

## FRAME ASSEMBLER TRAINING COURSE

### PEOPLE WITH HAEMOPHILIA

#### PRACTICAL ACTIVITIES



The practical activities have been issued on the base of the inputs and information given by stakeholders (employers, providers, and other relevant disable organisations/resources). For this reason, future corrections or adjustments could be maybe required, in order to take care of the needs of people with haemophilia.



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What we mean with 'practical work' is to involve students into tasks that would require them to observe or manipulate objects or materials, or into demonstrations given by their teacher.

Practical aims at:

- motivate students, by stimulating interest and enjoyment
- teach skills
- enhance the learning
- give insight into specific method and develop expertise in using it

In order to be effective, the practical work has to be issued by the teacher with clear and specific learning objectives. There are different pedagogical approaches, for the same practical activity, that can be used according to the learning objective that has to be achieved.

For some practical tasks, the learning is about objects and observables. For example, students may be required to recall what they have already observed. However, it's important to keep in mind the need of each individual with haemophilia. Other tasks involve making links between observables and scientific ideas. Students generally find the latter harder, as they involve thinking as well as seeing and doing. The task design needs to 'scaffold' students' efforts to make these links.

Practical work to develop students' scientific knowledge is likely to be most effective when:

- the learning objectives are clear, and relatively few in number for any given task;
- the task design highlights the main objectives and keeps 'noise' to the minimum;
- a strategy is used to stimulate the students' thinking beforehand, so that the practical task is answering a question the student is already thinking about.

It is important to not forget the differences occurring between theoretical lessons and practical application. The former could be defined as *discovery*, while the latter fits better into the definition of *communication*.



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People with Haemophilia may experience specific difficulties related to their disabilities to carry out the majority of the tasks of this job profile, but with facilitating tools they should be able to overcome this difficulties.

Specifically, there are some *reasonable adjustment* that can be implemented in order to undue a border or a disproportion, making modifications or adjustments to ensure to persons with this disability to work in an environment on equal basis with others, as stated by the U.N. Convention on the Rights of Persons with Disabilities.

Some examples of *reasonable adjustment* may be:

- Provide a to-do list and written instructions for the job whenever possible.
- Provide clear expectations of timelines.
- Allow rest breaks.
- Provide memory aids.
- Allow access to music.
- Provide reminders for deadlines and meetings.
- Provide a quiet area for rest.



Induction training helps to fulfil a legal duty to protect employees and others; it also promotes safety awareness and demonstrates the commitment of management to health and safety. Consequently, it is of highly importance that all the learners undertaking the TRI21 training courses designed to acquire skills, knowledge and competences to recruit the people with some disability into the furniture workforce, will conduct the induction record as compulsory.

During the theoretical part of the training, a time will be allocated to complete the induction record.

Tutors must decide the necessary time for the group to complete the induction based on the disability and the need of each individual.

It must cover the following subjects:

1. The Company
2. Conditions of employment
3. General welfare
4. Department information
5. Health and safety
6. Education and training

## INDUCTION RECORD

Subject	First day	First month	Second month	Complete
<b>The company</b>				
<b>1. Background</b>				
Brief history of company				
Place in local community				
Company structure				
<b>2. Policy and objectives</b>				
Growth of company				
Future direction				
Numbers employed				
<b>3. Function</b>				
What the company makes				
His/her role and description of duties				
Flexibility between roles/departments				
<b>4. The industry</b>				
The furniture industry				
The setting for the company in the industry				



– sector				
<b>5. Communications</b>				
Names of management				
House communications				
Notice boards				

<b>Subject</b>	<b>First day</b>	<b>First month</b>	<b>Second month</b>	<b>Complete</b>
<b>Conditions of employment</b>				
<b>6. Hours of work</b>				
Starting and finishing times				
Meal and tea breaks				
Shift system				
Recording times				
Overtime arrangements				
Working time regulations				
<b>7. Pay and benefits</b>				
Time and method of payment				
How pay is calculated				
Wage dockets or other forms that need completion				
Income tax query procedure in company				



National Insurance Contributions				
Pay slips				
Company benefits and pension (e.g. stakeholder)				
<b>8. Holidays</b>				
Holiday entitlements				
Annual holiday arrangements - staggering or close-down, restrictions on period (summer and winter) holidays				
Bank holidays				
Rules of notification				
Payment				
Position if sickness and holiday coincide				
Limits on taking and any discretion				
<b>Subject Conditions of employment (cont'd)</b>	<b>First day</b>	<b>First month</b>	<b>Second month</b>	<b>Complete</b>
<b>9. Sickness/absence/time off</b>				
What to do if sick or away for other reason – notification/certification				
Payment for sickness and SSP rules				
Absence control procedure				



Allowed time off and pay position				
<b>10. Contract of employment/policies/procedures</b>				
Content and when issued				
Explain terms of contract - employer's obligations and employee's obligations				
Explain company rules, policies and procedures				
<b>Subject</b> <b>General welfare</b>				
<b>11. Eating and drinking facilities</b>				
Explain rules				
<b>12. Cloakrooms, lockers and toilets</b>				
Location of toilets and washrooms				
Arrangements about lockers and keys				
<b>13. Special clothing / Personal protective equipment</b>				
Protective overalls and aprons				
Protective gloves				
Industrial footwear				
Protective goggles				



Protective masks				
Ear defenders				
Emphasis importance of wearing protection				
<b>Subject</b>	<b>First day</b>	<b>First month</b>	<b>Second month</b>	<b>Complete</b>
<b>Departmental information</b>				
<b>14. Tour of main departments</b>				
Show own work place				
Show offices and person responsible for HR				
Introduce to supervisors				
Explain work of each department				
Introduce to work people				
<b>15. Equipment</b>				
Explanation of main equipment and machines				
Any particular hazards				
Stores - where to get materials and tools				
<b>16. Company security &amp; confidentiality</b>				
Explain rules concerning security within Company and the importance of regulations, which Company will enforce firmly				
<b>Subject</b>				
<b>Health and safety</b>				



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17. Accident prevention



Good housekeeping				
Keeping stairs and gangways clear				
Hazards created by oil and waste				
Checking tools and equipment - replacement procedure				
Disposing of waste				
Dangers of horseplay				
<b>Subject</b>	<b>First day</b>	<b>First week</b>	<b>Second month</b>	<b>Complete</b>
<b>Health and safety (Cont'd)</b>				
Dangers of practical jokes				
How to report accidents/perceived hazards				
Accident report book (industrial injuries procedure)				
Health and safety first				
<b>18. Personal hygiene</b>				
Cleanliness and use of barrier creams				
How to prevent dermatitis				
Provision of soap, hot water and towels				
Long hair and machine hazards				
General appearance and behavior				



Jewellery hazard from rings, bracelets, necklaces				
<b>19. Safety officer/representatives</b>				
Role of safety officer				
Role of safety representatives				
Introduce them				
<b>20. First aid</b>				
Location of first aid boxes/room				
First aide procedure				
Location of first aid boxes				
Location of first aid personnel				
What to do in specific situations relevant to Company				
<b>21. Fire prevention and procedure</b>				
Fire appliances - where to find them				
What to do if there is a fire including assembly areas				
<b>Subject</b>	<b>First day</b>	<b>First week</b>	<b>Second month</b>	<b>Complete</b>
<b>Health and safety (Cont'd)</b>				
Fire exits				
Alarms and drills				



Storage of inflammable liquids and materials				
Smoking regulations				
<b>22. Company policy</b>				
Explain the company health, safety and environment policy				
Explain the policy on use of mobile phones				
Explain the employer's responsibility				
Explain the employee's responsibility				
<b>Subject</b>				
<b>Education and training</b>				
<b>23. Training</b>				
Names of people responsible for training - where to find them				
Who to go to for information on training				
Training facilities within company				
Training as it affects them				
<b>24. Further education</b>				
Technical college courses				
Company regulations for attendance at college				



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Date completed:

Starter's signature



## Section I

### UNIT 1: Understand Employer Organisations

#### UNIT SUMMARY

Employer organisations have a wide range of purposes such as supplying goods and Services, while others manufacture goods. Some organisations want to make profits to satisfy their shareholders, others do not. You will learn about the differences between the different types of organisations in the private sector.

#### LEARNING OUTCOMES

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will	The learner can
1 Understand organisational structures	1.1 Outline the differences between the private sector, public sector and voluntary sector 1.2 State the functions of different organisational structures
Learning outcomes 2 Understand the organisational environment	2.1 Describe the internal and external influences on organisations 2.2 Explain why change in the business environment is important

## Section II

### Material for Tutors

➤ **Suggested resources:**

➤ **Websites**

**English:** The times 100 business case studies: <http://www.cimaglobal.com/Study-with-us/Careers-advisers/Lecturers-toolkit/The-Times-100-Business-Case-studies/>  
<https://www.tes.com/member/The%20Times%20100>

**Spanish:** Ideas de negocios. 100 Emprendedores exitosos.  
<http://ideasdenegocios.com.ar/100-emprendedores-exitosos.htm>

**Italian** :Diventare Imprenditore. <http://intraprendere.net/2050/35-segnali-che-rivelano-la-vostra-natura-di-imprenditore-2/>

➤ **Books**

**English:** Needle D – Business in Context: An Introduction to Business and its Environment (4th edition) (Cengage Learning Business Press, 2004)

**Spanish:** EL PLAN DE NEGOCIO: LA METODOLOGÍA DE LOS SIETE PASOS:  
Guía del gerente para crear un plan de negocios paso a paso de Antonello E.Bove.

**Italian:** *Business plan. Il manuale per la redazione di un piano d'impresa efficace e complete, Con CD-ROM di Gionata Bronconi e Stefano Cavaciocchi.*

➤ **Other**

TV programmers that have business items most frequently:

*The Money Programme*, BBC2

*Working Lunch*, BBC2



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Understanding Employer Organisations: Level 2 Diploma in Business Administration

<http://www.skillsteam.com/wp-content/uploads/2014/12/Resource-Workbook-BA-Unit-2-Understand-Employer-Organisations-1.pdf>

- **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)
- *Basecamp*  
*link:*<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

## Section III

### UNIT 1: Learning activities



#### Activity 1 (2 hours)

Watch the video <https://www.youtube.com/watch?v=DIq30rP0Fmo> and write down 5 key phrases or ideas on your notebook.

Then, share your ideas with you classmates.

#### Activity 2 (3 hours)

In pairs or in small groups:

1. Explain in your own words what is meant by the term 'organisation'
2. Do you agree with the following definition?

*"An 'organisation' is a group of individuals working together to achieve one or more objectives"*

3. Why do organizations exist? Do you agree with the following statement?

*"Organisations exist because groups of people working together can achieve more than the sum of the achievements which the individuals in the organisation could produce when working separately"*

4. What is the difference between 'for-profit' or 'not-for-profit' entities?

5. Can you mention some public sector organisations?
6. Taking into account your own definitions of 'organisation', create a simple drawing to represent your idea of the term 'organisation'.

### Activity 3 ( 3 hours)

Plan timing according to necessities.

The concept of "organisation" is explained, the elements that shape it, and the difference between for-profit and not-for-profit organisation.

Finally, a video that explains the concept of organisation in a fun way is recommended. Here is the link:

"Organisation and its principles" <https://www.youtube.com/watch?v=rMS7PAR2eHY>.

After the explanation, students will have to write responses to the following questions, then share them with the rest of the class.

1. In your own words, explain what an "organisation" is.
2. Do you agree with the following statement? Justify your response.

"An organisation is a group of individuals who work together to achieve one or more objectives."

3. Why do organisations exist?

4. Do you agree with the following statement?

"Organisations exist because groups of people who work together can achieve more than what they could working separately."

5. What is the difference between “for-profit” and “not-for-profit” organisations?
6. Classify these organisations according to their objective (for-profit or not-for-profit) and function (provides benefits or services):





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- Please considered that the activities designed for this training course can be implemented through the extra material available on basecamp.

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link:<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

Title of ppt document: 'Organization'

## Section I

### UNIT 2: Employee Rights and responsibility

#### UNIT SUMMARY

It is paramount employees have a good understanding of their rights and responsibilities specific to the organisation, industry and sector in which they work. In fact, being aware of the principles governing employment plays a key role in protecting both employee and employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

This unit is about the roles and occupations in your organisation and industry and in other organisations, industries and sectors.

To conclude, in this unit you will also learn about the expectations required of you as an employee.

## LEARNING OUTCOMES

<b>Learning outcomes</b> <b>The learner will</b>	<b>Assessment criteria</b> <b>The learner can</b>
1 Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation/industry 1.2 Describe the organisation's principles of conduct and codes of practice
Learning outcomes 2. Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role 2.2 Describe the employer's expectations (presentation; punctuality; behaviour) 2.3 Describe the procedures and documentation that protect relationships with employees

## Section II

### Material for Tutors

- **Suggested resources:**
- **Websites**

**English:** [www.acas.org.uk](http://www.acas.org.uk) – The Advisory, Conciliation and Arbitration Service: government funded agency which provides advice on industrial relations and employment issues.

[www.cipd.co.uk](http://www.cipd.co.uk) – Chartered Institute of Personnel and Development: the professional body for HR and people development

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive: providing information on health and safety rights and responsibilities.

[www.legislation.gov.uk](http://www.legislation.gov.uk) – Managed by the National Archives: publishing all UK legislation

**Spanish:** Derechos y deberes del trabajador

<http://desarrollo-profesional.universia.es/mercado-laboral/tus-derechos/derechos-deberes-trabajadores/>

Qué derechos tengo como trabajador de una empresa:

<http://negocios.uncomo.com/articulo/que-derechos-tengo-como-trabajador-de-una-empresa-7551.html>

**Italian:** Tutti i diritti, doveri e responsabilità dei Rappresentanti dei Lavoratori

<http://www.unibo.it/it/ateneo/organizzazione/rls/rls-diritti-responsabilita>

PRIVACY DEL LAVORATORE TRA DIRITTI, OBBLIGHI E RESPONSABILITÀ:

<http://www.sviluppomanageriale.it/management-risorse-umane/item/privacy-del-lavoratore-tra-diritti-obblighi-e-responsabilita.html>

Il datore di lavoro e le sue responsabilità in materia di sicurezza e tutela dei lavoratori secondo il diritto comunitario: <http://www.diritto.it/docs/25386-il-datore-di-lavoro-e-le-sue-responsabilit-in-materia-di-sicurezza-e-tutela-dei-lavoratori-secondo-il-diritto-comunitario>

➤ Books:

**Spanish:** Estatuto

**Italian:** La responsabilità civile del lavoratore subordinato verso il datore di lavoro Copertina flessibile – 31 dic 2012 di Gianpiero Belligoli (Autore), Giampaolo Perdonà (Autore)

➤ Video:

**Video Tutorials:** The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. Available in different languages and subtitles: English, Italian, Spanish and Portuguese. [http://www.on-my-own.eu/en\\_GB/videos](http://www.on-my-own.eu/en_GB/videos)

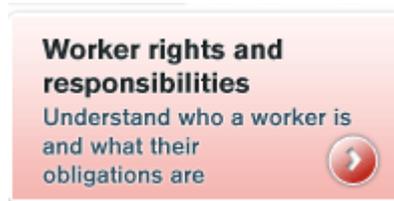
➤ **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)

➤ *Basecamp*

*link:*<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

## Section III

### UNIT 2: Learning activities



#### Activity 1 (3 hours)

Activity planning and learning reflection.



Plan timing according to necessities.

Whole group reflection

1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher servers as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 (2 hours)

Watch the video <https://www.youtube.com/watch?v=7jVr1KCN7D8> and write down 5 key phrases or ideas on your notebook.

Then, share your ideas with you classmates.

### Activity 3 (3 hours)

In pairs or in small groups: write down 5 sentences to explain your classmates what employees' responsibility at work is.

Then, share your ideas with you classmates.

### Activity 4 (3 hours)

Plan timing according to necessities.

Students will learn the main responsibilities they have with respect to their safety and that of their colleagues.

The student will then be asked to think about the presentation and complete the following exercises individually. Finally, his/her answers will be shared with the rest of the class.

1. Briefly summarise the responsibilities of every worker at his/her job.
2. Can you think of any other way to prevent accidents?
3. What are the IPTs (Individual Protection Teams)?
4. Study the following image. List all the dangerous situations that you can find and then say how you would solve them



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- Basecamp  
link:<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

Title of ppt. document: *'Prevention and responsibilities at work'*

## FRAME ASSEMBLER TRAINING COURSE

### Section I

#### UNIT 3: Communication at work

In any aspect of life, communication is paramount. Proper communication ensures everyone is on the same page and things flow a little easier. Underpinning all interactions with internal and external audiences, communication skills also play a key role in any job profile and workplace. In fact, effective verbal and nonverbal communication skills are extremely valuable in the workplace. This unit is about developing the knowledge and skills of communication needed in the work place, investigating into the different ways to communicate with others, including verbal and non-verbal communication. You will also learn how to use the communication strategies and learn about the spoken language, tone of voice and the body language.

<b>Learning outcomes</b> The learner will	<b>Assessment criteria</b> The learner can
1 Understand the requirements of verbal business communication	1.1 Explain why different communication methods are used in the business environment 1.2 Describe the communication requirements of different audiences 1.3 Explain the importance of using appropriate body language and tone of voice when communicating verbally



<p>2 Be able to communicate verbally in business environments</p>	<p>2.1 Identify the nature, purpose, recipient/s and intended use of the information to be conveyed</p> <p>2.2 Use language that is appropriate for the recipient's needs</p> <p>2.3 Use body language and tone of voice</p> <p>2.4 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards</p>
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## Section II

### Material for tutors

➤ **Suggested resources**

➤ **Books**

**English:** Goldman, E., *As Others see us: body movement and the Art of Successful Communication*. Routledge, 2008.

Watzlawick , W., Beavin Bavelas, J. and Jackson Don A. *Pragmatics of Human Communication*. Norton, 1967

Butterfield J – *Verbal Communication: Illustrated Course Guides* (2nd edition)  
(Cengage Learning, 2012) ISBN 9781133526520

**Spanish:**La comunicación en el trabajo Tapa blanda – 11 mar 2002  
de Judith Taylor (Autor)

El lenguaje del cuerpo en el trabajo: claves para la comunicación no verbal Tapa blanda – 1 oct 2011 de Allan Pease (Autor), Barbara Pease (Autor), Isabel Murillo Fort (Traductor)

**Italian:**Le 3 anime della comunicazione. Consigli pratici per comunicare meglio nel lavoro, nelle relazioni e nella vita Copertina flessibile – 26 mar 2015 di Andrea Bovero (Autore)

Il colloquio strategico in azienda: Manuale della comunicazione efficace nel mondo del lavoro di Salvatore D'Andrea (Autore), Giorgio Nardone (Autore)

➤ **Websites**

**English:** [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise) – BBC Skills wise: learning resources which include verbal and written methods of communication

<http://www.bbc.co.uk/skillswise/topic-group/speaking-and-listening>

[http://www.creducation.org/resources/nonverbal\\_communication/what\\_is\\_nonverbal\\_communication.html](http://www.creducation.org/resources/nonverbal_communication/what_is_nonverbal_communication.html) m.php

**Spanish:** Cómo mejorar la comunicación en tu lugar de trabajo

<http://noticias.universia.es/en-portada/noticia/2012/12/04/986286/como-mejorar-comunicacion-lugar-trabajo.html>

**Italian:** Migliorare la comunicazione sul luogo di lavoro  
<http://www.counselingitalia.it/articoli/2841-migliorare-la-comunicazione-sul-luogo-di-lavoro>

Lavoro: migliorare la comunicazione in sei passi  
<http://www.manageronline.it/articoli/vedi/8131/lavoro-migliorare-la-comunicazione-in-sei-passi/>

➤ **Video:**

**Video Tutorials:** The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. Available in different languages and subtitles: English, Italian, Spanish and Portuguese. [http://www.on-my-own.eu/en\\_GB/videos](http://www.on-my-own.eu/en_GB/videos)

Work place Communication Skills:

<https://www.youtube.com/watch?v=MO8Jz7b9wH8>

**Spanish:** Comunicación Efectiva y Escucha Activa

<https://www.youtube.com/watch?v=ubGc27yfRAo>

**Italian:** Corso base di PNL: corso HD | Lezione 1 | Cosa vuol dire comunicare <https://www.youtube.com/watch?v=MMgIHv-Xm2o>

Corso base di PNL: corso HD | Lezione 2 | I presupposti della comunicazione  
[https://www.youtube.com/watch?v=aeQm\\_7YWZAK](https://www.youtube.com/watch?v=aeQm_7YWZAK)

Corso base di PNL: corso HD | Lezione 3 | Efficacia della comunicazione  
[https://www.youtube.com/watch?v=7CEpfDP\\_PyY](https://www.youtube.com/watch?v=7CEpfDP_PyY)

- **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)
- *Basecamp*  
*link:* <https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

### Section III

#### UNIT 3: Learning activities



#### Activity 1 (3 hours)

Activity planning and learning reflection .

Plan timing according to necessities.

Whole group reflection



1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher serves as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 ( 3 hours)

Watch the video <https://www.youtube.com/watch?v=MO8Jz7b9wH8> about Workplace Communication Skills.

- What do you think about employers top 5 skills?
- If you had to choose a type of communication (verbal; nonverbal; listening; written), which would you chose? And why?

### Activity 3 (3 hours)

Plan timing according to necessities.

This activity strengthens your team members' listening skills. Listening is an incredibly important part of good communication, and it's a skill that people often ignore in team activities. This activity also shows team members how to listen with an open mind.

This is an activity that encourages you and your classmates to communicate how you feel about a subject. Learners get into pairs and one member talks about her/his opinions. Her/his partner listens without speaking, and then, without rebuttal, recaps on what has been said.

Each team will have eight index cards. One partner will blindly choose a card and then speak for three minutes on how he feels about the topic. As he talks, the other person cannot speak – her goal is to listen. After three minutes, the listener has one minute to recap on what her partner has said. She cannot debate, agree or disagree – only summarize.

Next, the roles switch, and the process starts again.

### Activity 4 (3 hours)

Plan timing according to necessities.

- Activity 4.1.1. Active Listening a debate will be proposed and one of the students (student 1) will express his opinion. Meanwhile, the rest of classmates will dedicate themselves to listening without interrupting or judging. Once they have finished, another classmate (student 2) will have to summarise the opinion of his classmate without



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giving any opinions, only summarising what has been said. A third student (student 3) will express his personal opinion, either agreeing or disagreeing with student 1. There will be three debates with students interchanging roles.

- Vacation at the beach or the mountains
- Live in the city or in the country
- Soccer or basketball

- Activity 4.1.2. Recognising Emotions. Several faces that express different emotions will be presented to the students. The student will have to determine which emotion is represented and invent a reason for why the person might feel that way. Example: “He seems angry because perhaps his car broke down”. “

-Activity 4.1.3. Interpreting Emotions. In groups of 2 and 3 students, one student will have to use facial expressions to demonstrate one of the emotions presented and the rest of the students will have to determine which emotion it is.

-Activity 4.1.4. The Broken Telephone. The objective is to communicate a phrase along a chain of 5 students. (Phrases in Appendix 1. Broken Telephone phrases).

There are 5 phrases and therefore each time a different student will begin the communication chain and the order of the other students will be changed as well. You will give the first student some time (at the discretion of the professor) to read the phrase and understand it but not memorize it.

It is recommended that the two students who are going to communicate the phrase stand up and go to an area of the classroom where the other students won't hear them. The professor will accompany them and note down the message that is passed so that when the activity is over, everyone can analyze how the message changed along the way. The message will be passed along to all 5 students in the class until finally the last student



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repeats it out loud. Afterward, the professor will share the evolution of the message with the students.



- Activity 4.1.5. Role Playing. The goal is for the students to act out scenes and know how to communicate certain information. We will provide them with two scenes with dialogues.

SCENE 1. Acted out by 2 people: A boss and an employee. The boss has to communicate to the employee that he is going to be dismissed.

SCENE 2. Acted out by 2 people: A boss and an employee. The boss must communicate to the employee that he is going to raise his salary.

Both scenes will be acted out by the same students consecutively, and all students will have a chance to act out both roles.

#### Appendix 1: Misunderstood sentences

- The lettuce in the garden has been trampled by John Anthony, because he hates everything green.
- Miriam is going away to Benidorm on vacation, so she has bought herself a polka dot bikini, a striped beach umbrella and green sunglasses.
- Yesterday as a thief was helping an elderly lady to cross the street I noticed that she was with her grandson and a lame dog.
- My neighbor Marguerite has a very rabid dog called Pluto and whenever I come across him he wants to bite me.
- Cristiano Ronaldo and Messi are good friends and every time they see each other they give each other gifts and visit the Alhambra in Granada and have an

### Activity 5 (3 hours)

Plan timing according to necessities.

-Activity 5.1. Ways of Evaluating Yourself. (Appendix 2 Self-evaluation).

- Self-evaluation.

1. Reflect. They must reflect on these questions regarding their work in class. Afterward they will share with the rest of the class.

2) Identify your strengths and weaknesses in class. The students must analyze their strengths and weaknesses regarding their class work through a SWOT matrix.

- Activity 5.2. Getting to know myself through my classmates.

- FEEDBACK

Each student will have to gather information about himself from the others (classmates and professor).

One by one, each student will ask these questions to all of their classmates, ending with the professor, who will try to give their contribution in a positive way.

This will be done with each question, one by one, and each student will try to contribute a new idea.

How would you define me in one word?



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What do you think I am best at in class?

Tell me one quality that I could improve.

Tell me a positive quality.

Tell me about a fun moment that we have shared together.

### Appendix 2: Self-assess

#### 1. Think.

- Are you giving the best of yourself in class? Why?
- Are you meeting the deadlines you have set yourself?
- And those teachers have set you?
- Are you learning from the experiences?

2. SWOT will help you to learn more about yourself based on your strengths and weaknesses (internal) and opportunities and threats (external):

	POSITIVOS para alcanzar el objetivo	NEGATIVOS para alcanzar el objetivo
ORIGEN INTERNO (características propias)	FORTALEZAS	DEBILIDADES
ORIGEN EXTERNO (características entorno)	OPORTUNIDADES	AMENAZAS



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- Please consider that the activities designed for this training course can be implemented through the extra material available on basecamp.

- Basecamp

link:<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

Title of ppt document: 'Communication at work'

Section I

UNIT 4: Work in team

Teamwork in the workplace offers the company and staff the ability to become more familiar with each other, learn how to work together and work efficaciously. Besides being vital to the success of the company, teamwork also plays a crucial role for the development of each employee. This unit is about operating actively within the team in order face problems, find solutions, plan the activities and produce collective outcomes. You will also learn how to negotiate solutions, aims and resources with others, maintaining a cooperative relationship.

<b>Learning outcomes</b> The learner will	<b>Assessment criteria</b> The learner can
1 Be able to interact with colleagues and work in group	1.1 Use appropriate team-building strategies 1.2 Use appropriate team-work strategies 1.3 Make a distinction between leadership and partnership 1.4 Assess the activities (successes and objectives achieved) by identifying the factors that have influenced the success, aiming at a future improvement.

## Section II

### Material for tutors

➤ **Suggested resources**

➤ **Books**

**English:** Jones, A. Team-building activities for every group. Richard WA, 1999.

Top 20 books on teams and teamwork: <http://blog.readytomanage.com/top-20-books-on-teams-an>

**Spanish:** Cómo aprender a trabajar en equipo 1: Juegos e improvisaciones (Animación de grupos) Tapa blanda– 2 sep 2009 de Klaus W. Vopel (Autor)

**Italian:** 99 idee per lavorare in gruppo. Strategie e suggerimenti per una didattica efficace Copertina flessibile– 22 ott 2012 di Elke Dreyer (Autore), Katrin Harder (Autore), G. Ianeselli (Traduttore)

LAVORARE IN GRUPPO Copertina flessibile– 1969 di A. Conquet (Autore)

➤ **Video:**

Video Tutorials: The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. Available in different languages and subtitles: English, Italian, Spanish and Portuguese. [http://www.on-my-own.eu/en\\_GB/videos](http://www.on-my-own.eu/en_GB/videos)

**English:** The meaning of TEAM. Together Everyone Achieves More!

<https://www.youtube.com/watch?v=o9mdHMtxOjY-teamwork/>

**Spanish:** Grupos y equipos de trabajo, y trabajo en equipo:

<https://www.youtube.com/watch?v=ajplLcwPE5U>

Diferencia entre grupo y equipo: [https://www.youtube.com/watch?v=nGf0DPX\\_Gcs](https://www.youtube.com/watch?v=nGf0DPX_Gcs)



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Trabajo en Equipo (John C Maxwell)  
zCR9Q70VM



[https://www.youtube.com/watch?v=2-](https://www.youtube.com/watch?v=2-zCR9Q70VM)

**Italian:** Lavorare in gruppo: <https://www.youtube.com/watch?v=YaVug4MPSFE>

➤ **Websites**

**English:** Workplace that Work: <http://hrcouncil.ca/hr-toolkit/workplaces-teams.cfm>

Working on Teams: <http://hrweb.mit.edu/learning-development/learning-topics/teams/articles/basics>

Spanish: 10 claves del trabajo en equipo  
<https://www.entrepreneur.com/article/267144>

**Italian:** Gruppo di lavoro e lavoro in gruppo: l'unione che fa la forza!

<http://www.psicologiaok.com/517/lavorare-in-gruppo-lunione-che-fa-la-forza/>

I gruppi di lavoro Potente strumento per il miglioramento

<http://qualitiamo.com/miglioramento/team/gruppi%20di%20lavoro.html>

➤ **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)

➤ **Basecamp link:**

<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

### Section III

#### UNIT 4: Learning activities



#### Activity 1 (3 hours)

Activity planning and learning reflection .

Plan timing according to necessities.

Whole group reflection



1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher serves as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 (3 hours)

Plan timing according to necessities.

Watch the video “The power of a team!”

<https://www.youtube.com/watch?v=xevQ2yTyK9Y> and Debate

- Write down the main topic of the video
- Write down some words/sentences you like
- You will be asked to focus on the key message behind the video and write your ideas.

In small groups: what do think about the following statement “*by working together as a team, you can accomplish much more than if you were working alone*”

Type of activity: Team-building activity

### Activity 3 (3 hours)

Plan timing according to necessities.

“Life Highlights Game” (<https://www.huddle.com/blog/team-building-activities/>)

Participants have to close their eyes for one minute and consider the best moments of their lives. This can include moments they’ve had alone, they’ve shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures.

After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed.

Keeping their eyes closed, ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life.



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The first part of the activity enables participants to reflect back on their lives, while the second part (which we'll discuss in a moment) enables them to get to know their co-workers on a more intimate level.

The second portion of the game is the “review” section. The tutor will ask each and every participant what their 30 seconds entailed and why they chose it, which will allow participants to get a feel for each other’s passions, loves, and personalities

Type of activity: Icebreaker activity

#### **Activity 4 (3 hours): “The messy room activity”**



All participants have to tidy up a messy room together. This should be prepared in advance by the teacher. The objects selection must be done considering the safety of the participants.

The aim of this activity is that each person will, respecting their personal availability, contribute with the rest of the group on the following steps:

1. If there is a particularly large group, people can be broken up into teams of 3-6 people.

2. Pick up staff around the room- start from large items and then move on to small ones.
3. Think in a group where those objects can be relocated.
4. Discuss to make sure the objects are properly located.

### Activity 5 ( 2 hour): “Human knot” Activity



This game works for team work and helps communication. The group size should range from a number of 7 to 25.

- Make the students standing in a circle next to each other.
- Make everyone put the right hand in the air and grab the hand of someone who is standing across the circle.
- Make them put the left hand in the air and grab a hand of a different student.
- Someone will be in charge to check that everyone is holding two hands of two different people and that no one is holding the hand of the very next person.
- The goal is to untangle everyone without breaking the circle.
- Every time the circle is broken the game starts again with a new disposition.

## .Activity 6 ( 2 hour)

Plan timing according to necessities.

This is the story of the “Tortoise and the Hare”. It is divided in four parts and each reflects upon a moral related to teamwork.

Material:

- Slideshow
- Appendix 1. “Story of the Tortoise and the Hare” and Appendix 2. Team Story.
- Video of the story: <https://www.youtube.com/watch?v=xevQ2yTyK9Y>

After reading the story, the following activities will be conducted in teams:

- Activity 6.1. Getting to know each other better. This activity is used as an icebreaker to start working as a team.

The participants have to close their eyes for one minute and remember one of the most special moments of their lives. They may be moments they experienced alone, with family or friends, related to professional or personal successes, or adventures, etc. Then we ask them to share them out loud with their peers.

The tutor will ask the participants what moment they chose and why they chose that one, which will allow others to know more about their peers: passions, experiences, loves, personalities.

-- Activity 6.2. Team story.

a) In this activity, everybody will create a story.

The teacher will assign each student an order of contributing to the creation of the story.

The teacher will cut the words proposed in Appendix 2/Story 1 into pieces and put them face down. The student will choose two pieces of paper on which these words are written that they will have to use when it's their turn to contribute to the story. They will do this twice.

\* The teacher can help start the story.

b) This time, the process will be the same, but the story will be related to the vocabulary of the course and the city of Yecla. They will have to use the words from Appendix 2/Story 2.

- Activity 6.3. Brainstorming. Now the teacher will suggest that the students decide on a name for the team, and design a logo/symbol and a slogan that identifies them as a class:

These are the steps to take:

1. Ask the students to state all the ideas they can think of for a name that identifies them as a group, then a symbol or slogan. All ideas are valid and should not be judged.

This is about coming up with many ideas that the teacher will put on the blackboard.

2. They will decide among everybody which ideas they will use and which they will discard.

Lastly, they will create the name, logo and slogan with the chosen ideas.

- Activity 6.4. The lost object. For teamwork, it is important to have communication and relationships with trust. That is the purpose of this activity.

In pairs of two, one of the members will have their eyes covered with a handkerchief and the other one will be the guide. An object will be placed in some area of the classroom and the blindfolded person has to find it with the help of his/her partner, who will guide him/her towards the object giving them only directions: "turn left, go forward...", etc. All of the students will take both roles

## Appendix 1

### “Story of the Tortoise and the Hare”

- Once upon a time, a Tortoise and a Hare were arguing about who was faster. To find out, they decided to race.

The race began and the Hare left quickly while the Tortoise left very slowly. In the distance, the Hare realised that he had left the Tortoise behind and that it gave him time to rest a while, so he decided to take a nap.

In the meantime, the Tortoise managed to reach the finish line and win the race.

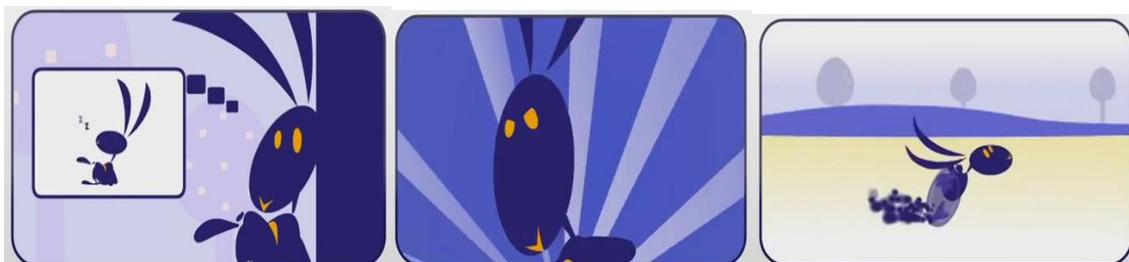


Moral: “Even if you go at your own pace, if you are persistent, you will triumph.”

- The Hare was disappointed about losing the race, but he was sure that he had lost because he had been arrogant, careless and lazy.

So, he decided to challenge the Tortoise again. The Tortoise accepted and they raced again.

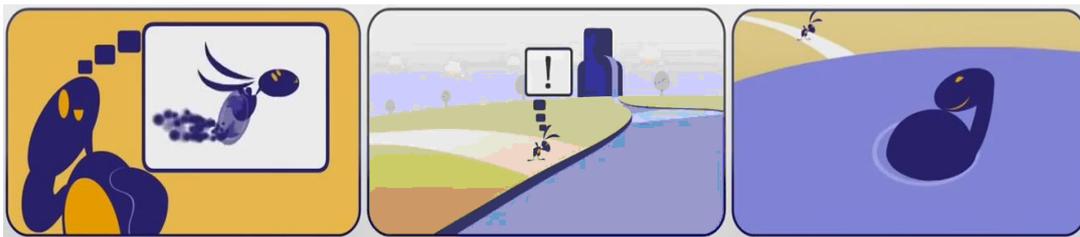
The race began and the Hare left quickly again, but this time he did not stop to rest to reach the finish line, so he reached the finish line, leaving the Tortoise far behind.



Moral: “Make an effort, always do your best, and do not be over-confident.

- After his defeat, the Tortoise thought of a way to beat the Hare: he decided to organise a race by another way. He challenged the Hare and he accepted.

Once again, the Hare left very quickly until he realised that he had to cross a river to reach the finish line, but he did not know how to swim. When the Tortoise got there, he got in the river and swam across, so he managed to win the race.



Moral: “First identify your abilities and competencies and then adjust to suit.”

- After the previous events, both realised that each one had some positive attributes and that together they could manage to run a great race: the Hare was fast and agile and the Tortoise was persistent and could swim.

They decided to run another race, but this time, the Hare lifted the Tortoise up on his back at the beginning of the race and when they reached the river, the Tortoise lifted the Hare up on his shell. Together, they reached the finish line much sooner.



Moral: “Your colleagues will have abilities that you do not have and you will have abilities that they do not have, so you can do a job together much more efficiently by working as a team.”

“In a workgroup, every person is good at some kind of task, so it is good if each person leads the task that he/she is best at.”

Annex 2. In team history.

HISTORY 1.

PENGUIN	MUSTACHE	DANCE	BITE	BOAT
CHARLATAN	TRAIN	SINGER	DOZER	BROWSE
CUBA	ELEGANT	ROMANTIC	HIPPO	HAMBURGER
GIANT	FRIEND	JUMPING	CASITA	GLASSES
BEACH	KEYS	HAPPY	ANGRY	PRINCE

## HISTORY 2.

FURNITURE	YECLA	WAREHOUSE	PILLOW
SOFA	FACTORY	SIERRA	FABRIC
MATTRESS	CHIEF	EMPLOYEE	HELMET
GLOVES	TEAM	PREVIEW	MANUFACTURE

- Please consider that the activities designed for this training course can be implemented through the extra material available on basecamp.
- Basecamp  
link:<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

Title of ppt. document: 'Team work'

## FRAME ASSEMBLER TRAINING COURSE

### Section I

#### UNIT 5: Health and Safety at work

Health and safety in the workplace is an essential part of working in a business environment. There are legal requirements such as the Health and Safety at Work by the European Directive, which sets out the necessities for both employers and employees. Whichever task carried out in the business environment, health and safety entail legal requirements. This unit is about knowing the requirements, its significance and appliance in order to work in a business environment.

In this unit you will learn how to learn to work in and contribute to a safe working environment. You will learn about health and safety duties in a business environment and the practices to use to prevent harm.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will	The learner can
1 Understand health and safety responsibilities in the work place	1.1 State health and safety responsibilities of employers  1.2 State their own responsibilities for health and safety in the workplace – upholstery field  1.3 State the health and safety guidelines to be followed in the workplace –upholstery field



<p>2 Know how to work in a safe way in the work place</p>	<p>2.1 Identify possible health and safety hazards in the work place and the way in which accidents can be avoided in the workplace – upholstery field</p> <p>2.2 Outline organisational emergency health and safety procedures.</p>
<p>3 Be able to comply with health and safety requirements in the work place</p>	<p>3.1 Take action to guarantee that their own behaviour does not harm others</p> <p>3.2 Follow manufacturers or organisational instructions for the use of equipment, materials and products</p> <p>3.3 Follow organisational procedures to minimise risks to health and safety in the workplace.</p>

## Section II

### MATERIAL FOR TUTORS

➤ **Suggested resources:**

➤ **Websites**

**English:** www.hse.gov.uk – Health and Safety Executive: providing information on health and safety rights and responsibilities

<http://www.hse.gov.uk/woodworking/safetytopics.htm>

<http://ec.europa.eu/social/main.jsp?catId=148>

Health and safety for disable workers and people who work with them: An easy read guide: <http://www.hse.gov.uk/disability/easyread.pdf>

**Spanish:** Prevención de riesgos laborarles. [http://www.osalan.euskadi.eus/s94-osa0050/es/contenidos/informacion/trabajadores\\_prevenccion/es\\_prevencc/trabajadores\\_prevenccion.html](http://www.osalan.euskadi.eus/s94-osa0050/es/contenidos/informacion/trabajadores_prevenccion/es_prevencc/trabajadores_prevenccion.html)

**Italian:Sicurezza Sul Lavoro** <http://www.pmi.it/tag/sicurezza-sul-lavoro>

➤ **Books**

English: Health & Safety at Work Essentials: The One-Stop Guide to Health and Safety Issues in the Workplace 18 Jun 2015 by Henmans Freeth LLP

**Spanish:** Prevención de riesgos laborales. Seguridad y salud laboralTapa blanda– 8 may 2015 de MARÍA PILAR DÍAZ ZAZO(Autor)

**Italian:** Salute e sicurezza sul lavoroCopertina flessibile– 14 dic 2009 di L. Barbatoe C. Frascheri

➤ **Video**

**Video Tutorials:** The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. **Available in different languages and subtitles: English, Italian, Spanish and Portuguese.** [http://www.on-my-own.eu/en\\_GB/videos](http://www.on-my-own.eu/en_GB/videos)

**English:** Safety videos – 10 Commandments of Workplace Safety:

<https://www.youtube.com/watch?v=3C6js5JtCIQ>

Spanish: Seguridad y Salud en el trabajo

<https://www.youtube.com/watch?v=vkV6Q6BEwmU>

**Italian:** Corso base sicurezza <https://www.youtube.com/watch?v=uH1KeSkPXWA>

Sicurezza sui luoghi di lavoro <https://www.youtube.com/watch?v=ysf-7uHzlvA>

➤ **Slides:**

**English:**<http://www.slideshare.net/rumel009/employee-safety-and-health-14803872>

➤ **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)

➤ *Basecamp*

*link:*<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

### Section III

#### UNIT 5: Learning activities



In preparation to the Health and Safety at work activities the next action will be taken.

Previously starting the activities, and in order to perform them with the highest efficiency, an open dialogue will be carry out between all participants to discuss in a wider round table what do they currently know about Health and safety at work.

Then, based on their answers a brief general introduction about Health and Safety will be given to enable them to perform the tasks.

Following a group discussion, introduction of key words such as "WORK", "EMPLOYER" will be highlight, in order to understand what do they know.

Once the words will be define, the meaning of SAFETY will be analysed. However, this will be done based on their own personal concept. Then active activities could be implemented such as:

- Going outside, and together crossing the stripes bearing the importance of first looking at right and left.
- Then, in a practical way, a phase of thinking together what could they do in order to protect their hands at work, what type of clothes are good to wear during working time for example, and work from there.

### Activity 1 (3 hours)

Activity planning and learning reflection .

Plan timing according to necessities.

Whole group reflection



1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher serves as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 (3 hours)

1. Explain the following term in your own words:

- “work”
- “employer”
- “risk assessment”

2. In small groups, answer to the following questions:

- a. Which are the general principles of prevention?
- b. Which are employers’ obligations?



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c. Which are workers' obligations?



### Activity 3 (3 hours)

Watch the video: <https://www.youtube.com/watch?v=3C6js5JtCIQ> on “10 Commandments of Workplace Safety” and, in small groups, debate about the following statements:

1. “Everyone is responsible for their own safety and the safety of others”
2. “All accidents are preventable”
3. “Follow company rule, regulations and procedures”
4. “Asses the risk. Stop and think”
5. “Be proactive about safety”
6. “If you are trained, don't do it”
7. “Don't take shortcuts”
8. “Practice good housekeeping”
9. “Be prepared”

### Activity 4 (3 hours)

Plan timing according to necessities.

#### A. Student Files

1. In your own words, explain and write a sentence for each one:

WORK:

BOSS/MANAGER:

RISKS:

COLLEAGUE:



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IPTs – INDIVIDUAL PROTECTION TEAMS:



2. What is the word?

- Possibility of causing an accident.

--	--	--	--	--	--	--

- Harm or injury as a result of work.

--	--	--	--	--	--	--	--	--	--

- - Measure taken to avoid an accident.

--	--	--	--	--	--	--	--	--	--	--

- Act of removing people from a given place because of an emergency or fire..

--	--	--	--	--	--	--	--	--	--	--

3. Think about a profession and fill in the following table:

PROFESSION:
TASKS PERFORMED:
-
-
-



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-

JOB RISKS:

- 
- 
- 
- 
- 

HOW TO PREVENT THEM:

- 
- 
- 
-

## B. Teacher file

Contents:

- Safety Rules at Work
- Classification of Partition Signs
- Acting in the face of an accident at work, in case of fire and evacuation.

\*Slide 31: Video “Look out! Preventing Labour Hazards at Work”

(Replay until 5:30): [https://www.youtube.com/watch?v=fj7e-uE\\_5NY](https://www.youtube.com/watch?v=fj7e-uE_5NY)

\*Slide 89: Video “What to do in case of fire?”:

[https://www.youtube.com/watch?v=fj7e-uE\\_5NY](https://www.youtube.com/watch?v=fj7e-uE_5NY)

After the PowerPoint presentation, the students will do the following exercises and then share with the rest of the class.

1. In your own words, explain and write a sentence for each one:

- “Work”
- “Boss/manager”
- “Risks”
- “Colleague”
- “IPTs – Individual protection teams”

2. What is the word?

- Possibility of causing an accident.

--	--	--	--	--	--	--

risk

- Harm or injury as a result of work



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--	--	--	--	--	--	--	--	--	--

accident

- Measure taken to avoid an accident

--	--	--	--	--	--	--	--	--	--

prevention

- Act of removing people from a given place because of an emergency or fire.

--	--	--	--	--	--	--	--	--	--

evacuation

3. Think about a profession and fill in the following table:

(The students will have to think about a specific profession individually. They have 15 minutes. Then, in groups of 2 and 3, they will discuss the completed task, sharing new ideas with one another. Finally, they will present it to the rest of the class.)

PROFESSION:
TASKS PERFORMED:
-
-
-
-



JOB RISKS:

- 
- 
- 
- 

HOW TO PREVENT THEM:

- 
- 
- 

- Please considered that the activities designed for this training course can be implemented through the extra material available on basecamp.
- Basecamp  
link:<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>

Title of ppt.document: 'Health and Security '

## FRAME ASSEMBLER TRAINING COURSE

### Section I

#### UNIT 6: Frame Assembler Process

This unit will lead you to a better understanding of the process underpinning the frame assembler job position.

This unit is about the different system typologies of upholsterer assembly packing and tools. The learners will also acquire the technical knowledge needed to make a correct plan for upholsters one section of sofa, chair, or furniture frames using different methods (Basic level).

#### **Learning outcomes and assessment criteria**

In order to pass the unit *Frame Assembler Process* the learner needs to demonstrate he/she can meet all the unit learning outcomes.

The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

<b>Learning outcomes</b> The learner will	<b>Assessment criteria</b> The learner can
1 Understand the process of underpinning the frame assembler  2 Identify the different methods used  3 Identify the resources for use in making hand-crafted furniture	1.1 Outline how to upholster one section of a furniture  2.1 State the use of different ways to attach fitting to upholstery  3.1 Make a correct use of hand-crafted furniture resources

## Section II

### Material for tutors

#### Material for tutors:

- **Suggested resource**
- **Books**

**English:** Industry wage survey: Wood household furniture

Simple sturdy workbench build:

[https://www.youtube.com/watch?v=M\\_xJD\\_aylYw](https://www.youtube.com/watch?v=M_xJD_aylYw)

**Spanish:** Materiales y servicios en tapicería – Rosario Rodriguez Baliña

**Italian:** Costruire il legno, Pietromaria Diavoli

<https://www.youtube.com/watch?v=fltI7Zcg3bQ>

Furniture Upholstery : How to Design an Upholstered Furniture Frame

- **Websites**

**English:** timber HONEY FRAME assembly for your beehive - part 3 - Wood Frame Assembly

<https://www.youtube.com/watch?v=fltI7Zcg3bQ>

Making/Assembling a wooden frame for a Bee hive - Beekeeping Video Instructions

<https://www.youtube.com/watch?v=K0tJ1I3JwHk>

**Spanish:** Cómo hacer marco de madera para puerta contraplacada / how to make a door <https://www.youtube.com/watch?v=Bp5hakpttZE>

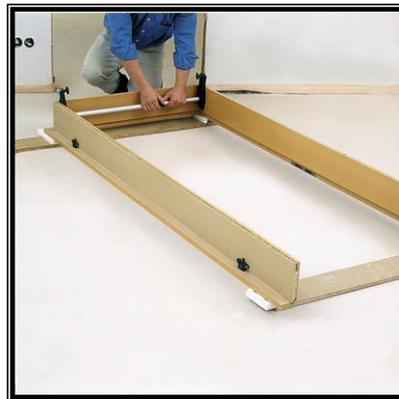
Italian:

Il telaio di Penelope

[https://www.youtube.com/watch?v=HT-O\\_018Yak](https://www.youtube.com/watch?v=HT-O_018Yak)

### Section III

#### UNIT 6: Learning activities



#### Activity 1 (3 hours)

Activity planning and learning reflection .

Plan timing according to necessities.

Whole group reflection



1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher serves as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 (4 hours)

Watch the video [https://www.youtube.com/watch?v=M\\_xJD\\_aylYw](https://www.youtube.com/watch?v=M_xJD_aylYw) Simple sturdy workbench build, as many times as need it.

Working in groups:

1. Discuss and identify the process taken
2. On an A3 piece of paper write down each step and the method used

### Activity 3 (10 hours)

Practical activity.

Working in groups.

Furniture Assembler

- Select work docket.
- Use list of tasks and measures, while using the order form and sketch.
- Watch the model, measurements, parts, etc. Take the pieces from each area.
- Organize and prepare the pieces to have less difficulty of assembly.
- Prepare the necessary tools such as: pins machine, screw machine, chisel, brush, hammer and planer.
- Place the upholstered furniture in the worktable.
- Use of machines and tools to assemble the furniture
- Pick up and place the pieces of the chair (ironwork, assemble legs, mechanisms...).
- Check that everything is correct.
- Carry product to packaging area.



<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will	The learner can
1. Identify the different types of equipment for assembly and understand their function	1.1 Determine the diverse operations and method of equipment used in the assembly process.
2. Be able to perform the maintenance of the tools, equipment and work space for furniture production operation	2.1 To ensure the proper functioning of tools and environment through maintenance  2.2 Follow maintenance requirement

## Section II

### Material for tutors

➤ **Suggested resources**

➤ **Books**

**English:** Ready-to-assemble furniture manufacturing – Edward King

**Spanish:** Alrededor del trabajo de la madera, Heinrich Honer

**Italian:** Costruire con il legno, Pietromaria Davoli

Guida pratica alla lavorazione del legno, Wolfgang Nutsch

➤ **Website**

English:

Top 15 materials used for furniture manufacturing

<http://www.yabeen.com/article/Furniture/materials-used-for-furniture-manufacturing>

Furniture materials:

<http://www.onlinedesignteacher.com/2016/02/furniture-materials.html>

Frame assembler press

<https://www.youtube.com/watch?v=DZT0DvioslQ>

Furniture Making 101: Mid-Century Modern TV Stand

[https://www.youtube.com/watch?v=\\_R4Myy3eMQI](https://www.youtube.com/watch?v=_R4Myy3eMQI)

Making a Farm Table

<https://www.youtube.com/watch?v=WcNCn-ytRgo>

**Spanish:**

*Diversos materiales para muebles*

<http://www.sofascamas.net/muebles/materiales-para-muebles.html>



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*¿Cómo construir un mueble en obra?*

<https://www.youtube.com/watch?v=JWrCYDm1EN8>

*Como hacer muebles en madera*

<http://bricolaje.facilísimo.com/como-hacer-muebles-en-madera>

*Como hacer Muebles de Madera Asi de Facil*

<https://www.youtube.com/watch?v=9Cm-JXjkF2I>

**Italian:**

Tipi di legno per arredamento

<http://www.guidaconsumatore.com/arredamento/tipi-di-legno-per-arredamento.html>

Mobili fai da te

<http://www.faidate360.com/mobili.html>

Come realizzare un piccolo armadietto

<https://www.youtube.com/watch?v=hhnxmrg-XAY>

Come realizzare mobili con dei bancali

<https://www.youtube.com/watch?v=-KU0KUtoOIE>

➤ **Multimedia:** Available on Basecamp - *WT21 Online activities*

➤ **Basecamp**

*link:*<https://3.basecamp.com/3259131/buckets/439746/documents/63314998>



### Section III

#### UNIT 7: Learning activities



#### Activity 1 (3 hours)

Activity planning and learning reflection .

Plan timing according to necessities.

Whole group reflection



1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher serves as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 (4 hours)

Watch the video [https://www.youtube.com/watch?v=M\\_xJD\\_aylYw](https://www.youtube.com/watch?v=M_xJD_aylYw) Simple sturdy workbench build, as many times as need it.

In pairs:

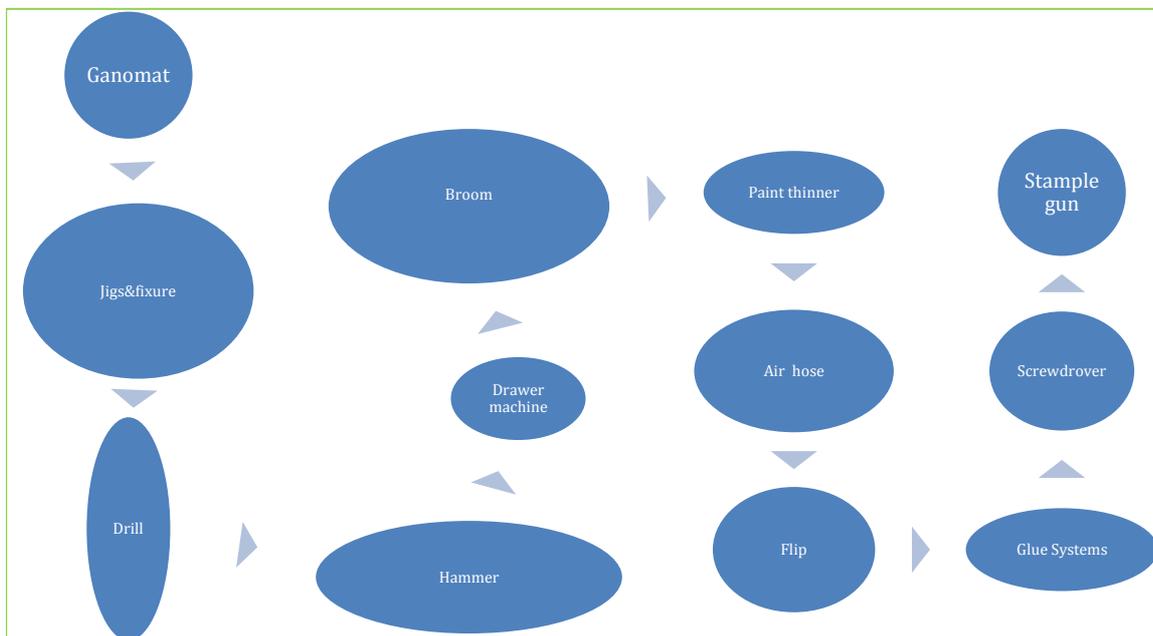
- Make a list of the basic tools and equipment that are mentioned in the video
- What are they used for?

### Activity 3 (2 hours)

Watch the video again and in groups:

1. Compare the tools highlighted on the video
2. Identify if any of the following tools and equipment are used:

#### TOOLS AND EQUIPMENT EXPERTISE



### Activity 4 (2 hours)

Working in pairs.

Put into order the following boxes according to the order that must be followed to complete a frame assembler work.

Tacks or staples covering material to top, bottom, and side rails of back frame, and sews upholstery covering edges to adjoining inside back and outside arm coverings with needle and thread to complete upholstery of furniture piece.
Places layers of padding over inside back, shaping padding to specifications, and tacks or staples covering over padding to make inside back.
Places padding and covering over seat springs and tacks or staples covering to frame to complete seat upholstery, using tack hammer or powered staple gun.
Places padding and covering over inside of arms and tacks or staples covering to frame to complete inside arms.
May screw leg units to frame.
May be designated according to part or pieces upholstered as Arm Maker; Back Maker; Seat Maker.
Upholsters one section of sofa, chair, or furniture frames, using one of following methods: Attaches spring assembly section to seat and back of frame with clips or ties springs with twine and tacks ends of twine to frame.
Tacks or staples cover to bottom rails to enclose bottom area.
May attach trimming material, such as gimp, braid, binding, skirts, and panels to



upholstered frames, using glue, staples, nails, or tacks.

Tacks or staples cardboard, padding, and upholstery material to top, side, and bottom rails of outside arms, fitting and shaping materials to obtain smooth contour.

Correct Order:

- 1) Upholsters one section of sofa, chair, or furniture frames, using one of following methods: Attaches spring assembly section to seat and back of frame with clips or ties springs with twine and tacks ends of twine to frame.
- 2) Places padding and covering over seat springs and tacks or staples covering to frame to complete seat upholstery, using tack hammer or powered staple gun.
- 3) Places padding and covering over inside of arms and tacks or staples covering to frame to complete inside arms.
- 4) Places layers of padding over inside back, shaping padding to specifications, and tacks or staples covering over padding to make inside back.
- 5) Tacks or staples cardboard, padding, and upholstery material to top, side, and bottom rails of outside arms, fitting and shaping materials to obtain smooth contour.
- 6) Tacks or staples covering material to top, bottom, and side rails of back frame, and sews upholstery covering edges to adjoining inside back and outside arm coverings with needle and thread to complete upholstery of furniture piece.
- 7) Tacks or staples cover to bottom rails to enclose bottom area.
- 8) May attach trimming material, such as gimp, braid, binding, skirts, and panels to upholstered frames, using glue, staples, nails, or tacks.
- 9) May screw leg units to frame.
- 10) May be designated according to part or pieces upholstered as Arm Maker; Back Maker; Seat Maker.

**FRAME ASSEMBLER TRAINING COURSE**

Section I

**UNIT 8: Evaluate own performance in a business environment (hand crafted furniture field)**

In this unit you will learn how to monitor and assess your own performance and discover ways to improve it. This requires you to work with others to identify your strengths and weaknesses, find out what information and support is available to help you develop a plan covering your personal and professional aspirations, and then put those plans into action.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will	The learner can
1. Be able to by checking the correct implementation of the current legislation, respect for the minimum mandatory requirements and its quality procedures.	1.1 Describe and apply the company's quality procedures 1.2 Identify critical deficiencies and propose measures to improve your own performance.

## Section II

### Material for tutors

- **Suggested resources**
- **Website**

**English:** <https://www.aat.org.uk/evaluate-and-improve-own-performance-business-environment-0>

<http://www.sfedl.co.uk/standards/introduction-to-business-support-standards/3-evaluate-and-develop-your-own-performance>

<http://hubpages.com/business/Evaluate-and-improve-own-performance-in-a-business-environment-A-personal-statement-NVQ-Business-and-administration>

[www.acas.org.uk](http://www.acas.org.uk) – The Advisory, Conciliation and Arbitration Service: government funded agency which provides advice on industrial relations and employment issues.

[www.cipd.co.uk](http://www.cipd.co.uk) – Chartered Institute of Personnel and Development: the professional body for HR and people development

<http://businesscasestudies.co.uk/business-theory/people/rights-and-responsibilities-of-employers-and-employees.html#axzz44g5Hw7L0>

<http://www.acas.org.uk/index.aspx?articleid=4663>

<https://www.gov.uk/browse/employing-people>

<https://www.gov.uk/browse/disabilities>

**Spanish:** Optimiza la eficiencia de tu empresa

<http://es.workmeter.com/blog/bid/295132/Evaluaci-n-del-rendimiento-laboral-en-las-empresas>

Evaluar y mejorar el desempeño humano

<https://www.emprendices.co/evaluar-y-mejorar-el-desempeno-humano/>

➤ **Books**

**Italian** :Valutare le prestazioni: Come gestire e migliorare la performance lavorativa (Aspetti della psicologia) Formato Kindle di Marco Giovanni Mariani(Autore)

**Italian**: L'impresa efficiente, Chiarissimo Calucci

**Spanish**: Cómo evaluar y mejorar sus capacidades personales (HABILIDADES DIRECTIVAS) Tapa blanda– 1 nov 2007 de Gareth Lewis(Autor)

➤ **Slides**

**English**: Copy of Evaluate and Improve own Performance Part:

<https://prezi.com/rbuod-6gdpwg/copy-of-evaluate-and-improve-own-performance-part-1/>

**Spanish**: Evaluar y mejorar el desempeño humano

<http://www.slideshare.net/search/slideshow?searchfrom=header&q=Evaluar+y+mejorar+el+desempe%C3%B1o+humano>

**Italian**: Valutare e migliorare le proprie prestazioni in un ambiente aziendale

[http://www.slideshare.net/silviaminardi/valutare-competenze?qid=fb7218e6-9461-4083-bbcb-e91882e7d689&v=&b=&from\\_search=1](http://www.slideshare.net/silviaminardi/valutare-competenze?qid=fb7218e6-9461-4083-bbcb-e91882e7d689&v=&b=&from_search=1)

➤ **Multimedia**: Available on *WT21 Online activities*

➤ **Basecamp**

*link*: <https://3.basecamp.com/3259131/buckets/439746/documents/6331499>

## Section III

### UNIT 8: Learning activities



In preparation to the "Evaluation of own performance in a business environment" activities, the next action will be taken.

Previously starting the activities, and in order to perform them with the highest efficiency, an open dialogue will be carry out between all participants to discuss in a wider round table what do they currently know about monitoring and assessing employee's own performance and discovering ways to improve it.

Then, based on their answers a brief general introduction about self-evaluating the performance in a business environment will be given to enable them to perform the tasks.

Following a group discussion, introduction of key words such as "SELF-EVALUATION", "FEEDBACK" will be highlight, in order to understand what do they know.

Once the words will be define, the meaning of EVALUATION OF OWN PERFORMANCE will be analysed.

### Activity 1 (3 hours)

Activity planning and learning reflection .

Plan timing according to necessities.

Whole group reflection



1. Allocate sufficient time for reflection. Time must be considered in planning the learning activity.
2. Schedule a short briefing activity so as to recapture the experience of the previous unit and think about it.
3. The teacher serves as the facilitator and guide in developing skills in analysing a past learning experience.

### Activity 2 (2 hours)

Evaluating your own performance can help you improve your time management, ability to meet deadlines and prioritise work, self-confidence, motivation and morale, among other things. It is important to assess your performance based on defined criteria, and to monitor and acknowledge progression towards these criteria (from:

[http://www.contentextra.com/publicrelations/files/topicguides/PR\\_TopicGuide\\_1\\_4.pdf](http://www.contentextra.com/publicrelations/files/topicguides/PR_TopicGuide_1_4.pdf)).

In pairs:

1. What is the purpose of monitoring your performance regularly)



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2. Discuss about the different ways of evaluating and improving your performance

3. How would you define “self-evaluation” and “feedback”?

4. Are they important for evaluating and improving your performance? Motivate your answer.

5. Do you agree with the following statement: It is crucial to change the way you work in line with any relevant or new approaches or recommendations