

TEACHING PRACTICES ACTIVITY DESIGN

1. Basic Information / Name of learning session	School: Fondazione Opera Monte Grappa School Teacher: Balic Bojana (Communication teacher) Date: 23/01/2025 Class: 3^o class, 16 years old students Sector: Automotive sector Subject/topic: managing conflict through good communication and collaboration Duration of the session: 2 hours (activity + discussion)
2. Learning objectives in combination with WP3 learning modules /outcomes	Soft Skills building on learning module Nr. L 1.2 and L 1.3 <i>LISTENING AND COMMUNICATION WITH COLLEAGUES</i>: • <i>Creativity and lateral thinking</i>: the ability to find innovative and original solutions. • <i>Effective communication</i>: the ability to express one's thoughts and feelings clearly, to actively listen to others, and to negotiate. • <i>Emotional awareness</i>: the ability to recognize and manage one's own emotions and those of others. • <i>Empathy</i>: the ability to put oneself in the shoes of others and understand their points of view. • <i>Assertiveness</i>: the ability to express one's needs and opinions clearly and respectfully.
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)
4. Teaching strategies	• Direct instruction (Teacher-led presentation and explanation)
5. Materials & Resources	• Printed materials (Textbooks, handouts, worksheets, etc) • Hands-on materials (DIY material, crafts, experimental material, art supplies) • Assessment tools (quiz, observation checklists)
6. Lesson's content, theme description and structure	Introduction /theme description This lesson focused on conflict management and negotiation skills through communication and active listening. The theme was approached through a playful but meaningful activity aimed at helping students reflect on how conflicts can be handled in a constructive way by seeking compromises and mutual understanding. • warm-up activity: brief discussion about daily situations where conflicts may arise (at home, at school, with friends) and how people usually react to them. • learning objectives and relevance: To develop students' communication and active listening skills.

	To enhance students' ability to work cooperatively in a team. To foster awareness of different conflict management strategies, with a focus on the "win-win" approach. To encourage students to reflect on their own attitudes in conflict situations and how to improve them Main Activity, Content and structure - Teachers description of a „problem“ to be solved, explanation and demonstration (teacher´s input): the teacher divided the class into two teams and explained the rules: the classroom was physically divided into two areas by a rope representing a “border”. Each team was told that their objective was to bring the other team over to their side of the room in order to win — but without revealing that both teams actually had the same goal. The aim was to let students experience a simulated conflict and discover that cooperation is possible when both sides communicate openly. - Student-centered activities (group work, discussions, projects): each team had time to plan their strategy, discuss options, and interact with the other team. The activity required negotiation, persuasion, and problem-solving. - Hands-on practice: students practiced conflict resolution strategies through direct interaction and negotiation attempts between the two groups. Reflection & Discussion Guided reflection questions: Were all ideas in your team listened to? Was there any interesting proposal that wasn't applied? Did you ask enough questions to the other team to clarify their intentions? Did your team collaborate or compete with the other team? How did you feel when it seemed impossible to reach your goal? - Class discussion: open discussion where students shared their experiences, feelings of frustration, successful strategies, and moments of realization. - Peer feedback and insights: students gave feedback to each other about the effectiveness of different approaches and communication styles. Conclusion Summary of lesson results: students became aware of how easily conflicts can escalate when communication is poor and assumptions are made. They also experienced how effective negotiation and active listening can lead to a "win-win" outcome. The activity highlighted the importance of asking questions, clarifying intentions, and collaborating towards shared goals in conflict situations.
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): a medium to high participation level was expected, with students showing interest due to the playful and interactive nature of the activity. Some students might initially feel confused about the objective or hesitant to engage in negotiation with the other team. Difficulties anticipated included limited communication between groups and possible dominance of stronger personalities within teams. - Potential challenges & solutions: (obstacles and strategies to overcome them): Difficulty in understanding the real goal of the activity. Limited involvement of quieter students. Tendency of some groups to compete rather than cooperate. - Actual student engagement & participation? Good participation was observed. Most students were engaged in their team discussions and negotiations, though a few remained passive, especially at the beginning. As the activity progressed, participation improved when students realized the importance of asking questions and listening carefully to the other group. - What worked well? The physical division of the room created a clear and engaging scenario and the activity stimulated teamwork - What could be improved? Provide a clearer explanation of the importance of asking the other group questions at the start. Give quieter students specific roles to encourage active participation. Allow a bit more time for the negotiation phase so students can fully develop their strategies.
Example of an ACTIVITY (from the Italian teachers at SCF)	THE LINE ("win-win" strategy) Divide the class into two teams. The goal is to bring the opponent team on their side (the classroom will be split in two by a cord that marks the line between the two teams). The teams don't know the goal of the other team. Give 5 minutes to think about their strategy. Team A will implement their strategy first (3-5 minutes), then team B will do the same. Reflection on what comes up. Guiding questions: did the students listen to all the ideas of the team? Were there some interesting suggestions that were not implemented in the end? Did you ask the right questions to the other team? Did your team collaborate or compete with the other? The goal of the two teams is not incompatible; a feeling of frustration when they realize this is a key passage to understand the importance of improving their abilities when approaching and dealing with a conflict.