

## Our contribution | Presentation and optimisation of the action plan

<b>Short description</b>	The action plans prepared in the preceding activity (exercise 4.4.) are presented in the plenum making use of the posters. These structured presentations make it possible for the listeners to provide suitable feedback on the various projects.
<b>Topics</b>	Readiness to learn and offer support, project management
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Structured and comprehensible presentations</li> <li>• Readiness to learn and gladly offer support</li> </ul>
<b>Setting</b>	Unlimited, whole group
<b>Time frame</b>	60 – 75 min.
<b>Materials</b>	Posters prepared for the actions plans, personal project diary
<b>Instructions</b>	<p>The structure of the group presentations is identical to that of the action plan. The statements reflect the key questions from exercise 4.4. The groups have a maximum of three minutes to present their project to the class. This means that the presenters must focus on essentials, which must be made as understandable as possible. In view of the conclusive nature of the presentations required, the project groups must be given time to prepare. How the presentation is made is up to them. They must also decide if this task is to be taken on by one group member or as a collective effort in a creative and cooperative manner. The only requirements are respecting the time limit and reference to the structure of the action plan. Following each presentation, it should be possible for participants in other groups to ask questions and provide feedback. Here too the time frame should also be short, as discussions are not desirable at this stage and effort is required to keep this rather long exercise of presentations rolling along. Answers to questions should be as precise as possible and feedback accepted without comment. Both types of response from listeners will be discussed in the project groups following the presentations and either adopted for optimization of the action plans or consciously rejected. Naturally, the teachers are free to ask questions and provide feedback. Most important, however, in this learning step are the questions from classmates (peer-to-peer). Moreover in Module 5 the teachers have once again the possibility via the help desk to influence the design and implementation of the contribution (exercise 5.2).</p>