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| TITLE OF THE SCENARIO | Collective negotiation | |
| Keywords | Companies, collective negotiation, workers' and companies' rights, wages, criteria of adjustment of wages, inflation, productivity, human resources, productivity, consumer price index (CPI). | |
| To whom do I want to teach? | | |
| Age Range and grade of the learners | Vocational training students (16 to 30 years old) | |
| Learner special characteristics | Vocational training students who need training on adaptation and integration in the labour market. | |
| What do I want to teach? | | |
| Learning subject / field / skills | Professional training and guidance. | |
| Specific Goals | <ul style="list-style-type: none"> * To read, interpret and apply specific parts of the status of workers' rights * To simulate the development of a collective negotiation in a company * To show relations and dependencies among the actors involved in a collective negotiation * To discuss issues or questions related to the labour market * To acquire fluency / practice in communicating with the actors involved in a collective negotiation through taking various roles. | |
| How do I want to teach? | | Rate 0-5 |
| Learning metaphor that can support the learning objectives | Acquisition (I will transmit / present / explain content to the learners) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| | Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them) | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> |
| | Participation (I will organize sessions in which learners will discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| | Experimentation (I will organize activities in which learners will understand, learn how-to, practice, and / or exercise) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| Description of the game | Narrative description of the game plot | Students, through different roles, participate in the collective negotiation of a textile company called SABÓN s.a. |
| | Goals | * To arrive to a new structure of the company and to define criteria to update wages for 2012 in SABÓN s.a. |
| | Characters | <ul style="list-style-type: none"> * Representative Nº 1 from the company: The director * Representative Nº 2 from the company: The advisor * Representative Nº 1 from the employees: Employee * Representative Nº 2 from the employees: Person from the trade union * Mediator chosen by the company and the employees. |
| | Scenes | * Meeting room, for the conversations between the two sides (employees and the company) |

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| | | * Meeting room for public space, for meetings among the representatives from the company * Meeting room for public space, for meetings among the representatives from the employees | |
| | | | Learning settings |
| | | | Estimate time (Session = 50 min) |
| Narrative Description of learning activities - step by step organization and structuring | Before the game: * Students read the articles 26 and 27 from the status of workers' rights. * Students read some articles on productivity. * Students search for the wages tables and criteria of renewal of an agreement on the Internet. * The teacher describes the situation, environment and conditions of the game development of the game. * The teacher assigns roles to students. | In the classroom | 2 sessions |
| | During the game: * The representatives of the employees discuss their strategy in pairs. * The representatives of the company discuss their strategy in pairs. * First meeting with all the actors involved, in which each side explains their conditions. * Second meeting among each side separately, in which they rethink their strategy and define next steps. * Repetition of the meetings until an agreement is found. * The teacher observes and takes notes. | Online | 2 sessions |
| | After the game: * Summary of the discussions of by each character. * Each student reflects on what he / she did right, and what he / she could have done differently. * The teacher comments on each student's conclusions. | In the classroom | 2 sessions |
| | Total: | | 6 sessions |
| How will I evaluate students? | | | |
| Evaluation approach | * Evaluation embedded in the game * Class discussion | | |
| What will learners need in order to achieve learning objectives? | | | |
| Prerequisites | * To be acquainted with articles 26 and 27 from the status of workers' rights * To be acquainted with the concept of wages update linked to inflation and productivity * To know practical examples of wage tables and criteria for renewal of a real agreement | | |
| Settings and materials | * Articles 26 and 27 from the status of workers' rights. * Printed copies or files with articles on productivity: <u>Salarios – IPC- Productividad – Liada la hemos</u> or PDF file <u>Salario, IPC y Productividad</u> or PDF file <u>¿Cambios en los salarios?, ¿Sobre productividad, sobre IPC?</u> or PDF file <u>Sagardoy: ligar salarios sólo a productividad dispararía sueldos más que con IPC</u> or PDF file <u>La OIT achaca al IPC y no a los sueldos la menor competitividad</u> or PDF file * Wage tables and criteria for renewal of a real agreement. | | |
| What do I need for implementing the scenario? | | | |

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| Applications involved | Mandatory | EUTOPIA client software |
| | Optional | Internet browsers PDF readers |
| Infrastructure / equipment | Mandatory | * Internet connection * One laptop per student |
| | Optional | -- |

Other things to consider

Versatility and reusability of the game:

This scenario can be reused in other contexts. The only requisite would be that the topic should be introduced through a collective negotiation. Indeed, the learning objectives could stay the same; only the topic should be adapted. Instead of the update of wages, any controversial subject such as economics, labour, safety at work, public healthcare could be covered. However, the support materials would need to be adapted.