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COMPETENCE+
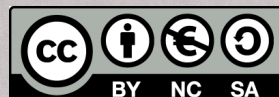
a blended learning programme for competence development beyond pure professional skills

COMPETENCE+

A BLENDED LEARNING PROGRAMME FOR COMPETENCE DEVELOPMENT BEYOND PURE PROFESSIONAL SKILLS

HANDBOOK FOR TRAINERS

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

CC BY NC SA

Our TEAM

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Introduction to

Competence+

COMPETENCE+

A BLENDED LEARNING PROGRAMME FOR COMPETENCE
DEVELOPMENT BEYOND PURE PROFESSIONAL SKILLS
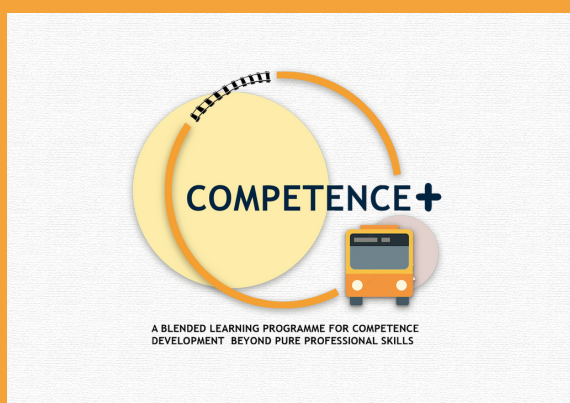
Public transport is a sector of growing importance for European cities and rural areas alike. It provides an essential basis for implementing a modern society's need for mobility in line with sustainable and environmentally friendly development. This also results in a growing economic importance of this sector.

With increasing urban populations and growing sustainability demands, public transport employees face a number of challenges every day, from embracing the rise of new technologies like self-driving systems to navigating customer service and de-escalating conflicts, all while providing cultural awareness and representing ideas of sustainability.

With Competence+, we offer training opportunities for VET students and employees of public transportation in four different areas:

1. environmental awareness, to sensitize public transport employees for the importance of green transport systems and their own contribution to fostering sustainability in public transport.

2. conflict awareness, to train the abilities to identify and effectively handle situations that may result in misunderstandings or conflict in order to empower public transportations employees and reduce their stress level.

3. moral courage, wants to equip employees and VET students in the public transport sector with the courage and strategies that allow them to step in should conflict arise and to show them that they have the power and the ability to help people in precarious situations

4. stress management, to teach public transport employees how to manage their stress and improve their overall mental health and well-being.

By empowering them to initiate concrete changes, to initiate rethinking and to optimize their own actions, they will not only be able to participate directly in their workplace, but also to take part in the development of their own work and their communities.

With these goals in mind, COMPETENCE+ created a blended learning program and an advanced training platform that both trainees and employees in public transport can use to further their education. The blended learning course concept includes both eLearning and classroom training in a workshop setting. A special feature of COMPETENCE+ is that virtual reality scenarios enable learners to directly apply and test their newly acquired competences and skills in a safe environment.

All teaching and learning materials are available for free as an Open Educational Resource (OER), which means that they can be adapted and reused according the Creative Commons Attribution–ShareAlike 4.0 International License.

COMPENTENCE+ is a cooperation of partners from different backgrounds: Together with the transport operators Reus Mobilitat (Spain) and Straeto (Iceland), LAB (Germany) brought the direct public transport perspective to the project, while Wisamar (Germany), DomSpain (Spain), Virsabi (Denmark) and StandoutEducation (Cyprus) contributed their expertise in vocational training and adult education projects.

Additionally, the course framework and the learning program was evaluated by experts from all partner countries, which included stakeholders as well as educators from the VET sector. The course was then piloted in all partner countries with VET students and employees in the public transport sectors. Through their feedback, we were able to tailor the learning program to both educators' and learners' needs.

This Handbook is a guide for Teachers and Trainers on how to use the Competence+ materials. It has been reviewed by educators from the VET sector who tested the guide in practice and in connection with the entire course. The guide was tailored according to their feedback to ensure the maximum practical relevance of the material.

It includes the Conceptual Framework of the learning contents, the Methodology for Implementation, information on the modules of the blended learning course on Environmental awareness, Conflict awareness, Stress Management, and Moral Courage. This is followed by a practical Guide for E- learning Platform and information on how to use Virtual Reality technology in the context of the course.

COMPETENCE+
A BLENDED LEARNING PROGRAMME FOR COMPETENCE
DEVELOPMENT BEYOND PURE PROFESSIONAL SKILLS

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Purpose of
the Manual

The Trainer's guide: "How to use and integrate modules of Competence+ in my VET course/ further training course?" is an intellectual output, made for the purpose of the Erasmus KA2 project Competence+ with the contribution of its Consortium.

The purpose of this guide is to ensure that the usability and the sustainability of the learning concept of Competence+ will continue to exist even after the project activities are going to finish. Furthermore, VETs and training educators who didn't have the opportunity to participate or get involved with the activities of the Project, will have the chance to introduce its results into their courses.

So, it's primarily aims at educators in VET and further training in the field of public transport who want to set and implement thematic priorities in their company or Institution in line with the Competence+ modules.

In order to build the Guide, the Leading partner along with the other members of the consortium, take up the essential considerations of the conceptual framework from IO1, explains the learning objectives of the four modules and their methodological-didactic implementation, leads into the interaction of e-learning parts and classroom courses and points out the special conditions and requirements in this context for VET and further training courses.

This manual will have the following use in the hands of instructors:

-It will act as a guide in the use of the Competence plus curriculum

-It will be an introduction to digital reality technology

-It will show in general terms how the trainer will be able to navigate within the e-learning platform of the project.

Thus, the manual will be used as the means by which the trainer can understand all the procedures that govern the Competence+ project, so that he can in turn pass on the torch to his trainees.

It is also an important element of use for the instructor, since he can recall it in case he wants to verify or refresh the way the curriculum is implemented

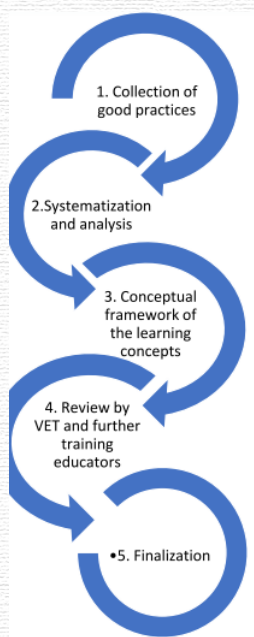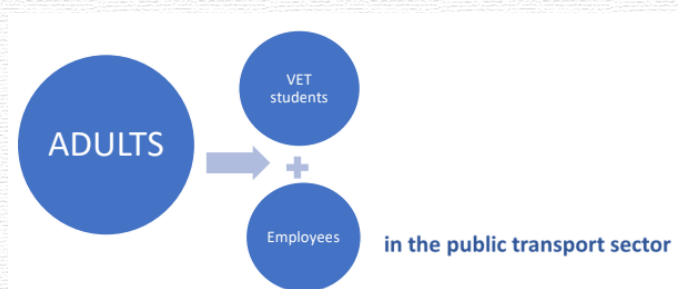# Conceptual Framework of the learning contents

Methodology for Implementation

THE AIM OF THE FIRST INTELLECTUAL OUTPUT OF THE COMPETENCE+ PROJECT WAS TO DEVELOP AND DEFINE THE CONCEPTUAL FRAMEWORK BASED ON A PRACTICE-ORIENTED CONCEPT FOR THE FURTHER INTELLECTUAL OUTPUTS.

TO DO SO, THE PARTNERS HAVE TO RESEARCH, ANALYZE, AND SYSTEMATIZE EXISTING PRACTICES, APPROACHES AND PROJECTS IMPLEMENTED IN COMPANIES AND EDUCATIONAL INSTITUTIONS OF PUBLIC TRANSPORT OR SIMILAR PROFESSIONAL AREAS IN THE FIELDS OF:

- MODULE 1: ENVIRONMENTAL AWARENESS
- MODULE 2: CONFLICT AWARENESS
- MODULE 3: STRESS MANAGEMENT
- MODULE 4: MORAL COURAGE

TARGET GROUP OF THE PROJECT:

ADULTS → VET students + Employees in the public transport sector

1. Collection of good practices
2. Systematization and analysis
3. Conceptual framework of the learning concepts
4. Review by VET and further training educators
5. Finalization

THE DEVELOPMENT OF THE OUTPUT HAVE BEEN IMPLEMENTED IN FIVE STEPS:

Modules

Module 1

ENVIRONMENTAL AWARENESS

Course Description
5 Units to sensitize public transport employees/VET students about the importance of green transport systems and their own contribution to fostering sustainability in public transport:

1. Basic concepts
2. External costs and benefits of mobility
3. Public participation
4. Sustainable Urban Mobility Plans
5. Examples of good practice

Knowledge
-Concept of Environmental awareness and its importance for public transport.
-Methodologies for developing sustainable urban mobility plans.

Skills
-A global vision of urban mobility and its economic, environmental and social impacts.
-Understanding how citizen participation works

Competences
Personal attitude and motivation
Willingness to change
Teamwork and cooperation (willingness and ability)
Sense of responsibility and decisiveness
Learning to learn
Creativity
Communication skills
Capacity for self-management and reflection
Willingness to perform

Participants
Team & cooperation skill
Communication skill
Personal attitude & motivation: self-management & reflection skills, sense of responsibility & decision-making ability, willingness to perform, integrity & credibility, willingness to change, customer & service orientation

Educator
Global vision capacity
Knowledge of ISO standards
Organisational, planning and programming skills
Determination
Ability to adapt and be able to communicate in a friendly way their approaches and points of view.
Sense of responsibility
Methodological & problem-solving competence: analytical skill, ability to take initiative & solve problems and creativity.

Facilities & Equipment
Internet access
Room adapted to carry out the activities

1. BASIC CONCEPTS

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
1.1 DEFINE AND ANALYSE BASIC CONCEPTS OF ENVIRONMENTAL ISSUES.
1.2 APPLY INCREASED KNOWLEDGE OF BASIC ENVIRONMENTAL CONCEPTS
1.3 EXPLAIN BASIC ENVIRONMENTAL CONCEPTS TO OTHERS

PREPARATION:
SEND PARTICIPANTS CREDENTIALS AND LINKS TO ACCESS THE ONLINE PRESENTATION.

COURSEWORK:
VIEWING THE PRESENTATION

REFLECTION:
SELF-ASSESSMENT QUESTIONNAIRE

Online

Presentation

Quiz

1 Hour

2. EXTERNAL COSTS AND BENEFITS OF MOBILITY

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
2.1 UNDERSTAND EXTERNAL COSTS AND BENEFITS OF MOBILITY
2.2 IDENTIFY EXTERNAL COSTS AND BENEFITS OF MOBILITY
2.3 DISCUSS AND DEBATE EXTERNAL COSTS AND BENEFITS OF MOBILITY

Online or F2F

Presentation

PREPARATION:
SEND TO THE PARTICIPANTS THE PDF FILE AND THE LINK TO ACCESS THE VIDEO.

COURSEWORK:
READING AND STUDYING THE MATERIAL. WATCHING THE VIDEO

REFLECTION:
SELF-ASSESSMENT QUESTIONNAIRE

Video

1 Hour online or 1,5 hour F2F

3. PUBLIC PARTICIPATION

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

3.1 UNDERSTAND THE BENEFITS OF BEHAVIOURAL CHANGE AND THE IMPORTANCE OF PUBLIC PARTICIPATION IN ENVIRONMENTAL AWARENESS

3.2 UNDERSTAND HOW TO EFFECT PERSONAL ATTITUDE AND MOTIVATE PEOPLE

3.2 UNDERSTAND HOW TEAMWORK AND COOPERATION CAN MAKE A DIFFERENCE IN ENVIRONMENTAL AWARENESS

3.4 DISCUSS AND DEBATE THE IMPORTANCE OF PUBLIC PARTICIPATION IN ENVIRONMENTAL AWARENESS

PREPARATION:
THE TEACHER GIVES THE PRESENTATION AND EXPLAINS HOW THE ACTIVITY IS GOING TO BE CARRIED OUT.
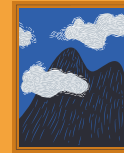
COURSEWORK:
STUDENTS LISTEN TO THE PRESENTATION AND FOLLOW THE TEACHER'S INSTRUCTIONS FOR THE INDIVIDUAL ACTIVITY.

REFLECTION:
THE INDIVIDUAL TASK INCLUDES A REFLECTION SECTION.

F2F

Exposition

1,5 Hour

Dynamic group activity Activity

Presentation

Requrires: Multipurpose room

4. SUSTAINABLE URBAN MOBILITY PLANS

OBJECTIVES:

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

4.1 UNDERSTAND THE CONCEPT OF SUSTAINABLE URBAN MOBILITY PLANS

4.2 UNDERSTAND THE IMPORTANCE OF SHAPING AND ACHIEVING COMMUNITY GOALS IN ENVIRONMENTAL ISSUES

4.3 IDENTIFY THE COMMUNITY NEEDS, ADEQUATE PRACTICES AS WELL AS INTEGRATION, PARTICIPATION, AND EVALUATION PRINCIPLES OF SUSTAINABLE URBAN MOBILITY PLANS

Online or F2F

Exposition

Presentation

Individual developement Activity

REQUIRES: MULTI-PURPOSE ROOM WITH TABLES AND CHAIRS

1,5 HOUR F2F

PREPARATION:
THE TEACHER GIVES THE PRESENTATION AND EXPLAINS HOW THE ACTIVITY IS GOING TO BE CARRIED OUT.

COURSEWORK:
STUDENTS LISTEN TO THE PRESENTATION AND FOLLOW THE TEACHER'S INSTRUCTIONS FOR THE INDIVIDUAL ACTIVITY.

REFLECTION:
THE INDIVIDUAL TASK INCLUDES A REFLECTION SECTION.

5. EXAMPLE OF GOOD PRACTICES

OBJECTIVES:
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
5.1 GET AWARE OF THE IMPORTANCE OF BEING A ROLE MODEL REGARDING ENVIRONMENTAL ISSUES
5.2 LEAD BY EXAMPLE THE DISCUSSION ABOUT ENVIRONMENTAL AWARENESS
5.3 APPLY BEST/GOOD PRACTICE TO WORK/LIFE
5.4 MOTIVATE OTHERS IN APPLY BEST/GOOD PRACTICE TO WORK/LIFE

PREPARATION:
SEND TO THE PARTICIPANTS THE PDF FILE.

COURSEWORK:
ONLINE:
STUDENTS READ THE INFORMATION ABOUT
THE EXAMPLE OF GOOD PRACTICE
AND DEVELOP A PROPOSAL FOR A NEW
GOOD PRACTICE.
F2F: PRESENTATION OF THE PROPOSAL.

REFLECTION:
QUESTIONS AND ANSWERS ROUND

Online or F2F

Presentation

0,5 HOUR ONLINE/ 1 HOUR F2F

ENVIRONMENTAL AWARENESS

Course Description
5 Units to provide the public transport professionals/VET students with introductory materials for proper methods for defusing the escalated conflict.

1. Basic concepts: Introduction to Conflict
2. Conflict styles
3. Managing conflict
4. Effective communication strategies
5. Conflict Management in public transport

Knowledge
-Understand and analyse conflict at a basic level.
-Understand fundamental theories and principles for cooperation, competition, negotiation and the causes of conflicts as well as their development and handling.
-Understand fundamental problem-solving theory and conflict styles.
-Understand a problem-solving (win-win) approach as against a competitive (win-lose) approach to negotiation and conflict resolution as well as effective communication strategies.

Skills
- Apply concrete analytical tools and methods to specific real-life situations.
- Apply theories and principles to new situations through the characterisation and analysis of the problem situation and the development of suitable models for conflict resolution.
- Reflect on and use the mutual connection between theory and practice.
- Reflect upon basic concepts related to the cause, development and management of conflicts (e.g. trust, power and communication).
- Active listening
- Formulate and express desired outcomes
- Identify underlying interests
- Develop and analyze options

Competences
-Understand and analyse conflict and transform it into management strategy and action.
-To assess environmental conflict situations.
- Facilitate a decision-making process.
- Reflect upon one's own and other's behaviour and response in relation to conflict situations, collaboration and decision making.

CONFLICT AWARENESS

- Understand the value of self-monitoring and self-reflection and actually monitor and reflect on one's own performance and impact in conflict situations.
- Discuss power, conflict management, democracy and decision-making processes as well as underlying value questions.

Are there specific requirements for the participants to take part in this module?
Participants should fulfil the below requirements:
- VET students and employees of the public transportation sector or be trainers working with VET students and employees of the public transportation sector.
- Interested in obtaining/improving their knowledge, skill and competencies in stress management.
- Have basic digital skills

Are there specific requirements for the educator to teach this module?
The educator should fulfil the below requirements:
-VET trainer/educator;
-Providing training or interested in starting to provide training in the public transportation sector;
-Interested in enhancing their knowledge and competencies in stress management education;
-Have basic digital skills.

Are there specific requirements for the learning environment to teach this module?
This module is a combination of online and F2F activities. Therefore, for the online sessions, participants will need to have computer access with a good connection to the internet. During the F2F activities, all materials needed will be provided by the trainer. Learners should only have their mobile phones with them.

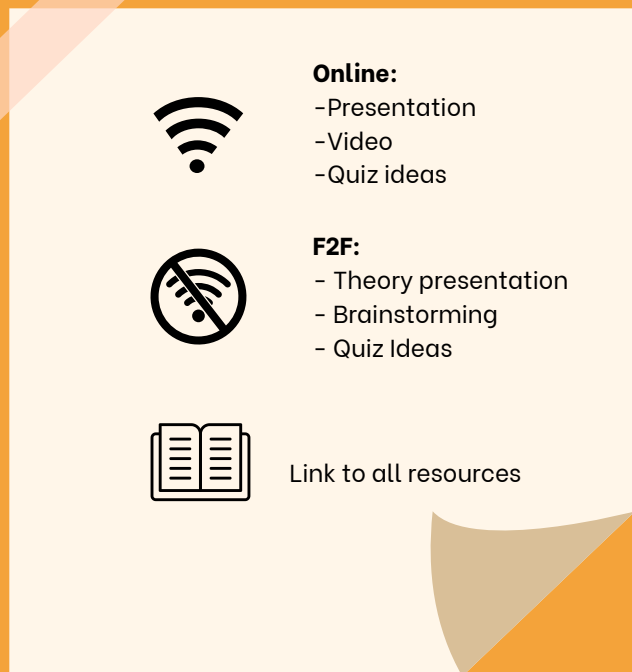1. **BASIC CONCEPTS: INTRODUCTION TO CONFLICT**

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
1.1 IDENTIFY CONFLICT AS AN OPPORTUNITY FOR CHANGE AND GROWTH
1.2 EXPLORE FIVE ROOT CAUSES OF CONFLICT
1.3 DETERMINE COMMON ESCALATION POINTS DURING THE INTERPERSONAL CONFLICT

Online:
-Presentation
-Video
-Quiz ideas

F2F:
- Theory presentation
- Brainstorming
- Quiz Ideas

Link to all resources

Online course reading materia for trainer to get the knowledge

Presentation for Face to Face teaching

50´Minutes

Coursework

Self work

Feedback program

2. CONFLICT STYLES

OBJECTIVES:
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
2.1 IDENTIFY THE DIFFERENCE BETWEEN A POSITION AND AN INTEREST.
2.2 ANALYZE INTENT VS IMPACT

Online course reading materia for trainer to get the knowledge

Presentation for Face to Face teaching

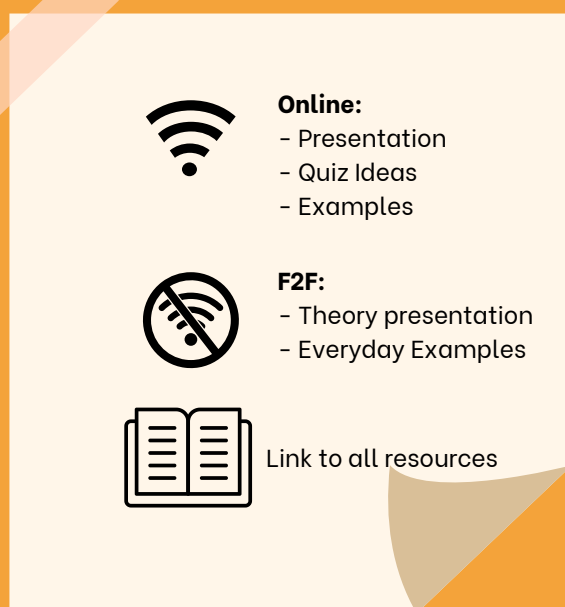**45' Minutes**

Online:
- Presentation
- Quiz Ideas
- Examples

F2F:
- Theory presentation
- Everyday Examples

Link to all resources

Coursework

Self work

Feedback program

3. MANAGING CONFLICT

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
3.1 RECOGNIZE COMMON CONSTRUCTIVE AND DESTRUCTIVE TENDENCIES IN INTERPERSONAL CONFLICT
3.2 BE AWARE OF HOW THESE TENDENCIES SHOW UP IN A CONFLICT SCENARIO
3.3 ANALYZE SPECIFIC BEHAVIOURS (HOT BUTTONS) THAT TEND TO RESULT IN DESTRUCTIVE CONFLICT

Online:
- Presentation
- Communication in work
- Quiz ideas

F2F:
- Theory presentation
- Tool for conflict defusion

Link to all resources

Online course reading materia for trainer to get the knowledge

Presentation for Face to Face teaching

30' Minutes

Coursework

Self work

Feedback program

4. EFFECTIVE COMMUNICATION STRATEGIES

OBJECTIVES:
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
4.1 EFFECTIVE COMMUNICATION STRATEGIES
4.2 THE IMPORTANCE OF LISTENING FOR UNDERLYING INTERESTS<
4.3 IDENTIFY CONSTRUCTIVE REQUESTS

Online course reading materia for trainer to get the knowledge

Presentation for Face to Face teaching

30' Minutes

Online:
- Presentation
- Strategies and Barriers
- Quiz Ideas

F2F:
- Theory presentation

Link to all resources

Coursework

Self work

Feedback program

CONFLICT AWARENESS

5. CONFLICT MANAGEMENT IN PUBLIC TRANSPORT

OBJECTIVES
MAIN OBJECTIVE OF THIS MODULE IS TO APPLY THE THEORY INTO PRACTICAL THINKING.
APPLICATION OF KNOWLEDGE IN THE PRE-DEFINED SCENARIOS
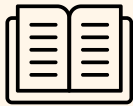ONBOARDING MATERIALS FOR NEW EMPLOYEES

Online:
- Presentation
- Scenarios
- SPLAT methodology

F2F:
- Theory presentation
- Scenarios
- SPLAT methodology

Link to all resources

Online course reading materia for trainer to get the knowledge

45' Minutes

Presentation for Face to Face teaching

Coursework

CONFLICT MANAGEMENT

STRESS MANAGEMENT

Course Description

The module focuses on equipping VET students and employees of the public transport sector with tools and methods for detecting, recognizing, preventing and managing stressors. It will assist learners to build their own strategy towards managing stress more effectively and efficiently. The module is comprised by 3 units that aim to reach the modules goal.

Those units are:

1. Basic concepts: Understanding Stress
2. Detecting Signs of Stress of mass transportation workers
3. Confronting Stress

Knowledge

Understand the basic principles of stress management;
Understand the main internal and external factors causing stress;
Recognition of the subjective, behavioural, cognitive, physiological and organizational consequences of stress;
Learn how to cope with stressful situations and moderate physical reactions to stress.

Skills

Problem solving;
Communication with the public;
Communication within the work team;
Prioritizing responsibilities;
Self-management;
Reflection.

Competences

Recognize stress triggers and how to manage them;
Evaluate stress levels and dealing with stress positively;
Develop proactive responses to stressful situations;
Use coping tips for managing stress;
Willingness to perform;
Ability to cope with stressors;
Sense of responsibility & decision-making ability;
Customer & service orientation.

Are there specific requirements for the participants to take part in this module?

Participants should fulfil the below requirements:

- VET students and employees of the public transportation sector or be trainers working with VET student and employees of the public transportation sector.
- Interested in obtaining/improving their knowledge, skill and competences in stress management.
- Have basic digital skills

Are there specific requirements for the educator to teach this module?

Educator should fulfil the below requirements:
- VET trainer/educator;
- Providing trainings or interested in starting to provide trainings in the public transportation sector;
- Interested in enhancing their knowledge and competences in stress management education;
- Have basic digital skills.

Are there specific requirements for the learning environment to teach this module?

This module is a combination of online and f2f activities. Therefore, for the online sessions participants will need to have computer access with good connection to the internet. During the f2f activities all materials needed will be provided by the trainer. Learners should only have their mobile phones with them.

1. **BASIC CONCEPTS: UNDERSTAND STRESS**

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
1.1 RECOGNIZE STRESS SYMPTOMS
1.2 IDENTIFY SPECIFIC STRESS TYPES
1.3 GET ACQUAINTED WITH DIFFERENT THEORIES/MODELS OF STRESS
1.4 USE RESOURCES OF PSYCHOLOGICAL HEALTH AND WELL BEING
1.5 ANALYSE POSITIVE STRESS RESPONSE METHODS

- **Presentation** (about theories/models of stress and stress types)

- **Demonstration** (how to recognize stress symptoms – Taking 'Control-Stress and the

- **Self-reflection exercise** (Consider the consequences)

Online or F2F

45' Minutes

After this session: 15' break.

Coursework

Reflection

2. DETECTING SIGNS OF STRESS OF MASS TRANSPORTATION WORKERS

OBJECTIVES:
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
2.1 IDENTIFY STRESSORS
2.2 ANALYSE STRESS FACTORS OF THEIR WORKPLACE
2.3 DISCUSS CAUSES AND EFFECTS OF THEIR WORK STRESS
2.4 INTERPRET EMOTIONAL AND PHYSICAL REACTIONS

Online or F2F

75' Minutes

After this session: 15' break.

- **Group work** (analysing stories in groups to identify stress factors)

- **Discussion** (presentation of the work done in groups to everyone and discussion of their results

- **Self-reflection** (what and when they get stressed, what makes them stressed etc.) & group work

Coursework

Reflection

14

3. CONFRONTING STRESS

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
3.1 MAINTAIN STRESS AWARENESS
3.2 ANALYSE EFFECTIVE TECHNIQUES OF STRESS MANAGEMENT
3.3 EVALUATE PERSONAL RELEVANCE TO PROPOSED STRESS MANAGEMENT TECHNIQUES
3.4 COPE WITH STRESS BY USING SPECIFIC TECHNIQUES AND TOOLS

- **Presentation** (on how to maintain stress awareness)

- **Video** (good practices on effective techniques of stress management)

- **Discussion** (about the video)

- **Exercise through role play** (set practice techniques of stress management)

Online or F2F

45' Minutes

After this session: 15' break.

Coursework

Reflection

STRESS MANAGEMENT

MORAL COURAGE

Course Description
Increasing the sensitivity in public transport employees/VET students for acting with Moral Courage, to expand individual helper competences on different levels and to enabling the participants to develop Moral Courage. Additionally, the participants reflect on their own and cultural values and moral understanding, and their ability and willingness to step in.

3 Units to increase the sensitivity for acting with Moral Courage, to expand individual helper competences on different levels and to enabling the participants to develop Moral Courage. Additionally, the participants should reflect on their own and cultural values and moral understanding as the basis for Moral Courage and their ability and willingness to step in.

1. Basic concepts: What is Moral Courage and why do we need it?
2. Self-efficacy and Self-confidence: Moral Courage in Action
3. Tips for Moral Courage and examples of good practices

Knowledge
What is Moral Courage and why is it important for me and in public transport?
What are my helper competences?
How can I recognize situations where I should apply Moral Courage?
What are ways to apply Moral Courage

Skills
Identifying situations that require Moral Courage
Activating ones individual helper competences
Choosing an appropriate response

Competences
Self-management and reflection skills
Communication skills
Social skills
Assertiveness/self-efficacy
Conscious influence

Are there specific requirements for the participants to take part in this module?
There are no specific requirements for the participants to take part in this module.

Are there specific requirements for the educator to teach this module?
The educator should be familiar with the concept of Moral Courage. They should also be able to handle and moderate potentially controversial discussions on moral values and political views.

Are there specific requirements for the learning environment to teach this module?
Internet access for the introduction and further online learning; a big enough workshop space that allows multiple groups or pairs to role play; materials for role playing scenarios.

1. BASIC CONCEPTS

OBJECTIVES
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
1.1 UNDERSTAND THE CONCEPT OF MORAL COURAGE

Preparation: The trainer provides instructions via email for the participants.

Course work: The learners are introduced to the topic via a video and a quiz/reflection questions.

Online

Quiz

Video

30' Minutes

2. MORAL COURAGE IN ACTION: DEVELOPING HELPER COMPETENCE

OBJECTIVES:
VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:
2.1 RECOGNIZE AND ANALYSE CONFLICT THAT REQUIRES MORAL COURAGE
2.2 BECOME AWARE OF ONE'S OWN INDIVIDUAL HELPER COMPETENCES
2.3 APPLY MORAL COURAGE IN ACTION ACCORDING TO OWN HELPER COMPETENCES

Activity 1: Understanding the concept of Moral Courage and recognizing situations it applies; reflecting own experiences

Flash Cards

F2F

definition of Moral Courage

30' Minutes

Activity 1: Defining Moral Courage

Preparation: The trainer prepares flash cards with examples of situations

Course Work: Building on the introduction, the participants brainstorm to find definition for Moral Courage.

They then chose situations that require Moral Courage from a pool of examples or from their own experience (if they volunteer). They do not have to come up with strategies of how to help/act, yet!

Activity 2: Game "Value hike"

30' Minutes

F2F

Game description:
Activity 2 value sheet

Activity 2 - Value Hike: game description

The goal is to reflect on their own values and beliefs*
• get to know different value concepts
• identify commonalities in value concepts
• develop awareness of the fact that values
are justified in different ways

***"Discarded"** values are not lost, but reflected upon. Their meaning is changed by the compromises that become necessary in the group. During the game it should become understandable that the meaning of individual values can shift against the background of different situations. However, the "own" values should always

---

Activity 3: Understanding different roles in conflict situations
(victim/aggressor/bystander/helper)

1,5 hours

F2F

Game description
Blocks Game: small building blocks or something similar (small items that do not harbor any risk of injury)

Activity 3: Stop game or Blocks game

Stop Game: Participants learn that they can and should set necessary boundaries
- Participants recognize their own abilities or inhibitions to set boundaries
- How difficult is it when everyone shouts "STOP"? And how hard is it to do it alone?
- Participants experience the difficulty of using body language, facial expressions, gestures, and voice in public.
- Participants learn that the above must be practiced in order to be able to use it in everyday life.

Blocks Game: Reflecting on one's own aggression potential

Evaluation: After each activity, the trainer gives the possibility to summarize and reflect on the experience. Particularly in situations that simulate aggression, a debriefing is central to ensure the well-being of the participants.

Online alternatives:

Activity 2:   Use zoom breakout rooms for group sessions

Activity 3:   Debate Club

Shout exercises (microphones can be turned off) in combination with power posing/breathing; exercises for confident body language (vs. aggressive gestures or submissive behavior)

Activity 4:   Debate Club

The group of participants is split into 2 groups (or more, if the group is very large)

For a given scenario, one group prepares arguments for stepping in, and one group prepares arguments against it.

The group then discusses the ways one could step in and what, possibly, stand against that. Try to find a solution for the situation according to individual helper competences.

Important: No judgment if a participant is not feeling equipped to step into a conflict situation. Try to find alternative ways of action.

Activity 4: Develop behavior guidelines and ways of resolving conflict

Preparation: Discussion guideline and hand out for activities; cards with role play scenarios.

Course work: Based on the experiences of the previous activities, participants develop guidelines of behavior for Moral Courage and resolving conflict.

Role plays: The participants engage in role play scenarios according to the provided cards (either simultaneously in small groups or 1 role play at a time, depending on the group size and facilities). They try to apply the guidelines developed previously.

Reflection: The session ends with a feedback round and evaluation.

Activity 4:Role plays

1,5 hours   **F2F**

Game description

3. Moral Courage in practice

Objectives
VET students and employees should be able to:
Transfer the course work results into their own context

Activity 5: Discussion

F2F

Preparation: Previous to the session, the participants are asked to reflect upon what they have learned in the module and to come up with examples of how they can use and implement Moral Courage in their daily lives and work. This can be done individually or in small groups or pairs

Course Work: In the session, the participants present their ideas and discuss how the module has influenced them in thinking about moral courage.

Reflection: The trainer collects the ideas and visualizes them in a digital way. This document is then shared with the group for future reference.

MORAL COURAGE

# Guide for E- learning Platform

E- LEARNING PLATFORM COMPETENCE+

The project platform is intended to be used as a tool for educators to access curriculum materials. At the same time it acts as the medium in which the trainers and trainees can seek the virtual reality experience with the games prepared for the purposes of the Project.

How to Navigate throughout the platform
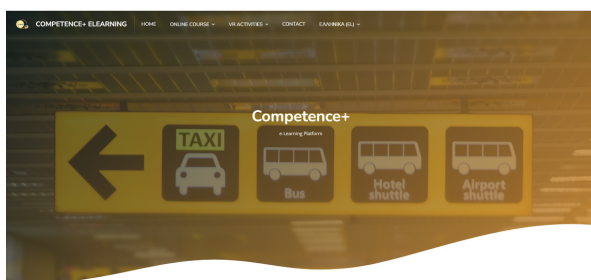
Home Page: The main page of the platform. Through Home page you can access almost every activity that has to offer.
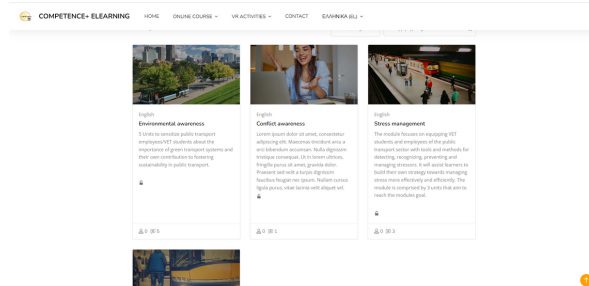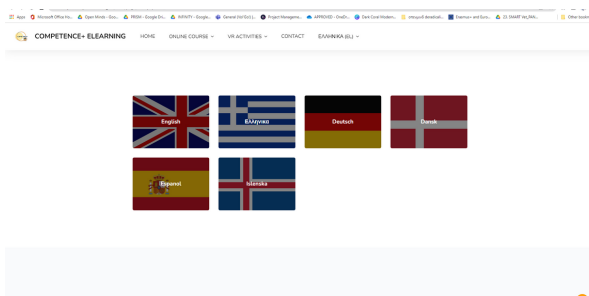
Online Courses: Trainers guide / Courses

Trainers guide: In that page you can access the trainers guide. A trainer can easily read or download the manual in pdf form

Courses: In the page courses you can choose which module you would like to use. To reach that point first you must choose in which language you would to proceed. After the language selection you are ready to choose your module.

Modules: Modules are structured in the platform based on the module description in trainers guide

**VR Activities: Simulator / Tips and Tricks**

Tips and Trick: After reading the VR introduction from Trainers guide, you can access that page to get more intermediate education on that technology.

Simulator: You can access that page to start using the VR games that were created by the Competence+ team for each module.

Pending Screenshot

Pending Screenshot

Modules structure
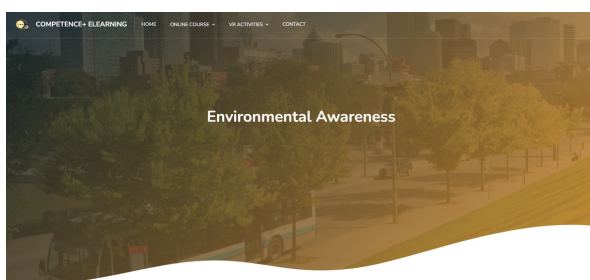
Each module has its own page which bears the title of the module and a cover which usually refers to its topic.

In the first part of the module, you can find an overview of it that is similar to the one in the trainers guide.
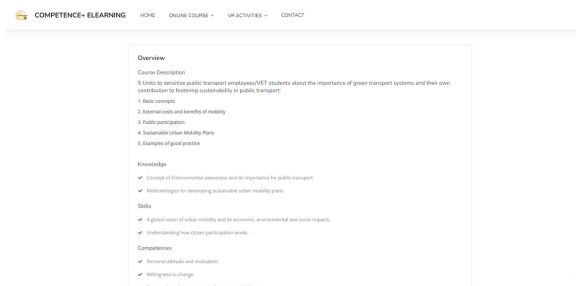
In the second part you can find the course content, split into different units. Its unit includes different activities, documents, links to websites and videos.

https://competencepluselearning.eu/
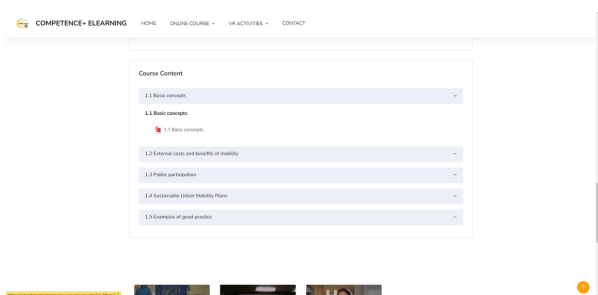
How to use Virtual Reality technology

WHAT IS VIRTUAL REALITY (VR)?

Virtual Reality, or VR, uses computer technology to create a simulated environment that users can explore in 360 degrees. While people may use virtual reality term to describe different types of immersive experiences or altered reality experiences, it is not the same as augmented reality.

Virtual Reality (VR) is a technology that utilizes virtual reality headsets or closed head-mounted displays (HMDS) to isolate and transport the user to a virtual environment entirely.

HOW DOES VR WORK?

Here, the most important parts of the VR equipment are presented and briefly explained:

Head-mounted displays (HMDS)

The central part of the VR equipment is worn as a helmet. Inside are two lenses (one for each eye) which are displaying the computer-generated world.
The user is "tricked" to believe the real world is the virtual one through these lenses.
This headset also works as a tracking device to determine where in the space is the person located.

Controllers

The secondary wearable equipment. The controllers serve as virtual hands and virtual objects to interact with the virtual environment.

These controllers are not mandatory, as you can have a visual-only experience; however, if you want to interact in the virtual world, you need to have controllers. Controllers also work as tracking devices.
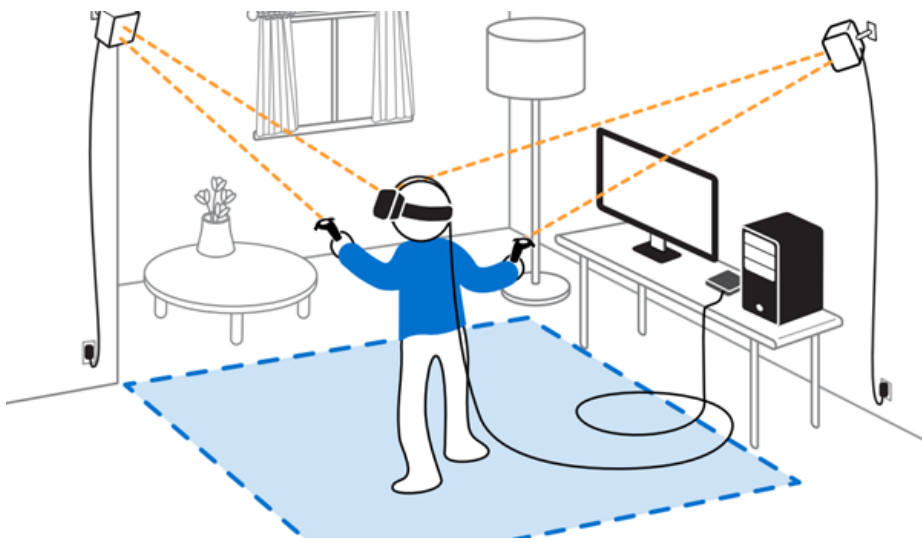
In older VR technology and older headsets, these lighthouses were used for tracking the person's movement. Two lighthouses are facing each other.

The lighthouse emits lasers(60 times per second) which is trying to reach a tracking device.

When the laser hits the tracing device in a headset or a controller, a calculation of trajectory and time determines where space the tracker is, giving a sense of space to the computer.

: There are some extra body trackers, which people use in joints (elbows and knees) to have their virtual avatars move more naturally.

Hand tracking in VR allows you to interact without needing VR controllers.

Sensors capture data on the position, orientation, and velocity of your hands. Hand tracking software then uses this data to create a real-time virtual embodiment of them.
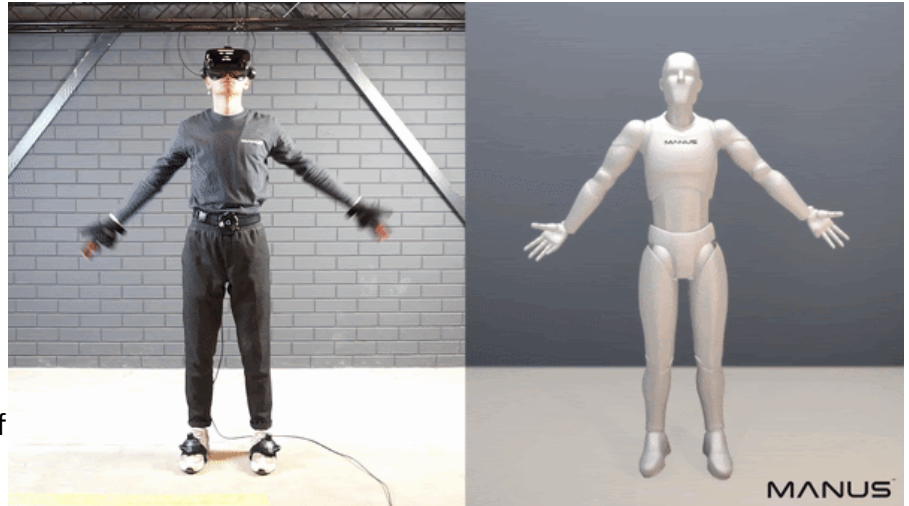
These virtual hands are integrated into VR applications, allowing you to see and use your hands naturally. But while the end-user experience of hand tracking in VR feels intuitive, in reality this relies on layers of sophisticated technology.

MOBILE VR HEADSETS

TETHERED VR HEADSETS

Smartphone-powered
Smartphone slots into the headset

Standalone
All-in-one mobile headset

PC-controlled
Headset connects by wire to a PC

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Competence+

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