

S.TE.PS Skilled TEachers for Proficient Students
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ENLIGHTENING TEACHING AND LEARNING



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LICEO SCIENTIFICO
GUGLIELMO MARCONI
PARMA



Liceo Scientifico – Musicale – Sportivo
"Attilio Bertolucci"



Liceo Scientifico
ULIVI Parma

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Credits

Introduction

Il progetto S.TE.P.S., frutto della collaborazione di tre licei scientifici di Parma - il Liceo Bertolucci, il Liceo Marconi e il Liceo Ulivi - è nato dal bisogno di dotare i docenti delle tre scuole di risorse e strumenti necessari a potenziare il curriculum e la didattica attraverso la progettazione di ambienti innovativi di apprendimento e a definire strumenti per la misurazione e la valutazione delle competenze trasversali da integrare nella valutazione ordinaria. Obiettivo specifico, di interesse comune ai tre licei, è stata la promozione della cittadinanza attiva, l'apertura a metodologie e tecniche di insegnamento innovative e trasversali, mediante l'utilizzo delle nuove tecnologie, allo scopo di fornire ai propri studenti gli strumenti e le competenze per diventare cittadini attivi e produttivi in un'ottica di apprendimento nell'arco di tutta la vita.

I tre licei scientifici, tradizionalmente competitor sul territorio, si sono consorziati per lavorare ad alcune sfide comuni unendo le proprie forze in una prospettiva europea, rispondendo alla necessità di trovare strumenti comuni per il potenziamento, la valorizzazione e la valutazione di competenze imprenditoriali, di cittadinanza globale e digitale dei propri studenti. L'intento era di riuscire ad approntare percorsi che stimolassero la progettualità, la creatività e la consapevolezza civica, garantendo a tutti gli studenti, anche quelli di altra nazionalità, le stesse opportunità per inserirsi in modo consapevole nel mondo del lavoro, o per proseguire la propria formazione.

La sfida per le nostre scuole è stata:

- sviluppare nei docenti le necessarie capacità progettuali, didattiche e valutative per la fattiva realizzazione di una didattica per competenze, inclusiva, innovativa e di qualità, mediante un approccio metodologico in grado di favorire lo sviluppo delle soft skills e promuovere un apprendimento collaborativo, laboratoriale e multimediale, anche grazie ad interventi personalizzati e adeguati alle diversità soprattutto degli studenti stranieri;
- sviluppare metodi e strumenti per promuovere negli studenti, in quanto "futuri lavoratori" e "cittadini", competenze spendibili a livello professionale e di responsabilità e partecipazione civica e sociale.

Il consorzio dei tre licei ha avviato un programma di mobilità e cooperazione internazionale per:

- formare i docenti attraverso la partecipazione a corsi specifici sia su progettazione di attività didattiche innovative che sulla valutazione e certificazione della competenze;
- realizzare esperienze di job-shadowing con partner europei confrontando bisogni e soluzioni, mettendo in comune buone prassi;
- condividere all'interno del consorzio un comune processo di ricerca, progettazione e sperimentazione nelle classi;

- coinvolgere quanti più docenti possibili in tutti e tre gli istituti attraverso incontri di formazione rivolti ai docenti che non hanno partecipato direttamente alle mobilità così come ad altre scuole del territorio

I docenti che hanno avuto accesso alla formazione europea hanno sviluppato skill professionali negli ambiti individuati, hanno avuto accesso e raccolto risorse e materiali, sviluppato strumenti e auto prodotto nuove risorse. Il tutto è stato implementato grazie alla collaborazione e al lavoro di team misti di docenti provenienti dai tre licei.

La visita e l'attività di job shadowing in scuole “esperte” ha consentito di fare esperienza di formazione europea, di venire a conoscenza e condividere best practice, di stabilire relazioni professionali con docenti delle scuole ospitanti e aprire a prospettive di lavoro condiviso futuro.

Ogni team, ha prodotto Unità Didattiche specifiche che sono state raccolte in un repository dal titolo "*Enlightening teaching and learning*" e messe a disposizione sul sito delle tre scuole.

Le scuole coinvolte hanno beneficiato di:

- maggior motivazione e coinvolgimento dei docenti partecipanti;
- maggior expertise di un gruppo di docenti trainanti all'interno dei diversi gruppi disciplinari;
- migliore conoscenza della progettazione e delle opportunità europee;
- accesso a risorse, strumenti e prospettive in ambito europeo;
- collaborazione fra i dipartimenti e gruppi disciplinari dei tre licei.

The S.TE.P.S. project was the result of the joint cooperation of three Scientific Licei (Secondary schools) in Parma which stemmed from the necessity to equip the teachers of the three schools with resources and tools necessary to enhance the curriculum and teaching methodology through the design of innovative learning environments and the definition of rubrics for the evaluation of skills to be integrated in ordinary assessment procedures. A common specific objective of the three schools was the promotion of active citizenship and the willingness to learn transversal innovative methods and approaches to teaching through new technologies in order to supply all students with the tools and competence to become active and productive citizens in a perspective of long life learning.

The three licei, which were competitors traditionally, formed a partnership in order to tackle common challenges by uniting strengths in a European perspective. They tried to respond to the necessity of finding common tools for the enhancement, the development and the assessment of entrepreneurial, global and digital competence of their students. The idea was to find new paths that would stimulate planning, creativity and civil awareness and to ensure that all students, even those of different ethnicities, could have the same opportunities to enter the job market or continue with higher education.

The challenge for our schools was:

- to develop in teachers the necessary planning, teaching and evaluation skills for the effective realization of an inclusive, innovative and quality teaching based on skills, through a methodological approach capable of encouraging the development of soft skills and promoting collaborative, laboratory and multimedia, also thanks to personalized interventions particularly suitable for the diversity of foreign students;

-to develop methods and tools to promote in students, as "future workers" and "citizens", skills recognized on a professional level and in civic and social responsibility and participation.

The consortium of the three Licei (secondary schools) launched an international mobility and cooperation programme in order to:

- train teachers by participating in specific courses both on the the planning of innovative teaching activities and on the assessment and certification of skills;

- carry out job-shadowing experiences with European partners by comparing needs and solutions and sharing good practices;

- share within the consortium a common process of research, planning and experimentation in the classrooms;

- involve as many teachers as possible of the three schools through training meetings aimed at teachers who have not directly participated in the mobility as well as at other schools in the area.

- use the project organization and outputs at teachers training sessions at regional level.

The teachers who had access to European training developed professional skills in the identified areas, had access and collected resources and materials, developed tools and created new resources.

Everything was implemented thanks to the collaboration and work of mixed teams of teachers from the three Licei (high schools).

The stay and the job shadowing activity in "expert" schools made it possible to gain experience of European training, to learn about and share best practices, to establish professional relationships with the teachers of the host schools and to open up prospects for possible future shared work.

Each team produced specific lesson plans which were collected in a repository entitled "Enlightening Teaching and Learning" and made available on the websites of the three schools.

The schools involved benefited from:

- greater motivation and involvement of the participating teachers;

- greater expertise of a group of leading teachers within the various academic subject groups;

- better knowledge of European project planning and opportunities;

- access to resources, tools and perspectives in the European context;

- collaboration among the departments and academic groups of the three high schools.

BELGIUM

FUTURE CLASSROOM LAB COURSE
Digital skill, media literacy and citizenship for
the Future Classroom

OUTPUT

Learning Design for Critical thinking

Context

Topic: Critical thinking about fake news

Total learning time: 4 hours

Designed learning time: 4 hours

Size of class: 30

Description:

Mode of delivery: Blended

Aims

riconoscimento delle diverse tipologie di fake news, consapevolezza dei rischi e dei diritti, materiali prodotti dagli alunni per le presentazioni

Outcomes

Comprehension: explain , summarize, illustrate, evaluate

Teaching-Learning activities

Introduzione

Read Watch Listen 10 minutes 30 students Tutor is available F2F Il docente presenta l'attività

Read Watch Listen 4 minutes 1 student Tutor is available Online Watch the video by UNESCO Forum on Global Citizenship Education 28-30 January 2015 *Linked resources* Global citizenship is...

Discuss 11 minutes 30 students Tutor is available F2F Discussion with the students about the video

Read Watch Listen 2 minutes 1 student Tutor is available Online Watch the video Rights and Responsibilities by eSafety Office

Linked resources

Rights and Responsibilities

Discuss 8 minutes 30 students Tutor is available F2F

Discussion with the students about the video

Read Watch Listen 5 minutes 30 students Tutor is available F2F Divide the class into 7 groups and explain them the use of the online application Mentimeter

Fake news - esplorazione

Collaborate 40 minutes 4 students Tutor is available Online

Students analyze the materials together, examining their main aspects. They use the materials the teacher gave them (attached here). Each material includes a video or a site. In the materials, students will find some questions they need to answer in order to complete the first task.

Linked resources

Fake news

clickbait

Sponsored content

Satire and hoax

Conspiracy theory

Pseudoscience

filter bubble

Produce 10 minutes 1 student Tutor is not available Online Students write down the answers they have shared in the previous part of the activity

Fake news - approfondimento

Investigate 15 minutes 4 students Tutor is not available Online

Students (still divided into groups) improve their knowledge of the subject assigned to them by surfing the internet. They're asked to do bibliographic research on the Internet too.

Read Watch Listen 20 minutes 1 student Tutor is not available F2F

Gli alunni studiano individualmente i materiali che hanno individuato assieme nei gruppi durante l'attività precedente e i materiali prodotti mentre rispondevano alle domande delle schede di esplorazione.

Investigate 15 minutes 1 student Tutor is not available Online Students search for

appropriate examples of the fake news typology they're studying.

Produzione

Produce 30 minutes 4 students Tutor is available F2F

Students prepare a presentation of the subject assigned. Each presentation needs to be 10 minutes long and needs to comprehend links and perhaps a short video as example.

Produce 20 minutes 4 students Tutor is available Online

Students prepare a set of 5 questions aimed at their classmates. The questions are written and prepared with the app Mentimeter

Linked resources

Link d'uso di mentimeter

Link per la piattaforma mentimeter

Restituzione alla classe

Collaborate 10 minutes 30 students Tutor is available F2F Each group presents to the class, using the presentation they have produced.

Practice 10 minutes 30 students Tutor is available Online

Each group ask the rest of the class to interact and discuss about the presentation and the examples using the Mentimeter online application

Linked resources

Mentimeter application

Valutazione - esperienza diretta

Discussion 20 minutes 30 students Tutor is available F2F Gli studenti e il docente valutano la presentazione di ogni gruppo.

Practice 10 minutes 1 student Tutor is available Online

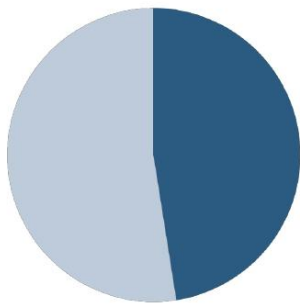
Agli alunni viene proposta una attività pratica per esercitarsi a scoprire le varie tipologie di fake news in vari esempi che vengono loro forniti.

Representations of the learning experience

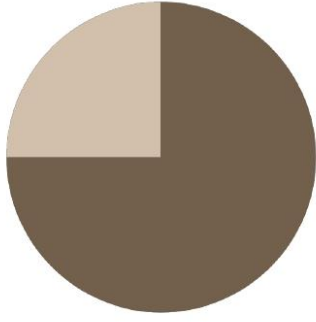


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	41	17
Investigation	30	13
Discussion	39	16
Practice	20	8
Collaboration	50	21
Production	60	25

	Minutes	%
Whole class	74	31
Group	105	44
Individual	61	25



	Minutes	%
Face to face	114	48
Online	126	53



	Minutes	%
Teacher present	180	75
Teacher not present	60	25

DENMARK

*Project Based and Competence Based
Teaching, assessment/evaluation and ICT*

Output 1

Learning Design for Celebration of the 30th anniversary of the Berlin Wall

Context

Topic: history and actuality

Total learning time: 6 hours

Designed learning time: 10 hours

Size of class: 19

Description: It is a Project Based Learning project realized with a terminal class during the hours of history, philosophy and physical education.

Mode of delivery: Blended

Aims

To organize a performance regarding the collapse of the Berlin Wall and the walls existing nowadays

Outcomes

Knowledge: History of the Berlin Wall and knowledge about the walls present today in the world and why

Comprehension: Understanding the violation of human rights and the difference between walls material and unmaterials.

Application: To realize a performance in the courtyard of the school for all the students and staff.

Teaching-Learning activities

The collapse of the Berlin Wall

Investigate 1 hour 19 students Tutor is available F2F

Students have to search for information about the Berlin Wall: why and when it was built and why he collapsed.

The walls existing today

Investigate 1 hour 19 students Tutor is not available Online

Students have to search on line at home for information, photos, articles about the walls existing today.

Video about the walls

Produce 2 hours 1 student Tutor is not available Online One student has to make a video with the material found by the class about the walls.

Interview about the walls visible and invisible

Discuss 2 hours 6 students Tutor is not available F2F

Some students have to interview italian, french and dutch students and teachers present in the school about the wall and what everyone could do to help their collapse.

Video about the interviews.

Produce 2 hours 1 student Tutor is not available Online One student has to make a video with the material of the interview.

The beginning: the idea of the project

Read Watch Listen 1 hour 19 students Tutor is available F2F

To start the work, the teacher explain what will be our aim: to find a way to celebrate and actualize the collapse of the Berlin Wall. We have to focus on citizenship skills and investigate the separation today.

Collaborate 1 hour 5 students Tutor is not available Online

Representations of the learning experience



Learning through	Minutes %
Acquisition (Read, Watch, Listen) Investigation	60 10 120 20

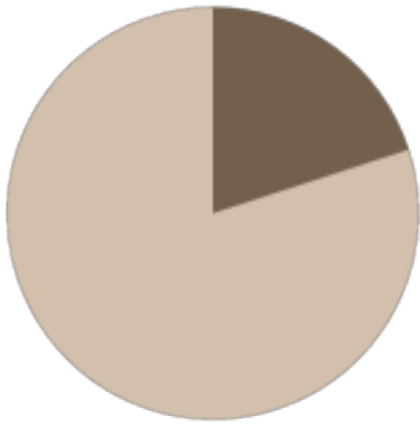
	Discussion	120 20
	Practice	0 0
	Collaboration	60 10

Production 240 40

		Minutes %
	Whole class	180 30
	Group	180 30
	Individual	240 40



		Minutes %
	Face to face	240 40
	Online	360 60



	Minutes %
Teacher present	120 20
Teacher not present	480 80

Output 2

'Learning Designer': Writing a report

Context

Topic: English

Total learning time: 1 hour and 15 minutes

Designed learning time: 1 hour and 15 minutes

Size of class: 25

Description: The students work on the writing competence.

Mode of delivery: Classroom-based

Aims

At the end of the lesson all students will:

- understand the structure of a report
- Improve their vocabulary
- plan and write a report on a given topic

Most students:

- plan and write a clear, accurate, concise report on a given topic
- use formal language, including passive forms
- learn how to avoid repetitions

Outcomes

Comprehension: They will learn the structure of a report.

Application: They will be able to write a clear, accurate report, avoiding repetitions and using a range of grammar and vocabulary structures.

Evaluation: They will be asked to take part actively in the evaluation process.

Teaching-Learning activities

Preparatory activities - Problem Finding

Discuss *5 minutes* *25 students* *Tutor is available* *F2F*

- Warming up activity - Speaking activity
- Brainstorming about what they already know about reports in their first language.

Read Watch Listen *15 minutes* *25 students* *Tutor is available* *F2F*

- Reading activity
- They read a report and underline the parts in the text that answer questions on the report structure:
- aim of the report
- findings
- actions proposed
- They share their results with the class and teacher.

Practice *10 minutes* *2 students* *Tutor is available* *F2F*

- Vocabulary activity (avoiding repetitions)
- They work in pairs and find words in the text that match with some definitions;
- They match synonyms with words and expressions in the report to learn how to avoid repetitions;

Operatory activities - Problem Solving

Produce *20 minutes* *2 students* *Tutor is available* *F2F*

- Writing activity
- They work in pairs to write a report on a given topic and number of words.

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Cooperative activities - Problem sharing - Checking and evaluation

Collaborate *10 minutes* *students* *Tutor is available* *F2F*

- Checking activity - in pairs
- They share their reports with other students in order to check each other

Investigate *15 minutes* *students* *Tutor is available* *F2F*

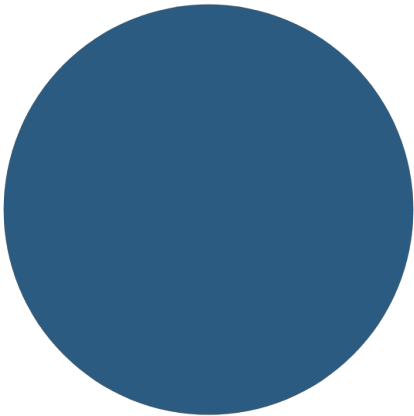
- Checking activity - the whole class
- The teacher hands out the mark scheme to students and while checking he uses the language of the mark scheme.
- The students are asked to read aloud some reports by focusing on the different marks and consequently on the different levels of response.

Representations of the learning experience

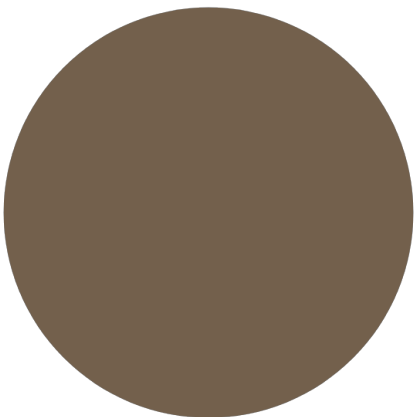


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	15	20
Investigation	15	20
Discussion	5	7
Practice	10	13
Collaboration	10	13
Production	20	27

	Minutes	%
Whole class	20	40
Group	30	60
Individual	0	0



	Minutes	%
Face to face	75	100
Online	0	0



	Minutes	%
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Teacher present	75	100
Teacher not present	0	0

Output 3

Learning Design for: The Ballad through Time

Context

Topic: English Literature and Culture

Total learning time: 3 hours and 30 minutes

Designed learning time: 4 hours and 40 minutes

Size of class: 20

Description: Students study the Ballad as a literary genre, as it started and how it has developed along the centuries up to the present day.

They will learn the different ballad themes and its main features

In the end they should be able to create their own Ballad according to the standard parameters and their own creativity and imagination. The output will be the production of a multimedia audiobook on www.storyjumper.com

Mode of delivery: Wholly online

Aims

To understand the ballad as a literary genre through time and to produce a personal version of it to be published on a shared multimedia e-book (www.storyjumper.com)

Outcomes

Knowledge: Students study the Ballad as a literary genre.

Comprehension: To understand the ballad as a literary genre through time and its main features.

Application: to produce a personal version of it to be published on a shared multimedia e-book (www.storyjumper.com)

Teaching-Learning activities

The Ballad as a genre

Read Watch Listen 40 minutes

1 student

Tutor is not available F2F

Students watch a couple of short videos about the main features of the ballad.

Read an introduction about the genre in their text book and read about the development and

the passing down from generation to generation of this genre: from the Middle Ages right up to the present day.

Watch a video on youtube- on the ballad

Students listen to 3 modern ballads.

Linked resources

Ballad Poems

What is a Ballad? - Definition & Examples

Investigate *30 minutes* *20 students* *Tutor is available* *F2F*

Students read and listen to one of the most renowned medieval ballads and the teacher gives students a list of questions to make them find out its characteristics and its main features.

Practice *20 minutes* *1 student* *Tutor is not available* *F2F*

Students analyze and compare the 3 modern ballads and fill in a grid with similarities and differences.

Sharing and discussing the results

Discuss *40 minutes* *20 students* *Tutor is available* *F2F*

Students sum up the main features of the ballad and share their views on the 3 modern ballads. Teachers highlight the elements which must be present in their own ballads by creating a shared Word document, which might be used by weaker students as a template in case they do not feel confident enough to create a ballad on their own.

Moreover, the teacher will provide a couple of extra templates as a link.

Produce *1 hour* *1 student* *Tutor is not available* *F2F*

Students write their own ballads with at least 3/4 stanzas + a refrain.

They complete the task by describing the making of the poem, highlighting what they enjoyed doing and any difficulties they encountered.

If the students are talented they can set their work to music, if not they can simply recite it trying to give it a rhythm.

Students upload their final result on CLASSROOM.

Linked resources

Note: Students can use paper or on-line dictionaries or Thesaurus.

Template to write a Ballad - Make your own ballad
http://www.webexhibits.org/poetry/explore_famous_ballad_make.html

<https://grammar.yourdictionary.com/writing/how-to-write-a-ballad-poem-step-by-step.html>

Performance and Recording on Storyjumper.com

Discuss *1 hour* *20 students* *Tutor is available* *F2F*

Each student presents his / her ballad in front of the class.

Produce *30 minutes* *1 student* *Tutor is not available* *F2F*

Each student, invited by the teacher, who is the creator of the eBook, uploads his/her ballad on the eBook and selects his/her own props, backgrounds and special effects and records it.

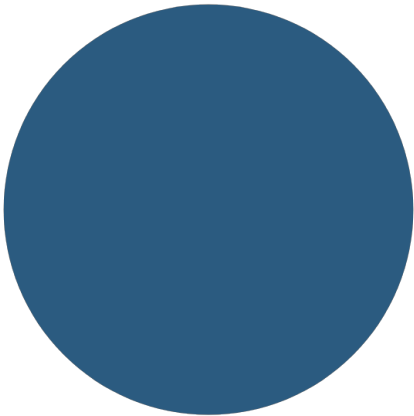
NB: The teacher will supervise this process.

Representations of the learning experience

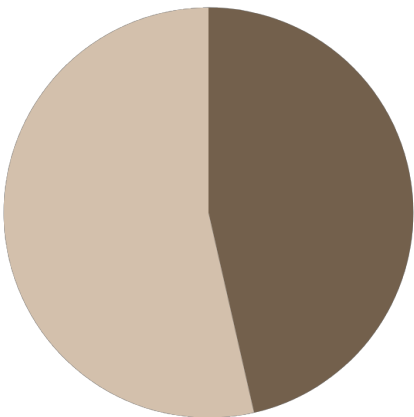


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	40	14
Investigation	30	11
Discussion	100	36
Practice	20	7
Collaboration	0	0
Production	90	32

	Minutes	%
Whole class	130	46
Group	0	0
Individual	150	54



	Minutes	%
Face to face	280	100
Online	0	0



	Minutes	%
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Teacher present	130	46
Teacher not present	150	54

Output 4

Learning Design for: Global issues

Context

Topic: sustainable development

Total learning time: 10 hours

Designed learning time: 14 hours and 20 minutes

Size of class: 30

Description: Fighting against global warming in order to save our planet Earth needs a deep awareness of the implications that a sustainable development calls for. This was the aim of our work : making students comprehend that saving the future means working on a large scale for economic growth, social justice and eliminating poverty at the same time Through group works students read about , wrote about and acted in favor of sustainable development guided by their English and Science teachers together.

Mode of delivery: Classroom-based

Aims

Students understand all the steps of the project activity. They also get a first introduction to the concept of sustainable development

Outcomes

Evaluation: a) to show that full awareness of 17 goals for a sustainable development (Agenda Paris 2030) has been achieved) Evaluation: students show they are able to act on behalf of the environment ; students show that they have learnt how important it is to influence others' behavior in favor of a sustainable development

Teaching-Learning activities

Global Issues - layout of the project activity , Microplastics and microfibers

Read Watch Listen 50 minutes 30 students Tutor is available F2F

English Teacher's notes about the project which is going to be implemented. English Teacher's notes on what sustainable development is

Read Watch Listen 50 minutes 30 students Tutor is available F2F

Science Teacher reads and explains the danger of microfibers on the environment

Read Watch Listen 50 minutes 30 students Tutor is available F2F

Students in groups of three /four each read and listen to at least two from: 1) r “Story of a refugee girl” , p.74-75 Student’s Book Performer B2 (about the problem of refugees) 2) ” Leave no one behind” p.40-41 Work Book Performer B2 (about violence on women)3) “If we hadn’t ignored the warning” p.78-79 SB Performer B2(about global warming) 4) “Coastal areas in danger from rising sea levels” p.44 e 45 WB Performer B2 (about serious landscape changes in South East Asia)

Discuss *30 minutes* *30 students* *Tutor is available* *F2F*

Students ask the teacher questions about topics analyzed. A discussion follows

Notes

READING “Sustainable Development “ p.70-71 Marina Spiazzi, Marina Tavella, Margaret Layton Student’s Book+ work book Performer B2 , Zanichelli editore, 2018

Global warming

Investigate *1 hour* *30 students* *Tutor is available* *Online*

Students in groups of three/ four each browse / surf the links suggested by a dedicated site for language teachers (www.aulalingue.scuola.zanichelli.it) (tag: Obiettivo 13:lotta contro il cambiamento climatico) to collect information about :1) Greta Thunberg’s speeches about global warming and world-wide school strikes 2) Earth Day3) The Ocean Clean Up project by Boyan Slat

Linked resources

Microfibers and microplastics

global warming

Investigate *30 minutes* *30 students* *Tutor is available* *Online*

Mrs Di Cola illustrates to the class as a whole the project “ We, food, our planet. Let’s feed a sustainable future” designed, planned and implemented by Barilla Center for Food and Nutrition (www.barillacfn.com) in order to explain the close relationship existing between food and sustainable development goals . Barilla Company , the pasta producing leader company in Italy, sponsored the above mentioned project on the occasion of PARMA , ITALIAN CAPITAL of CULTURE 2020 celebration. An exhibition had been set up , which was going to be on from January 11th to April 13th 2020. Unfortunately the corona virus epidemics obliged the exhibition to be locked down. Students in groups of three/ four each read about the food pyramid and the above mentioned project at the link www.noilciboilpianeta.it Mrs . Di Cola walks around groups helping students with their listening and reading

Linked resources

Food and Nutrition

pyramid food

Discuss *30 minutes* *30 students* *Tutor is available* *F2F*

Students discuss different points of view about the articles read

Let's produce our own booklets!

Produce *3 hours and 20 minutes* *4X7 students* *Tutor is available* *F2F*

Students in groups have to design and implement their own booklet , in English, on any of the global issues analyzed . They have to use the tools offered by the site www.storyjumper.com , which is not new to them .(In October 2019 they had already produced a story on their own just using the same tools)

Linked resources

storyjumper

storyjumper

storyjumper 2

storyjumper 3

storyjumper 5

Practice *2 hours* *30 students* *Tutor is available* *F2F*

Mrs Marchesini and Mrs Di Cola together take the class to visit the exhibition “ We , food, our planet” at Galleria San Ludovico, Parma on February,7th 2020.

Linked resources

exhibition

Produce *2 hours* *4 students* *Tutor is not available* *F2F*

On the occasion of 31 January 2020 Assemblea di istituto, students organize a quiz open to the pupils of other classes about “Global issues". Acting on the information they have had on global issues , the four students, who wrote the booklet "Goals for the future", prepare on their own a quiz on sustainable development goals to be played with students of other classes too.

Linked resources

quiz

Practice *2 hours* *30x2* *Tutor is available* *F2F*

students

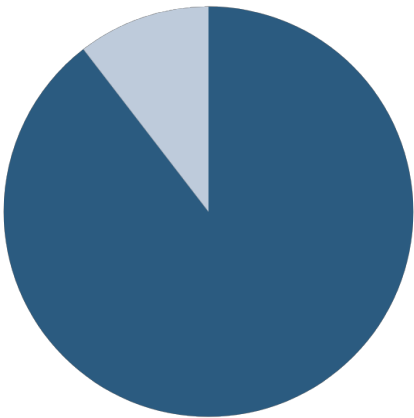
The four students create 2 different groups of 30 students each. Each group is divided in 2 teams. After being shown " Goals for the future" the quiz starts.

Representations of the learning experience

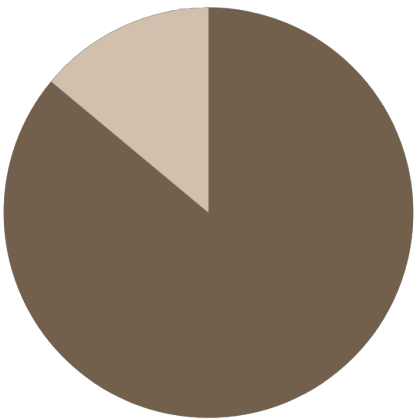


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	150	17
Investigation	90	10
Discussion	60	7
Practice	240	28
Collaboration	0	0
Production	320	37

	Minutes	%
Whole class	420	78
Group	120	22
Individual	0	0



	Minutes	%
Face to face	770	90
Online	90	10



	Minutes	%
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Teacher present	740	86
Teacher not present	120	14

SPAIN

*Competence Based Learning, STEAM
education and Entrepreneurship*

OUTPUT

Learning Design for “The school that I want”

Context

Topic: STEAM : Science, Italian, History, Arts, Physical Education, Religion, Physics, Technical, Drawing, Computer technology, Music, Mats

Total learning time: 20 hours

Designed learning time: 21 hours

Size of class: third grade of high school

Description: awareness campaign on students' needs in the area of learning spaces 4.0. the project consists of 4 phases: research, architectural and engineering design, final report, communication and dissemination. Context: the need to rethink flexible and dignified school spaces.

Mode of delivery: Blended

Aims

teamwork positive attitude initiative organizational skills problem solving creativity and innovation leadership, ethical decision financial literacy product and service design risk management negotiating and influencing organizational skills

Outcomes

Draw (Knowledge):

Measure (Knowledge):

Explain (Comprehension):

Calculate (Application):

Hypothesize (Application):

Compare (and contrast) (Analysis):

Design (Synthesis):

Summarize (Synthesis):

Give feedback (Evaluation):

Show awareness of (Affective learning outcomes):

Draw (Psychomotor skills):

Perform (Psychomotor skills):

Teaching-Learning activities

Research

Practice *20 minutes* *students* *Tutor is available* *F2F*

organization of working groups

Practice *10 minutes* *third grade of high school students* *Tutor is available* *F2F*

delivery of materials

Discuss *30 minutes* *third grade of high school students* *Tutor is available* *F2F*

feasibility study

Investigate *1 hour* *third grade of high school students* *Tutor is available* *F2F*

needs survey

Investigate *2 hours* *third grade of high school students* *Tutor is available* *F2F*

guided tours

architectural and engineering design

Practice *8 hours and 20 minutes* *third grade of high school students* *Tutor is available* *F2F*

workshop

Collaborate *1 hour and 40 minutes* *third grade of high school students* *Tutor is available* *F2F*

team working

final report

Collaborate *2 hours* *third grade of Tutor is available* *F2F*
high school
students

team working

Read Watch Listen *2 hours* *third grade of Tutor is available* *F2F*
high school
students

creativity and innovation

Produce *1 hour* *third grade of Tutor is available* *F2F*
high school
students

product and service design

communication and dissemination

Discuss *1 hour* *third grade of Tutor is available* *F2F*
high school
students

evaluation

Practice *1 hour* *students* *Tutor is available* *F2F*

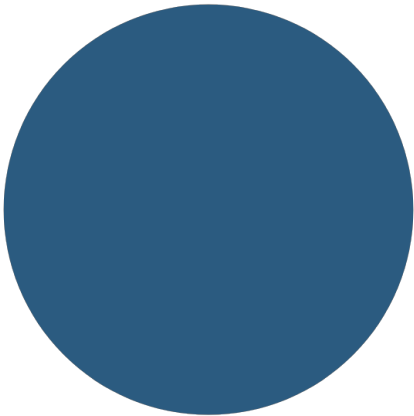
leadership, ethical decision

Representations of the learning experience

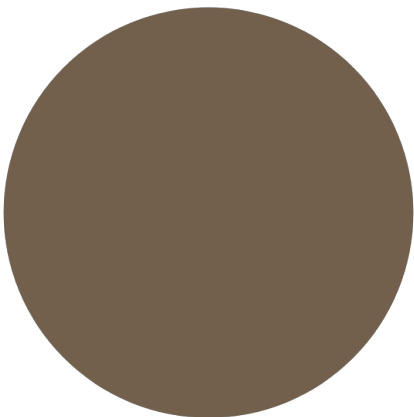


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	120	10
Investigation	180	14
Discussion	90	7
Practice	590	47
Collaboration	220	17
Production	60	5

	Minutes	%
Whole class	1180	100
Group	0	0
Individual	0	0



	Minutes	%
Face to face	1260	100
Online	0	0



	Minutes	%
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Teacher present	1260	100
Teacher not present	0	0

GERMANY

The German Dual System of Vocational Education and training

OUTPUT 1

Learning Design for: Insegnare Latino in peer-education alla scuola Media come ASL del triennio liceale

Context

Topic: Didattica del Latino, ASL

Total learning time: 5 hours

Designed learning time: 5 hours

Size of class: 30

Description: Ragazzi di Liceo Scientifico, come attività ASL, preparano un progetto per insegnare le basi della lingua e della civiltà latina (anche in modalità online, e con metodologia adatta alla peer-education) ad alunni di classe III di Scuola Media Inferiore, elaborando essi stessi i materiali sulla base delle loro conoscenze pregresse, dei materiali messi a loro disposizione dai loro docenti di Latino e delle loro personali ricerche di materiali e strumenti on- e offline. Cercheranno di ragionare secondo una dimensione innovativa, per dar vita a un primo approccio alla materia più induttivo e ludico rispetto all'approccio tradizionale dello studio liceale.

Mode of delivery: Blended

Aims

Comunicazione nella madrelingua.

Comunicazione nelle lingue straniere.

Competenza digitale.

Imparare ad imparare.

Competenze sociali e civiche

Imparare ad imparare.

Competenze sociali e civiche.

Spirito di iniziativa e imprenditorialità

Consapevolezza ed espressione culturale.

Outcomes

Knowledge: Conoscenza e padronanza di elementi base della lingua e civiltà latina; imparare ad insegnare

Comprehension: Comprendere le dinamiche dell'insegnamento e dell'apprendimento in altri ordini di scuola

Application: Applicazione dei concetti appresi a una situazione nuova, che richiede la risoluzione di problemi

Analysis: Capacità di analizzare prerequisiti, necessità, attitudini ecc. dei fruitori e dei somministratori del corso

Synthesis: Capacità di riassumere e comunicare efficacemente metodi, scopi, motivazioni, procedimenti ecc. a compagni di lavoro e discenti

Evaluation: Capacità di autovalutarsi e valutare i risultati del corso

Affective learning outcomes: Sia i creatori che i fruitori del corso diventano consapevoli del loro atteggiamento verso l'apprendimento della materia Latino, apprezzandone le implicazioni meno evidenti

Teaching-Learning activities

Momento preparatorio: analisi della situazione di partenza di somministratori e fruitori del corso e individuazione ragionata degli obiettivi

Discuss *20 minutes* *30 students* *Tutor is available* *F2F*

Presentazione dei partecipanti. Brainstorming: ciascun alunno esprime davanti agli altri cosa significhi l'insegnamento del Latino per sé, aggiungendo un promemoria su una bacheca di Padlet (oppure è l'insegnante a riportare sulla bacheca)

Produce *15 minutes* *30 students* *Tutor is available* *F2F*

Si raccolgono (anche tramite il docente) i risultati in sintesi in una mappa concettuale, disegnata con Lucidchart o analoghi programmi free

Collaborate *30 minutes* *5 students* *Tutor is not available* *Online*

A casa, gli alunni, divisi in gruppi, si incontrano su Meet e, dopo un breve brainstorming, stabiliscono quali sono secondo loro gli scopi principali dell'insegnamento del Latino agli alunni di Scuola Media, quali possono essere le motivazioni dei corsisti e quali strategie appaiono più efficaci per raggiungere lo scopo

Read Watch Listen *20 minutes* *30 students* *Tutor is available* *F2F*

In classe, ogni gruppo espone i risultati del proprio lavoro agli altri, e con la guida del docente si delinea una sintesi

Produce *15 minutes* *30 students* *Tutor is available* *F2F*

La sintesi è riportata dagli alunni, con la guida del docente, in una mappa concettuale disegnata con Lucidchart o analoghi programmi free

Momento operatorio: si discute sulla struttura e la metodologia del corso e si immaginano i vari problemi connessi; infine si preparano i materiali necessari a svolgerlo

Read Watch Listen *15 minutes* *30 students* *Tutor is not available* *F2F*

A casa, da soli, gli alunni prendono in esame il Padlet e i diagramma su Lucidchart elaborati in precedenza, insieme a materiali sviluppati in corsi analoghi precedenti

Discuss *10 minutes* *6 students* *Tutor is not available* *Online*

Su Meet, gli alunni - divisi in nuovi gruppi - discutono fra loro l'adeguatezza dei materiali già impiegati, ipotizzandone eventualmente di nuovi, e programmano una scansione condivisa dei contenuti nelle lezioni in funzione degli obiettivi individuati e sintetizzati in precedenza

Collaborate *5 minutes* *5 students* *Tutor is not available* *Online*

Gli alunni si dividono in nuovi gruppi, e ciascun gruppo si pone un diverso compito di ricerca di nuove fonti su Internet e/o cartacee per integrare i materiali già esaminati

Investigate *25 minutes* *5 students* *Tutor is not available* *Online*

A casa, su Internet o fonti cartacee, gli alunni a gruppi cercheranno soprattutto programmi per la creazione di esercizi intesi come attività a sfondo ludico in un contesto di competizione a squadre (caccia alle parole, composizione di cruciverba e puzzle, quiz a tempo ecc.)

Discuss *15 minutes* *30 students* *Tutor is available* *F2F*

Si condividono ed esaminano i risultati, discutendo su quali strategie, programmi e/o app utilizzare per creare una presentazione stimolante (per es. con Kahoot), alcune lezioni impostate sulla partenza dal testo/dal dato storico-archeologico e sulla ricerca autonoma dei significati da parte dei discenti (per es. con ricerca sul vocabolario Olivetti di Latino online via cellulare) e sull'individuazione in parte autonoma e in parte guidata delle regole (per es. con divisione dei discenti in gruppi in una situazione ludico-competitiva, e assegnazione a ciascun gruppo di compiti investigativo-traduttivi sui testi scelti).

Produce *20 minutes* *30 students* *Tutor is not available* *Online*

Si creano una/più UA (con Learning Designer) condivise e la/le si presenta al docente per una supervisione

Collaborate *30 minutes* *5 students* *Tutor is available* *F2F*

Si creano, suddivisi in gruppi, i relativi materiali secondo la scansione, le strategie e le metodologie condivise e approvate (ciascun gruppo si occuperà di un tipo di materiale)

Momento ristrutturativo: si confrontano i materiali prodotti, elaborando una possibile valutazione o almeno un'interpretazione e si opera una simulazione di lezione.

Discuss *20 minutes* *30 students* *Tutor is available* *F2F*

Si confrontano i materiali prodotti, individuando quelli che possono essere più adatti; il docente assiste e consiglia

Collaborate *20 minutes* *30 students* *Tutor is available* *F2F*

Si decide con l'aiuto del docente come misurare e valutare/interpretare l'esito delle lezioni programmate (impostando una griglia di valutazione)

Practice *40 minutes* *6 students* *Tutor is available* *F2F*

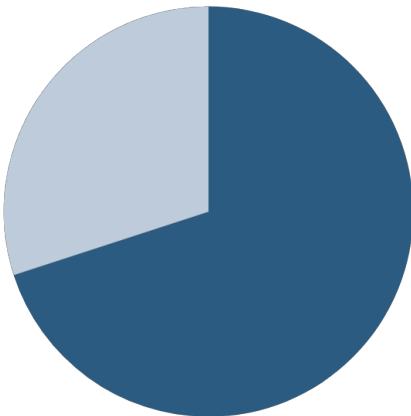
Ogni gruppo simula con gli altri e davanti al docente una fase delle lezioni del corso (5'-6' a gruppo), e prende nota delle modifiche necessarie

Representations of the learning experience

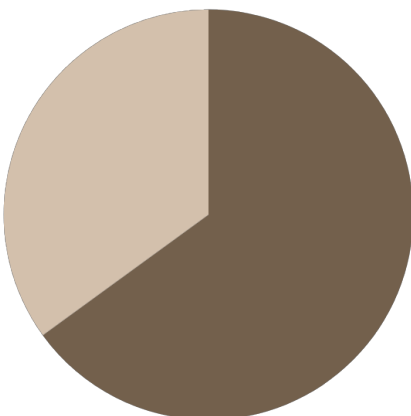


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	35	12
Investigation	25	8
Discussion	65	22
Practice	40	13
Collaboration	85	28
Production	50	17

	Minutes	%
Whole class	160	53
Group	140	47
Individual	0	0



	Minutes	%
Face to face	210	70
Online	90	30



	Minutes	%
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Teacher present	195	65
Teacher not present	105	35

OUTPUT 2

Learning Design for: Focus on LAB

Context

Topic: Physics

Total learning time: 12 hours

Designed learning time: 11 hours and 30 minutes

Size of class: 30

Description: The program of physics in secondary 2[^] grade school always begins with some basic concepts that are difficult for students to learn and for the teacher to explain, since they are quite theoretical. In this project, students approach the same concepts in a practical and challenging way, developing through teamwork, practical activities, research on the net, making videos and multimedia staff a comprehensive and effective knowledge of the same ideas.

Mode of delivery: Blended

Aims

Implementation of Multimedia Products by first-year-scholars about basic measurement instruments and basic lab experiences.

Outcomes

Knowledge: Measurement, measurement instruments, fundamental units of measurement in IS. Fundamental quantities in IS. Software and apps to make video, presentation, etc.

Analysis: Understand in detail how a measurement tool works and is made. Understand in detail how to realize a lab experience and explain it to others. Understand in detail how some software and/or apps work.

Synthesis: Gather information from the web and decide which are useful and which are not. Summarize many ideas in a short video or presentation or text.

Teaching-Learning activities

Introduction to measurement, measurement instruments, fundamental units of measurement in IS. fundamental quantities in IS.

Collaborate 20 minutes 2 students Tutor is available F2F

Challenge: Measure: The length of the classroom, the area of the desk, the area of one hand. The teacher helps students if they get stuck and they can't go ahead.

Linked resources

File: Tools you can use to do the measures.docx

Materiali

Discuss *25 minutes* *2 students* *Tutor is available* *F2F*

Each pair explain to the class the way they worked to fulfill the assignment they have been given.

Read Watch Listen *10 minutes* *30 students* *Tutor is available* *F2F*

The teacher explains through a prezi the meanings of measurement, fundamental quantities in IS, fundamental units of measurement in IS.

Linked resources

Prezi Presentation Misura e Strumenti

In the lab. Come in touch with some basic measurement instruments. Have a glimpse at some experiments that involve the use of one or more of the measurement tools.

Read Watch Listen *50 minutes* *30 students* *Tutor is available* *F2F*

Physics LabThe teacher shows the students some basic measurement instruments: ruler, caliber, laboratory balance, protractor, measuring cylinder, stopwatch, thermometer. He/she explains briefly the way they work and which quantities they are suitable to measure. The teacher also describes to the students some basic experiments they can do in the lab with the instruments they have described. At the end, each group draws a card from a basket; every card has the name of a measure instrument and lab experiment on it They need to keep the secret about the experiment and tool they drew. There will be a treasure hunt later on... :-)

Linked resources

File: Quanto è alta la scuola.docx

File: Qual è lo spessore di una mina.docx

File: Proviamo a misurare pi greco.docx

File: Temperatura vs tempo.docx

File: Strumenti-Esperimenti.docx

Materiali

File: isocronia pendolo semplice.docx

File: Peso vs Volume.docx

Read Watch Listen *50 minutes* *30 students* *Tutor is available* *Online*

Computer LabThe teacher provides information about some basic software that students can use to make videos, texts, presentations and other multimedia (For example, iMovie, Keynote, Pages on the MacBook at school, the similar app from Google)

Linked resources

File: APP E PROGRAMMI UTILI PER LA REALIZZAZIONE DEI VIDEO.docx

Materiali

Analyze a specific measurement instrument and then describe it. Each group can decide whether to make an essay, a short video, a presentation.

Read Watch Listen 1 hour 1 student Tutor is not available Online

At home. Each student looks on the net for information about the tool he has been paired to.

Collaborate 1 hour 4 students Tutor is not available Online

At home. Each group summarizes the information collected on the net and decides which of them are the most important and which of them are not relevant.

Produce 1 hour 4 students Tutor is not available Online

At home. Each group makes a short but comprehensive introduction to a specific tool, writing a text or making a video or a presentation. The presentations are assessed by the teacher.

Do an experiment. Each group has 120 minutes to run the experiment they have drawn. It is important that each group is alone in the lab while doing the experiment. The rest of the students may be busy with classwork in the classroom or the lab activities can be held in the afternoon.

Investigate 2 hours 4 students Tutor is available Online

In the Lab. Students do the experiment they have been matched to. They take notes of what they do and pictures and movies of themselves and of the tools they can use.

Produce 1 hour 4 students Tutor is not available Online

At home. Each group analyzes the data collected and writes a short report about what they investigated and the results they achieved. The reports are assessed by the teacher.

Linked resources

Come scrivere una relazione di laboratorio

File: RUBRIC relazione di lab.pdf

At home. Making the Video and associate a QR code

Discuss 2 hours 4 students Tutor is not available Online

Each group makes a video of the experiment. The aim is to explain to other students (classmates or pupils from other classes) how the experiment was conducted, the aim of the experiment, the description of the results and of the main issues. In the same video, the group explains the main measurement instrument used throughout the making of the procedure. The

videos are assessed by the teacher. At the end, each group creates a QR code and prints it on a piece of paper.

Linked resources

Materiali

File: RUBRIC video.docx

At school. Treasure hunt.

Collaborate 45 minutes 4 students Tutor is not available F2F

Before: The teacher collects the QR code from all groups and hangs them in the school. Treasure Hunt: Each group reads the QR code, watches the video, then looks for the main instrument in the school. The videos just show the experiments but don't tell clearly the name of the main tool. Each experiment has one main tool...Each group needs to find out the main tool of the experiment out of the video and look for the instrument in the lab or in the school. Each group has to find the QR code printed near the main instrument of the experiment and watch the video related to the instrument itself. At the end of each video there is a hint for the next instrument.

Video Contest. All videos are uploaded on the website of the school. Survey among all first-year scholars of the school to choose the best video (through PADLET or Forms).

Discuss 10 minutes +100 Tutor is not available Online students

All first-year scholars access Padlet or FORM/GoogleModuli to vote for the best video. The group that made the best video gains a prize (maybe a book, or some sweets...). At the end, the teamwork is assessed by the teacher.

Linked resources

VIDEO CONTEST

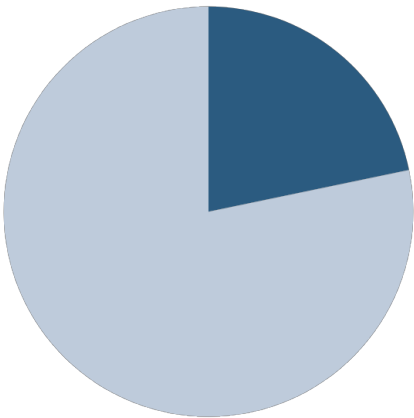
File: Rubric lavoro di gruppo_sec.pdf

Representations of the learning experience

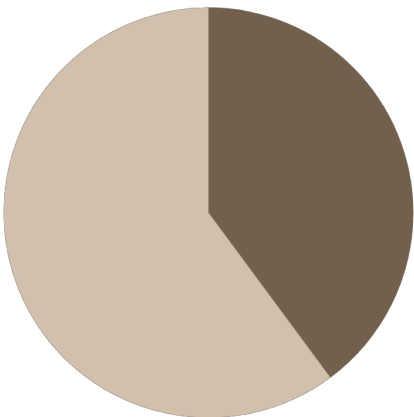


Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	170	25
Investigation	120	17
Discussion	155	22
Practice	0	0
Collaboration	125	18
Production	120	17

	Minutes	%
Whole class	110	16
Group	510	75
Individual	60	9



	Minutes	%
Face to face	150	22
Online	540	78



	Minutes	%
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Teacher present	275	40
Teacher not present	415	60

ICELAND

DIVERSE SOCIETY - DIVERSE CLASSROOMS

*Student diversity benefiting social diversity
Special focus key competences and
cooperative learning in multicultural groups*

OUTPUT 1

Learning Design for Being Global

Context

Topic: Global citizenship

Designed learning time: 4 hours and 20 minutes

Size of class: 20 students

Description: The purpose of this unit is to introduce the students to the concept of global citizenship also in preparation to Erasmus+ activities

Mode of delivery: Classroom-based

Aims

To understand the importance of being and acting as a global citizen and what the necessary skills are

To develop intercultural and global attitudes and approaches

To be introduced to the key features and impact of globalization.

To develop

- global skills and soft skills such as communication, problem solving, critical and creative thinking

- language skills

To improve personal perspective taking, motivation and active participation

Outcomes

Define (Knowledge): The meaning of Global citizenship

Identify (Comprehension): Global issues and dimensions

Find out/discover (Knowledge): UN and the UN SDGs Goals

Investigate (Application): Global skills

Operate (Application): L2 in contest

Representations of the learning experience



Learning through	minutes	%
Acquisition (Read, Watch, Listen)	55	21
Investigation	35	13
Discussion	55	21
Practice	30	12
Collaboration	50	19
Production	35	13

Teaching-Learning activities

Unit presentation: <https://express.adobe.com/page/PHLEF4R2bZFuy/>

GLOBAL CITIZEN

Investigate *10 minutes* *20 students* *Teacher present* *Face to face (not online)*

BRAINSTORMING

The teacher elicits the meanings of the words GLOBAL, CITIZEN and the added meaning of GLOBAL CITIZEN and finally compare the agreed answer with a Dictionary one .

Linked resources

 [Online Thesaurus](#)

Discuss *25 minutes* *30 Students* *Teacher present* *Face to face (not online)*

CLUSTERING

The class is asked to answer the following questions directly on Mentimeter.com which will result in slides then read and commented together
 - what are the main global aspects that affect your daily life? (word cloud)

- do you personally participate in the global community and how ? (open ended)
- what are the most important aspects to be considered when thinking globally? (ranking, i.e. languages, human rights, business, technology, culture...

The pinpointed aspects are integrated or selected by the teacher.

Linked resources

 [Mentimeter](#)

Notes

General presentation for the whole unit

<https://express.adobe.com/page/PHLEF4R2bZFuy/>

GLOBAL SKILLS

<i>Collaborate</i>	<i>30 minutes</i>	<i>5 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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The students (groups of 5) are asked to identify the 6 top skills a global citizen needs to have and visually represent them in a creative way .

The output is then presented to the class by the groups explaining the different choices.

<i>Read Watch Listen</i>	<i>30 minutes</i>	<i>5 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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TED Talk - Video What does it mean to be a citizen of the world? | Hugh Evans

The speaker provides examples of global citizens, list them and explain in what way they deserve this role

<i>Read Watch Listen</i>	<i>10 minutes</i>	<i>1 Student</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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Read and analyze the definition of Global competence

Linked resources

 [Global competence](#)

 [TED TALK](#)

<i>Produce</i>	<i>15 minutes</i>	<i>5 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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Create a quiz to evaluate "students' global skills"

The groups chose at least 5 questions and make the purpose of each question explicit

The groups share their questions.

Using the "zone of relevance* activity" the students are asked to choose the most effective ones and eliminate the similar ones.

*Discuss the questions with the class then sort them onto the diagram.

If a question is irrelevant or similar to another one, put it outside the circle.

If it is relevant, decide how relevant - the more relevant it is the closer it must be to the center and the more points it is given.

Investigate *10 minutes* *1 Student* *Teacher not present* *Face to face (not online)*


Each student experiment the test and assesses his/her own personal global competence

Notes

Provide colors and posters to be used during the activity

Zone of relevance -provide a big poster with a diagram of relevance and colorful post-it sheets for each question

TLA linked resources

 [Quiz maker](#)

Global issues-Global solutions

Read Watch Listen *5 minutes* *20 Students* *Teacher present* *Face to face (not online)*

Video -Discover the SDGs

Linked resources

 [THE SDGS](#)

Read Watch Listen *10 minutes* *5 Students* *Teacher present* *Face to face (not online)*

Cooperative learning activity

Gathering information

Each component of the group is asked to individually read a different card on a specific topic related to the SDGS and the UN. Each group will receive 5 different cards

Collaborate *20 minutes* *5 Students* *Teacher present* *Face to face (not online)*

After studying the resources, each student explains to the group the content of his/her own card

Investigate *15 minutes* *5 Students* *Teacher present* *Face to face (not online)*

Each group will have to answer to the following open questions

- "The rights of every man diminished when the right of one man are threatened" how is this quote linked to the idea of being a global citizen" JFK
- What do you think a school has to do and has to be to be considered a global one

Discuss *30 minutes* *20 Students* *Teacher present* *Face to face (not online)*

All the answers are handed in on answer sheets and presented to the class by each group's speaker and discussed together.

The teacher provides written feedback for each group.

Notes

Sites for resources

<https://www.un.org>

<https://www.goalsproject.org>

https://worldslargestlesson.globalgoals.org/resources/?_sft_language=english

<https://en.unesco.org/themes/education/sdgs/material>

Your voice

Produce *20 minutes* *5 Students* *Teacher present* *Face to face (not online)*

Cooperative learning task

Each group is assigned an activity based on different abilities and skills using in a creative way all the information gathered

Group 1- Write a petition and find good arguments to support an aspect that should be improved in your local school to become global

Group 2-Organize a TV debate where 4 politicians discuss the pros and cons of globalization

Group 3- Organize a flash mob to support one of the SDGs that you have learnt about

Group 4- Write a small scale idea to be presented to your Municipality and act out the presentation to your Mayor and Local Council

Practice

30 minutes

5 Students

Teacher present

Face to face (not online)

Output presentation to the class, max 5' per group

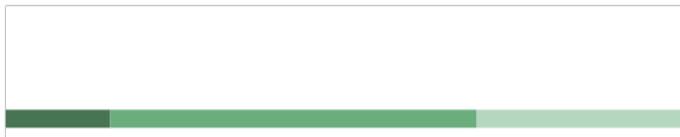
Assessment will consider the following aspects

- Informative (1-5)
task related and complete
- Organized (1-5)
sequenced, clear, shared
- Creative (1-5)
- Audience engaging (1-5)
- Demeanor /confidence (1-5)
- Fluent (1-5)

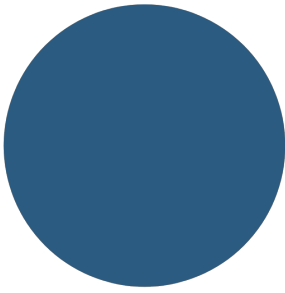
Notes

Extra questions

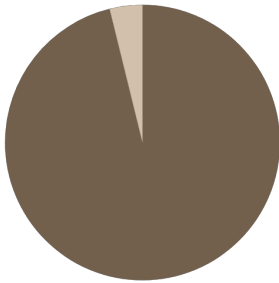
Think of something global that could be interesting in the global world and advertise it.
 Organize a flash mob to support the respect of Human rights for everybody in your country.



	minutes	%
Whole class	10	15
Group	35	54
Individual	20	31



	minutes	%
Face to face (not online)	260	100
Online	0	0



	minutes	%
Teacher present	250	96
Teacher not present	10	4

OUR WORLD TODAY

“We are meeting at a time of immense challenges to sustainable development. Billions of our citizens continue to live in poverty and are denied a life of dignity. There are rising inequalities within and among countries. There are enormous disparities of opportunity, wealth and power. Gender inequality remains a key challenge. Unemployment, particularly youth unemployment, is a major concern. Global health threats, more frequent and intense natural disasters, spiralling conflict, violent extremism, terrorism and related humanitarian crises and forced displacement of people threaten to reverse much of the development progress made in recent decades. Natural resource depletion and adverse impacts of environmental degradation, including desertification, drought, land degradation, freshwater scarcity and loss of biodiversity, add to and exacerbate the list of challenges which humanity faces. Climate change is one of the greatest challenges of our time and its adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification and other climate change impacts are seriously affecting coastal areas and low-lying coastal countries, including many least developed countries and small island developing States. The survival of many societies, and of the biological support systems of the planet, is at risk.” (...)

...”It is also, however, a time of immense **opportunity**. Significant progress has been made in meeting many development **challenges**. Within the past generation, hundreds of millions of people have emerged from extreme poverty. Access to education has greatly increased for both boys and girls. The spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy”(...)



“Seventy years ago, an earlier generation of world leaders came together to create the United Nations. From the ashes of war and division they fashioned this Organization (UN) and the values of peace, dialogue and international cooperation which underpin it. Today we are also taking a decision of great historic significance. **We resolve to build a better future** for all people, including the millions who have been denied the chance to lead decent, dignified and rewarding lives and to achieve their full human potential. We can be the first generation to

succeed in ending poverty; just as we may be the last to have a chance of saving the planet. **The world will be a better place** in 2030 if we succeed in our objectives...

Our journey will involve Governments as well as parliaments, the United Nations system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community — and all people.

The future of humanity and of our planet lies in our hands. It lies also in the hands of today's younger generation who will pass the torch to future generations. We have mapped the road to sustainable development; it will be for all of us to ensure that the journey is successful and its gains irreversible

2030 Agenda for Sustainable Development

OUTPUT 2

Learning Design for: I Malavoglia

Context

Topic: Italian Literature

Total learning time: 4 hours

Designed learning time: 4 hours and 10 minutes

Size of class: 24 students

Description: Following the Jigsaw + strategy, the students will be asked to critically analyze some important topics about the Italian novel "I Malavoglia" by G. Verga. They will be asked to perform some simple outcomes, in order to show their results to the rest of the class.

Mode of delivery: Classroom-based

Aims

The students will be able to express their critical opinion on these aspects about the novel "I Malavoglia": how to judge the character of 'Ntoni, how to define the author's pessimism, how to evaluate the role of modernity or of the archaic world.

Outcomes

Knowledge: Recall of information (main aspects of the novel plot), discovery (new features of characters and of thematic aspects) and listing (main ideas of the novel critical analysis)

Analysis: Identifying and analyzing characters and themes; organization of ideas
Synthesis: Using old concepts to create new ideas, design and invention, interfering,

Evaluation: Assessing theories, comparison of ideas, solving questions, judging, evaluating outcomes.

Affective learning outcomes: Positive increase in a sympathetic attitude towards different ways of thinking and behaving.

Teaching-Learning activities

First reflection on given questions (A task)

*Investigate 10 minutes 1 Student Teacher present Face to face
(not online)*

You are given a question guiding you into the analysis of the novel "I Malavoglia". Try to

find out a possible/some possible answers and jot your ideas down on your worksheet so that you can discuss them with your classmates further on.

Linked resources

◆◆ Questions

Specialist groups work

Discuss 20 minutes 5 Students Teacher present Face to face

*(not
online)*

Now you have to join the other members of the specialist group you belong to. You have to share the ideas you've just thought about in order to build up a general answer to your question. You can put all your ideas together in a single file.

Linked resources

◆◆ Groups

Specialist groups work: sources

Read Watch Listen 20 minutes 5 Students Teacher present Face to face

*(not
online)*

Read the critical extract you are given: it will focus on the topic your question deals with.

Collaborate 40 minutes 5 Students Teacher present Face to face

*(not
online)*

Underline the key concepts, make sure you have clearly understood the meaning of the text, sum up the main ideas of the extract (you can create a bulleted list). Then try to figure out if you agree or not with the critical analysis and say why.

Back to the basic groups

Discuss 25 minutes 5 Students Teacher present Face to face (not online)

You go back to your basic group (number...) and you discuss with your classmates the different aspects of the novel that have been analyzed in the different specialist group, so that you can reach a global idea about this kind of analysis. Each of you can read out the "results" of the specialist group.

B task: creative presentation

Investigate 20 minutes 5 Students Teacher present Face to face(not online)

After reading the output you have to realize (advertisement, talk show or public demonstration) try to focus on the main ideas you want to convey.

Linked resources

◆◆ Output

Collaborate 30 minutes 5 Students Teacher present Face to face (not online)

Work together so that each student has a specific role to produce the output (write down the script, find the music or pictures needed, play as an actor...)

Practice 15 minutes 5 Students Teacher present Face to face (not online)

Do the rehearsal of your output (in class, in the corridor...)

Presentations

Produce 50 minutes 5 Students Teacher present Face to face (not online)

Each group shows the rest of the class its output

Final feedback

Discuss 20 minutes 24 students Students

Teacher present Face to face (not online)

What do you think of your classmates' output? Is it effective or not? Why? Discuss together trying to answer these questions.

Representations of the learning experience



Learning through	minutes	%
Acquisition (Read, Watch, Listen)	20	8
Investigation	30	12
Discussion	65	26
Practice	15	6
Collaboration	70	28
Production	50	20

	minutes	%
Whole class	20	67
Group	0	0
Individual	10	33



	minutes	%
Face to face (not online)	250	100
Online	0	0



	minutes	%
Teacher present	250	100
Teacher not present	0	0

JOB SHADOWING

FRANCE - NANTES
DIGITAL CITIZENSHIP

OUTPUT

Learning Design for: Privacy and third-party tracking cookies

Context

Topic: Digital citizenship

Total learning time: 4 hours

Designed learning time: 4 hours

Size of class: 25

Description: This session is designed as a blended learning experience for 1st year secondary school students with varying levels of technology know-how and confidence in using web for social networking, entertainment or scholarly reasons.

Mode of delivery: Blended

Aims

to guide students through a process of inquiry-based learning, helping them to learn about the importance of privacy and the role of the tracking cookies.

Outcomes

Knowledge: to investigate a topic and propose an evidence-based solution.

Teaching-Learning activities

INTRODUCTION

Read Watch Listen 10 minutes 25 Students Teacher present Face to face (not online)

Students watch the video : Un Grande Classico 2016: "1984" di G.Orwell

Linked resources

[Un grande classico 2016 "1984" di G.Orwell](#)

Discuss 25 minutes 25 Students Teacher present Face to face (not online)

Students are asked to discuss the video and answer the questions " What experience do you have with online platforms?

"Have you ever thought about the importance of privacy?"

"Do you feel worried about the possible consequences of total surveillance?"

Read Watch Listen 5 minutes 25 Students Teacher present Face to face (not online)

Students are asked to read the article : Perché avete visto sul Post “quella” pubblicità

Linked resources

[Perché avete visto sul Post "quella" pubblicità](#)

GROUP WORK

Investigate 20 minutes 5 Students Teacher not present Online

Students divided into 5 groups search the web to acquire information about "Affiliazione", "Mercato pubblicitario online", " Banner", "Pubblicità programmatic" and "Blacklist"

Produce 15 minutes 5 Students Teacher not present Online

Groups produce a summary sheet with the information they got on their topic that will be shared with the rest of the class on Padlet.

Practice 30 minutes 25 Students Teacher present Online

In the IT lab the teacher shows the application Green beam for Firefox to understand the usage and visitation of the website and the other sites tracked by the third parties. Students will surf the web and collect data and information making reference to their personal surfing.

Read Watch Listen 5 minutes 25 Students Teacher present Face to face (not online)

Students read the article :Web tracker: cosa sono e come proteggere la nostra privacy online

Linked resources

[Web tracker: cosa sono e come proteggere la nostra privacy online](#)

Investigate 30 minutes 5 Students Teacher not present Online

Each group will search the web to get more information about the applications : Browser Fingerprint, Privacy Badger, e Ghostery

Collaborate 45 minutes 5 Students Teacher present Face to face (not online)

All the groups are asked to prepare a PPT on the subject of Privacy and third-party tracking cookies with their data collected in the IT lab using Green beam, the insight on the applications. Each presentation should be a maximum of 7 minutes long.

GROUP PRESENTATION AND EVALUATION

Produce 35 minutes 25 Students Teacher present Face to face (not online)

Students present their presentation to the rest of the class motivating their choice and illustrating their data and info collected.

Discuss 20 minutes 25 Students Teacher present Face to face (not online)

The students and the teacher discuss the presentations and evaluate the different projects.

Representations of the learning experience

Learning through	minutes	%
Acquisition (Read, Watch, Listen)	20	8
Investigation	50	21
Discussion	45	19
Practice	30	13
Collaboration	45	19
Production	50	21

	minutes	%
Whole class	130	54
Group	110	46
Individual	0	0

	minutes	%
Face to face (not online)	145	60
Online	95	40

	minutes	%
Teacher present	175	73
Teacher not present	65	27

JOB SHADOWING

**GERMANY - ELMSHORN
PBL AND COMPETENCE BASED
EDUCATION**

OUTPUT

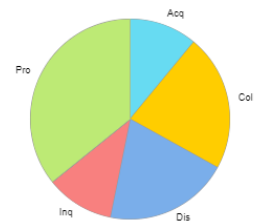
Learning Design for: Hands on Newspapers

<https://www.ucl.ac.uk/learning-designer/viewer.php?uri=/personal/curacri/designs/fid/f4a240e5410554d81543cb29594143b2d88aa141fc6d51f758b8694fde92300a&v=2.61>

Timeline Analysis

Name hands on Newspapers
Topic Italian and English
Learning time 9 hours
Designed time 9 hours and 5 minutes
Size of class 22
Description Learning about newspapers and articles learning about diffe...

Mode of delivery Classroom-based
Aims learning about newspapers: - political orientation, format, h...
Outcomes Knowledge, Comprehension, Application, Analysis, Evaluation
Editor curacri



Context

Topic: Italian and English

Total learning time: 9 hours

Designed learning time: 9 hours and 5 minutes

Size of class: 22

Description: Learning about newspapers and articles learning about different articles on the same topic

Mode of delivery: Classroom-based

Aims

learning about newspapers:

-political orientation, format, how to read, understand and write an article

- Civics: climate change

-reading and writing in your mother tongue and English ; digital competences, comparing pieces of news of differently orientated newspapers

-Critical thinking

Outcomes

Knowledge: knowledge of main newspapers in Italy and the UK

Comprehension: understand newspapers' role, understand how you write an article

Application: Learn to write an article on climate issues

Analysis: the language adopted: micro-language, use of lexis

Evaluation: Students will have to analyze and then write their own article they will make their own grid -correctness and completeness of information; use of Italian/English; awareness of source of information used for the article -self evaluation- 5Ws etc

Teaching-Learning activities

Italian: reading of a newspaper article on climate change English: reading of a newspaper article

Read Watch Listen 30 minutes 22 Students Teacher present Face to face (not online)

1. students are given a photocopy of an article on climate change and read it together with the teacher.

Investigate 15 minutes Students Teacher present Face to face (not online)

2. Analysis of the theme structure, topic and language adopted

Discuss 15 minutes Students Teacher present Face to face (not online)

discussion of the topic and point of view of the writer; noting down of ideas that come out

Italian: read an article individually (3 different articles) English: read an article individually (use an online dictionary for new words)

Discuss 20 minutes 22 Students Teacher not present Face to face (not online)

Italian/English: discussion and analysis in pairs on the topic given

Produce 10 minutes 22 Students Teacher present Face to face (not online)

Summary and description of the main points found in their articles

Produce *20 minutes* *Students* *Teacher present* *Face to face (not online)*

Homework: on Padlet write/share your summary and reflections on the topic

Comparing different types of articles on the same topic Italian: articles from different ideological points of view English: Articles from two different kinds of newspapers: tabloids and broadsheets

Collaborate *30 minutes* *4 Students* *Teacher not present* *Face to face (not online)*

-Students read and note down the differences between the two articles: presentation of issues and use of language

Investigate *45 minutes* *22 Students* *Teacher present* *Face to face (not online)*

Homework: look for articles on correlated topics but written by two different newspapers/journalists

Writing guidelines/ a grid to write a newspaper article

Read Watch Listen *30 minutes* *22 Students* *Teacher present* *Face to face (not online)*

Revision on how you write an essay: watch a video on this topic

Collaborate *30 minutes* *4 Students* *Teacher not present* *Face to face (not online)*

-Round Robin cooperative learning: students create a grid in each group, then they compare them and finally create a common single grid

Writing an article on climate change or correlated topics

Discuss *15 minutes* *4 Students* *Teacher not present* *Face to face (not online)*

Brainstorming and annotation of ideas

Produce *45 minutes* *4 Students* *Teacher not present* *Face to face (not online)*

write your article on a selected topic (on climate change or pollution, consequences etc.)

Evaluation of group articles

Collaborate *1 hour* *22 Students* *Teacher present* *Face to face (not online)*

Gallery walk: each group reads their article out to the class. The other groups evaluate the different texts by using their grid
Each group suggests possible changes and improvements.

Discuss *1 hour* *Students* *Teacher present* *Face to face (not online)*

Homework: each group will decide roles, tools, settings

Video making in a TV news style of each article

Produce *2 hours* *22 Students* *Teacher present* *Face to face (not online)*

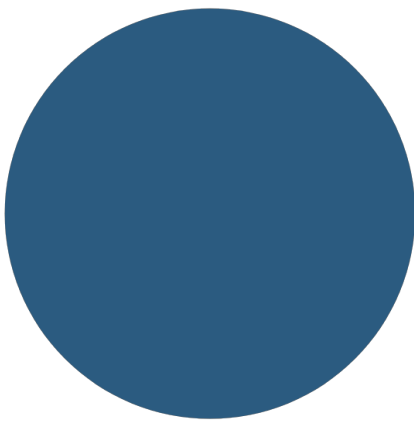
Each group makes a video of the article as if it were a piece of news;
Roles: reader, editor of video clip, cameraman, art director (looks for background images and setting)

Representations of the learning experience

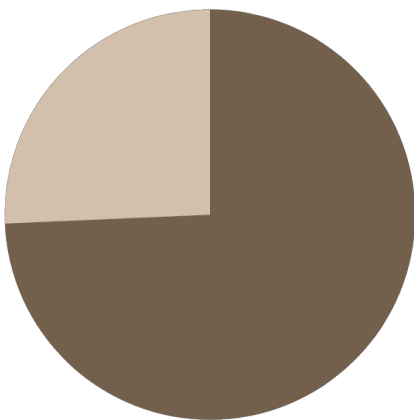


Learning through	minutes	%
Acquisition (Read, Watch, Listen)	60	11
Investigation	60	11
Discussion	110	20
Practice	0	0
Collaboration	120	22
Production	195	36

	minutes	%
Whole class	315	72
Group	120	28
Individual	0	0



	minutes	%
Face to face (not online)	545	100
Online	0	0



	minutes	%
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Teacher present	405	74
Teacher not present	140	26

JOB SHADOWING

GERMANY - MARL THE DUAL SYSTEM

OUTPUT 1

Learning Design for: PCTO e competenze trasversali: un confronto fra il sistema tedesco e quello italiano

Context

Topic: PCTO e avviamento al lavoro: confronto fra sistema italiano e sistema tedesco soprattutto sulle competenze trasversali

Total learning time: 3 hours

Designed learning time: 3 hours

Size of class: 15

Description: Ragazzi di classi V di Liceo confrontano la modalità italiana e quella tedesca di avvicinamento al mondo del lavoro (in Italia PCTO), traendone osservazioni soprattutto per quanto riguarda le competenze trasversali richieste

Mode of delivery: Blended

Aims

Comunicazione nella madrelingua.

Competenza digitale.

Competenze sociali, personali ed interpersonali.

Competenze civiche.

Capacità di imparare ad imparare.

Sviluppare spirito di iniziativa e imprenditorialità.

Consapevolezza ed espressione culturale nel confronto con culture diverse (identità e scambio interculturale).

Outcomes

Knowledge: Conoscere alcuni aspetti non evidenti del PCTO nel sistema italiano e la natura di quello tedesco

Comprehension: Comprendere lo svolgimento delle fasi di ambedue i sistemi e le motivazioni economiche, sociali, culturali ecc. rispettivamente alla loro base

Application: Applicazione dei concetti appresi a una situazione nuova immaginaria, che richiede una presentazione "critica"

Analysis: Capacità di analizzare criticamente e costruttivamente i punti di forza e di debolezza di ambedue i sistemi

Organise (Synthesis): Strutturare i concetti appresi

Summarise (Synthesis): Sintetizzare i concetti appresi in un uno schema

Evaluation: Capacità di autovalutarsi e valutare i risultati dei due diversi sistemi e del confronto intrapreso

Affective learning outcomes: Gli alunni diventano più consapevoli dell'importanza e dei risvolti per loro dell'apprendimento in contesto lavorativo, apprezzandone anche le implicazioni meno specialistiche (le "competenze trasversali")

Teaching-Learning activities

Momento preparatorio: analisi della situazione di partenza e individuazione ragionata degli obiettivi

Discuss *20 minutes* *15 Students* *Teacher present* *Face to face (not online)*

I ragazzi discutono insieme in classe sul loro concetto e sulla loro esperienza personale di "PCTO" e "competenze trasversali, aggiungendo un promemoria su una bacheca di Padlet (oppure è l'insegnante a riportare sulla bacheca)

Linked resources

 <https://it.padlet.com/>

Collaborate *10 minutes* *1 Student* *Teacher present* *Face to face (not online)*

Si raccolgono (anche tramite il docente) i risultati in sintesi in una mappa concettuale, disegnata con Lucidchart o analoghi programmi free


Linked resources


 <https://www.lucidchart.com>

Read Watch Listen *30 minutes* *1 Student* *Teacher not present* *Online*

Gli alunni a casa esaminano per conto proprio e singolarmente le fonti messe a disposizione dalla docente sul sistema di istruzione e di formazione professionale tedesco (soprattutto il Dual System) e cercano di ritrovarvi le "competenze trasversali" sviluppate.

Linked resources

 <http://adiscuola.it/assets/uploads/2016/09/immagine3.png>
https://4.bp.blogspot.com/-auo51zA1rP8/V97nBb_UDII/AAAAAAAAAdkg/7V8RwLetRMUGYC_N09xzeycUvsJknSO6pQCEw/s640/foto1.png
<https://www.tedescoweb.it/icit.trapani/Schule/schule.htm>

 https://4.bp.blogspot.com/-auo51zA1rP8/V97nBb_UDII/AAAAAAAAAdkg/7V8RwLetRMUGYC_N09xzeycUvsJknSO6pQCEw/s640/foto1.png

 <https://www.tedescoweb.it/icit.trapani/Schule/schule.htm>

Momento operatorio: si discute sulle somiglianze e differenze fra sistema italiano e sistema tedesco, cercando di individuarne i motivi e i problemi connessi con alcune situazioni specifiche

Collaborate *20 minutes* *3 Students* *Teacher not present* *Online*

Gli alunni, divisi in 5 gruppi da 3 persone ciascuno, si incontrano su Meet e stabiliscono quali sono secondo loro i pregi e i difetti del sistema tedesco e quali strategie appaiono più efficaci in esso per raggiungere lo scopo di conseguire le "competenze trasversali".

Investigate *30 minutes* *3 Students* *Teacher not present* *Online*

Gli alunni, sempre divisi in 5 gruppi da 3 persone ciascuno, ma rimescolati, ricercano a casa su Internet materiali relativi ad esperienze concrete di formazione professionale in Germania e in Italia (interviste ad apprendisti, pubblicità da parte di centri di formazione professionale, dati ufficiali ecc.), ciascun gruppo in un determinato settore professionale (industria meccanica/elettronica, industria chimica/farmaceutica, commercio, ristorazione, servizi alla persona)

Produce *10 minutes* *3 Students* *Teacher present* *Online*

Ciascun gruppo produce ed espone in una bacheca virtuale (es. Padlet) lo schema di una breve "storia immaginaria" di un apprendista tedesco nel campo lavorativo affidatogli, con le relative "competenze trasversali" sviluppate, e l'analoga storia di un ipotetico "apprendista italiano".

Momento ristrutturativo: si confrontano i materiali prodotti, elaborando una presentazione-confronto su cui avviene la valutazione finale.

Practice *30 minutes* *3 Students* *Teacher present* *Online*

I gruppi, con le rispettive storie elaborate, si rimescolano di nuovo e fanno interagire le due "storie ipotetiche" create da ciascun gruppo. confrontandole per somiglianze e differenze e raccogliendo i dati secondo uno schema SWOT ("Strengths - Weaknesses - Opportunities -Threats").

Produce *15 minutes* *3 Students* *Teacher not present* *Face to face (not online)*

Ogni gruppo produce una breve (3') presentazione (con Powerpoint/Google Presentazioni) nella quale mette a confronto la "storia immaginaria" creata alla fine della precedente unità con quello che sarebbe il percorso di un ipotetico apprendista italiano nello stesso settore (il confronto avverrà per dati concreti: durata e modalità di formazione e lavoro, salario in formazione e successivo, tasso di occupazione post-formazione, condizioni lavorative e contrattuali, welfare, sicurezza ecc.): dalla presentazione dovrà risultare chiaramente dove e quanto si sviluppino in ciascuno dei due percorsi le "competenze trasversali".

Collaborate *15 minutes* *15 Students* *Teacher present* *Face to face (not online)*

A turno i membri di ciascun gruppo espongono (3') la presentazione, che è oggetto di valutazione da parte del docente.

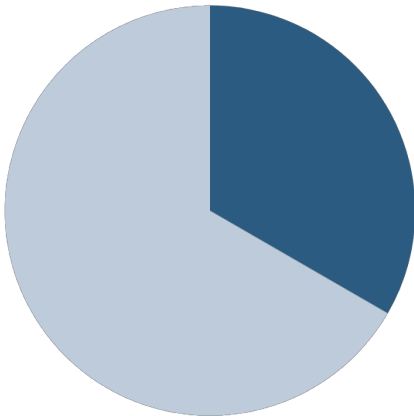
Representations of the learning experience



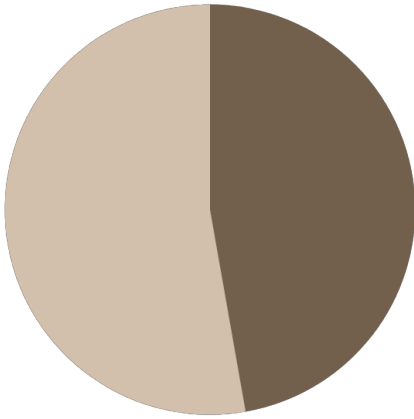
Learning through	minutes	%
Acquisition (Read, Watch, Listen)	30	17
Investigation	30	17
Discussion	20	11
Practice	30	17
Collaboration	45	25
Production	25	14



	minutes	%
Whole class	35	19
Group	105	58
Individual	40	22



	minutes	%
Face to face (not online)	60	33
Online	120	67



	minutes	%
Teacher present	85	47
Teacher not present	95	53

OUTPUT 2

Learning Design for: Arduino

Context

Topic: PCTO - physics

Total learning time: 14 hours

Designed learning time: 14 hours

Size of class: 20

Description: Realizzazione di un progetto (hardware e software) per la irrigazione automatica del Giardino di V. all'interno di un progetto per la riqualificazione dell'area.

Mode of delivery: Blended

Aims

Realizzazione in laboratorio del progetto di irrigazione automatico del Giardino di V.

Il progetto verrà effettivamente realizzato a seconda

Outcomes

Knowledge: Storia di MVF Caratterizzazione alberi e esigenze ecologiche. Utilizzo di Arduino per la realizzazione di semplici circuiti. Utilizzo di App specifiche.

Estimate (Comprehension): Valutare gli obiettivi da raggiungere e i bisogni che devono essere soddisfatti. Valutare le potenzialità dello strumento per raggiungere gli obiettivi che ci si è prefissati.

Produce (Application): Produrre la documentazione utile a descrivere la realizzazione di un progetto.

Teaching-Learning activities

Presentazione del PROGETTO Il giardino di Virgi. Presentazione del Progetto impianto di di irrigazione.

Read Watch Listen 2 hours 20 Students Teacher present Face to face (not online)

Presentazione della storia di MVF

Presentazione del Giardino di V delle necessità di manutenzione emerse nel corso degli anni.

Linked resources

 **File: Il Giardino di Virgi.pptx**

Sopralluogo nel giardino assieme a un esperto agronomo.

Investigate 2 hours 20 Students Teacher present Face to face (not online)

Sopralluogo nel giardino, assieme ad un agronomo, al fine di realizzare una planimetria con piane, muri, recinzione, esposizione, eventuali attacchi acqua per irrigazione.

Linked resources

 [app per il riconoscimento delle piante](#)

 [APP per la progettazione di giardini](#)

 [app per la realizzazione di impianti di irrigazione](#)

Notes

In allegato i link a siti con diverse APP utili

A CASA Realizzazione di una breve presentazione da parte di ogni gruppo con il proprio progetto per l'impatto di irrigazione

Investigate 30 minutes 4 Students Teacher not present Face to face (not online)

Ricerca sulle piante, arbusti e sui fiori presenti nel giardino. Esigenze ecologiche generali e necessità di irrigazione.

Discuss 30 minutes 4 Students Teacher present Face to face (not online)

Confronto fra i membri del gruppo sulla modalità migliore per realizzare un impianto di irrigazione.

Collaborate 30 minutes 4 Students Teacher present Face to face (not online)

Collaborazione per la realizzazione di uno schema di massima dell'impianto di irrigazione (numero di rubinetti, numero di piante)

Produce 30 minutes 4 Students Teacher present Face to face (not online)

Reazione di un filmato con foto, immagini, disegni che permettano di spiegare caratteristiche delle piante, sistemazione attesa del giardino, rubinetti per l'irrigazione, schema dell'impianto.

Notes

L'insegnante carica i filmati sul sito web della scuola e apre un Contest tra gli studenti per eleggere la proposta migliore.

IN LABORATORIO: Primi passi con Arduino.

Practice 2 hours 4 Students Teacher present Face to face (not online)

Presentazione della scheda ARDUINO e della sue principali caratteristiche. Realizzazione di semplici dispositivi (semaforo, conteggio in base binaria) e analisi del codice sorgente.

Linked resources

 [SEMAFORO CON ARDUINO](#)

IN LABORATORIO: Realizzazione del sistema di irrigazione in laboratorio Discuss 30 minutes
3 Students Teacher present Face to face (not online)

Gli studenti si confrontano per la realizzazione del loro progetto. Assegnazione dei ruoli all'interno del gruppo, raccolta del materiale necessario dal magazzino, progettazione del modello del giardino su cui implementare il progetto, accordi su una tabella di marcia.

Collaborate 1 hour 3 Students Teacher present Face to face (not online)

I ragazzi collaborano per la realizzazione del loro progetto in laboratorio. Realizzazione della parte hardware e software.

Investigate 30 minutes 3 Students Teacher present Face to face (not online)

I ragazzi provano il progetto sul modello di giardino per verificarne l'effettivo funzionamento. Correzione eventuali malfunzionamenti.

Produce 1 hour 3 Students Teacher present Face to face (not online)

Gli studenti concludono la produzione del sistema di irrigazione automatico. Chiusura del progetto. Realizzazione filmati del funzionamento, foto della parte hardware e delle diverse fasi del lavoro.

TLA linked resources

 [PROGETTO SERRA AUTOMATICA](#)

A CASA. Realizzazione documento per la condivisione delle diverse fasi del progetto. Produce 2 hours 4 Students Teacher not present Face to face (not online)

Realizzazione di un documento (filmato o presentazione) per la condivisione delle diverse fasi del progetto. Ogni gruppo presentare anche una stima della spesa.

Presentazione in classe del proprio progetto

Discuss 1 hour 20 Students Teacher present Face to face (not online)

Ogni gruppo presenta in 10 minuti il proprio progetto al resto della classe. Gli studenti degli altri gruppi possono intervenire e porre domande e chiedere chiarimenti. Al termine della presentazione, la classe decide quale progetto realizzare.

Representations of the learning experience

Learning through	minutes	%
Acquisition (Read, Watch, Listen)	120	14
Investigation	180	21
Discussion	120	14
Practice	120	14
Collaboration	90	11
Production	210	25

	minutes	%
Whole class	300	36
Group	540	64
Individual	0	0

	minutes	%
Face to face (not online)	840	100
Online	0	0

	minutes	%
Teacher present	690	82
Teacher not present	150	18

JOB SHADOWING

IRELAND

GLOBAL COMPETENCE ASSESSMENT

OUTPUT

Learning Design for: Wellbeing at school: live well to study better

Context

Topic: Wellbeing

Total learning time:

Designed learning time: 2 hours

Size of class: 25

Description: A step by step activity to stimulate students' awareness of their wellbeing at school as a booster to promote learning. This activity is based on the conviction that the environment plays a key role in boosting emotional health and human development.

Mode of delivery: Classroom-based

Aims

To make students aware of their role in creating wellbeing at school and to make teachers aware of their role in promoting it

Outcomes

Show awareness of (Affective learning outcomes): how the environment as well as personal commitment can contribute to the wellbeing of the learning place

Investigate (Application): how schools in Europe promote the wellbeing of their students and staff

Design (Synthesis): your own poster or your wellbeing place in school

Teaching-Learning activities

First steps into the wellbeing world

Read Watch Listen 10 minutes 25 Students Teacher present Face to face (not online)

Listen to the teacher's report about Ratoath College and its vision about students wellbeing.

Linked resources

[College website](#)

Read Watch Listen 15 minutes 5 Students Teacher present Face to face (not online)

Read the most meaningful passages on the website about the school's policy which promotes an education which aims to develop all aspects of the individual

Read Watch Listen 5 minutes 25 Students Teacher present Face to face (not online)

Watch the school tour video to better understand the location and how the location can contribute to the school wellbeing

Linked resources

[school tour video](#)

Moving around in the wellbeing world

Discuss 20 minutes 5 Students Teacher present Face to face (not online)

Discuss with the members of your group what are your needs as far as your school environment to promote wellbeing: take notes of your suggestions or some advice to present to the rest of the class. The purpose is to create some quotes to be put up on a poster.

Collaborate 10 minutes 25 Students Teacher present Face to face (not online)

A spokesperson of each group presents the other groups with their final quotes. All the teams choose the best ones which best represent their vision, feelings and hopes.

Creating a wellbeing world

Produce 40 minutes 5 Students Teacher present Face to face (not online)

Students in small groups create posters according to their quote/s in the most colorful ways. Their posters should be real eye-catchers

Investigate 20 minutes 5 Students Teacher present Face to face (not online)

Students go around the school to find out the best places where their posters can be put on display so that all the other students can read them on the way to their classes or when they are just passing by to promote a feeling of wellbeing and a sense of belonging to school community

Representations of the learning experience

Learning through	minutes	%
Acquisition (Read, Watch, Listen)	30	25
Investigation	20	17
Discussion	20	17
Practice	0	0
Collaboration	10	8
Production	40	33

	minutes	%
Whole class	25	21
Group	95	79
Individual	0	0

	minutes	%
Face to face (not online)	120	100
Online	0	0

	minutes	%
Teacher present	120	100
Teacher not present	0	0

Credits

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