

TEACHING PRACTICES ACTIVITY DESIGN

1. BASIC INFORMATION / NAME OF LEARNING SESSION	ANFA Training Centre: TECHNOLYS Trainer: PIERCE Isabelle Date: Group: VET area: automotive Subject: English Topic: Networking Time: 90 minutes Public age: 18-25-year old apprentices
2. LEARNING OBJECTIVES IN COMBINATION WITH WP3 LEARNING MODULES /OUTCOMES	Theme Description: This class focuses on equipping young automotive apprentices with the fundamental understanding, skills, and mindset necessary to effectively build and leverage professional connections within the automotive industry. It emphasizes the practical application of networking strategies, including crafting and delivering a compelling elevator pitch, to foster career growth and industry engagement. Cognitive goals: understanding key content, problem-solving skills Building on learning module No. Competences: L2.3.2 L2.3.2 One collaborates with other professionals, to imagine creative solutions to increase the training capacity of VET Centers Affective goals: develop teamwork, improving communication Skill development: critical thinking, analytical skills, collaboration skills, etc Learning Objectives: - Develop the ability to present a professional message concisely and effectively in English (elevator pitch). - Learn how to structure and articulate ideas logically and persuasively in English. - Improve pronunciation, diction, and fluency in English when delivering an elevator pitch. - Use professional and technical vocabulary correctly in English.

3. DIDACTIC METHODS TO DECIDE UPON (DERIVED FROM THE WP 3 LEARNING MODULES)	• Interactive Lectures: Combining information delivery with questions and discussionss • Brainstorming : Generating ideas collectively. • Demonstration: Modeling desired behaviors (e.g., communication skills). • Role-Playing: Practicing a networking scenario (the elevator pitch) in a safe environment. • Pair and Group Discussions: Facilitating peer learning and interaction. • Individual Reflection: Encouraging self-assessment and goal setting.
4. TEACHING STRATEGIES	• Direct instruction (Teacher-led presentation and explanation • Differentiated instruction (lessons made for individual needs) • Real-World Relevance: Connecting networking concepts directly to the automotive industry and their apprenticeship experiences. • Active Learning: Engaging apprentices through discussions, activities, and practice. • Scaffolding: Providing templates and guidance for the elevator pitch activity. • Positive Reinforcement: Encouraging participation and providing constructive feedback. • Peer learning (students teaching and learning from each other)
5. MATERIALS & RESOURCES	• Printed materials (Textbooks, handouts, worksheets, etc) • Digital tools (Worksheet, videos – Elevator Pitches - https://www.youtube.com/watch?v=lwuk7vq8Yfo&ab_channel=ProfessorHeatherAustin) • Online platforms (Microsoft 365, Forms) • Assessment tools (quiz, observation checklists)

6. LESSON ´S CONTENT, THEME DESCRIPTION AND STRUCTURE	Introduction /theme description - warm-up activity (a time someone helped you out /collaboration) - learning objectives and relevance – Networking Main Activity, Content and structure - Teacher's description of a „problem“ to be solved, explanation and demonstration (teacher ´s input) What is the importance of a network in the automotive field? How do you create a network ? What's the Elevator Pitch? Student-centered activities (group work, discussions, projects) Brainstorming for Networking Listening – Oral comprehension (Elevator Pitch) Hands-on practice – Creating an Elevator Pitch Reflection & Discussion - Guided reflection questions about collaboration, networking and the elevator pitch. - Class discussion: the benefits of networking - Peer feedback and insights (what was the best elevator pitch and why Conclusion - Summary of lesson results
7. ASSESSMENT & EVALUATION	Teacher's assessment They found the networking subject interesting, as most of them will have to find another company in July or September. They understood the Elevator Pitch as a method to "sell" themselves. At the beginning, they were apprehensive ("I have nothing to say", "I have not done much so far"), but then they liked the idea of having to guess who was hiding behind each pitch and they tried to provide information more difficult to be associated with a certain person. - Self-Assessment: Having to be precise and concise was a real challenge. They were able to emphasize their accomplishments and their future goals. - Peer Assessment. They evaluated each other's work: some of the pitches were easier to associate to a certain person thanks to some personal elements like the (obsessive) interest in money or the future career plan.
8. TEACHER ´S EXPECTED OUTCOMES AND EXPERIENCE AND REFLECTION AFTERWARDS	After the lesson, the teacher should reflect on: Apprentice Engagement: How actively did the apprentices participate? Which activities were most engaging?

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| | <ul style="list-style-type: none">• Learning Outcomes: Did the apprentices seem to grasp the key concepts? Were they able to craft and deliver their elevator pitches effectively?• Time Management: Was the pacing appropriate? Were there any sections that needed more or less time?• Effectiveness of Activities: How well did the pair, group, and individual work contribute to the learning objectives?• Areas for Improvement: What could be done differently in future sessions to enhance learning and engagement?• Feedback Collection (Optional): Consider a brief anonymous feedback form to gather insights from the apprentices themselves. |
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