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INFORMATION IS EMPOWERMENT

COMMUNICATION
APPLICATION
PERSONNEL
CONTRACTS

TRAINING PACKAGE

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Module 2 – CONTRACTS

- *Module 2 can be conducted as an online course or as a face-to-face event. It contains exercises that are worked on in small groups or with the whole course. Individual tasks for individual participants can be integrated by the course leader. The module is based on the videos "Collective agreement" (Unit 2.1), "Employment contract" (Unit 2.2) and "Different employment relationships" (Unit 2.3).*




UNIT 2.1 – Together we are strong!

UNIT 2.2 – Employment contract self-made

UNIT 2.3 – How do I want to work?

- *Knowledge: Basic factual knowledge of what employment contracts look like, what their basic content should be, what types of employment relationships there are, how collective agreements came into being and what they regulate for employees and employers.*
- *Skills and competencies: organising own ideas on a subject thematically, presenting own ideas in a discussion within the group, observing important information, structuring information, creativity*
- *Responsibility and autonomy: be able to link seminar content with the personal reality of life*

UNIT 2.1 – Together we are strong!

Videos associated 	collective agreement and amount of payment
Setting 	Classroom / online
Type of activity 	Group work (individual assignments are possible)
Timeframe	90 minutes



**Brief description
of the activity**



1. The trainer briefly introduces the topic "collective agreements" without explaining too many details. She then explains the spider's web method. **(10 minutes)**
2. The participants get time to fill the spider's web with their previous knowledge. Aspects that are close in content should also be arranged spatially close in the spider's web. **(15 minutes)**
3. Short discussion on the contents of the spider's web, clarification of open questions **(20 minutes)**.
4. The class watches the video "Collective agreement" together. Clarification of questions of understanding. **(10 minutes)**
5. Discussion and transfer to the reality of the participants' lives: What does the video have to do with your reality?
Discuss to what extent trade unions have an impact on your working life? **(20 minutes)**
6. feedback with video recording **(10 minutes)**:
What did you like about this lesson, what not so much? (Match method)

Glossary



The trade union, collective agreement,

**Country
specific section**

Resources



**Sources
further reading**



Germany: none

all-modules_feedback_EN.docx
module-2_unit2.1_spiders-web.pdf

What is a trade union?

<https://www.youtube.com/watch?v=UylbonW1I> (UT)

Strike - simply explained:

<https://www.youtube.com/watch?v=Rm-F5Jj1s9Q> (automatically generated UT)

Workplace co-determination:

<https://www.youtube.com/watch?v=eCcZSmojG-c> (automatically generated UT)

What is a collective agreement?



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<https://www.bmas.de/SharedDocs/Videos/Gebaerdensprache/Artikel/Teilzeit/teilzeit-dgs-08-tarifvertraege.html> (DGS)
<https://www.youtube.com/watch?v=FNuQffezCPw> (UT)
<https://www.youtube.com/watch?v=0AjrblKrR1I> (UT)



Spiders web method

- The spider network method enables structured brainstorming and serves as an introduction to a topic. The aim of the method is to activate the participants' prior knowledge about a topic and to compile it in a structured way in order to be able to design the content of the following workshop accordingly.
- Materials for face-to-face teaching: flipchart, copied cobwebs, pens in different colours.
- Materials for online lessons: miro.com
- Didactic objective: Exchange in the group, collect information and structure them thematically

UNIT 2.1 – Together we are strong!

Task: Collect keywords that come to mind on the topic of collective agreements and place them thematically in the spider's web!

Videos associated	Collective agreement
Setting	Classroom / Online
Type of activity	Plenary
Timeframe	10 minutes
Brief description of the activity	<p>The spider web method is an orderly brainstorming to collect and structure prior knowledge.</p> <p>In order for a spider to always and everywhere be able to build a web, it always has its building material with it. In order for the participants to build a web of knowledge, they also need building material. This consists of previous knowledge and basic knowledge. Just like a web for the spider, the basic</p>



knowledge gives the participants security. At the beginning of the workshop, a web is painted (online: miro.com) or copied. In the middle of the net is the topic (here: the collective agreement). Between the lines of the net, terms and notes on what the participants already know about the topic are written down.

The method works for individuals, small groups and also the whole group. Through the exchange, the facilitator can assess what prior knowledge is already available.

The facilitator can also use the method at the end of a series of workshops to record what has been learned.

Glossary



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Country specific section

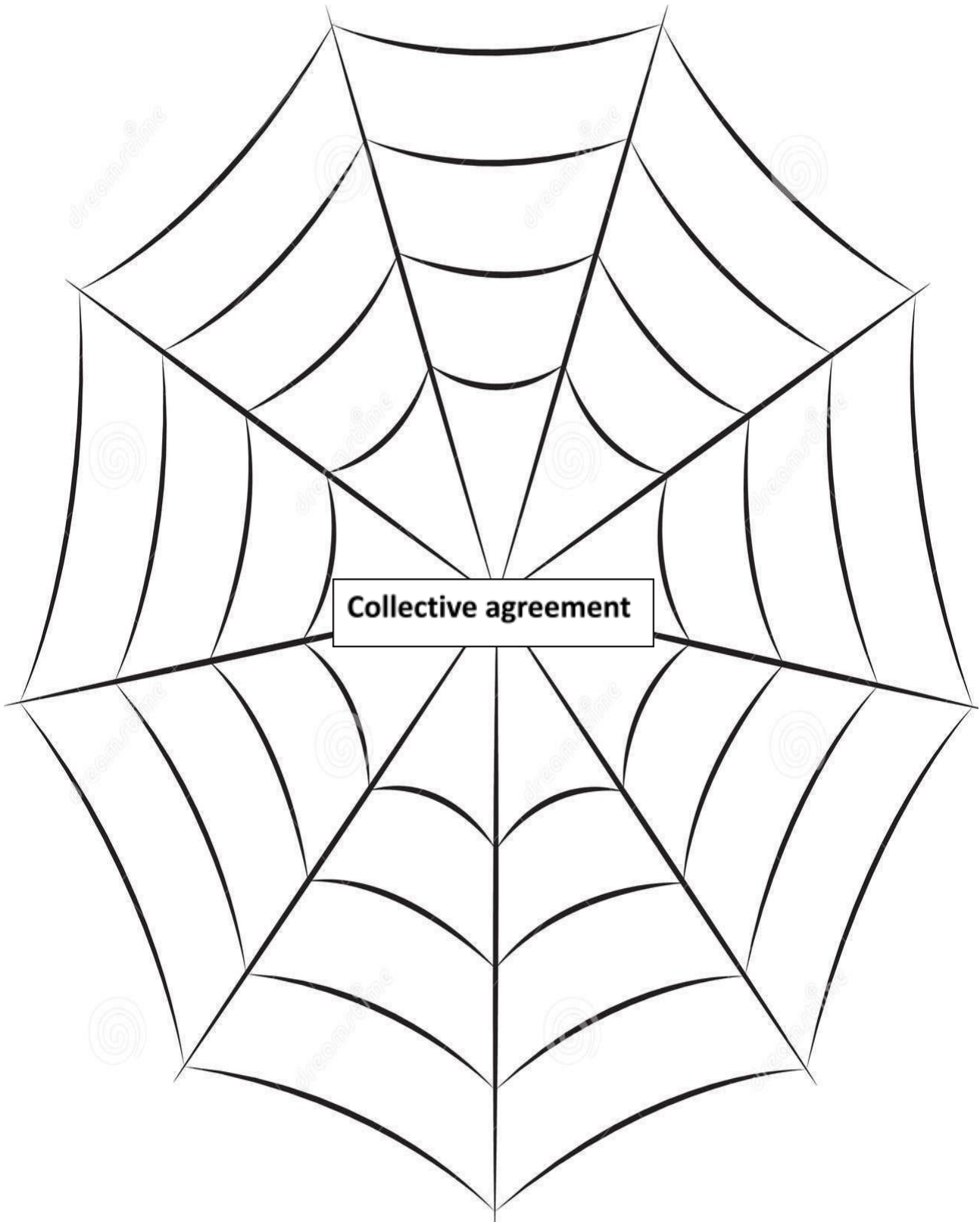


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Sources



module-2_unit2.1_spiders-web.pdf





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UNIT 2.1 – Together we are strong!





UNIT 2.2 – Self-made employment contract

UNIT 2.3 – How do I want to work?

Knowledge: Basic factual knowledge of what employment contracts look like, what their basic content should be, what types of employment relationships there are, how collective agreements came into being and what they regulate for employees and employers.

- *Skills and competencies: organising own ideas on a subject thematically, presenting own ideas in a discussion within the group, observing important information, structuring information, creativity*
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UNIT2.2 – Employment contract self-made

Videos 	Employment contract
Performance 	Presence /online
Type of activity 	Group work (individual tasks are possible)
Duration 	60 minutes



Brief description of the activity



1. The course instructor explains the letter method.
2. Participants have **10 minutes** to fill the letter list with terms. This can be done in the group on a list of letters together, in small groups or individually.
3. In a kurzen discussion round, the terms found are marked in the list: Welche of the terms are certainly part of an employment contract (terms are circled), which are rather not (these terms are marked with a question mark)? **(15 minutes)**
4. Together, the terms that are certainly part of an employment contract are put in order. The order should correspond to the structure of an employment contract. **(10 minutes)**
5. Watching the video "Employment contract" together and comparing self-found components of an employment contract with those described in the video **(10 minutes)**
6. Feedback with video recording **(5 minutes)**:
What did you like about this lesson, what didn't you like so much? (Each participant may sign for 20 seconds)

Notes



Employment contract

Country specifics



Germany: none

Teaching materials

module-2_unit2.2_The-letter method.docx
module-2_unit2.2_letter-list.pdf

Sources

Further reading



The employment contract:
<https://www.youtube.com/watch?v=m01INHxIKzU>
The employment relationship:
<https://www.youtube.com/watch?v=d63m7dx4Bvg> (in ÖGS)







Letter list method

- The letter method helps to get started with a specific topic. It is fun for the participants and prepares them for the range of topics that will be covered in the following course unit. The course leader can refer back to the terms found during the course.
- Materials for face-to-face teaching: flipchart, copied list of letters with an example, pens in different colours
- Materials for online teaching: shared or personal virtual whiteboards (e.g., miro.com)
- Didactic objective: Brainstorming with a thematic focus and space for entertaining, creating a word field on a topic, exchange in the group

UNIT 2.2 – Employment contract self-made

Task: A word is to be found for each letter of the word "employment contract". Only words that designate a component of an employment contract are valid.

Videos associated	Employment contract
	
Setting	Classroom / Online
	
Type of activity	Plenary
	
Timeframe	10 minutes
	
Brief description of the activity	<p>The participants work individually, in pairs or in groups to write down terms that describe parts of an employment contract and at the same time contain a letter of the word "employment contract". For this purpose, they receive a list with the letters of the word "employment contract" arranged one below the other or create it themselves. The terms found are written down one below the other in the list of letters. Afterwards, the results are compared and discussed.</p> <p>Discussion questions:</p>



Which of the terms definitely designate a component of an employment contract? Which terms are not so certain?

Glossary

Employment contract



Country

Germany: none

specific section

Resources0

module-2_unit2.2_method-letters-list.pdf
letters-list.pdf

Sources

Further Information





Letters List: Employment contract

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UNIT 2.1 – Together we are strong!





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UNIT 2.3 – How do I want to work?

Videos	contracts
	
Performance	Presence /online
	
Type of activity	Group work (individual tasks are possible)
	
Duration	60 minutes
	



Brief description of the activity



7. Watching the video "Different working conditions" together. Alternatively, participants can watch the video individually in preparation for the workshop. **(15 minutes)**
8. Clarification of questions of understanding. **(5 minutes)**
9. Participants collect important features of the different types of contracts and compare them on a flipchart/mind map (if necessary, play the video a second time and stop it on a show of hands so that participants can take notes). Together they discuss the advantages and disadvantages of the different working relationships and compile a list of pros and cons. **(25 minutes)**
10. Feedback with video recording:
I am packing my suitcase ... (on/offline): Participants pack a suitcase at the end of the course. They express their feedback by: "I pack in my suitcase ... and thus signal what interesting things they took away from the workshop. **(10 minutes)**

Notes



The employment relationship, freelance service contract, contract for work and labour.

Country specifics



Germany: Additional basis for discussion is the video "How work contracts can divide workforces".

Teaching materials

Flipchart,
All-modules_feedback_DE.docx

Sources

Further reading



How work contracts can divide workforces (in german):
<https://www.youtube.com/watch?v=qNW2dGKGDRA>



Modul 2 CONTRACTS

UNIT 2.1 – Together we are strong! (Video collective agreement)

What do trade unions do?

Organise strikes

Draw up trade union agreements

Negotiate collective agreements

Pay sick pay

I now know how different levels of pay arise in the employment relationship.



UNIT 2.2 – Employment contract self-made (Video employment contract)

What information should be included in the employment contract?

the address of the employer

the average grade of the last school reports

the salary

the names of the supervisor's

holiday entitlement

I now know what information must be included in an employment contract.





UNIT 2.3 – How do I want to work? (Video different contracts)

What rights do you have in a regular employment relationship?

Paid holidays

minimum salary

days off on birthdays

I know the differences between working in a regular employment relationship and via a contract for work.

