

TEACHING PRACTICES ACTIVITY DESIGN

1. Basic Information / Name of learning session	Vertebra taxons; visit to the ZOO
2. Learning objectives in combination with WP3 learning modules /outcomes	Listening and communication with colleagues. Group work while learning about animals. The students choose who they will work with, gain knowledge on their own while following a work sheet and compare their answers with other students.
3. Didactic methods to decide upon (derived from the WP 3 learning modules)	• Lecture-Based (Teacher explains key concepts) • Collaborative Learning (Group work, peer teaching) • Inquiry-Based Learning (Students explore and investigate independently)
4. Teaching strategies	• Direct instruction (Teacher-led presentation and explanation) • Peer learning (students teaching and learning from each other)
5. Materials & Resources	• Printed materials (worksheets, etc) • Assessment tools (quiz)
6. Lesson's content, theme description and structure	Introduction /theme description • learning objectives and relevance The teacher explained they will divide into groups, each group will get a worksheet and they will have to fill it out by visiting different ZOO's attractions. Main Activity, Content and structure • Student-centered activities (group work, discussions, projects) • Hands-on practice Students divide the workload and disperse through the ZOO to find the right answers, pictures and information they got on the worksheet given by the teacher. Reflection & Discussion • Guided reflection questions Teacher provides a quizz (posting a question, groups compete for points by answering correctly). Conclusion • Summary of lesson results A survey is used (Google forms) to check how well the students know the topic and to do self-evaluation in reference to group work.
7. Assessment & evaluation	• Teacher Observation (Class participation, engagement, behavior) All of the students participated, some more in the part where, they were looking for answers other later, when there was a competition part among groups. There were

	individuals that were fully engaged the whole time, no one was noticed to not be engaged at all. • Self-Assessment (Students reflect on their learning progress) Students reported, they learned well and that the learning was fun. • Peer Assessment (Students evaluate each other's work) Some students reported they did not divide roles and that it made them slow in context of achieving the set goals. Also a few students recognised communication was inappropriate; they mentioned the group ignoring or dismissing some contributions of certain team members. • 70% of teachers/trainers are satisfied yes • 70% of learners are satisfied yes
8. Teacher´s expected outcomes and experience and reflection afterwards	• Expected student response: (participation level, engagement, difficulties anticipated) There was some worry that only a handful of students will do the tasks and the rest will just copy their results, however, judging from the results they reported, that did not happen. • Potential challenges & solutions: (obstacles and strategies to overcome them) Different groups could get similar but different tasks, so copying would be more difficult. • Adaptations for learners with special needs: (special methods, differentiated instruction, extra support, etc) There was no need with this group but there could be different ways to support special needs students; set the tasks so the student doesn't have to travel that much through the ZOO, as he or she could find everything in a smaller area of the ZOO (or the opposite for more kinesthetic types). The worksheet could be set with more/less colors, maybe a pdf could be given to AI tool, that would then narrate the text to student etc. • Actual student engagement & participation? It has been checked during the activities and after at the last part of the field day. • What worked well? The whole thing-the type and the way tasks were given, letting students divide in groups of 4-5 by themselves... It all was fine. • What could be improved? Teacher could support students when they got into groups, to make them aware how to optimise group work, how to communicate etc.