

TEACHING PRACTICES ACTIVITY DESIGN

1. Basic Information / Name of learning session	ANFA Training Centre: GARAC Trainer: Simona TOMESCU Date: 25.03.2025 Group: 29 students; 2nd year Vocational Baccalaureate – Car Maintenance apprentices; dual system VET area: automotive Subject: English Topic: Communicating with coworkers/customers in a car dealership Time: 90 minutes Public age: 16-19-year old apprentices
2. Learning objectives in combination with WP3 learning modules /outcomes	Cognitive goals: understanding key content, applying key concepts, ability to simplify technical language, developing time-efficient communication strategies Building on learning modules: L1.2.5 One listens to colleagues' opinions even if they are different from his/her own L1.3.1 One also compares himself/ herself with colleagues who think differently - Affective goals: developing cultural sensitivity, developing empathy and patience - Skill development: critical thinking, analytical skills, collaboration skills
3. Didactic methods to decide upon (derived from the WP 3 learning modules)	Explanation and Demonstration: Providing clear explanations of concepts and modeling effective communication techniques. Interactive Activities: Engaging apprentices through pair and group activities to facilitate active learning and application of skills. Role-Playing: Creating realistic scenarios for apprentices to practice
	communication in a safe environment. Group Discussion: Encouraging peer learning, sharing of experiences, and collaborative problem-solving.

4. Teaching strategies	• Learner-Centered Approach: Focusing on the apprentices' needs and providing opportunities for active participation. • Practical Application: Emphasizing the relevance of communication skills to their future careers in the workshop. • Variety of Activities: Using a mix of individual, pair, and group work to cater to different learning styles and maintain engagement. • Constructive Feedback: Providing positive reinforcement and gentle guidance during activities.
5. Materials & Resources	• Whiteboard or projector for presenting information. • Markers or pens. • Handout with key communication tips
6. Lesson's content, theme description and structure	Description of the topic: The crucial role of communication in the apprentices' future careers as car mechanics/technicians. The course emphasize that technical skills alone are not enough; effective communication builds trust, clarifies issues, and ultimately contributes to success in the automotive industry. Introduction /theme description • warm-up activity : Type of communication (assertive, passive, passive-aggressive, aggressive) Overall Goal: To equip apprentices with practical communication skills to enhance their interactions with customers and colleagues in a car dealership workshop environment, leading to improved customer satisfaction and a more efficient workflow. Main Activity, Content and structure • Students (or teacher's) description of a „communication problem“ to be solved, explanation and demonstration (teacher's input) • Student-centered activities (group/pair/individual work about different communication problems, discussions).

	Focus on three key elements: - the importance of effective communication in car dealership workshops - common communication challenges in workshop settings - active listening and its role in problem-solving - Hands-on practice: imagining a scenario in which the apprentice communicates with someone from/in the company Reflection & Discussion - Guided reflection questions - Class discussion - Peer feedback and insights Conclusion - Recap of the key elements, open questions
7. Assessment & evaluation	- Teacher's Observation: They worked in pairs and most of them provided real efforts to accomplish the task (usually a very talkative class, with a heterogeneous level). For some of them, I chose the pairs for a level equity. Most of them could identify some of their regular communication problems within the company and managed to understand how to use the tips in order to solve conflicts. - Self-Assessment: They reflecting on the communication issues they had within their companies related to communication with a colleague/the apprenticeship mentor. - Peer Assessment: They suggested solutions for the communication problems and they used them in their scenarios.
8. Teacher´s expected outcomes and experience and reflection afterwards	Expectations : - Apprentices will be able to identify common communication challenges in a car dealership workshop. - Apprentices will understand the principles and importance of active listening. - Apprentices will be able to apply active listening techniques in simulated scenarios.

- Apprentices will recognize the impact of non-verbal communication on customer trust.
- Apprentices will be motivated to improve their communication skills in their professional interactions.

After the class, the teacher should reflect on:

- The level of apprentice engagement in different activities.
- The effectiveness of the didactic methods and teaching strategies used.
- Areas where the apprentices seemed to grasp the concepts easily and areas where they struggled.
- The effectiveness of the role-playing scenarios in promoting learning.
- Any adjustments that could be made to the lesson plan for future sessions to enhance learning outcomes.
- Observing individual apprentice participation and identifying those who might need additional support.