

Module 1

Promotion of Competence in Cultural Skills

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1 Introduction how to use the compendium

1.1 Primary situation

- additional presence of mental problems in classes with low education
- dispositional barriers with negative influence on clients during schoolage
- disadvantageous effects of common didactical methods in clients during their previous schooling.

Investigations have proved that psycho-social problems are more frequently found in social classes with lower education. Families and social background were usually unable to help in difficult situations. Even schools were not able to offer adequate help: schoolpsychologists and differentiated, integrative concepts do exist but in too little numbers. The backdrop of every days school reality in comparison to modern standards of education-research is significant. The concept of “frontal-lessons” lead into early abstinence and irreparable deficits. Positive relations to teachers or family members were able to help, but unable to solve the problem.

1.2 Particular difficulties

- Vast variation in knowledge and competence in different participants
- Deficiency in basic knowledge
- Tendency to cover up deficiencies instead of trying to solve problems
- Aversions against learning in its traditional ways and means
- Contradiction: Adult participants have to re-learn/ revive basic skills again

Depending on the extend of distance to schooling matters, one would find wide varieties of competence and achievements. Even in clients with sufficient intelligence, having attended many years of school, one would find lack of basic knowledge such as appropriate reading and writing skills, basic mathematical knowledge, like multiplication and division. Knowledge that has been learnt in a very mechanical way is easily and readily forgotten. Much energy is spent to cover this up and usually disguised in a general dislike. Every strain to return to learning is a double effort: to open up to the social context of learning as well as to solve personal deficits.

Learning-results are more positive, provided there is an individual and differentiated strategy. This mainly meets the standards of educational research, leads our students less frequently into “looser-situations”.

1.3 Particular relevance of relation between trainer and student

- Development-attending conversations
- Acceptance of biographic background
- Consideration of previous experiences in learning
- Consideration of daily disposition

Our clients are facing massive blockades and situations of uncertainty, in addition to situations linked to their mental disposition. It is usually of great support to have a person on hand who they relate to, in case of difficult situations.

Sometimes clients can relate to positive experiences where teachers or a family member listened to them. “Demanding” and “ensuring” is an attitude, which realizes without valuing. Recognized deficits should not be covered up further, instead they should be discussed and solved in their significance. It has to be pointed out that the individual does not stand alone with these problems, that many adults for various reasons, have the same difficulties.

Learning is always social learning too. On the other hand group situations are always particularly difficult because some people feel exposed with their deficits. Face to face talks can be a bridge to face group situations. An informal situation (in breaks, before and after lessons) helps the student to open up. Here questions about life and learning experiences can be asked, provided they don't start to talk themselves. A prestructured interview about schooling experiences can be used. To know about previous blockades, can help the student as well as the teacher to solve them. Especially positive learning experiences can be taken into consideration

Based on informal talks or more formal exchanges at the beginning of work (morning circle). the daily workform of the students and difficult periods can be taken in consideration. In such situations repeating exercises will be more suitable than challenging tasks which can cause uncertainties.

1.4 Didactical-methodological reflections

- Promotion of motivation: to give a survey about relevant subjects and about organisation of daily/weekly tasks, set up of major and minor targets.
- Promotion of self – confidence of participants: to accept different styles of work, tolerance with regards to faults, work and result management.
- Promotion of independence of participants: introduction of selfcontrol and initiative
- Promotion of curiosity by making new offers
- Promotion of creativity: making offers, offer extra promotion for single participants

For many clients it is the feeling of uncertainty, that has the demotivating effect. Additionally, the path to an acceptable success in learning is not assessable by clients. It is of help to set up targets in writing over a period of a quarter or half year, oral or written agreements over a week, and agreements for the day.

The great uncertainty usually contains the picture of "everything has to be correct". As the opposite it is alleviating to experience that making mistakes is part of life and learning and that everyone finds different solutions. For example it is not necessary to check every written expression for mistakes, that can be handled differently in situations. It is more important to find a positive connection to the subject of learning. In mathematics a way to calculate can be appreciated and in more complexe tasks the use of a calculator can be permitted

Possibilities of self-control by sheets can promote selfestimation and certainty in the use of learning tools and avoid exposure of clients because of their mistakes. Such forms of selfcontrol in learning are probably unacustomed and have to be implemented and described. They don't replace the necessary exchange with the teacher about concepts of learning, that takes the social background into consideration.

Motivation of clients can be enhanced through utilisation of learning objects which belong to their social and vocational background, making them to open up to possibilities.

1.5 Workforms - organisation of learning

- Single work,- working at home, at work or single work within a group
- Partner-work, work in teams of two, partnerwork within a group
- Groupwork – the most important and most difficult: to learn as well as to fit into a groupcontext
- Transition of workforms

Developing social competences and learning in the true sense, are strongly linked to working in a group. Phases of working in a group are part of learning experience. To concentrate on "how I would present a subject to the group" can lead into not achieving required results: clients do fall back into well trained schemes. Phases of group work should not last longer than half an hour.

They should vary with phases where clients can elaborate things for themselves. This way clients finding it difficult to speak in a group, will be valued too. Casework can be handled more flexible; provided there is sufficient selfcontrol, work can be done from home or at work.

In partnerwork clients can experience that it is beneficial to ask and exchange with each other. It is the aim to create situations in which other students are no competitor, rather a partner with other difficulties and strenghts.

The change in workforms should be designed in a way that clients have enough time to finish off a work or a group process

1.6 Material for promotion of learning

- Significance of realistic and vivid material
- Material from newspapers, magazines, internet
- Material from courses and schoolbooks
- Computer-courses
- Choice of materials for trainees

All reform-educational and learn- theoretical research agrees that it is easier to understand matters that we can see and touch. Unfortunately the common subject of learning, the way our clients do understand stands in contrast. The "touching to understand approach" is viewed as something appropriate for children and not suitable for adults. We can contract by utilizing results of learning theories, and teach something about life.

Materials well accepted are clips from newspapers, magazines and Internet. According to the needs of a targetgroup, the teacher can include texts as well as graphical elements.

For a differentiated use within the group, such texts, including graphical elements can be used in the group workroom. For weaker students having difficulties in reading, it is important to have the texts printed in very big letters.

For a systematical elaboration of subjects, we sometimes have to rely on the use of courses and schoolbooks. Exercise books written for adults, are better to be utilized, but will not always be readily available with a certain level of niveau. In schooling material it is important that there is no direction for a year level. For mathematics or writing exercises index-cards can be used, - having the answers printed onto the backside, this enables a differentiated work in the group.

Writing on a PC can be a tremendous help. The highly regarded use of a PC is trained, tolerance in mistakes is high (everybody makes mistakes in typing) and selfcontrol is provided via the system for writing correction. Reproductive workforms (for example to copy a text on a PC) and low key tasks can work as ensuring elements for clients who would usually try to avoid similar situations.

Computer learning courses can be utilized additionally. It is to be noticed that they eliminate the aspect of social learning on a broad scale: for the student this can be an island in the always included social interaction, but should not enforce the element of retiring too much. It is always important to recreate contact to the social learning surrounding the student.

1.7 Common curricular reflections

- Relevant issues for adult participants
- Particular consideration of vocational training and integration
- internal differentiation

„What do I need this for?“ is a frequently asked question of students. It signifies the long experience in avoiding situations where cultural techniques are required.

The selection of materials proves possibilities taking part in social life (reading of Newspapers and magazines,use of PC and the Internet), the workforms of partner – and groupwork solve the experience to partake in social groups.

The choice of subjects should be varied according to the needs of a group or an individual. Rules of communication in a group should be turned into a subject, even when there are no particular difficulties. Centrally there should be subjects directly linked to vocational contexts. They don't get anywhere without a job application and a personal report. Often clients have no information about the dimension of elaborating knowledge in vocational training and which basis is required. Respective information should be provided in time.

Connections to a vocation can be elaborated and implemented.

Ideally subjects are introduced by students, but are usually not able to be given the free choice of subjects. It is helpful to have a choice of a certain group (for example pick a page of a book for calculations, reading and making a summary) or even easier give a choice of two tasks (today the easy worksheet, or shall we go further?).

In this sense particular interests of students can be taken into consideration (for example offer various texts to different students). We will have to deal with students, who want to qualify into a particular vocational orientation of high or lower qualification. The tasks will have to be changed accordingly

- **Curriculum**
- **Mother language**

Competence in writing:

Promotion of writing skills and orthographical skills
Job application, personal record (CV), work reports
Users manual, reports and descriptions
Creative writing

Oral competence:

To read and understand texts
Appropriate ways/styles of discussion
Be able to communicate by telephone
Job interviews

- **Mathematics**

Basic calculation
rule of three – percentage calculation
fractions
area- and corpuscalculation

- **General knowledge**

Society

Human rights
International organisations
Constitution
Basic structures of labour legislation
Up to date subjects/ current subjects

Geography

Continents
Countries of europe, EU
Geographical and political structures of native country
Environmental problems

Body and Environment

Organs and Function
Skeleton and Muscles
Nutrition
Food Production
Animalkeeping

2 Competence in writing: Promotion of writing skills and orthographical assurance

General considerations: Variations of preconditions in participants are obvious. Accordingly fears to present difficulties in reading and writing are avoided.. In this case it is of significant importance to acknowledge the readiness of participants to engage again with reading and writing, without correcting single faults.

Participants unsure in tasks of reading and writing, achieve maximum results and readiness, mainly in picking up writing again, by implementation of copying short texts, as well as creative texts) avoiding constant monitoring and correction. In many cases it is the right approach to point out: It is very interesting what you are writing,- you have made a few mistakes, would you like me to look at them together with you?

The implementation of various textsegments take into consideration that preconditions of participants differ considerably. There are no limitations even very difficult tasks in writing and orthography can be solved. Textsummaries can be compiled on a higher level. The implemented texts have to be of relevance to adult participants.

Targeted writing exercises are for participants who are familiar with writing, motivate to achieve further progress. Particular exercises in training of language-logical structures have to be selected in order to avoid confusion, often caused in School book exercises with too much effort and exercises on special knowledge, they are easier picked up in contexts.

Situations avoiding to point out failures, keep motivation up, as well as settings of learning, different to negative school experiences.

Many participants find themselves more at ease with copying or other exercises, implementing matters of self control. Writing using a personal computer promotes competence with this medium and has a further element of seriousness.

Contents	Contence relevance	Workforms	Materials	Methodological aspects
Texts, mainly short texts, text summary (Newspaperclips, subject texts out of magazines)	Texts should be linked to daily subjects of participants or be humorous/funny on an adult way	Copy Partnerdictation Dictation	a PC, -especially for copies should be available for writing	Participant can choose a text. When copy is done by hand, then preferably onto the backpage of sheet (Keeping several words in mind promotes training effects)
Texts from text summaries with adaptation of orthography	One or several elements are changed: e.g. punctuation, all words are linked without gaps; rules of capitalisation	Singlework Copies	PC, worksheet or exercise book	concentration onto several levels (Texts, writing skills, correct writing) demands and trains mental abilities
To write summaries	to be able to recognize the relevant/ important, learn to formulate	Casework	PC, exercisebook, for weaker clients to have a worksheet with already given notations	Suitable especially for well qualified clients
Excercises in writing skills	Structures of orthography and language are elaborated	Casework	Worksheets to complete	Selfcontrol should be available by resultsheets. Preferably excercises including language derivatives
Riddles and Crosswords	Possibilities for additional leisure time activities are presented, writing skills are hereby sustained	Single- and partnerwork	Worksheets and crossword booklets	Highly motivational character, fun in using the language, result check up is provided

3 Written Competence : Application for employment, personal record (Cv),workreports

General considerations:These are necessary documents, needed by any applicant. To have them ready, to understand their importance and to be able to handle them, improves client- certainty.

The installation is usually linked to greater uncertainty, many difficulties have to be solved, such as irregularities in personal records, discrepancies in desired and achieved qualifications and the confrontation with previous negative and maybe unclear reports. Escorting talks with clients are all the more important to enlighten chances as well as barriers in their career plans.

For better self assessment practise documents should be compiled in group and partner work, real documents should be compiled in single work (for reasons of data security)

Contents	Contence relevance	Workforms	Materials	Methodological considerations
Job-application Contence	learning to find positive formulations, to point out personal strengths	Groupwork Casework	Worksheets or flipchart/board with positive and negative formulations of the same contence	<i>Escorting talks are of utmost significance to promote realistic self assessment</i>
<i>Job application: Formate</i>	To find certainty in formate design	Casework	Worksheets with job-applications in the shape of puzzles(reversed parts), scissors, glue	There is the possibility to cut out and glue on. The general construction of a business letter can be prepositioned
<i>Personal record: relevant contence</i>	To seperate relvant from unimportant	Groupwork	Worksheet or flipchart/board with relevant and irrelevant	During this period of work the clients fear of personal statements can be

			contence	alleviated
Personal record: relevant contence	to seperate relevant from unimportant	Group- or casework	Use a text of a personal record of a fictional or well known personality, find relevant contence for a personal record and underline	In this period of work the client can reduce his/her fear of personal statements in a personal record
Personal record: formate	Find certainty in formate	Group- or casework	Work sheets with schematical rules, data of a fictional personality should be filled in	At first certainty in the use of a formate should be achieved, without having to face ones own personal record
Job-reports ,get to know coded formulations	Assessment of reports, get to know positive and negative reports	Groupwork	Flipchart/board or sheet with typical negative and positive remarks from workreports	In the shape of a riddle positive and negative remarks should be pinpointed
Work reports: find positive formulations	employ usual formulations	Casework	Worksheet with an average report, to be reworted into a positive workreport. PC or handwritten	To gain certainty in understanding and use of formulations
Workreports: <i>Selfassessment</i>	To write a ficticious self-report about the current employment for selfassessment	Casework	Preferable with PC, additionally worksheet with facts as guidelines, for weaker clients use gaptexts	The selfassessment may conciously be far from reality and projected into the future, this is to create ones own targets and for the realisation of opportunities

4 Written competence: User manuals, reports and descriptions

General considerations: To prepare texts in a condensed, understandable and applicable form aims to reduce the helplessness with regards to the daily influx of information and to enhance ones own possibilities to find a precise way to express oneself in daily matters of work. Within this aspect texts which are easy and clear to understand, preferably as an enumeratio. Drawings, outlines, photos may be added and are supposed to underline the contence.

Finished texts , bulletins useful for the organization should be shown for daily use. This underlines the importance of the compiled texts and reading on a daily basis.

Workreports are to be compiled in each and any training and have to be prepared by oneself. To compile them in a short and objective way in many cases makes it easier for clients, often the expectation that long and complicated texts have to be delivered can be reduced.

Contence	Contence relevance	Workforms	Material	Methodological aspects
Prepare an owners manual	A daily routine such as making of coffee with a coffee-percolator can be described in a schematical way	Introduction into group, later into casework	Machine, e.g. coffee-percolator, to show an action, PC or handwritten preferably laminated	For weaker students a worksheet can be handed out as a gaptext.. The activity should be of a certain difficulty, which needs to be explained.
To compile users directions	Directions of daily	Group-, partner- and	PC, preferably lamination	Linking to use of a personal financial

	relevance such as energy saving modes, waste separation, to be extracted out of given texts	casework	machine, given texts, fotos, motives from magazines etc. to glue on	budget, as well as to changes of climate and corresponding texts is possible
Compiling of recipes	to write down a tested recipe	Case-or Partnerwork	Preferably PC, worksheet with precise amounts , for weaker students gap-texts or puzzles /sorting of steps in their sequence	When cooking is done on a regular basis; compile a book with proved recipes, recipes can be accompanied by photos or sketches.
Report in the training	To separate irrelevant from important, formulate in short sequences	Introducing group and casework	worksheets with important and irrelevant contence	Set up structures, give structures to simplify complexety
Report for an insurance	Accident or damage report can be compiled	Introducing group and casework	Sheet to fill in, description of an action as an example	For weaker students have examples to choose from or to compile into senseable sequence
Description of Material	Understand a description for a typical tool, know and employ terminology for a tool	Casework, partnerwork	Worksheets to fill in, puzzles	Subject descriptions are rarely used in situations of daily work context, the use of subject terminology promotes professionalism

5 Written competence: Creative writing

General considerations: The request: be creative! is a contradiction in terms, as the imperative and free association eliminate each other. Additionally creative writing is generally not really expected within the vocational surrounding of clients any more.

We will come across clients again, who will find creative writing, an important way of expressing and realisation of emotions, be it in the shape of a diary, in literature or poetry. We can offer stimulation to those who will benefit.

It can promote the exchange between clients and to make it acceptable for those who like to write. For some it may be stimulating to return to literature, poetry or ones own diary. Last, but not least some, - even without any correction, find their way back into orthography and into expressing oneself.

Others are completely averse towards free and fantastical writing. As there is no need to learn, it is all the more important within the frame of internal differentiation, to create a frame to find a more factual way to deal with texts (founding/promoting of orthographical correctness).

Contence	Contence relevance	Workforms	Material	Methodological aspects
To finish a literal text in ones own fantasy	To apprehend a literal Text, combine with own ideas, and finding a understandable end	Casework, presented to each other	PC can be used	Give a reason, to engage in literature
Link short descriptions to a	Create a contence link to	Casework that can	PC can be used	give approximately 5 notions,

story	opposing notions	be presented to each other		nomes,verbs and adjectives
Read poetry	Find headlines for rhymes	Group,-partner and casework	Worksheet, speech or notes	Comprehension of the text is expressed, aha- effect when the real headline is presented
Reading and writing	A very personal way of expression , allow for emotional expressions	Casework	PC can be used	Compile a collection of clients texts , especially those well liked or read texts

6 Oral competence

General Considerations: Individuals with social and mental restrictions/ show little flexibility in different situations: they are more focussed onto noticing their own personality, than how to estimate a situation they are confronted with. Besides we are confronted with individuals who either speak very little or very much, but in both extremes show little ability to adapt to the respective situation.

It is necessary to focus onto the demands of the circumstances and to reproduce them very clearly for example in roleplays. Even clients who don't dare to partake and are only passive, will benefit from this: often their ability to observe is improved.

General regulations for role-plays are: to define time, location and situation carefully, but not the developing dialog. Participants take on a particular identity (name, age, profession). This allows them to move into a more observant position of a situation and their own role. The trainer should not hesitate to join in, particularly to encourage clients to their own attempts. Clients as well as trainers should try roles of either side (such as e.g. boss/a), the change of perspective is not only interesting, it improves the possibility to judge reality in a more complex way.

The competence to read will be marked very differently. Some individuals have made bad experiences with reading out loud, therefore this should be done voluntarily. Reading can be replaced by clients reciting sentences or paragraphs of contence in their own words. This is a request of a higher demand and improves understanding of texts. Reading out loud is an exercise uncommon in work reality.

For weaker clients reading excercises should be offered as single tuition.

Contents	Contence relevance	Workforms	Materials	Methodological aspects
reading of factual texts	To learn to disconnect understanding of texts from own opinions, assumptions and questions	Groupwork, additionally casework	Texts about subjects of general knowledge from newspapers, magazines and brochures. Additionally worksheets with guidelines and requests to express owneself, in writing too	Leave room for questions and discussions, but separate clearly from understanding of texts. Place emphasis onto being able to listen. Acknowledge more the more silent client, offer more space, give them space to express themselves in writing

Suitable styles of discussion: Talkshows	To find arguments in a chosen role, to recognize ones own perceptions and learn to accept remarks of others	Groupwork (Roleplay)	Have work-sheets with information about day to day subjects, at times to be dealt with as described above, possibly to adapt by video/DVD recording	Taking reference to current TV-talkshows can be very motivational. More silent clients can retreat into spectators, create publicity by including staff and clients who would otherwise not be present in the group
Have a call by telephone: request for a position in a practise period	To be precise and polite	Group- or partnerwork (Roleplay)	Worksheet with important and irrelevant statements, utilize an old telephone for the roleplay	At first discuss which statements are important, which formulations are appropriate
Have a job interview	To be able to point out ones own capabilities, know about ones own weaknesses	Group- and partnerwork (Roleplay)	Have a worksheet with appropriate and less appropriate remarks in a job interview	Introduce in context with job application

7 Mathematics

General considerations: Many of our clients find it difficult to understand or practise basic mathematical operations. Tendencies to hide this are wide spread. Having fundamental difficulties with more complex tasks are sometimes turning into a general dislike of utilizing figures, often result in recurring frustration. Different levels of mathematical incompetence make it difficult to work in groups.

Finding solutions to solve this problem, makes it necessary to detect this situation as typical (as many adults have forgotten basic mathematical operations, such as multiplication or square measurements and have to revise).

The detection of these problems should coincide with strategies to solve them, e.g. daily and workrelated exercises as described further down.

General mathematical knowledge can be trained in courses. It is important not to be classified into a category, but to have an approach which enlightens fundamental mathematical laws, such as functions of figures in the decimal system. Ideally material should be utilized which focusses on adult users. *

Subsequently the most important tasks are mentioned, which are especially related to day to day and work - environment of clients.

In order to have the necessary differentiation, tasks should be compiled into a card index, including the result on the overleaf page. This enables clients to check results and installs greater flexibility to choose. Estimates and approximative calculations should be trained again and again, in order to install an imagination of numbers and amounts..

Concrete material such as rulers, folding rulers, geo-triangles, fraction parts, litre-cubes(10x10x10 cm), preferably with 100ml and ml measures, cubic-cubes, paper or cardboard with cm measures should be offered, for weaker students countable materials.

Contents	Contence relevance	Workforms	Materials	Methodological aspects
Basic mathematical operations	Personal budget, receipt and expenses of a firm (e.g. coffee)	mostly in group and casework	PC, Excel-tables,worksheets ,cash-book	It is possible to set u up priorities for a personal budget, a fictional firm can be set up
Rule of three	To compare prices in the shops	mostly casework	Worksheet with realistic examples, illustrations from advertisements	Most important „estimates“, for weaker students have calculations in small steps (steps of two), apply during shopping
Percentage calculation	Discounts at shopping, produc tcalculation: how much is the part of work, material,advertising etc?	Group and casework	Worksheet with clips from advertisements for estimates or calculations	Estimates are important here , e.g. guessing, classification of fractions (e.g. via cards) calculations using the rule of three
Fractions	Recipes with half, quarter and eighths measurements	Casework	Possibly linked to practical work (kitchen), excercises from card-index	Students with greater difficulties to abstract can automatise certain tasks
Geometry: areas, rrectangles	sqare metres of a workshop, a workboard, a flat, an enterprise, measure and add up	Group, partner and casework	Big sheets (e.g. wallpaper) sqaure cm paper or cardboard, metre measure, ruler, scissors, excercises from card-index	Have a sqaure metre made in paper and hang up in class, have a model in square cm -, weaker students can add up boxes and lead to multiplication this way. Squares calculation can be derivated from counting out lines
Geometry: areas,	Triangular square calculation to	First group, than	Square centimetre paper or	A triangle is only half a rectangle,

triangulars	be derivated from rectangular calculation and halved. To be utilized by squarecalculation	casework, clients should become selfsufficient	cardboard, excercises from card index for more differenciated tasks	make congruence realisable by putting parts together. Other geometrical shapes can be derivated this way
Geometry: shapes	to recognize and name various shapes, for example well known packages	Mostly casework	patterns to build various shapes from paper or cardboard, scissors , glue	Single patterns, e.g. for a cube can be drawn by student
Geometry: shapes	To understand volume and calculate volume-contentence of a workshop	Group- and casework	Volume- Cube, Metre-measure	To derivate a rule of square from layers of cubes, and possibly combine contence calculation with paragraphs of labour legislation
Geometry:contence, measures	Make experiences with volume measurements such as litres and mls	Group- and casework	Various containers and packages with litres, mls contence	estimate, refill, read, then utilize worksheet or card-index for systematical conversion ml./ltr
Numbergames	Riddle, Sodoku	Casework	Riddlebook	Can offer fun in using numbers, stimulation for leisure time on effective and voluntary basis

- In areas of German language use the „Mitrechnen“ by Klett Verlag

8 General knowledges

General considerations: Many people with psychol-social disorders are enclined to move in their own, secluded lifesituation and not look further afield. To approach subjects, engaging people is of particular significance. Opening up, important in working life and in contact with colleagues, should be supported.

The selection of subjects can and should develop in cases, in a particular situation in groups and at work. Subjects are to be suggested consecutively. Subjects developing in work situations are the central aspect of democratic cooperation.

Methodically workforms can be deployed, which further above have been described in the subject "mothertongue"(underlining in texts, key-issues, selected copies, textsummaries, discussions, talkshows). Especially in social subjects talks and discussions as well as informative talks are essential for the individual.

The missing understanding of complex processes, such as general geographical knowledge, will allways create the need for fundamental training. It is preferable to train it in the context concerned, rather than in isolated subjects.

9 Society:

Our clients we are dealing with, are enclined either not to acknowledge their own rights or not regarding rights of others respectively. To acknowledge social standards can develop self-awareness.

Contents	Contence relevance	Workforms	Materials	Methodological Aspects
Human rights	Learn about constitutional rights	Groupwoprk, discussion, case work, selected copies	Texts	Constitutional rights are not always only to be regarded as ones rights, they are other peoples rights too
International organisations	Recognize organisations such as UNO and EU as promoters of equal rights <i>and fair economical distributors</i>	Groupwork	Texts	Regard societies in their development, assertion of rights and justice as a process
Constitution	Get to know the most important articles of the constitution	Casework, selected copies	Texts	to point out link of nationally guaranteed rights on historical and international background
Basic labour legislation	to know of rights and duties as they appear in daily working situations	Group and case work	Texts	For example: using popular verdicts, barriers of employer and employeelegislation can be proved

10 Geography:

Very often basic geographical knowledge does not exist, current developments cannot be classified appropriately. To have sufficient Knowledge is important in working and social life.

Contents	Content Relevance	Workforms	Materials	Methodological Aspects
Continents	Name continents	Casework	Globe, worksheets	Additional: oceans, Arctic, Antarctic
Countries of Europe	Name countries, mark EU countries, mark countries with Euro currency	Case- and partnerwork	Puzzle, worksheets, globes and atlas	EU and Euro extensions offer good possibilities for revisions
Geographical and political structure of native country	To know essential geographical terminology	Group, -case and partnerwork	Puzzle, worksheets	to take historical background into consideration
Environmental problems	Importance of change of climate, hazardous substances, noise, pollution, waste industry	mainly groupwork	Texts and worksheets	Create a link between ones own behaviour and rules at work

11 Body and environment

Many people with mental and social problems are suffering from eating disorders, often enhanced by medication. The general perception to notice bodily signals is reduced. Preparation and serving of food is part of the vocational training. Therefore basic knowledge is a key-issue. The lacking social interaction is often substituted by having a pet animal. This is another important issue.

Contents	Content Relevance	Workforms	Materiala	Methodological Aspects
Body: Organs and their function	Basic understanding of nutrition and digestion	Group and casework	Preferably using a model, puzzles, worksheets	Have discussions about common akes and illnesses, rules of hygiene at work
Body: skeleton and muscles	Know about common illnesses which can develop at work	Group- and casework	Puzzles, worksheets	Talk about common illnesses , like motion, backaches and how to avoid them by right posture
Body: nutrition	To know of the foodpyramid and show graphically	Group- and casework	Advertisements, cardboard scissors, glue and worksheets	To know about groups of nutrition and essential contence, such as vitamines, build a 3ddimensional pyramids and/or poster
Foodproduction	To understand connection between material and finished product	Group- and casework	Worksheets and texts	Perhaps visit a farm, a foodfactory or a bakery
Animal keeping	To know about insticts and basic needs of an animal	Group- and casework	<i>Texts</i>	Mass- animalkeeping can be problematised, link to rules of nutrition