



12. INTERACTIVITY

How to make an activating lesson plan in distance communication

CONTEXT

The general context is distance or hybrid learning and teaching in adult education.

Physical distance involves greater interaction difficulties and increases the risk that participants will follow passively and, therefore, less effectively.

THEORETICAL BASIS

In distance communication, it is even more important to plan a lesson that is as activating as possible. It is important to vary different types of activities in order to maintain the participants' interest throughout the session. To make the courses livelier, the group leader can use various kinds of interactive/collaborative walls (e.g. Flinga, Presemo) to collect participants' creations during the interactions.

ACTIVITY IN A NUTSHELL

Planning and implementing a structured and varied lesson (e.g. an art lesson) aimed at the active involvement of the participants, achieved through moments of discussion and creative activities.

Activity/Solutions

CONTACT TYPE

Online/hybrid

TIME NEEDED

1h - 1h 30 minutes

NUMBER OF PARTICIPANTS

10-20

ACTIVITY TYPE

Individual/group work

TARGET GROUP

- Adult learners
- Senior learners

VARIATION OF THE ACTIVITY

The activity is easily adaptable to any kind of lesson and target group.

Goal

- Make the lesson as effective as possible by accurately choosing and planning activities and providing an opportunity for active participation.

How to prepare

- Prepare a series of images related to the topic (not less than 10-15) to share (slides to project/PDF to download from a dedicated platform or chat).
- Prepare two to three specific images for the artistic activity (e.g. Art Nouveau style objects, such as wrought iron balcony railings).
- Prepare two simple online surveys/questionnaires – related to the theme/images linked to the theme, – with five closed-ended questions (true/false, multiple choice).

Activity step by step

1. Start the lesson with a warm-up activity: display the prepared images (e.g. the 5-10 examples of Art Nouveau)
2. Ask: "What stands out in the images?"; "Do the examples share any common elements?"
3. Divide the participants into groups of three, to discuss the questions and share their observations (3-4 minutes).
4. Ask a participant/spokesperson of the group to present their observations.
 - Distribute the lesson in 20-minute sessions, e.g.:
 - Introduction to the Art Nouveau style.
 - The Art Nouveau style in everyday life objects.
5. Artistic activity: e.g.: show two to three images of Liberty-style wrought iron balcony railings, then form breakout rooms and ask participants to create and send (via chat) a simple drawing of "in style" railing (freehand drawing or with a programme such as Paint).
6. After the first two sessions, conduct a short Q&A recall activity, using surveys/questionnaires.
7. At the end, recall the main points of the Art Nouveau style, and highlight the good comments/creations sent via chat by the participants.