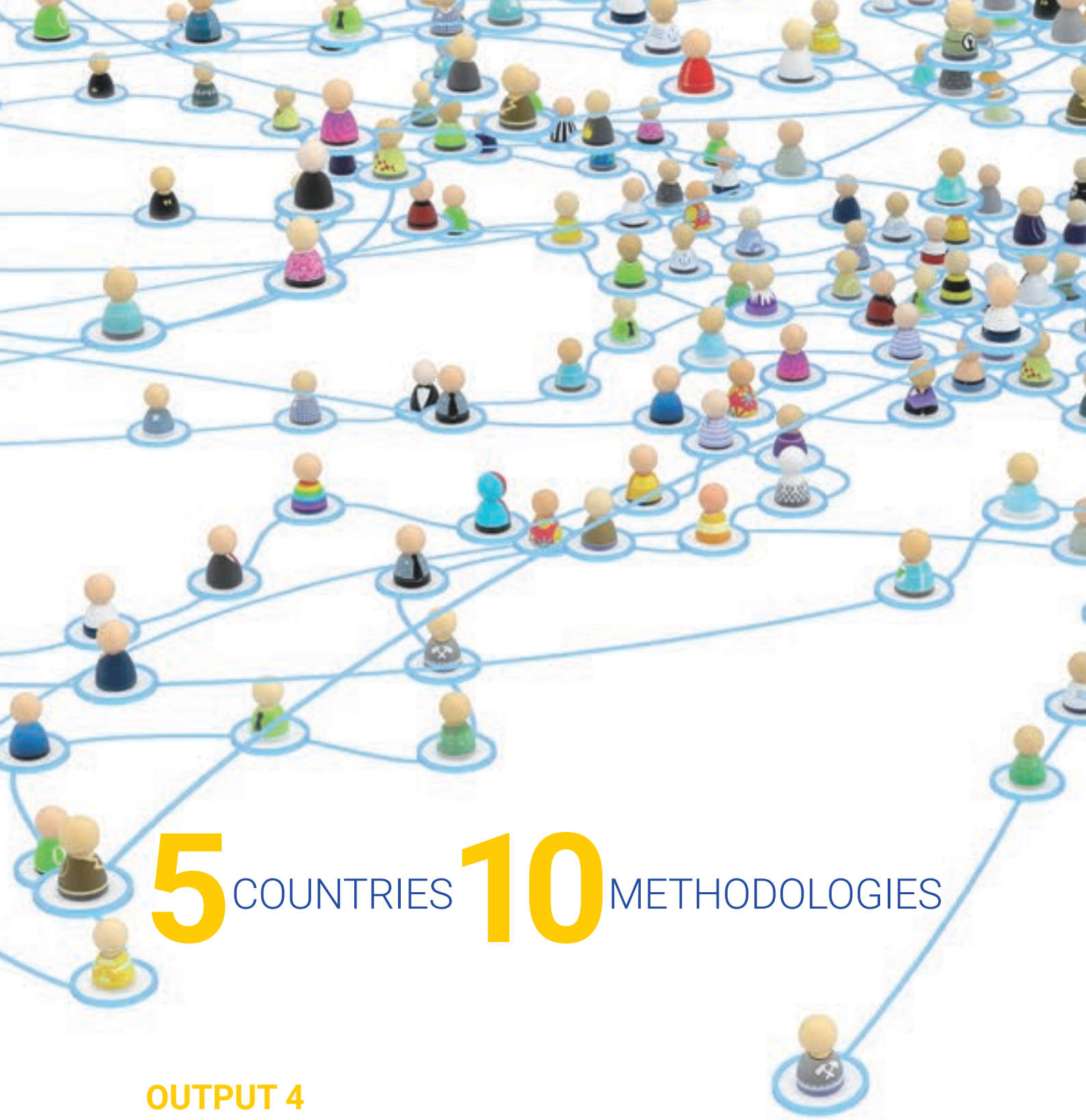




5 COUNTRIES 10 METHODOLOGIES

OUTPUT 4

Methodology for Verifying Development of Key Competencies

Co-funded by the
Erasmus+ Programme
of the European Union



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OUTPUT 4

Methodology for Verifying Development of Key Competencies

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Verification

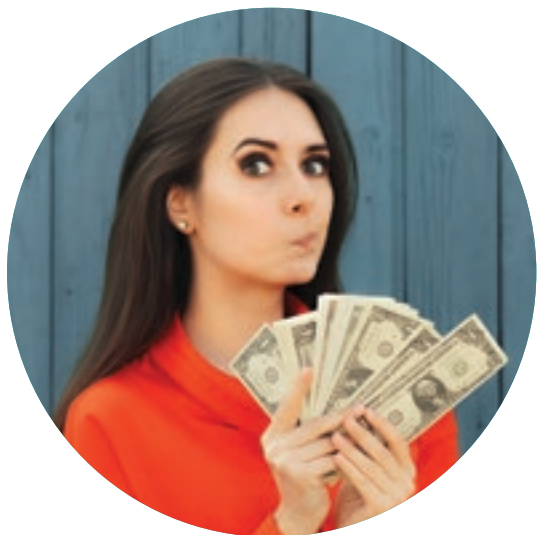
FOREWORD

The training program “Development of the Key Competences of Adults by Innovative Program of Consumer Education “ is the result of the European ERASMUS + program, which aims to increase the range of education programs for the unemployed under the age of 29 with low skills or low qualifications. By the content and methodological processing the program is usable also for primary and secondary school students.

The program consists of ten case studies from lives of consumers in a market economy and ten teaching lessons, the aim of which is to develop Social and Civic competencies and Communication in Mother Tongue.

Methodology for Verifying Development of Key Competences is INNOVATIVE, it strengthens formative assessment by teachers and supports students’ self-assessment. The teacher creates his own tools and indicators to measure the quality of students’ performance and supports students’ self-assessment in order to critically perceive the process of their own learning.

for a team of authors
Mgr. Božena Stašenková, PhD., project coordinator



Author

**Božena Stašenková,
PhD. © 2019**

Name of the lesson

**To Buy or not to Buy?
Or Maybe Save a Little
and then Buy?**

Lesson **No. 1**

The form of evaluation of the development of key competencies will differ in individual subjects. Students need interesting and important tasks to increase their interest in education, to be willing to discuss and share their views, to think and express their attitudes and to make decisions.

The advantage is if the teacher is able to create their own tools for measuring and evaluating the level of development of key competencies that meet the requirements of validity and reliability. Without valid and reliable tools and appropriate indicators to confirm the required changes, it is not possible to assess whether and in what quality the key competencies have been developed. The goals of the development of key competencies in formative assessment must be measurable in the specific performance of students in order to confirm the acquisition of knowledge, skills and attitudes of students.

The problem in evaluating and measuring the development of key competencies is the effort of teachers to achieve as many goals as possible. Setting a large number of goals in the development of key competencies leads to the fact that we are not able to monitor and evaluate them all. We recommend that the teacher identify a maximum of two key competencies, which will be specified in more detail into simpler subcompetences and operationalizes into specific student performances.

In achieving the goals, the teacher must take into account various barriers, and not always positive attitudes of students. It is recommended that the teacher involve the students themselves in the assessment processes and allow them to compare personal development in learning with themselves.

We recommend the most used and natural method – the structured observation. The teacher has a pre-prepared structure of what and how he will observe and how he will record it. The observation sheet is a simple record that shows three different levels of quality in the development of key competencies of the student, which characterize the required performances of students.

A. Educational objective:

Ability to change consumer behavior into a less consuming way (Social and Civic competencies)

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES

Level One	Level Two	Level Three
Identifies impulsive and conscious shopping	Distinguishes between impulsive and conscious shopping	Demonstrates examples of impulsive and conscious shopping
Identifies the use of palm products	Explains the impact of using of palm products	Analyzes the consequences of using of palm products
Identifies the manifestations a consuming lifestyle	Characterizes the manifestations of a consuming lifestyle	Evaluates the impacts of a consuming lifestyle

Table n.1: The observation sheet for assessment of Civic and Social Competencies

B. Educational objective:

Ability to express and interpret ideas in written form (Communication in the Mother Tongue)

In order to develop the key competencies of communication in the mother tongue we will present the importance of the development of verbal and nonverbal expression at the beginning of the lesson, We emphasize that we learn from each other by observing and comparing our own communication with the communication of other people.

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Enters the discussion by request	Enters the discussion independently	Complements the speeches of other participants
Agrees or disagrees with others	Expresses own opinions	Compares and justifies own opinions
Uses simple words	Uses simple sentences	Uses compound sentences

Table n.2: Observation sheet for assessment of Communication in Mother Tongue

C. Educational objective:

Ability to change consumer behavior into a less consuming way (Social and Civic competencies)

It is important for students to know their own progress in learning outcomes. One effective way to achieve this is to allow students to regularly assess their own performances. In this way, students receive feedback about their activities during lessons.

EXIT TICKETS

Distribute small pieces of paper or cards to students to fill out and hand out as they leave the classroom. Students will write their understanding of the main topic or goal of the lesson. Ask students to complete the pieces of paper or cards with the information they have obtained during class:

1. Give an example of conscious shopping.
2. Give an example of impulsive shopping.
3. What are you willing to do as consumer to protect the nature?



Author

Flavia Cavallero © 2019

Name of the lesson

**Advertising and
consumer behavior**

Lesson **No.2**

A. Educational objective:

Ability to criticize and decode advertising (Social and Civic Competencies).

In order to assess development of Social and Civic Competencies the teacher can create a grid that facilitates the evaluation by inserting the elements that he/she considers significant for the purpose of the evaluation itself.

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCIES

Level One	Level Two	Level Three
Understands that advertising modifies reality in order to improve product quality	Explains how advertising modifies reality to improve product quality	Demonstrates how advertising modifies reality to improve product quality
Understands different types of advertising based on distribution channels (TV, radio, print, telematics, road ...)	Explains different strategies based on the transmission channels	Demonstrates different strategies based on the transmission channels
Identifies the differences between the types of advertising with the help needed	Explains the differences in advertising	Independently analyzes and decodes advertising

Table n.3: Observation sheet for assessment of Social and Civic Competencies

B. Educational objective:

Use language in a positive manner and in a creative way (Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Participates in a discussion when asked	Voluntarily participates in a discussion	Actively participates in a discussion and generate good ideas
Conveys a messages to other students	Conveys messages and adds an own opinions	Conveys message to other people and justifies them
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	Expresses an opinion, experience and attitudes in context

Table n.2: Observation sheet for assessment of Communication in Mother Tongue



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Name of the lesson

**Groceries - what will
you learn at home**

Lesson **No.3**

The teacher needs to evaluate how effectively he uses the means, methods and forms of education and how effectively he fulfills the educational goals. To assess the quality of education and determine the degree of development of key competencies, the teacher needs to create appropriate tools that take into account the curriculum and educational needs of students. The teacher must have a clear idea of the goals and educational outcomes of the students' learning, which will confirm the degree of achievements - the development of key competencies of students.

In the formative assessment of students, we recommend using modern pedagogical approaches that allow the use of interactive forms of assessment. We apply the assessment of students' key competencies to different content, contexts, performance of different tasks, problem solving of different kinds, and students present what they do, if they do it, and where and why they use it.

Teachers often tell students what to do during the learning process, the teacher decides and students have minimal choice. If students feel the choice and the power of responsibility for choice, they can really change their attitudes towards education. The knowledge that their education is tailored to their choices turns into conscious learning and the authentic development of key competencies.

We recommend Observation to assess the degree of development of students' key competencies. The purpose of observational assessment is to find out what the students have acquired during the lesson, whether the students' outputs (knowledge, skills, attitudes) and their interactions correspond to the set goals.

The practical use and simple collection of data (evidence) that the required change in students' thinking, actions and behavior has taken place speaks in favor of choosing a method of observation.

The observation sheet has a simple structure in which the selected indicators represent three different levels of quality in the development of the pupil's key competencies.

A. Educational objective:

Ability to use consumer protection measures at labeling of groceries (Social and Civic Competencies)

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES

Level One	Level Two	Level Three
Is aware any consequences between food labeling and health	Identifies some consequences between food labeling and health	Identifies and explain consequences between food labeling and health
Explains mandatory rules of food labeling with necessary help	Explains mandatory rules of food labeling	Explains mandatory rules of food labeling and law regulation
Demonstrates food labeling with needd help	Independently demonstrates food labeling	Demonstrates food labeling and expresses its views

Table n.5: Observation sheet for assessment of Civic and Social Competencies

Assessment tools are intended to help determine whether a teacher is achieving educational goals and how successful students have been in developing key competencies in mother tongue communication. The teacher can use different pedagogical approaches to evaluate his / her learning outcomes.

Performance level 1-3 shows indicators that are developed into individual performance levels of students, from less demanding requirements to more demanding. The scoreboard can be adjusted by the teacher so that he can record the names of the students.

B. Educational objective:

Ability to express opinions, experiences and attitudes by clear and coherent way
(Communication in Mother Tongue)

We recommend the use of self-assessment method which helps students to take control of their own learning, and give them the chance to manage their own learning and to develop their competencies. It increases students' self-confidence by reflecting on their achievements in ongoing education. Contributes to the development of critical reviewing skills, enabling the learner to more objectively evaluate their own performance and others'.

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Participates in a discussion when asked	Voluntarily participates in a discussion	Actively participates in a discussion and generate good ideas
Conveys a messages to other students	Conveys messages and adds an opinions to other students	Conveys a messages and justifies views and opinions
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	Express an opinions, experiences and attitudes in a coherent and critical way

Table n.6: Observation sheet for assessment of Communication in Mother Tongue

C. Educational objective:

Ability to practise consumer protection measures at labeling of groceries (Social and Civic Competencies)

It is important for students to know their own learning progress. One effective way to achieve this is to allow students to evaluate their own performance and identify their strengths and weaknesses.

For this purpose, we propose to use students' self-evaluation in the form of emoticons. Students identify and compare themselves with the stated performances and emoticons agree or disagree with the stated verbal evaluations.

	YES 	NO 
I understand the importance of food labeling		
I know the risk of not using food labeling		
I will begin to read more carefully the food labeling		
I can identify mandatory food labeling		
I need to get know more about food labeling		
I will inform my friends and family about food labeling		

Table n.7: Self-assessment of students with emoticons

D. Educational objectives: Ability to express opinions, experiences and attitudes by clear and coherent way

	YES 	NO 
I was actively involved in the discussion		
I got involved in the discussion when I was asked		
I expressed my own opinions and experiences		
I agreed or disagreed with the views of others		
I want to improve my communication skills		
Improving communication can help me find a job		

Table n. 8: Self-assessment of students with emoticons

Self-assessment helps students take control of their own behavior and gives them a chance to manage the learning process. Thinking about your achievements increases students' self-confidence and contributes to the development of critical thinking and a more objective evaluation of their own performance and the performance of other students.

Feedback on activities during education, strengths and weaknesses of learning and can significantly increase students' motivation for further self-education. The analysis of student learning outcomes is used by teachers to tailor teaching to more effectively achieve the goals of developing key competencies.





Author

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Name of the lesson

Family budget

Lesson **No.4**

Assessment tools must help the teacher to determine how successful the development of key competences has been.

In order to assess development of Social and Civic Competences and Communication in Mother Tongue in this lesson we suggest to teacher to use an observation.

The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

A. Educational objective:

Act responsibly with limited sources (Social and Civic competencies)

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES

Level One	Level Two	Level Three
Build a simple family budget with necessary help	Build a simple family budget and find out suitable savings opportunities	Builds a balanced family budget and makes long-term budget
Identifies simple financial terms and concepts related with family budget	Explains common financial terms and concepts related family budget	Explains common financial terms and concepts related family budget in real situations
Distinguishes between good and bad loans	Distinguishes between good and bad loans and favors balanced budget	Distinguishes between good and bad loans, creates savings and takes a negative stance on irresponsible debt

Table n. 9: Observation sheet for assessment of Civic and Social Competencies

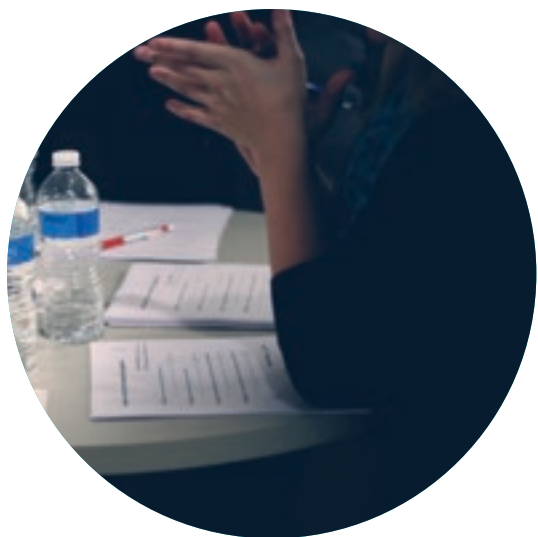
A. Educational objective:

Formulate oral and written arguments (Communication in Mother Tongue)

ASSESSMENT OF THE DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Formulates the thoughts, opinions in both oral and written form with help	Clearly and comprehensibly articulates the thoughts and opinions	Formulate the thoughts, opinions at a very good level
Listens to others	Actively listens to others	Actively listens to others with respect to a different opinion
Tells others the thoughts when asked	Voluntarily tells others the thoughts	Actively and confidently presents the thoughts in front of group

Table n.10: Observation sheet for assessment of Communication in Mother Tongue



Author

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Name of the lesson
Complaints

Lesson **No. 5**

In preparation for teaching, the teacher needs to clearly identify the key competencies that he / she will develop. Likewise, students should already know the educational goals at the beginning of the lesson and also the ways in which the fulfillment of these goals will be evaluated.

For the development of key competencies, the teacher selects the most appropriate learning strategy, determines effective methods for teaching students and chooses assessment tools to assess the extent to which they have mastered the development of key competencies. This will allow the teacher to find out how successful his work is, how effectively he uses the methods and means of education and how he has fulfilled the educational goals.

To evaluate the quality of education, it is appropriate for the teacher to be able to create their own, reliable tools for measuring the level of development of key competencies. Assessment tools are intended to help the teacher determine the different quality of students' performance, that is, the degree to which individual students have achieved the development of key competencies. Formative assessment by teachers needs to be supported by students' self-assessment, which will support students' future learning through students' self-reflection.

The teacher is recommended to use traditional and modern approaches to assess the development of students' key competencies. It is important that it emphasizes not only the evaluation of the content of education, but also the combination of knowledge, skills and attitudes that they will need for further education, social inclusion, active citizenship and employment.

We used structured observation to evaluate the development of key competencies in this lesson. The purpose of the observation is to determine the degree of development of key competencies of students through selected indicators. The observation sheet is a simple record in which the indicators show the required performance of students in three different levels of quality development of key competencies.

A. Educational objective:

Ability to communicate effectively and constructively (Communication in Mother Tongue)

We propose a role-playing method for the development of key communication competencies in the mother tongue. Pupils observe the roles played by the shopkeeper and the consumer, who deal with complaints about the goods sold, and observe and evaluate the behavior of both actors in the roles played. We will acquaint students with what will be the task of their observation in order to focus attention on selected phenomena.

The use of this method will allow students to express their thoughts, opinions and attitudes to the solution of complaints based on their own experience and at the same time observe, compare and learn communication from other students.

We will develop the planned development of communication skills into specific student performances in the form of indicators that more accurately and concisely describe the level of their development. We will use a record sheet for the observation, in which we will state the observed phenomena (comprehensibility of expressing requirements, constructiveness of the solution, expression of satisfaction or dissatisfaction).

Students observe the communication between the seller and the consumer, who play the given roles, and after finishing they record their evaluation in a table in which the expected performances are expressed by the level of advanced, average and beginner. We explain students what we mean by the evaluation of communication: advanced, average and beginner. By observing the communication between the consumer and the salesperson, students not only develop their own communication skills and at the same time learn to think critically and evaluate the communication of other people.

Actors - Role	Consumer	Shopkeeper
Clarity of expression of requirements	advanced average beginner	advanced average beginner
Respect ethical principles	advanced average beginner	advanced average beginner
Express satisfaction or dissatisfaction	advanced average beginner	advanced average beginner

Table n.11: Student's observation spreadsheet

B. Educational objective:

Table n.11: Student's observation spreadsheet

It is important for students to know their own learning progress. One effective way to achieve this is to allow students to evaluate their own performance and identify their strengths and weaknesses. We recommend using self-assessment to help students take control of their own learning and give them a chance to consciously manage the learning process.

Students' confidence is enhanced by thinking about their learning achievements. It also contributes to the development of critical thinking skills and allows students to evaluate their own performance and the performance of other students more objectively.

In this way, students receive feedback about their activities during education, strengths and weaknesses of learning, which can support motivation for further self-education. The analysis of pupils' learning outcomes will enable teachers to adapt their teaching in order to achieve the set goals in the development of key competencies more effectively.

For this purpose, we propose to use students' self-evaluation in the form of emoticons. Students evaluate and compare their own performances and express agreement or disagreement with the stated verbal expressions.

	YES 	NO 
I have received new information on consumer rights		
I need more information on consumer rights		
I'll be more interested in my consumer rights		
I'll start exercising my consumer rights		
I will use the experience in various situations		
I am ready to continue in consumer education		

Table 12 : Self-assessment of students with emoticons

C. Educational objective:

Ability to communicate effectively and constructively (Communication in Mother Tongue)

	YES 	NO 
I was actively involved in the discussion		
I got involved when I was asked		
I expressed my own opinions and experiences		
I agreed or disagreed with the views of others		
I want to improve my communication skills		
Improving of communication can help me find a job		

Table 13 : Self-assessment of students with emoticons

D. Ability to deal with consumer complaints based on democratic rules (Social and Civic Key Competencies)

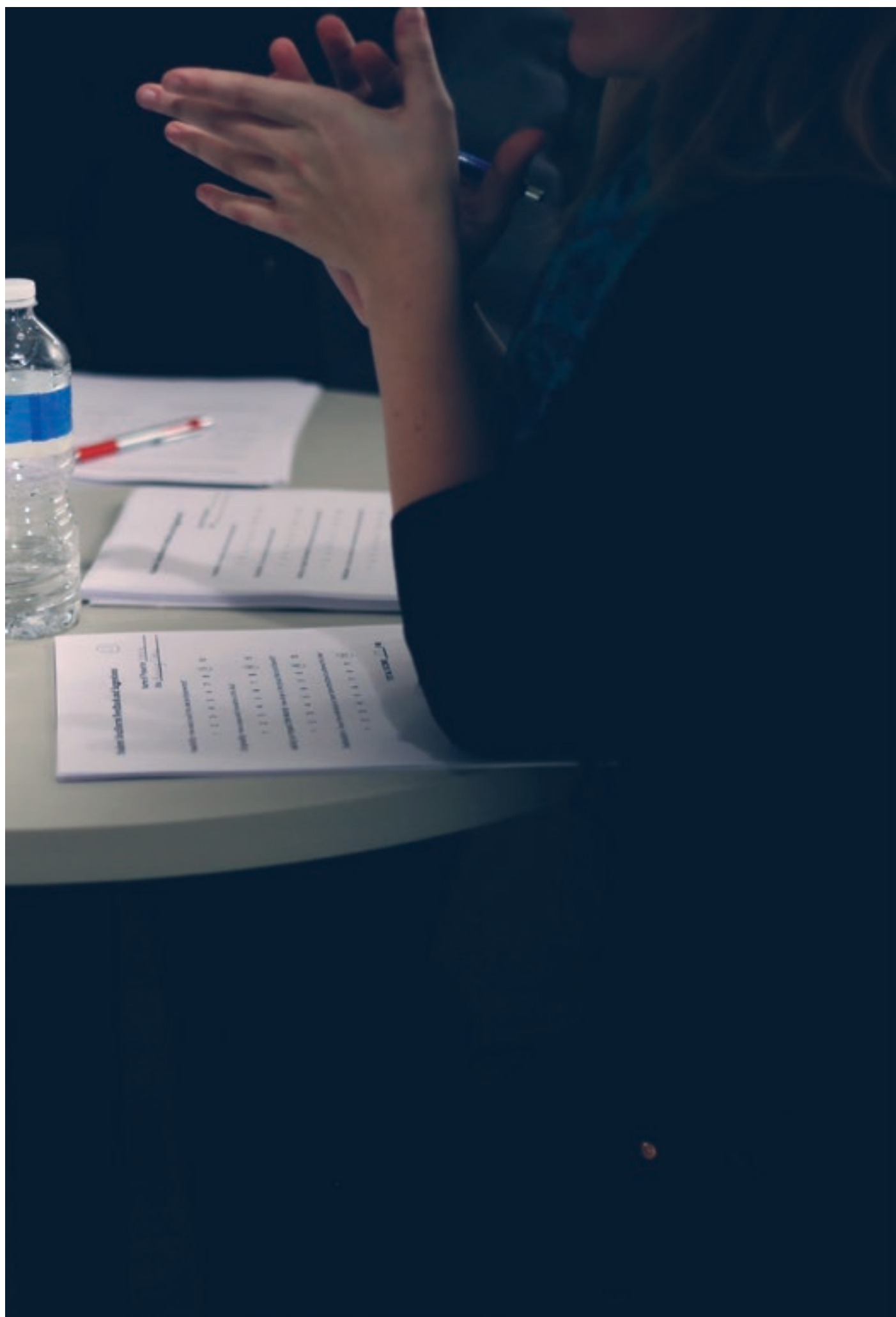
Exit Tickets

Distribute to students the small pieces of paper or cards that students deposit as they leave the classroom. Students write down their interpretation of the main idea behind the lesson taught that day. Ask the students to write on three separate statements which arised from the lesson:

One piece of information from the Consumer Protection Act that you didn't know about before:

One fact about consumer rights that surprised you:

One consumer right you will start using:





Author

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Name of the lesson

**e-commerce:
Withdrawal Right**

Lesson **No.6**

Assessment tools must help the teacher to determine how successful has been key competences development. The teacher believe in the capacity of his students to learn and carefully utilize a range of pedagogical approaches to assess their learning outcomes.

In order to assess development of both competencies - Communication in Mother Tongue and Social and Civic Competencies- in this lesson we suggest teacher to use an OBSERVATION. The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

A. Educational objective:

Ability to use consumer protection measures in E-commerce (Social and Civic Competencies)

ASSESSMENT OF THE DEVELOPMENT OF SOCIAL AND CIVIC COMPETENCIES

Level One	Level Two	Level Three
Identifies e-commerce with the necessary control	Explains the importance of knowing rights and protecting finances	Justifies the importance of knowing rights and protecting finances
Identifies e-commerce rules with necessary help	Explains binding e-commerce rules	Explains the rules of e-commerce based on legislation
Identifies problems in resolving consumer disputes	Resolves consumer disputes with minimal assistance	Independently resolves consumer disputes

Table n.14. Observation sheet for assessment of Social and Civic Competencies

B. Educational objective:

Ability to express opinions, experiences and attitudes by clear and coherent way
(Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Participates in a discussion when asked	Voluntarily participates in a discussion	Actively participates in a discussion and generate good ideas
Conveys a messages to other students	Conveys messages and adds opinions to other students	Conveys a messages and justifies views and opinions
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	Express an opinion, experience and attitudes by coherent, clear and concise way

Table n.15: Observation sheet for assessment of Communication in Mother Tongue

In order to assess development of Communication in Mother Tongue, we alternatively suggest using a student's questionnaire. Students are invited to complement three questions with their own findings:

Questions	Very Well	Well	Almost Well
How did I contribute to the work of the group?			
Have I submitted my views and opinions?			
Do I find useful the knowledge, skills and experience of today's lesson?			

Table n.16: Student's questionnaire

For students is important to think about their own learning progress. One very effective way to do this is to continually evaluate your own performance and identify their strengths and weaknesses.

The teacher will use the feedback from observation to plan the objectives in development of key competences. Students will receive feedback on their activities, their strengths and weaknesses in learning, which could be a motivation for their further development.



Author

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Name of the lesson

**Electronic
Communications
Services**

Lesson
No. 7

Assessment tools must help the teacher to determine how successful has been key competences development. The teacher believe in the capacity of his students to learn and carefully utilize a range of pedagogical approaches to assess their learning outcomes.

In order to assess development of both competencies - Communication in Mother Tongue and Social and Civic Competencies- in this lesson we suggest teacher to use an OBSERVATION. The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

A. Educational objective:

Ability to use consumer protection measures in the field of electronic communications services (Social and Civic Competencies)

Assessment tools must help the teacher to determine how successful the development of key competences has been.

In order to assess development of Social and Civic Competences and Communication in Mother Tongue in this lesson we suggest to teacher to use an observation.

The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

ASSESSMENT OF THE DEVELOPMENT OF SOCIAL AND CIVIC COMPETENCIES

Level One	Level Two	Level Three
Enumerate the fundamental rights of consumers from contracts for the provision of electronic communications services	Explain the rights of consumers from contracts for the provision of electronic communications services	Enforces the rights of consumer to the stronger contractual partners
Searches Alternative Dispute Resolution (ADR) bodies for various types of consumer contracts	Locates ADR bodies for various types of consumer contracts and enumerate the advantages and disadvantages of ADR	Locates ADR bodies competent for various types of consumer contracts, explain the advantages and disadvantages of ADR
Knows the way to the right solution, usually needs help	Solves simpler problems independently, proceeds unsystematically with complicated problems	Solves more complex problems independently and systematically

Table n.17: Observation sheet for assessment of Social and Civic Competencies

B. Educational objective:

Ability to distinguish and use different types of texts including written juristic text (Communication in Mother Tongue)

ASSESSMENT OF THE DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Orients in a written professional text, understanding the content with necessary help	Understands the content of written professional text	Understands the content and is able to reproduce content in your own words
Finds out necessary information from the text	Distinguishes between essential and non-essential information	Applies the texts to solve real problems
Searches for and collects information on the Internet with the necessary help	Searches for and collects information on the internet	Searches for, collect and processes information on the internet independently and verifies the credibility of resources

Table n.18. Observation sheet for assessment of Communication in Mother Tongue

Exit Tickets

Ask students to add three statements to the pieces of paper or cards as they leave the classroom, which they consider to be the main idea of teaching.

The first statement:

The second statement:

The third statement:



Author

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© 2019

Name of the lesson

Traveler Rights

Lesson **No. 8**

Assessment tools must help the teacher to determine how successful the development of key competences has been. The teacher believes in the capacity of his students to learn and carefully utilize a range of pedagogical approaches to assess their learning outcomes.

In order to assess development of both competencies- Communication in Mother tongue and Social and Civic Competences in this lesson we suggest teacher to use OBSERVATION. The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

A. Educational objective:

Ability to use consumer protection measures at Traveler Rights (Social and Civic Competencies)

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES

Level One	Level Two	Level Three
Is aware any consequences between knowing their rights and protecting of financial budget	Identifies some consequences between knowing their rights and protecting of financial budget	Explains consequences between knowing their rights and protecting his consumer rights
Explains mandatory rules of losing a baggage during an air flight with necessary help	Explains mandatory rules of losing a baggage during an air flight	Explains losing a baggage during an air flight rules and law regulation
Uses acquired knowledge in managing consumer problems with necessary help	Uses acquired knowledge in managing consumer problems	Uses acquired knowledge in managing consumer problems and provide examples in real life

Table n.19: Observation sheet for assessment of Social and Civic Competencies

B. Educational objective:

Ability to express opinions, experiences and attitudes by clear and coherent way
(Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Participates in a discussion when asked	Voluntarily participates in a discussion	Actively participates in a discussion and generate good ideas
Conveys a messages to other students	Conveys messages and adds opinions to other students	Conveys a messages and justifies views and opinions
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	Express an opinion, experience and attitudes by coherent, clear and concise way

Table n.19: Observation sheet for assessment of Social and Civic Competencies

The teacher will use the feedback from observation to plan the objectives in development of key competences. Students will receive feedback on their activities, their strengths and weaknesses in learning, which could be a motivation for their further development.



Author

Flavia Cavaleiro © 2019

Name of the lesson

**Environmental issues
and consumer
regulation**

Lesson
No. 9

A. Educational objective:

Find out what an individual can change if their behavior respects the environment (Social and Civic Competencies)

In order to assess development of Social and Civic Competencies the teacher can create a grid that facilitates the evaluation by inserting the elements that he/she considers significant for the purpose of the evaluation itself. As example:

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCIES

Level One	Level Two	Level Three
States that an individual can change environment, but can demonstrate it in practice	States that the protection of the environment is important	States that the protection of the environment is important and named applications
Identifies that an individual's behavior is important for environmental protection	Argues that the behavior of the individual is important for the protection of the environment	Proposes measures important for the protection at home and away from home
Explains changes in behavior suitable for environmental protection with the help	Formulates behavioral changes suitable for environmental protection	Analyzes and proposes behavioral changes appropriate to environmental protection

Table n.17: Observation sheet for assessment of Social and Civic Competencies

B. Educational objective:

Search for, collect and process of information concerning environmental protection (Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Collects information with the necessary help	Collects information from multiple sources	Collects and verifies information from multiple sources
Distinguishes important and less important information in the text	Selects important information independently in the text	Selects and analyzes important information in the text
Processes information into the required form with help	Processes information into the required form	Independently analyzes and summarizes information into the required form

Table n.22: Observation sheet for assessment of Communication in Mother Tongue



Author

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© 2019

Name of the lesson

**Do My Food Choices
Shape the World?**

Lesson **No. 10**

The development of key competencies will be more evident if we place less emphasis on knowledge, make more use of the curiosity and experience of real-world students, and thus increase students' interest in education. The content of education, which displays the real processes of social and economic life of society, will provide students with a broader and more comprehensive view of the values and attitudes.

The development of key competencies in this topic makes it possible to strengthen abilities in making critical attitudes and decisions in order to actively and consciously participate in social and economic life. A critical view of personal needs and well-being should lead students to take informed and reasoned decisions. It is important to include tasks that lead to a discussion, problem solving, comparison and evaluation of consumer behavior.

To evaluate the quality of the development of key competencies, we recommend using various forms of evaluation based on the observation of students and solving of various tasks. According to the set goals, the teacher creates tools for assessment and determines indicators that confirm achievement of key competencies in different quality of student performance.

When choosing tools for assessment, the teacher is based on the diagnosis of students, their ability to learn and adapts assessment tools to the possibilities of individual student performance. The formative assessment of the development of key competencies, which is applied by the teacher, should be supplemented by students' self-assessment and use their critical view of the process of their own learning to increase interest in education.

In a structured observation sheet, the selected indicators represent three different levels of quality in the development of the pupil's key competencies.

A. Educational objective:

Ability to change consumer behavior into a less consuming way (Social and Civic competencies)

ASSESSMENT OF DEVELOPMENT OF SOCIAL AND CIVIC COMPETENCIES

Level One	Level Two	Level Three
Identifies impulsive and planned shopping	Explains impulsive and planned shopping	Justifies the effects of impulsive and planned shopping
Lists the characters of a consuming society	Explains the characters of a consuming society	Evaluates the characters of consuming society
Lists the signs of consumer behavior	Characterizes conscious consumer behaviour	Demonstrates the effects of conscious consumer behaviour

Table n.23: Observation sheet for assessment of Civic and Social Competencies

B. Educational objective:

Ability to express and interpret the thought in oral form (Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE

Level One	Level Two	Level Three
Enters the discussion on request	Separately participates in the discussion	Complements the speeches of other participants
Agrees or disagrees with others	Expresses its own opinions	Expresses and justifies own opinions
Expresses ideas by less coherent way	Expresses ideas by coherent way	Expresses ideas in a coherent way and in real context

Table n.24: Observation sheet for assessment of Communication in Mother Tongue

C. Educational objective:

Ability to change consumer behavior into a less consuming way (Social and Civic competencies)

In addition to formative assessment, it is appropriate for the teacher to allow students to assess their own performance. In the learning process, it is necessary for the student to form a concrete idea of his progress in learning. Through self-reflection, students are able to improve their performance and learn more.

It is important for students to know their own progress in learning to support their responsibility for their own learning process. In the form of self-reflection and mutual evaluation, students receive feedback about their activities during teaching, what contributes their motivation to learn and to develop critical thinking.

Exit Tickets

We divide the students into pairs and explain them that they are both television commentators.

Assignment: Preparation of a commentary for a TV about conscious consumer behaviour.

Comment length: One minute

Content: Brief description of conscious consumer behaviour

All students leave their comments to the teacher when leaving the class.



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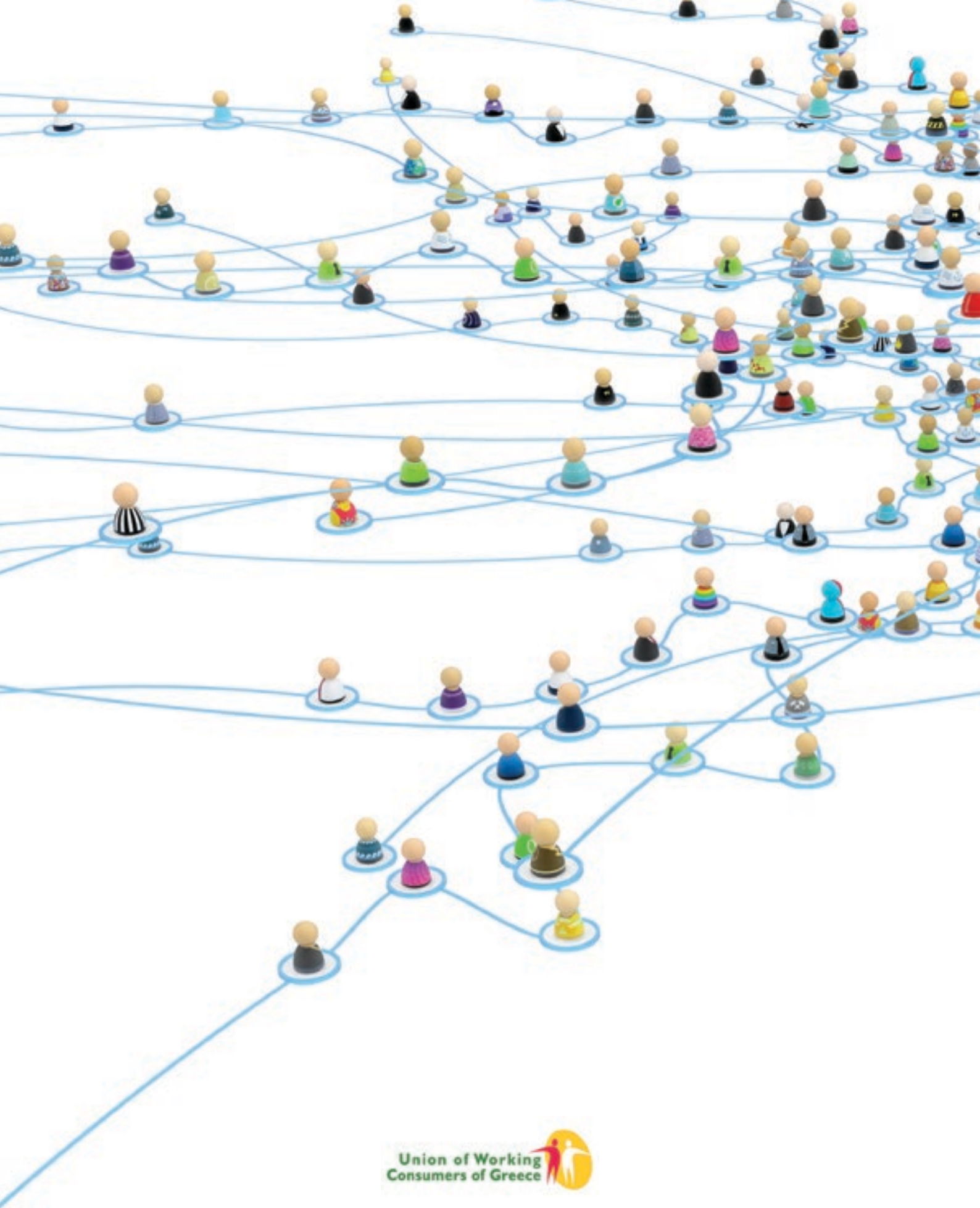
Environmental issues

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