



TRANSVERSAL SKILLS 1
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TRANSVERSAL SKILLS 7
Use social codes related to the professional context



TRANSVERSAL SKILLS 8
Work in a group and as a part of a team



TRANSVERSAL SKILLS 9
Learn and train yourself throughout life



TRANSVERSAL SKILLS 10
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Skill #9: “Lifelong learning and training”

Methodological proposal



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The proposed system has been designed for the classroom and is therefore particularly attentive to the use of the group as a resource for learning (socioconstructivism perspective).



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For example, in terms of training techniques: focus on role-playing, approaches that integrate debate and argument from a point of view, comparisons of strategies, individual working times and then subgroups, etc. ...



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For example, in terms of structuring the approach :

- **Take stock of what we already know** : teaser and/or emergence of pre-representations
- **Opening the debate / broadening the vision** : compare points of view within the group, enrich the group's representations based on external contributions (testimonies, videos, documents)
- **Structuring learning outcomes** : synthesise, go to the essential
- **Take ownership of the achievements** : reformulate, reinvest in another activity...



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The approach is given as an example. Other techniques or approaches are possible; **everyone remains free to choose their own pedagogical proposal**



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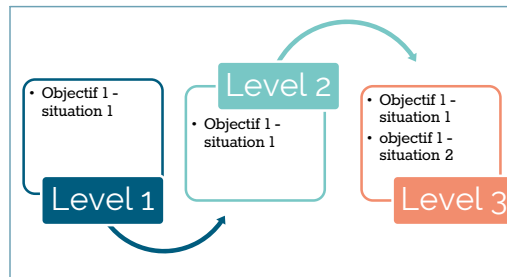
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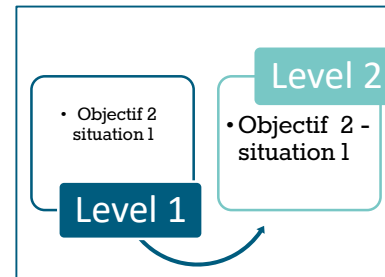
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Some situations operating in one level will be continued in the next level. This is why we propose that you work on this competence according to three thematic courses that allow the continuum of activities within these courses.

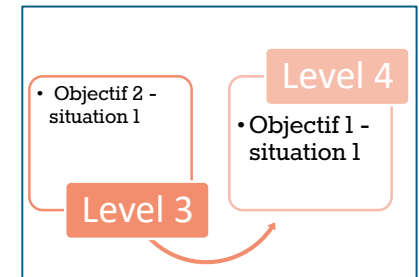
First part: Strategies for learning



Part Two: Sources of information and learning



Part Three: The development of quality



First part: Strategies for learning



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3 objectives for this topic:

- Identify how the participant learns: identify and explain the strategies usually used (level 1).
- Identify new ways to vary the way you learn, including focusing over time and stimulating memory (level 2).
- Test a new way of performing an action and measure the gain (step 3).

Identify how he/she learns: identify and explain the strategies usually used (level 1).



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Encourage participants to identify and express their learning strategies



Situation:

- **Memorisation of the steps of a protocol**
(e. g. monitoring a urine bag, step of a toilet, raising in the chair, washing hair in bed,...)
- **And/or memorising a trip**
(ex. to travel from one beneficiary to another)

Support: as desired, for example

- diagram,
- plan or recording of a route to follow,
- protocol, logic diagram
- photo editing

Type of activity: simulation and individual experimentation.



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Conduct and instructions:

Individual phase : memorisation exercise

- The trainer presents or distributes the medium to be memorised..
- Learners memorise the medium within the time period defined by the trainer according to the chosen medium.



Learners are entirely free to walk in their own way (for example, walking while reciting, leaving the room to speak out loud, writing, drawing, singing, using colours,....)

- Each one gives back in writing what he has memorised..
- The trainer presents the support again (or asks the learners to take back the distributed support).
- Everyone checks whether its return is complete and entirely correct. Corrections are highlighted in a different colour.
- Everyone evaluates the effectiveness of their method (for example, on a scale of 1 to 5).



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Identify new ways to vary the way you learn, including focusing over time and stimulating memory (level 2).



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Situation: identical to the previous one.

Support: same as the one(s) used in the previous situation.

Type of activity: exchange of strategies within the group (based on the previous activity).



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Conduct and instructions:

- **Pooling of information :** memorisation exercise
 - ask the participants to explain how they managed to memorise; at the same time, the trainer summarises the proposed strategies;
 - analysis of the relevance and effectiveness of shared strategies;
 - possible enrichment by other strategies proposed by the trainer (ex. gesture of attention,...)
 - ➔ See the list below.

- **Individual phase:** choice by each person of another strategy to be tested among the proposed strategies and that they do not use spontaneously.



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Examples of strategies:

- plan to retain the protocol or route
- to say it again in your head
- view the protocol / route in pictures
- imagine yourself doing the protocol, making the trip
- make connections between the protocol/route and what I know
- make gestures or movements
- visualise the stages of the journey
- repeat the steps of the protocol / journey
- go back and forth from the sheet to its memory to verify itself
- Mimic the protocol / route
- draw the protocol / route
- sing the protocol / journey
- explain the protocol / route to someone
- Imagine explaining the protocol / path to someone
- ...



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Test a new way of performing an action and measuring gain (Level).

Situation: of the same type as that of level 1.

Type of activity: same type of activity as at level 1 (vary situation).

- **A memorisation scenario** in which everyone applies the strategy they have just chosen and want to test. .
- **Sharing on effectiveness:** the learner expresses whether there has been a gain in effectiveness and if so, which one...

(For example: How did your learning go? Has the new strategy given you a boost? Do you plan to reuse it? In which situations do you think it is effective? Should you adapt it more for yourself?)

Support: a video, a page of photo thumbnails, a live demonstration, an oral description,..

Course duration: 2h to 2h30

Part Two: Sources of Information and Learning



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2 objectives for this topic:

- Identify sources of information usually used in your environment to learn (level 1).
- Understand the importance of informing/learning and allow yourself to seek resources other than those usually used (level 2).

Identify sources of information that are usually mobilised (and can be used) in your environment to learn (level 1).



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Encourage participants to identify the sources of information in their environment and to judge their interest and reliability.



This thematic path partially overlaps with the learning of skill 5 - "Information Management", which is worked on in the MOOC, in particular level 1, dedicated to information resources. The trainer will therefore be able to refer usefully to the course accessible via MOOC.



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Situation 1:

For the first time, a home helper visits a heavily equipped beneficiary. (for example, a lift).

The home helper therefore wants to be able to handle the device correctly.



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Situation 2:

A home helper visits a beneficiary and finds unusual behaviour on the part of the beneficiary's spouse that disrupts care. While the home helper prepares the necessary equipment for the lady's toilet, the husband searches the wardrobes, grabs the clothes that the home helper puts on the bed and moves them. He then goes to the bathroom and also moves the items there. The home helper asks the person to stop, but he doesn't listen. The home helper then tried to take the objects back but the man refused and shouted.

The home helper still decides to take care of the lady to whom he tells the facts. Madam confirms that Monsieur has been doing this for some time. **The home helper wants to understand the phenomenon.**



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The trainer can propose more than 2 situations if he/she wishes.



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Type of activity: simulation and individual experimentation



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Conduct and instructions :

- **Individual phase**

- Participants have post-it notes in 2 different colours (1 colour per situation).

For each post-it, they note 1 source from which to obtain information, and write as many post-its as they wish.



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Understand the importance of informing/learning and allow yourself to seek resources other than those usually used (level 2).

Get participants to

- question the relevance and reliability of the sources mobilised;
- explore sources that are not very or less mobilised.



Type of activity: a three-step collective approach :

- reflection and argumentation on the quality of each information source
- construction of a summary sheet on the types of resources (places, people, documents)
- reflection-debate on the importance of keeping informed and continuous training in the home help profession



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Conduct and instructions :

- **Period 1**

- The sources identified by situation are attached to a board and, for each one, we **question whether it is reliable, available, updated and relevant** in the situation in question.

The trainer ensures that **the points of view are argued** and that the positive or negative response to the various criteria is justified.

Source	Reliable ?	Available ?	Updated ?	Relevant?
.....	yes / no	yes / no	yes / no	yes / no

- **Period 2**

- On the basis of the sources of information cited by the participants (possibly enriched by the trainer), **build a summary sheet** by classifying the sources according to whether they are resource places, resource persons or resource documents.



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- **Period 3 : reflection debate**

- On the basis of the question: **"Why is it important for a home helper to keep informed and to continue training throughout his or her career? »**
- Each participant is asked to **note some reasons**.
- The trainer notes on the board in the form of a **mental map** the different reasons identified by the group.
- The trainer reviews these different reasons and, for each, invites the participants who identified it to **orally justify** for their point of view.
(example: care is evolving, there is new legislation, new materials are being used, public needs are changing,...).

Course duration: 1h30 to 2h



Possible extension:

Encourage participants to look for a short training course on a specific topic and/or a certification course complementary to their current qualification.

Part three: the development of quality



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2 objectives for this topic:

- Set quality requirements and formalise them (level 3).
- Submit a new organisation to a colleague and/or his work team in order to achieve gains (less energy expended, less fatigue,...) (level 4).

Set quality requirements and formalise them (level 3).



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Lead participants to identify quality criteria and record them in a mini quality charter



Conduct and instructions:

Type of activity 1: brainstorming

What does it mean for you to provide quality service to the beneficiary?

Support: 2 options; the trainer:

- notes on the board everything that is said
- offers a digital tool of the *mentimeter type*: each participant can introduce 3 to 5 ideas; the answers are displayed in the form of a word cloud.



For example: know the techniques and put them into practice, manage your working time correctly, respect the privacy of the beneficiary, know the tastes of the beneficiary, know his needs, respect the limits of his function, be aware of his own strengths and weaknesses, be benevolent,...



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Type of activity 2: pooling of information

- Classify the different proposals made according to the person or persons for whom it is beneficial, for whom it represents a gain. .
- After collecting the answers, the trainer questions the participants to check if they have identified all the people involved in the different proposals made.
Avoid participants focusing only on the beneficiary (beneficiary, beneficiary's family, home help, colleagues, other home care worker, employing institution, service...)

Type of activity 3: formalisation of a mini quality charter

- Ask participants to group the brainstorming responses into 3 to 5 categories that would constitute titles
For example: respect for the person, technical mastery, knowledge of the work environment, rapid and adapted response to the request, transparency, evaluation process...)
- Comparison of this mini charter with the charter of the institution in which the participants work or another institution, or a national charter....



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Submit a new organisation to a colleague and/or his work team in order to achieve gains (less energy expended, less fatigue...) (level 4).

Encourage participants to take change initiatives and be able to argue them



Case study:

A home helper supervises a recently hired colleague.

He/she wishes to propose a change of technique / procedure and demonstrate the interest of this change.

He/she would also like to advise this colleague on some ways to get information and develop certain skills in the job.

The situation may include, for example::

- Cleaning a household appliance (oven, hood or refrigerator,...)
- A handling technique (raising to the chair, lateral rolling of the person during bed renovation,...)
- A cooking technique....



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Type of activity: role play



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Conduct and instructions:

- **Forming pairs** (expert home help and beginner home help) (2 or 3 pairs may have to play the same situation), give them a situation and leave them a few minutes to prepare.
- **Realisation of role-playing games**
 - Have the scene played successively by the different pairs who have received the same situation. .
 - The other participants are observers.



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- **Debriefing:** the trainer questions the actors and then the observers.
 - Was the fellow expert convincing?
 - Has it been able to highlight the gains to be achieved through the application of the new technique?
 - Did he use relevant arguments?
 - Was he respectful of his colleague? Did he take into account his lack of experience when addressing him?
 - Has he been able to propose relevant information / training courses?
- **Repeat the process for the different situations.**
 - Participants are invited to take into account the lessons learned from the debriefing during their role-play..

Course duration: 2h30 to 3h



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Assessment





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At the end of the **first** course, on strategies for learning.

Activity 1



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Have participants identify and express :

- the mental work that everyone does to memorise/learn and the type of perception support that they use spontaneously.

Experiment with a new strategy.



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Instruction 1: ask each participant what type of support they prefer when they have to memorise a recipe :



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Watching a person make the recipe in front of him

Read the written recipe

View a recipe protocol in schematic form

Make the recipe yourself

View an ordered sequence of images representing the key steps of the recipe



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Instruction 2:

- **Individual phase**
 - Propose 4 supports for learning a recipe
 - A film
 - A written recipe
 - A protocol in the form of a diagram
 - A logical schema in the form of an ordered sequence of images.
 - Ask everyone to memorise the recipe using a medium that they would not have spontaneously chosen (not selected in instruction 1).
 - Allow time for memorisation.
- **Collective phase :**
 - Ask a participant to repeat, redraw or reproduce the recipe.
 - Ask the other participants if this feedback is complete and entirely correct. If necessary, correct or complete collectively.



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- Have the participant express what strategy(s) he/she has used to memorise, the difficulties encountered and the effectiveness or not of his/her strategy(s).



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Possible extensions :

Reproduce this conduct for another professional activity, for example, a handling or care technique.

- Ask participants about spontaneously used mental strategies.
- Make others experiment.
- Ask participants about the type of perceptual supports they prefer in different situations.
- Have them transform an imposed perceptual support into a more appropriate perceptual support (e.g., make the diagram of a protocol described verbally orally in writing, put words to tell a diagram,...).



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Activity 2

Keep track to continue to diversify its strategies.

Have everyone make a **memo**

- on what the activity allowed him to discover about how he learned.
- on how it can enrich its learning strategies by identifying 1 or 2 avenues it plans to continue to explore.



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At the end of the **second** course, on the sources of information.

Activity 1

Have participants identify reliable, available, up-to-date and relevant sources of information.

Activity of the same type as the first activity proposed in course 2

- Propose one or more professional situations requiring information in order to correctly carry out the entrusted mission.
- Ask each participant::
 - **to list** the most varied sources possible to obtain information in these situations;
 - and, for each source, to **justify** how it can be considered reliable, up-to-date, available and relevant in the given context.



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Activity 2

Argue and justify the need for training through real-life situations

"Lifelong learning", in what way is this a major challenge for the professional development of home helper?

Have each person write a **memo** stating

- 3 **reasons** that encourage him to train
- by linking each reason to a **lived situation** that made him feel the need to train.
- 3 or 4 themes, subjects, approaches or techniques,... in which he would like to be trained;
- specifying where and how he can find out about training opportunities in these areas.

Activity 3

Expand sources of learning

Among the training modalities listed below, everyone is invited to **tick** those they know and **give a specific example**.



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- "Traditional" course
- Short training module focused on a specific theme
- Online video tutorial
- Tutoring
- Supervision
- MOOC
- Documentary
- Specialised publication
- Professional publication
- ...

Variant : have an example of each of the training modalities searched on the Internet.

Resources made available



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Identify how the participant learns: bring out and explain the strategies usually mobilised (level 1)

1. **Example of a trip memorisation activity** (support pdf)

Test a new way of performing an action and measuring gain (level 3)

1. **Example of an activity to memorise a toilet protocol in the shower.** (support pdf)
2. **Wheelchair lift protocol.** (support audio)
3. **Wheelchair lift protocol.** (support video)

Set quality requirements and formalise them (level 3)

1. **Example of an activity to create a mini charter.** (support pdf)



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Good work!