



Co-funded by  
the European Union

2021-1-IT01-KA220-VET-000034825

CUP: G39J21023570006

## TOOLKIT



**3-H project**  
**Head·Heart·Hand**

## 3-H (Head, Heart, Hand)

### Erasmus+ KA2

Strategic Partnership  
for vocational education  
and training

July 2023

This document is copyright of partners of 3-H project

Project code: 2021-1-IT01-KA220-VET-000034825

CUP: G39J21023570006



Co-funded by  
the European Union

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein*

It is released under a Creative Commons license Attribution – Share alike 4.0 international.  
(CC BY-SA 4.0)

You are free to:

- Share: copy and redistribute the material in any medium or format.
- Remix: remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- Share Alike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

## Project Reference

Project code: 2021-1-IT01-KA220-VET-000034825

CUP: G39J21023570006

## Programme

Programme: Erasmus+

Key Action: Cooperation partnerships in vocational education and training

## Duration

1 year and six months (28/02/2022 – 27/08/2024)

## 3-H project (Head, Heart, Hand)

The **3-H project (Head, Heart, Hand)** is based on the assumption that VET should provide holistic education, i.e. education that takes into account in the same measure cognitive intelligence (head), social-emotional intelligence (heart) and manual intelligence (hand).

The project focuses on:

- Development of **knowledge and methodologies** to enable **teachers** to work on **social-emotional aspects**;
- Outlining **a strong welcoming model**, dedicated to the first months of pupils' entry into the VET pathways;
- Developing/adopting **good practices that promote pupils' well-being at school** (from welcoming onwards) and motivate students;
- **Developing PBL experiences to develop socio-emotional skills** and learn content in an authentic and contextualized way.

## Objectives

The 3-H project aims to help **reduce the number of VET learners who are unmotivated or do not feel well at school** through the adoption of teaching methodologies that value socio-emotional competences.

The specific objectives of the project are

**EQUIP** teachers and trainers with the skills to:

- **Introduce methodologies for managing student demotivation within the classroom group;**
- **Introduce the social-emotional perspective in daily work with students.**

**IMPROVE LEARNING CAPACITY OF PUPILS** through

- **Developing skills for managing social-emotional aspects.**



## Partner

ENAC - Ente Nazionale Canossiano, Verona

ENDO-FAP, Roma

Centro San Viator, Sopuerta

Ammattiopisto Luovi, Helsinki

Università Cattolica Del Sacro Cuore, Milano

Friesland College, Leeuwarden

STEP Institut, Ljubljana

UFIL Puerta Bonita, Madrid



# Index

Introduction ..... page 7

Annex 1 – Template ..... page 8

Annex 2 – Projects ..... page 10

## Introduction

The 3-H (Head, Heart, Hand) project is based on the assumption that VET should provide holistic education, i.e. education that takes into equal account cognitive (head), socio-emotional (heart) and manual intelligence (hand). The project focuses on:

- Developing knowledge and methodologies to enable teachers to work on socio-emotional aspects;
- Outlining a strong welcoming model, focused on the first months of students entering VET courses;
- Developing/adopting good practices that promote pupil well-being at school (from reception onwards) and motivate students;
- Develop PBL experiences to develop socio-emotional skills and learn content in an authentic and contextualized way.

During the first year of activity, the Project realized a Compendium that presents 26 "best practices" from school of various European countries. By "best practices" we mean specific activities dedicated to socio-emotional learning. This explicit approach is preferable - according to the working hypothesis - to transversal and "widespread" attention in the school, which often boils down to simple declarations of principle without substance and without effective support actions by teachers.

The 3-H Project will end in 2024 and includes extensive testing. In view of the experimentation, some groups of trainers from the partner institutions will work on a "toolkit", i.e. a graphically captivating and concise collection of activities defined and readily achievable by any trainer and in any context.

The following form (including organizational elements, skills questioned and educational objectives, methods of carrying out and evaluation) will be used by the groups of trainers to translate the best practices of the compendium into more limited, transferable and monitorable activities.

Once a best practice has been chosen to work on, the group will be asked to study its translation (and/or "reduction") into one or more tabs of the toolkit.

# Annexes

## Annex 1 – TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

<b>Title of the activity</b>	
<b>Mode of organization</b>	Individual Small group Class-wide School-wide
<b>Overall duration</b>	_____
<b>Involvement of other stakeholders beyond the school</b>	Yes No
<b>Suggested school years (more than one answer allowed)</b>	Year I Year II Year III Year IV
<b>Time of the year</b>	Beginning Through End Any time
<b>Focus (more than one answer allowed)</b>	Welcoming/orientation Well being and motivation Self-directed learning PBL (project based learning)
<b>Involved competencies (more than one answer allowed)</b>	To live in a community To work in a team To express oneself To be in contact with oneself To make choices and personalize To live experiences and to be reflective
<b>Specific objectives</b>	1. 2. 3.
<b>Activity Detailed description in phases (preparation, steps, follow up)</b>	



<p><b>Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity</b></p>	
<p><b>Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)</b></p>	
<p><b>Artifacts / products of the activity</b></p>	
<p><b>Required spaces, equipment and materials</b></p>	
<p><b>Success indicators (e.g. students have... the group has...)</b></p>	

## Annex 2 – Projects

In **Annex 2** the reader can consult the projects implemented with the students

Title of the activity	AGE OF BEAUTY
Mode of organization	Class-wide
Overall duration	18 hours (6 hours external activities and 4 lessons of 3 hours)
Involvement of other stakeholders beyond the school	Yes (costumers undergoing beauty treatments)
Suggested school years (more than one answer allowed)	Year III
Time of the year	Any Time
Focus (more than one answer allowed)	Well being and motivation Self-directed learning PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To express oneself To be in contact with oneself To make choices and personalize To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. discover the therapeutic role of aesthetics in a nursing home/elderly association.</li> <li>2. providing an opportunity for dialogue, authentic learning, connecting and learning from people of another generation by establishing a human relationship for the benefit of socialisation.</li> <li>3. to stimulate students' discussion and reflection on the topic of personal care.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> In plenary, explanation of the mandate, for which each student in the class will be associated with a guest of the facility with whom to develop the activity.</p> <p><b>STEPS:</b>            N°1: Inside the facility, in discussion with the guest, identify the beauty treatment(s) to be carried out, creating the conditions for a relaxed, relaxed and pleasant environment. Carry out the aesthetic intervention by establishing a meaningful relationship with the elderly person.            N°2: Create a data sheet of the processes and aesthetic interventions carried out describing the guest's reactions related to the result and the relationship established attaching photos of the experience.</p>

	N°3: Collecting the works and creating a class file. Display to the class of the work carried out by each student.
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	On process and product, in methods and content. <ul style="list-style-type: none"> <li>• How did it go?</li> <li>• What difficulties?</li> <li>• What discoveries?</li> <li>• What did you learn from the work?</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Structure and classroom activities observation grid
Artifacts / products of the activity	Individual files Collection file
Required spaces, equipment and materials	Computer lab
Success indicators (e.g. students have... the group has...)	Student involvement and participation during the activity. Content of products. Climate during work.

Title of the activity	A WORLD IN A ROOM
Mode of organization	Class-wide
Overall duration	30 hours - 10 meetings of 2 hours and 2 meetings of 5 hours
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I Year II Year III Year IV
Time of the year	Through
Focus (more than one answer allowed)	Welcoming/orientation Wellbeing and motivation Self-directed learning PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To work in a team To express oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. explore their own cultural origins and heritage.</li> <li>2. recognise and value the cultures of their classmates.</li> <li>3. connect with and learn from their peers (history, geography, cooking).</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> In plenary, explanation of the mandate: the students will be divided into groups according to cultural affiliation.</p> <p><b>STEPS:</b></p> <p>N°1: (addressing each group) What are the elements that distinguish your culture and represent it (city, monument, symbol, dish, character)?</p> <p>N°2: each group need to choose a type of presentation to use and prepare it.</p> <p>N°3: Exposition and collection of presentations (drive folder, file, ...).</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<p>On process and product, in methods and content.</p> <ul style="list-style-type: none"> <li>• How did it go?</li> <li>• What difficulties?</li> <li>• What discoveries?</li> <li>• What did you learn from working in small group?</li> <li>• What did you learn from doing the presentations?</li> </ul>

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Observation grid to be used for both small group work and plenary presentations.
Artifacts / products of the activity	Presentations of each group Final product
Required spaces, equipment and materials	Classrooms and laboratories depending on the presentation chosen (computer lab, kitchen lab...)
Success indicators (e.g. students have... the group has...)	Student involvement during the activity. Quality of products. Working climate.

Title of the activity	BREADS ROUTES
Mode of organization	Small group Class-wide
Overall duration	20 hours - 5 hours of external activities and 5 lessons of 3 hours
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year II
Time of the year	Through
Focus (more than one answer allowed)	Well being and motivation Self-directed learning PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To work in a team To express oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. discover the cultural value and traditions associated with bread at local, national and international level.</li> <li>2. stimulate students' collaboration, discussion and reflection.</li> <li>3. provide students with authentic learning opportunities to connect with and learn from their peers (history, ethical culture, geography).</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> In plenary, explanation of the mandate, the students will be divided into groups. Each group will be assigned the part of the assignment to be developed.</p> <p><b>STEPS:</b></p> <p>N°1: (addressing each group) Your group will be associated with three Italian regions and an EU or non-EU country of their choice, depending on the areas assigned. Identify and investigate the typical types of bread in the areas to compare them with local breads.</p> <p>N°2: for each type of bread students need to create a descriptive paper with a picture, brief notes and historical notes, historical/social value, geographical location, ingredients and preparation procedure (recipe).</p> <p>N°3: Collect the papers and create a class file. Each group will do a presentation of the work carried out to the class.</p> <p>N°4: Visit to the historical bakeries of Venice hidden in the characteristic <i>calli</i> of the Venetian capital.</p>

Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	On process and product, in methods and content. <ul style="list-style-type: none"> <li>• How did it go?</li> <li>• What difficulties?</li> <li>• What discoveries?</li> <li>• What did you learn from working in small group?</li> <li>• What did you learn from doing the presentations?</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Observation grid to be used for both small group work and plenary presentations
Artifacts / products of the activity	Papers of each group Collection file
Required spaces, equipment and materials	Classrooms and computer laboratory
Success indicators (e.g. students have... the group has...)	Student involvement and participation during the activity. Quality of products. Working climate.

Title of the activity	CLINICAL ART
Mode of organization	Class-wide
Overall duration	1 hour and 30 minutes - same day
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I Year II
Time of the year	Beginning
Focus (more than one answer allowed)	Well being and motivation PBL (project based learning)
Involved competencies (more than one answer allowed)	To express oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. take time to discover themselves.</li> <li>2. express in a non verbal way their needs, feeling, etc..</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> the teacher should think about the object that he/she wants to use in the class, either making them bring one, or using one from the environment. If the city is in a rural area, the teacher will ask the students to bring something taken from the nature (leaves, flowers, fruits). The teacher must bring white paper (enough for everyone, so at least 2 x pers.) and material for coloring, in this case we will use watercolors with brushes and different color papers for doing handcraft.</p> <p><b>STEPS:</b></p> <p>N°1: Prepare the explanation of the activity to be given to the students (a simple script will work).</p> <p>N°2: Put on the tables the material that they will use they can reach everything needed.</p> <p>N°3: Start the explanation, they should use the touch and the smell before starting their paints.</p> <p>N°4: Once they all finish, put all the paints together and start commenting them, making the student explain their feelings doing the activity and explaining the use of the different colors or textures.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<p>On process and product, in methods and content.</p> <ul style="list-style-type: none"> <li>• What did you feel while doing the activity?</li> <li>• What memories did the use of your sense bring you back?</li> <li>• What the colors use stands for you?</li> <li>• Was it easy to understand and connect with your feelings while painting?</li> </ul>



Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	An observation grid about the student development during the painting and the explanations in front of the group.
Artifacts / products of the activity	Paintings
Required spaces, equipment and materials	One classroom with table (one or several, just make sure everyone fits on the table) A script of the activity White paper (at least 2 per person) Watercolors Brushes for the watercolors Color papers (different colors and textures) Anything else that can help them personalize their paintings.
Success indicators (e.g. students have... the group has...)	Students express themselves through the paintings. Students declare interest. Students complete the paintings. Students explain their paintings.

Title of the activity	ESCAPE GAME
Mode of organization	Small group
Overall duration	1 hour and 40 minutes - 2 classes of 50 minutes each one
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I
Time of the year	Beginning
Focus (more than one answer allowed)	Welcoming/orientation Well being and motivation
Involved competencies (more than one answer allowed)	To work in a team
Specific objectives	<ol style="list-style-type: none"> <li>1. to learn about team building.</li> <li>2. to start teaming with the new classmates.</li> <li>3. to get to know each other inside the class.</li> <li>4. to work together with other people for achieving goals.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> teacher will think in how many groups divide the students (no more than 5 people per each group), bring material for each group to build a mini escape group (padlocks, safety boxes, cut-out letters and numbers, toys, keys, and everything you can think about it). Then each group will pick what they want or need from all the material. Be prepared with a script with the explanation of the activity.</p> <p><b>STEPS:</b>  N°1: Explain the activity to the students.  N°2: Divide the class into groups.  N°3: Give the material to the students.  N°4: Time for them for making the scape game.  N°5: Make each group try to solve another groups game.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<ul style="list-style-type: none"> <li>• Where you able to work in group?</li> <li>• Did you solve satisfactorily the conflicts inside the group if they were?</li> <li>• Did you find easy to develop a game from zero?</li> </ul>

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Observation grid about the interaction and the team work develop. An anonymous survey for the students about their group and their work
Artifacts / products of the activity	Photographs of the activity. The scape games itself
Required spaces, equipment and materials	A classroom big enough to separate the groups (they shouldn't be listening to each other) or do so in several rooms. Any kind of material that could be use in the game (padlocks, safety boxes, cut-out letters and numbers, toys, keys, and everything you can think about it).
Success indicators (e.g. students have... the group has...)	Students have work into teams correctly. The game has been developed. The students have put interest into solving the other group game.

Title of the activity	FAIR TRADE PANETTONE
Mode of organization	School-wide
Overall duration	3 hours per project 1 hours for mid-project coordination meeting 3 hours for setting up rooms for the event 3 hours for final event 15 days for the overall realisation of the event
Involvement of other stakeholders beyond the school	Yes (Communication agency, diocesan Caritas, student families, class groups)
Suggested school years (more than one answer allowed)	Year I Year II Year III Year IV
Time of the year	Before Christmas time
Focus (more than one answer allowed)	Well being and motivation PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To work in a team To express oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. enhancing the protagonism and implementing the learner's sense of self-efficacy also in a public context (heart).</li> <li>2. consolidating and enhancing the technical-professional skills acquired (head/hand).</li> <li>3. experiencing the transversality of knowledge (head)</li> <li>4. planning correctly to achieve specific professional goals (head).</li> <li>5. recognising/exercising one's own aptitudes.</li> <li>6. solving problems.</li> <li>7. strengthening the spirit of collaboration and resilience.</li> <li>8. exercising supportive citizenship.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> <u>duration 1h</u> - the project contact person (teacher/tutor) leads a brainstorming session with the pupils involved in the charity event to be held and collects ideas, proposals and suggestions on a map.</p> <p><b>STEPS</b></p> <p>N°1: <u>duration 2h</u> - Collective planning of the event by the teachers of the disciplines involved and the tutors: production of a sheet indicating aims, objectives, resources, work phases (who does what and when), means, tools, timing, evaluation, publicity.</p> <p>N°2: <u>duration 15 days</u> - realisation of the theoretical and technical-practical activities according to the public event:</p> <ul style="list-style-type: none"> <li>- historical-geographical research on the origins of panettone (geo-history teacher).</li> </ul>

	<ul style="list-style-type: none"> <li>- writing workshop: panettone recipe and presentation of the cake as a function of the charity event (contact person teacher of Italian language).</li> <li>- analysis of the fundamental steps in panettone production, also in relation to food safety (legislation teacher).</li> <li>- calculation of food cost (maths teacher).</li> <li>- elaboration of nutritional tables (ref. teacher of food science teacher).</li> <li>- design and production of the panettone label (food science teacher).</li> <li>- design of the event leaflet/brochure/manifesto/cardboard (Italian language teacher).</li> <li>- production of panettone cakes (contact person technical-practical teachers).</li> <li>- production of leaflets/brochures/labels and publicity (contact person).</li> </ul>
<p>Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity</p>	<p>1 coordination meeting of 1 hour during phase 2, between a representation of pupils, teachers and the project contact person with a check list such as:</p> <ul style="list-style-type: none"> <li>• Where are we?</li> <li>• Are we on schedule?</li> <li>• Are there any critical points? If there are, how to deal with them?</li> <li>• Is the level of participation satisfactory?</li> <li>• Is the degree of satisfaction satisfactory?</li> <li>• Is the interaction in the groups working?</li> <li>• Are the pupils feeling motivated protagonists or mere executors of tasks?</li> </ul>
<p>Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)</p>	<p>Specially created worksheets, specific to the learning in the laboratory and, where appropriate, to the disciplines involved in the activity</p> <p>Systematic observations</p> <p>PBL learner self-assessment form.</p>
<p>Artifacts / products of the activity</p>	<p>Brainstorming sheet</p> <p>Event planning sheet</p> <p>Historical-geographical research and panettone recipe</p> <p>Panettone label</p> <p>Letter accompanying the cake explaining the charity initiative</p> <p>Leaflet/brochure/event poster</p> <p>Social media post for presentation/publicity of the event</p> <p>Final PBL sheets by teachers involved</p> <p>Storytelling and video/photo documentation of the various stages of the activity</p> <p>Packaged Christmas cakes</p>

<p>Required spaces, equipment and materials</p>	<p>Classrooms, kitchen laboratory, school hall  Laboratory equipment and small tools, raw materials for carrying out the planned activity, regulations for special food production (panettone, colomba), market research  Paper, pens, paints, posters, calculators, PC, printer, video and camera, internet.</p>
<p>Success indicators (e.g. students have... the group has...)</p>	<p>Solidarity' sale of all (or most) panettone cakes produced  Public appreciation of the quality of the product made  Positive considerations expressed by the pupils in the PBL self-assessment forms administered to them  Survey of the assiduous presence of the learners in the various phases of the project  Detection of feelings of personal satisfaction related to feeling protagonist, resilient and in line with one's own aptitudes  Personal satisfaction in being able to overcome critical issues  Strengthening of team spirit through teamwork</p>

Title of the activity	LEGO ART
Mode of organization	Small group
Overall duration	50 minutes
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I Year II
Time of the year	Through
Focus (more than one answer allowed)	PBL (project based learning)
Involved competencies (more than one answer allowed)	To work in a team To express oneself
Specific objectives	<ol style="list-style-type: none"> <li>1. express your thoughts without talking.</li> <li>2. explain something in a different way.</li> <li>3. develop creativity.</li> <li>4. agree with other people to work together in the same goal.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> teachers needs to have as material Lego to be build. They have to decide how many groups they want to make (max 4 people per group) and think about a “saying” for each group. Leave Lego to be build and the “saying written” in each table/space. Make an explanation of the activity (a script is enough).</p> <p><b>STEPS:</b>  N°1: Divide the class in groups.  N°2: Explain the activity.  N°3: Give them 15 minutes to build the saying with the Lego.  N°4: Make the other groups guess what the “saying” is.  N°5: Make the team explain the saying and how they have represented it with the Lego.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<ul style="list-style-type: none"> <li>• What were the biggest challenges for you for carrying out the activity?</li> <li>• What did you learn?</li> <li>• Did you fin easy to represent something only with Lego without using your speak?</li> <li>• Was it easy to team with the other students? If not, how did you arrive to a consensus for building the saying all together?</li> </ul>

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Observation grids about how the student have worked inside the group, and how they have explained to the other groups their work
Artifacts / products of the activity	Pictures of the Lego build by the students.
Required spaces, equipment and materials	A classroom Separate spaces for each group (they can be in the same room but with a bit of space from each other) Lego A paper with a "saying written"
Success indicators (e.g. students have... the group has...)	Students team with their colleagues. Students are able to build the "saying". Students are able to explain why they have build it that way.



Title of the activity	PITSTOP
Mode of organization	Small group
Overall duration	2 hours twice (4 hours in total)
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year II
Time of the year	Beginning
Focus (more than one answer allowed)	Well being and motivation Self-directed learning
Involved competencies (more than one answer allowed)	To live in a community To work in a team To express oneself To be in contact with oneself
Specific objectives	<ol style="list-style-type: none"> <li>1. to be aware and respect each others differences.</li> <li>2. to stepped out of the confort zone</li> <li>3. to develop creativity.</li> <li>4. to understand theirselves and their behaviours.</li> <li>5. to set personal goals.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> teachers had to prepare leaflets explaining the “colors program”. Make a paper with the explanation to be given in class and a visual presentation (power point or similar) for the explanation of the activity for the class. Prepare 4 exercises to be made by the students, 2 acting like a color, 2 of how to interact with a color being another color.</p> <p><b>STEPS:</b></p> <p>N°1: Make the presentation with visual support for the explanation of the activity (15 -20 mins).</p> <p>N°2: Give to the students the leaflets with the different colors and their behaviors, etc...</p> <p>N°3: Give the students 15 minutes to go through the leaflet, share with other students and reflect in what color or colors do they fit.</p> <p>N°4: Make 2 exercises making the students act like if they were a color in a specific situation.</p> <p>N°5: Make 2 exercises making the student interact on how they will behave if they want to interact/get the attention from another color.</p> <p>N°6: Make the students reflect about them self and make a portfolio about what are their color, why, and do the same with a close person of them. Based on this color, set some personal goals.</p>

Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<ul style="list-style-type: none"> <li>• What did you learn about yourself?</li> <li>• Are you able to know what colors are the other base on their behaviors?</li> <li>• Can you act according to what the color needs to be approach?</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	<p>An observation grid about how they have interacted in the most practical part of the activity.</p> <p>A portfolio describing their color and why they do fit in it, same for a close person and add based on this system some personal goals to be achieved in the future.</p>
Artifacts / products of the activity	<p>Leaflets</p> <p>Photographs from the activity (specially from the exercises)</p> <p>Individual portfolio</p>
Required spaces, equipment and materials	<p>Leaflets</p> <p>Computer + projector for the explanation of the method</p> <p>Open space for doing the exercises</p>
Success indicators (e.g. students have... the group has...)	<p>Students have interacted with the group.</p> <p>Students have made the exercises.</p> <p>Students have made the portfolio.</p>

Title of the activity	RECIPE BOOK
Mode of organization	Class-wide
Overall duration	10 hours (5 hours per 2 days)
Involvement of other stakeholders beyond the school	Yes involvement of pupils' reference figures (such as grandparents or mothers) who have been able to transmit the value of food and good cooking and who, also through generational stories, want to actively participate in the creation of a recipe book
Suggested school years (more than one answer allowed)	Year I Year II Year III Year IV
Time of the year	Through
Focus (more than one answer allowed)	PBL (project based learning)
Involved competencies (more than one answer allowed)	To work in a team To express oneself To make choices and personalize
Specific objectives	<ol style="list-style-type: none"> <li>1. to create a recipe book that can reflect the stories and generational comparisons linked to the use of the typical raw materials of our territory, thanks to the work between the teachers of the technical-practical and transversal UFs such as Italian Language, Geo-history, Communication and Sales Techniques and Information Technology.</li> <li>2. to develop skills that favour team work even in stressful situations, linked to delivery times and the conduct of work for which creativity and self-efficacy are needed.</li> <li>3. To understand themselves and their behaviour.</li> <li>4. to know how to involve the reference figures in a constructive and functional moment of confrontation for the development or revision of the recipes.</li> <li>5. to know how to display and demonstrate the recipe in the workshop.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> <u>duration 3 hours</u> - identification and interview of family contact persons (in the case of active involvement, the interviewee may be invited in to report back to the plenary on their narrative).</p> <p><b>STEPS:</b></p> <p>N°1: <u>duration 1 hours</u> - Collection of interviews and/or summary documents to elaborate the recipes.</p> <p>N°2: <u>duration 2 hours</u>- Comparison between the technical-practical teachers and the teachers of the language area to establish when and how to develop the recipes.</p> <p>N°3: <u>duration 2 hours</u> - Processing by the students involved - on a word document and with a power point presentation - of the recipe(s).</p>

	N°4: <u>duration 2 hours</u> - Presentation of the recipes by the students and elaboration of the recipe(s) in the laboratory
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<p>Ways for teachers to share and analyse the interviews presented by the learners and the proposed recipes to assess the possibilities of implementation in the workshop:</p> <ul style="list-style-type: none"> <li>• Guiding questions such as: What were the valuable raw materials of years gone by?</li> <li>• What are the differences in the use of ingredients today compared to yesterday?</li> <li>• Which dishes were most popular in the last five years?</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Interview with open questions to encourage freedom of expression on the part of the other interlocutor; Cookbook assessed in relation to its variety and mode of presentation
Artifacts / products of the activity	Interviews Cookbook Graphic production of photos and videos
Required spaces, equipment and materials	Multimedia lab, classrooms, kitchen lab, paper and graphic materials
Success indicators (e.g. students have... the group has...)	Active participation by also involving several family members in the production of the recipe book. Faithful demonstration in the kitchen workshop of the chosen recipe.

Title of the activity	RELAXATION AND BREATHING
Mode of organization	Class-wide
Overall duration	1 hour per week (reproposable if necessary)
Involvement of other stakeholders beyond the school	Yes (expert)
Suggested school years (more than one answer allowed)	Year III
Time of the year	Through
Focus (more than one answer allowed)	Well being and motivation
Involved competencies (more than one answer allowed)	To be in contact with oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. organise spaces and moments of respite from external stimuli.</li> <li>2. foster self-awareness.</li> <li>3. giving tools to improve concentration.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> Meeting between coordinator/tutor staff and expert to present the class, teaching activities and logistics, to define the most appropriate programme of activities.</p> <p><b>STEPS:</b> Presentation and active involvement of the class targeted by the initiative; introduction to relaxation techniques by the expert/professional involved; weekly relaxation practice.</p> <p><b>FOLLOW UP:</b> Final satisfaction questionnaire submitted to the students. Possible use of an observation grid by the practitioner.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	Spanish Treva programme instruments which will be specially selected and translated (programatreva.org/)
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Learner observation grid Final satisfaction questionnaire
Artifacts / products of the activity	-

Required spaces, equipment and materials	Multi-purpose teaching room Mats
Success indicators (e.g. students have... the group has...)	<p>Indicators of success of the activity (e.g. the learners have...; the group has...)</p> <p>Quantitative indicators of learner interest:</p> <ul style="list-style-type: none"> <li>- N° learners participating at the start of the activity</li> <li>- Pupils participating at the end of the activity</li> <li>- Pupil satisfaction score</li> </ul> <p>Qualitative indicators of the impact on learners and class group:</p> <ul style="list-style-type: none"> <li>- Pupils are more relaxed</li> <li>- Pupils are more concentrated</li> <li>- Pupils use the techniques outside school</li> </ul>

Title of the activity	SCHOOL AS A HOME OF WELL-BEING.
Mode of organization	Class-wide
Overall duration	10 hours ( 5 meetings of 2 hours)
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I Year II Year III Year IV
Time of the year	Through
Focus (more than one answer allowed)	Welcoming/orientation Well being and motivation
Involved competencies (more than one answer allowed)	To express oneself To be in contact with oneself
Specific objectives	<ol style="list-style-type: none"> <li>1. to improve students' psycho-physical well-being.</li> <li>2. to work on awareness of one's life and career path.</li> <li>3. to encourage and stimulate self-esteem and enhance students at risk of dropping out.</li> <li>4. to improving peer relationships.</li> <li>5. to development and full integration of the individual within his or her environment, activating that process of empowerment useful for increasing the ability to actively control one's own life.</li> <li>6. To facilitating the pupil's educational path, also with the collaboration with the family group, through the strengthening of those basic cognitive, emotional and relational skills that enable them to operate competently both on the individual and social levels, i.e., the so-called "life skills" and on the work level, soft skills.</li> <li>7. knowing one's emotions and knowing how to manage them.</li> <li>8. knowing the characteristics of one's relational and communicative style.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p>The activities described are part of a Training Unit within the compulsory education pathways whose purpose is the orientation and strengthening of skills and attitudes in the relevant professional field.</p> <p><b>PREPARATION:</b> duration 1 hour - drafting of the personal project: thanks to the acquisition of tools, aimed at making conscious choices through greater self-knowledge and reflection on their sense of autonomy, confidence and responsibility, the student will be able to be aware of their personal and professional values and interests and will be able to monitor the acquisition of specific skills within the professional figure for which they are training. It should be noted that these tools are acquired during a training unit preparatory to the one in which the trainees, in</p>

	<p>confrontation with the teacher who also has professionalism as a psychotherapist, open up and confront each other through "circles of well-being" person.</p> <p><b>STEP:</b> N°1: <u>duration 1 hour</u> - Aptitude and skills assessment: learners are in a position to compile self-assessment tools useful for defining the outgoing profile.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<p>Laboratory teaching Cooperative learning Game-centered teaching strategies</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>• Why am I here?</li> <li>• How can I be supported in making choices and decisions? How can I navigate a work arrangement and with what tasks?</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	<p>It is appropriate for the activity leader to favor tools that give the student the opportunity to reflect on themselves and their future. We therefore recommend tools that have as their focus:</p> <ul style="list-style-type: none"> <li>- Knowledge of one's emotions and their management.</li> <li>- The enhancement of interpersonal relationships (self-perception in the group, feedback etc).</li> <li>- Development of problem solving skills and creative thinking.</li> <li>- Development of communication skills.</li> </ul>
Artifacts / products of the activity	<p>Name cards Possible questionnaires (depending on the instruments chosen for conducting) Graphic representation of the emotions manifested</p>
Required spaces, equipment and materials	<p>Fact sheets Posters and various materials</p>
Success indicators (e.g. students have... the group has...)	<p>Indicators of activity success Improvements in school performance, positive changes in group dynamics, changes in communication, interpersonal and helping skills.</p>



Title of the activity	SHARING OF TALENTS
Mode of organization	Individual Small group
Overall duration	16 hours (8 hours per 2 days)
Involvement of other stakeholders beyond the school	Yes, based on the experience of Service Learning designed for the students
Suggested school years (more than one answer allowed)	Year I
Time of the year	Through
Focus (more than one answer allowed)	Self-directed learning PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To express oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. discovering that you can play a useful role in society.</li> <li>2. improving communication between people.</li> <li>3. taking care of the other, developing self-esteem.</li> <li>4. decreasing aggression and increasing self-control.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> The students, individually or in pairs, with their own educational project that provides content and time, will live a Service Learning experience within facilities operating in the disability sector, getting involved with activities to support the facility and guests such as canteen service, meal preparation, gardening.</p> <p><b>STEPS:</b> This project involves in particular those young people who need experiences that see them engaged in active roles in contexts with 'real' problems. Putting oneself at the service of others helps to rediscover oneself as an individual with talents, to increase one's sense of civic responsibility and to explore social issues.</p> <p>During the assigned period, pupils will experience all aspects of life and activities within their host contexts.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	Feedback from the student; account of work done to the class. Feedback from the host organization.

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Attitude, behavior of the student after the end of the project
Artifacts / products of the activity	Products made in the host structures' workshop
Required spaces, equipment and materials	-
Success indicators (e.g. students have... the group has...)	Attitude, behavior of the student after the end of the project

Title of the activity	SO SOCIAL
Mode of organization	Small group Class-wide
Overall duration	12 hours (n. 6 lessons each one 2 h)
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year II
Time of the year	Through
Focus (more than one answer allowed)	Well being and motivation Self-directed learning PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To work in a team To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. develop language and mathematical skills through the theme of data interpretation.</li> <li>2. stimulate students' collaboration, discussion and reflection on the risks involved in using social networks.</li> <li>3. developing resilience, oratory and self-confidence.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> In plenary, explanation of the assignment, for which the students will be divided into groups of 2/3 students. Each group will be assigned classes to interview and collect data</p> <p><b>STEPS:</b></p> <p>N°1: In this phase, the teacher clarifies the "research question". Formulation and shared choice of interview questions.</p> <p>N°2: Each group will be asked to interview three classes in your school, collect, organise and graphically represent the data from the associated answers.</p> <p>N°3: Create group files relating to the classes analysed, share your organised data with the other groups. Produce a class file comparing the useful results of the survey</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<p>On process and product, in methods and content.</p> <ul style="list-style-type: none"> <li>• How did it go?</li> <li>• What difficulties?</li> <li>• What discoveries?</li> <li>• What did you learn from the small group work?</li> <li>• What did you learn from the class work?</li> </ul>

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Observation grid to be used for both small group work and plenary presentations
Artifacts / products of the activity	Worksheets from each group Collection file
Required spaces, equipment and materials	Spaces, equipment, materials needed Classrooms and computer lab
Success indicators (e.g. students have... the group has...)	Student involvement and participation during the activity. Quality of products. Climate during work.

Title of the activity	SOCIAL LUNCH
Mode of organization	Class-wide
Overall duration	2 hours per day
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I Year II Year III Year IV
Time of the year	Through Any Time
Focus (more than one answer allowed)	Well being and motivation Self-directed learning
Involved competencies (more than one answer allowed)	To live in a community To work in a team To make choices and personalize To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. organisation of lunch breaks on a self-managed basis, in a shared manner and taking into account the needs of the participants.</li> <li>2. creation of informal moments for socialising, respecting the rules of healthy conviviality.</li> <li>3. 3.strengthening technical and practical skills</li> <li>4. self-managed teaching teams - promoting teamwork and empowerment, having the opportunity to use spaces outside school hours.</li> <li>5. acquire the awareness that food and its "social" consumption are a privileged expression of a people's identity and culture.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> <u>duration 30 min</u> - verification of the state and presence of raw materials, identification of a menu that takes into account eating habits as well as allergies or intolerances that have emerged among those present, compliance with timing in the way raw materials are used.</p> <p><b>STEPS:</b>  N°1: <u>duration 15 min</u> - the contact person chosen by the group deposits the form with the following details in the secretary's office:  - number of participants in the meal  - location  - menu  The role of the referee is assigned in a diverse way to give everyone a chance to take it on  N°2: <u>duration 45 min</u> - the most important phase is the one in which the children, with any attached or outside teachers who want to take part, sit at the table chatting amiably in a serene and convivial atmosphere. These</p>

	<p>compare the menu they have chosen and the effort they have put in with respect to the preparation presented.</p> <p>N°3: <b>duration 30 min</b> - Once the meal is over, the children are engaged in the operations of setting up the place identified for lunch and tidying up the workshop, carefully dividing up tasks and duties.</p> <p><b>FOLLOW UP</b></p> <p>Possible administration of an evaluation questionnaire by teachers, aimed at exploring knowledge of the menu.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<ul style="list-style-type: none"> <li>Sharing among faculty of technical practice sheets used as a guide to identifying menus that may also be representative of the area and/or different cultures of belonging by immigrant students</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Assessment questionnaire to detect learners' knowledge with respect to menu selection, meeting the requirement of replicability based on seasonality of products and creating mixes among ingredients to create innovative and balanced recipes
Artifacts / products of the activity	Elaboration of the specific menu for each social lunch, realized and timetabled schedule of the other possible convivial moments involving also pupils from parallel classes. On the same occasion, it is planned to create a tik tok capturing the highlights of the social lunch
Required spaces, equipment and materials	Workshop with related equipment and utensils, plates, glasses, and organic cutlery, table linen, useful instrumentation for tik tok making
Success indicators (e.g. students have... the group has...)	Active and continuous participation that fosters the development of initiative and creativity, detected by the development of menus and the mix of ingredients resulting from the exchange of ideas between students and teachers at the preparation stage

Title of the activity	WALK IN BORGONOVO
Mode of organization	Class-wide
Overall duration	3 hours
Involvement of other stakeholders beyond the school	Yes
Suggested school years (more than one answer allowed)	Year I
Time of the year	Beginning
Focus (more than one answer allowed)	Welcoming/orientation PBL (project based learning)
Involved competencies (more than one answer allowed)	To live in a community To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. class group formation.</li> <li>2. knowledge of origins of the institute and nearby places.</li> <li>3. connection of the school with the territory.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>PREPARATION:</b> The lead teacher contacts a local expert (e.g., former Principal) and defines the focus of the walk with the latter. In this case, the historical presentation of the Historic Center where the school is located and some significant places to visit is preferred.</p> <p><b>STEP:</b></p> <p>N°1: Presentation to the class of the historical excursus (consistent with the proposed itinerary established with the expert) and the stages of the walk. Production of a mini - guidebook;</p> <p>N°2: walk through the streets of the town/city with stops at the established places (it can be assumed that for each place there is also an activation, as well as listening to the expert);</p> <p>N°3: Plenary moment with the group involved, to whom a satisfaction questionnaire is also submitted.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<ul style="list-style-type: none"> <li>• Did the activity interest you?</li> <li>• Did you find out more about your school?</li> <li>• Did you enjoy being outdoors?</li> <li>• Do you feel more connected to the school and the local area?</li> </ul>

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Paper mini-guide Questionnaire with questions to verify the experience
Artifacts / products of the activity	Mini-guide (in digital or paper format) Satisfaction questionnaire
Required spaces, equipment and materials	-
Success indicators (e.g. students have... the group has...)	Did the group show interest? Did the group ask questions? Did the group feel involved?



Title of the activity	WALK OF LIFE
Mode of organization	Class-wide
Overall duration	8 hours (5 of preparations and 3 of walk)
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I Year II Year III
Time of the year	Through
Focus (more than one answer allowed)	Well being and motivation
Involved competencies (more than one answer allowed)	To work in a team To express oneself To be in contact with oneself To live experiences and to be reflective
Specific objectives	<ol style="list-style-type: none"> <li>1. identify and implement a path of knowledge and re-awareness of places and historical-artistic testimonies of the area in which one lives (head).</li> <li>2. recognize the healthy and not only aesthetic-cultural value of "walking," according to the directions of the exercise science teacher (hand).</li> <li>3. reinforce the sense of belonging to the city community and one's territory (heart).</li> <li>4. to enter into deeper connection with one's self.</li> <li>5. learning to observe.</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p>PREPARATION: <u>duration 1h</u> - With Geography and/or History teacher identification, on a city thematic map, of the main places of historical and artistic interest in the city. Choice of places to visit according to the total 3h time available for the walk.</p> <p><u>STEPS:</u></p> <p>N°1: <u>duration 2h</u> - Involvement of the class group through the proposal of group activities. In particular to produce group research on the places chosen for the visit and subsequent identification of classmates who will make the presentation on site.</p> <p>N°2: <u>duration 2h</u> - Class meeting with the exercise science teacher who will explain the types of walking and its benefits. The main questions that will guide the intervention are: How does one walk? What physical and mental components come into play in a walk? Are seeing and observing the same thing? How do we breathe? Are we all sure we know how to breathe?</p> <p>Plenary moment with the group involved, to whom a satisfaction questionnaire is also submitted.</p>

	N°3: <u>duration 3h</u> . Implementation of the walk. It is suggested to also include a stop (with possible snack).
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	At the end of the walk, one tests, through targeted questions, which parts of one's body felt most involved: from head to feet, through heart and eyes, to value the sensory dimension of being outdoors;  It also asks if it has changed in the learners' way of perceiving spaces/places/monuments that they had previously "seen" without "observing" and knowing. <ul style="list-style-type: none"> <li>Stimulus question: What do you feel at the end of the walk?</li> </ul>
Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Administration of a short open-ended questionnaire with questions such as: What does your body communicate to you at the end of the walk? Tiredness? Boredom? Relaxation? Increased contact with yourself? What emotions did you feel during the walk? Would you repeat the experience? What place/monument impressed you the most? Did anything change in the way you think about places that are familiar to you?
Artifacts / products of the activity	Production of art-historical research Production of a travel map that will indicate the length and duration of the route.
Required spaces, equipment and materials	Spaces, equipment, materials needed Outdoor spaces Classroom with pc, printer and internet connection Thematic map of city monuments Comfortable walking shoes Water and snack
Success indicators (e.g. students have... the group has...)	Positive outcomes of the evaluation questionnaire Proper behavior during the walkthrough Active participation of students detected through the questions they ask during the walkthrough Number of students who would repeat the experience.

Title of the activity	WHO I AM AND WHAT I WANT?
Mode of organization	Individual
Overall duration	3 hours each students, 1 hour per month
Involvement of other stakeholders beyond the school	No
Suggested school years (more than one answer allowed)	Year I
Time of the year	Beginning Through (monitoring)
Focus (more than one answer allowed)	Welcoming/orientation
Involved competencies (more than one answer allowed)	To express oneself To make choices and personalize
Specific objectives	<ol style="list-style-type: none"> <li>1. identifying the learner's training needs.</li> <li>2. understand strengths and weaknesses.</li> <li>3. define learning objectives.</li> <li>4. monitor the pupil's academic progress .</li> </ol>
Activity Detailed description in phases (preparation, steps, follow up)	<p><b>1 HOUR</b> – Interview with the individual pupil. An initial assessment of motivation should be proposed here. In this way it is possible to share any strengths and weaknesses that can then be investigated further. At the end of the interview, a questionnaire is submitted to the student to investigate his or her goals and aptitudes.</p> <p><b>2 HOUR</b>- The objective of the meeting is to define an appropriate study plan. The interview, starting from the elements that emerged during the previous interview, involves dialogue exchanges between the conductor and the student aimed at sharing a good learning strategy. It is advisable to use a plan sheet, which provides clarity on the work plan.</p> <p><b>3 HOUR</b> - This interview aims to evaluate the progress of the practice (in the light of the worksheet). It will be important to bring out the student's considerations and self-assessment. At the end of the meeting, a satisfaction questionnaire (both on content and organisation) is to be submitted to the student.</p>
Methodology for final reflection and elaboration (guiding questions, modes of sharing) at the end of the activity	<ul style="list-style-type: none"> <li>• Did you feel supported in the first months of school?</li> <li>• Are you clearer about your goals?</li> <li>• Are you more aware of your potential?</li> </ul>

Teacher's tools for evaluating the student's competencies (observation grids, SWOT analysis, survey, focus group etc)	Tutor/educator observation grid
Artifacts / products of the activity	Questionnaire on objectives and aptitudes Work plan form Satisfaction questionnaire
Required spaces, equipment and materials	Classroom Possible stationery/devices
Success indicators (e.g. students have... the group has...)	Did the student question himself? Did the student actively participate? Did the student define objectives to be achieved?