

TEACHING PRACTICES ACTIVITY DESIGN

1. Basic Information / Name of learning session	School: SFP SAUGO Teacher: Chiara Raumer Date: 07/05/2025 Class: 4A VET area: automotive sector, school system Subject: Italian Duration: 2 hours Student age: 18/19 years .
2. Learning objectives in combination with WP3 learning modules /outcomes	Soft Skills building on learning module Nr. L 2.1 <i>COGNITIVE PROCESSES IN EDUCATION</i>: • <i>Critical thinking and deconstruction</i>: Ability to critically analyze the information and messages we daily receive, identifying and dismantling stereotypes and prejudices. • <i>Inclusive communication</i>: Ability to use respectful and inclusive language, avoiding stereotyped or discriminatory expressions, and to actively listen to different perspectives. • <i>Awareness of implicit biases</i>: Ability to recognize and manage one's implicit prejudices, i.e. those of which we are not fully aware, to overcome them and adopt a more equitable and impartial approach. • <i>Intercultural empathy</i>: Ability to understand and appreciate different cultures and identities, overcoming cultural barriers and prejudices. • <i>Inclusive assertiveness</i>: Ability to express one's opinions and defend one's rights in an assertive and respectful manner, while promoting inclusion and equity.
3. Didactic methods to decide upon (derived from the WP 3 learning modules)	• Problem-Based Learning (Students work on real-world problems) • Lecture-Based (Teacher explains key concepts) • Discussion-Based (Class debate, seminar style) • Collaborative Learning (Group work, peer teaching) • Experiential Learning (Role-plays, simulations, hands-on activities) • Inquiry-Based Learning (Students explore and investigate independently) • Blended learning (Combination of traditional and digital resources)
4. Teaching strategies	• Direct instruction (Teacher-led presentation and explanation) • Differentiated instruction (lessons made for individual needs) • Flipped classroom (students study materials beforehand, in-class practice) • Peer learning (students teaching and learning from each other)

5. Materials & Resources	- Printed materials (Textbooks, handouts, worksheets, etc) - Digital tools (PPT, videos, interactive apps) - Hands-on materials (DIY material, crafts, experimental material, art supplies) - Online platforms (Google, Kahoot, etc.) - Assessment tools (quiz, observation checklists)
6. Lesson's content, theme description and structure	Introduction /theme description - warm-up activity - learning objectives and relevance Main Activity, Content and structure - Teachers description of a „problem“ to be solved, explanation and demonstration (teacher's input) - Student-centered activities (group work, discussions, projects) - Hands-on practice Reflection & Discussion - Guided reflection questions - Class discussion - Peer feedback and insights Conclusion - Summary of lesson results
7. Assessment & evaluation	- Teacher Observation (Class participation, engagement, behavior) - Student feedback
8. Teacher's expected outcomes and experience and reflection afterwards	- Expected student response: (participation level, engagement, difficulties anticipated) - Potential challenges & solutions: (obstacles and strategies to overcome them) - Adaptations for learners with special needs: (special methods, differentiated instruction, extra support, etc) - Adaptions for different VET settings (dual system training setting, schoolbased VET, etc) - Actual student engagement & participation? - What worked well? - What could be improved?
Example of an ACTIVITY (from the Italian teachers at SCF)	Students were asked to reflect on anything that the words STEREOTYPES AND PREJUDICES suggested to them, and then analyze their characteristics and differences. The practical activity took place in two stages: students were given more than one story in which they had to imagine people; after sharing the characteristic traits of the people they imagined, we evaluated why the figures always reflected typical Caucasian standards



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- The activity “Who do you invite to dinner?” was then proposed: each participant is given a card containing a list of characters. Each person imagines that he or she has to organize a dinner party, to which, however, he or she can invite only seven of the eleven characters listed. Each choice-both who to invite and who not to invite-will have to be justified. The class meets to draw up a single list of invitees, with their respective reasons. After the class has made and justified their choices, more complete information is provided on the identity of the characters they have chosen to invite or exclude. In their form, the moderator has two different identities for each character: one to be revealed if the character was invited, the other if the character was not invited. With this activity, participants are asked to confront their stereotypes and prejudices directly, becoming aware of how they can prove to be a misleading guide to understanding reality and making appropriate decisions. By learning about the full identity of the characters, about whom they initially had very little information, participants can begin to reflect on the choices they made and what led them to certain decisions.