**Concetto del CR per ….**

Committente: …

**Cliente: …**

Lavoro scritto della prima parte dell’esame finale

per il conseguimento del titolo di

Istruttrice/Istruttore della protezione civile con attestato federale

Cognome e nome

Data della consegna

Indirizzo del/della candidato/a

Indirizzo e-mail del/della candidato/a

Indice

[1 Introduzione 1](#_Toc77588872)

[1.1 Situazione iniziale ed esposizione del problema 1](#_Toc77588873)

[1.2 Cliente 1](#_Toc77588874)

[2 Domande chiave 2](#_Toc77588875)

[2.1 Obiettivo del lavoro scritto 2](#_Toc77588876)

[2.2 Condizioni e risultato atteso 2](#_Toc77588877)

[3 Analisi del corso di ripetizione 2](#_Toc77588878)

[3.1 Procedimento e strumenti di valutazione 2](#_Toc77588879)

[3.2 Valutazione dei dati 2](#_Toc77588880)

[3.3 Conclusione 4](#_Toc77588881)

[4 Concetto dell’istruzione 5](#_Toc77588882)

[4.1 Concetto dell’istruzione 6](#_Toc77588883)

[4.2 Motivazione delle decisioni didattiche e pianificatorie 7](#_Toc77588884)

[5 Colloquio di valutazione 8](#_Toc77588885)

[6 Riflessione 9](#_Toc77588886)

[6.1 Riflessione sul proprio modo d’agire 9](#_Toc77588887)

[6.2 Valore aggiunto del concetto 9](#_Toc77588888)

[6.3 Insegnamenti tratti per lavori futuri 9](#_Toc77588889)

[7 Dichiarazione di onestà intellettuale 10](#_Toc77588890)

[8 Bibliografia 11](#_Toc77588891)

[9 Indice delle figure 11](#_Toc77588892)

[10 Appendice I](#_Toc77588893)

[10.1 Elenco delle abbreviazioni I](#_Toc77588894)

[10.2 Schizzo della lezione II](#_Toc77588895)

[10.3 Controlling del corso di ripetizione III](#_Toc77588896)

[10.4 Piano cronologico IV](#_Toc77588897)

# Introduzione

TextText TextText TextText. TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Situazione iniziale ed esposizione del problema

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

Auftraggeber

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Cliente

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText



Fig. 1: Organigramma KAFOLU

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

# Domande chiave

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Obiettivo del lavoro scritto

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Condizioni e risultato atteso

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

# Analisi del corso di ripetizione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Procedimento e strumenti di valutazione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Valutazione dei dati

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

|  |  |  |
| --- | --- | --- |
| **Affermazione** | **Deduzione** | **Conseguenza** |
| TextText TextText TextText TextText TextText TextText TextText Text | TextText TextText TextText TextText TextText TextText TextTe | TextText TextText TextText TextText TextText TextText TextT |
| TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText | TextText TextText TextText TextText TextText TextText TextText Te | TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText |
| TextText TextText TextText TextText TextText TextText TextText TextText TTextTextTe TextText TextText TextText TextText | TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextTe | TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText Text |

Fig. 2: ADC

## Conclusione

TextText TextText Text[[1]](#footnote-1)Text TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

# Concetto dell’istruzione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText. TextText TextText TextText TextText



Fig. 3: Livelli formativi

## Concetto dell’istruzione

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Zeit** | **VK 31.01. 2020** | | | **KVK 02.03.2020** | | | **WK 03.03. 2020** | | |
|  | TextText | | | TextText | | | TextText | | |
| 8 |  | | | TextText TextText TextText TextText TextText TextText TextText TText TextText TextText TextText | TextText TextText TextText TextText TextText TextText Text | TextText TextText TextText TextText TextText TextTexxt TextText TextText TextText | TextText TextText TextText TextText TextText TextText TextText TextText TextTt | TextText TextText TextText TextText TextText ext TextText TextText TextText TextText TextText TextText | TextText TextText TextText TextText TextText TexttText TextText TextText TextText TextText TextText TextText |
| 9 |
| 10 | TextText TextText extText TextText | TextText TextText TextText TextText TexxtText | TextText TextText TextText TextText TextText TextText |
| 11 |
| 12 | **Pausa pranzo** | | | | | | | | |
| 13 | TextText TextText TextText TextText TextText TextText TextText | TextText TextText TextText ext TextText TextText TextText TextText TextText | TextText TextText TextText TextText ext TextText TextText TextText TextText | TextText TextText TextText TextText TextTexText TextText TextText TextText TextText TextText TextText TextText TextText | TextText TextText TextText TextText | TextText TextTextTextText TextText TextText TextText | TextText TextText TextText TexText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText | TextText Tet TextText TextText TextText TextText TextText TextText TextText TextText TextText | TextText TextText Tet TextText TextText TextTet |
| 14 |
| 15 |
| 16 |
| 17 |

Fig. 4: Concetto dell’istruzione

## Motivazione delle decisioni didattiche e pianificatorie

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText[[2]](#footnote-2) TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

# Colloquio di valutazione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

# Riflessione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Riflessione sul proprio modo d’agire

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Valore aggiunto del concetto

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText Text[[3]](#footnote-3)Text TextText TextText TextText TextText TextText TextText TextText

## Insegnamenti tratti per lavori futuri

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

# Dichiarazione di onestà intellettuale

Con la presente dichiaro di aver svolto questo lavoro in autonomia e utilizzando parole mie. Tutte le formulazioni, idee o teorie di altre persone riportate alla lettera o nel senso sotto forma di testi, tabelle, immagini, disegni, ecc. sono evidenziate con riferimento alla fonte. Questo lavoro non è ancora stato presentato a nessuna autorità d’esame, né nella stessa forma, né in una forma simile.

Firma

Schwarzenburg, 21.02.2021 Musterhans, Andrea

Luogo e data Cognome e nome

# Bibliografia

Armee, S. (2005). *Ausbildungsmethodik.* BBL.

Bloom, B. S. (1973). *Taxonomie von Lernzielen im kognitiven Bereich.* Beltz.

Brinker, T., & Schumacher, E.-M. (2014). *Befähigen statt belehren. Neue Lehr- und Lernkultur an Hochschulen.* hep.

Gonschorrek, U., & Saul, S. (1983). *Pädagogik in Wirtschaft und Verwaltung.* Sauer-Verlag.

KAFOLU. (nicht bekannt). *Leistungsbeschrieb der Kantonalen Einsatzformation (KAFOLU).* Kanton Luzern.

Luzern, K. (2019). *Zivilschutz.* Zugriff am 19.12.2019 unter https://zivilschutz.lu.ch.

Mager, R. F. (1974). *Lernziele und Unterricht.* Beltz.

Meyer, R., & Stocker, F. (2011). *Lehren kompakt I.* hep-Verlag.

# Indice delle figure

[Fig. 1: Organigramma KAFOLU (Luzern, K. [2019] Catalogo delle prestazioni delle formazioni d’intervento cantonali (KAFOLU), Sempach: Canton Lucerna 1](#_Toc62464225)

[Fig. 2: ADC (propria realizzazione) 3](#_Toc62464226)

[Fig. 3: Livelli d’istruzione (Esercito svizzero, pag. [2005] Metodica dell’istruzione. Berna: UFCL) 5](#_Toc62464227)

[Fig. 4: Concetto dell’istruzione (propria realizzazione) 6](#_Toc62464228)

# Appendice

## Elenco delle abbreviazioni

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Schizzo della lezione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Controlling del corso di ripetizione

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

## Piano cronologico

TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextText TextTextTextText TextText TextText TextText TextText TextText TextText TextText TextText TextText

1. Abc abc abc [↑](#footnote-ref-1)
2. Efg efg efg [↑](#footnote-ref-2)
3. Xyz xyz xyz [↑](#footnote-ref-3)