

Erasmus+ Project

**BRIDGE – Building Reality through Inclusive Discovery**

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the European Union

**Lead: Dagmar Frick-Isplitzer from Kubus Kulturvermittlung, Balzers/LI**

**Support: Teachers from OŠ Fram**



**3-day-WS in OŠ Fram**

**30<sup>th</sup> September till 2<sup>nd</sup> October 2025**

Concept

Working hours: 8:30 – 12:00 / 12:30 – 14:00 o'clock /

snack break around 10:15 o'clock

25 students of 8<sup>th</sup> – 9<sup>th</sup> classes, boys and girls. 5 students picked out of 5 classes

**Sayings:**

- **Craftmanship has a golden future.**
- **A trade in hand finds gold in every land.**

### **1<sup>st</sup> Day**

**8:30 h**

**Welcome**

- Director of OŠ Fram and/or involved teachers
- trainer

**8:40 h**

**Warm-Up Games**

- «All of you who had....» (taken the bus to the school, came by foot, who had taken a shower in the morning, ...) get up and look for another chair. One chair missing, so there is always one person standing and giving the next instruction.  
(Skills trained: imagination, attention, speed)
- “Birthday Line” Forming a line with students and their dates of birth from January 1 till December 31.

Skills trained: communication, feeling of being a group

**8:50 h**

**Introduction**

- Dagmar presents herself with her three main professional educations and job (with Bützelspiel - – various colored shapes of wooden pieces)  
(Skills seen: visualization of professions)
- Flipchart with clock => Presentation of training procedure, hands-on exercises, goals, embedded in a longer lasting process (preparation phase, follow-up-phase)  
This complete package is a unique offer to you to develop the willingness to make an effort and to work with joy.
- Flipchart => Safe Space: no right or wrong, no handy, atmosphere of respect, attention and confidence, punctuality, microacts of kindness
- Video of students' hands for exhibition "The importance of the human hand", shown at Martis-Küefer-Huus in Ruggell/LI from 20<sup>th</sup> February till 5<sup>th</sup> July 2026.  
Ask for oral consent.

Skills trained: Experience of being in a safe experimental environment, openness, curiosity, fantasy, joy of playing, making experiences

Material: Blackboard, chalk or Flipchart paper and pencil, Bützelspiel

**9:05 h**

**Presentation**

- Each student designs a personal poster containing the following aspects:  
Name / Dream / Talent / I will learn / I can offer  
Duration: Play 4-5 songs and stop after approx. 12 – 15 minutes (songs chosen by students in preparation phase -> Polona)
- Students walk in the room. As soon as the music stops, students present their poster to each other. Every student gives honest feedback to each one. Various runs.  
15 – 20 minutes

Skills trained: creativity, self-confidence, presenting themselves

Materials: A3 cardboard papers, pens in different thicknesses, colored pencils wax pencils, maybe also collages, scissors and glue sticks, 6-7 songs, loudspeaker

**9:40 h**

**Motivation (Preparation for Performance Arts: concrete aim in our application, p.18)**

- Story of Michelangelo's entry into apprenticeship  
(Skills heard: deep wish, good preparation, courage, power of persuasion)

In groups of 3 students: Each student chooses 1 or 2 job pictures.

Task: Discuss the following points and make notes.

- Imagine: Visualize your future profession. Describe what a person in this profession usually looks like. What kind of environment will this person work in?  
Think: Do you know someone who can tell you about possible jobs / companies or who can bring you in contact with the master of my desired apprenticeship?
- Check: If you are asked, what are your main motivators for the apprenticeship? What inspires me? What am I able to manage and achieve easily? What makes me happy?

Materials: 44 job pictures / descriptions – young people in different jobs. Some attractive job pictures can be copied multiple times.

18 interviews with apprentices describing their jobs (copies on the wall)

Presentation of chosen picture on the wall. Written comments on post-its with motivations.

Materials: copies of job pictures, adhesive tapes, post-its, pencils

Presentation results of a study made with Swiss bricklayer apprentices 2022:

Flipchart Content:

Motivators of bricklayer apprentices (2022)

- Participants: 193 Swiss bricklayer apprentices
- Questions about job satisfaction and training quality
- Result: no general dissatisfaction, intrinsic values are more important than extrinsic ones
- Improvement:
  - focus more on teamwork (for new apprentices)
  - receive enough time and attention to discuss the topics at the vocational school

**10:20 h**

**Break 15 minutes**

**10:35 h**

**Parcours (Preparation for construction project = concrete aim in our application, p.18)**

- Preparation exercise: "Sheet of paper"
  - Materials: 30 A4 white copy paper
  - Skills trained: Everybody is creative and unique.

Who of you was creative as a child? I guess, we all were. We loved to play, to explore, to try new things, to combine things which do not belong together. Mistakes were not taken as mistakes but rather as an opportunity to start again, but differently. The creative part is still existing and forms our identity. You will get now a special playground-situation where

you can be as playfulness, as crazy, as you want to be. Nobody will judge you or what you are doing because we are in a safe place. Remember?

One short story before: 2 departments in a company. People in one department are all creative while people in the other department are not. The boss wanted to find out why. He asked his employees. And the answer is so simple: The creative employees had confidence in their creative ability, while the other employees did not believe that they could be creative.

Essence: belief and confidence in your own creative power!!!

Tasks on various tables prepared.

Form 6 groups of 4 students each. One group with 5 students.

6 turns, 10 minutes each.

Involved teachers make fotos of the process and for our documentation and take videos of students' hands.

After each table round students note their experience and most impressive learning.

- Table 1: Fantasy Construction

Students sit around the table. Without speaking. One student lays a block and the next adds another and the next builds on it etc. Rule: Only one block per student.

- Material: wooden toy blocks from Kapla

- Note: The next group can continue until all blocks are used. Make a foto. Then destroy and begin from scratch.

- Table 2: Creative Nutcracking

Different places with walnuts and various tools and also nonsense-tools. The task is the try to crack walnuts with these tools.

- Materials: walnuts, can opener, hammer, tongs, dishwashing sponge, stone etc.

- Note: Don't eat nuts.

- Place 3: Pushing the boundaries of balance

Arrange 7 - 9 chairs in an esthetic picture and experiment with the limits of extreme balance, just before the chairs fall down. Make a foto.

- Material: 9 chairs

- Table 4: Wire Objects

Each student forms an object with wire.

- Materials: wires in various thicknesses, 4 pliers

- Table 5: Abstraction

Each student forms a futuristic object with plastic forks and spoons or with ear sticks.

- Materials: plastic forks and spoons, ear sticks, hot glue pistols

- Table 6: Transformation  
Each student transforms one or more plastic cups by cutting, connecting, by observing and integrating the coincidence.  
- Materials: white yoghurt cups 500 ml, scissors, Bostitch staples, adhesive tapes
- Table 7: Connections – Sailors’ knots  
Each student makes various knots according to sailors’ knots instructions  
- Material: Instructions and various ropes

Skills trained: cultivation imagination, loose fear of creative tasks, openness, curiosity, joy of trying out, playfulness,

### **12:00 h Lunch Break**

### **12:30 h Warm-Up Improvisation Game:**

#### **Building pictures (Performing Arts = concrete aim in our application, p.18)**

Warm-up-exercise - individually

- Walk 10 forward, then hop on one foot backward.
- Do 3 quick spins in place.
- Do a quick robot dance.
- Crawl forward and backward and count to ten each time.
- Turn around, then do 5 jumping jacks.
- Imitate your favorite superhero for 10 seconds.
- Do a silly walk (like a penguin or an exaggerated high-step) for 5 steps forward and 5 backward.
- Spin around 3 times, then try to walk in a straight line for 5 steps.
- Walk forward and backward, but act like you’re walking through an obstacle course (e.g., duck under low branches, leap over puddles, avoid a flying bird etc).
- Run in a slow-motion for 10 seconds.
- Pretend to be a detective looking for clues while walking forward.
- Pretend to play an instrument for 10 seconds while walking forward or backward.

Warm-up-exercise – in changing teams

The students walk around in the room. The trainer announces objects, then rooms and finally professions, e.g. “piano”, “lamp spreading light”, “in the bus”, “at a party”, “carpenter”, “bricklayer”, “truck driver”, “excavator driver”, “crane operator” etc. The students immediately create the picture with their bodies as a still image. For example, two participants could form the piano, one goes on all fours in front of it as a piano stool and one sits on it and mimes the piano player. It is the aim to group together without planning and see what is still missing and fill the gap. When the picture is finished, the frozen students are then allowed to disengage and all walk around the room again until the next picture is called.

Skills trained: imagination, quick decisions, use of body to express, improvisation without thinking, observe where help is needed.

**12:45 h**

**Experience made in the parcours - Exchange in groups of 5 students:**

- First impressions: What did you like doing? What not? Why?
- Experiences / astonishments / surprises
- Learnings
- What knowledge could you use for your apprenticeship?

Prepare a short presentation.

Materials: A2 papers, pencils,

⇒ Other persons/teachers can join and look at the work of the parcours.  
They may stay for the reflection round.

**13:10 h**

**Plenary presentation**

- Each group presents its main insights.  
Duration: 4-5 minutes.
- Questions from other persons/teachers
- Questions from workshop trainer regarding creative working

**13:40 h**

**Feedback**

- Five-Finger-Feedback  
Each student uses one or more fingers to give feedback of the day:  
Thumb: This was great.  
Index finger: I would like to point out that ...  
Middle finger: That stank. I did not like...  
Ring finger: I felt that...  
Little finger: I missed...  
- Material: A4-blank papers, pencils, Flipchart with explanation

**13:55 h Check-out exercise: One clapping**

- All students stand in a circle, quite narrow. They try – without speaking – to clap their hands in the very same moment. Only once. Listen to the breath. Several trials needed.  
(Skills trained: attention and concentration, feeling of being part of the community.)

**14:00 h**

**End**

## 2<sup>nd</sup> Day

### 8:30 h Warm-Up Game

“Good morning” in different languages (material: in 16 languages printed out 2x)

### 8:40 h Communication

- Split the students in two groups for the following two communication exercises. One group does the describing/listening exercise while the other group does the non-verbal drawing exercise. Then change the groups.  
Duration: 15-20 minutes each.

#### Describing/Listening

- Lego-exercise: Two students sit with their backs to each other. Both receive the same set of Lego bricks. One student has the lead by describing as precisely as possible which bricks he uses, how and where. The other student rebuilds what he has understood. In the first part, the listening student can ask if he/she didn't understand properly. Change of roles. Now, the listening student is not allowed to ask questions. He must execute what he understands.
- Materials: 6 Lego sets
- Skills trained: precise language, listening attentively
- fotos made of the first groups with their lego construction in comparison. Then, the lego stones have to be deconstructed and put back in the bags for the next groups.

#### Non-Verbal-Drawing

- This is an entertainment without words. Two students sit opposite to each other with a big sheet of paper and a pencil. They follow the following non-verbal communication exercises:
  - One draws a line. The other picks it up and answers/continues.
  - One begins to draw. The other draws the same.
  - Mirror-inverted: One draws. The other draws the same upside down.
  - One draws. The other draws the same freely on his side. Jazz.
  - Both draw something different, but in the same rhythm.
- Materials: 26 big sheets of paper, 14 color pencils
- Skills trained: good observation, precise answers, empathy towards speed and complexity for the partner

**8:55 h**

**Change of groups**

**9:10 h Soundscapes Investigation (Music: concrete aim in our application, p.18)**

- Students listen to various noises taken from a building site. The task is to only listen. Then, they see 12 pictures of various professions. In a second round, they listen again and try to bring sound and profession together. In a third round, we stop after each sound and check their opinions and impressions.  
Duration: 10 minutes. The soundscape track lasts 3:40 minutes.
- Materials: Audio track with 12 job noises, loudspeaker, pictures of people working, printed out, loudspeaker, laptop
- Skills trained: listening attentively, imagination
- Short exchange and discussion

**9:25 h Perception**

- Everyone lives in his/her own world and has an own view of people, things, situations. We may think that we all perceive in the same way, but this is not the case. We often only see one part of the whole. Let's make a practical test. Take a piece of paper and shape it into a roll. Then hold it in front of one eye and look through it. Keep the other eye closed. This is very often the view how we perceive the world.

**Perception Walk**

- Groups of 3 students walk in and around the school building by following certain advice and fulfilling tasks of observation. There are six instructions to walk and the groups have to take the dice and roll a number and follow the instruction of the number and on the paper with special advice/question for looking, i.e. the staircase, the height of the ceiling, the lightening, the material of the floor, the arrangement of windows (outside), the surface of the façade of the building etc. The students are asked to make a quick sketch and to describe their perception. The task can be made one by one or all three students together.
- Material for 9 groups / 3 students per group: Each group receives 15 perception advices on A4 papers on a cardboard support and a clip, pencil and a dice.

**Output: later**

## 10:10 h Break

## 10:25 h Warm-Up Exercise

- Folding rule exercise

Groups of 5 students

All students are stand in one line. They place a folding rule on one index finger per person. The aim is to put the rule on the floor without speaking and without losing contact with the finger.

- materials: 5 folding rules

- Skills trained: concentration, focus, keeping an eye on others, help to achieve the common task

## 10:35 h Reflexion

Back in teams of the perception walk.

Prepare plenary reflection involving the perception walk, the describing/listening game with lego and the non-verbal drawing.

## Leading questions:

### Perception walk:

How would you describe your ability to perceive: to see, to observe, to change position, to take new perspectives?

### Lego-exercise:

How felt the person who describes, and the person who listened and executed?

What was easy? What was difficult? Why?

How similar were your constructions?

### Non-verbal drawing:

What experience did you make? What was easier: the leading or the following part?

How would you describe your movements?

Could you follow?

Have you felt something like a good flow?

Have you experienced trust and confidence in the other person?

## 10:45 h Plenary Reflection:

- My experiences, my highlight, my struggle?

- Where do I have to pay more attention to?

### **11:00 h**

#### **Marshmallow Challenge (construction project = concrete aim in our application, p.18)**

- Form teams of 4 students
- Each team receives a handful of uncooked spaghetti, string, adhesive tape and a marshmallow. The task of each group is to build a tower as high as possible with these materials. On top of the tower a marshmallow has to be placed.

Time: 20 minutes.

Option: Additional task for all teams: All five towers should measure at least 2 meters. So please help other groups if they need help.

- Materials for 8 groups: instruction paper, 8 x 20 spaghetti, 8 x 1 meter of string, 8 x 1 meter of adhesive tape, 8 marshmallows
- skills: cooperation, communication, trust in creative process and just do it

### **11:30 h**

#### **Plenary reflection, going from one tower to the next one (8 towers):**

- How did we cooperate?
- Start: Plan or just try?
- Lead? Conflicts?
- What would you change for a next time?
- How do you judge the look of the tower in terms of aesthetics/beauty?
- Learnings

### **12:00 h Lunch Break**

### **12:30 h Activation game**

Clapping Hands (trains concentration)

### **12:45 h**

#### **Bridge construction (Visual arts/blueprint = concrete aim in our application, p.18)**

Form 6 groups of 4 students each = 3 bridges

Task: Each work team builds a bridge half that must match the bridge half of the other work team. So, two teams are working on one bridge.

Working time: 45 minutes (normally 30 min.)

Connection of the two halves to one bridge: 5 minutes

Each working team receives the following working material / tools: 1 flipchart paper, 1 ruler, 1 glue stick, 1 pair of scissors, 1 pencil. Only the specified materials may be used to build the bridge halves.

The type, shape, height and size of the bridge can be chosen freely.

However, three conditions must be observed:

1. The distance in the middle (= river) is 30 cm, there must be no pillar there.
2. The two halves of the bridge must fit together. ONE bridge must be presented.
3. The bridge must have a minimum load-bearing capacity of 0.1 kg in the middle (e.g. a Pritt glue stick).

#### Construction Meetings:

The 2 teams have 3 meetings at your disposal, each lasting 4 minutes. (normally 3 min.)

Procedure: (You may of course continue building during the meetings)

- A maximum of 2 students per work team may take part in the meeting.
- Everyone must take part in at least 1 meeting.
- During the meetings, the exchange of sketches, drawings, photos etc. is not permitted!

#### Schedule:

7 min in the small group

1st construction meeting: 4 min

7 min in the small group

2nd construction meeting: 4 min

7 min in the small group

3rd construction meeting: 4 min

7 min in the small group

5 min putting the two halves together (both teams)

#### Evaluation criteria:

- Originality
- Functionality
- Stability

Materials: instruction paper, 6 big papers (flipchart size), 6 rulers, 6 glue sticks, 6 pairs of scissors, 6 pencils

Skills trained: communication, creativity, manual skills, cooperation, handling time pressure

**13:30 h Reflection on procedure of work order**

- Evaluation criteria
- Creativity - finding ideas, invention
- Teamwork
- Construction Meetings: finding agreements
- Implementation
- Change of plans, adaptations

**13:50 h**

**Conclusions for me and my apprenticeship**

- Gathering all learnings of the day (on post it's)

**14:00 h**

**End**

### 3<sup>rd</sup> Day

8:30 h

#### Warm-Up Games (Performing Arts – Role-play = concrete aim in our application, p.18)

- Each student writes a favorite construction profession on a sticker and puts it on his forehead
- Walking around in the room
  - look into the eyes
  - giving a compliment to the other person, perceiving a special feature (look, behavior)
  - friendly pat on the back
  - swinging hips

Material: white labels, pencils

Skills trained: getting in touch with other students, feel the workshop atmosphere

OR:

- Name/profession and exchange of place (split students in 2 groups)

The students stand in a circle, with the sticker on his forehead. Student A makes eye contact with student B from the circle and calls him by his name and profession, i.e. Tom, the carpenter. Student B answers with “Yes!”. At this moment, the student A may approach student B to take his place, while student B must contact another student C as quickly as possible, call his name and his favorite profession and wait for his “Yes!”. Only then may student B start moving and approach C and so on.

Skills trained: focus (in the sense of doing one thing at a time).

8:50 h

#### Building a Village (Construction project in three parts = concrete aim in our application, p. 18)

Each student builds a house or a building on his own. With doors, windows, shutters, roof etc. Or free style. A fantasy construction.

Take one of your bridges and continue. Imagine a tree house, a housing in form of a pipe like a snake or half pipe in the landscape.

Dream and build your own world!

Height: 30 – 40 cm



- First: Introduction into paper/cardboard techniques: cutting, scratching and creasing
- Cutting: clear and sharp cut separates the material in two pieces.
- Scratching: put the frontside upside. Cut max. half the thickness and bend slowly the two halves back. Danger: Cutting through the paper. Very often ending up with an unpleasant breaking line. Tool: Cutting knife
- Creasing: mostly from the backside. By using a glass plate as a base, the cardboard can be squeezed to almost zero. When creasing, the color surface usually remains undamaged. Creasing allows the material to be folded at this point in a more defined manner and with less effort. Tools: pointed but unsharp object, i.e. old cutlery.

Materials: cardboards in various thicknesses, cutting knives, cutlery, cutting mats, rules, angle rule, adhesive tapes, hot melt pistols, water-based colors, brushes in different sizes, jars for water, collage materials, glue sticks, scissors, ...

### **10:00 h Village**

Arrange all 25 items to a village

### **10:10 h Break**

### **10:25 h**

#### **Bamboo Challenge**

Look at the village with the cardboard buildings and constructions

Task in Plenum: Build a construction of your taste and imagination

- Discuss which one you would choose to rebuild in size XXL with bamboo sticks.
- Take a common or democratic decision on one construction.
- Split the construction into small elements which can be put together later
- Distribute the tasks amongst the students
- Form groups to create the elements
- Create the big construction by putting together all elements
- Find a place for presentation

Materials: Bamboo sticks in different lengths, saw, gloves, garden scissors, cords, scissors

12:00 h

Lunch break

12:30 h

### Team-building Game

- Story with keyword (Literature = concrete aim in our application, p. 18)  
Split the students in two groups of 12/13 persons.  
One group of students walks around a row of chairs. They start with one chair less than the number of group members. While the group of students walk around the chairs, the other group tells a freely invented story on a construction site. One student begins with one sentence. The next one adds his sentence and so on. A keyword is agreed in advance, which prompts the students of the first group to sit on the chairs. It is important here that the game can only be won as a group - it is not about the individual. No student may touch the floor. How the students find a seat is not fixed, i.e. they do not have to sit down. The group must therefore think about how they can find space on the remaining chairs as a team. One chair is taken away at each round.
- Material: 11 / 12 chairs.
- Skilled trained: storytelling, team building, cohesion, building trust, consideration

12:45 h

Exchange the building and communication process in the small group of 3 students (part 2)

Present the essence of max. 3 – 5 points to the other students.

- ⇒ Other persons/teachers can join and look at the construction work.  
They may stay for the final reflection game.

13:05 h

### Final reflection game

- The trainer prepares statements based on the “topic centered interaction” of Ruth Cohn. The four areas involved are:



1. “I” = my person
  2. “We” = group
  3. “It” = theme, content
  4. “Globe” = environment, structure, organization
- The majority of statements can be prepared ahead.  
During the two days, Dagmar and with the help of Polona, Andreja and Simona gather

statements of students made in different occasions and write each one on a piece of paper.

- Each student receives one paper = 25 statements.

All students walk around in the room. The students having the paper with no. 1 start. A student stops walking and reads the statement aloud, i.e. I liked the games. I loved building with bamboo. I liked the atmosphere in the workshop. Sometimes, I did not understand the task. The working hours were too long. My brain explodes because the days were fully packed, etc. The other students take a position accordingly. Close to the student with the statement means: I fully agree. The further the position is taken; the less agreement there is.

- Teachers make fotos or even a film of the different positions in order to get valid information for the evaluation.
- Materials for positioning game: 25 statements divided into the four areas "I", "We", "It", "Globe".

Flipchart with TCI-Model and the 4 areas

**13:25 h**

### **Feedback**

Each student fixes a cardboard paper on his back. All students walk in the room. When someone wants to write a personal impression of the person on the paper, the person stops walking. So, each student gathers anonymous but personal feedback from the whole group. Afterwards, everybody can have a look at the comments.

Materials: Big cardboard papers, markers.

Skills trained: reflection, giving honest feedback, building self-esteem, gratefulness

OR

### **"Appreciation Gossip" (in teams of the bridge construction, 4 persons):**

3 students sit in a circle and 1 student sits with the back to his colleagues. The 3 students talk about the person with positivity and appreciation. 5 minutes. Then change.

- What is he/she good at? Strengths...
- What is it that he/she surprised me. i.e. in terms of cooperation, communication, consensus finding, manual skills etc.

**13:45 h**

### **Chocolate Candies**

- "Life is like a box of chocolates; you never know what you're going to get." This is a quote of the film "Forest Gump".  
Life is uncertain, but full of surprises, good moments and happiness.

Students stand in a circle. Dagmar and Polona begin from different directions and go with a box from one student to the next one saying: "Close your eyes." Followed by different sentences like:

"The best piece is waiting for you."

"Let yourself be surprised."

"Whatever you take, it will taste great."

"You are fortunate with the chocolate you will chose now."

"Chose and taste a moment of luck."

"Be happy and thankful for all the good things in life."

etc.

All students wait until everybody receives a piece of chocolate. Then, all can eat it.

- Material: Two boxes of chocolate (25 pieces).
- Trained skills: experience a magic and affectionate moment, receive a personal advice, resist the impulse of eating immediately.

**13:55 h**

**Farewell**

- Outlook: Next phase – follow-up.
- Thanks
- Wishes for the future

**14:00 h**

**End**