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## **Pedagogical 3-Stage-Model Framework Curriculum Stage 2/3**

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## Preamble

The Framework Curriculum for the Pedagogical 3-Stage-Model contains modules for the realization of catching up on basic education for risk groups through interest guided as well as workplace and activity related learning.

It was further developed on the basis of surveys and workplace analysis<sup>1</sup> concerning “simple occupations” in about 100 small and medium sized companies in Western Mecklenburg (implemented during the joint project “New Learning Ways: Mentoring-Modules for the Development of individual Life Chances and for the social Integration through catching up on Basic Education”). This joint project was funded by the Ministry of Education and Research in the framework of “Research- and Development for Literacy and Basic Education in the context of Economy and Work.”

In order to fulfill simple occupations in companies the following competences and skills were of special importance from entrepreneurial point of view:

- understanding of German language (native language)
- recognizing of work processes
- manual dexterity
- observation of work processes and realization on their own
- safe handling of tools and machines
- speaking of German language (native language)
- spacial imagination and orientation
- separating objects according to certain characteristics
- fine-motor skills / dexterity of hands
- general reading reliability
- to be capable of basic arithmetic operations
- understanding of text (listening comprehension, reading comprehension)

Requested knowledge depended mostly and very concretely on tasks to be fulfilled and differed corresponding to the involved enterprises and business sectors. The entrepreneurs think, that regarding simple occupations knowledge concerning safety instructions, rules for accident prevention, quality principles, fire protection instructions, company and workshop regulations, danger regulations, hygiene instructions, working period regulations, machine operations as well as a series of occupation- or activity related skills are important.

For low-skilled jobs certain characteristics in working behavior were more important than knowledge, skills and competences from entrepreneur’s point of view and that through all business sectors. The first ranks were obtained by characteristics, that all asked entrepreneurs strikingly agreeing saw as very essential and through that as important:

▪ reliable	▪ to work under guidance
▪ to be on time	▪ good physical stamina
▪ motivated	▪ helpful
▪ aware of quality	▪ ability for teamwork
▪ will to perform	▪ to work independently
▪ hands-on type of person	▪ flexible

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<sup>1</sup> Buggenhagen: „Study: Occupation related Basic Education– Requirements of local Economy“, 2008

## Tasks and Aims<sup>2</sup>

In stage 2 and 3 of the Pedagogical Model the manifestation or in-depth consolidation of competences, skills and knowledge (determined by the study) is central for the good quality execution of activities in low-skilled jobs in the companies and for coping with personal private life in a more successful manner.

In workshops close to labour market and in companies the youth encounter their possibilities and competences as well as their limitations through the work in selected activity fields.

They get a close-to-reality assessment of their performance capability, reflect on circumstances of their living environment and learn to match more and more their competences, skills and knowledge in reading, writing and calculating with the activity related requirements.

The youth...

- deepen and expand their basic education in the concrete practical activity,
- learn to handle material and working material as well as activity related typical tools, equipment and machines in an appropriate and safety aware manner,
- deepen individual basic skills, preferences and interests,
- enhance imagination and creativity,
- acquire crafting and motor skills while training working techniques and
- strengthen working attitudes like independence, precision, carefulness, tidiness, endurance and judgment.

Awareness of dangers is raised so that they comply with safety instructions while handling tools, equipment and machines. The youth take care of an economically and ecological use of materials. They develop a sense for the value of equipment, products and materials. The tidiness at the work place and the proper use and care of tools, equipment and machines is a precondition for health and safety at work.

Learning aims and contents in the workshops are imparted and acquired **project- and product oriented**.

According to the aims in the modules 4 learning- and working fields will be formulated for each activity field. They aim on:

- adequate and safe behaviour in the workshop/in the company,
- subject-specific basics of the activity field,
- activity related tasks as well as
- cultural technologies like reading, writing and basic arithmetic operations.

The learning and working fields are underpinned with strived competences which consider the range of learning preconditions of the youth under didactical principles (from simple to complex; from concrete to abstract). The dialectic of recognizing (thinking) and doing (acting) enforce a meshing of learning und working fields in the modules.

The range of learning preconditions is contained in the merged levels.

The youth...

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<sup>2</sup> In diese Empfehlungen sind Erfahrungen aus dem Verbundprojekt "Neue Lernwege: Mentoring-Modelle zur Entwicklung persönlicher Lebenschancen und zur gesellschaftlichen Integration durch nachholende Grundbildung", der Grundbildungsarbeit der Hamburger Volkshochschule und des Projektes „GRAWiRA“ sowie des Landes Brandenburg und Berlin eingeflossen.

- **act in simple** activity relevant contexts and single parts,
- **act in complex** specific activity relevant contexts and apply competences in activity related sub-sections,
- **act theoretical** through reflecting, evaluating and giving reasons for - concerning the activity related acts and working situations,
- **act through applying** of basic knowledge and rules in reading, writing and calculating.

The Framework Curriculum contains the Modules for youth in the activity fields of

- wood working,
- kitchen and catering, cleaning and home economics as well as sales and other customer oriented activities.

## **Module Activity Field Wood Working**

### **Learning Aims:**

The youth plan and manufacture project- and order related simple and assembled products out of wood and wood working material. They define the requirements for products and the quality characteristics.

They choose adequate types of wood and wood connections according to their characteristics and considering the aesthetical, economically and ecological aspects and determine certain measurement and testing procedures for quality assurance.

The youth outline and draw simple constructive solutions and apply proper display modes conforming to standards. They create, also computer based, documents for manufacturing and implement product and material related calculations.

They set up their working space according to entrepreneurial and ergonomic instructions.

They manufacture products with hand tools and machines. They test and reflect the working process together and present their working results considering health and safety.

For an activity in this module are especially needed:

- basic knowledge in reading, writing and calculating
- pleasure in dealing with the natural material wood
- willingness to work clean and manually precisely
- fine-motor skills, physical stamina
- spacial imagination

The youth...

- deepen and expand their basic knowledge in reading, writing and calculating in the concrete practical work,
- set up their work place according to the specific requirements,
- realize the necessity of safety on the work place and act responsibly considering the instructions,
- deal with resources, materials and tools in an ecological and economical responsibly manner,
- choose tools, machines and equipment; take care of them and use them in a proper manner,
- plan the product aim-oriented,
- distinguish basic wood- and wood material connections and implement them for the production of simple work pieces,
- present their working results and explain the creation process,
- review and evaluate the working process and the working result in a self-critical manner.

## Content of Learning:

<div>Level</div> <div>Learning and Working Field</div>	<b>Acting</b> in easy acting field concerning situations	<b>Acting</b> in complex, specific acting field concerning situations	<b>Theoretical Acting</b> to reflect, to evaluate, to give reasons for sth.
<b>Learning and Working Field 1</b> suitable and safe behaviour in the workshop  The youth ...	<ul style="list-style-type: none"> <li>▪ get to know the workshop</li> <li>▪ get an overview of the equipment</li> <li>▪ are sure moving in the workshop</li> <li>▪ wear protective clothing</li> <li>▪ take care of rules regarding tidiness, safety, hygiene and apply them</li> <li>▪ recognize sources of danger</li> </ul>	<ul style="list-style-type: none"> <li>▪ name rules of accident prevention</li> <li>▪ take care of ear- and eye protection</li> <li>▪ explain the necessity of actions for fire protection</li> <li>▪ behave adequately in dangerous situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ explain danger and information signs</li> </ul>
<b>Learning and Working Field 2</b> specific theoretical basics of the acting field  The youth...	<ul style="list-style-type: none"> <li>▪ distinguish wood in natural and worked form from other materials</li> <li>▪ assign wood to the raw material source tree</li> <li>▪ describe possibilities for the use of wood</li> <li>▪ distinguish and name simple tools for wood working</li> </ul>	<ul style="list-style-type: none"> <li>▪ distinguish the material regarding the specific kind of wood</li> <li>▪ distinguish sources of supply for wood in worked form</li> <li>▪ choose tools and technical equipment in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>▪ reflect on the use of tools and technical equipment</li> <li>▪ look into the topic of conservation of the resource forest</li> <li>▪ take part in the calculations</li> <li>▪ document use of materials and dimension of work input</li> </ul>
<b>Learning and Working Field 3</b> acting field concerning	<ul style="list-style-type: none"> <li>▪ set up their work space and do cleaning and tidy up activities</li> <li>▪ perform wood working techniques in sub-</li> </ul>	<ul style="list-style-type: none"> <li>▪ work semi-finished products and construction sets</li> <li>▪ execute preparational work</li> <li>▪ craft semi-finished products</li> </ul>	<ul style="list-style-type: none"> <li>▪ give reasons for work processes</li> </ul>

<b>tasks</b>  The youth...	steps <ul style="list-style-type: none"> <li>▪ joining wood; separating wood</li> <li>▪ protect surfaces</li> <li>▪ reshape wood</li> <li>▪ plan simple products out of wood and craft them</li> <li>▪ operate machines</li> <li>▪ take care of and maintain tools, working equipment and machines</li> </ul>	<ul style="list-style-type: none"> <li>▪ repace, assembly and build up</li> <li>▪ plan assembled products out of wood and wood working material and craft them</li> <li>▪ operate machines</li> <li>▪ take care of and maintain tools, working equipment and machines</li> </ul>	and evaluate products <ul style="list-style-type: none"> <li>▪ compare realized work with the working plan</li> </ul>
<b>Learning and Working Field 4</b>  acting field concerning basic education	<b>Reading</b> The youth ...	<ul style="list-style-type: none"> <li>▪ clarify linguistically and with regard to content difficult text parts with the help of a dictionary</li> <li>▪ know strategies for acquiring, screening and selection of information</li> <li>▪ extract and understand activity related and daily-life relevant information out of factual and functional text <ul style="list-style-type: none"> <li>✓ table and chart; job advertisement; contract; legal text; functional- and/or assembly instructions</li> </ul> </li> <li>▪ work for a specific vocabulary – technical terms and foreign words with the help of dictionaries, encyclopedias, specific books and journals <ul style="list-style-type: none"> <li>✓ advertising text and product packing</li> <li>✓ transform written work instructions in working processes</li> </ul> </li> </ul>	
	<b>Writing</b> The youth ...	<ul style="list-style-type: none"> <li>▪ apply the basic rules of orthography and punctuation with the help of supporting materials</li> <li>▪ gather information and take notes, also as personal learning support, in short texts <ul style="list-style-type: none"> <li>✓ notes and shopping lists</li> </ul> </li> <li>▪ use and write recurrent foreign- and specific words in the right way</li> </ul>	



		<ul style="list-style-type: none"> <li>▪ accomplish prepared texts – blank forms               <ul style="list-style-type: none"> <li>✓ e.g. report booklet; curriculum vitae; job application; report of work; process of work</li> </ul> </li> </ul>
	<b>Speaking and listening</b> The youth ...	<ul style="list-style-type: none"> <li>▪ express themselves appropriate regarding the content and the situation</li> <li>▪ follow other contributions to the conversation and acquire the content</li> <li>▪ apply basic rules of conversation and behavior in different situations of conversation               <ul style="list-style-type: none"> <li>✓ cope with a conflict</li> </ul> </li> <li>▪ express themselves articulated and understandable</li> <li>▪ gather necessary information through directed questions</li> <li>▪ present a case shortly and explain correlations</li> </ul>
	<b>Calculating</b> The youth ...	<ul style="list-style-type: none"> <li>▪ <b>apply basic arithmetic operations</b> <ul style="list-style-type: none"> <li>✓ consolidate basic arithmetic operations and numbers: calculate prices; work out the value of equipment</li> <li>✓ implement rough calculations: make connections to field related standard sizes; round up and down; work out overall weight / overall price; correlate amount and price</li> <li>✓ apply calculation rules: multiplication and division are calculated before addition and subtraction; train themselves while solving specific tasks e.g. bulk purchase, amount, different types</li> </ul> </li> <li>▪ <b>apply sizes</b> <ul style="list-style-type: none"> <li>✓ estimate, measuring, transforming and calculating of sizes; train transformations in the context of text tasks, transformations in the smaller and bigger units</li> </ul> </li> </ul>

		<p>length - m, dm, cm, mm, km  space - m<sup>2</sup>, dm<sup>2</sup>, cm<sup>2</sup>, mm<sup>2</sup>  time units - seconds, minutes and hours,  day, week, month and year; time periods –  working time, absence from home</p> <ul style="list-style-type: none"> <li>▪ <b>apply fractional arithmetic</b> <ul style="list-style-type: none"> <li>✓ understand the fraction as a part of a whole thing and name the parts of usual fractions (1/2, 1/3, 1/4, 1/8, 1/10, 1/100); recognize fractions and part of fractions and visualizing them</li> <li>✓ visualize fractional parts by drawing (e.g. tree trunk divided into four)</li> </ul> </li> <li>▪ <b>apply proportionality</b> <ul style="list-style-type: none"> <li>✓ in case contexts recognize the necessary calculation method and implement it</li> <li>✓ rule of two</li> <li>✓ rule of three with proportional and inversely proportional ratio – calculate the requirements for crafting a seating bench</li> <li>✓ establish relationships of <b>the</b> (more) <b>the</b> (merrier); calculation of prices – calculate single prices; visualize the all over price as the sum of single prices and calculate that</li> </ul> </li> <li>▪ <b>apply percentage calculation</b> <ul style="list-style-type: none"> <li>✓ sales discount, cash discount – explain sales and cash discount as different discounts</li> <li>✓ make aware of the dimension of sales discount and cash discount in relation to the original price</li> <li>✓ calculate value-added tax – increased basic value</li> </ul> </li> </ul>
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## **Module Activity Field Kitchen and Catering, Cleaning and Home Economics as well as Sales and other Customer oriented Activities**

### **Learning Aim:**

The learning and working in the activity field Kitchen and catering, Cleaning and Home Economics and Sales stimulate practical thinking and comprehension of domestically thinking-, expression- and working forms through a variety of possible applications.

The youth expand and acquire basic competences in the field of food preparation and service, room and textile cleaning, creation and if applicable textile work.

For tasks in this activity field are especially needed:

- basic knowledge in reading, writing and basic arithmetic operations
- pleasure dealing with people; be open regarding the needs of other groups
- good manners
- well-groomed appearance regarding body hygiene and clothing
- physical stamina
- tolerance regarding unregularly working times

The youth

- deepen and expand their basic knowledge in reading, writing and calculating in the concrete practical work,
- set up their work place according to the specific requirements,
- realize the necessity of safety on the work place and act responsibly considering the instructions,
- comply with hygiene instructions,
- deal with resources, materials and tools in an ecological and economical responsibly manner,
- choose tools, machines and equipment; take care of them and use them in a proper manner,
- apply the principals of balanced nutrition during the manufacturing of dishes and beverages,
- are familiar with food products as well as occupation specific materials and handle them appropriate,
- fulfill basic service activities adequately to the situation,
- plan according to instructions simple working processes and implement them,
- present their working results and explain the creation process,
- review and evaluate the working process and the working result in a self-critical manner.

## Content of Learning:

Level Learning and Working Field	Acting in easy acting field concerning situations	Acting in complex, specific acting field concerning situations	Theoretical Acting to reflect, to evaluate, to give reasons for sth.
<b>Learning and Working Field 1</b> suitable and safe behaviour in the workshop  The youth...	<ul style="list-style-type: none"> <li>▪ get to know the workshop</li> <li>▪ get an overview of the equipment</li> <li>▪ are sure moving in the workshop</li> <li>▪ wear protective clothing</li> <li>▪ take care of rules regarding tidiness, safety, hygiene and apply them</li> <li>▪ recognize sources of danger</li> </ul>	<ul style="list-style-type: none"> <li>▪ name rules of accident prevention</li> <li>▪ explain the necessity of actions for fire protection</li> <li>▪ behave adequately in dangerous situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ explain danger and information signs</li> </ul>
<b>Learning and Working Field 2</b> specific theoretical basics of the acting field  The youth...	<ul style="list-style-type: none"> <li>▪ distinguish food products</li> <li>▪ name and distinguish simple working equipment for food preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ name ingredients of food products</li> <li>▪ gather information about the origin of food products</li> <li>▪ describe reasons and characteristics of spoiled food products</li> <li>▪ reflect the function of technical equipment for food preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ reflect on the use of tools and technical equipment</li> <li>▪ consider the economical use of resources</li> <li>▪ take part in the calculations</li> <li>▪ document use of materials and dimension of work input</li> </ul>

<b>Learning and Working Field 3</b> acting field concerning tasks  The youth...	<ul style="list-style-type: none"> <li>▪ fulfill sub-steps for the preparation of a dish</li> <li>▪ set up their working space and do cleaning and tidy up activities</li> <li>▪ use simple working tools in a proper manner</li> <li>▪ contribute to setting and clearing the table</li> <li>▪ take part in the shopping</li> <li>▪ prepare easy dishes</li> <li>▪ apply working techniques and cooking procedures for the preparation of dishes</li> </ul>	<ul style="list-style-type: none"> <li>▪ check, which food products are needed</li> <li>▪ create a shopping list and shop the food products</li> <li>▪ compare prices while doing shopping</li> <li>▪ prepare different meals according to recipe</li> <li>▪ set the table according to occasion</li> <li>▪ clear the table in a proper manner</li> <li>▪ serve dishes and beverages</li> <li>▪ hand out dishes and beverages</li> <li>▪ store food products appropriate</li> <li>▪ recognize spoiled food products and dispose them appropriate</li> <li>▪ take care of working equipment for food preparation and maintain them</li> </ul>	<ul style="list-style-type: none"> <li>▪ give reasons for work processes and evaluate products</li> <li>▪ compare realized work with the working plan</li> </ul>
<b>Learning and Working Field 4</b>  acting field concerning basic education	<b>reading</b> The youth ...	<ul style="list-style-type: none"> <li>▪ clarify linguistically and with regard to content difficult text parts with the help of a dictionary</li> <li>▪ know strategies for acquiring, screening and selection of information</li> <li>▪ extract and understand occupation related and daily-life relevant information out of factual and functional text             <ul style="list-style-type: none"> <li>✓ table and chart; job advertisement; contract; legal text; functional- and/or assembly instructions</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>work for a specific vocabulary – technical terms and foreign words with the help of dictionaries, encyclopedias, specific books and journals</li> <li>✓ advertising text and product packing</li> </ul>
	<b>writing</b> The youth ...	<ul style="list-style-type: none"> <li>apply the basic rules of orthography and punctuation with the help of supporting materials</li> <li>gather information and take notes, also as personal learning support, in short texts</li> <li>✓ notes and shopping lists</li> <li>use and write recurrent foreign- and specific words in the right way</li> <li>accomplish prepared texts – blank forms</li> </ul> e.g. report booklet; curriculum vitae; job application; report of work; process of work
	<b>speaking and listening</b> The youth ...	<ul style="list-style-type: none"> <li>express themselves appropriate regarding the content and the situation</li> <li>follow other contributions to the conversation and acquire the content</li> <li>apply basic rules of conversation and behavior in different situations of conversation</li> <li>✓ cope with a conflict</li> <li>express themselves articulated and understandable</li> <li>gather necessary information through directed questions</li> <li>present a case shortly and explain correlations</li> </ul>
	<b>Calculating</b> The youth ...	<ul style="list-style-type: none"> <li><b>apply basic arithmetic operations</b> <ul style="list-style-type: none"> <li>✓ consolidate basic arithmetic operations and numbers: calculate prices; work out the value of equipment</li> <li>✓ implement rough calculations: make connections to field related standard sizes; round up and down; work out overall weight / overall price; correlate amount and price</li> <li>✓ apply calculation rules: multiplication and division are calculated before addition and subtraction; train themselves while solving specific tasks e.g. bulk purchase, amount, different types</li> </ul> </li> <li><b>apply sizes</b> <ul style="list-style-type: none"> <li>✓ estimate, measuring, transforming and calculating of sizes; train transformations in the context of text tasks, transformations in the smaller and bigger units</li> </ul> </li> </ul> length - m, dm, cm, mm, km space - m <sup>2</sup> , dm <sup>2</sup> , cm <sup>2</sup> , mm <sup>2</sup>

		<p>time units - seconds, minutes and hours, day, week, month and year; time periods – working time, absence from home</p> <ul style="list-style-type: none"> <li>▪ <b>apply fractional arithmetic</b> <ul style="list-style-type: none"> <li>✓ understand the fraction as a part of a whole thing and name the parts of usual fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{10}</math>, <math>\frac{1}{100}</math>); recognize fractions and part of fractions and visualizing them</li> <li>✓ visualize fractional parts by drawing (e.g. cutting of a cake )</li> </ul> </li> <li>▪ <b>apply proportionality</b> <ul style="list-style-type: none"> <li>✓ in case contexts recognize the necessary calculation method and implement it</li> <li>✓ rule of two</li> <li>✓ rule of three with proportional and inversely proportional ratio – calculate the requirements for a buffet</li> <li>✓ establish relationships of <b>the</b> (more) <b>the</b> (merrier); calculation of prices – calculate single prices; visualize the all over price as the sum of single prices and calculate that</li> </ul> </li> <li>▪ <b>apply percentage calculation</b> <ul style="list-style-type: none"> <li>✓ sales discount, cash discount – explain sales and cash discount as different discounts</li> <li>✓ make aware of the dimension of sales discount and cash discount in relation to the original price</li> </ul> </li> </ul> <p>calculate value-added tax – increased basic value</p> <p>✓</p>
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