



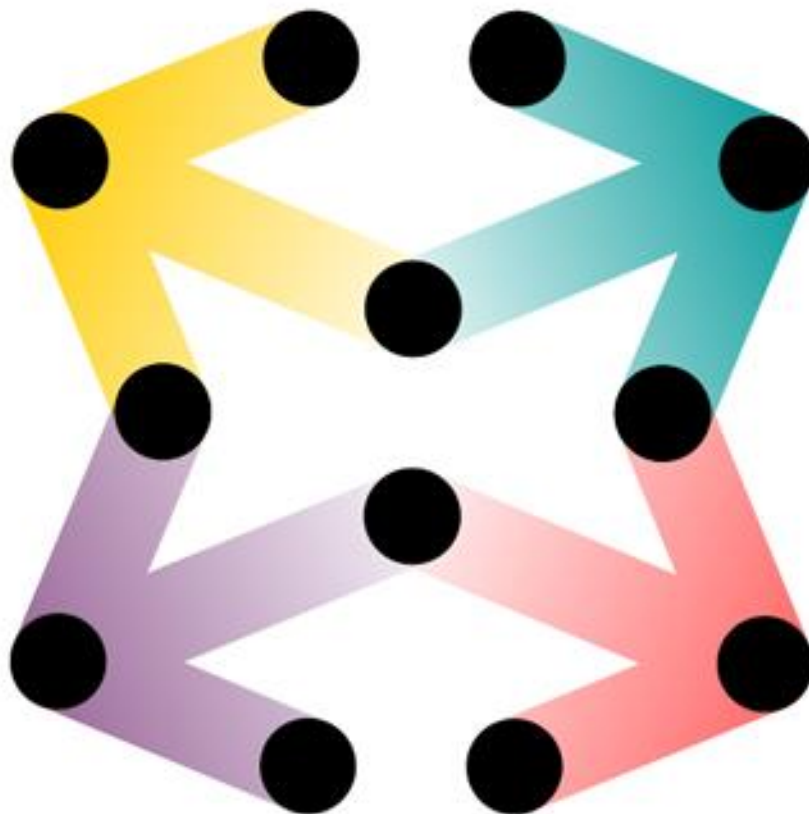
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How to tell well
what you know well



Handbook for Teachers



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1 THE PROJECT "EXPLAIN"

1.1 Purposes of the project

The project "Explain" has developed some learning resources which can help **integrate KEY COMPETENCES¹**, which are important for independent learning and communication, **with the study of traditional subject matters and topics** and to implement them in school, VET and academic curricula.

It is essential to **make students aware of the importance of these competences**. Most of them are **indispensable to be successful not only at school or university, but also in their work or professional career**.

"**Explain**" has focused on the development of four learning resources:

- **Map Your Knowledge**, to develop learning strategies
- **Synthesise Texts**, to learn how to process information and structure texts
- **Handle Numbers**, to use info graphics applications to interpret and represent effectively data and information
- **Speak Easy**, to speak in public more confidently and effectively during presentation or oral exams.

Explain learning resources can be **used autonomously by pupils and students** at home or **in classroom by teachers**.

Students and pupils can use the materials independently, or, if too young, can be helped by their **parents**. They can access to these resources on the website www.explainwell.org, choose the topics, do online exercises or assessment, use the links to other Internet related resources, and download the handbooks for further reading. The assessments are based on self-evaluating tools; students and pupils can assess their learning autonomously or with the help of their parents, relatives or friends.

Teachers can use the "Explain" learning resources in classroom. This handbook proposes some tips and examples on **how to use the learning resources** and some tools **to assess key competences**. The assessment tools are very similar to the self-evaluation tools prepared for the pupils and students, having the same contents and structure. They take as a reference the EQF levels: 3 for VET, 4 for secondary schools, and 5 and 6 for higher education and university.

The project has also developed **Mapledge²**, an online software accessible freely online to create and share both mind and concept maps.

¹ You can find a detailed description of the KEY COMPETENCES at EUR-Lex website:
<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>

² www.mapledge.eu



2 MAP YOUR KNOWLEDGE

2.1 Aims

“Map your knowledge” provides pupils and students with practical hints and useful tools so that they can become **independent learners**. It presents strategies and methods to manage efficiently the study, by exploiting personal strengths and inclinations. It teaches how to use mind and concept maps **to organise, visually represent and assimilate concepts and information**.

Key Competences developed:

- learning to learn
- digital competence

The contents developed can help students:

- plan and organise study
- apply learning strategies
- learn memory techniques
- use mind and concept maps
- self-evaluate learning progress

You can create and share mind and concept maps with the online web application *Mapledge* that you can find at: www.mapledge.eu .

2.2 How to use Map Your Knowledge in classroom

Here below you find some suggestions on how to plan some lessons in classroom using *Map your knowledge* learning resources:

- Lesson 1: How to manage time
- Lesson 2: How to learn
- Lesson 3: How to represent knowledge



Lesson 1 - How to manage time	
Time	2 h
Aim	Plan learning activities
EQF level	3/4
<p>1. Introducing the theme "Managing time" Make some examples to explain why organisational skills are very important at school, in everyday life, and in professional and working careers. Presentation of the learning resources "How to manage your time" available on: www.explainwell.org.</p> <p>2. Analysing organisational skills Students analyse their own organisational skills, trying to identify strengths and weaknesses, using resources available in the section <i>To evaluate the ability to organise your time</i> or online.</p> <p>3. Evaluating circadian rhythm Explaining what the circadian rhythm is. Online test available for students to discover their the most productive time of the day.</p> <p>4. Planning activities Explain how to plan and organise activities, applying the techniques and tools contained in the chapter.</p> <p>5. Practise Students plan their week activities using the format of the section <i>Organise your time for one week</i>.</p> <p>6. Feedback After a week students present their planning sheet filled in. Discussion in the classroom, using the checklist to assess the results obtained.</p>	



Lesson 2 - How to learn	
Time	2 h
Aim	Use learning strategies
EQF level	3/4
<p>1. Introducing the subject "Learning to learn" Brief plenary discussion in classroom to collect students' opinion on the skill "Learning to learn". Presentation of the learning resources "How to learn" available on: www.explainwell.org.</p> <p>2. Learning styles Explain how people use different ways (learning styles) process and learn new information. Students analyse their personal learning style(s).</p> <p>3. Learning strategies Explain: - different steps to learn - tools for learning (taking notes, maps, etc.)</p> <p>4. Memorise Explaining the importance of memory and memorisation techniques for successful learning. Plenary discussion with students' opinions on the best methods to memorise. Presentation of the memorisation techniques described in the section.</p> <p>5. Methods and tools for self-assessment Explaining why it is important to be able to self-evaluate what has been studied. Plenary discussion with students who talk about the way they use for self-assessment.</p> <p>6. Practice Use the suggestions and hints contained in the practice section.</p>	



Lesson 3 - How to represent knowledge	
Time	2/3 h
Aim	Use mind and concept maps
EQF level	3/4
<p>1. Introducing graphical tools to represent knowledge Explain how graphical tools, like graphs, infographics or maps can be useful to process or represent effectively knowledge. Show some interesting examples from the Internet. Presentation of the learning resources of the chapter <i>How do you graphical represent knowledge</i> on the website www.explainwell.org.</p> <p>2. Mind maps Explain -what are mind maps -why use mind maps -when use mind maps Show some meaningful examples. Choose a topic of interest for the classroom and build the structure of the mind map. Draw the mind map using the online application Mapledge you find at: www.mapledge.eu</p> <p>3. Concept minds Explain -what are concept maps -why use concept maps -when use concept maps Show some meaningful examples. Choose a topic of interest for the classroom and build the structure of the mind map. Draw the mind map using the online application Mapledge you find at: www.mapledge.eu</p> <p>4. Practice Each student chooses a topic and draw a mind map and a concept map using the online application Mapledge: www.mapledge.eu (students must sign in to access to Mapledge)</p>	



2.3 Assessment tools

Here you can find some assessment sheets useful to evaluate the student's performance.

Skills assessed:

- planning and organising study
- applying learning strategies
- using mind and concept maps

Planning and organising study			
Reference to Map your knowledge: How to manage you time			
Assessment level – Vocational Training and Secondary Schools (EQF 3-4-5)			
	YES	NO	Aspects to change or improve
Does he/she plan and organise study activities?			
Does he/she keep a comparative table to check the fulfilment of planned activities?			
Does he/she prioritise activities?			
Is he/she able to organise workspace without disturbing factors?			
Does he/she avoid procrastination?			

Applying learning strategies			
Reference to Map your knowledge: How do you learn			
Assessment level – Vocational Training and Secondary Schools (EQF 3-4-5)			
	YES	NO	Aspects to change or improve
Is he/she able to take notes during a lesson?			
Does he/she identify and mark the most important parts of a text?			
Is he/she able to apply memory techniques?			
Is he/she able to represent knowledge graphically (through diagrams, maps etc)			
Does he/she apply autonomously tools to self-evaluate learning? (simple questionnaires, check lists, exercises etc.)			



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Using mind and concept maps			
Reference to Map your knowledge: How to represent knowledge			
Assessment level – Vocational Training and Secondary Schools (EQF 3-4-5)			
	YES	NO	Aspects to change or improve
Does he/she know when to use a mind map?			
Does he/she know when to use a concept map?			
Is he/she able to draw a mind map?			
Is he/she able to draw a concept map?			
Is he/she able to create mind maps with software?			
Is he/she able to create concept maps with software?			



3 SYNTHETISE TEXT

3.1 Aims

"Synthesize text" provide pupils and students with the skills necessary to make summary and synthesis of concepts in order to expose and organize them logically for an oral presentation. Techniques are illustrated by examples of text analysis (grasp the basic concepts), summary of the text (to summarize the key points), the actual writing (structure text and speech), rhetoric (argue and support their thesis) and referencing (use and cite sources).

Key Competences developed:

- communication in the mother tongue

The contents developed can help students:

- summarize texts for talks or presentations
- synthesize texts for researches or projects
- write essays

3.2 How to use Synthesise text in classroom

Here below you find some suggestions on how to plan some lessons in the classroom using *Synthesise text* learning resources:

- Lesson 1: About summaries and syntheses
- Lesson 2: Summarisation of texts
- Lesson 3: Summarisation of content



Lesson 1 - About Summaries and Syntheses	
Time	2 h
Aim	Summaries and syntheses - what are they and why are they important
EQF level	3/4/5
<p>1. Introducing the themes "Synthesising" and "Summarising" Presentation of the learning resources "Synthesise text" available on: www.explainwell.org. Explain the difference between summary and synthesis, using examples available in the chapter <i>GETTING STARTED / About Summaries and Syntheses</i></p> <p>2. Summaries - What are they? Explain what a summary and a summarisation are, using the chapter <i>GETTING STARTED / Summarising - What, Why, How to?</i> Give some examples to explain why summary skills are very important at school, in everyday life, and in professional and working careers.</p> <p>3. Syntheses - What are they? Explain what a synthesis is using the chapter <i>GETTING STARTED / Synthesising texts - What and Why?</i> Give some examples to explain why synthesis skills are important at school and in any professional career.</p> <p>4. Assessment Students analyse their own summary and synthesis skills, trying to identify strengths and weaknesses, using resources available in the section <i>Assess your summary and synthesis skills</i>.</p>	



Lesson 2 - Summarisation of texts	
Time	4 h
Aim	Learn to prepare the summary of a short text
EQF level	3/4/5
<p>1. Summarisation - The techniques Explain the techniques and the methods of summarisation using the resources available in the chapter <i>SUMMARIES - What are they? / The process and the procedures.</i></p> <p>2. Types of texts and types of summaries Present the main types of texts and describe the techniques to write a summary for each type of text. Use the resources available in the chapter <i>SUMMARIES - What are they? / Type of texts and types of summaries.</i></p> <p>3. Examples of type of texts and summaries Show some meaningful examples of different types of texts and summaries. See: <i>SUMMARIES - What are they? / Examples</i></p> <p>4. Practice Each pupil chooses autonomously, or is assigned by the teacher, a text to summarise. Use the material from the chapter <i>SUMMARISATION of a TEXT - how to do it / Practice summarisation</i>, exercises 1, 2, 3 and 4.</p> <p>5. Assessment Pupils assess their work autonomously or under the supervision of the teacher using the check list no. 4.8. (A) in chapter <i>SUMMARISATION of a TEXT - how to do it.</i></p>	



Lesson 3 - Summarisation of a content	
Time	4 h
Aim	Learn to prepare the summary of a complex texts or other resources
EQF level	4/5/6
<p>1. Summarisation - Techniques to explore the content Explain the techniques used for a deep exploration of written texts or of other type of content: - searching for meaning and for structure - background exploration - techniques for taking notes. Use the resources available in the chapter <i>SUMMARISATION of a TEXT - how to do it / Reading and understanding</i>.</p> <p>2. Writing the summary Present the techniques of writing a comprehensive summary: - how to develop the first draft - how to revise the work - how to use quoting and citation Use the resources available in the chapter <i>SUMMARISATION of a TEXT - how to do it / Writing the summary</i></p> <p>3. Practical examples Show some meaningful examples of different types of content and their summary. See: <i>SUMMARISATION of a TEXT - how to do it / Practical examples - How to use methods and tools</i></p> <p>4. Practice Each pupil chooses autonomously, or is assigned by the teacher, a text or other sources (movie, journal article, event description etc.) to summarise. Use the material from the chapter <i>SUMMARISATION of a TEXT - how to do it / Practice summarisation , exercices 5 and 6</i>.</p> <p>5. Assessment Students assess their work autonomously or under the supervision of the teacher using the check list no. 4.8. (B) in chapter <i>SUMMARISATION of a TEXT - how to do it</i>.</p>	



3.3 Assessment tools

Here you can find some assessment sheets useful to evaluate the student's performance.

Skills assessed:

- summarise texts

Summarise texts (EQF 3, 4, 5)			
Reference to Synthetise Text: Summarisation of a text - how to do it?			
Assessment level – Vocational Training and Secondary Schools (EQF 3, 4, 5)			
	YES	NO	Aspects to change or improve
Did he/she check information about the author and the background of the text?			
Did he/she check and find the main topic in the text?			
Did he/she check and find the main ideas, facts, characters or action in the text?			
Did he/she clarify the main topic at the start of the summary?			
Is the summary structured with an introduction, a development and a conclusion?			
Does all the content of the writing keep to the basic theme of the summary?			
Is the summary logically structured?			
Is there a memorable final sentence?			
Did he/she verify that the presentation is fair and a correct representation of the author's ideas?			
Is it appropriate to include a personal opinion in this summary?			



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Summarise texts (EQF 6)			
Reference to Synthetise Text: Summarisation of a text - how to do it?			
Assessment level – University (EQF 6)			
	YES	NO	Aspects to change or improve
Has he/she considered first how to deal with the assigned text before writing your summary?			
Did he/she check information about the author and the background of the text?			
Does the summary offer a clear presentation of the main topic in the text he/she was dealing with?			
Did he/she make this clear at the start of the summary?			
Does the summary offer a clear presentation of principal ideas in the text he/she was dealing with?			
Are all points in the summary supported by appropriate ideas in the text?			
Does all the content of the writing keep to the basic theme of the summary?			
Has he/she verified the fairness and correct presentation of the author's ideas?			
Are all sources referenced correctly?			
If required - does the conclusion of the summary contain a personal opinion, with evidence or reasoning?			
Is the language index appropriate to the theme, the aim and the audience?			



4 HANDLE NUMBERS

4.1 Aims

"Handle numbers" teaches how to **use graphs and info graphics to collect, process and represent data of any subject or discipline of study**. These tools facilitate the learning of mathematical and statistical concepts not only in scientific and socio-economic fields, but also in the humanities. The idea is to make "numbers" understandable, interesting and manageable even by students who think they are not good at math.

Key Competences developed:

- mathematical competence
- digital competence

The contents developed can help students:

- interpret graphs and charts
- create graphs for presentations
- create info graphics

4.2 How to use Handle numbers in classroom

Here below you find some suggestions on how to plan some lessons in the classroom using the Handle numbers learning resources:

- Lesson 1: Creating graphs
- Lesson 2: Creating infographics



Lesson 1 – Creating graphs	
Time	4h
Aim	Create graphs
EQF level	3/4
<p>1. Introducing the theme “Graphs” Presentation of the learning resources “Handle numbers” available on: www.explainwell.org. Explain what graphs are and what they can be used for, showing some meaningful examples (use section <i>Learn – Different types of graphs and 3 steps how to choose the ideal one</i> or other sources).</p> <p>2. Choosing the right graph Explain how to choose the most suitable graph to represent the data contained in a table (use section <i>3 steps to choose the optimal graph for your data</i>).</p> <p>3. Analysing graphs Explain how to interpret a graph (use chapter <i>Interpreting graphs content</i> or other sources).</p> <p>4. Spreadsheets Present the most common form of spreadsheet that can be used to create graphs (use section <i>How to choose and download a spreadsheet software</i>).</p> <p>5. Steps to create a graph Explain how to create different types of graphs using a spreadsheet (use section <i>How to use a software and create a graph in 5 actions</i>).</p> <p>6. Practice Pupils practice creating graphs in a computer lab.</p>	



Lesson 2 – Creating infographics	
Time	4h
Aim	Create infographics
EQF level	3/4
<p>1. Introducing infographics Presentation of the learning resources from the chapter <i>Infographics</i> on the website www.explainwell.org. Explain what infographics are and how they can be useful to represent effectively figures, data, information, behaviours, and events Show some meaningful examples from the Internet (use section <i>What infographics are and which tools can you use to create them</i>).</p> <p>2. Choosing an application Present tools useful to create Infographics (use section <i>What infographics are and which tools can you use to create them</i>).</p> <p>3. Steps to create an infographic Explain how to create infographics using PowerPoint or other applications (use section <i>Tips to create infographics, license rights of pictures and 7 creative steps</i>).</p> <p>4. Practice Pupils practice creating infographics in a computer lab (use section <i>Create your own infographics</i>).</p>	



4.3 Assessment tools

Here you can find some assessment sheets useful to evaluate the student's performance.

Skills assessed:

- Create graphs
- Create infographics

Creating graphs			
Reference to Handle numbers: <i>Graph types and their application, Creating graphs</i>			
Assessment level – Vocational Training and Secondary Schools (EQF 3, 4)			
	YES	NO	Aspects to change or improve
Is the chosen graph the most suitable for the represented data?			
Are the values represented correctly on the "x" and "y" axis?			
Are all necessary elements (title, labels etc.) present for a good understanding of the graph?			
Are characters, background, colours, suitable for easy reading of the graph?			
Are all sources referenced correctly?			



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Creating infographics			
Reference to Handle numbers: Infographics			
Assessment level – Vocational Training and Secondary Schools (EQF 3, 4)			
	YES	NO	Aspects to change or improve
Is the size of pictures, numbers and words relative to the importance of the different elements of the infographic?			
Are characters, background, and colours suitable for easy reading of the infographic?			
Are the chosen images suitable for the target audience?			
Are the chosen pictures meaningful and effective?			
Have pictures been used in compliance with copyright law?			
Has the infographic got a clear and effective title?			
Is the message of the infographic clear and understandable?			



5 SPEAK EASY

5.1 Aims

“Speak easy” teaches how to communicate knowledge in an effective and creative way to improve performance during oral exams or public presentations.

Key Competences developed:

- communication in the mother tongue
- communication in foreign languages (English)

The contents developed can help students:

- prepare talks
- present with visuals
- deliver talks in public
- read in public
- prepare for oral exams.

5.2 How to use Speak Easy in classroom

Here below you find some suggestions on how to plan some lessons in classroom using Speak easy learning resources:

- Lesson 1: Speaking in public
- Lesson 2: Preparing a talk or a presentation
- Lesson 3: Preparing visuals
- Lesson 4: Communication techniques: breathing, voice and body language
- Lesson 5: Handling questions and arguing



Lesson 1 - Speaking in public	
Time	1 h
Aim	Assess communication skills
EQF level	3/4/5
<p>1. Introducing communications skills Make some examples to explain why communications skills are very important at school, in everyday life, and in professional and working fields. Watch the video <i>Introducing Speak Easy</i> Brief discussion on the communication skills presented in the video.</p> <p>2. Analysing own communication skills Watch the video <i>How good is your public speaking</i> Students analyse their own communication skills, trying to identify strengths and weaknesses, using the checklist under the video.</p> <p>3. Presenting Speak Easy learning resources Present Speak Easy resources and explain why they are useful: - delivering a talk, a presentation of a research or work, dealing with an oral exam and making a reading in public Explain how they can be used, watching the videos, making the exercises and using the self-assessment sheets in classroom, but also at home autonomously accessing the website: www.explainwell.org.</p> <p>4. Choosing topics and planning tasks Each pupil or group of pupils chooses autonomously, or is assigned by the teacher, a topic to prepare and present in classroom. Show student how to plan work and how to use Speak Easy resources.</p>	



Lesson 2 - Preparing a talk or a presentation	
Time	1 h
Aim	Prepare a talk or a presentation
EQF level	3/4
<p>1. Introducing the subject "Preparing a talk or a presentation" Watch videos of chapter "<i>Preparing a talk</i>" Brief explanation and discussion with pupils about preparing talks or presentations.</p> <p>2. Practice Each student or student group prepares a talk, by collecting materials from the Internet or from other sources (also given by the teacher), and by using the tools of the practice section of Preparing a talk: - the useful phrases to start, develop, end a talk; - the grid to organise the talk content.</p> <p>3. Assessment Students assess their work using check lists of the assessment section under the supervision of the teacher.</p>	

Lesson 3 - Preparing visuals	
Time	2 h
Aim	Prepare visuals for a talk or presentation
EQF level	3/4
<p>1. Introducing the subject "Preparing visuals" Watch videos of chapter "<i>Presenting with visuals</i>" Brief explanation and discussion with pupils about preparing visuals.</p> <p>2. Practice in computer lab Students prepare slides using: - the grid they used to organise the content of their talk/presentation - the grid of the practice section for organising the sequence and contents of the slides - a presentation software for preparing the slides</p> <p>3. Presenting the slides Students individually or in groups present their slides and assess the other students' presentations using the check lists of the assessment section under the supervision of the teacher.</p>	



Lesson 4 - Communication techniques: breathing, voice and body language	
Time	2 h
Aim	Manage breathing, voice and body language
EQF level	3/4
<p>1. Introducing communication techniques: breathing, voice and body language Explain why they are important for an effective communication Brief explanation and discussion with pupils about these techniques</p> <p>2. Breathing Watch the videos on breathing techniques and discussion with students</p> <p>3. Voice Watch the videos on the use of voice and discussion with students</p> <p>4. Body language Watch the videos on body language and discussion with students</p> <p>5. Practicing at home Students practice at home the techniques, following the suggestions given in the Practice sections of each chapter.</p> <p>6. Performing in classroom Students individually or in groups present their talks and assess other students' talks using the check lists of the assessment section under the supervision of the teacher.</p>	

Lesson 5 - Handling questions and arguing	
Time	2 h
Aim	Handle questions and argue
EQF level	4/5/6
<p>1. Introducing the subject "handling questions and arguing" Watch videos of chapter "<i>Handling questions and stating my case</i>" Brief explanation and discussion with students.</p> <p>2. Practice Each student or student group prepares an argument, by collecting materials from the Internet or from other sources (also given by the teacher), and by using the tools of the practise section - the useful phrases "making my point" - the grid to list the potential objections and answers</p> <p>3. Performing in classroom Students individually or in groups present their argument and assess other students' arguments using the check lists of the assessment section under the supervision of the teacher.</p>	



Lesson 6 - Reading in public	
Time	2 h
Aim	Read a short text (prose, poetry, technical) in public
EQF level	3/4
<p>1. Introducing reading techniques Watch videos of chapter "<i>Reading in public</i>" Brief explanation and discussion with students</p> <p>2. Practicing Each student chooses or prepares a reading using the tools of the practise and assessment sections. They can also practice at home.</p> <p>3. Performing in classroom Students individually deliver their readings and are assessed by other students under the supervision of the teacher.</p>	



5.3 Assessment tools

Here you can find some assessment sheets useful to evaluate the student's performance and his/her communication skills during a talk or a presentation.

Skills assessed:

- structuring a talk
- presenting with visuals
- breathing, using voice and body language
- arguing

Structuring a talk (EQF 3-4-5)			
Reference to Speak Easy: Preparing a talk			
Assessment level – Vocational Training and Secondary Schools (EQF 3-4-5)			
	YES	NO	Aspects to change or improve
Does the title capture the essence of the presentation?			
Is there an introduction, a development section and a conclusion?			
Does the introduction grab the audience's attention?			
Is the talk structured logically?			
Is all the content relevant?			
Does the conclusion summarise the main points?			
Is the the personal opinion expressed appropriate for this presentation?			
Is there a memorable final sentence?			



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Structuring a talk (EQF 6)			
Reference to Speak Easy: Preparing a talk			
Assessment level – University (EQF 6)			
	YES	NO	Aspects to change or improve
Does the title capture the essence of the presentation?			
Is there an introduction, a development section and a conclusion?			
Does the introduction make clear what he/she is going to talk about?			
Does the introduction grab the audience's attention?			
Are the contents structured logically?			
Are the single topics logically connected?			
Does all the content keep to the basic theme of the presentation?			
Are all the key issues thoroughly and clearly analysed?			
Are statements/ideas supported by appropriate evidence?			
Are all sources referenced correctly?			
Is the subject tackled from different points of view?			
Does the conclusion summarise the main points?			
Does the conclusion contain the personal opinion, with evidence or reasoning?			
Is there a memorable final sentence?			
Is the language used appropriate to the theme, the aim and the audience?			



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Presenting with visuals			
Reference to Speak Easy: Presenting with visuals			
Assessment level – Vocational Training, Secondary Schools and University (EQF 3-4-5)			
	YES	NO	Aspects to change or improve
Have the slides been presented within the given time?			
Is there a slide to introduce the theme of the talk?			
Are the visuals large enough to be seen clearly by everybody in the room?			
Have the same layout and graphics been used for all slides?			
Is there a clear contrast between the lettering and the background?			
Is the font large enough to be read easily by all the audience?			
Do the photos, graphs, charts and other images support the talk?			
Are the images and text easy to understand?			
Is there a final slide with a concluding message?			
Have copyright and credit issues been observed?			



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Breathing, using the voice and body language during a talk			
Reference to Speak Easy: Breathing techniques for public speaking			
Assessment level – Vocational Training, Secondary Schools and University (EQF 3-4-5)			
	YES	NO	Aspects to change or improve
Does he/she breathe in through the nose?			
Does he/she expand the abdomen while breathing in?			
Does he/she keep the shoulders still while breathing in?			
Does he/she breathe out through the mouth?			
Does he/she contract the abdominal muscles while breathing out?			
Is the voice loud enough for it to be heard clearly?			
Is he/she varying the tone of voice?			
Is he/she speaking at the right pace? Not too fast, not too slow, but in accordance with what he/she is saying?			
Is he/she pausing appropriately?			
Is the pronunciation clear and correct?			
Is he/she limiting the use of “filler” expressions and noises like er... and um.... ?			
Is the facial expression in harmony with what he/she is saying?			
Is he/she standing up straight, with shoulders back and head held high?			
Is he/she you using hands to accompany specific parts of the talk?			
Is he/she avoiding distracting or nervous movements with hands?			
Is he/she standing without continuously switching weight from side to side?			



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Arguing			
Reference to Speak Easy: Handling questions and stating my case			
Assessment level – University (EQF 6)			
	YES	NO	Aspects to change or improve
Does his/her talk offer a clear opinion on the issue he/she is dealing with? And ...			
... has the opinion been made clear at the start of the talk?			
Are all points supported by appropriate evidence?			
Has he/she referred to opinions and theories which contrast with his/her own?			
Are there any counter-arguments that might weaken the main thesis?			
Has he/she considered how to deal with those counter-arguments or objections?			
Are all sources referenced correctly?			
Does the conclusion contain the personal opinion, with evidence or reasoning?			



6 PROJECT PARTNERS

The learning resources have been developed within the Erasmus+ program "EXPLAIN" by:

- [Enaip Ente Acli – Istruzione Professionale Friuli-Venezia Giulia](#) (Italy)
- [En.A.I.P. – Ente Nazionale Acli Istruzione Professionale Veneto](#) (Italy)
- [FIT](#) – Fast Track into Information Technology Ltd. (Ireland)
- [BFI](#) – Berufsfoerderungsinstitut Oberoesterreich (Austria)
- [Universitatea Dunarea De Jos Din Galati](#) (Romania)
- [EVTA](#) – Association Européenne pour la Formation Professionnelle AEFP / European Vocational Training Association (Belgium)
- [Folkuniversitetet](#), Stiftelsen kursverksamheten vid Uppsala Universitet (Sweden)

All resources are accessible on:

- www.explainwell.org: learning resources
- www.explainwell.eu : information on the project and related activities.