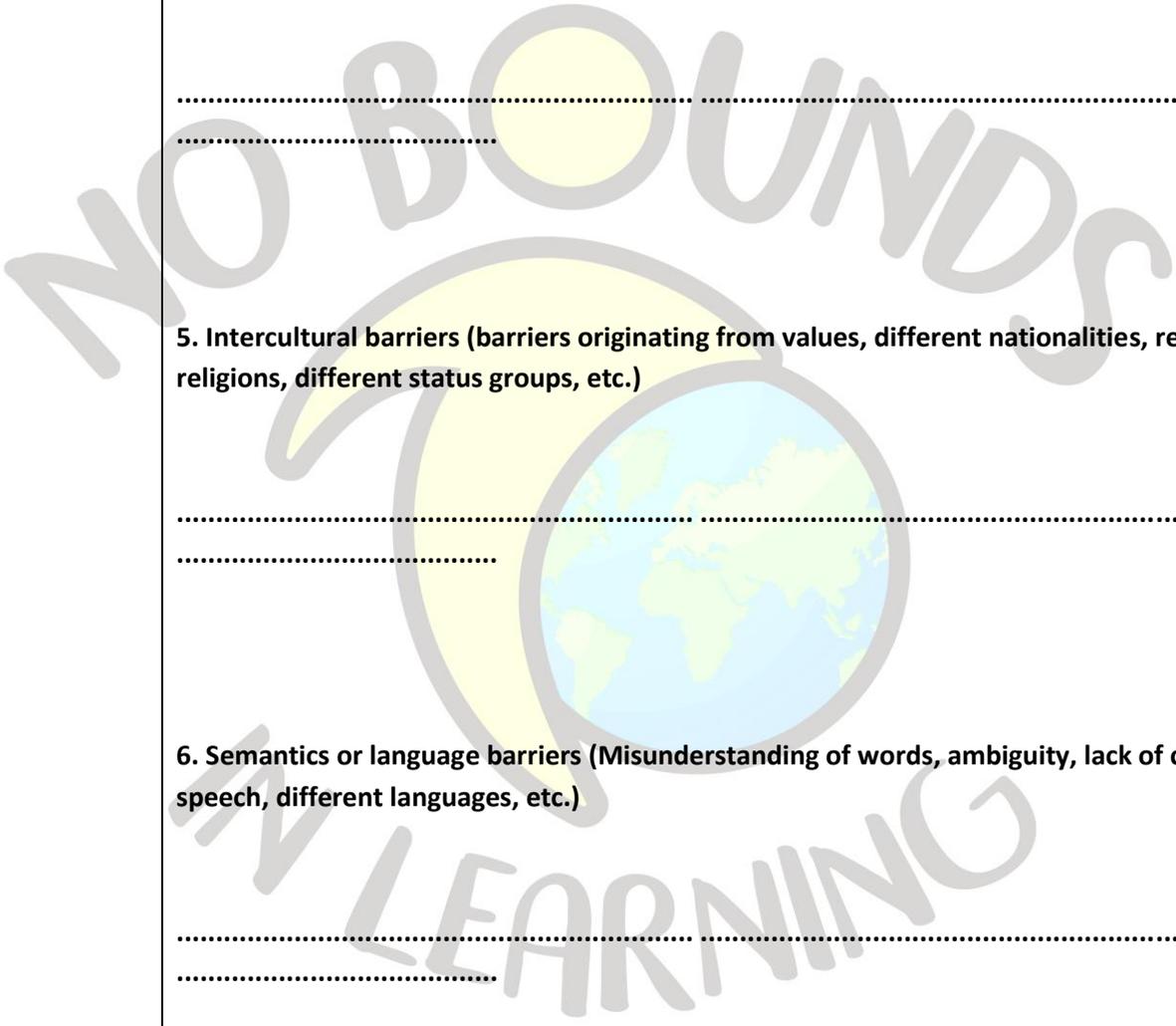
.....
.....

5. Intercultural barriers (barriers originating from values, different nationalities, regions, religions, different status groups, etc.)

.....
.....

6. Semantics or language barriers (Misunderstanding of words, ambiguity, lack of clarity in speech, different languages, etc.)

.....
.....



“LOOK WHAT I SAY”

OUTCOME	
MAIN OUTCOME	Understanding communication types
SUB-OUTCOMES	Understanding the importance of non-verbal communication from communication types

AIM	Recognizing the importance of nonverbal communication in communication
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Activity cards (annex 1)
----------------------------	--------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher divides the class into two homogeneous groups. It introduces the activity to the students and gives information about the activity cards in ANNEX1.

In line with the Activity Cards in ANNEX 1, the customer gives the instructions on the waiter card to the second group, and asks the group members to choose one person among them and to play the role given in the instruction by using only body language, gestures and facial expressions without speaking, touching, making a sound or copying in front of the class. After the selection, the teacher gives 5 minutes to prepare for both groups. During this period, they are told that they can make suggestions to their friends who will assume the role, and that they can prepare for the role by thinking together.

At the end of the time, the game is started. The whole class follows the game without interference. When the teacher sees enough, he ends the game. **“What did the actors try to tell the class? Do you think they could understand each other? What should they do, what should they not do? How else could they tell?”** Involves the class in the process by asking questions such as:

Likewise, it starts the process again for the Wedding Organization in ANNEX1. This time it asks different people to perform. The first group this time becomes the organizer and the second group becomes the customer. Following the preparation and play stages, the activity is ended by asking questions similar to the class.



Co-funded by the
Erasmus+ Programme
of the European Union



The teacher concludes the lesson by stating that we can give and receive messages to the other person using nonverbal communication, and that we can do this by using our body language, gestures and facial expressions, and that this language is as effective as verbal communication.

ADDITIONAL INFORMATION AND WARNINGS	<p>Group members should give importance to volunteerism when choosing who will perform, and the teacher should include the students in the process with encouraging words when necessary.</p> <p>While preparing for the role, care should be taken that the other group does not hear anything and the silence of the class in the role-play processes.</p> <p>The teacher should make sure that the inclusion student is involved in the process, go to his/her from time to time to get his/ her opinion, and encourage his/her friends to give ideas or become a narrator.</p>
--	--

EVALUATION	<p>The students had difficulties especially in the wedding organization event. They may be allowed to draw at events.</p> <p>40 minutes was insufficient for both activities.</p>
-------------------	---

ANNEX	Activity cards (annex 1)
--------------	---------------------------------

ANNEX1

RESTAURANT	
<p>CUSTOMER</p> <p><i>You are in a very bad day. Your stomach hurts and you feel nauseous. You just want to drink milk and get up.</i></p> <p><i>Try to tell the waiter.</i></p>	<p>WAITER</p> <p><i>Your cook cooked a great meal and the trouble is that you don't have many customers today. You are dying to have your customer taste this dish because you are sure you will like it. Come on, convince.</i></p>



Co-funded by the
Erasmus+ Programme
of the European Union

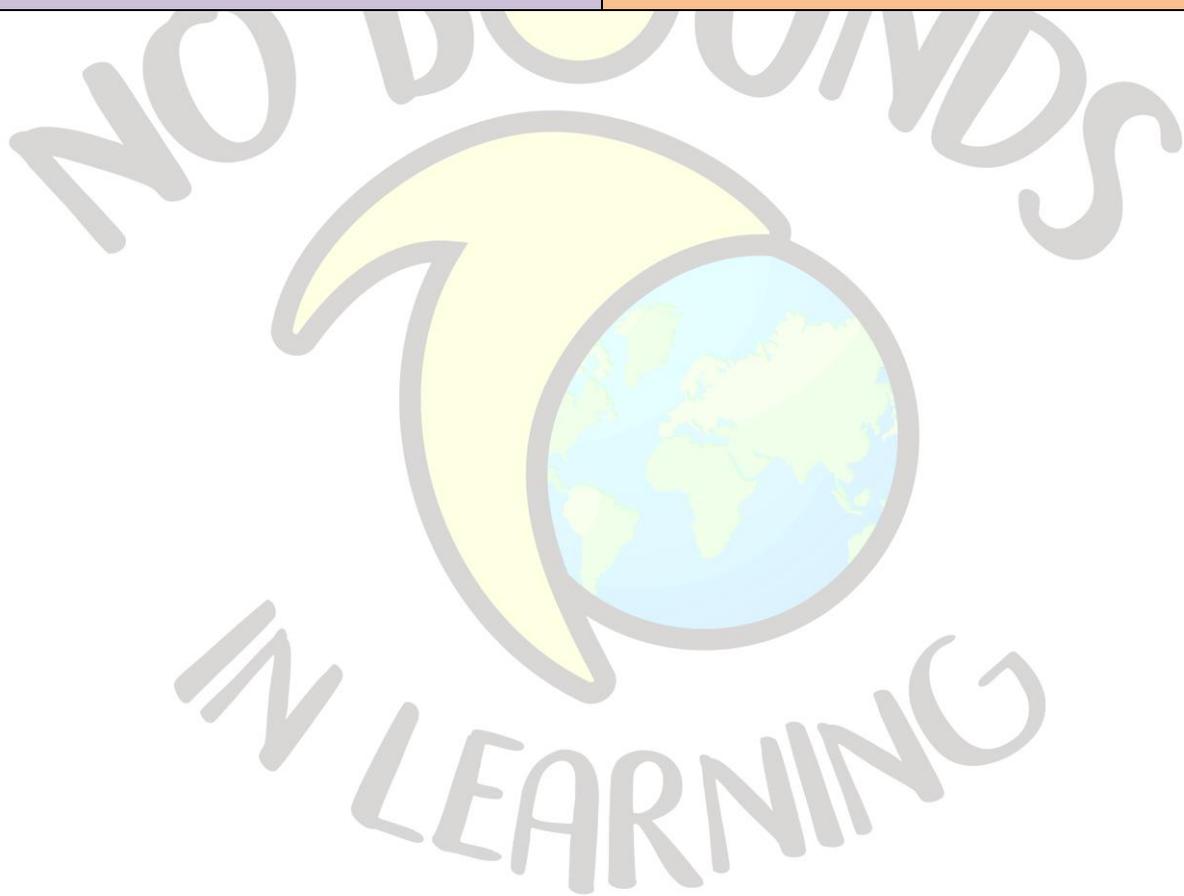


WEDDING ORGANISATION**CUSTOMER**

You're getting your daughter married, you're excited. You like the place. You are determined to keep it for a month later. Convince the organizer to rent the place to you.

ORGANIZER

Your place is full for two months. You cannot receive customers who come for this period, but you also try to convince other dates and organizations because you do not want to miss them. Let's take it easy!



Co-funded by the
Erasmus+ Programme
of the European Union



“LOTTO”

OUTCOME	
MAIN OUTCOME	Paying attention to factors that hinder communication
SUB-OUTCOMES	Recognizing the conditions that must occur in the communication process

AIM	Recognizing the importance of creating all conditions in communicating
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	One bag, cards in ANNEX1, A4 paper, scissors and pencils
----------------------------	--

TIME	40X 3 minutes
-------------	---------------

PROCESS

The teacher tells the students the subject of Communication Elements in the previous lesson.

In communication, they should be sure that they know the source, coding, message, communication channel, decoding, receiver, perception, feedback, noise. The teacher repeats this topic, which includes communication elements in the first lesson, and in the second lesson, the activity is put into practice.

The teacher cuts the papers in Annex1 and puts them in the bag. To students; He says, "**Now everybody draw a piece of paper from the bag**" and walks the bag around the classroom. Then he asks everyone to find a partner and has the students sit in the classroom in groups of two. It gives the students the preliminary information that they will talk to the person they are matched with in different ways about the papers they pulled from the bag.

Step 1: First, the teacher; He says, "**Now, everyone should only tell the group mate their thoughts about the topic written on their paper, without listening to each other.**" For this he/she gives 3 minutes. At the end of the period, "**What have you just experienced?**" and "**What did you feel?**" asks these questions and allows all students to express themselves.



Co-funded by the
Erasmus+ Programme
of the European Union



Step 2: Teacher to students; **"Now let the one on the right be the narrator, continuing to talk about the subject written on his card. Those on the left don't make any eye contact, but turn their heads in different directions."** he says. Again gives 3 minutes. Directs the questions in step 1 and reapplies the instruction.

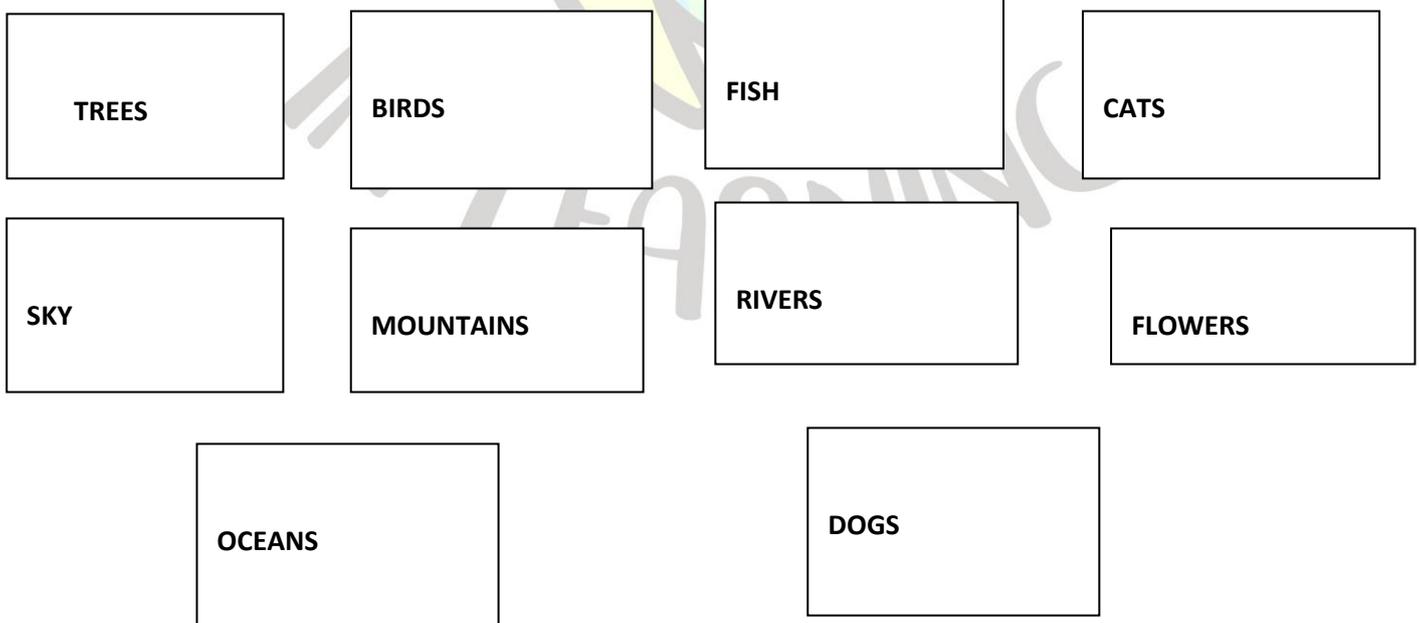
Step 3: Teacher; **"This time, those on the left should be the narrators, and those on the right should constantly ask questions on other topics"**. At the end of the 3-minute period, he receives the feelings and thoughts of the students again with similar questions.

When the activity is completed, the teacher states that certain conditions must occur while communicating. It concludes the course by emphasizing once again the importance of **"Personal and Environmental Barriers of Communication"** and **"Elements of Communication"**.

ADDITIONAL INFORMATION AND WARNINGS	<p>If the class size is more than 20 people, the teacher can duplicate more of the same cards or reduce the cards to be put in the bag if there are less than 20 people.</p> <p>The teacher should pay attention to who the inclusion student is matched with, intervene if necessary and help him choose a more patient and encouraging partner. If necessary, the teacher can also assume the role of the partner of this student.</p>
--	--

EVALUATION	
-------------------	--

ANNEX	Annex 1
--------------	----------------



“I AM A TEACHER”

OUTCOME	
MAIN OUTCOME	Recognizing the Communication Process
SUB-OUTCOMES	Recognizing the Importance of a Behavior in the Communication Process

AIM	Recognizing the Importance of Communication Processes
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	A4 papers, various pens
----------------------------	-------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher states that he wants the students to evaluate himself in this lesson, and distributes a4 paper and pencil to each student.

He says that he will ask some questions about his own behavior in the lesson, and that he wants them to answer the papers in front of them with 2 sentences.

1. What do I do first when I first enter the class?
2. What am I telling you before starting the lesson?
3. What methods do I use while processing the course?
4. What do I do when you say you don't understand anything?
5. What do I do to understand whether you have learned the information I conveyed?

After all the questions have been answered, the teacher asks the students to share their answers in order.



Co-funded by the
Erasmus+ Programme
of the European Union



Explain what the answer to each question serves in the communication process.

ADDITIONAL INFORMATION AND WARNINGS	<p>First question; It is intended to attract the students' interest to the subject and remind them of their observations about the teacher. (You sit down by saying good morning friends, etc.)</p> <p>Second question; It is aimed at explaining the preparation of appropriate conditions to initiate communication and transfer any information. (Be quiet, you say today I will teach you the subject, etc.)</p> <p>The third question: It is aimed at explaining that the training methods, namely making presentations, printing slides or showing videos, are done using communication channels.</p> <p>The fourth question; It is aimed at explaining that the message we transmit sometimes does not reach its place and needs to be repeated again. (You tell us the subject again, come near me during the break, I will answer your left answers etc.)</p> <p>Fifth question; It is always aimed at explaining whether the message has been delivered or not, and it should be completed by receiving feedback from the opposite side. (You take an exam, make us verbal exam, etc.)</p> <p>The teacher observes whether the inclusion student has difficulty in writing or expressing, goes to his/her at the points where she has difficulty and makes explanations, if necessary, he/she tries to get his/her thoughts by talking without writing.</p>
--	---

EVALUATION	
-------------------	--

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“CAN I HELP YOU?”

OUTCOME	
MAIN OUTCOME	Developing relationships with customers for business benefit
SUB-OUTCOMES	Developing communication skills with customers over the phone

AIM	Developing customer communication skills
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Computer, Projection Machine
----------------------------	------------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher makes the following explanations to the students;

“When customers have questions about cargo tracking, product and payment in online shopping, they need to be served quickly. When the customer has problems with his shopping, he reaches the seller company via live phone connection or e-mail. In the game we will play shortly, I want you to think of yourself as a customer representative on the live support line of an online shopping site.”

It shows the students to open the page of any shopping site on the computer and to reflect the computer screen or projection.

“Now I want you to act like you have a phone in your hand. I will be your customer. You will try to answer my questions and requests. Who wants to volunteer?” says.

After the volunteers are determined, the teacher starts the game. To the first volunteer student;

***If the product does not fit my size, is it possible to change?**



Co-funded by the
Erasmus+ Programme
of the European Union



***Is there a refund if I don't like the product?**

***I just bought a product but now I gave up, what can I do?**

***I entered my address information incorrectly. What can I do?**

***Do the products have a warranty?** Asks spontaneous questions like these.

After the study is repeated with several students (at least 3 students), the teacher returns to the classroom and states that they will evaluate together.

“You watched the live support line animations we made with your friends. Let's evaluate these meetings in terms of establishing healthy customer communication”.

***Did your friends respond to the customer's needs?**

***Are your friends able to communicate in a courteous and reassuring manner?**

***After the meeting, do you think the customer is satisfied?**

***What would you expect from a customer representative?** Completes the assessment by asking these questions to the students.

ADDITIONAL INFORMATION AND WARNINGS	<p>In the animation part, the answer of the student is expected.</p> <p>The teacher directs the flow. He/she allows the students to listen to the answers given by the class. He/she does not give feedback during this time.</p> <p>The teacher should encourage the inclusion student to volunteer, if not, he/she should try to encourage them to express their opinions during the evaluation.</p>
--	--

EVALUATION	
-------------------	--

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



"WHO TO WHOM"

OUTCOME	
MAIN OUTCOME	Define the communication process
SUB-OUTCOMES	Distinguish communication components

AIM	Develop the ability to distinguish communication components in a real-life example
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Communication process and elements (Annex1), Sample Article (Annex2), Pen, Control Form (Annex3)
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher makes a brief introduction to the communication model and its components using a diagram (Annex 1). It also gives two examples. One of the examples would be verbal communication between two students and the other would be written communication using social media.

Students are divided into small groups of 2-3 people. The teacher reads the article in Annex 2 aloud to the class.

The teacher asks students to try to find the five communication components (Source, Message, Channel, Recipient, Feedback) in the article they are reading. He distributes the article in Annex 2 and the form in Annex 3 to each group. Ask them to write the answers they have decided as a group on the form as sentences or words. After allowing sufficient time for this, each group reads their answers in turn. The teacher gives feedback and ends the lesson after short discussions.

ADDITIONAL INFORMATION AND WARNINGS	Often students confuse communication components. The teacher should be very clear in terms of feedback by giving specific examples. The teacher should observe the group in which the inclusion student is, and make it easier to understand the subject with small explanations if necessary while filling out the form.
--	--



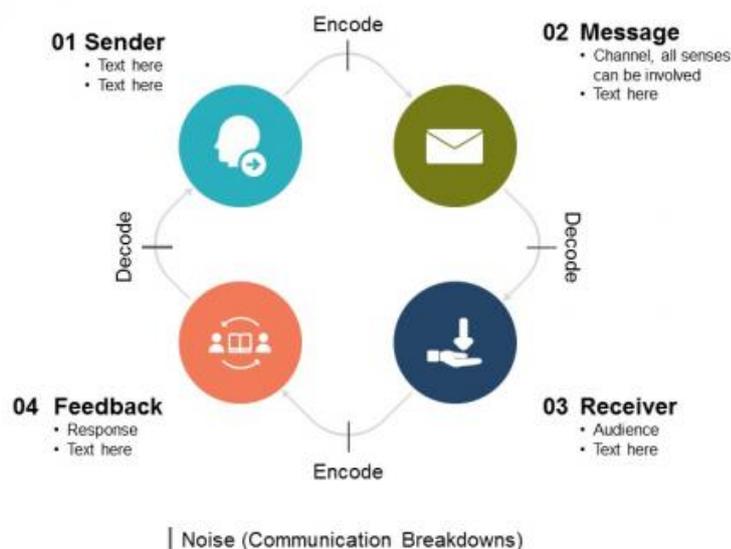
Co-funded by the
Erasmus+ Programme
of the European Union



EVALUATION

ANNEX 1

Elements of Communication Process



This slide is 100% editable. Adapt it to your needs and capture your audience's attention.

ANNEX 2

ARTICLE

Many students from different schools gathered in the city square and protested the Ministry of National Education about the new examination system. Both students and representatives of student societies announced that protests would be held at all schools in the city using social media. During the demonstration, they carried banners with slogans and handed out leaflets to everyone passing by. The demonstration ended with the reading of the declaration in front of the Ministry, which included objections to the new regulation and new demands. They later parted peacefully.

A month later, the Minister of National Education made some changes in the new law and sent it to all schools.



Co-funded by the
Erasmus+ Programme
of the European Union



ANNEX 3

CONTROL FORM

1.SOURCE (Sender) _____

2.MESSAGE _____

3. CHANNEL(Environment) _____

4. BUYER _____

5. FEEDBACK (Feedback) _____



Co-funded by the
Erasmus+ Programme
of the European Union



“CLEANING IS MY JOB”

OUTCOME	
MAIN OUTCOME	Understanding the importance of personal care
SUB-OUTCOMES	Realizing what you can do for self-care

AIM	Realizing what you can do for self-care
------------	---

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	Matching Table (ANNEX1)
----------------------------	-------------------------

TIME	20 minutes
-------------	------------

PROCESS

The teacher informs the student that they will do an activity about how we can do our personal cleaning.

He gives the matching table in Annex 1 to the student and asks the student to match with the personal cleaning and care stages on the right, considering the body parts in the left area. **“You can match using arrows, as in the matching example in the table. You can use multiple arrows for each body part, so the personal cleaning and grooming steps on the right may apply to more than one body part,”** she says.

It gives the student 10 minutes for this. At the end of the period, the teacher checks the matches and gives feedback. **What makes you think this way? Do you pay attention to these in your personal cleaning? Why cleanliness and look can be important in customer relations?** He tries to increase the awareness of the student by asking questions like these.

He concludes the lesson with the statement **“When we follow the cleaning rules, it will have a positive impact on the customer and will be an indication of the importance and value we attach to our work”**.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	Instead of giving the student time and waiting for her /him to match alone, the teacher can look at the level of the student and help the student by asking questions during the matching phase if she/he wishes.
--	---

EVALUATION	
-------------------	--

ANNEX	Matching Table (ANNEX1)
--------------	--------------------------------

Annex 1

MATCHING TABLE

HAND AND FOOT	<i>Taking care</i>
	<i>Washing, cleaning</i>
	<i>Shaping, cutting</i>
MOUTH AND TOOTH	<i>Regular doctor control</i>
HAIR	<i>Make-up proper for the job</i>
	<i>Staying in shape (maintaining the height-weight balance)</i>
FACE	<i>Be fed</i>
	<i>Using lotion, cream</i>
BODY	<i>Taking action to remove odor</i>
	<i>Regular brushing</i>



Co-funded by the
Erasmus+ Programme
of the European Union



“Personal care at work”

OUTPUT	
MAIN OUTPUT	Comprehending the importance of personal care
SUB – OUTPUTS	<ul style="list-style-type: none"> Comprehending the importance of body language, clothing selection, behavior and hygiene in communication.

AIM	Understanding the appropriate and unsuitable appearance characteristics and behavior patterns in the workplace.
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Table of images and text (Annex 1) Pen or pencil
----------------------------	---

TIME	45 minutes
-------------	------------

PROCESS	<p>The teacher explains the subject and purpose of the activity to the students. Brainstorms about self-care sub-topics such as appearance, body language, behavior, choice of clothes, hairstyle, makeup, hygiene, etc. Students write their ideas on the board. The teacher and students discuss the importance of these issues and choose the appropriate ones.</p> <p>He distributes the table given in Annex 1 to the students and asks them to match the images with the text. Students fill in the answer sheet. The teacher receives and evaluates the answers. It concludes the lesson by emphasizing the importance of our appearance and behavior as an employee.</p>
----------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>An alternative, more active way to apply the activity, is to cut the images and text in pieces, stick the text on the board and ask the students to match each image by sticking it next or under the text.</p> <p>If the teacher observes that the inclusion student has difficulty in matching, he should help. Pairing can be done together if necessary.</p>
--	---

EVALUATION	
-------------------	--

ANNEX 1	
Images	Text
<p>a.</p> 	<p>1. When you introduce yourself, you should be gentle and give a strong handshake.</p>
<p>b.</p> 	<p>2. You should be discreet, smiley and elegant</p>
<p>c.</p> 	<p>3. You shouldn't look embarrassed or stressed.</p>
<p>d.</p> 	<p>4. You should look reliable and confident.</p>

<p>e. </p>	<p>5. You should respect your customer and not put him in difficult position.</p>
<p>f. </p>	<p>6. You should dress smart, not casual.</p>
<p>g. </p>	<p>7. You shouldn't show off a strange way of looking.</p>
<p>h. </p>	<p>8. You should often take dental care.</p>

Answer Table

a	b	c	d	e	f	g	h



“WHERE ARE THE MICROBES ON YOUR HAND?”

OUTPUT	
MAIN OUTPUT	Understanding the importance of personal care.
SUB – OUTPUTS	<ul style="list-style-type: none"> Understanding the importance of good hand hygiene.

AIM	To understand how to clean hands for good hand hygiene.
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	1 blindfold, 1 jar of colored gouache or finger paints, computer with internet connection After the experiment; Sink for rinsing hands, 1 towel for drying hands
----------------------------	---

TIME	90minutes
-------------	-----------

PROCESS	<p>The teacher tells the students that he will do a small experiment on hand hygiene and starts the lesson by choosing two volunteer students. He ties the blindfold to one of the volunteer students. Explains that you will put some liquid soap on their hands without letting the student see the gouache (or finger paint). He asks the other student to pour some paint on his friend's hands. He directs her to rub her hands as if she were washing her hands. The blindfold is removed from the pupil. With the class, observe whether the paint has spread all over the hand or whether any part of the paint has run out. Thanks to the invisible paint traces all over the hand, attention is drawn to the mistakes in the way we wash our hands.</p> <p>The teacher makes the following explanation;</p> <p>“The parts that are not colored by the paint are not “washed well” and their dirt and microorganisms harm our health. Therefore, we must be patient and wash every corner of the hand, including the nails.</p>
----------------	--

It is also important to keep our nails clean and trimmed. Because the germs and viruses that settle in it can stay under the nails. Thus, if we scratch a wound with a long, dirty fingernail or touch our mouth, nose and eyes without washing our eyes, hands, these harmful microbes can enter our body and cause inflammation and disease.”

In order to reinforce the subject, the teacher asked the question “How can you wash your hands correctly?” in ANNEX1. By opening the video link, it allows students to watch and ends the lesson.

ADDITIONAL INFORMATION AND WARNINGS	The teacher should warn the class not to give clues to the blindfolded student. Because it is important to see how that student reacts to the outcome of the activity.
--	--

EVALUATION	
-------------------	--

ANNEX 1	<p>Video “How to wash your hands correctly?”</p> <p>https://www.youtube.com/watch?v=fCOhtyqWmFY</p>
----------------	---



Co-funded by the
Erasmus+ Programme
of the European Union



“HOW ARE YOU TODAY”

OUTCOME	
MAIN OUTCOME	Understanding client interview techniques
SUB-OUTCOMES	Understanding what to consider in customer interviews

AIM	Understanding client interview techniques
------------	---

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	Playing cards (EK1), Scissors and Glue
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher cuts the playing cards in Annex 1 into transverse strips and glues each strip by folding it with the written side out. Thus, 15 playing cards are prepared. The cards are placed on the table in numerical order, numbered side up.

The teacher said, **“This game is a game that we will play for you to understand the techniques of meeting with the customer. We will have fun and learn. I want you to evaluate and answer the statement or question you have encountered since the 1st card in terms of customer service and communication techniques with the customer.** Starts the game.

Beginning from the card 1, the statement and the question are read aloud by the student or teacher. The student is expected to answer yes or no to the question on the card. When the teacher gets the answer from the student, he asks the student to turn the card over and read it aloud. In line with the answer being yes or no, the task directed by the card is fulfilled. (The back of the card gives the correct information and tells what to do according to the student's answer.)

The game ends when the question on the last card is answered correctly by the student.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	The teacher accompanies the student throughout the game. If a student has problems in reading and understanding, the teacher can read or make explanations. However, he should wait for the student to give the answer.
--	---

EVALUATION	If the student's level is good, the activity can end even before 40 minutes. If his level is bad, 40 minutes will probably not be enough as he will return to the questions by repeating them constantly. The student enjoys the game very much.
-------------------	---

ANNEX	Playing cards (ANNEX1)
--------------	------------------------

EK1

<p>1</p> <p><i>Talking to the customer, "Is there anything else?, What do you want?, No, we can't, You have to wait." Instead of sentences like "How else can I help you?, The product you want will be available in a month, would you like me to reserve it for you? You should use sentences like these..</i></p> <p><i>Is the above statement correct?</i></p>	<p>TALK TO THE CUSTOMER IN A CONSTRUCTIVE AND POSITIVE MANNER</p> <p><i>Your conversations with the customer should be helpful rather than refusing.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="802 1272 1058 1473" style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e0f0e0;"> <p style="text-align: center; margin: 0;">YES</p> <p style="text-align: center; margin: 5px 0;">Congratulations, you've made a good start. Go on.</p> </div> <div data-bbox="1094 1272 1350 1473" style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #ffe0e0;"> <p style="text-align: center; margin: 0;">NO</p> <p style="text-align: center; margin: 5px 0;">Sorry, you were wrong. Go on.</p> </div> </div>
<p>2</p> <p><i>When meeting with the customer, you should prefer short and clear sentences. Long sentences with a lot of explanation create confusion.</i></p> <p><i>Also, speak in a human language, do not use slang words. Do not miss the courtesy speeches such as greetings and thanking. Is the above statement correct?</i></p>	<p>BE CLEAR AND KIND</p> <p><i>Conversations with the customer should be courteous and clear and open</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="802 1720 1058 1921" style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e0f0e0;"> <p style="text-align: center; margin: 0;">YES</p> <p style="text-align: center; margin: 5px 0;">Congratulations. Jump to the 4TH card.</p> </div> <div data-bbox="1094 1720 1350 1921" style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #ffe0e0;"> <p style="text-align: center; margin: 0;">WRONG</p> <p style="text-align: center; margin: 5px 0;">Sorry, you were wrong. Continue for now.</p> </div> </div>



Co-funded by the
Erasmus+ Programme
of the European Union



<p>3</p> <p><i>Keeping the customer waiting for a while will increase the customer's respect for your company. That's why you don't help the customer even though you have time, you keep him waiting.</i></p> <p><i>Is it correct in terms of customer relations ?</i></p>	<p>ANSWER ON TIME</p> <p><i>Keeping the customer waiting always results in negative results. You should respond as soon as possible.</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="802 421 1058 611" style="border: 1px solid blue; border-radius: 15px; padding: 5px;"> <p style="background-color: #d9ead3; padding: 2px; text-align: center;">YES</p> <p style="padding: 5px;">Sorry, you were wrong. Return to the 2NDcard.</p> </div> <div data-bbox="1098 421 1353 611" style="border: 1px solid blue; border-radius: 15px; padding: 5px;"> <p style="background-color: #d9ead3; padding: 2px; text-align: center;">NO</p> <p style="padding: 5px;">Congratulations. Jump to the 5THcard.</p> </div> </div>
<p>4</p> <p><i>You know the customer's name, but you prefer not to use it because you think it would be disrespectful to call it by name. "Mr. Burak, I will forward your request on this subject to the management." Instead of saying, "Sir, I will forward your request on this matter to the management." You say. Did you do the right thing?</i></p>	<p>REACH CUSTOMER BY NAME</p> <p><i>If you know the customer's name, calling them by name will make the customer feel special and valuable. (By adding Mr. and Ms. addresses, of course...)</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="786 907 1042 1097" style="border: 1px solid blue; border-radius: 15px; padding: 5px;"> <p style="background-color: #d9ead3; padding: 2px; text-align: center;">YES</p> <p style="padding: 5px;">Sorry, you were wrong. Return to the 3th card.</p> </div> <div data-bbox="1098 907 1353 1097" style="border: 1px solid blue; border-radius: 15px; padding: 5px;"> <p style="background-color: #d9ead3; padding: 2px; text-align: center;">NO</p> <p style="padding: 5px;">Congratulations. You are doing well. Jump to the 7th card.</p> </div> </div>
<p>5</p> <p><i>The client's style is very serious. You try to comfort the customer by speaking more sincerely and warmly, and you make jokes.</i></p> <p><i>Is this behavior correct?</i></p>	<p>ADAPT TO THE CUSTOMER'S STYLE</p> <p><i>If the customer is giving a serious speech, you should be serious, if he is speaking comfortably, you should keep up with him. (Of course, without sacrificing professionalism...)</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="786 1373 1042 1563" style="border: 1px solid blue; border-radius: 15px; padding: 5px;"> <p style="background-color: #d9ead3; padding: 2px; text-align: center;">YES</p> <p style="padding: 5px;">Sorry, you were wrong. Return to the 3rd card.</p> </div> <div data-bbox="1098 1373 1353 1563" style="border: 1px solid blue; border-radius: 15px; padding: 5px;"> <p style="background-color: #d9ead3; padding: 2px; text-align: center;">NO</p> <p style="padding: 5px;">Congratulations. jump to the 7thcard.</p> </div> </div>

<p>6</p> <p><i>Would it be correct to use the following sentence in your encounters with customers?</i></p> <p><i>“Good morning, Ms. Merve, how can I help you today?” (You said it with a smile and a lively tone.)</i></p>	<p>SAY HELLO, BE WARM AND ENERGETIC</p> <p><i>No customer wants to see an unwilling and unhappy employee in front of them.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Congratulations. jump to card 8.</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Sorry, you were wrong. Return to card 5.</p> </div> </div>
<p>7</p> <p><i>You can tell the customer that you cannot do things that you cannot do with the customer's demands. Like, "Sorry, I can't help you." Then you should end the conversation without further ado. No words of support are needed.</i></p> <p><i>Is the above statement correct?</i></p>	<p>EXPRESS YOUR SUPPORT</p> <p><i>You should not close the door in customer conversations. You should tell the customer that you will do your best to resolve the issue.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Sorry, you were wrong. Return to card 6</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Congratulations. Jump to the card 9</p> </div> </div>
<p>8</p> <p><i>Proceed step by step instead of giving all the information the customer wants or showing all the products they want at once. Guide your speech and your business according to the customer's satisfaction.</i></p> <p><i>Is the above statement correct?</i></p>	<p>EXPLAIN STEP BY STEP</p> <p><i>Trying to say or show everything at once will create confusion for the customer.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Congratulations. Jump to the card 10</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Sorry, you were wrong. Return to the card 6</p> </div> </div>
<p>9</p> <p><i>You have committed a fault against the customer. Is it ok to use the following expression?</i></p> <p><i>" I apologize to you. We will do our best to make up for our mistake."</i></p>	<p>APOLOGIZE DIRECTLY WHEN NECESSARY</p> <p><i>As the person dealing with the customer, it is necessary to understand the customer's disappointment and apologize sincerely</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Congratulations. Jump to the card 12</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Sorry, you were wrong. Return to the card 8</p> </div> </div>

<p>10</p> <p><i>The client uses very friendly language. Smiling, he makes his demands playfully. Since it is a workplace, you respond seriously to the customer. Is your attitude correct?</i></p>	<p>ADAPT TO THE CUSTOMER'S STYLE</p> <p><i>If the customer is giving a serious speech, you should be serious, if he is speaking comfortably, you should keep up with him. (Of course, without sacrificina professionalism...)</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="815 353 1066 546" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin-bottom: 5px;">YES</p> <p style="text-align: center;">Sorry, you were wrong. Return to the card 8</p> </div> <div data-bbox="1082 353 1332 546" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin-bottom: 5px;">NO</p> <p style="text-align: center;">Congratulations. Jump to the card 12</p> </div> </div>
<p>11</p> <p><i>You will not be able to fulfill the customer's request. However, while expressing this, you are also trying to support the customer in a different way. "Sorry I can't help you, but I can arrange to talk to our manager if you wish." You say. Is your attitude correct?</i></p>	<p>EXPRESS YOUR SUPPORT</p> <p><i>You should not close the door in customer conversations. You should tell the customer that you will do your best to resolve the issue.</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="799 869 1050 1061" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin-bottom: 5px;">YES</p> <p style="text-align: center;">Congratulations. Jump to the card 13</p> </div> <div data-bbox="1098 869 1348 1061" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin-bottom: 5px;">NO</p> <p style="text-align: center;">Sorry, you were wrong. Return to the card 9</p> </div> </div>
<p>12</p> <p><i>The customer asked a question about something you do not know. In order not to shake the image of the company and not to keep the customer waiting, give the first answer to the question, without being sure of its accuracy. Is the above statement correct in terms of customer relations?</i></p>	<p>IF YOU DON'T KNOW, TELL US YOU DON'T KNOW</p> <p><i>Honesty is always the best. If you don't know the answer to a customer's question, you can state it. To be quick, don't give wrong answers. Say you will investigate</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="815 1406 1066 1599" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin-bottom: 5px;">YES</p> <p style="text-align: center;">Sorry, you were wrong. Return to the card 10</p> </div> <div data-bbox="1098 1406 1348 1599" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin-bottom: 5px;">NO</p> <p style="text-align: center;">Congratulations. Jump to the card 15</p> </div> </div>

<p>13</p> <p><i>You want to be honest and clear with the customer. Would it be correct to construct the following sentence?</i></p> <p><i>“Hello Mr. Okan, we cannot fulfill your request due to company rules, but we will inform you if there is a change in the situation.”</i></p>	<p>SOFT THE BAD NEWS</p> <p><i>Sprinkling positive things instead of saying no directly will soften the customer.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Congratulations. Jump to the last card</p> </div> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Sorry, you were wrong. Return to the card 11</p> </div> </div>
<p>14</p> <p><i>You want to be honest and clear with the customer. Would it be correct to construct the following sentence?</i></p> <p><i>“Hello Mr. Okan, we cannot fulfill your request due to company rules, but we will inform you if there is a change in the situation.”</i></p>	<p>BE RESULT FOCUSED</p> <p><i>Listen carefully to the customer. Focus on understanding your request and finding a solution to your problem.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Congratulations. Jump to the last card</p> </div> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Sorry, you were wrong. Return to the card 11</p> </div> </div>
<p>15</p> <p><i>You may encounter a different problem in customer service every day and you can learn new things every day. What is meaningful and important to you is to communicate with customers in a humane way. Be humane, take care of people personally.</i></p> <p><i>Is the above statement correct?</i></p>	<p>LAST CARD</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 150px;"> <p style="text-align: center; background-color: #d9ead3; margin: 0;">YES</p> <p style="margin: 5px 0;">Congratulations, you accomplished the task.</p> </div> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 150px;"> <p style="text-align: center; background-color: #f4cccc; margin: 0;">NO</p> <p style="margin: 5px 0;">Sorry you were wrong. You should play this game again.</p> </div> </div>

“What could you sell?”

OUTPUT	
MAIN OUTPUT	Comprehending the analysis of customer profile
SUB – OUTPUTS	<ul style="list-style-type: none"> Understanding the relationships between customer profile analysis and sales

AIM	To be able to establish a relationship between the customer's analysis and the product that the customer will buy.
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Annex1 , pen or pencil
----------------------------	------------------------

TIME	90 minutes
-------------	------------

PROCESS

The teacher explains to the class the importance of customer analysis (or customer profile):

“Customer analysis (or customer profile) is a critical part of a company's business plan or marketing plan. It identifies target customers, determines their needs, and then determines how the product meets those needs. a customer analysis; It can be divided into a behavioral profile (why your product matches a customer's lifestyle) and a demographic profile (a profile that describes information about a customer's age, gender, occupation, whether they are married, single or have children, and where they live).

A customer profile is a simple tool that can help the business better understand its current and potential customers, increase sales and grow their business. Customer profiles are a collection of information about customers that help determine why people buy a product.”

After the explanation, the teacher distributes the Customer and product matching card in APPENDIX 1 to each student. Students write the above-given keywords in the spaces next to the pictures according to the customer's appearance. After this task, students share their pairings with the class, thus completing the activity.



Co-funded by the
Erasmus+ Programme
of the European Union



<p>ADDITIONAL INFORMATION AND WARNINGS</p>	<p>The teacher should help if the inclusion student realizes that he or she has difficulty in matching; They should try to make it easier for the student to match with questions such as: What should we sell to this person?, Do you think this person will buy it?</p>
---	---

<p>EVALUATION</p>	
--------------------------	--

ANNEX

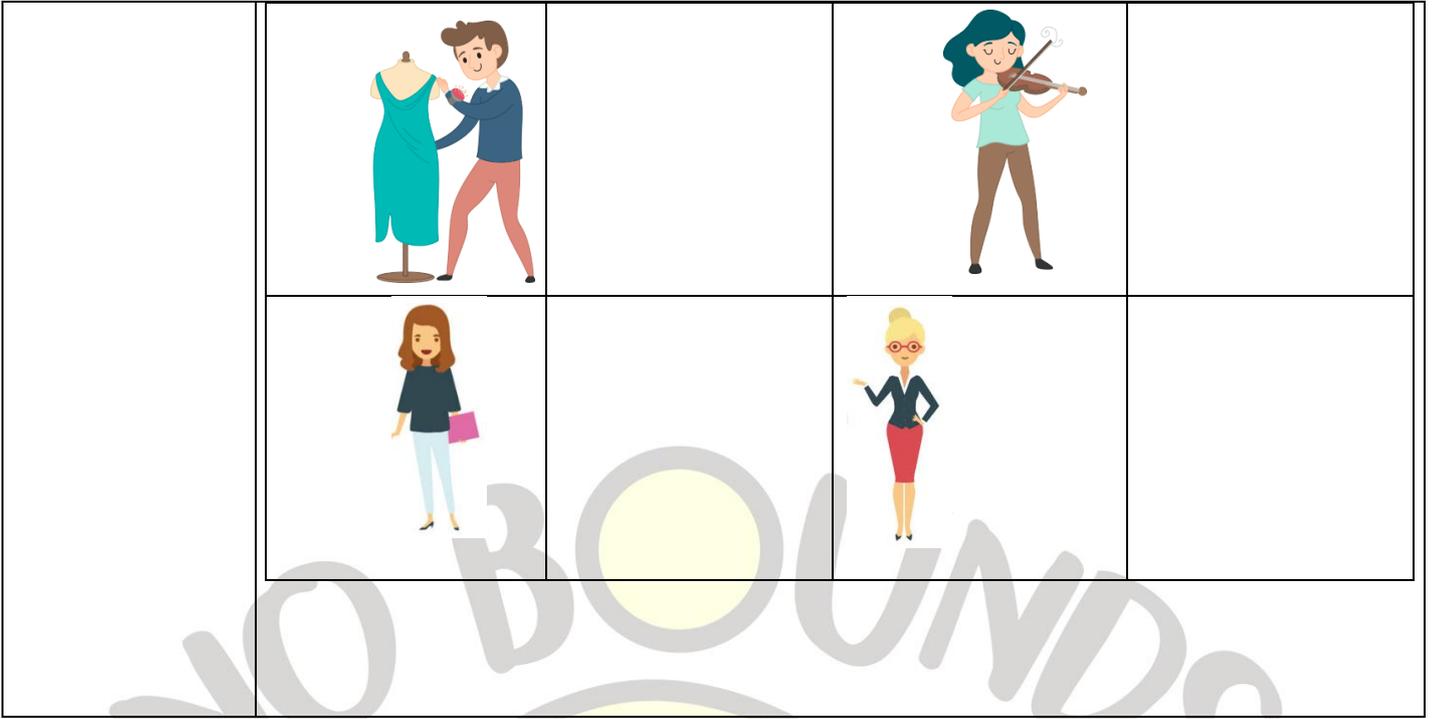
Worksheet "What could you sell?"

CUSTOMER AND PRODUCT MATCHING

According to the client physical appearance fill the spaces with the given key words:

Seeds | Cars | suit | medicine | sneakers | sheetmusic | pins | leggings | necktie | suitcase
 | fabrics | glasses | pencil | notebook | tuningfork | yoga mat | books | wallet | car oil |
 Computer | rainboots

Client	Product	Client	Product
			
			
			



NO BOUNDS
IN LEARNING



Co-funded by the
Erasmus+ Programme
of the European Union



“CUSTOMER PROFILE ANALYSIS”

OUTPUT	
MAIN OUTPUT	Understanding the analyzing of customer profile
SUB – OUTPUTS	Understanding the relationships between customer profile and sales

AIM	Distinguish and categorize the basic elements of customer profile
------------	---

APPLICATION PLACE	Computer room
--------------------------	---------------

SUGGESTED MATERIALS	Computer / Video projector
----------------------------	----------------------------

TIME	45 minutes
-------------	------------

PROCESS	<p>The teacher explains the importance of creating a customer profile. It highlights the key elements of the customer profile. He then divides the students into three groups (blue, yellow, and pink). He asks each group to follow the link to the mind map given in Annex1. After entering the Coggle tool, each group is given a list of key elements of a customer profile given in Annex 2. The students of each group should fill only the items in their own heading. (6 pieces in blue, 5 in yellow, 6 in pink). Each group selects an item from the given list and carries the color-appropriate title to the mind map. The teacher ends the study by sharing the final version of the resulting mind map with the class.</p>
----------------	---

ADDITIONAL INFORMATION	<p>Students is better to use a Google account to join the Coggle tool and draw the mind map.</p> <p>The teacher should give the inclusion student one-to-one information about the use of Cooggle before the activity, and the student should have used the program at least once, accompanied by the teacher. If necessary, the teacher can guide again during the activity.</p>
-------------------------------	---



Co-funded by the
Erasmus+ Programme
of the European Union



AND WARNINGS	<p>In this study, a mind map was drawn on the web page using the appropriate program (Coggle), and customer profile analysis, which is the subject of the course, was turned into an entertaining activity by using colors and shapes.</p> <p>In Annex 2, there is a customer profile analysis prepared in English. The Turkish source link and detailed information about the Coggle application are below.</p> <p>WHAT IS COGGLE?</p> <p>Coggle is a free mind mapping web application. Coggle produces documents that are hierarchically structured like a branching tree. This works with other partner editors such as Google Docs that provide linear or tabular document formats.</p> <p>https://en.wikipedia.org/wiki/Coggle</p> <p>http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/M%C3%BC%C5%9Fteri%20C3%96zelleri.pdf</p>
---------------------	--

EVALUATION	
-------------------	--

ANNEX 1	<p>Customer Profile MindMap file</p> <p>https://coggle.it/diagram/XfDk_K6K4hZ14Upm/t/customer-profile/04fa0bd168354af312d955a8dcd3b530306e1c2a0ace388024fa35b89395dc64</p>
ANNEX 2	<p>Elements of customerprofile file</p>



“LET’S DO SHOPPING”

OUTCOME	
MAIN OUTCOME	Understanding client interview techniques
SUB-OUTCOMES	Recognizing the elements to be considered in customer relations

AIM	To improve customer relations
------------	-------------------------------

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Picture Cards (ANNEX1)
----------------------------	------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher tells the class that they are going to do an activity about shopping today. He/she tells 10 volunteer students that they will be salesmen and that the other students in the class will be customers. He places a table in front of each of the students who will become a seller and one of the pictures in the annex above them.

He tells them that they will become the seller of the products in the pictures and that they must try all the ways they know to sell the products to their customers.

He said to the rest of the class, **“You are in a shopping mall, each table represents a store. The language the salespeople use while selling the products, their attitudes towards you and their body language will make it easier for you to purchase products. I want you to pay attention to these in your shopping”**.

The teacher walks around the tables during the game, traces the dialogues, ends the game at the end of 15 minutes and makes all the students sit down.

The teacher asks students to share their shopping experiences. He asks which seller what they buy and whether they are affected by the seller's behavior during shopping.



Co-funded by the
Erasmus+ Programme
of the European Union



For example, "Which product did you buy or why did you give up? What was the seller's attitude?" guides the process with the questions like these. After all the sharing about the game is completed, the teacher ends the activity by making the following explanations.

"Understanding the techniques of interviewing customers will help you succeed in your job as a salesperson. You should address the customer by name if you know him, and be warm, courteous and energetic. It is necessary not to keep the customer waiting, to respond in a timely manner, to apologize when necessary, to express this if you do not know, and to direct the conversations in a problem-solving and supportive manner."

ADDITIONAL INFORMATION AND WARNINGS	<p>During the game, the teacher can interfere with the shopping dialogues turning into inappropriate conversations.</p> <p>The inclusive student should be encouraged to be a seller or a buyer, and if necessary, her participation should be tried by accompanying her in the dialogues.</p> <p>It can guide and encourage shy students for dialogue.</p>
--	---

EVALUATION	<p>Depending on the number of students in the class and the size of the class, it was necessary to change from 10 sellers to 5 or 3 sellers. The large number of customers made it difficult to understand the conversations, and the seller and the buyer could not hear each other. For this reason, each customer wandered through the stores one by one. Warm-up games can be played before the students were reluctant to act.</p> <p>The pictures in Annex 1 were enlarged and printed one by one on A4 paper.</p>
-------------------	--

ANNEX	Picture cards
--------------	----------------------

Annex 1



Co-funded by the
Erasmus+ Programme
of the European Union





Co-funded by the Erasmus+ Programme of the European Union





Co-funded by the Erasmus+ Programme of the European Union



“The first contact”

OUTPUT	
MAIN OUTPUT	Comprehending the interview methods with customers.
SUB – OUTPUTS	–Students comprehend the importance of the first impression during an interview with a customer

AIM	Distinguish the do’s and don’ts at the first contact with a customer
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Video projector / Computer / Internet Connection Clothes / Furniture
----------------------------	---

TIME	60 minutes
-------------	------------

PROCESS	<p>The teacher shows the video in Annex 1 to the class. At the end of the video, the teacher initiates a small discussion with the students about the interviewer’s characteristics and behavior. After the discussion, pre-determined volunteer students are invited in front of their classmates and asked to play the scenario given in Annex 2. Pairs take turns performing their games. The other students in the class evaluate the activity by comparing the plays of the pairs of students, and the study ends.</p>
----------------	---



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>It is very important that students who are willing to role play choose the role under the guidance of the teacher the day before the role play. It takes time for preparing themselves for reading the script, working on the role, preparing the clothes for the item, etc. Three different pairs of students, who can act in the same scenario but have different characteristics or behaviors, are selected, a total of six students. The teacher explains how the roles will be shared between the two volunteers.</p> <p>The teacher should ensure that at least one of the interviewees wears clothes that comply with the dress code, does not use much perfume, and dresses in a calm and pleasant-looking manner.</p> <p>The costumes of the customers are their own choice.</p> <p>The teacher should talk to the student so that the inclusion student can also take part, and try to encourage them in this regard.</p> <p>In this study, an English Youtube video containing pre-interview features for employees and customers of a certain type of workplace was used, and a two-player game scenario was prepared accordingly.</p> <p>Below is a Turkish sample link that can be used about customer satisfaction and what to consider in the first meeting:</p> <p>http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/M%C3%BC%C5%9Fteri%20Me%20mnuniyet.pdf</p>
--	--

EVALUATION	
-------------------	--

ANNEX 1	<p>8 tips for first contact . Youtube video</p> <p>https://www.youtube.com/watch?v=Az4uFaLZ-84&feature=share&fbclid=IwAR2hNk1EFAEehZAMHBKTEB2okwRsqi43q6zKe6YNdrvtFt08UNOC3OIO-4Q</p>
ANNEX 2	<p>Role Play Scenario</p> <p><i>When the customer shows up, the Interviewer approaches him/her smiling and confidently.</i></p> <p>Interviewer: Good morning Sir/Madam! You are welcome.</p> <p>Customer: Thank you!</p> <p>Interviewer: Nice to meet you, have a seat please!</p>



Customer: Me too, thank you!

The two students walk to desk. The Interviewer walks and sits down confidently

Interviewer: How are you? *(Smiley and kindly)*

Customer: Fine, thank you!

Interviewer: How have you found us?

Customer: A customer of yours has suggested your company.

Interviewer: Perfect! So, you know about us and our services.

Customer: Yes, I have heard of you by Mr Papadopoulos.

Interviewer: Oh, his a very good client, almost a friend of our company.

Customer: Yes, I know it and for that reason I'm here right now.

Interviewer: So, shall we proceed?

Customer: Yes, of course! I'm ready.



Co-funded by the
Erasmus+ Programme
of the European Union



“How to contact a customer?”

OUTPUT	
MAIN OUTPUT	Comprehending the interview methods with customers.
SUB – OUTPUTS	Understanding advantageous and disadvantageous communication tools in communication with the customer

AIM	To distinguish ways of communicating with a customer
------------	--

APPLICATION PLACE	Computer room
--------------------------	---------------

SUGGESTED MATERIALS	Video projector / Computer / Internet Connection Printer (optional)
----------------------------	--

TIME	45 minutes
-------------	------------

PROCESS

The teacher gives a brief introduction to interviewing clients. Then he asks students to brainstorm ways to interview customers in four ways: Telephone, Skype, Competency Test, Assignment Centre. The teacher creates 2 groups of students to mark the advantages or disadvantages of each path. He calls one of these groups the “Green Advantage Group” and the other the “Red Disadvantage Group”. The teacher uses the padlet given in Appendix 1 using the shared link. The guide has four pictures of interview routes listed on the left as shown in Appendix 2. To the right of the Skype image are seven term boxes marked as advantage or disadvantage.

The first group, called the Green Group (Advantage), must find the Advantage terms and mark each one in green by right-clicking the mouse. The second group, called the Red Group (Disadvantage), must find the disadvantage terms and mark each one in red by right-clicking the mouse.

Students of each group can copy and drag any box next to the pictures they think are relevant (Phone, Skype, Competency Test, Assignment Center) and paint it in the appropriate color. To copy a box; the student needs to right click the mouse on the box, select Copy Post, copy to the padlet itself and drag the box to the new location. The same operations are repeated until there are seven colored term boxes on the right side of each picture. After the boxes are copied and colored, the padlet is ready to be evaluated by the students. The green group should check the red boxes and the red group should check the green ones. Finally, the teacher concludes the lesson by checking all



Co-funded by the
Erasmus+ Programme
of the European Union



the boxes next to each picture and analyzing the subject of customer communication with its advantages and disadvantages.

<p>ADDITIONAL INFORMATION AND WARNINGS</p>	<p>Padlet, a web application, was used in this study. The subject of “Communicating with the Customer” has been conveyed in four main titles and sub-titles in English. With the creation of a board in the Padlet application, students are provided to reinforce the terms in a fun way.</p> <p>Before the activity, the teacher should inform the student about the use of the Padlet application. After doing the necessary one-on-one preliminary work with the student, he should involve the student in the activity.</p> <p>The Turkish description of the application and the link to benefit from the site are below;</p> <p>What is Padlet?</p> <p>padlet; It is a digital board where all desired images, videos and texts can be added. Teachers can create work in a common area with their students, share the created board and create a new working environment. padlet; Suitable for discussion or brainstorming and adding multimedia to the clipboard.</p> <p>https://en.padlet.com/</p> <p>There is an entry link to the padlet prepared in English in Appendix 1.</p> <p>The teacher should check that the padlet works properly for each student. This is to avoid accidental deletions or unrelated additions.</p> <p>The padlet can be printed or shared in many ways by right-clicking on the share menu option.</p>
---	---

<p>EVALUATION</p>	
--------------------------	--

<p>ANNEX 1</p>	<p>Link to the shared padlet</p> <p>https://padlet.com/gnicolakakis/56d26pt624qz</p>
-----------------------	---

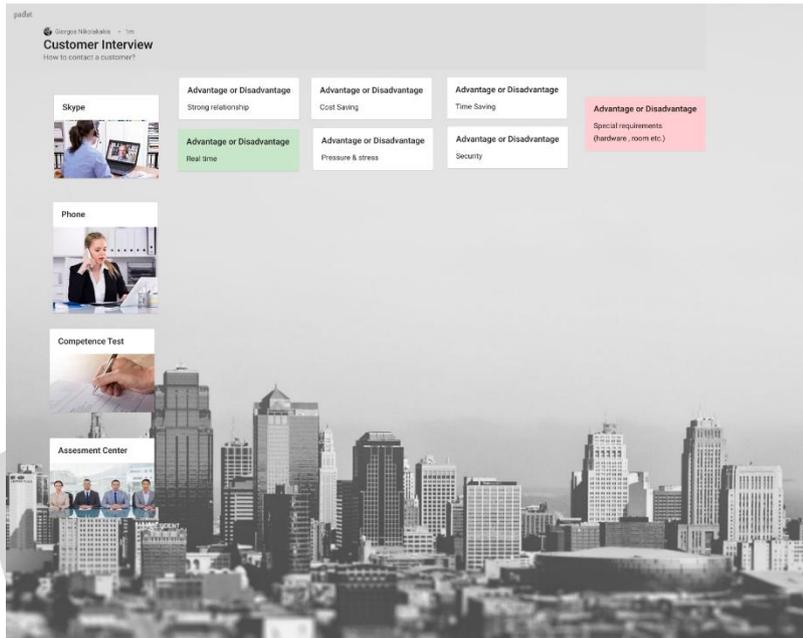


Co-funded by the
Erasmus+ Programme
of the European Union



ANNEX 2

Preview of the shared padlet



Co-funded by the
Erasmus+ Programme
of the European Union



"I KNOW YOU"

OUTCOME	
MAIN OUTCOME	Understanding customer profile analysis.
SUB-OUTCOMES	Noticing what your personal specialities are.

AIM	Developing customer relations skills
------------	--------------------------------------

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Blackboard, Boardmarker
----------------------------	-------------------------

TIME	40 minutes
-------------	------------

PROCESS

"Today you are invited to a big birthday party. The party will take place at a friend's house. It's going to be a nice party full of foods and drinks. But you have a problem. You do not know the person whose birthday will be given. How do you get the birthday present? What information do you need about that person for that?"

The teacher reads the above instruction to the students and takes 10 minutes. He asks them to say all the answers that come to their mind in a short time. Writes all the answers given by the students on the board without elimination. He ends the process after making sure that all ideas have been spoken.

Teacher; **"Imagine that you are a salesperson for a store right now. To be able to sell your products to your customers, you must know them. In your opinion, which of the information on the board do you need to create customer profile analysis? Which ones can we eliminate?"** says.

The teacher crosses out the unnecessary expressions with the answers and directions from the students. He asks what further information may be needed to get to know the customer better, and adds new answers, if any, to the board.

It pays attention to the fact that all answers include information such as the person's age, gender, occupation, marital status, place of residence, income, interests, behaviors, and special requests.



Co-funded by the
Erasmus+ Programme
of the European Union



He concluded the lesson by emphasizing that performing customer profile analysis generally means knowing the person well and knowing his / her characteristics well and that this will enable us to do our job better when we become a salesperson.

ADDITIONAL INFORMATION AND WARNINGS	<p>In the previous lesson, the teacher should have transferred the subject of customer profile analysis to the students.</p> <p>The idea generation part is the brainstorming technique. The teacher does not interfere. It doesn't make corrections.</p> <p>“Is there anything you would like to add too?” With such questions, the teacher tries to ensure that the student with learning disabilities is involved in the process.</p>
--	--

EVALUATION	<p>During the brainstorming, 10 minutes was too much, the teacher can keep it short if necessary.</p> <p>The game can be played directly without explaining the customer profile analysis in the previous lesson. The subject of the game is handled in a clear and understandable way.</p>
-------------------	---

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“QuizLet the benefits”

OUTPUT		
	MAIN OUTPUT	Benefitting from technological developments as a staff
	SUB – OUTPUTS	Recognize the advantages of working with a group while learning new information

AIM	To comprehend the necessity of technological developments in the workplace
------------	--

APPLICATION PLACE	Computers Lab / Classroom
--------------------------	---------------------------

SUGGESTED MATERIALS	Computers / Video projector
----------------------------	-----------------------------

TIME	40 minutes
-------------	------------

PROCESS	<p>The teacher briefly talks about the benefits of technological developments in the workplace. It asks students to enter the Quizlet page given in Annex 1. Then prompts them to click Flashcards from the run menu (top left of Quizlet). Students have to study the topic by reading the term and its definition on each flashcard. After students have finished their work, the teacher asks them to click Learn from the same menu. Students must match the terms to the correct definition by clicking the correct box. The teacher evaluates the answers and ends the study.</p>
----------------	---

ADDITIONAL INFORMATION AND WARNINGS	<p>An alternative way to implement the activity is; Selecting Learn from the STUDY menu for students to study the topic and Match from the PLAY menu for students to find the correct answers.</p> <p>The teacher should work one-on-one with the inclusive student before the activity and ensure that he/she makes preliminary preparations for the use of Quizlet. If necessary, he/she should also be a guide during the use of the application in the event.</p>
--	---



Co-funded by the
Erasmus+ Programme
of the European Union



	<p>In this study, there is an example of a study that supports both theoretical teaching and using digital platforms, consisting of 9 question and answer cards opened with the title "Benefits of Technology in Business" prepared in English in Quizlet, a web application. For detailed information in Turkish and to benefit from the site, the link is below;</p> <p>What is Quizlet?</p> <p>Quizlet is an online "flashcard" application. The application is free and can be used not only for teaching but also for individual learning. Ready-made study sets can be used or you can create one yourself. You can make learning more permanent with the cards and games in the study sets. You can use the interface option in Turkish and many different languages.</p> <p>https://help.quizlet.com/hc/tr/articles/360041181691-Quizlet-%C3%9Cyeli%C4%9Fi</p>
--	---

EVALUATION	
-------------------	--

ANNEX 1	<p>https://quizlet.com/815tbr?x=1jqt&i=2niz44</p>
----------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“USE YOUR TECHNOLOGY CARD”

OUTCOME	
MAIN OUTCOME	Benefit from technological advances as a staff member
SUB-OUTCOMES	Noticing new technological developments

AIM	Creating a willingness to follow new technological developments
------------	---

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	Playing cards (Annex 1), Scissors, glue, Pre-test and Post-test (Annex 2)
----------------------------	---

TIME	40 minutes
-------------	------------

PROCESS

The teacher cuts out the playing cards in Annex1. Glues the text card under it to the back of the title and picture card. Thus, 7 playing cards are prepared. The prepared playing cards are placed on the table with the pictures on top.

The teacher asks the student to examine the cards and then answer the pre-test in Annex 2. At the end of the test, he asks the student to take three of the cards that interest him and read the information written on the back of the cards.

When the card reading is finished, the teacher asks the student to answer the final test.

Then the teacher ends the lesson with the following explanation:

“10 -15 years ago, some technological products that we frequently use today were not available. It would not even occur to us to question their absence, but today it is quite difficult to imagine life without them. For example, smartphones, which have become an indispensable part of our lives today, have entered our lives. We met tablets. We spend time on many social media platforms such as Facebook, Instagram, Twitter, Whatsapp, but as a matter of fact, they all have a place in our lives for a very short time. From this point of view, we can think that the technologies of tomorrow are not impossible. It can be seen very clearly that the business life of tomorrow cannot be considered independent of technological developments. Keeping up with new technologies will be part of our job.”



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	While answering the test and reading the information on the back of the cards, reading assistance can be provided according to the level of the student, if necessary. In the meantime, the student can talk, ask questions and express ideas.
--	--

EVALUATION	
-------------------	--

ANNEX	Annex 1 and Annex 2
--------------	----------------------------

Annex 1 *Driverless Cars*



Tesla Motors founder Elon Musk says:

"Driverless vehicles will soon become commonplace technology. Just like elevators. There used to be operators who used elevators. With a simple system developed later, we enabled the elevator to move between floors automatically. You only have to press a button. Our cars will likewise become autonomous. "

Driverless car technology has become a trend that is transforming the entire automotive industry today. However, it should be noted that automobiles will not only be transformed here; As autonomous vehicles hit the roads, our understanding of transportation will also change. The car will now become more of a shared product than an owned vehicle.



Co-funded by the
Erasmus+ Programme
of the European Union



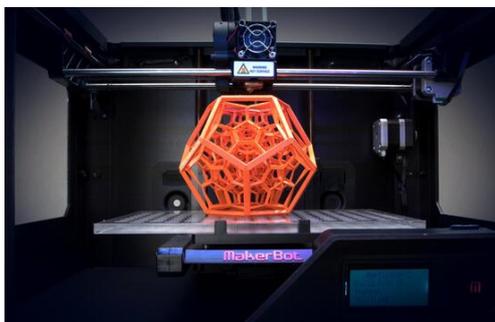
DroneTaxis



The developments in both electric and driverless cars and drone technology, which has entered our lives rapidly recently, brought flying cars, which have been a science fiction fantasy for many years, into our lives. Electric and autonomous flying taxis that can take off vertically and have the ability to quickly bypass the traffic in the city are no longer a dream.

Today, manned flight tests are carried out in the skies of Dubai with the Chinese-made "Ehang 184" vehicle. World giant companies such as Uber, Boeing and Airbus are planning to put their flying taxi fleets into service in the coming years.

3D Printers



Three-dimensional printing technology, which has been used in different industries for many years, has now reached the point where it can enter our homes with the reduction of printer sizes, simplification of printing materials and the spread of maker culture.

Today, it is possible to produce all kinds of products with almost any material (plastic, wood, metal, graphene) with 3D printers, which are mostly used to produce prototypes.

Three-dimensional printing technology will lead to serious transformations in the manufacturing sectors, logistics and retail sectors in the near future. Factories will be able to make tailor-made production to order, customers will be able to buy online designs of some products and print and use them at home with their own printer. Maybe even our food will come out of the printer with the printers that will enter our kitchen.

When we look to the far future, our organs that will be printed with 3D printers will be transplanted to us using our own cells. Organ transplantation will no longer be a nightmare.

Virtual RealityGlasses



Virtual reality is actually a technology that has been developed for many years. However, the processor power reaching the desired level and the increase in connection speeds suddenly caused the whole world to invest in the virtual reality phenomenon.

Although virtual reality is perceived as a game technology, its usage areas are actually endless. In the coming years, many of us will be attracted by the virtual world with better image quality and faster wireless connections. Its use for different purposes will become much more common in many different sectors from education to tourism, from health to retail.

Smart Glasses



Co-funded by the
Erasmus+ Programme
of the European Union



Facebook founder Mark Zuckerberg took the stage at their annual F8 conference in 2017 and said; “One of the biggest technologies we will invest in in the next 10 years will be augmented reality. Thanks to this technology, we will all be using cool smart glasses instead of smartphones in the near future.”

With Augmented Reality technology reaching a higher level, we will all start to use smart glasses both in our business processes and in our daily lives.

In the near future, all the information we need will be in front of our eyes when choosing products for shopping, searching for our direction on the map, and surfing the internet.

Robot Assistants



Although the idea of robot assistants and robot friends seems to have come out of science fiction movies, robot nurses, waiters, hostesses and security guards are actively used all over the world today. Today, even in Turkey, a robot like Pepper can assist you when you go to a store. Nao robots are used very often in robotics education, especially in schools.

It is not even sincere that all of us will have a robot assistant in our homes in the near future, as technology reaches the desired level and costs decrease.

Universal Translators



Learning a new language is a challenging and never-ending process for many of us. However, although artificial intelligence and voice recognition technology are still in their infancy, today they have made instant, simultaneous voice translations possible. Many independent entrepreneurs have recently launched their headphones. With these headphones, when you meet a stranger in the very near future, even if you speak different languages, it will be extremely easy to communicate. Or even consider a business meeting. Let people speak 8 different languages from 8 different countries around the table. With universal translators, everyone will understand each other easily. Knowing a language will no longer be a privilege.

Annex 2

	PRE TEST	YES	NO
1	<i>Have you ever heard these mentioned before?</i>		
2	<i>Do you know enough information about this?</i>		
3	<i>Do you think we need these technologies?</i>		

	POST TEST	YES	NO
1	<i>Interested in hearing these developments?</i>		
2	<i>Want to learn more about this and many more technological advancements?</i>		
3	<i>Do you think it is possible to put these stories into practice?</i>		



Co-funded by the
Erasmus+ Programme
of the European Union



“From bullying to empathy”

OUTPUT		
	MAIN OUTPUT	Comprehending the empathy and the relation of group-person
	SUB – OUTPUTS	- Understanding the importance of relations between persons in a group

AIM	Distinguish the bullying behavior from empathy Acknowledge positives and negatives of group working
------------	--

APPLICATION PLACE	Computer Lab
--------------------------	--------------

SUGGESTED MATERIALS	Computers / Internet connection / Video projector / Mobile phones
----------------------------	---

TIME	45 minutes
-------------	------------

PROCESS	<p>The teacher introduces the students to the lesson by presenting the video in Annex 1 on the importance of relationships in a group. It then explains how to play Kahoot. It states that they will play the quiz game by following the steps to take the Kahoot quiz given in Annex 2. Students log in and play the test. After finishing, the teacher explains the results of the answers using Kahoot. The evaluation form (Annex 3) regarding the game application is given to the students. The event ends with a discussion of the results.</p>
----------------	--

ADDITIONAL INFORMATION AND WARNINGS	<p>Teachers use the video projector to present the video in Annex 1.</p> <p>Students must use smart devices to play Kahoot game.</p> <p>The teacher should make preliminary preparations for the use of the Kahoot application by working one-on-one with the inclusion student before the activity. If necessary, he/she should accompany the student during the activity.</p>
--	---



Co-funded by the
Erasmus+ Programme
of the European Union



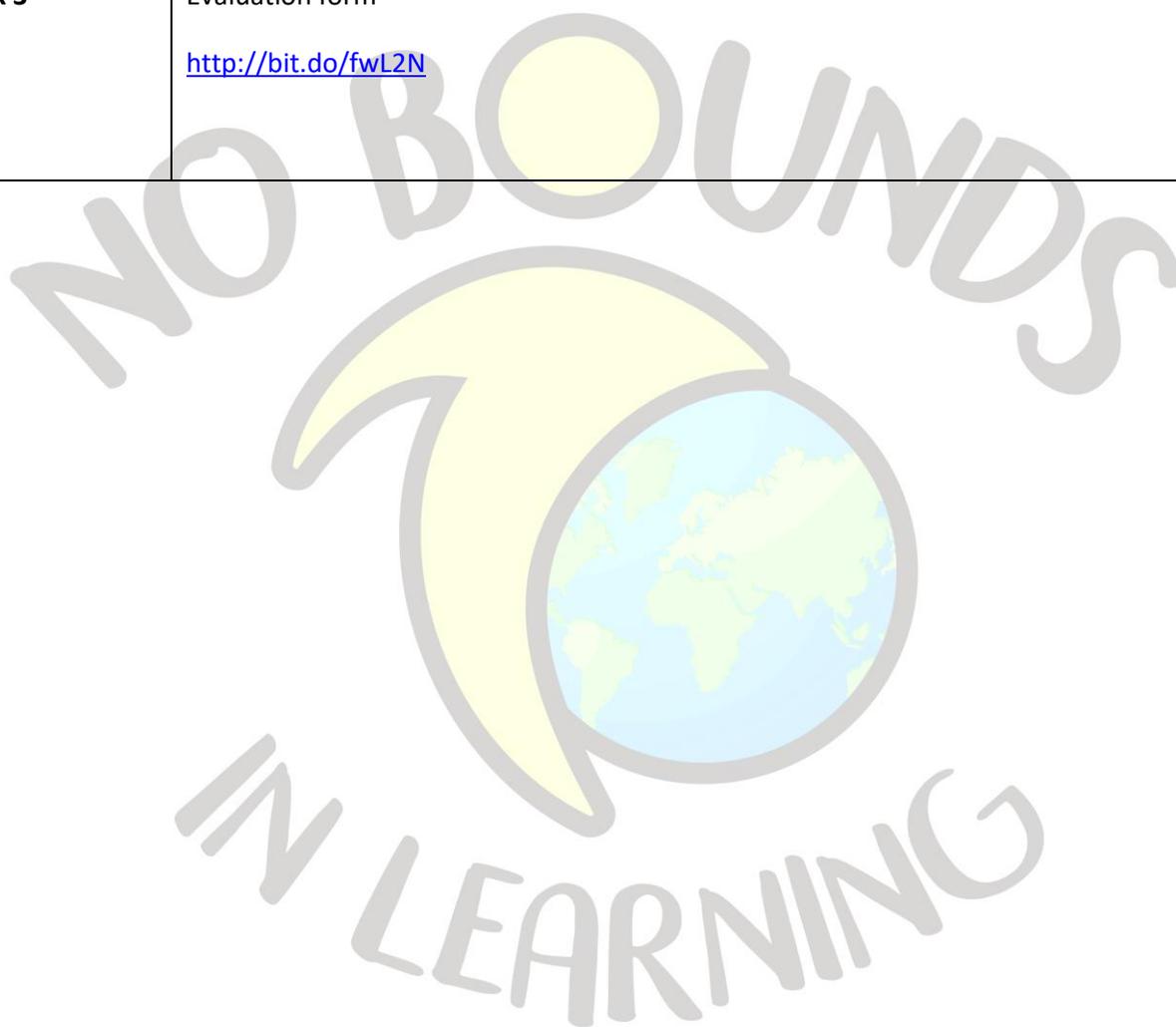
	<p>In this study, a 6-question test was conducted in English on empathy, bullying and in-group relations using Kahoot, a web application. Below is the link for Turkish information about Kahoot and to benefit from the site;</p> <p>What is Kahoot?</p> <p>It is a game-based learning platform used in schools and other educational institutions. It is a website that makes the repetition of the topics covered in the lessons more enjoyable thanks to the joint use of components such as mobile phones, computers, tablets and smart boards. The aim is to learn in a fun way and to reinforce the course content. There are many courses and content on the site. It is an application with interactive online quizzes.</p> <p>https://kahoot.it/</p> <p>The concepts of empathy, bullying and in-group relations are conveyed to the students in an English presentation prepared in Appendix 1. Turkish sample study links on the subject are below;</p> <p>http://mebk12.meb.gov.tr/meb_iys_dosyalar/13/02/131950/dosyalar/2016_01/13094130_empatinedir.pdf</p> <p>http://megep.meb.gov.tr/mte_program_modul/moduller_pdf/Grup%20ileti%C5%9Fimi.pdf</p>
--	---

EVALUATION	
-------------------	--

ANNEX 1	<p>Follow the link to show the video</p> <p>https://prezi.com/vip0lsnjkte_working-on-group-cohesiveness-from-bullying-to-empathy/</p>
ANNEX 2	<p>Steps to follow to enter the Kahoot Quiz</p> <ol style="list-style-type: none"> 1. Follow the link <p>https://create.kahoot.it/creator/4548e925-9f8c-4e30-9467-6e36ad92f1e3</p> <ol style="list-style-type: none"> 2. Log in with your Google or Facebook account or connect as a guest (green box to the upper right) 3. Choose classic mode 4. Join at www.kahoot.it and write the Game Pin number



	<ol style="list-style-type: none">5. Enter your name6. Then change and go to the play.kahoot.it window7. Press start (at the right) and the Quiz begins8. Choose the right answer by clicking the right color box.9. Your score depends on the time you spend to answer10. Have fun!
ANNEX 3	Evaluation form http://bit.do/fwL2N



Co-funded by the
Erasmus+ Programme
of the European Union



“Group Dynamics”

OUTPUT		
	MAIN OUTPUT	Comprehending the empathy and the relation of group-person
	SUB – OUTPUTS	- Recognizing the effect of the behavior of an individual in a group on the interaction within the group

AIM	To learn the steps of group formation and group dynamics.
------------	---

APPLICATION PLACE	Classroom / Computer Lab
--------------------------	--------------------------

SUGGESTED MATERIALS	Interactive or Smart board / Computer / Internet Connection Printer (optional)
----------------------------	---

TIME	60 minutes
-------------	------------

PROCESS

The teacher informs the students about the group dynamics by presenting the video in Annex 1.

It provides reinforcement of the subject by analyzing the stages of group dynamics ending with Create, Storm, Norm, Make, and Merge. The teacher then asks each student to contribute to the padlet.

The teacher uses the padlet using the link shared in Annex 2. The Padlet has five images of the group dynamic stages listed above as shown in Annex 3.

Below the Padlet image are fifteen tile boxes. Students must select the right tile, drag it to the right column and color it; Right click the mouse in the upper left corner of the tile and choose the right color.

The teacher asks them to repeat these steps until there are three colored term pieces in each column. After the dragging and coloring tile process is complete, the padlet is ready to be evaluated by students. The teacher asks for the process to be repeated until the Padlet is completed with the correct tiles.

The study is concluded by checking and evaluating all tiles under each picture.



Co-funded by the
Erasmus+ Programme
of the European Union



<p>ADDITIONAL INFORMATION AND WARNINGS</p>	<p>Each of them should be dealt with individually so that students drag and match the tiles on the smart board by designing a colorful table showing the characteristics of the group dynamics stages.</p> <p>The teacher should work one-on-one with the inclusion student before the activity and inform the student about the use of the Padlet application and "group dynamics". If necessary, it should support the use of the application during the activity.</p> <p>Padlet, a web application, was used in this study. The subject of "Group Dynamics" is explained in four main titles and sub-titles in English. With the creation of a board in the Padlet application, students are provided to reinforce the terms in a fun way. The Turkish description of the application and the link to benefit from the site are below;</p> <p>What is Padlet?</p> <p>Padlet; It is a digital board where all desired images, videos and texts can be added. Teachers can create work in a common area with their students, share the created board and create a new working environment. padlet; Suitable for discussion or brainstorming and adding multimedia to the clipboard.</p> <p>https://en.padlet.com/</p> <p>https://en.padlet.com/</p> <p>In Annex 1, there is a ten-minute informational video in English about "Group Dynamics", which consists of four main titles and the analysis of the titles. The Turkish source link, which can be an example on the subject, is below;</p> <p>http://megep.meb.gov.tr/mte_program_modul/moduller_pdf/Grup%20ileti%C5%9Fimi.pdf</p>
---	---

<p>EVALUATION</p>	
--------------------------	--

<p>ANNEX 1</p>	<p>Follow the link to show the video</p> <p>https://www.youtube.com/watch?v=uL6x99-VSBA</p>
<p>ANNEX 2</p>	<p>Link to the shared padlet</p> <p>https://padlet.com/gnicolakakis/1qwvjis49z</p>

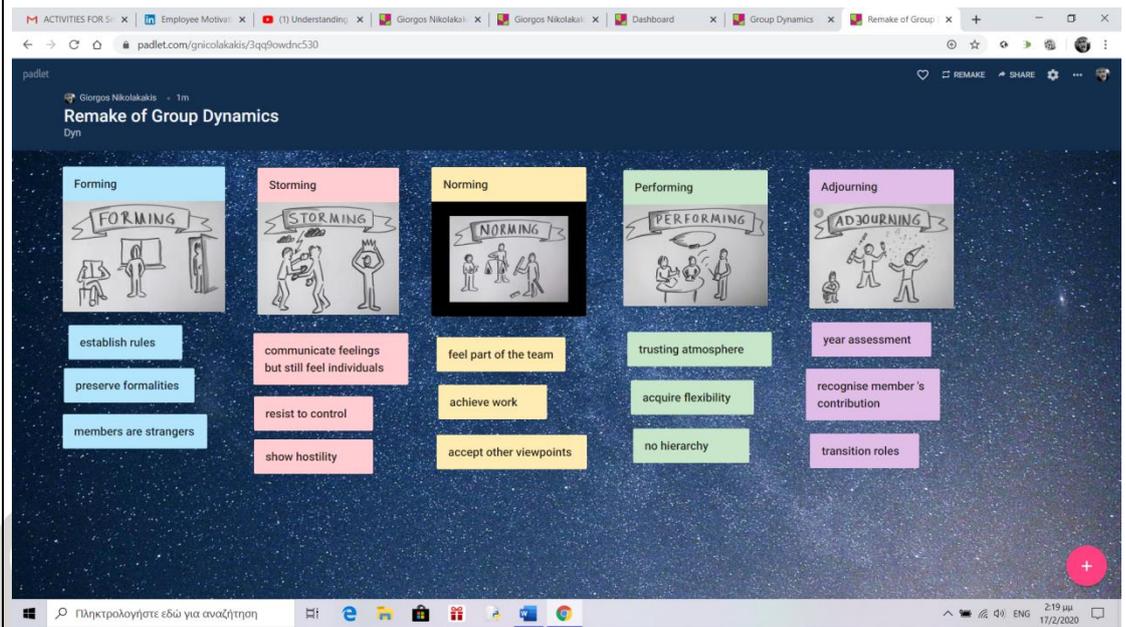


Co-funded by the
Erasmus+ Programme
of the European Union



ANNEX 3

Preview of the correct padlet



Co-funded by the Erasmus+ Programme of the European Union



“WHO HAS MY CUP? ”

OUTCOME	
MAIN OUTCOME	Understanding individual group relationship and empathy
SUB-OUTCOMES	Understanding the importance of working in harmony with the group, being able to empathize

AIM	Works in harmony with the group and can empathize
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Paper Cups and Pen as many as the number of students
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher ensures that the class has a round table layout. It makes students sit so close that their hands touch each other. Give each student a paper cup and a pen.

The teacher said, **“Now we will do a rhythm work with you. Every time I smack my hand, everyone will give the glass in front of them to their friend on the right, so a new glass will be in front of you. When I smack my hands twice in a row, this time you will give the glass to your friend on your left. Let's try it!”** says and starts the game.

After a maximum of 10 minutes, the teacher stops the game. He asks them to write their own names on the glasses in front of them by saying "I ...". He then explains: **“We are starting the game again, but this time I want you to observe all your friends during the game. What might be their feelings during the game? Do you think he is enjoying the game? Does he look nervous? Reluctant? Can he have fun? like, try to notice each other's feelings and behaviors.”** and restarts the game.

Again, a maximum of 10 minutes of game is played. The teacher ends the game and asks them to read the name of the glass in front of them at that time. He asks the students to write "This activity for me..." under the name and complete the sentence based on the observation made by the student whose name is written.

When all students have finished writing, they give the right to speak to students who want to share what they have written. When the sharing is completed, it makes the following explanation and ends the activity.



Co-funded by the
Erasmus+ Programme
of the European Union



“Success in the workplace depends on adapting with the people you work with and the positive effects you get from those people. The people that the person works with is called a team. The success and harmony of the team affects and is affected by the person. Factors affecting the relations of employees with each other; solidarity, predicting behavior, adapting to work and environment, and common purpose. Behavior prediction and empathy, which is one of them, covers everything that allows to understand people's behavior and emotions.”

ADDITIONAL INFORMATION AND WARNINGS	<p>The teacher tries to keep the glass movements synchronized. In this way, the harmony of the class and the motivation to participate in the game will be increased.</p> <p>In the sentence completion exercise, the teacher should walk around the classroom, trying to both maintain silence and help the students express their observations.</p> <p>The teacher should observe the inclusion students well in the process and help them when they have difficulties. (He/She can guide sometimes like; he looks a little sad, did you notice?)</p>
--	---

EVALUATION	<p>Time was enough. It was an activity suitable for our inclusive student. All the students attended with pleasure. In the second stage, it was observed that our inclusive student had difficulties in empathizing and expressing.</p>
-------------------	---

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“Being educated at workplace”

OUTPUT		
	MAIN OUTPUT	Noticing the importance of education in place of work
	SUB – OUTPUTS	- Students comprehend the benefits of education in workplace

AIM	- Distinguish the advantages and the skills that training in workplace offers
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Article (printed copy) / Crossword (printed copy) / Pen or Pencil
----------------------------	---

TIME	45 minutes
-------------	------------

PROCESS
<p>The teacher starts the lesson by explaining the importance of education and development in the workplace to the students. Next, she asks students to brainstorm key elements about the importance of education in their workplace. Write all students' ideas on the board. He gives each student a copy of the article given in Annex 1. After finishing it asks each student to complete the puzzle given in Annex 2. When the puzzles are completed, the teacher ends the lesson by sharing the solution given in Annex 3 with the students.</p>

ADDITIONAL INFORMATION	The teacher should prepare copies of the article given in Annex 1 and the puzzle given in Annex 2 in advance of the number of students.
AND WARNINGS	<p>The printout of the puzzle solution given in Annex 3 should also be ready at the teacher.</p> <p>An alternative and easier practice is to introduce 2-3 keywords into the puzzle to help students fill in the blanks.</p>



Co-funded by the
Erasmus+ Programme
of the European Union



	<p>The teacher should make preliminary preparations about the Crossword application and "the importance of education and development in the workplace" by working one-on-one with the inclusion student before the activity.</p> <p>In this study, there is an English article titled "The Importance of Training and Development in the Workplace" in Annex 1. The link for a similar and detailed Turkish source is below;</p> <p>http://dhgm.meb.gov.tr/yayimlar/dergiler/milli_egitim_dergisi/147/aytac.htm</p> <p>In Annex 2, Crossword, a web application related to preparing crossword puzzles, contains a puzzle asking basic terms about the importance of education in the workplace. The link about the use of the application is below;</p> <p>https://crosswordlabs.com/view/bulmaca</p> <p>What is Crossword?</p> <p>It's a square puzzle. It is a type of puzzle in which the answers to questions about various fields are solved by writing a letter on each of the empty squares in a square or rectangular table. The answers are placed in the table from left to right or top to bottom.</p> <p>The completed final version of the puzzle (in English) is available in Annex 3.</p>
--	--

EVALUATION	
-------------------	--

ANNEX 1	https://smallbusiness.chron.com/importance-training-development-workplace-10321.html
ANNEX 2	Crossword file
ANNEX 3	Crosswordsolution file



“Learning Organization”

OUTPUT		
	MAIN OUTPUT	Noticing the importance of education in place of work
	SUB – OUTPUTS	– Understanding the importance of the organization

AIM	- To understand the principles of learning an organization and to recognize that each person has a different role in organizing.
------------	--

APPLICATION PLACE	Computer Lab
--------------------------	--------------

SUGGESTED MATERIALS	Computer / Video projector/ Smartphone for teacher / PlickersCards
----------------------------	--

TIME	45 minutes
-------------	------------

PROCESS	<p>The teacher explains the term “Learning the Organization” and starts the activity by explaining its basic principles. It shows the video file given in Annex 1. It states that every student should keep in mind ten important words about learning organization. After the video, he gives each student a numbered plickers card and explains how to play the Plickers Game. Then he starts the game of 5 questions given in Annex 2. For each question, students should remove the plickers card with the letter of the correct answer written at the top.</p> <p>The teacher scans the classroom with his smartphone and gets all the answers. The results are then displayed on the video projector's screen and the study is concluded with a short discussion about possible incorrect answers.</p>
----------------	--

ADDITIONAL INFORMATION AND WARNINGS	<p>Teachers who want to play the game should request an invitation by sending their e-mail address to gnicolakakis@gmail.com.</p> <p>The teacher should check the "Getting Started" guide before practicing the game. Students must change their names and print new Plickers cards.</p>
--	--



Co-funded by the
Erasmus+ Programme
of the European Union



	<p>The teacher should make preliminary preparations about the Plickers application by working one-on-one with the inclusion student before the activity.</p> <p>In this study, there is a four-minute English promotional video on how to organize the organization in Annex 1. The Turkish resource link about organizing the organization is below.</p> <p>http://megep.meb.gov.tr/mte_program_modul/moduller_pdf/Kurumsal%20Organizasyon.pdf</p> <p>In Annex2, there is a link to plickers, a web application that offers fun test solution technique in the classroom.</p> <p>What are Plickers?</p> <p>Plickers is a simple-to-apply web 2.0 tool that facilitates test-question solving and entertains while solving. You don't need to be in a lab or have your students have iPads or tablets to implement Plickers.</p> <p>After preparing your questions in the application, you can distribute the cards to the students according to their names and start the application. After downloading the Plickers app to your phone or tablet, you must select the class. The questions you choose from the questions assigned to that class will be reflected on the screen when the 'Liew View' section of Plickers is selected on your teacher computer. When the students read the question and remove the correct answer, the QR codes will be reflected on this screen as they are scanned with the camera of your phone or tablet, so that the students can see if they answered correctly.</p>
--	--

EVALUATION	
-------------------	--

ANNEX 1	https://www.youtube.com/watch?v=40meQNZI3KU
ANNEX 2	https://www.plickers.com/classes/5e47f7ff287425001121b13c



Co-funded by the
Erasmus+ Programme
of the European Union



“A LETTER TO MY DREAMS ”

OUTCOME	
MAIN OUTCOME	Understanding the importance of education in the work environment
SUB-OUTCOMES	Recognizing educational opportunities around us Understanding the importance of education for development

AIM	Understanding the importance of education in the work environment
------------	---

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	A4 paper,pen
----------------------------	--------------

TIME	1lesson hour
-------------	--------------

PROCESS

The teacher states that the student will write a letter to him/her about the job he/she will do in the future.

Gives the student a pen and paper. Asks the first question and waits for the student to write;

“I am an employer and I would like to hire you. Can you write me the things you enjoy doing the most and find yourself talented?”

After the answer to the first question is written, the second question is passed and the other questions continue in the same way.

“When did you first notice these? Did you learn it yourself or did someone teach you?”

“Do you know anyone around you who is better at this? If so, do you follow them?”

“Do you think you can improve yourself in these matters? What can you do for this?”

“How do you see yourself after 10 years in the subjects you enjoy and have talents for?”



Co-funded by the
Erasmus+ Programme
of the European Union



After the letter is completed, the teacher ends the activity by mentioning the importance of following the educational opportunities around him, as people should be open to continuous improvement and change in their private and business life.

**ADDITIONAL
INFORMATION AND
WARNINGS**

The teacher may also start working as the employer of a particular line of business, depending on the characteristics of the student.

EVALUATION

ANNEX



Co-funded by the
Erasmus+ Programme
of the European Union



“Motive+Action”

OUTPUT		
	MAIN OUTPUT	Knowing the motivation techniques and enabling motivation
	SUB – OUTPUTS	– Students comprehend the 4-drive model of employee motivation .

AIM	Distinguish and describe the elements of the 4-drive model
------------	--

APPLICATION PLACE	Computer Lab
--------------------------	--------------

SUGGESTED MATERIALS	Computers / Video projector
----------------------------	-----------------------------

TIME	45 minutes
-------------	------------

PROCESS	<p>The teacher presents the four focused motivation models and explains the motivation techniques. Shows the presentation file given in Annex 1. The teacher divides the class into four groups of two or three. It asks each group to log into the Coggle (coggle.it) tool using their Google account. After entering the Coggle tool, each group is given a list of key features of the four focused models provided in Annex 2. Students should design boxes and branches that attempt to mind map the model.</p> <p>Each group chooses an item from the given list, and places the items they chose in their own space on the mind map. The study ends with the teacher presenting the final mind map to the class. (The final version of the mind map is given in Annex3.)</p>
----------------	---

ADDITIONAL INFORMATION	Students are required to use a Google account to join the Coggle tool and draw the mind map.
AND WARNINGS	The teacher should make preliminary preparations about the Coggle tool by working one-on-one with the inclusive student before the activity.



Co-funded by the
Erasmus+ Programme
of the European Union

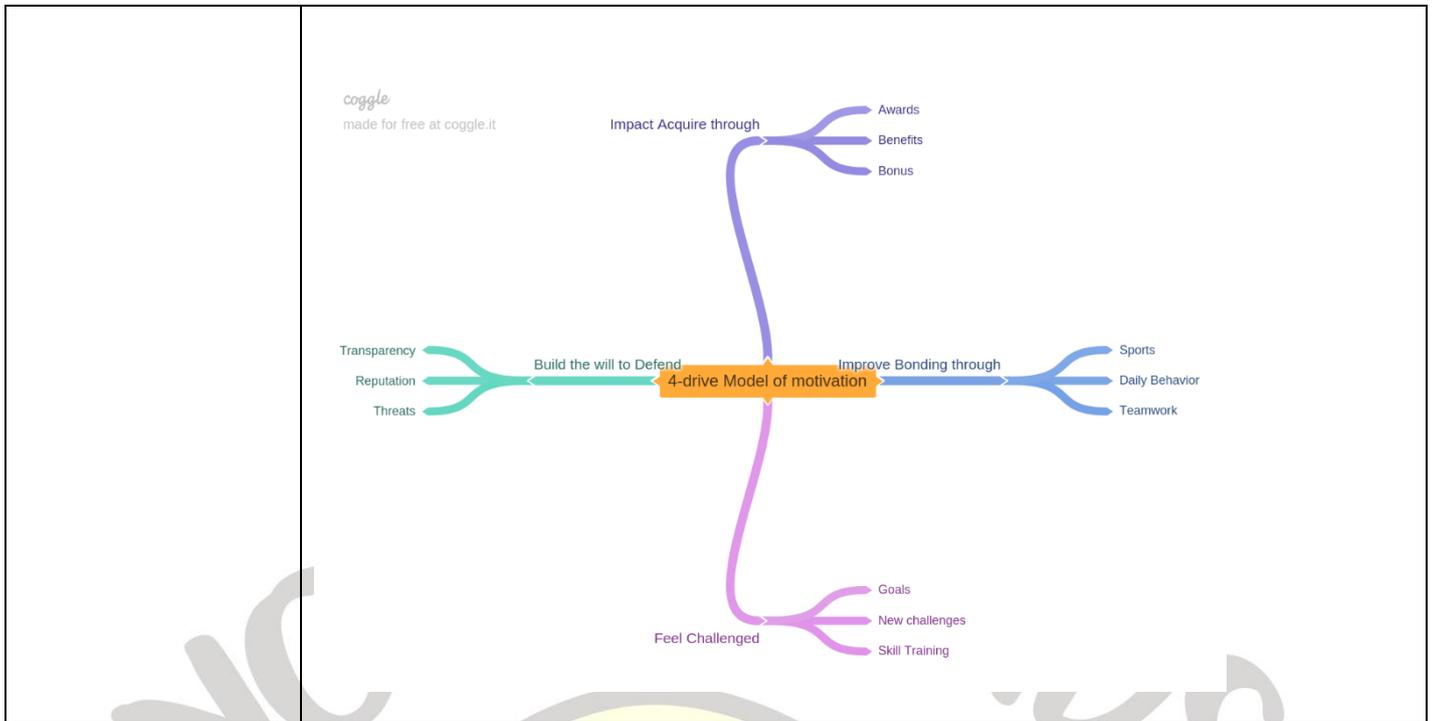


	<p>In this study, the “four-focus motivation model” is explained to the students in English with Annex1 and Annex2. The equivalent of the model is not in Turkish textbooks, but briefly as follows;</p> <ol style="list-style-type: none"> 1. Win: a) Rewards system, b) Recognition, c) Privileges 2. Bond: a) Culture, b) Teamwork, c) Social events 3. Understanding: a) Business design b) Education, c) The big picture 4. Defense: a) Reputation, b) Focus on competition, c) Transparency <p>In order for the students to create the mind map given in Annex 3, a web application called Coggle was used, a mind map drawing was made, and the elements of motivation, which are the subject of the lesson, were transformed into a fun activity by using colors and shapes.</p> <p>Below is the link for detailed information about the Coggle application.</p> <p>WHAT IS COGGLE?</p> <p>Coggle is a free mind mapping web application. Coggle produces documents that are hierarchically structured like a branching tree. This works with other partner editors such as Google Docs that provide linear or tabular document formats.</p> <p>https://en.wikipedia.org/wiki/Coggle</p>
--	---

EVALUATION	
------------	--

ANNEX 1	https://www.slideshare.net/kurtnelson/employee-motivation-1586905
ANNEX 2	Elements of 4-drive Modelfile
ANNEX 3	https://coggle.it/diagram/XkuRzzbbYloqONeO/t/4-drive-model-of-motivation/d1b7e1cb0e57e097a679881a5f509301fa87a248fe9c2448a3e3662181f3e196





Co-funded by the
Erasmus+ Programme
of the European Union



“The Art of Motivation”

OUTPUT		
	MAIN OUTPUT	Knowing the motivation techniques and how the motivation is provided
	SUB – OUTPUTS	Learning the four-focus motivation model

AIM	To reinforce the memorability of motivational terms.
------------	--

APPLICATION PLACE	Computer Lab
--------------------------	--------------

SUGGESTED MATERIALS	Video projector / Computers
----------------------------	-----------------------------

TIME	45 minutes
-------------	------------

PROCESS	<p>The teacher presents the four focused motivational models and introduces motivational techniques. Shows the presentation file given in Annex 1. It states that each student should see and write down ten important words related to the motivation model. He then divides the class into groups of two. Each group looks at all the marked words and chooses twenty. The teacher asks each group to enter the Word Art tool (https://wordart.com/) and click Create Now to create their own Word Art. Each group downloads their final Word Art presentation and shares it with the class (An application example is given in Annex2).</p>
----------------	---

ADDITIONAL INFORMATION AND WARNINGS	<p>The teacher should indicate that students must have a Google account to enter Word Art and how they can download the final drawing.</p> <p>The teacher should make preliminary preparations about the Word Art application by working one-on-one with the inclusion student before the activity.</p> <p>The teacher can use the example given in Annex 2 to find words that can be used.</p>
--	---



Co-funded by the
Erasmus+ Programme
of the European Union



	<p>In this study, the “four-focus motivation model” is explained to the students in English with Annex 1. The equivalent of the model is not in Turkish textbooks, but briefly as follows;</p> <ol style="list-style-type: none"> 1. Win: a) Rewards system, b) Recognition, c) Privileges 2. Bond: a) Culture, b) Teamwork, c) Social events 3. Understanding: a) Business design b) Education, c) The big picture 4. Defense: a) Reputation, b) Focus on competition, c) Transparency <p>In EK2, wordArt, a web application on motivation, has a word cloud prepared in English. Students are asked to create their own new wordArt word clouds with the motivational terms they have learned. Detailed information about the application is in the link below.</p> <p>https://wordart.com</p> <p>What is WordArt?</p> <p>WordArt.com is an online word cloud art creator that lets you create amazing and unique word cloud art with ease. Professional-quality results can always be achieved, even for users with no prior knowledge of graphic design.</p>
--	--

EVALUATION	
-------------------	--

ANNEX 1	https://www.slideshare.net/kurtnelson/employee-motivation-1586905
ANNEX 2	https://wordart.com/52umlfnul0zg/word-art%201



"SHOULD I DO?"

OUTCOME	
MAIN OUTCOME	Knowing motivation techniques and how to achieve motivation
SUB-OUTCOMES	Noticing your own motivational factors Understanding motivational processes

AIM	Knowing motivation techniques and how motivation is achieved
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Instruction Cards(Annex1, Annex2, Annex3, Annex4), Paper, Pen
----------------------------	--

TIME	80 minutes (2 lessonhour)
-------------	---------------------------

PROCESS

The teacher asks the class to form four groups for their activity today and then reads the following story.

"One rainy afternoon when you're walking home from school, you get a call from your friend. Your friend tells you that you need to meet right away, that he cannot give much information, and that he is waiting for you at the corner to go to the forested hill, which is two km away from your neighborhood, without a car. Your family is the person who gets alarmed if you are late for home and often warns you about it. In addition, an important exam awaits you the next day that you have to prepare for."

Teachersays ;**"Now I will leave a different description text and a blank sheet for each group. Let each group think together and write their answers according to the explanation in their own text. At the end of 10 minutes, I want you to share your answer with the other groups with a spokesperson of your choice."**

After the answers are shared, the teacher asks all students to discuss by asking the following questions;

- 1- **In the story, what do you think would be the best reason for deciding to go up the hill?**
- 2- **Did you think differently with your group mates? Where do you think these differences come from?**
- 3- **What or what motivates you when you have to do difficult things in your own life?**



Co-funded by the
Erasmus+ Programme
of the European Union



At the end of the discussion, the teacher emphasizes what they noticed about the place and sources of motivation in our lives, and ends the lesson by defining motivation.

ADDITIONAL INFORMATION AND WARNINGS	<p>Since motivation is a concept with many elements, it should be reworked with different subject contents in group work in order to consolidate the subject better, especially with students who are not active.</p> <p>The teacher states that he wants a student chosen from each group to support his friend, who is an inclusion student, in expressing his views, in a private interview before the activity. Thus, it helps the participation of the inclusion student with peer support in the group.</p>
--	---

EVALUATION	
-------------------	--

ANNEX	
--------------	--

Annex1.

You met your friend. He tells that it is very important for him to go there and that it is the best day to observe the kind of bird he wants to see. Your friend is the person you trust and love the most in life. There have been occasional sacrifices for you.

Now think about whether you want to go up this hill with him, write your answer on a piece of paper with its reasons.

Annex2.

You met your friend. He states that two of your dear friends went there for a picnic, but they did not return for many hours and their phones were not answered, so he was very worried and did not want to go to the forested hill alone.

Now think about whether you want to go up this hill with Him, write your answer on a piece of paper with its reasons.



Co-funded by the
Erasmus+ Programme
of the European Union



Annex3

You met your friend. He told us that the thing you've been dreaming about for a long time, that you've been saving up for, that you want so much, is waiting for you in a box on the hill. However, he stated that he might get tired while climbing the hill, so you may have to walk part of the way alone.

Now think about whether you want to go up this hill with him, write your answer on a piece of paper with its reasons.

Annex4

You met your friend. He stated that he dropped his favorite watch on that hill the other day, he needed you to call. He explained that he had helped you many times before, but that you never did him any favors, that you weren't liked by others anyway, that he was your only friend, so you had to do this help.

Now think about whether you want to go up this hill with Him, write your answer on a piece of paper with its reasons.

“Comic Pixton”

OUTPUT		
	MAIN OUTPUT	Knowing the ways of reaching the new technology
	SUB – OUTPUTS	- Comprehend the Cloud technology and the provided services

AIM	<ul style="list-style-type: none"> - Comprehend the advantages and the aspects that cloud computing gives - Distinguishing the three cloud services and their use
------------	---

APPLICATION PLACE	Classroom / Computer Lab
--------------------------	--------------------------

SUGGESTED MATERIALS	Computers / Video projector/ Printer (optional) / Paper / Pen
----------------------------	---

TIME	45 minutes / 90 minutes
-------------	-------------------------

PROCESS

Application 1

The teacher starts the activity with an introduction to the cloud. It presents the video specified in Annex 1. After the video, they form groups of two students and give the comic in Annex 2 one to each group. Each group thinks about their own dialogue about cloud computing and writes it down on a piece of paper.

After they finish, they complete the lesson by writing their own dialogues on the blank clouds in the given comic. The teacher calls the groups in turn to present the completed comic, ending the lesson.

Application 2

The teacher starts the activity with an introduction to the cloud. It presents the video specified in Annex 1. Creates groups of two students and opens the Pixton (cartoon maker app) application. (app.pixton.com)

He tells groups of students how to draw a comic or how to change an existing one.

Each group creates a comic book consisting of 9 scenes, prepared as a dialogue of two characters, writes a dialogue about cloud computing to the characters.

The teacher ends the lesson by calling the groups in turn to present the completed comic.



Co-funded by the
Erasmus+ Programme
of the European Union



<p>ADDITIONAL INFORMATION AND WARNINGS</p>	<p>The teacher must choose between practice 1 or 2.</p> <p>In app 2, students should explore the Pixton app and learn how we can create comics. The teacher can let the students draw their own comics in Pixton or they can try to change the properties of the existing comic given in Annex 3.</p> <p>The teacher should make preliminary preparations about the Pixton application by working one-on-one with the inclusion student before the activity.</p> <p>In this study, a web application called Pixton was used. The application allows to prepare cartoons as desired.</p> <p>Below is the link for information about the application in Turkish and to benefit from the site;</p> <p>What is Pixton?</p> <p>Pixton is a website that allows teachers and students to create their own comics. Various comic layouts, countless characters and backgrounds, and a host of creative options are available. It is an excellent student-centered tool that allows students to demonstrate their knowledge in a way that is meaningful to them. It allows them to create comics that represent their concepts and ideas.</p> <p>https://www.pixton.com/</p> <p>In Annex 1, there is a three-minute promotional video in English about what cloud technology means. The Turkish source link that can be used on the subject is below;</p> <p>https://meslegimhayatim.meb.gov.tr/dijital/bulut-bilisim</p> <p>In Annex 2 and Annex 3, the cartoon, which was prepared with the Pixton application, was given to the students first without dialogue and then with English dialogue.</p>
---	---

<p>EVALUATION</p>	
--------------------------	--

<p>ANNEX 1</p>	<p>https://www.youtube.com/watch?v=dH0yz-Osy54</p>
-----------------------	--



Co-funded by the
Erasmus+ Programme
of the European Union

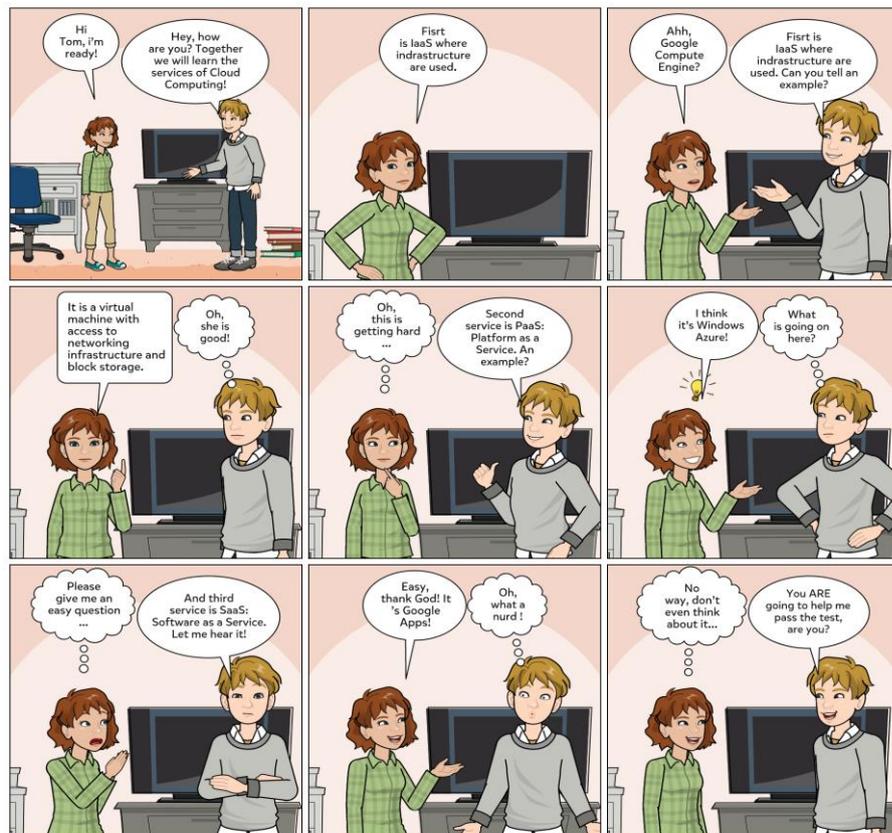


ANNEX 2

Cloud Services



ANNEX 3



“WHO HAS THIS CARD?”

OUTCOME	
MAIN OUTCOME	Knowing motivation techniques and how to achieve motivation
SUB-OUTCOMES	Knowing some of the motivation techniques

AIM	Understands motivation techniques
------------	-----------------------------------

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	Playing cards (Annex1), Scissors
----------------------------	----------------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher cuts out the game cards in Annex 1 and prepares the cards for the game. Thus, 15 playing cards are prepared. The prepared playing cards are evenly distributed to the players.

Each player examines the card in their hand. Meanwhile, the teacher makes the following statement:

“We play this game to understand motivational techniques. The slogan written in capital letters on each card is the slogan of the explanation text on another card. Our goal is to find out which slogan the text we read belongs to. While the text is being read, we must listen carefully and monitor whether it fits the slogan on our cards. If the answer is the slogan on one of the cards in our hand, we should read our card.

The game starts with whoever has the card that does not have a slogan and starts with a question. The cards that have been read and answered are left face down on the table. The game is over when the last card is read and answered.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	This activity is suitable for practicing with 2-3 students in the support education room. The teacher must also be one of the players. This is necessary to increase both the number of players and motivation.
--	--

EVALUATION	
-------------------	--

ANNEX	Playing cards Annex 1
--------------	------------------------------

Annex1**(First card)****Who has this card?**

Sometimes by observing a person, we can learn a lot from him and get practical solutions for the areas we have difficulty with. Does he make a better presentation, use his communication skills effectively, or have a different way of thinking? A careful observation at this point will be of great help to you. By modeling this superior skill of his, you can develop your own special abilities and maximize your performance in your work.

MODELING**I have****Who has this card?**

Even if the nature of the work you do does not require innovations and different perspectives, a unique touch that you can add to the way you do the work can change your feelings towards the work in a positive way. At the same time, when you use your creative energy, you feel better, and as you enjoy your work, your passion and commitment to that work will increase.



Co-funded by the
Erasmus+ Programme
of the European Union



BE CREATIVE*I have**Who has thiscard?*

In our internal conversations in jobs that we are reluctant to start, we always focus on the challenging, difficult and challenging aspects of the job. But to get started with work we love, we turn our focus to the easy, enjoyable, and appealing aspects of it. At this point, you can use this focus, which you use to engage in pleasurable tasks, to start difficult and unpleasant tasks. The next time you tackle a difficult and boring task, try to focus on the pleasant and easy aspects of the task; so you can motivate yourself more.

CHANGE YOUR FOCUS*I have**Who has thiscard?*

Generally, thoughts, feelings and behaviors occur in interaction with each other. While your physical condition affects your thoughts and feelings, your thoughts and feelings also affect our behavior. When our energy is low, we unconsciously drop our shoulders, lean forward, sprawl in the chair, and sit down to breathe more shallowly. However, when we lift our heads, straighten our bodies, and begin to breathe more deeply, we begin to feel better.

PAY ATTENTION TO YOUR POSITION*I have**Who has thiscard?*

Sometimes things get so big in our eyes that we can't start the work that is in front of us. Instead of finishing the whole job once, it will be easier for us to go step by step with baby steps. If you think about how that huge book will end, you may never be able to get started. Therefore, try to focus on the first page of the book first, then the next five pages, and eventually the whole book, by applying this method.



Co-funded by the
Erasmus+ Programme
of the European Union



TAKE A STEP EVERY TIME*I have**Who has thiscard?*

Perhaps we do very little of the work we do in our lifetime with great pleasure. In such cases, you might consider doing a tedious job at a time or in an environment where your energy and morale are high. With the high morale of the time and the environment, taking that boring job out of the way will make it easier to complete.

DO A JOB YOU DON'T LIKE, AT A TIME AND IN ENVIRONMENT YOU LIKE*I have**Who has thiscard?*

Some people spend a lot of time planning the work, even at the beginning, with the feelings of perfectionism. According to them, everything should be perfectly planned and flawless. This is one of the most important factors that cause us to lose our desire and enthusiasm for work over time. We can never completely eliminate the shortcomings of the business without even starting and taking action. Because at each step, a brand new situation may arise and render our plans ineffective. Besides, taking action and seeing the work progress somehow will give us great energy and morale.

START FIRST, THEN FIX IT*I have**Who has thiscard?*

Sometimes our energy is so depleted that we can't find the energy we need to get the job done. What you can do at times like these is to do creative visualization. Imagine yourself finishing that job, with great comfort, while you are doing the final work on your job, which will provide you with the energy you need for the final move.



Co-funded by the
Erasmus+ Programme
of the European Union



IMAGINE THE RESULT*I have**Who has thiscard?*

When you finish an important job or project, be sure to give yourself something you love as a reward. This could include ordering yourself a favorite dessert, watching that movie you've always wanted to watch, going on a trip that can lift you up, or seeing a friend you love dearly. Here you will determine the most suitable award for you. In this way, by placing rewards that get the job done, you will positively condition yourself and create an inner strength to get things done.

REWARD YOURSELF*I have**Who has thiscard?*

Poor working conditions, on the other hand, adversely affect the motivation for work. Carrying out many processes such as the room temperature being suitable, the sound and noise being at a level that can be removed, and the removal of moving things that may distract you will positively affect your work efficiency.

PAY ATTENTION TO THE IMPACT OF THE WORKING ENVIRONMENT*I have**Who has thiscard?*

Generally, in almost every job, we are more oriented towards avoiding the difficult things and doing the pleasant things. For this reason, the jobs that are left to the end are the ones that cause us the most difficulty. Try to do the most tedious task on your to-do list, when your energy is high, from the very beginning. In this way, you prevent that job from constantly preoccupying your mind and you can turn to your next pleasant work with the comfort of removing it.

TAKE THE DIFFICULT TO THE TOP*I have**Who has thiscard?*

Sometimes, you may not be able to do a job that we have easily done before or that we have overcome in the past for different reasons, or you may not have the same enthusiasm to do it. At times like these, it can be motivating to consciously remember how you did it in the past. What did you do when you were in the same situation in the past? What did you do differently? Try to remember the factor that prompted you to achieve that job.

REMEMBER HOW YOU DID IN THE PAST*I have**Who has thiscard?*

Sharing your goals, dreams, and what we want to do with others can create a process of external control for us. Only we know the dreams we keep to ourselves. However, when we share these dreams with others, the process will become even more serious. Reminders, perhaps compulsions, and sweet teasing from those around us can play a stimulating role for us when our willingness diminishes.

TELL THOSE AROUND YOU*I have**Who has thiscard?*

When you replace negative thoughts with positive ones, you begin to see positive results. Positive thinking can be one of the best things that can happen to you. Remember that you have a choice in difficult situations. You can choose to bother yourself by being sorry for something, or you can choose to increase your energy by seeing the good sides. By thinking positively, it is possible to become a healthier, more effective and more determined person.



Co-funded by the
Erasmus+ Programme
of the European Union



THINK POSITIVE*I have**Who has this card?*

There are certain time periods during the day when our yield naturally rises or falls. It is often very difficult to keep working at the same pace. By observing yourself carefully, you will determine the times when you work more effectively. This will act as your “guide of motivational behavior”. At what times of the day, in which environments, and in which work do you increase your efficiency and effectiveness? If you can realize this and make the necessary arrangements, you will have the chance to maximize your performance.

OBSERVE YOURSELF*I have**Who has this card?*

Your diet determines your motivation in more ways than you think. The meals you eat and how often you consume them greatly affect your mental state and physical strength. In particular, inadequate and irregular nutrition and the lack of regular intake of vitamins and nutrients for the body can deteriorate your health as well as your work efficiency.

TAKE CARE OF YOUR NUTRITION*I have**(Last card)*

Co-funded by the
Erasmus+ Programme
of the European Union



"IT'S IMPORTANT FOR ME"

OUTCOME	
MAIN OUTCOME	Making a career plan
SUB-OUTCOMES	Realizing how you want the conditions, purpose, and associates in the possible working environment to be

AIM	Recognizing what you want the conditions, purpose and associates in the possible working environment to be.
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Rating tables (Annex1), Business values list (Annex2), Pen or pencil
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher reproduces the tables in Annex1 and the list of Work values in Annex2 and distributes them to the students. He first asks the students to fill in the tables in Annex 1 in order. In all three tables, students will mark the importance of each job value. Ask them to rate each business value using the following scale;

1 = Very important to have in my job

2 = Somewhat important to have in my job

3 = Doesn't matter if it's in my job

He/She gives 15 minutes for them to fill in the tables. At the end of the period, he asks them to fill in the list of Business values in Annex 2. Here students should categorize the most important work values by summarizing their assessment in the first three tables. In this way, students discover their perceptions about the job and realize how they want their conditions, purpose and relationships in the possible working environment to be.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	The teacher should observe the inclusion students, make small one-to-one explanations if necessary while filling out the form, or evaluate the situation of the inclusion student and ask him/her to fill in a single table.
--	--

EVALUATION	
-------------------	--

ANNEX 1	<p>Table 1. Rate each work condition according to importance</p> <p>Rate <i>I want work conditions that permit or require the following:</i></p> <p>Independence/Autonomy: Doing what you want to do without much direction from others.</p> <p>Time flexibility: Arranging your own hours, working according to your own time schedule.</p> <p>Change/Variety: Performing varying tasks in a number of different settings.</p> <p>Change/Risk: Performing new tasks or leading new programs that challenge the established order and may be initially resisted.</p> <p>Stability/Security: Working in a secure job that pays you reasonably well.</p> <p>Physical challenge: Performing dangerous tasks that challenge your physical capabilities.</p> <p>Physical demands: Performing physically strenuous but relatively safe activities.</p> <p>Mental challenge: Performing demanding tasks that challenge your intelligence and creativity.</p> <p>Pressure: Performing in a highly critical environment with constant deadlines.</p> <p>Precise work: Performing prescribed tasks that leave little room for error.</p> <p>Decision making: Making choices about what to do and how to do it.</p>
---------	---



Co-funded by the
Erasmus+ Programme
of the European Union



Table 2. Rate each work purpose according to importance**Rate** *I want to work for the following purposes:*

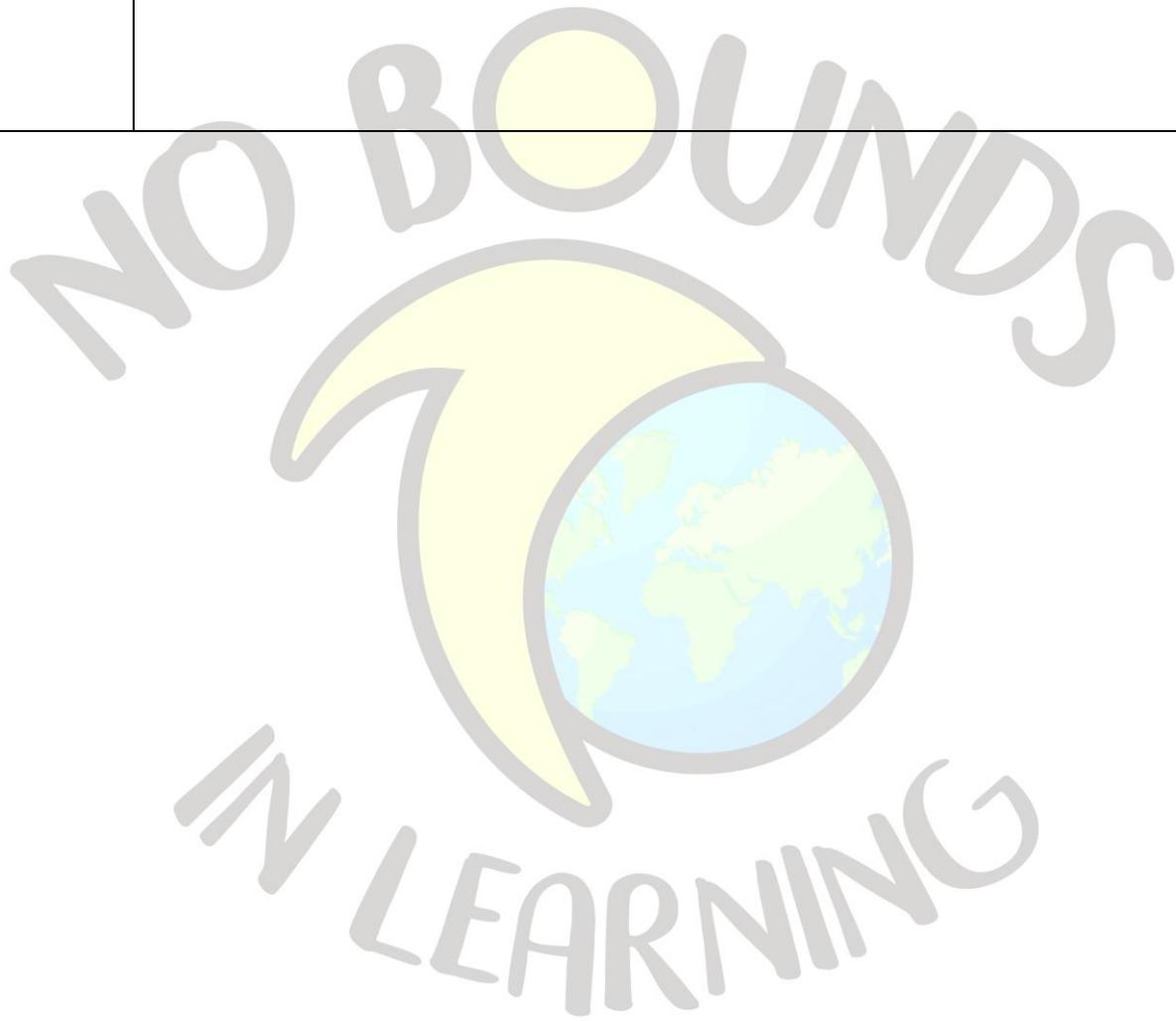
- To pursue truth/knowledge.
- To acquire expertise/authority.
- To use creativity/innovativeness.
- To foster aesthetic appreciation.
- To make social contributions.
- To acquire material gain.
- To seek recognition.
- To promote ethics/morality.
- To seek spiritual/transpersonal gain.

Table 3. Rate each work relationship according to importance**Rate** *I want my relationships at work to involve the following:*

- Working alone doing assignments by yourself, with minimal contact with other people.
- Public contact interacting in predictable ways with a continuous flow of people.
- Developing close friendships with coworkers.
- Group membership belonging to a group with a common purpose and/or interest.
- Helping others
- Influencing others
- Supervising others
- Controlling others



ANNEX 2	Table 4. List your three most important work values in each of the three categories.		
	Work Conditions	Work purposes	Work relationships
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.



Co-funded by the
Erasmus+ Programme
of the European Union



“Am I SAFE?”

OUTCOME	
MAIN OUTCOME	Using the knowledge for the need.
SUB-OUTCOMES	Uses Information on Occupational Health and Safety.

AIM	Understand the importance of Occupational Health and Safety Cards in Working Life.
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Board pen, board, Workplace Safety Visuals (Annex1),
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher starts the lesson by stating that they will do an activity about occupational safety today.

The teacher tells the students to imagine the professions they plan to work in in the future and what their related workplaces might look like, and they have 5 minutes for this. At the end of the term, it promises those who want to share their workplace dreams with their friends. “You have to tell us all the details about your dream workplace so we can find all the job security threats here,” he says.

During the student's lecture, the teacher writes the main characteristics of the workplace in terms of occupational safety on the board.

For example;

A place where more than one person works together,

A place where there is an electrical component,



Co-funded by the
Erasmus+ Programme
of the European Union



A place where plumbing tools should be used,

A place where a stove, oven or hot water should be used,

It's like a place where there's a slip hazard.

The teacher sends the narrator to the student by thanking him. Returning to the class, he/she asks them to say the measures to be taken in this workplace according to the characteristics written on the board.

The specified occupational safety measures are also written on the board. If there are deficiencies, they are completed by the teacher.

Work is completed by showing workplace safety images.

ADDITIONAL INFORMATION AND WARNINGS	The study can be done by telling one or more students about the profession they dream of. Before the activity, the teacher should make a preliminary study about the "Occupational Safety" visuals with the inclusion student.
--	--

EVALUATION	
-------------------	--

ANNEX	Workplace Safety Images (Annex1)
--------------	---

Annex 1







NO BOUNDS
IN LEARNING



Co-funded by the
Erasmus+ Programme
of the European Union



“My Career Plan”

OUTCOME	
MAIN OUTCOME	Recognizing career development processes
SUB-OUTCOMES	Planning career strategy

AIM	To plan a career strategy for yourself
------------	--

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Career plan chart (Annex1), Question-answer table (Annex2), Pen,
----------------------------	--

TIME	40 minutes
-------------	------------

PROCESS

The teacher projects the career plan preparation scheme (Annex1) on the screen or duplicates it as much as the number of students.

“We can say that the outline of the process of planning a career strategy consists of four easy steps:

- 1. The first step consists of personal discovery.**
- 2. The second step consists of examining your professional interests and tastes.**
- 3. The third step is to visualize yourself in a professional context.**
- 4. The fourth and final step consists of evaluating the feasibility of your career plan.”** makes the statement.

It explains in more detail about the four steps above. If there is participation, a small discussion creates an environment for expressing opinions. Then he distributes the table in Annex 2 to the students. Ask them to answer questions by imagining themselves as future professionals or employees.

He /she gives 15 minutes for this. At the end of the period, students who want to share their answers are given the right to speak. When all the shares are finished, the teacher ends the activity by making the following explanation.



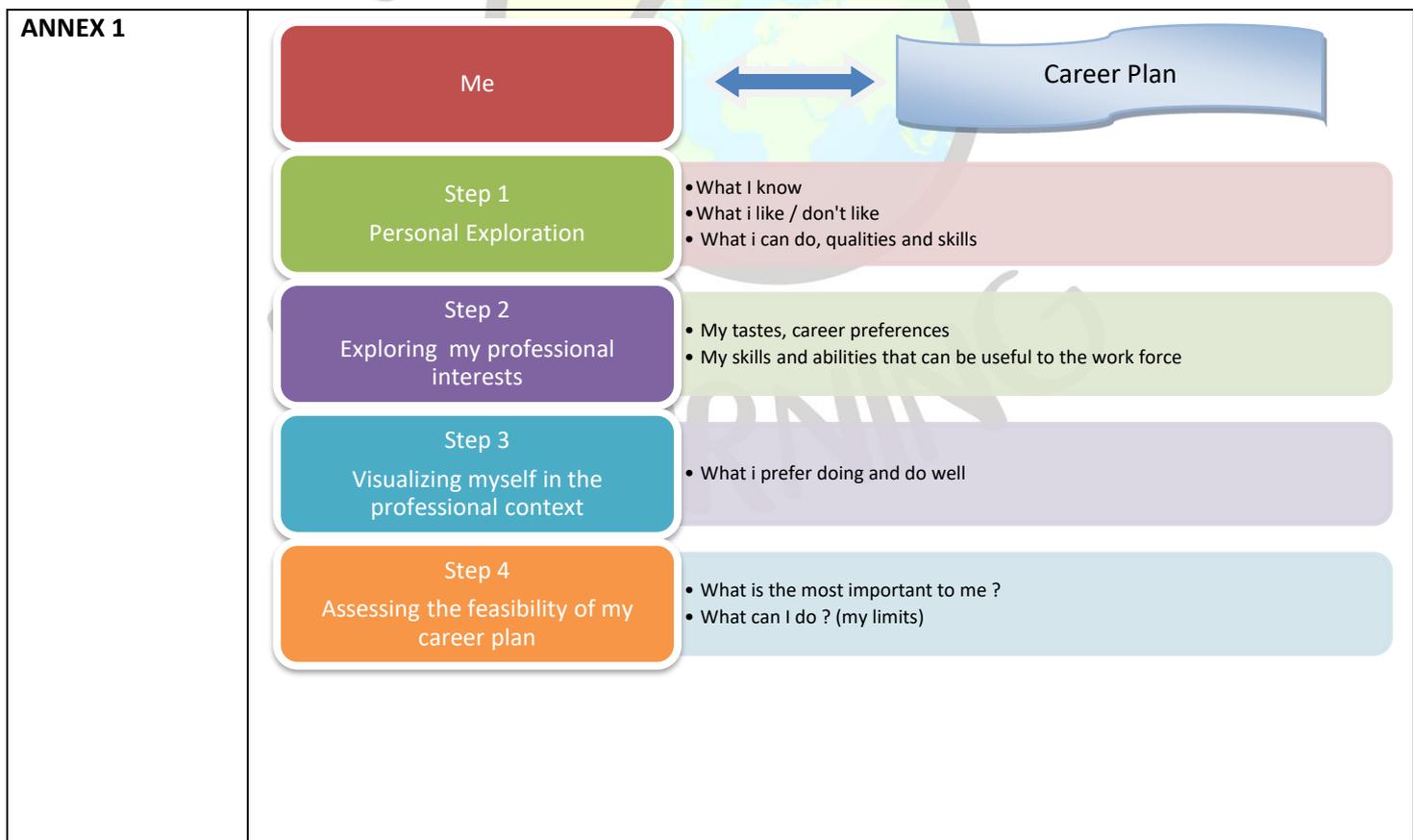
Co-funded by the
Erasmus+ Programme
of the European Union



“In order to plan your career, it was necessary to know yourself better, to know your tastes and benefits, to realize your expectations from your work environment, to know your abilities and limits and to reveal your values. If you wish, you can keep your answers to these questions and increase your awareness in career planning by re-evaluating them from time to time.”

<p>ADDITIONAL INFORMATION AND WARNINGS</p>	<p>During the sharing of answers, should be only listeners ,not criticism. Criticism or interference can reduce sharing or be hurtful.</p> <p>The teacher should make small explanations if necessary by observing the inclusion students during the study, or evaluate the situation of the inclusion student and ask her to answer a single table.</p>
---	--

<p>EVALUATION</p>	
--------------------------	--



	Questions	Answers
ANNEX 2	What do you want to do in 5 years' time, in 10 years?	
	Who are the professionals you I admire (teachers, family members, public figures, etc.)?	
	What do you like to do?	
	What don't you like to do?	
	What is important to you? What is your higher value (money, helping others, the common good, etc.)?	
	Do you enjoy flexibility, pressure and creativity?	
	Do you like to work in the field, travel regularly and enjoy meeting clients and collaborators?	
	Do you prefer working in a traditional office environment?	
	Do you prefer autonomy or to work with others?	
	Do you want to work in the public or private sector?	
	Do you have the knowledge and ability to achieve my goals?	
	Do you know what are my capabilities and my limits?	



Co-funded by the
Erasmus+ Programme
of the European Union



"WOODEN BLOCKS"

OUTCOME	
MAIN OUTCOME	Recognizing the career development process
SUB-OUTCOMES	Linking professions to professional jurisdictions

AIM	Recognizing the career ladder
------------	-------------------------------

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	At least 100 pieces of Wooden Blocks, 3 different colors of big size cardboard, Ruler, Scissors
----------------------------	---

TIME	40 minutes
-------------	------------

PROCESS

The teacher, together with the student, divides the colored cardboards into 20*20cm, 30*30cm, 40*40cm squares with the help of a ruler and scissors.

He puts 20 wooden blocks next to the first 20*20cm cardboard, 30 pieces next to the second 30*30cm cardboard, and 50 pieces next to the last cardboard.

He asks him to build towers in the shape of houses using all the blocks next to the cardboard fields. The student has 3 minutes for the first tower, 5 minutes for the second and 8 minutes for the third. The teacher initiates and manages the time.

When the work is completed, the student is asked to step back and compare the towers by looking at their work. Why is there a difference? Which do you think was the best and what could be the reason? He tries to get answers by asking his questions.

Then the teacher says: "Each of these cardboards represents people of different education levels. The first cardboard represents the authority and competence obtained when graduating from high school, the second cardboard represents the authority and qualifications that can be obtained when two-year university is completed, and the last one represents what can be done if the faculty is completed. As we have more authority and competence, our business conditions and opportunities may also change."



Co-funded by the
Erasmus+ Programme
of the European Union



The course is ended by making the necessary explanations.

**ADDITIONAL
INFORMATION AND
WARNINGS**

The teacher can extend the periods if she deems necessary, but does not intervene during the construction phase.

EVALUATION

The student's proficiency in building a tower may be low, which can make it difficult to understand the subject. For this reason, since there are also space and block restrictions, it may be requested to build the towers in the presence of the teacher, or the teacher can help during the activity.

The duration of the event is too long. Since the time limit is also a block restriction, it can be removed or the times can be reduced.

ANNEX

Example picture



Co-funded by the
Erasmus+ Programme
of the European Union



“HOW I PLAN”

OUTCOME	
MAIN OUTCOME	Planning own learning processes
SUB-OUTCOMES	Planning professional development

AIM	To realize how to plan your own learning process in professional development
------------	--

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	Gantt Map (annex1), Control Chart (Annex 2), Matching Exercise (Annex 3), Pencil
----------------------------	--

TIME	5 weeks
-------------	---------

PROCESS

In Lesson 1, the teacher gives the student the Gantt map in Annex1 and the Control chart in Annex2. He asks the student to examine the map and makes an explanation about the map. In the lessons they will do for 5 weeks, including this first lesson they are doing, they want them to perform the tasks in the control chart during that week's internship period, adhering to this map. He concludes the first lesson by giving examples and showing how to mark the actual task in the box on the check sheet.

In Lessons 2, 3 and 4, the teacher checks the tasks that he has done that week on the Gant Map and reminds him of the work to be done next week. The extent to which the plan is complied with is discussed with necessary explanations and speeches, and the student is encouraged for new studies.

In the 5th lesson; Since the last week's work is over, we talk about the extent to which the 5-week plan can be realized, how well it works, and what effect the student's learning process has on his professional development. Then, the Matching Exercise in Annex 3 is given to the student. The student is asked to match the planning steps with the number of steps next to them. Thus, the activity is concluded by repeating the planning steps with the student.



ADDITIONAL INFORMATION AND WARNINGS	<p>It is an activity suitable for special education students at the internship stage in vocational education.</p> <p>It should be applied in 5 weeks in consecutive courses.</p> <p>The student may have had difficulty completing the check sheet. In such a case, you can help him understand and write the instruction when he is with you, guide him with your questions and complete them together.</p> <p>If your student has difficulty in the matching exercise, you can guide him and complete them together.</p>
--	--

EVALUATION	
-------------------	--

ANNEX 1	<p>Gantt map - <u>Example</u> of planning professional development</p>					
	Activities	1st week	2st week	3st week	4th week	5th week
	1 - Appropriation of company culture (meet the work team and tasks)					
	2 - Define goals (in short and long term)					
	3 - Create strategies to achieve the goals					
	4 - Acknowledge/recognize the limitations					
	5 - Be proactive and self-taught at work					

	6 - Search solutions to overcome the limitations					
	7 - Evaluate and update the work plan					

ANNEX 2	<p>CONTROL CHART</p> <p>1. Appropriation of company culture (meet the work team and tasks):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Ask the name of your colleagues and present yourself to them;</td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 5px;">Ask your colleagues what are the principal tasks you are supposed to do;</td> <td></td> </tr> <tr> <td style="padding: 5px;">Recognize the work space and equipments;</td> <td></td> </tr> <tr> <td style="padding: 5px;">Write the rules of the company.</td> <td></td> </tr> </table> <p>2. Define goals (in short and long term)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Do I know my colleagues name?</td> <td></td> </tr> <tr> <td style="padding: 5px;">Do I know my chief name?</td> <td></td> </tr> <tr> <td style="padding: 5px;">Do I know the tasks i am supposed to do?</td> <td></td> </tr> <tr> <td style="padding: 5px;">Do I know the equipments and where they are?</td> <td></td> </tr> </table>	Ask the name of your colleagues and present yourself to them;		Ask your colleagues what are the principal tasks you are supposed to do;		Recognize the work space and equipments;		Write the rules of the company.		Do I know my colleagues name?		Do I know my chief name?		Do I know the tasks i am supposed to do?		Do I know the equipments and where they are?	
Ask the name of your colleagues and present yourself to them;																	
Ask your colleagues what are the principal tasks you are supposed to do;																	
Recognize the work space and equipments;																	
Write the rules of the company.																	
Do I know my colleagues name?																	
Do I know my chief name?																	
Do I know the tasks i am supposed to do?																	
Do I know the equipments and where they are?																	

3. Create strategies to achieve the goals .

Write down my colleagues name and try to memorize them;	
---	--

In the end of the day work the students must write down a resume of what they learned;	
--	--

Write the steps that you need to do for the tasks that is given.	
--	--

4. Acknowledge/recognize the limitations

Write a report with all the difficulties that you found while doing the tasks	
---	--

5. Be proactive and self-taught at work

Ask your colleagues if the need help	
--------------------------------------	--

Observe around if your team work have something that you can help	
---	--

6. Search solutions to overcome the limitations

Search on books or in Internet	
--------------------------------	--

Ask your teacher on weekly meeting	
------------------------------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



	<p>Ask your colleagues</p>																	
ANNEX 3	<p>7. Evaluate and update the work plan</p> <p>In the end of each week you must discuss with your teacher the progress of the work plan</p>																	
	<p>MATCHING EXERCISES</p> <table border="1"> <thead> <tr> <th data-bbox="336 857 1066 983">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 983 1066 1108">Search solutions to overcome the limitations</td> </tr> <tr> <td data-bbox="336 1108 1066 1234">Acknowledge/recognize the limitations</td> </tr> <tr> <td data-bbox="336 1234 1066 1359">Create strategies to achieve the goals</td> </tr> <tr> <td data-bbox="336 1359 1066 1485">Define goals (in short and long term)</td> </tr> <tr> <td data-bbox="336 1485 1066 1610">Be proactive and self-taught at work</td> </tr> <tr> <td data-bbox="336 1610 1066 1736">Evaluate and update the work plan</td> </tr> <tr> <td data-bbox="336 1736 1066 1886">Appropriation of company culture (meet the work team and tasks)</td> </tr> </tbody> </table>	Activities	Search solutions to overcome the limitations	Acknowledge/recognize the limitations	Create strategies to achieve the goals	Define goals (in short and long term)	Be proactive and self-taught at work	Evaluate and update the work plan	Appropriation of company culture (meet the work team and tasks)	<table border="1"> <thead> <tr> <th data-bbox="1129 857 1422 983">Correct order</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 983 1422 1108">1</td> </tr> <tr> <td data-bbox="1129 1108 1422 1234">2</td> </tr> <tr> <td data-bbox="1129 1234 1422 1359">3</td> </tr> <tr> <td data-bbox="1129 1359 1422 1485">4</td> </tr> <tr> <td data-bbox="1129 1485 1422 1610">5</td> </tr> <tr> <td data-bbox="1129 1610 1422 1736">6</td> </tr> <tr> <td data-bbox="1129 1736 1422 1886">7</td> </tr> </tbody> </table>	Correct order	1	2	3	4	5	6	7
Activities																		
Search solutions to overcome the limitations																		
Acknowledge/recognize the limitations																		
Create strategies to achieve the goals																		
Define goals (in short and long term)																		
Be proactive and self-taught at work																		
Evaluate and update the work plan																		
Appropriation of company culture (meet the work team and tasks)																		
Correct order																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		

“WHAT WILL BE MY PROFESSION”

OUTCOME	
MAIN OUTCOME	Making a career plan
SUB-OUTCOMES	Recognizing their own interests and abilities

AIM	To realize suitable professions for herself/himself
------------	---

APPLICATION PLACE	Classroom, Educational support room
--------------------------	-------------------------------------

SUGGESTED MATERIALS	A4 Paper, Crayons
----------------------------	-------------------

TIME	40 minutes
-------------	------------

PROCESS

After giving information about the purpose of the study, the teacher asks the students to divide the papers he distributed into two equal parts with a pencil. He makes the first part "**the most curious**" and the second part "**the most favorite things to do**".

Allow 15 minutes for them to write at least 5 items in each section. At the end of the period, the volunteer asks a student to share their work. It is said that they can give ideas to other students and contribute to the evaluation.

The teacher draws attention to similar or different items between the two sections. It takes opinions and gives an idea about which professions similar items can coincide with.

She/he asks each student to match the overlapping items in their work with the colored pencil. It asks them to think about which professions these matches might correspond to. It gives them 10 minutes of time to research and reason about it.

At the end of the term, he/she asks the question **what professions do you think are right for you?** and ends the lesson by taking the answers of the students who want to share.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>During the research, students can use the internet according to their possibilities.</p> <p>If necessary, the teacher can extend the time allowed for research and thinking.</p> <p>When the teacher does the work in the classroom, he or she should observe the inclusion students and, if necessary, evaluate the situation of the student and find one answer to each table sufficient.</p>
--	--

EVALUATION	
-------------------	--

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“I Heard, I Seen, I Did”

OUTCOME	
MAIN OUTCOME	Planning Your Own Learning Processes
SUB-OUTCOMES	Knowing the Differences Between Auditory, Visual and Experiential Learning

AIM	To comprehend the effect of learning styles on their own learning process
------------	---

APPLICATION PLACE	Educational support room
--------------------------	--------------------------

SUGGESTED MATERIALS	Computer with internet network, Ice cream sticks, glue Annex1 (Learning styles questionnaire)
----------------------------	--

TIME	40 minutesX2 dk.
-------------	------------------

PROCESS

The teacher explains that by choosing any three terms or concepts from the unit topics he/she covers, he/she will do a study to understand how different learning styles are effective on our learning.

In our example, the teacher of the Logistics lesson works with the student on three warehouse vehicles (Forklift, Pallet, Rack Systems) using three different methods (by seeing, listening and practicing).

A- The teacher transfers the information about the forklift to the student through narration. At the end of 5 minutes;

1. What are forklifts used for?
2. Where are forklifts used?
3. What material is it made of?

He asks questions and takes notes of the student's answers.



Co-funded by the
Erasmus+ Programme
of the European Union



B- The teacher will watch a short film about shelving systems. At the end of 5 minutes;

1. What are rack systems used for?
2. Where are rack systems used?
3. What material is it made of?

He asks questions and takes notes of the student's answers.

C- The teacher states that they will make a pallet with ice cream sticks and glue and they will talk about the pallet while making it.

1. What are pallets used for?
2. Where are pallets used?
3. What material is it made of?

He asks questions and takes notes of the student's answers.

*The teacher states the student's observation about what they keep in mind while listening, doing and watching. He concludes the lesson by emphasizing that learning takes place with different methods and that each of us may have different needs in this regard.

**ADDITIONAL
INFORMATION AND
WARNINGS**

This activity alone is not enough to determine a student's learning style. Any "learning styles questionnaire" found from the internet can be applied to the student to get to know himself better on this subject.

EVALUATION

ANNEX



Co-funded by the
Erasmus+ Programme
of the European Union



“I FIND MY PROFESSION”

OUTCOME	
MAIN OUTCOME	Recognizing Occupational Areas
SUB-OUTCOMES	Understanding Research Methods

AIM	Recognizing the Vocational High School Departments in the Neighborhood She /he Lives
------------	--

APPLICATION PLACE	Classroom, Homework
--------------------------	---------------------

SUGGESTED MATERIALS	Annex1 (MEB School Lists by District Link)
----------------------------	--

TIME	20 minutes
-------------	------------

PROCESS

The teacher informs the students and parents that the students who will move from the 9th to the 10th grade will work within the scope of field selection and department introductions.

The relevant school lists are listed by the teacher from the link given in Annex 1, according to the District.

Duplicates the visual with the names and addresses of high schools with different vocational departments and distributes them to the students. He asks everyone to choose a high school from here.

Makes students take notes on the titles of research topics.

1-What are the entry requirements of the vocational high school you have chosen?

2-What are the vocational departments in the school?

3-Are there any special conditions required by those professions? What qualifications does it require?

4-What are the job fields of the graduates of the related department of the vocational high school?



Co-funded by the
Erasmus+ Programme
of the European Union



*The teacher states that the answers to these questions can be researched on the school's website or by visiting the alumni and teachers, and then informs the students that they have 10 days for research and that they will present their research to their friends by supporting them with visual materials.

*At the end of 10 days, the teacher asks the students to share their knowledge with their friends and answer the questions. He completes the work by hanging the visuals of his research on the classroom board.

**ADDITIONAL
INFORMATION AND
WARNINGS**

It would be appropriate for the teacher to have all the necessary information about the selected vocational high schools and professional qualifications before the student presentations, and if necessary, the school guidance teacher should accompany the lesson.

Before the study, the teacher should talk to the family about the schools where the inclusion student can be directed according to their characteristics and should request that the institutions where consensus is reached be researched with the support of the family.

EVALUATION

ANNEX

http://www.meb.gov.tr/baglantilar/mem/index_ilmem.php?ILKODU=35



Co-funded by the
Erasmus+ Programme
of the European Union



"WHO? WHERE? WHEN? WHAT DID HE/SHE DO?"

OUTCOME	
MAIN OUTCOME	Using time efficiently
SUB-OUTCOMES	Understanding the right time and the right place

AIM	Recognizing the right time and the right place to take action
------------	---

APPLICATION PLACE	Classroom (U order)
--------------------------	----------------------

SUGGESTED MATERIALS	A4 paper , pen
----------------------------	----------------

TIME	40 minutes
-------------	------------

PROCESS

In the U-shaped class, the teacher distributes an A4 paper to each student and asks them to divide the paper into four pieces by using their pencils. He asks them to drop their heads;**WHO** for first field,**WHERE** is the second field, **WHEN** to the next field, and to the last field **WHAT DID HE DO**.

He /She tells to students that they can write down ; the name of one of their classmates in the 1st Division, any of the places they can be in a day to the 2nd Division, any time of the day and week (such as night, Tuesday, afternoon, weekend) to the 3rd Division, and their daily activities within a week to the 4th Division (such as eating, studying, walking, watching TV).

He starts the activity and each student fills in the first part of their paper, folds the paper so that the first part is not visible, and gives it to their friend on the right. The students take the paper that comes to them with the folded tip from their friend on the left, and fill the second part in this cut and fold it. This activity continues until all chapters have been written and folded.

The teacher asks the students to open the four folded papers in front of them and to find the logic errors written in the answers here and correct them with colored pencils in accordance with their own logic. Allows the necessary time for this.



Co-funded by the
Erasmus+ Programme
of the European Union



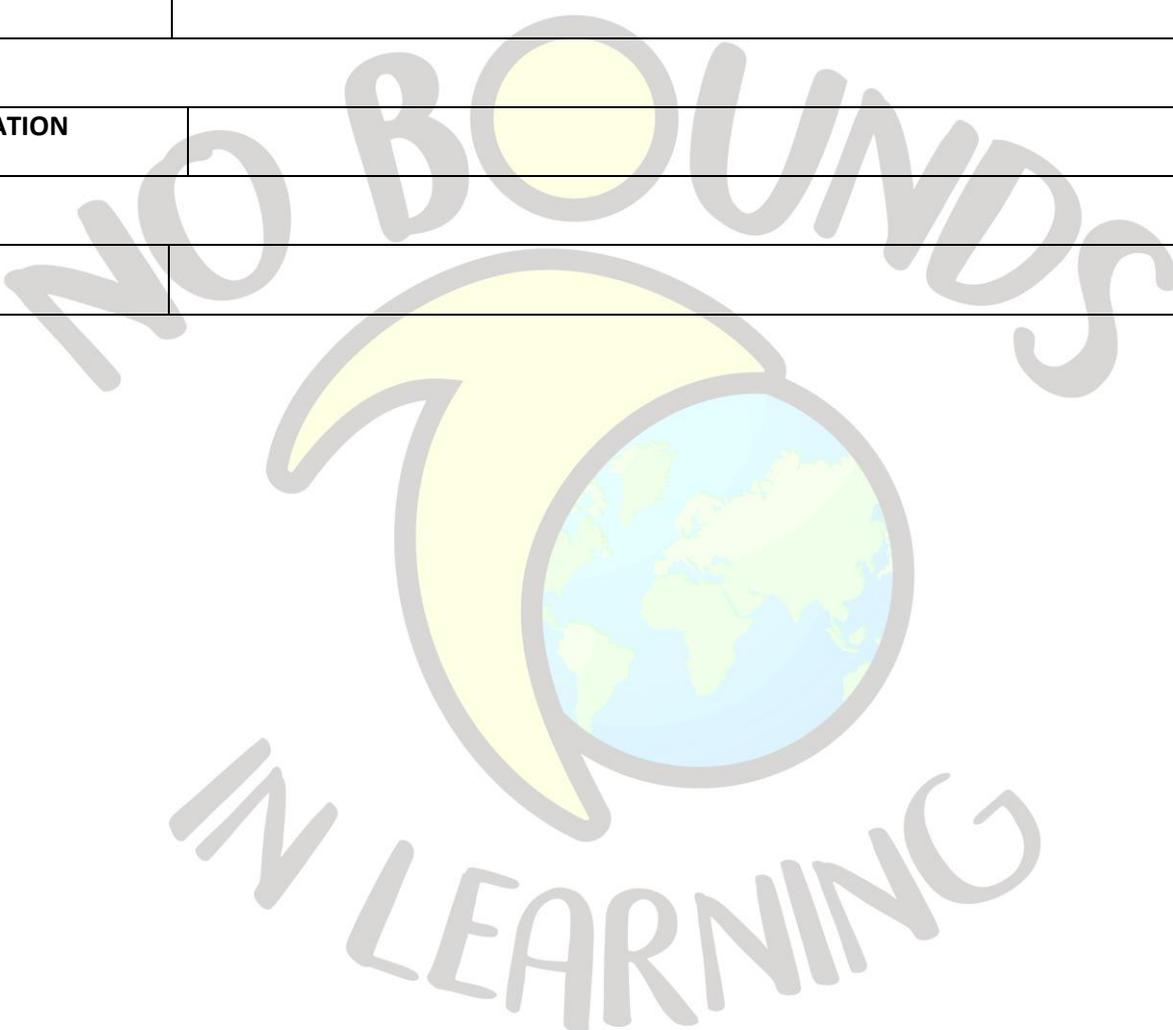
When the corrections on all papers are finished, he asks all students to present their work by explaining what and why they corrected. Meanwhile, the teacher can provide feedback.

When all the presentations are finished, the teacher ends the lesson.

ADDITIONAL INFORMATION AND WARNINGS	The teacher should observe the inclusion students when it is their turn to write, support them if necessary, or apply them as a one-on-one study activity.
--	--

EVALUATION	
-------------------	--

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“LET'S FIND TOGETHER”

OUTCOME		
	MAIN OUTCOME	Understanding the Importance of Teamwork
	SUB-OUTCOMES	Recognizing the Importance of Communicating

AIM	Understanding the Importance of Working With Others
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	a4 paper, various pens
----------------------------	------------------------

TIME	40 minutes
-------------	------------

PROCESS

The teacher states that they will play a game that requires teamwork today. Divides the class into two groups. He asks students to take turns saying "one" and "two" to ensure that the groups are homogeneous. Those who say one sit on the right, those who say two sit on the left.

After the groups are formed, the teacher asks them to write and choose spokespersons. A4 papers and pencils are given to the clerks.

Teacher; “Now I'm going to talk to each team about contradictory issues. You will have 15 minutes to think about it and put them in writing. At the end of the time, your spokespersons will convey your issue to the class on behalf of your team.

“Natural Life is the Friend of Humanity” _ “Technological Life is the Friend of Humanity”

At the end of the time, the spokespersons read the text they created with their teammates to the class. After both groups have finished reading, the teacher ends the study by thanking both teams.



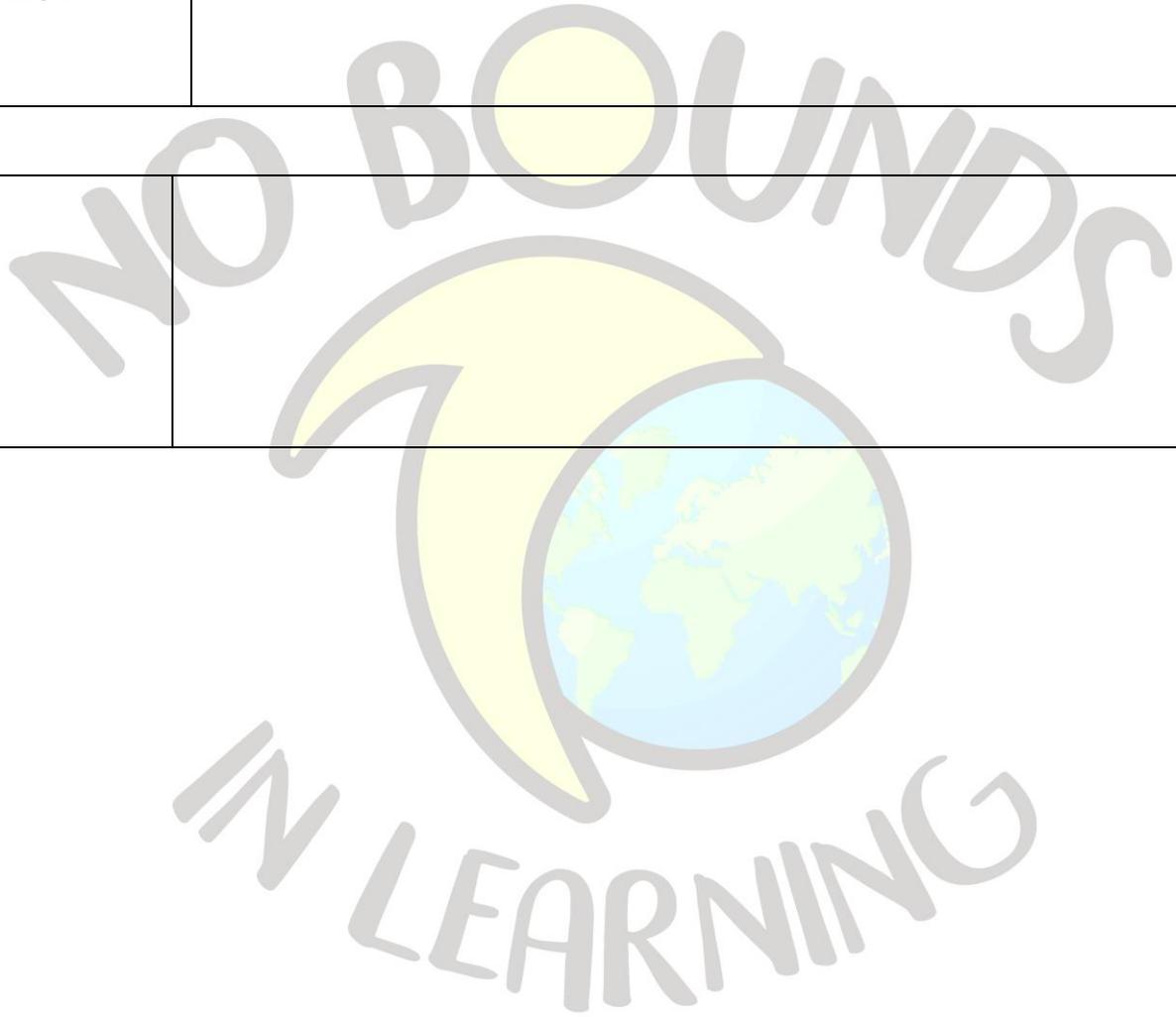
Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>While the students are discussing the subject, the teacher can warn each other about their behavior or the effective use of time.</p> <p>The teacher states in a private interview to one student that he/she has determined before the activity, that he/she wants to support his /her inclusion student friends in expressing their opinions in the group. Thus, participation of inclusive students in the study is ensured through peer support.</p>
--	---

EVALUATION	
-------------------	--

ANNEX	
--------------	--



Co-funded by the
Erasmus+ Programme
of the European Union



“LIFE WITH THE MEDIA”

OUTCOME	
MAIN OUTCOME	Understanding the function of mass media
SUB-OUTCOMES	Understanding that old-fashioned mass media can offer a different perspective on information

AIM	Understanding that old-fashioned mass media can offer a different perspective on information.
------------	---

APPLICATION PLACE	Classroom
--------------------------	-----------

SUGGESTED MATERIALS	Pencil
----------------------------	--------

TIME	40 minutes
-------------	------------

PROCESS

The teacher gives a brief introduction to the mass media function.

The teacher has students brainstorm about the types and uses of mass media. All ideas are written on the board and remain on the board until the end of the lesson.

Then, he distributes the matching exercise about the mass media and their usage in Annex 1, which he reproduced as much as the number of students. Ask them to match each sentence in column A with the most appropriate media in column B. You are given 10 minutes for this.

At the end of the period, there is a discussion about the choices students made.

At the end of the activity, the teacher checks the answers and gives feedback.

The teacher also observes whether students are familiar with different types of media (not just social media) and whether they know different sources of information.



Co-funded by the
Erasmus+ Programme
of the European Union



ADDITIONAL INFORMATION AND WARNINGS	<p>Students should make only one pairing of each type.</p> <p>The teacher observes the inclusion students during the activity, supports them if necessary, or holds them responsible for a small part of the activity table depending on the student's situation.</p>
--	---

EVALUATION	
-------------------	--

ANNEX 1	<p>MATCHING EXERCISE</p> <table border="1"> <thead> <tr> <th data-bbox="379 824 943 893">A</th> <th data-bbox="943 824 1501 893">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 893 943 1005">1. I want to know about the new fashion trends</td> <td data-bbox="943 893 1501 1005">A. Poster</td> </tr> <tr> <td data-bbox="379 1005 943 1117">2. I want information about the traffic in the city center while driving</td> <td data-bbox="943 1005 1501 1117">B. Television</td> </tr> <tr> <td data-bbox="379 1117 943 1229">3. I want to watch the Champions League final football match with my friends</td> <td data-bbox="943 1117 1501 1229">C. Magazine</td> </tr> <tr> <td data-bbox="379 1229 943 1375">4. I would like to receive information about the structure and function of the European Union</td> <td data-bbox="943 1229 1501 1375">D. Newspaper</td> </tr> <tr> <td data-bbox="379 1375 943 1487">5. I want to organize a meeting with my school friends</td> <td data-bbox="943 1375 1501 1487">E. Radio</td> </tr> <tr> <td data-bbox="379 1487 943 1599">6. I want to know when a local theatre team's new play will be released</td> <td data-bbox="943 1487 1501 1599">F. Social Media</td> </tr> <tr> <td data-bbox="379 1599 943 1711">7. I want to know about the political cases happens today in my country</td> <td data-bbox="943 1599 1501 1711">G. Internet</td> </tr> </tbody> </table>	A	B	1. I want to know about the new fashion trends	A. Poster	2. I want information about the traffic in the city center while driving	B. Television	3. I want to watch the Champions League final football match with my friends	C. Magazine	4. I would like to receive information about the structure and function of the European Union	D. Newspaper	5. I want to organize a meeting with my school friends	E. Radio	6. I want to know when a local theatre team's new play will be released	F. Social Media	7. I want to know about the political cases happens today in my country	G. Internet
A	B																
1. I want to know about the new fashion trends	A. Poster																
2. I want information about the traffic in the city center while driving	B. Television																
3. I want to watch the Champions League final football match with my friends	C. Magazine																
4. I would like to receive information about the structure and function of the European Union	D. Newspaper																
5. I want to organize a meeting with my school friends	E. Radio																
6. I want to know when a local theatre team's new play will be released	F. Social Media																
7. I want to know about the political cases happens today in my country	G. Internet																

