BE-IN

BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe

Guidelines to test socio- emotional and inclusive educational workshop at school

anthropolis   CITIZENS IN POWER   FORUM FOR FREEDOM IN EDUCATION   OXFAM Italia intercultura   SÜDWIND

About Guidelines

These Guidelines are intended for secondary school teachers participating in the BE-IN *Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe* who participate or have participated in online training course on the platform (https://be-ineducation.eu/) and plan to implement activities at school with students.

It is you, with your interest in this project and your desire for additional empowerment in the topics of socio-emotional learning and inclusion, who will make a key contribution to this project by participating in the project, participating in online training course through the platform, and conducting activities in your classrooms.
Your effort, time and feedback will help us finalize the online platform and make it (even) better for other interested teachers.

In each of the partner countries (Cyprus, Italy, Austria, Hungary, Croatia) only 3 schools will have the opportunity to participate in this test phase and thank you that your school is one of them.

The Guidelines contains an overview of activities for the schools in the project along with suggestions for activities to work with students on the topics of socio-emotional learning and cooperative learning.
Adapt the activities to the context of your country and to the needs of the students you work with.

If you are not a participant of the BE-IN project, but you have completed the teachers' training course on the platform, we still suggest that you follow the steps shown in this guidelines and use the attached materials. Let these materials serve as a first step, but also an inspiration for further work on the topic of inclusion and socio-emotional learning in your classrooms.
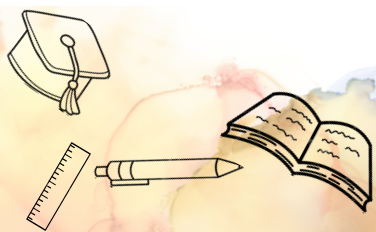
Q and A before using this Guidelines

What the teachers involved in the project should do?

- **online:** participation in teachers' training course available through the online platform "Inclusion and SEL: better together! Innovative learning processes to create inclusive European school environments and tackle early school leaving'' available at https://be-ineducation.eu/ (until mid-April)
- **in your schools:** one or more teachers from schools involved in the project carry out activities with one class (20 students) (after completing the teachers' training course on the platform, until the end of the school year)
- we suggest that you form a team of at least two teachers who participated in the online teachers' training course, plan activities together and share tasks.

What kind of activities?
- Preparation of activities; **entry questionnaire for the teachers**

- 1st step: **entry questionnaire for students** + WORKSHOP EMOTIONS AT SCHOOL - questionnaire + 2 lessons on socio-emotional learning

- 2nd step: WORKSHOP ON COOPERATIVE LEARNING METHODS - 2 lessons on positive cooperation

- 3rd step: STRATIFY UNITS - 6-8 teaching units held according to the principle of stratification

- 4th step: FINAL EVALUATION – **final questionnaire for teachers and students**
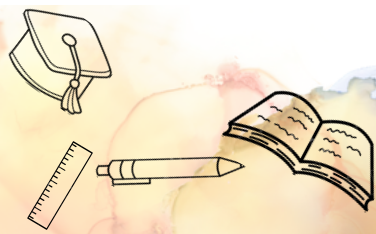
What if I'm a subject teacher and I can't do the entire lesson or more on the subject of emotions/cooperative learning?

In that case, we suggest that you focus on the preparation of stratified units for your subject, and leave the lessons on emotions, cooperative learning and the lessons required to fill in the questionnaire to the class teachers or the professional service. It is important that they have also completed the online teachers' training course and that you carry out all the activities with the same class, regardless of whether you do it alone or with a school team involved in the project.

Also, if you are the only teacher in the school who participates in the project and you can't prepare four lessons about these two topics, it is enough if you include one of the suggested or similar activities from these Guidelines in your lesson, or just pay more attention when planning the lesson to how your students feel, how you can contribute to making them feel better and more motivated, and in which parts of the lesson you might be able to apply cooperative learning. In the long run it will be more useful for them than four hours on the mentioned topics.

Please note:
the importance of completing the questionnaire. They will show us the effect of the applied methods so that we can further work on the developed tools. You will receive questionnaires and instructions for use from the organization involved in the project in your country in mid-March.

While completing the questionnaire, ensure anonymity and privacy for your students, but also support them in understanding the questions. If they are unable to complete the questionnaire online, provide them with paper versions of the questionnaire that you will scan and forward to the organization you are communicating with about the project. Ensure parental consent for students to complete questionnaires in accordance with the rules at your school.
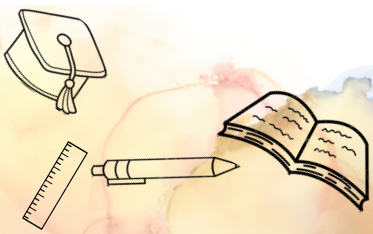
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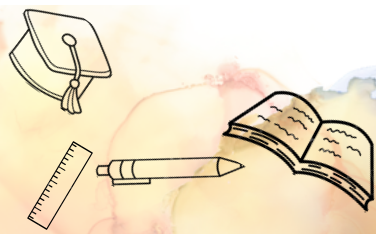
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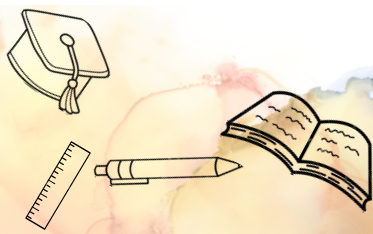
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Model of Intervention

1.1. Introduction: Inclusion and SEL

The Be-in project *BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe* foreseens a testing activity of the socio-inclusive educational approach at school with students. The cosortium have realized a guidelines to support european teachers to test with students peadogical resocurces with the methology of the socio-emotional incluisive education approach.

In the last year, the social end emotional sciences and the results of the neurobiology studies have proved that the enviroment elements like socio-cultural poverty, stress and traumas could affect the development of the brain; starting from these eveidences, the ability of children to focusing their attention, remember informations, collaborate with other and develop self control, affect ther children learning processes and abilities. In this way many positive effects of promoting socio-emotional education at school are:

- improvement of the wellbeing of the students;
- improvement of the motivation to learn and improve their school performances;
- improvement of the ability to improve memory skills, problem-solving ability, and decision-making;
- prevent early school leaving;
- development of skills for life.
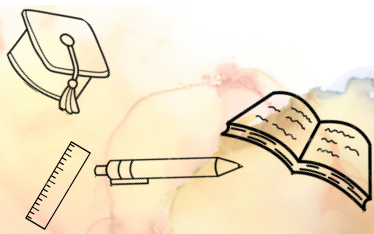
1.2 How implement socio-emotional and inclusive education workshop at school

The inclusive education workshop is structurated in 4 different steps that will be implemented for 16 or 18 lessons at school by teachers.

In general it is understood that 1 lesson corresponds to 1 h, but the lessons will be adapted to the hourly organization of the individual country and/or school. For this reason, activities can also be modified according to the time available.

The first and second step aim to create a positive mood between students and develop soft skills, positive relations and effective learning methods. In the third step the stratified units of curriculum will be test by teachers to garantee to all students the envirorment to acquire competences and have positive school performances. Each teacher could organize the differente steps and the distribuition of the hours (lessons) to dedicate to the steps considering the particular formative need of their classroom. The workshops foreseens self-reflexion activities, partecipative activities and evaluation moments by students to improve their social emotional skills.

The structure of project activities at school:

PREPARATION - 3 lessons
   a) design workshop - 2 lessons
   b) **teacher's self reflection questionnaire** on the pedagogical approch -1 lesson
(only for teachers who will participate in the implementation of the project activities described in these Guidelines)

  1. **FIRST STEP: STUDENT'S QUESTIONNAIRE + WORKSHOP ON EMOTIONS AT SCHOOL-** 4 lessons
     a) student's entry questionnaire -2 lessons
     b) pedagogical activities to promote soft skills and reflexion on emotions - 2 lessons

2. **SECOND STEP: WORKSHOP ON COOPERATIVE LEARNING METHODS** - 2 lessons
   a) pedagogical activities to promote collaboration and positive relation

3. **THIRD STEP: STRATIFIED UNITS TO INNOVATE THE CURRICULUM -** 6-8 lessons
     a) testing of stratified units created by teachers for the curriculum in to the classrom

4. **FINAL EVALUATION** - 2 lessons
     a) final evaluation student's questionnaire - 1 lesson
     b) final evaluation teacher's questionnaire - 1 lesson
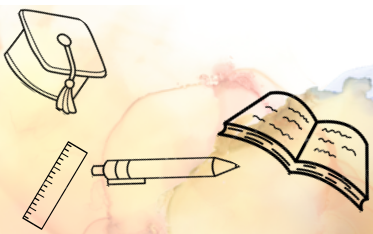
TESTING
SOCIO-EMOTIONAL AND INCLUSIVE WORKSHOP
WITH STUDENTS

I STEP

STUDENT'S QUESTIONNAIRE
+ workshop
Emotions at schools

4 lessons

2 lessons: Entry questionnaire for students

2 lessons: Learning activities to promote well-being into the classroom

II STEP

workshop
Cooperative learning

2 lessons

2 lessons: Learning activities in group with mentoring approach to reinforce positive relations between students and teachers

III STEP

Stratified units

6-8 lessons

Teachers test the selfmade learning stratified units to develop learning inclusive enviroment for all students.

IV STEP

FINAL EVALUATION

2 lessons

1 lesson: final evaluation student's questionnaire

1 lesson: final evaluation teacher's questionnaire - (project participants involved in previous activities)

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To have in mind before preparing lessons about emotions at school and cooperative learning...

Keep in mind that on the following pages of these guidelines we bring only some suggestions of activities to discuss topics of socio-emotional learning and encourage cooperative learning. Feel free to choose among the suggested activities, adapt the activities to the context of your country and the class you are working with, or find activities on these topics that work better for you.

It is important to recognize the importance of these topics in classrooms and to work every day to ensure that students (and teachers) feel good, that they feel safe and supported even when they are not feeling well, that they better understand themselves and their emotions, that through working with peers and cooperation with teachers they develop communication skills, critical thinking, individual and group responsibility... these are all skills that will help them feel better and be empowered for the challenges that await them now and in the future.

And this is exactly where the key role of the teacher is: to constantly find ways to develop these skills in a positive environment where the students feel good and have equal chances, regardless of the different possibilities, backgrounds or challenges they are dealing with.
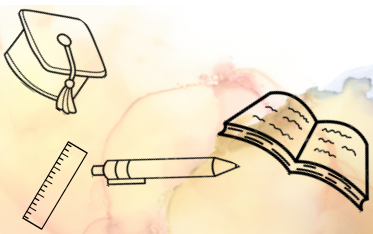
2.1. FIRST WORKSHOP
Emotion at school
Introduction emotional literacy

Socio and emotional literacy amis to teach what are emotions, what they help, how express and manage them with awerenees: the main issue is teach to understand themself and others from the point of view of the emotional dimension. Socio emotional education is a permanent learning process that amis develop the emotional dimension as a necessary connection with the cognivie development. (Rafael Bisquerra)

The main trait of the human is to be social because he needs joint with others and create a community. This idea developed during the time and today we know we are also emotional person in addition to social. What does this mean? We can't be in our life of the emotions, and to be inflinced by them and by emotion of other people.
It's important emotional literacy: it helps us to educate emotions, to know them and adopt the cognitve resources to tackle the difficulties and have positive relations with other people. The way we manage our and the emotions of other people affects on own psicological well- being. A good emotional competences helps to have balance and positive relationships with other people.

The ability to manage emotions is called emotional intellingent and it is connected with the cognitive intelligence.(IQ) The emotional intelligent came from Daniel Goleman and refers to "*the ability to recognize our own feelings and those of others, to motivate ourselves, and to positively manage our emotions, both inwardly and in social relationship*s." (Daniel Goleman)
Emotional intelligence, unlike IQ, can be enhanced at any stage of life. It tends to increase in proportion to awareness of one's own and others' moods, containment of emotions that cause suffering, and greater refinement of listening and empathic awareness. It is confirmation that even the most deeply rooted emotional reactions have the possibility of being reshaped.
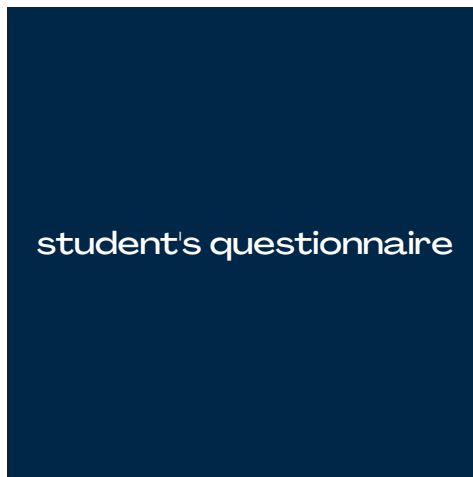‹‹The basic idea is that affective education is and must be integrated into the education processes rather than separated from them[...]. The means used, the working climate that is created, the involvement and appreciation of each individual, are conditions that strongly affect the possibility of promoting knowledge and skills together with the aim of educating to autonomy››. Massimo Baldacci
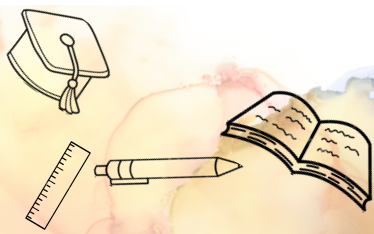
Introduction to the first lesson

We suggest that you announce to the students before the first activity that they will participate in the project and that they are one of 3 classes in your country and one of 15 in Europe that will be the first to have the opportunity to participate in testing a slightly different teaching approach. Announce that they don't need to do anything but participate in lessonas usual, and it's up to you to prepare that lesson in a slightly different way. It will be very important to us that they fill out questionnaires before and after the entire process, so be sure to announce this task to them so they know what their responsibilities are.

2.1.1. Student's entry questionnaire

student's questionnaire

2.1.2. LESSON PLAN: Presentation of emotions

TITLE	**Presentation of emotions**
TARGET	CLASSROOM
OBJECTIVES AND SKILLS	• Identifying and recognising one's own and others' emotions (SELF AWARNESS) • Being able to describe how one feels, how emotions influence their own behaviours (SELF MANAGEMENT)
DURATION	2 lesson
MATERIALS	PHOTOCOPIES COLOURED CARDS
SPACE	classroom with desks and chairs
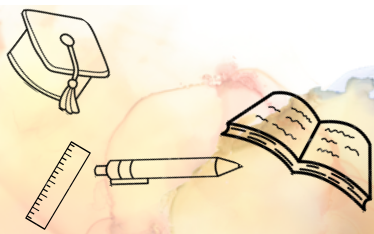
Description of the activity *Presentation of emotion*

|	
STEP1	PRESENTATION OF THE COURSE PRESENTATION OF THE TRAINER AND STUDENTS
STEP 2	**BUILDING A SPIDERGRAMM** AS AN INTRODUCTION TO THE THEME OF EMOTIONS; TRAINER GATHERS IDEAS AND PRIOR KNOWLEDGE
STEP 3	**WATCHING A VIDEO** TAKEN FROM THE FILM "INSIDE OUT" TO RECOGNISE AND SHARE BASIC EMOTIONS
STEP 4	WORKSHEET 1 **I INTRODUCE MYSELF** With the first worksheet, students can introduce themselves and present their emotions through emoticons. The trainer asks whoever wants to present their card or part of it to the group.
STEP 5	WORKSHEET 2 **EVERY EMOTION HAS ITS OWN COLOUR** After watching the video, students can compare their ideas and report their personal thoughts on emotions. The trainer stimulates the comparison through the use of different colours and collects the various opinions
STEP 6	SCHEDA 3 **THE MIME OF EMOTIONS** Here the trainer proposes short playful activities in pairs or small groups. Through this moment, students confront and listen to each other, understanding that everyone can have different emotions when faced with the same input.
STEP 7	**FINAL DEBRIFING** I"How did you feel today?" "Did you find it interesting to talk about your emotions and listen to those of your classmates?" "Would you like to continue talking about emotions also during the lessons and study hours?"

I INTRODUCE MYSELF
MY NAME IS.................

FILL IN THE CARDS

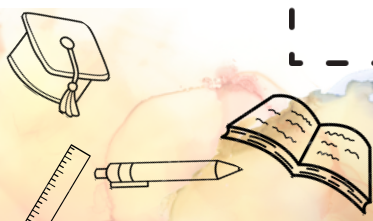| the emotion that represents me	the emotion that I would like to stop	the emotion that I would like to know better
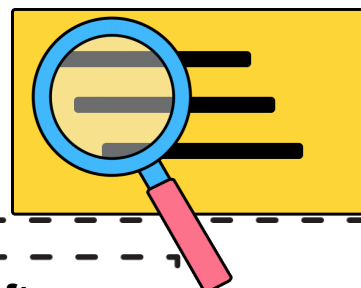
the emotion that I express with fatigue	the emoji I often use

EVERY EMOTION HAS
ITS OWN COLOUR

DISGUSTO   TRISTEZZA   GIOIA   RABBIA   PAURA

1. In the film **INSIDE OUT** every emotion has its own colour. Write down the emotions and their colour according to you. Then compare with your classmates

Emotion ⟶ **colour emotion**

2. In the film there are five emotions. If you could choose one of them which one would you like to be? Explain why and draw it.

_____

_____

_____

_____
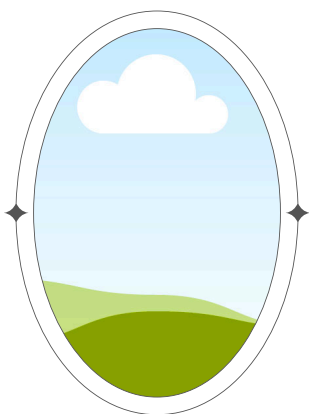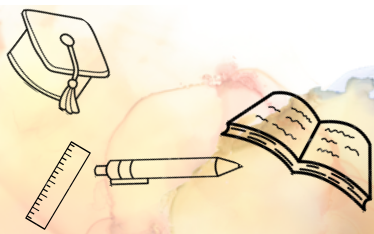
3. When you feel an emotion in which part of your body do you feel it? Write down the emotion and colour the corresponding body part.
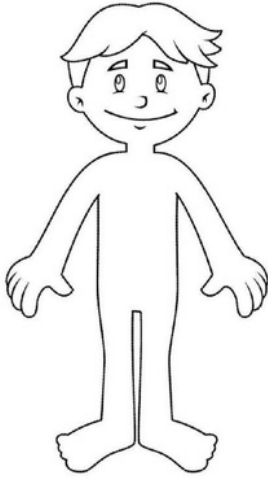
Emotion:_____
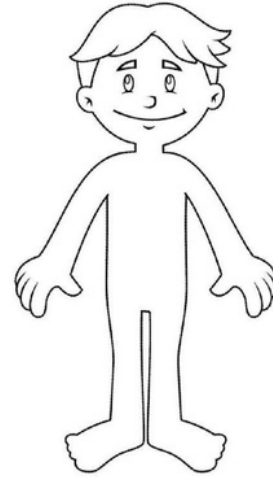
Emotion:_____
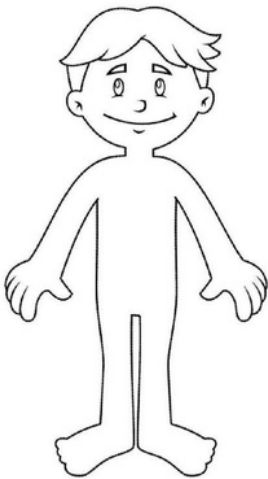
Emotion:_____
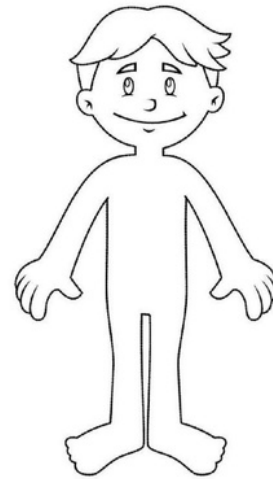
Emotion:_____

THE MIME OF EMOTIONS

1.Try to mime one of the emotions of your choice. The others will try to guess which emotion it is.
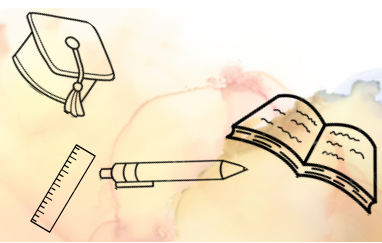
SADNESS

ANXIETY

nervousness

ecstasy

WRATH

ANNOYANCE

FEAR

SCARE

2. Now try to mime these situations in pairs or small groups. The others will have to guess the situation and try to interpret the emotions of the individual participants

AT SCHOOL
You are trying to help a classmate with a difficult task and the teacher reprimands you in front of everyone

AT THE GYM
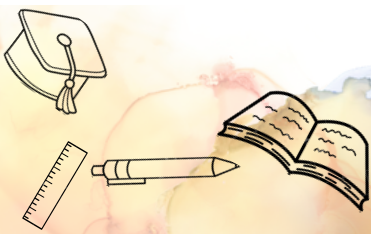You are trying a difficult exercise and your classmates are teasing you

ON THE ROAD
You are helping an old lady or an old man cross the street and the nearby car starts to sound loud

2.1.3. LESSON PLAN: *This is me

TITLE	This is me
TARGET	CLASSROOM
OBJECTIVES AND SKILLS	STUDENTS WILL BE ABLE TO: increase their self-awareness • understand different 'pillars' of identity • get to know, accept and tell the difference between static and dynamic personality traits • develop their self-respect • express themselves creatively • work well in a group and make connections
DURATION	2 lessons
MATERIALS	PHOTOCOPIES PENCILS CRAYONS
SPACE	classroom with desks and chairs

*Source: Munivrana, A. et al. (2021) WORKSHOP COLLECTION "START THE CHANGE!" 40 working ideas with children and young people in the areas of diversity, FFE, Zagreb. Available at: https://startthechange.net/wp-content/uploads/2021/09/start_the_change_workshop_collection_2021.pdf

Description of the activity *This is me*

|	
STEP 1	In the beginning, the students should be given the following instruction: *Think about yourself and* **describe yourself in 10 words** *on a piece of paper.* After a few minutes, ask them: *What did you think of first?*
STEP 2	Write down some of the their answers and group them with your students. Did they talk about their **appearance, personality traits, where they come from**…?
STEP 3	Then continue: *Today, we will explore the concept of identity and start to understand how your identity was created and what it consists of. We will see whether it is static or changeable, and to what extent are you able to shape it. Your sense of self will be of great importance in your life and it will influence how you feel about yourself and your personality, as well as your self-respect and self-acceptance.*
STEP 4	WORKSHEET (1st part) **This is me** Give the students an instruction: *Take your 'This is Me' worksheet and write down the things you consider most important about your identity - think about the big things, and the small things too. Focus on what really matters to you now.*
STEP 5	**Discussion**, suggestions of questions: What did you list as your main personality traits (also called "pillars" of identity)? • Have you ever faced stereotyping, or discrimination because of an aspect of your identity? Which one? What do you think about people who treat people badly because of their personality? • What are your favourite parts of your identity? • Which aspects of your identity do you take for granted and do not think about?
STEP 6	WORKSHEET (2nd part) '**What does identity consist of?**' Show students a list of components which make up identity (see worksheet 'What does identity consist of?' on the following page), and ask them if there is anything missing from the list. You may be surprised by your students' answers!
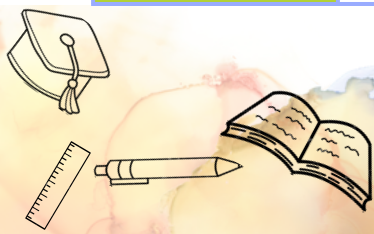
THIS IS ME
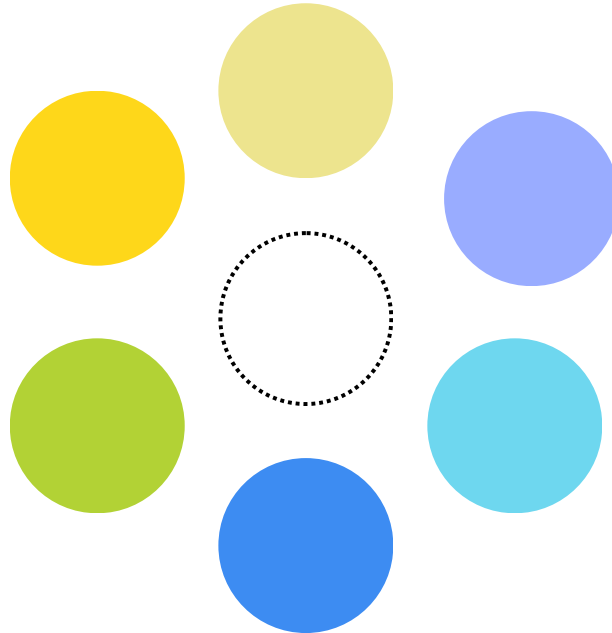
What does identity consist of?

Our identity is greatly shaped by how we see ourselves. This image develops throughout our lives, particularly during childhood and adolescence. It consists of experiences, relationships, character traits and how we interpret these things. Some of the 'pillars', i.e. identity features, are listed here, and how important they are varies throughout our lives.

Age
Sex
First and last name
Appearance: physical characteristics (height, weight, hair colour and style...), what we wear
Origin: your family,nationality, religion, language

School you attend
What you do
Your neighbourhood
Financial status
Friendships
Relationships (boyfriend/ girlfriend, partnerships)
Health and physical condition...

Personality traits
Behaviour and decisions
Hobbies, interests, lifestyle
Values and goals (what is really important to you and what you are working towards)
Hystorical and geographical context of the place you live in
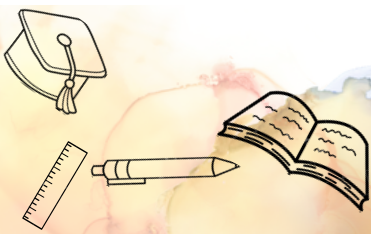
2.2. SECOND WORKSHOP
Introduction on cooperative learning

Co-operative learning is a mode of learning based on small groups of pupils working together in pursuit of common goals. It stands alongside individual learning, with which it complements very well. The basis for the functioning of a cooperative group is mutual help. Each member of a group depends on the resources and work of the others.

Successful cooperative learning in the classroom depends on five elements:

- positive interdependence;
- individual and group responsibility;
- face-to-face interaction;
- teaching the skills necessary to manage interpersonal relationships;
- in-group evaluation of the achievement of objectives.

From the teacher's point of view, the process of cooperative learning in the classroom can be divided into four phases.

The teachers, indeed:

1. sets objectives and organises groups;
2. explains to the students the objectives to be achieved and the cooperative approach to do so;
3. monitors the work of the groups and intervenes when necessary;
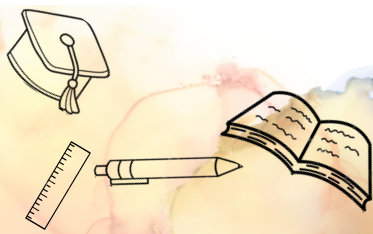4. verifies results and evaluates.

A "cooperative" lesson

Cooperative learning is effective when the teacher, depending on the subject and subject matter, selects the most suitable lessons for this methodology.

The teacher should set himself two types of goals:

- those concerning didactics;
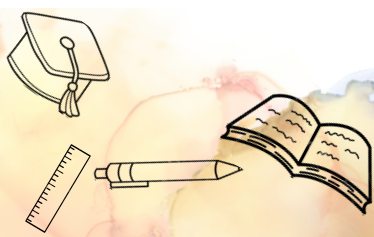- those concerning social skills.

The work area (the classroom space) should be designed to facilitate both the activities of the groups and the teacher's ability to check how well each group is functioning.

2.2.1. LESSON PLAN Cooperative learning

|	
TITLE	**COOPERATIVE LEARNING INSIDE CLASSROOM**
TARGET	CLASSROOM
OBJECTIVES	- Being able to actively listen to the thoughts and emotions of others in situations the same as or different from one's own, - Being able to develop and maintain positive relationships with others, - Identify and solve problems, - Develop critical and creative thinking
DURATION	2 lessons
MATERIALS	WORKSHEET VARIOUS RECYCLED MATERIAL (SHEETS, CARDBOARD, BOXES) GLU AND TAPE
SPACE	classroom or other spaces (ex. library) con bawith desks and chairs organised to work in small groups

Description of activity Cooperative learning

|	
STEP 1	GREETINGS AND SHARING OF ANY DOUBTS OR QUESTIONS REGARDING THE FIRST MEETING
STEP2	INTRODUCTION TO THE TOPIC OF MOTIVATION AND DIFFERENT WAYS OF STUDYING THE TRAINER ASKS THE STUDENTS HOW THEY ORGANISE THEMSELVES WHEN STUDYING, HOW THEY PREFER TO STUDY AND WHAT MAKES STUDYING EASIER OR MORE DIFFICULT
STEP 3	**WORKSHEET 1 THE GAME OF 9 POINT** The students try to solve this game individually. After 5 minutes the trainer stops the work and asks how it went
STEP 4	**SCHEDA 2 THREE LITTLE HOUSES ON THE MOON** The students are divided into small groups and try to find the solution together; after 10 minutes one spokesperson per group presents the results.
STEP 5	**FIRST DEBRIEFING** (in groups) "Which activity did you enjoy the most and why?" "Was it easier to work alone or in the group?" "What emotions did you feel during the first exercise? And during the second one?""
STEP 6	**WORKSHEET 3 THE BRIDGE** Each group receives various materials to build a bridge. At the end of the time each group has to choose a spokesperson to tell about the work done, the final product, any critical points..
STEP 7	**FINAL DEBRIFING** The trainer asks the class group some questions: "How did you feel today?" "Did you find it easy to do activities with your group or were there difficult moments?" "Which emotions arose during the working group? Were they shared and listened to in your opinion".
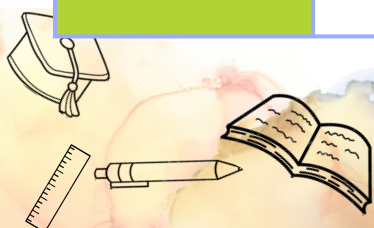
THE BRIDGE

EVERY GROUP SHOULD BUILD A POINT WITH THE MATERIALS AVAILABLE (paper, cardboard, scissors, large and small tape, glue) DISTRIBUTED DIFFERENTLY AMONG THE GROUPS.
AFTER CONSTRUCTION A SPOKESPERSON WILL PRESENT THE WORK DONE INTRODUCING:
-history of the bridge
-design method
-construction methods

AT THE END OF THE PRESENTATIONS BY EACH GROUP THE TRAINER WILL PROPOSE TO THE CLASS TO REFLECT ON THE EXPERIENCE THROUGH GUIDING QUESTIONS.

1. How did you all feel working together?
2. Were there any particular difficulties?
3. How did you deal with them? Did you solve all or some of them?
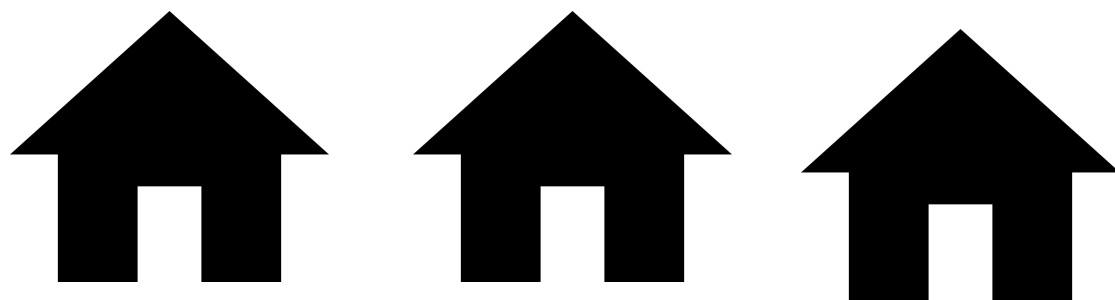4. How did you feel at the end of the work?
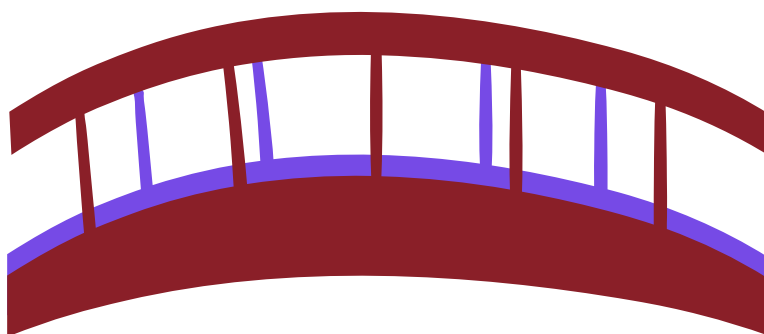
9 POINTS

TRACE 4 SEGMENTS SO AS TO TOUCH ALL THE POINTS WITHOUT EVER TAKING THE PEN OFF THE PAPER
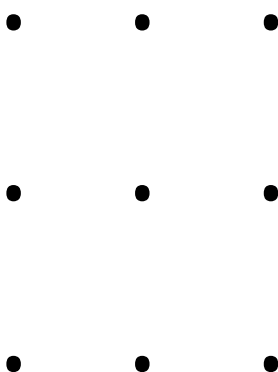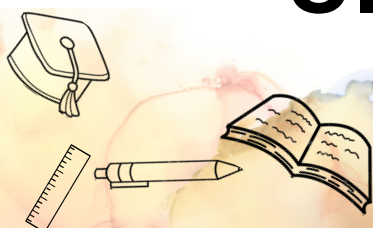
WORKSHEET 2 THREE LITTLE HOUSES ON THE MOON

BRINGS PETROL, OXYGEN AND WATER TO ALL THE COTTAGES WITH THREE DIFFERENT HOSES; THE HOSES MUST NEVER TOUCH OR INTERTWINE

OIL   WATER   OXYGEN

2.3.1. The framework to create stratified units

The concept of stratification (D'Annunzio, Della Puppa 2006: 147-148) refers to, in general, the possibility of proceeding in the classroom by proposing activities, tasks, or exercises organized in layers, ranging from the simplest to the most complex but which can be used simultaneously in the classroom, often in a single activity sheet or tasks. The layers, built ad hoc by the teacher, can correspond to different degrees of accessibility to a text or a meaning. Yet, they can also constitute interesting "lateral openings" in the direction of personalization.

 Multiple interrelated factors allow us to define the complexity of a task. These factors concern the input, output, and to a larger extent, the student with their emotions, skills, preparation, and abilities. The complexity of the task can be traced back to the context, the text, or the task itself (Coonan 2002: 181-182).

We work in three directions:
• stratifying the contents (the linguistic exponents, too, if needed).
• stratifying tasks
• didactic techniques to embed SEL in our teaching routine

The main strengths identified are:
• Contents and tasks tailored to each one. The stratification allows the personalization of learning.
• Increased motivation for being able to choose which activities to carry out and to face the level of difficulty felt closest to one's abilities.
• Work on different linguistic structures according to the level and attention to the interpersonal function of language
• Stratified TESTS. For example, a sheet that is the same for everyone, with eligible tasks in the same sheet activities where different levels of difficulties are considered.
• Stratify teaching techniques.

The steps are:

Step 1: MOTIVATION
Activities
brainstorming - observe the drawing/ pictures, draw pictures,/ word webs or thematic spidergrams, references to the culture of the country of origin (foreign students), maps, hint cards, watching videos, listening to music, realia…
There are many ICTs that can be used (coggle, blendspace, padlet, popplet) *Interactional schemes*
teacher frontal / circle / pairs/small group
Place
Class, lab, agora' space, if available, outside (depends on the subject and the school environment)…

Step 2: INPUT PRESENTATION
Activities
Dramatized reading + flashcards, cued cards, or text images to explain unfamiliar words.
The input must be short- low filter
 Ex: match the words to the images, match the words to their meaning . Active listening with formulating comprehension questions
Individual reading with open_ended and open answers
Ex: Analysis of characters, setting, search for specific information
 Concept maps with key words that can be used before reading/listening to a text or watching a video (or afterwards and it is VERY PRODUCTIVE)
 Search for information related to the topic on the web and create glossaries with web tools (Padlet).Create digital or paper flashcards, matching activities, tests, quizzes *Interactional schemes*
individual, jigsaw, pairs, small group
Place
class/ lab…
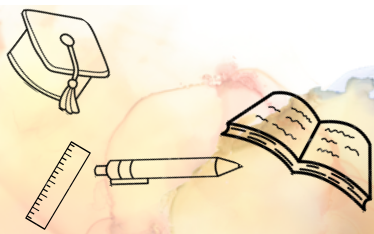
Step 3: FOCUS
Activities
1 true/false activity
2 multiple choice activity
3 true/false/not given activity
Interactional schemes
Individual, jigsaw, pairs, small group
P*lace*
class/ lab…

Step 4: PRACTICE
Activities
 Choose the best sentences to describe, summarize, talk about the topic using sentences chosen among given ones.
This kind of exercise can have various scaffolds: choose between 2 sentences is the easiest, choose between a number of sentences given in scrambled order or choose among sentences related to the topic and not related to it, copy the sentences in the right columns, use the sentences to summarize the text, true/false/not given and correct false sentences, summarize the text and explain with your own words…
You can also use DRAMATIZATION techniques such as role taking, role playing, role making using cued cards...
Interactional schemes

Step 5: LANGUAGE
Activities
Connect the sentences with the given connectives and conjunctions and copy them in the appropriate spaces.
Cloze test on the summarized text
The cloze will be partly a double choice, partly a given choice and partly blank. Join the sentences with the appropriate connectors (three layers: two connectors given to choose from, a list of connectors to insert, an empty cloze to fill in) Interactional schemes
Individual/pairs
Place
class, lab…

Step 6 : FOLLOW UP
Activities
 Questionnaires (oral and/or written)research work (related to the topic, the author…)
Interactional schemes
Individual/small group/jigsaw
Place
class/home

Step 7 : TESTS/ASSESSMENT
Activities
Oral test (individual or in pairs using cued cards - multiple choice exercises - information gap activities - cloze (stratified: choose between 2 sentences is the easiest, choose between a given number of sentences given in scrambled order or choose among sentences related to the topic and not related to it, blank cloze)
Interational schemes
Individual/pairs
Place
class

2.3.2. Diary of observation for teachers

This tool allows teachers to monitor the progress of the activities will realize int to the classroom with students with the purpouse to report observations and important steps related to relationships and exghanges between students and the effectviness of the actvities.

The diary is divided in four sections:

The first part is related to the general data of the teacher who is the contact person for the trial in the classroom and the other teachers will involve in the activities.

Information from the main class group and calendar scanning of the various scheduled tasks are also required.

In the other sections teachers will be able to set their own considerations and observations on the 3 workshops.

Each workshop section contains guidance questions that may help, but are not exhaustive or mandatory.

DIARY OF THE TEACHER
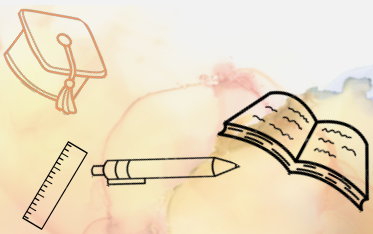
1.PERSONAL DATA
Name and surname
City
Name of school
Discipline
Years of teaching

2.Information on the working group (students and teachers)
Class
Student number   F   M
Others teachers involved
Others disciplines involved

3.Timetable

Student's questionnaire 1
WORKSHOP 1

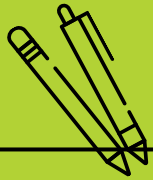Student's questionnaire 2
WORKSHOP 2

UDS

	suggestions	notes from teachers
WORKSHOP 1		
BEFORE	the topic had already been addressed in class... there are emotions we don't usually talk about in class... there are conflictual situations in class...	
DURING '	the climate in class... there are difficulties in...	
AFTER	the activities were stimulating especially... the main observations made by the students... the weather has changed...	

	suggestions	notes from teachers
WORKSHOP 2		
BEFORE	there are often reflections on the study method... many students have difficulties in organizing home study... the tests are a moment of intense anxiety...	
DURING	activities stimulate... the group work is... the participation is...	
AFTER	the main reflections were ... activities have brought out new people or ideas... to this day the climate in class...	

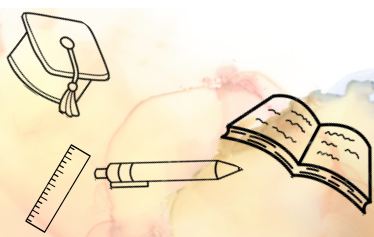| UDS		
	suggestions	**notes from teachers**
BEFORE	the main difficulties in studying this topic...	
DURING	the proposed activities were...	
AFTER	the transversal skills that are encountered in this topic..	
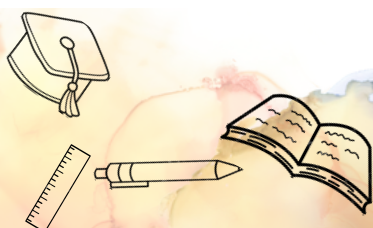
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