

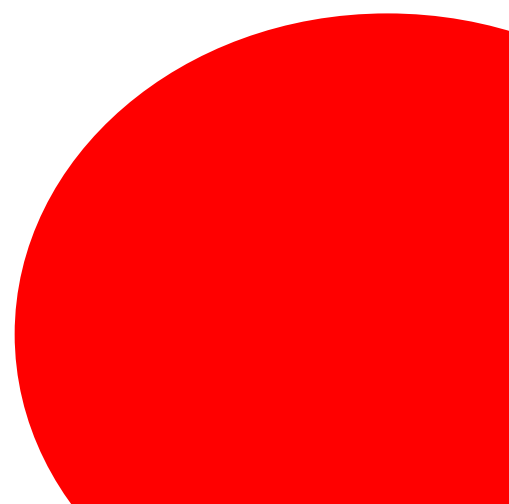
Contracts Easily Understood

Handout on Teaching and Learning Materials



Table of Content

Introduction	1
Background Information	2
Explanation of the Alpha Levels	2
The Project <i>KonsumAlpha</i>	3
About the Working Material	4
Included Course Units	5
Games	6
Background Information for Teachers	7
Exemplary lesson introductions	7
Overview of materials	11
Letter swirl.....	12
Syllable Puzzle and “What is Missing?”	15
Searching for Contract Terms.....	20
Conclusion of Contracts.....	23
Memory	28
Trimono	31
A Sentence Seeks an End	33
Kombino	35
Emphasis	37
Bibliography	38
Publishing Details	39



Introduction

Dear Readers,

you are presented with a handout containing a selection of materials focusing on the topic of contracts. You can use the materials focusing on contracts, for example in literacy and basic education courses, family education centres and similar contexts.

The materials presented here are part of a larger collection of materials with over 200 worksheets and other contents, which can be downloaded free of charge at the following link:

<https://www.uni-flensburg.de/evb/forschung/konsumalpha>

In our cooperative project *KonsumAlpha* (Europa-Universität Flensburg, Landesverband der Volkshochschulen Schleswig-Holsteins, and Verbraucherzentrale Schleswig-Holstein) we combine the aspects literacy and consumer education with each other to counteract the exclusion of people who have problems with reading and writing and to increase their participation in society. Currently, around 750 million adults are globally affected by the problem of not being able to read and write, or only being able to read and write inadequately.ⁱ Previous research projects have revealed that literacy measures are particularly effective when they take into account the target group's familiar social environment and are linked to topics that are relevant to their everyday lives.ⁱⁱ

The teaching and learning materials we developed are related to everyday life and the world we live in, which means that the knowledge and the corresponding competencies are directly related to the problems that so-called illiterate people face. For example, it explains the different forms of contracts and how contracts can be concluded. Writing a sample termination letter allows learners to address this important aspect as well.

In addition to the classic worksheets, the collection of materials also contains small games that provide a new approach to learning. We would also like to point out that alongside this handout on contracts, there is also a handout on insurances. These are also available for download at the link provided on this page.

We wish you a successful experience with this handout and will be most pleased if you make use of our materials. You are very welcome to share your experiences with the materials with us. Our contact details are provided in the publishing details.

The Department of Nutrition and Consumer Education of the Europa-Universität Flensburg, the Volkshochschulen in Schleswig-Holstein as well as the Verbraucherzentrale Schleswig-Holstein.



Background Information

More than 750 million adults are globally affected by the problem of not being able to read and write, or only being able to read and write inadequately. The German LEO study describes the competence levels of the participants in four areas of literacy, which are referred to as Alpha Levels. Alpha Levels 1 to 3 describe low literacy, which means that a person can at most read and write simple sentences.ⁱⁱⁱ This handout was originally developed for the German-speaking regions and subsequently adapted for lower literalized learners in the English-speaking world.

Sufficient writing and reading skills and confident consumer behaviour are required in many areas of daily life: documents and letters must be read and understood, and various contract offers and services must be checked to see whether they meet one's personal needs.

Explanation of the Alpha Levels

	Alpha Level 1	Alpha Level 2	Alpha Level 3	Alpha Level 4
literacy	low literacy			spelling mistakes
level	level of letters	word level	sentence level	text level
explanation	People can read and write single letters.	People can read and write single words.	People can read and write single sentences.	People make spelling mistakes.

Source: University of Hamburg, LEO 2018 – Leben mit geringer Literalität.

The Project *KonsumAlpha*



Within the framework of the German AlphaDecade (National Decade for Literacy and Basic Education), the German Federal Ministry of Education and Research is funding projects that deal with the basic education and literacy of adults in the context of everyday life.

The *KonsumAlpha* project (Consumer Literacy - literacy and basic education in concepts close to everyday life) is one of these projects. In the *KonsumAlpha* network, the European University of Flensburg, the State Association of Adult Education Centres in Schleswig-Holstein, and the Schleswig-Holstein Consumer Advice Centre link the topics of **consumer education** and **literacy acquisition**.

The project results in their entirety, as well as this handout, support the main concerns of the project:

- Increasing motivation for further training through **real-life course concepts and materials**
- **Strengthening the competencies of the target group** in their role as consumers
- **Provision of innovative teaching materials for literacy acquisition** and trainings in consumer literacy
- **Support for advisors** at Consumer Advice Centres and other advice centres such as debtor, family and addiction counselling centres in recognizing and addressing the target group through concepts, materials and trainings
- Application of practice-based and participatory **research**

Further Information about the *KonsumAlpha* project can be found at:
<https://www.uni-flensburg.de/evb/forschung/konsumalpha>

Image: Benjamin Nolte

About the Working Material

The focus of this handout centres around the topic of contracts. Consumers are inevitably confronted with contracts in their everyday lives, for example when they want to sign a rental agreement or wonder whether they can still exchange a pair of shoes.

A second handout deals with the likewise strongly consumer-related topic of insurances. Both handouts (contracts and insurances) provide an overview of the structure and the contents of two extensive collections of working materials.

All materials are available to interested parties as free downloads via the link provided in the introduction.

Supplementary workshops are also planned as part of the project. These would give teachers and other interested parties the opportunity to get to know the fully developed and differentiable materials. The practical use of the working materials would be tested, and there would also be an opportunity for exchange with colleagues. For more information on possible workshop dates, please visit the website of the Nutrition and Consumer Education Department of the Europa-Universität Flensburg.



Image: Benjamin Nolte

Included Course Units

LEARNING UNIT 1: All About Contracts

- formation of a contract
- termination of a contract
- exchange and warranty rights
- special features for contracts concluded by telephone
- advantages and disadvantages of online shopping

LEARNING UNIT 2: Scam and Consumer Traps

- scam through transactions outside of business premises
- telephone scam
- scams on the internet

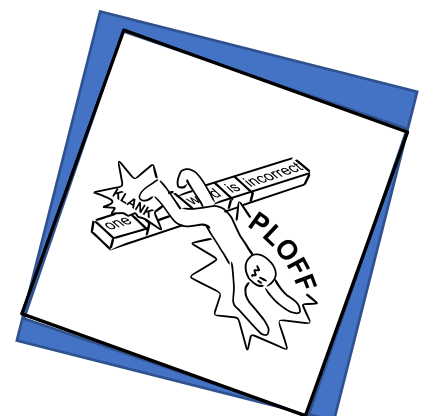
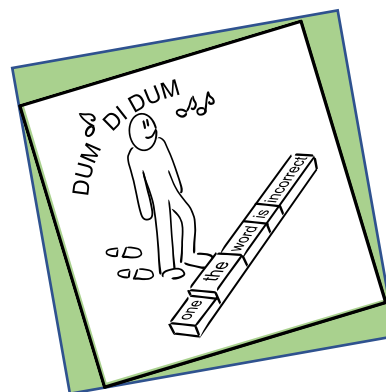
Addition:

- worksheets for thematic approach for low Alpha Level learners

The materials include background information for teachers at the beginning, making it easy for them to quickly grasp the most important information about the respective learning unit. In each case, the overall objective of the entire learning unit is presented before the specific **learning objectives** related to certain exercises are stated. Many exercises start with an **introduction** in the form of a conversation starter to stimulate the learners' interest and activate their prior knowledge. This step is usually followed by a phase in which the learners acquire and develop new knowledge and competencies. For this purpose, worksheets are used for which, in most cases, solution sheets are provided to enable (self-)checking of what has been completed. After the learning phase a practice phase begins, in which the newly learned content can be strengthened, for example with the help of games.

The following methods for acquiring new competencies are used in the material (exemplary selection):

- reading and writing exercises
- quizzes
- gap texts
- word puzzles
- matching tasks
- “letter swirl”
- “which letter is missing?”



Games



In addition to worksheets, the collections of materials also include games that can be played in smaller and larger groups. The use of games in adult education is promising. Games offer great educational potential, including social learning. This includes working in a team, developing a certain way of expressing oneself, and training personal perception. In playful settings, a creative approach is often required to develop and test different solution strategies. Last but not least, games are fun for most players and therefore have a motivating effect on learners. Skills tested in playful contexts can help learners manage their everyday lives^{iv}. The games described below also aim to train basic reading skills. For part of the games a familiarity of the game principle can be assumed. For example, with the Memory on contracts, you can assume (regardless of the setting) that the majority of people know the rules for this game. This has the advantage that the game can usually be started immediately. Other games, such as Trimono, which involves assembling a large pyramid from many small pyramid pieces by combining word blocks in a meaningful way, are expectedly something new for the large number of learners.

Selection of Included Games



Memory

Revealing two matching word cards; revealing a picture card with the matching word card. Variations with subject-specific terms, for example online shopping, as well as variations with everyday terms such as dog or flower, to include learners of lower language levels.

Trimono

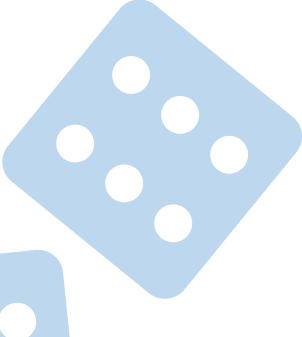
Assembling many small triangles into one large triangle:
Everyday Terms- Trimono word/picture; Contract Terms- Trimono noun/verb; Contract Terms- Trimono word/ picture; Contract Terms- Trimono word/word

Kombino

Making game cubes with different imprints with the help of folding instructions. In the game, several dice are rolled with pictures of everyday words, the cards from the memo are included, to develop short stories that are told or (partially) written down.

What are you?

The group is guessing a subject-specific term that a player is covertly looking at.



Background Information for Teachers

Formation of contracts

A contract is an agreement between at least two persons or parties. The contracting parties declare their common will in the contract and mutually commit themselves to certain services. A contract is concluded by an offer and an acceptance (two concurring declarations of intent).

Any person who is of legal age and has full legal capacity may enter into contracts. People with an intellectual disability or mental illness often lack full legal capacity and have limited ability to conclude contracts. Minors under a certain age have no legal capacity or limited legal capacity. Limited legal capacity means that a person can only enter into a valid contract if the legal representative has either given prior consent or subsequently approved the contract. The age of majority is reached at different ages in different countries. Inform yourself about the age of legal capacity in your country and adapt the working materials if necessary. A contract does not need to be in writing. Contracts, especially sales contracts for small sums, are usually made verbally. One example of this is the morning shopping at the bakery. Contracts can also be concluded on the phone, on the internet, at a vending machine or by conclusive action. For evidentiary purposes, it is always recommended to record important contracts in writing.

Overall objective of the entire learning unit

The learners get an overview of the topics of contracts and contract law and can act as responsible consumers in this context.

Specific learning objectives:

The learners...

- know the terminology (e.g., contract, acceptance, offer).
- know the basics of contract law
- can assess whether a contract has been legally concluded
- can terminate or revoke a contract
- are able to read and write technical terms



Pictograms

Each exercise includes pictograms that make it possible to get a quick overview of the framework conditions of the assignment. The respective Alpha Level is indicated, as well as the expected processing time, the recommended number of learners, the social form, and any additional required material.



Alpha Level



duration



Number of persons



social form



needed material

Exemplary Methods for the Beginning of a Lesson

Example 1: Quiz

This introductory quiz enables learners to activate their knowledge on the subject of contracts in a playful way. This also gives the teacher a first impression of the learners' level of knowledge.

Game Process

The quiz requires groups of two to three people. Help learners divide into groups if necessary. Each group is given a total of three slips of paper with the letters A, B, and C on them. Alternatively, you can also work with smileys. You are the game leader and read out the statements and the three answer options in turn. If necessary, repeat the statement and give the groups time to think about their answers. Count down slowly from the number "three". At "zero", all groups hold up the card with what they think is the correct answer letter. Then you state the correct solution. The additional information on the solution sheet serves as explanatory support. Encourage learners that wrong answers are not a problem and that the content will be discussed in detail in the following course units. Write on the board which groups answered the questions correctly. Then read out the next statement. Note: Depending on the learner group, learners can also read out the sentences themselves for the class. For this purpose, it is advisable to cut out the statements separately in advance or to do this collectively with the group.

Sample statements

At least two persons or parties are necessary for the conclusion of a contract.

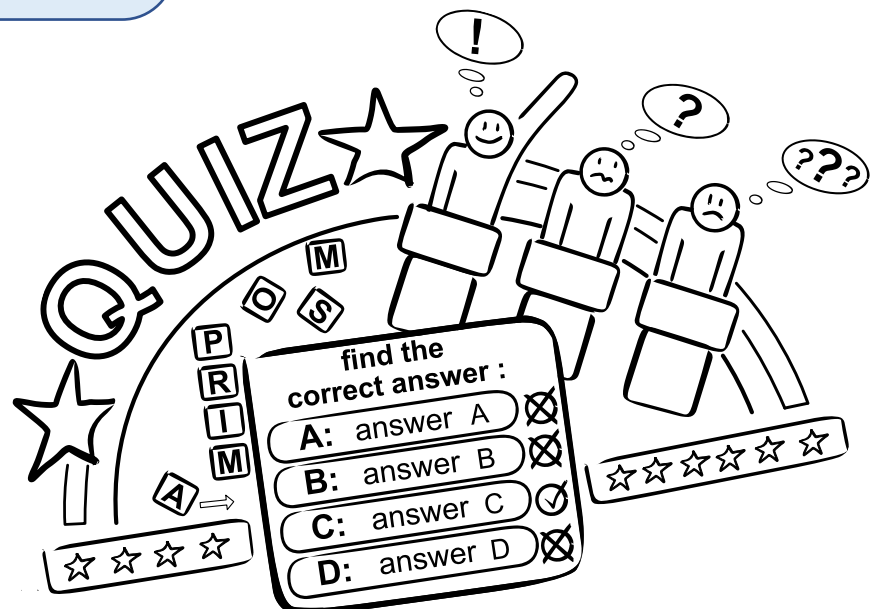
- A: true
- B: false
- C: don't know

A contract is only valid in writing.

- A: true
- B: false
- C: don't know

The seller must hand over to the buyer a defect-free object of purchase.

- A: true
- B: false
- C: don't know



Example 2: Mindmap

A mind map is a tool that can be used to collect thoughts. In this context, this method is used to activate the learners' prior knowledge on the topic area of contracts.

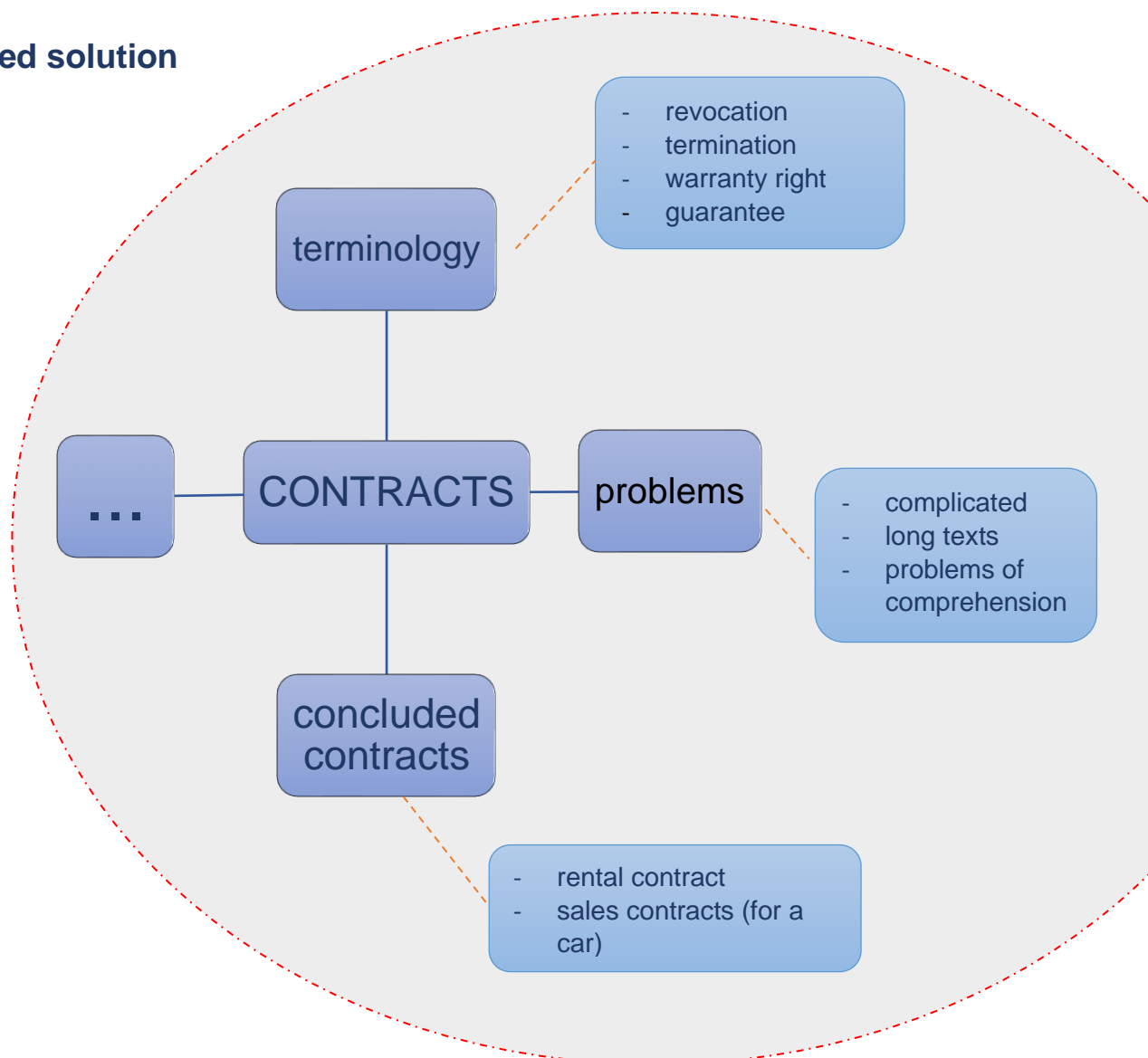
Game process

Ask learners what goes through their minds when they think about contracts. Have learners write down individual words and create a mind map together. Distribute coloured cards on which the words can be written down. Have learners share what questions/problems, etc. come to mind when they think of this topic.

Possible guiding questions

- What's the first thing that comes to mind when you hear the word contracts?
- What types of contracts do you know?
- What problems can arise when concluding contracts?

Proposed solution



Overview of materials

Schedules and worksheets

Letter Swirl

Syllable Puzzle and “What is Missing?”

Searching for Contract Terms

Formation of Contracts

Games

Memory

Trimono

A Sentence Seeks an End



Schedule for Teachers:

Letter Swirl



Level 1-2



15 minutes



1-10 persons



individual work,
plenum



worksheets

Learning objective:

Learners will get to know key terms related to contracts.

Procedure:

Distribute the "Letter Swirls" worksheet and have learners work on it individually. The worksheet is designed for learners at Alpha Levels 1 and 2. The enclosed solution sheet can be used for (self-)control. Afterwards, it is advisable to discuss the results in the plenum. In the course of this, individual learners can also report how they went about the task.



Worksheet "Letter Swirl":



Level 1-2

Put the letters in the right order!
Write the words!

c	s		t	s
	o			
c	a	c	t	o
			t	
	n			r
	r		t	
l				t
	e		e	
	u			o
		r		
c	n		m	
		s	e	
	c		i	
p				e
		r		

the _____

the _____

the _____

the _____

the _____



Solution “Letter Swirl”:



Level 1-2

c	s	t	s
	o		
c	a	c	o
		t	
	n		r
	r	t	
l			t
	e	e	
	u		o
		r	
c	n		m
		s	e
	c		i
p			
			e
		r	

the costs

the contract

the letter

the consumer

the price



Schedule for Teachers:

Syllable Puzzle and “What is Missing?”



Level 2



45 minutes



1-10 persons



individual/ partner
work, plenum



worksheets

Learning objective:

With the help of the exercises "Syllable Puzzle" and "What is Missing?" the learners repeat essential terms about contracts. Many technical terms in the subject area of contracts are not particularly complicated and are also used in our everyday lives.

Procedure:

Distribute the worksheet "Syllable Puzzle", which can be worked on individually or with a partner. Then distribute the worksheet "What is Missing?" which can also be worked on individually or with a partner.

The enclosed solution sheets can be used for (self-)checking.

Afterwards, discuss in plenary what the read terms mean or how they are related to the topic of contracts.

Note: In order to do the exercises, learners should already know the terms. Ask learners in advance what terms they remember about contracts.



Worksheet "Syllable Puzzle":



Level 2

Put the syllables in the right order!

Write down the word!

tract con

sur in ance

na ter tion mi

sig ture na

fer of

ance cept ac

ver ly bal

ten writ

chase pur

bile mo



Solution “Syllable Puzzle”:



Level 2

tract con contract

sur in ance insurance

na ter tion mi termination

sig ture na signature

fer of offer

ance cept ac acceptance

ver ly bal verbally

ten writ written

chase pur purchase

bile mo mobile



Worksheet “What Is Missing?”:



Level 2

Insert the missing initial sounds!

___ontract

___nsurance

___ermination

___ent

___ignature

___ffer

___cceptance

___erbally

___ritten

___urchase

___rice

___obile



Solution “What Is Missing?”:



Level 2

contract

insurance

termination

rent

signature

offer

acceptance

verbally

written

purchase

price

mobile



Schedule for Teachers:

Searching for Contract Terms



Level 3



15 minutes



1-10 persons



individual work



worksheets

Learning objectives:

Learners acquire terminology from the subject area of contracts.

Procedure:

Distribute the "Searching for Contract Terms" worksheet. Ask the learners to find the hidden terms related to the topic of contracts.

The enclosed solution sheet can be used for (self-)checking.



Worksheet "Searching for Contract Terms":



Level 3

In the puzzle 12 words on the subject of contracts are hidden.

They are hidden horizontally.

There is one word in each line.

Find the words!

M	E	N	P	U	R	C	H	A	S	E	I
F	R	E	N	T	U	R	E	M	O	B	A
A	N	S	I	G	N	A	T	U	R	E	L
B	E	G	O	S	W	R	I	T	T	E	N
O	F	F	E	R	H	I	B	H	O	U	D
P	U	R	C	M	O	B	I	L	E	C	E
A	T	E	C	O	N	T	R	A	C	T	Y
P	R	I	N	S	U	R	A	N	C	E	M
V	E	C	K	V	E	R	B	A	L	L	Y
P	R	I	C	E	N	T	A	N	C	E	Z
P	A	C	C	E	P	T	A	N	C	E	W
T	E	R	M	I	N	A	T	I	O	N	Q



Solution “Searching for Contract Terms”:



Level 3

M	E	N	P	U	R	C	H	A	S	E	I
F	R	E	N	T	U	R	E	M	O	B	A
A	N	S	I	G	N	A	T	U	R	E	L
B	E	G	O	S	W	R	I	T	T	E	N
O	F	F	E	R	H	I	B	H	O	U	D
P	U	R	C	M	O	B	I	L	E	C	E
A	T	E	C	O	N	T	R	A	C	T	Y
P	R	I	N	S	U	R	A	N	C	E	M
V	E	C	K	V	E	R	B	A	L	L	Y
P	R	I	C	E	N	T	A	N	C	E	Z
P	A	C	C	E	P	T	A	N	C	E	W
T	E	R	M	I	N	A	T	I	O	N	Q



Schedule for Teachers:

Conclusion of Contracts



Level 3-4



30-45 minutes



1-10 persons



Individual/ partner
work, plenum



worksheets

Learning objective:

Learners understand the basic principles of concluding a sales contract and know the different ways in which contracts can be concluded.

Procedure:

Distribute the worksheet "Formation of Sales Contracts" at the beginning. Have the learners work in pairs to complete the worksheet. This is followed by a discussion in the plenum. The enclosed solution sheet can be used for (self-)control.

Now distribute the worksheet "In What Ways Can Contracts Be Concluded?". The learners can work on it either individually or with a partner. Afterwards, a discussion takes place in the plenum. The solution sheet can support the (self-)control.



Worksheet “Formation of Contracts”:



Level 3-4

Fill in the blanks!

offer	verbally	acceptance	two people	on the phone
obligation	certain price	by action	in writing	on the computer

When concluding a purchase agreement, at least

_____ are involved.

There is an _____ and an _____.

The two parties to the contract must agree on a

_____.

A sales contract is a mutual _____.

It can be concluded either _____,

_____ or _____.

Also, a contract can be concluded _____ or

_____.



Solution “Formation of Contracts”:



Level 3-4

offer	verbally	acceptance	two people	on the phone
obligation	certain price	by action	in writing	on the computer

When concluding a purchase agreement, at least two
people are involved.

There is an offer and an
acceptance.

The two parties to the contract must agree on a certain
price.

A sales contract is a mutual obligation.

It can be concluded either verbally, in writing
or by action.

Also, a contract can be concluded on the phone or
on the computer.



“In What Ways Can Contracts Be Concluded?”:

How was the contract concluded?

Check off the correct answer!

Lara visits Mia. She wants to buy Mia's television.

Both agree on a price and Lara buys the TV.

verbally in writing by action on the computer on the phone

Finn wants to buy a car at the car dealership.

He gets advice and signs the purchase contract.

verbally in writing by action on the computer on the phone

Marie is in the supermarket. She takes a bottle of Coke from the shelf.

She puts the goods on the cash desk.

She pays at the checkout and leaves the store.

verbally in writing by action on the computer on the phone

Alex goes to a store and says he wants to buy a digital camera.

He gets advice and negotiates a favourable price. He pays for the camera.

verbally in writing by action on the computer on the phone

Erik is browsing in an online store.

He finds great sneakers and concludes the contract online.

verbally in writing by action on the computer on the phone

Paul has seen a fancy sweater in a fashion catalogue.

He calls the mail order and buys the sweater.

verbally in writing by action on the computer on the phone



Solution



Level 3-4

“In What Ways Can Contracts Be Concluded?”:

Lara visits Mia. She wants to buy Mia's television.

Both agree on a price and Lara buys the TV.

verbally in writing by action on the computer on the phone

Finn wants to buy a car at the car dealership.

He gets advice and signs the purchase contract.

verbally in writing by action on the computer on the phone

Marie is in the supermarket. She takes a bottle of Coke from the shelf.

She puts the goods on the cash desk.

She pays at the checkout and leaves the store.

verbally in writing by action on the computer on the phone

Alex goes to a store and says he wants to buy a digital camera.

He gets advice and negotiates a favourable price. He pays for the camera.

verbally in writing by action on the computer on the phone

Erik is browsing in an online store.

He finds great sneakers and concludes the contract online.

verbally in writing by action on the computer on the phone

Paul has seen a fancy sweater in a fashion catalogue.

He calls the mail order and buys the sweater.

verbally in writing by action on the computer on the phone



Game Instructions for Teachers:

Memory



Level 1-4



15 minutes



2-4 persons



partner/ group
work



Memory cards
(word/ picture)

This classic game is available here in four variants that allow for performance-differentiated learning and playful learning according to the preferences of the learners.

Aim of the game:

Collecting the most pairs.

Preparation:

Cut out the Memory cards before the first use. Distribute the game instructions and place the Memory cards face down in front of the learners. Read through the game instructions together and clarify any ambiguities.

Gameplay:

The youngest learner starts, turns over two cards, reads them aloud and shows them to the other players. Each person may only read out his/her own terms. This is to ensure that all learners are reading independently. If the revealed picture and the revealed term match, the person receives the pair of cards and may reveal two more cards. Otherwise, the cards are turned over again, and it is the next person's turn in clockwise order. The game is played until all cards have been turned over and matched. The person with the most pairs of cards wins the game.

In particularly heterogeneous learner groups, the rule can be introduced that no new cards may be revealed when a pair is successfully won. This is to ensure a certain equality of opportunity by preventing stronger learners from quickly collecting many pairs of cards.



Game Instructions for Teachers:

Variation “Open Memory”:

The word and picture cards are first revealed, read, and then pairs are formed. Thus, the pictures are made familiar at the beginning. This variant is often sufficient for cognitively weaker learners.

Variations “Term Memory” & “Picture Memory”:

If you print out the word and picture cards twice, additional variation possibilities arise. For example, only the word cards or only the picture cards can be used in a game. Some learners prefer one of these versions. By varying the used cards, the repetition value can be increased.



Game Instructions for Learners



Level 1-4

Memory

Memory is a game for 2 to 4 people.

Memory cards are placed face down in the centre of the table.

When it's your turn, you get to turn over two cards.

Look at the cards carefully!

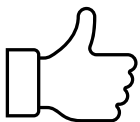
The game ends when there are no more cards in the centre.

The player who has the most cards wins.

The youngest player starts.

Let's go!

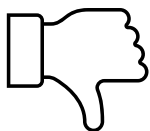
Do the cards match?



Yes

You get to keep the cards.

And it's your turn again.



No

Turn the cards over again!

Now it's the next player's turn.



I don't know

Ask the other players if the cards match!



Game Instructions for Teachers:

Trimono



Level 1-4



15-30 minutes



1-3 persons



individual/
partner/ group
work



Trimono triangles
(3 variations)

Trimono is a cooperative game that can be implemented in a variety of ways due to its variability and can be used to play and learn in a performance-differentiated manner.

Aim of the game:

Assembling triangular tiles to form a large triangle.

Preparation:

Before the first use, cut out the Trimono tiles and have them ready. Distribute the game instructions for learners. Read the instructions together with the learners and clarify any questions. The players can choose to play alone, with a partner, or in small groups of three. It is advisable to print out one Trimono more than you need which you can use to check the Trimonos formed by the learners.

Gameplay:

Trimono is about putting the triangular tiles together to form a large triangle (Trimono). The “Word-Word” Trimono is made of tiles, which have a word written on each edge. Identical terms must be placed next to each other in a matching manner. The players win when the Trimono is complete and correctly formed.

Variation “Word-Picture”:

This version is especially suitable for learners of low Alpha Levels.

Variation “Noun-Verb”:

This variant requires a little more time and is only suitable for learners of higher Alpha Levels.



You can also play the game as a kind of competition.

The learners play in small groups of 2 to 3 people. The fastest group wins.



Game Instructions for Learners



Level 1-4

Trimono

A large triangle is built from many small triangles.

The large triangle is called Trimono.

Each edge of a tile has a word or a picture on it.

The outer edges of the Trimono are blank.

Another tile also has an edge with the same word or a matching picture or verb.

The game pieces must be arranged to match each other.

You can play alone or in a team.

You have won if the Trimono is formed completely and correctly.



Game Instructions for Teachers:

A Sentence Seeks an End



Level 3-4



30 minutes



2 persons



partner work



two dice, pen &
paper

This game is about forming sentences about contracts and writing them down.

Aim of the game:

Forming and writing sentences.

Preparation:

Have standard dice as well as paper and pens available. Ask the learners to form pairs. If there is an odd number of learners, either form a group of three or pair up with one of the learners. Give each pair two dice, two sheets of paper, pencils, and two sets of game instructions. Read and discuss the game instructions with all learners.

Gameplay:

The learners roll the two dice one after the other and put together the corresponding sentence fragments listed in the game instructions for the learners to form complete sentences. The newly formed sentence is written down, then it is the next person's turn. Learners support each other. After a set amount of time (e.g., 20 minutes), the game is stopped, and the sentences are read to each other or to the whole group. In the plenary, the meaning of the formed sentences can be discussed.

Variation "Terminology":

Alternatively, instead of sentence fragments, only individual terms can be given, so that the learners have to think of sentences in relation to the terms (example: Tomorrow I will buy a new TV; "tomorrow" and "buy" are given).



Game Instructions for Learners



Level 3-4

A Sentence Seeks an End

You and your partner take turns rolling the two dice.

Some sentence parts are listed below.

The numbers on the dice correspond to the parts of the sentence.

Form sentences from the parts of the sentence!

Write down the sentences!

dice 1	dice 2
1 = Never...	1 = ... I will exchange this sweater.
2 = To save money...	2 = ... I conclude a doorstep transaction.
3 = Because someone recommended it to me, ...	3 = ... I go to the supermarket.
4 = On Friday...	4 = ... I will terminate my lease.
5 = Today...	5 = ... my friend bought a new smartphone.
6 = Tomorrow...	6 = ... my kids sell their old toys.



Game Instructions for Teachers:

Kombino



Level 1-4



15 minutes



2-3 persons



partner/ group
work



Memory word
cards & folding
template

Kombino" is a dice game. The aim of the game is to clarify the relevance of terms to our everyday life.

Aim of the game:

Forming appropriate sentences.


Preparation:

Cut out the folding templates and glue them together to form cubes. Set out the Memory cards (word) on the topics of contracts. Distribute the game instructions and discuss them.

Gameplay:

The learners select a beginning player. This player first draws a Memory card, reads the term aloud and rolls the dice. Then he forms a sentence that connects one of the pictures on the dice with the word on the Memory card.

Example:

Memory card "contract" + dice picture  :
"When I buy a house, I must sign a sales contract."

Then it's the next person's turn (clockwise). This person rolls the dice again and draws the next Memory card. The learners win together when the pile of cards is empty.

Variation "Writing Down":

The formed sentences should be written down additionally. This variant is especially suitable for learners of higher Alpha Levels.



Game Instructions for Learners



Level 1-4

Kombino

Kombino is a dice game for 2 to 3 people.

The players determine a starting player.

The player draws a Memory card and reads the word on it out loud.

Then he rolls the three dice.

There are different pictures on the faces of the dice.

The player shall think of a sentence.

The sentence should include the word from the Memory card.

He/She should also mention a word that matches one of the pictures on the dice.

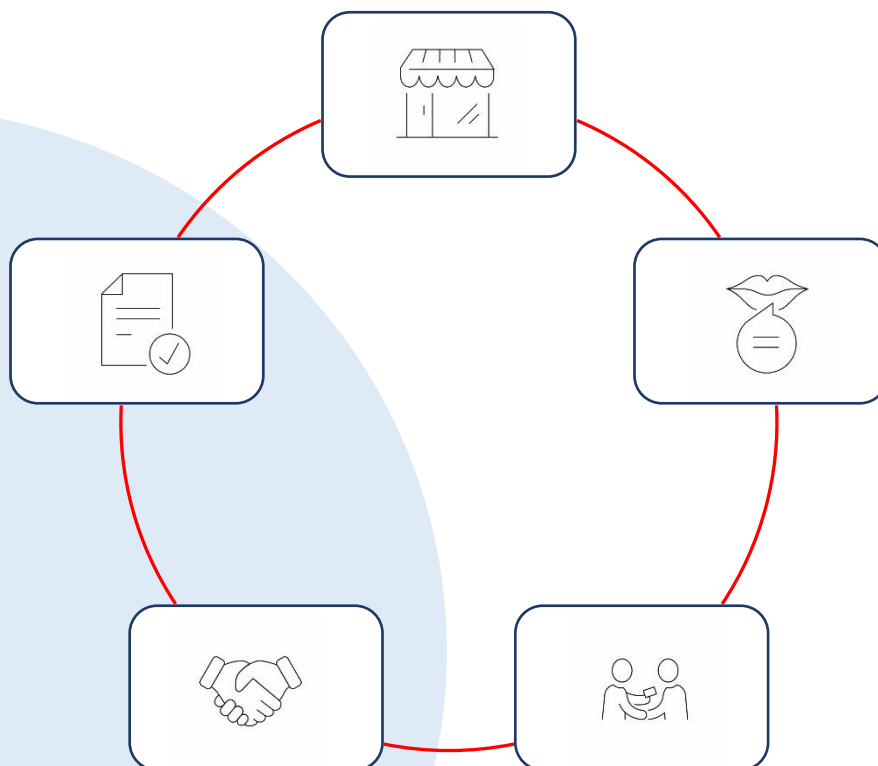
Then it's the next player's turn.

The game ends when all Memory cards have been used.

Then all players have won.

Emphasis

The worksheets used in this manual are designed primarily for learners with lower Alpha Levels. The materials focus primarily on the learning of technical terms from the topic area of contracts. However, selected materials in this handout address in-depth concepts as well. Hence, the worksheets "Formation of Contracts" and "In What Ways Can Contracts Be Concluded?" are planned as a coherent unit. Concluding contracts regularly presents challenges for the low-literate, particularly due to the high textual complexity of many contracts. With the help of the material, learners can learn that contracts can be concluded not only in writing but also verbally, on the computer, by telephone or by conclusive action. It is advisable to work intensively with learners on these different forms of contracting so that they can increasingly go about their daily lives with confidence and competence. The Memory, Trimono, and dice games provide learners with a fun way to access the subject area. Their use is particularly suitable as an introduction or as a backup for the freshly learned content. When Memo is used as an introduction to the learning unit, it gives learners the opportunity to ask questions about different concepts. You, as the teacher, get an overview of the learners' level of knowledge. Trimono is a bit more complex and can be used especially at the end of a learning unit. Both games can be differentiated as desired using various materials so that learners at all Alpha Levels can benefit from them. The dice game, on the other hand, focuses particularly on learners of higher Alpha Levels. However, the level of difficulty can also be adjusted here by using alternative half sentences or keywords.



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Authors from EUF:

- Prof. Dr. Ulrike Johannsen (Projektleitung)
- Prof. Dr. Birgit Peuker (Projektleitung)
- Svenja Langemack (wissenschaftliche Mitarbeiterin)
- Hanna Magercord (wissenschaftliche Mitarbeiterin)
- Joel Ziegenbalg (wissenschaftlicher Mitarbeiter)

Illustrations: THEEN Internet Services

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Auf dem Campus 1
24943 Flensburg

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