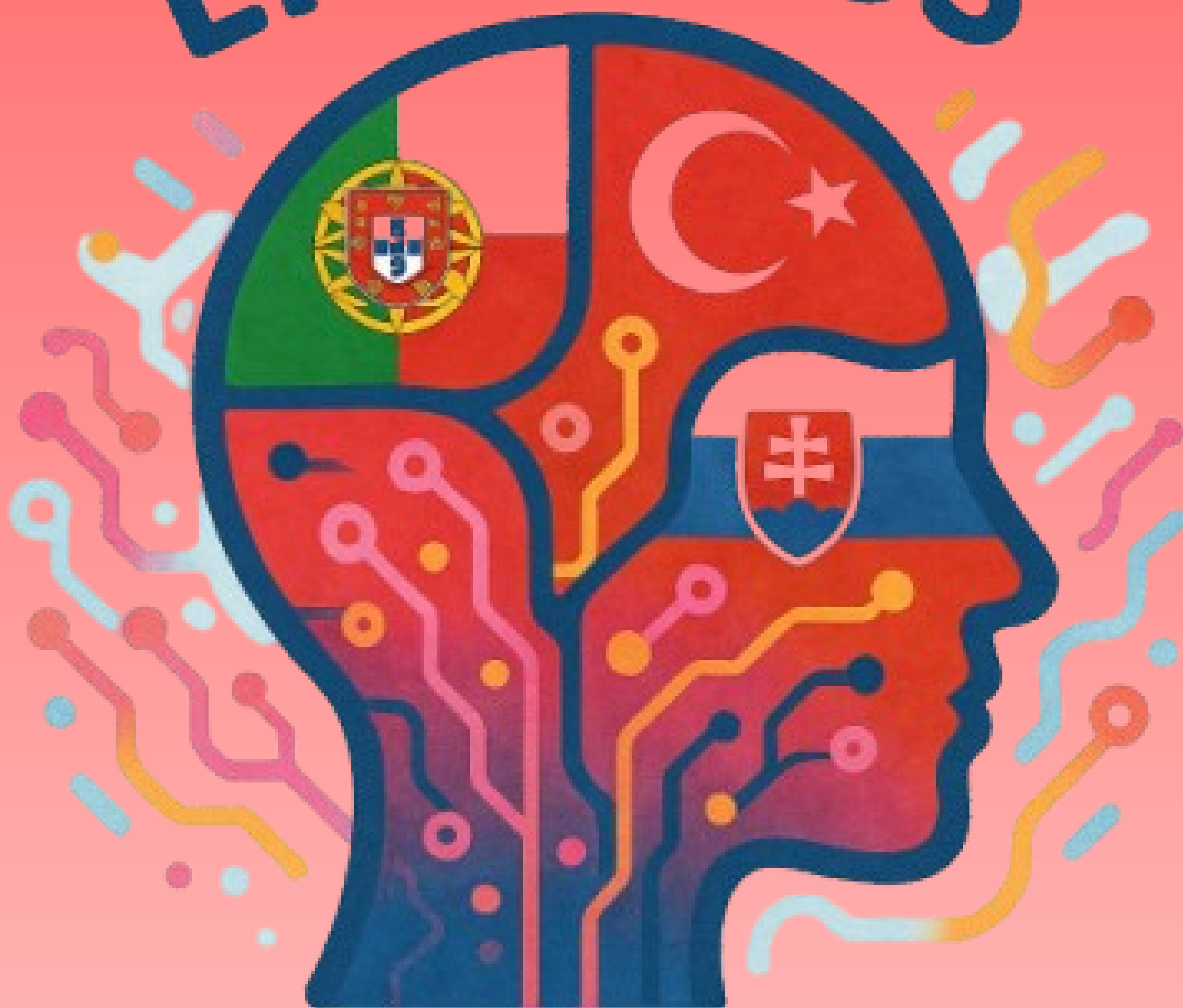
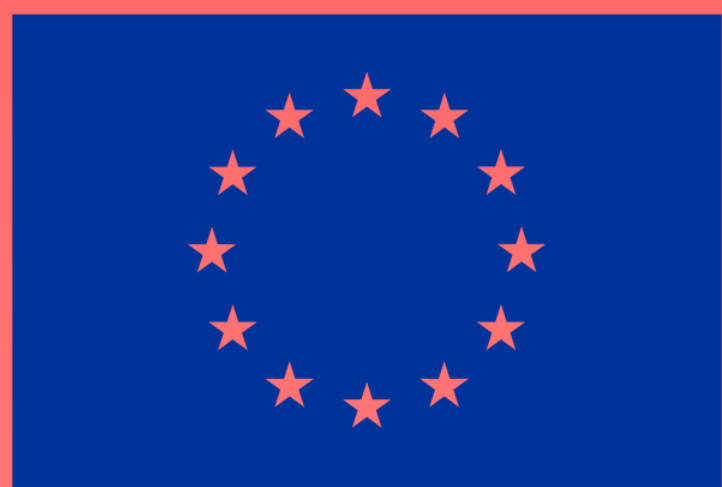


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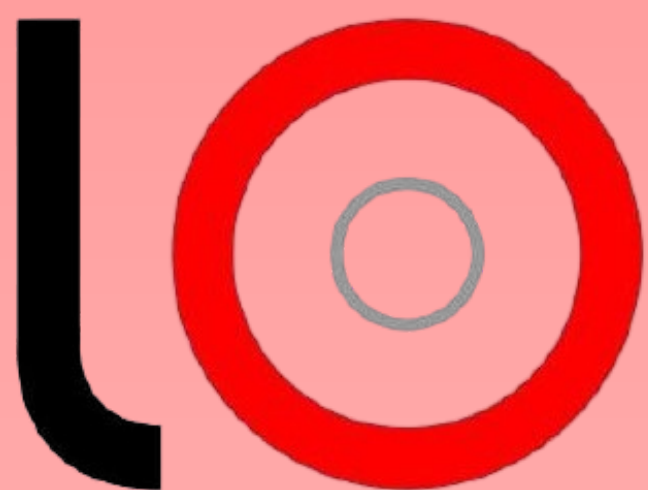
THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION



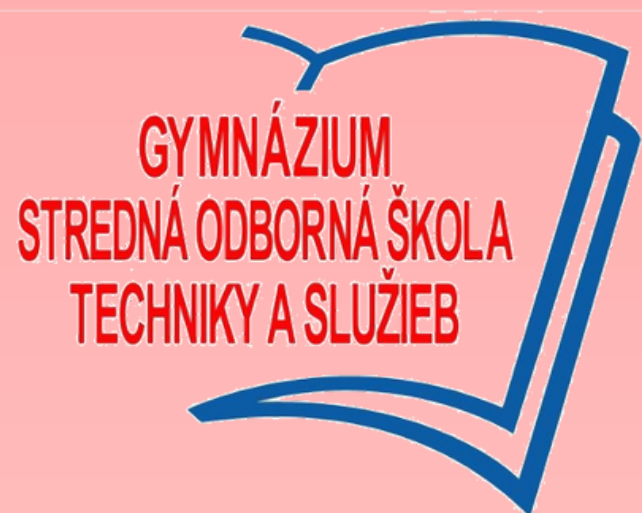
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LICEUM OGÓLNOKSZTAŁCĄCE
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SOFT SKILLS FOR EFFECTIVE TEAMWORK

In this session, students enhance teamwork and soft skills through interactive icebreakers, collaborative problem-solving activities, and reflective discussions on effective communication and cooperation.

OBJECTIVES:

General Objectives:

- Develop participants' understanding of emotional intelligence (EI) in the context of teamwork.
- Improve participants' ability to recognise, manage, and respond to emotions within a team.

Specific Objectives:

- By the end of this session, participants will be able to:
- Define emotional intelligence and its relevance to teamwork.
- Identify their own emotional strengths and challenges.
- Apply at least one strategy for managing emotions in a team setting.
- Demonstrate active listening, empathy, and effective communication in a short team exercise.

TARGET GROUP:

Students aged 14 - 19
(B1 - B2 English level)

TIME AND SPACE:

45-minute session

Classroom with projector, internet access, board, and space for group work

METHODS:

Pedagogical Methods and Techniques:

- Interactive lecture with real-life examples
- Peer discussion and sharing
- Video-based analysis for observational learning
- Role-play and experiential learning
- Individual reflection
- AI-assisted work

TOOLS:

- Whiteboard and markers to note key ideas, teamwork strategies, and reflections
- Paper and pens for group tasks and note-taking
- Printed worksheets (optional) to guide teamwork activities and reflection
- Projector (optional) to display instructions, examples, or discussion prompts

AI TOOLS:

- ChatGPT: used to generate teamwork scenarios, role-play situations (e.g., resolving conflicts, assigning roles), and discussion prompts
- AI-based interactive tools (e.g., Mentimeter or Kahoot!): used to collect student responses, emotions, or feedback in real time
- Optional: AI tools to simulate workplace situations, helping students practise communication, empathy, and problem-solving in realistic contexts

1. General Information

Target Group: Students aged 14 - 19 (B1 - B2 English level)

Duration: 45 minutes

Learning Environment: Classroom with projector, internet access, board, and space for group work

Materials: Paper and pen/pencil (according to students' preference)

General Objectives:

- Develop participants' understanding of emotional intelligence (EI) in the context of teamwork.
- Improve participants' ability to recognise, manage, and respond to emotions within a team.

Specific Objectives:

By the end of this session, participants will be able to:

1. Define emotional intelligence and its relevance to teamwork.
2. Identify their own emotional strengths and challenges.
3. Apply at least one strategy for managing emotions in a team setting.

Demonstrate active listening, empathy, and effective communication in a short team exercise.

Programme Content:

- Definition and importance of Emotional Intelligence
- The five components of EI: Self-awareness, Self-regulation, Motivation, Empathy, Social skills
- EI in teamwork: practical examples in VET environments
- Quick strategies to enhance EI in team collaboration

Activities

1. Icebreaker – Emotion Mapping (5 min)

Purpose/Objective: Activate self-awareness; engage participants

- a. Participants choose one emotion from a provided chart that reflects how they feel today.
- b. Quick round: each participant shares their choice and why in 1–2 sentences.
- c. Purpose: Encourage self-awareness and immediate engagement.
- d. Resources/AI tools: Emotion chart, pens, AI-powered emotion survey (e.g., Mentimeter or Kahoot)

Method / Technique: Individual reflection + quick round sharing

2. Mini-Presentation & Discussion – What is Emotional Intelligence? (10 min)

Purpose/Objective: Introduce EI and its 5 components; link to teamwork

- a. Trainer presents a concise definition and the five EI components using slides.
- b. Participants give examples from their own work experience where EI influenced teamwork.
- c. Method: Interactive lecture + guided discussion.
- d. Resources: Slides, flipchart for participant examples/ AI-generated infographic summarising EI components

Method / Technique: Interactive lecture + guided discussion

3. Scenario Analysis – EI in Action (10 min)

Purpose/Objective: Identify EI behaviours in real-life team situations

- a. Show a 2–3 minute video of a team scenario (e.g., VET workshop, collaborative task).
- b. In pairs, participants identify EI behaviours in the scenario (self-regulation, empathy, communication).
- c. Quick plenary discussion to share observations.
- d. Resources: Video clip, printed observation sheet with EI components/ Short team scenario video, observation sheets, AI annotation tool (e.g., participants highlight EI behaviours digitally using Padlet / Miro)

Method / Technique: Video observation + pair discussion + plenary feedback

4. **Practical Exercise – Quick Team Role-Play (15 min)**

Purpose/Objective: Apply EI strategies in teamwork context

- a. Split participants into small groups (3-4 people).
- b. Give each group a short VET team challenge (e.g., coordinating a training activity, solving a workplace conflict).
- c. Participants role-play the scenario, focusing on applying one EI strategy (e.g., active listening, managing frustration, giving supportive feedback).
- d. Trainer observes, giving feedback on EI application.
- e. Resources: Scenario cards, role instructions, stopwatch to manage 5–7 min rounds. / AI chatbot as “virtual team member” to simulate emotional responses or provide prompts

Method / Technique: Small-group role-play; scenario-based problem solving

5. **Reflection & Wrap-Up (5 min)**

Purpose/Objective: Consolidate learning; plan personal EI development

- a. Participants individually write down one EI skill they want to improve and one strategy they will try in their workplace.
- b. Quick round sharing of reflections (optional).
- c. Resources: Reflection sheets, pens, AI tool for reflection prompts (e.g., ChatGPT or Notion AI to suggest strategies based on participant input)

Method / Technique: Individual reflection + optional sharing

Pedagogical Methods and Techniques:

- Interactive lecture with real-life examples
- Peer discussion and sharing
- Video-based analysis for observational learning
- Role-play and experiential learning
- Individual reflection
- AI-assisted work

Technical-Pedagogical Resources:

- Laptop and projector
- Slides on EI concepts
- Short video clip of team interactions
- Emotion charts
- Scenario cards for role-play
- Reflection sheets and pens

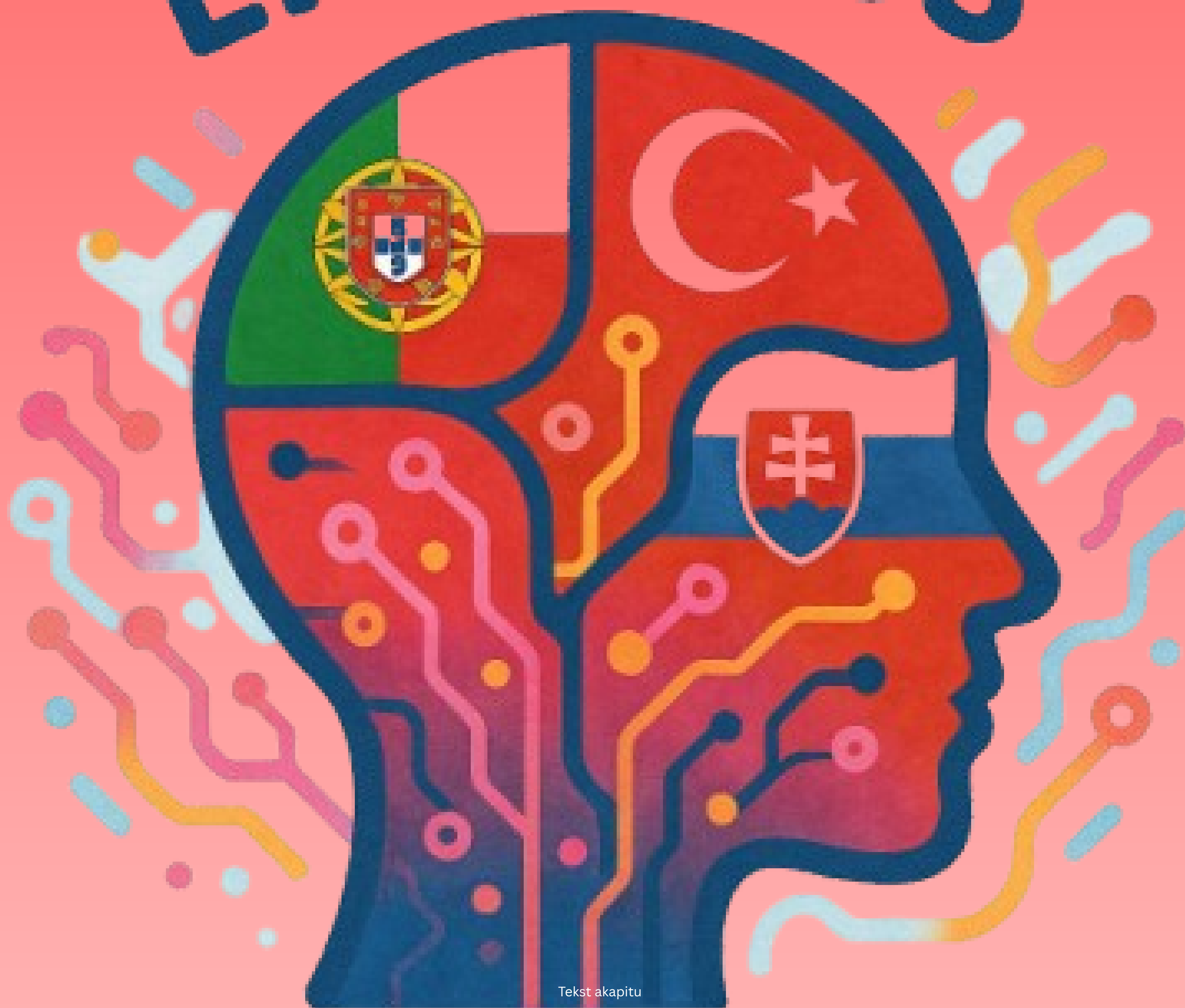
Evaluation (Instruments and Criteria):

- Observation: Engagement during role-play and discussions (criteria: participation, demonstration of EI).
- Self-reflection: Completion of reflection sheet (criteria: identification of skill to improve, actionable strategy).
- Peer feedback: During group work (criteria: active listening, respectful communication).

Observations/Guidance/Tips:

- Adapt scenarios to the specific VET context of participants.
- Encourage a safe, respectful environment for sharing emotions.
- Provide immediate feedback during role-play to reinforce EI skills.

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Tekst akapitu

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