Supporting Gifted and Talented Students in the Classroom

Lesson Plan

1 SUMMARY INFORMATION

NAME & SURNAME: DRAGANA VIDENOV

TITLE OF THE LESSON: THINK GREEN!

TIME FRAME: 2 – 3 WEEKS

SIZE OF CLASS: 24 PUPILS

OTHER RELEVANT REMARKS:

BEFORE THE LESSON, THE TEACHER SETS UP DIFFERENT ACTIVITY STATIONS IN DIFFERENT PARTS OF THE CLASSROOM AND PREPARES MATERIALS FOR EACH STATION: CHARTS AND LAPTOPS, ONE PER GROUP, AND MARKERS. THE TEACHER ALSO PREPARES TUTORIALS FOR VARIOUS DIGITAL APPS, OR INVITES PUPILS-VOLUNTEERS TO DO SO. THE TEACHER PREPARES A LIST OF RELIABLE SAFE WEBSITES FOR THE PUPILS' RESEARCH WORK, TOO.

SHORT DESCRIPTION OF THE LESSON AND HOW IT FITS INTO THE ONGOING CURRICULUM:

THE PUPILS DEEPEN THEIR KNOWLEDGE ABOUT ENVIRONMENTAL ISSUES, INVESTIGATE POSSIBLE SOLUTIONS TO SOLVE THEM, AND DEVELOP SOME 21ST-CENTURY SKILLS ALONG THE WAY. IN TEAMS, THE PUPILS CHOOSE AND USE DIGITAL TOOLS TO CREATE INFOGRAPHICS, POSTERS OR PRESENTATIONS SHOWING THE CHOSEN ENVIRONMENTAL PROBLEM AND POSSIBLE SOLUTIONS. THE GROUPS PRESENT THEIR CREATIVE PRODUCTS TO THE OTHERS, GIVE AND RECEIVE FEEDBACK FROM THEIR PEERS AND THE TEACHER. THEY ARE ALSO ENCOURAGED TO ADD QUESTIONS TO A COLLABORATIVE ESCAPE ROOM GAME WHICH THEY CAN PLAY IN THE LAST STAGE OF THE LESSON.

THE ENVIRONMENTAL TOPIC IS COVERED IN ALL ENGLISH COURSE BOOKS, BUT THE SUGGESTED ACTIVITIES CAN IMPROVE THE CURRICULUM.

LEARNING OBJECTIVES:

– SPECIFIC: IN THEIR TEAMS, THE PUPILS WILL CREATE AN INFOGRAPHIC, A POSTER OR A PRESENTATION SHOWING THE CHOSEN ENVIRONMENTAL ISSUE AND THE WAYS TO SOLVE IT,

– MEASURABLE: IN THEIR TEAMS, THE PUPILS WILL CHOOSE WHICH FACTS TO ADD TO THE ESCAPE ROOM GAME, AND LATER PLAY IT TO FIND OUT HOW MUCH THEY HAVE LEARNED ABOUT THE ENVIRONMENTAL ISSUES,

– ACHIEVABLE: THE PUPILS WILL USE THE DIGITAL TOOLS THEY ARE FAMILIAR WITH, BUT THEY WILL ALSO BE ENCOURAGED TO USE SOME NEW APPS; THE OLDER PUPILS WILL PROVIDE INSTRUCTIONS AND/OR TUTORIALS FOR THE OTHERS IF NECESSARY,

– RELEVANT: THE PROJECT MEMBERS WILL BE ABLE TO JOIN AND COLLABORATE IN VARIOUS PROJECT ACTIVITIES,

– TIME-BOUND: THE PUPILS WILL HAVE ONE WEEK TO DO RESEARCH AND DECIDE WHICH FACTS TO INCLUDE IN THEIR INFOGRAPHIC, POSTER OR PRESENTATION; THEY WILL HAVE ONE WEEK TO DECIDE WHICH FACTS TO USE IN THE ESCAPE ROOM GAME

EXPLANATION OF WHY THIS LESSON PLAN IS INCLUSIVE, WITH A SPECIFIC FOCUS ON MEETING THE NEEDS OF ACADEMICALLY GIFTED STUDENTS:

THE PROJECT-BASED ACTIVITIES SUGGESTED IN THE LESSON PLAN ARE ENGAGING, INVOLVE ALL PUPILS IN THE CLASS, AND HELP THE PUPILS BECOME MORE SOCIAL, CREATIVE, SELF-CONFIDENT, RESPONSIBLE AND AUTONOMOUS.

THE PUPILS ARE ACTIVELY INVOLVED IN ALL PROJECT-BASED ACTIVITIES. THEY MAKE DECISIONS OR ARE OFFERED CHOICES – IN TEAMS, THEY CHOOSE WHICH ENVIRONMENTAL ISSUE THEY WANT TO OFFER SOLUTIONS TO, WHICH TOOLS THEY WANT TO USE, AND THINGS LIKE THAT. THEY ARE ENCOURAGED TO DO RESEARCH, WORK IN TEAMS AND BE CREATIVE, TOO. THEY CREATE VARIOUS MATERIALS, SUCH AS INFOGRAPHICS, POSTERS, PRESENTATIONS AND GAMES. THEY CREATE TUTORIALS OR ORGANISE WORKSHOPS FOR OTHER PUPILS TO INTRODUCE THEM TO DIFFERENT DIGITAL TOOLS AND APPS. FINALLY, THEY PRESENT THEIR FINAL PRODUCTS TO THEIR PEERS AND/OR TO THE REST OF THE SCHOOL COMMUNITY.

2 ACTIVITIES

WARM-UP: BRAINSTORMING

Learning Outcomes, Skills, and Competencies	– REMEMBERING: LEARNERS WILL RECALL FACTS AND BASIC CONCEPTS; – APPLICATION: LEARNERS WILL USE INFORMATION IN NEW SITUATIONS;

	– CRITICAL THINKING AND PROBLEM SOLVING: LEARNERS WILL INTERPRET INFORMATION AND DRAW CONCLUSIONS BASED ON THE BEST ANALYSIS
Time	15 MIN
Role of students	THE STUDENTS PLAY A GUESSING GAME.
Role of the teacher	THE TEACHER ASKS QUESTIONS AND AWAKENS CURIOSITY FOR THE TOPIC. THE TEACHER ENCOURAGES EVERYONE TO PARTICIPATE.
ICT Tools and Resources required	– GENIALLY: HTTPS://GENIAL.LY/; – ANSWERGARDEN: HTTPS://ANSWERGARDEN.CH/
Description of the activity	THE TEACHER STARTS THE LESSON WITH A GAME AND THE PUPILS TRY TO GUESS AN ENVIRONMENTAL PROBLEM. ALL THE PUPILS ARE ENCOURAGED TO PARTICIPATE. THEN, THE TEACHER ASKS THE PUPILS AN OPEN QUESTION: WHAT ARE THE MAIN ENVIRONMENTAL ISSUES? AND THE PUPILS NAME THEM.

INTERACTION: ACTIVE INVOLVEMENT

Learning Outcomes, Skills, and Competencies	– REMEMBERING: LEARNERS WILL RECALL FACTS AND BASIC CONCEPTS; – UNDERSTANDING: LEARNERS WILL EXPLAIN IDEAS OR CONCEPTS; – ANALYSIS: LEARNERS WILL DRAW CONNECTIONS AMONG IDEAS; – COMMUNICATION AND COLLABORATION: LEARNERS WILL TALK TO EACH OTHER, SHARE IDEAS AND WORK IN GROUPS TO COMPLETE DIFFERENT ACTIVITIES; – COMPREHENSION: LEARNERS WILL UNDERSTAND THE TEXTS AND VIDEOS ABOUT ENVIRONMENTAL ISSUES

Time	20 MIN
Role of students	THE STUDENTS WATCH THE VIDEOS AND READ ARTICLES. THEY DISCUSS THE TOPIC AND MAKE CHOICES.
Role of the teacher	THE TEACHER ACTS AS A GUIDE.
ICT Tools and Resources required	- AIR POLLUTION 101I NATIONAL GEOGRAPHIC: HTTPS://YOUTU.BE/E6RGLSLY1YS; - HOW WE CAN KEEP PLASTIC OUT OF OUR OCEAN: HTTPS://YOUTU.BE/HQTUWK7CM-Y; - CLIMATE 101 DEFORESTATION I NATIONAL GEOGRAPHIC: HTTPS://YOUTU.BE/IC-J6HCSKA8; - HTTPS://WWW.THEWORLDCOUNTS.COM/STORIES/ENVIRONMENTAL-ISSUES-FOR-KIDS; - HTTPS://WWW.LISTOFENVIRONMENTALISSUES.COM/ENVIRONMENTAL-ISSUES-FACTS-FOR-KIDS/
Description of the activity	THE TEACHER DIVIDES THE CLASS INTO TEAMS OF 3-4, EXPLAINS THE TASK IN DETAIL, AND CHECKS THEIR UNDERSTANDING. THEY SHOULD CHOOSE ONE ENVIRONMENTAL ISSUE, DO RESEARCH AND CREATE A PRESENTATION, DESIGN AN INFOGRAPHIC OR A POSTER. EACH TEAM BRAINSTORMS IDEAS ON THE TOPIC, CHOOSES ONE ENVIRONMENTAL ISSUE AND THE FORM TO PRESENT IT. THE TEACHER SHARES WITH THE TEAMS THE LIST OF RELIABLE RESEARCH SITES AND RESOURCES WHICH THEY CAN USE TO LOOK FOR INFORMATION ABOUT THE CHOSEN ENVIRONMENTAL ISSUE. THE TEACHER ALSO INTRODUCES THE TEAMS TO DIFFERENT DIGITAL TOOLS THEY CAN USE TO CREATE THEIR FINAL PRODUCTS. THE TEAMS AGREE ON THE ROLE OF EACH MEMBER.

INVESTIGATION: EXPLORATION

Learning Outcomes, Skills, and Competencies	- UNDERSTANDING: LEARNERS WILL EXPLAIN IDEAS

	OR CONCEPTS; – APPLICATION: LEARNERS WILL USE INFORMATION IN NEW SITUATIONS; – INFORMATION LITERACY: LEARNERS WILL DO RESEARCH AND DECIDE WHICH INFORMATION IS ACCURATE AND CAN BE USED FOR THE TASK; – LEADERSHIP AND RESPONSIBILITY: LEARNERS WILL GUIDE AND MOTIVATE EACH OTHER TOWARDS A GOAL; – ANALYSIS: LEARNERS WILL COLLECT INFORMATION FROM DIFFERENT SOURCES AND DECIDE WHICH IS RELEVANT; – KNOWLEDGE: LEARNERS WILL DEEPEN THEIR KNOWLEDGE ABOUT ENVIRONMENTAL ISSUES BY DOING RESEARCH
Time	25 MIN
Role of students	DIVIDED INTO TEAMS, THE STUDENTS DO VARIOUS ACTIVITIES. THEY ASK EACH OTHER'S HELP IF NEEDED.
Role of the teacher	THE TEACHER MONITORS THE WORK OF THE TEAMS AND HELPS IF NEEDED.
ICT Tools and Resources required	– NATIONAL GEOGRAPHIC: HTTPS://KIDS.NATIONALGEOGRAPHIC.COM/; – WWF: HTTPS://WWF.ORG/; – CLIMATE KIDS: HTTPS://CLIMATEKIDS.NASA.GOV/
Description of the activity	THE TEAMS DO RESEARCH. THEY EXPLORE THE WEBSITES FROM THE LIST IN SEARCH FOR MORE INFORMATION AND IMAGES ABOUT THE CHOSEN ENVIRONMENTAL ISSUE. TOGETHER, THEY DECIDE WHICH INFORMATION AND IMAGES TO USE FOR THEIR FINAL PRODUCT.

CREATION: HANDS-ON

Learning Outcomes, Skills, and Competencies	– CREATIVITY AND INNOVATION: LEARNERS WILL CREATE POSTERS, INFOGRAPHICS AND PRESENTATIONS ABOUT CHOSEN ENVIRONMENTAL ISSUES; – APPLICATION: LEARNERS WILL CREATE A COLLABORATIVE POSTER, PRESENTATION OR INFOGRAPHIC; – AFFECTIVE LEARNING OUTCOMES: LEARNERS WILL USE DIFFERENT DIGITAL TOOLS AND IMPROVE THEIR 21-CENTURY SKILLS
Time	2 HOURS
Role of students	THE STUDENTS PRODUCE ORIGINAL WORKS.
Role of the teacher	THE TEACHER ACTS AS A MENTOR AND SUPERVISOR, OFFERING HELP WHEN NEEDED, MAKING SURE TO GIVE POSITIVE FEEDBACK.
ICT Tools and Resources required	– CANVA: HTTPS://WWW.CANVA.COM/EN_GB/; – ADOBE EXPRESS: HTTPS://WWW.ADOBE.COM/EXPRESS/; – GENIALLY: HTTPS://GENIAL.LY/
Description of the activity	THE TEAMS WORK ON THEIR PROJECTS AND ADD LINKS TO THE REFERENCES. THEY DECIDE WHICH DIGITAL TOOLS TO USE TO CREATE THEIR FINAL PRODUCTS. THEY USE SMART PHONES, TABLETS, LAPTOPS OR COMPUTERS, ONE PER TEAM, FOR THEIR CREATIVE WORK. ALL THE PRODUCTS ARE LATER SHARED IN THE COLLABORATIVE ONLINE COLLECTION. EACH TEAM SUGGESTS A QUESTION ABOUT THE ENVIRONMENTAL ISSUE THEY HAVE RESEARCHED FOR A COLLABORATIVE QUIZ.

PRESENTATION: SHOW AND TELL

Learning Outcomes, Skills, and Competencies	– EVALUATION: LEARNERS WILL REFLECT AND ASSESS THEIR OWN AND THE WORK OF THEIR PEERS
Time	1 HOUR
Role of students	THE STUDENTS SHARE THEIR FINAL PRODUCTS WITH THE OTHERS. THEY ALSO SHARE THEIR IMPRESSIONS.
Role of the teacher	THE TEACHER MAKES SURE THAT THE ATMOSPHERE IS PLEASANT.
ICT Tools and Resources required	– LINO: HTTPS://EN.LINOIT.COM; – PADLET: HTTPS://PADLET.COM/; – WAKELET: HTTPS://WAKELET.COM/
Description of the activity	THE TEACHER SETS THE TIMER. EACH GROUP IS ALLOWED UP TO 10 MINUTES TO PRESENT THEIR PROJECTS TO THEIR PEERS AND THE TEACHER. THEY GET FEEDBACK FROM THEIR PEERS AND THE TEACHER, SO THAT THEY CAN MAKE SOME ADJUSTMENTS IF NECESSARY.

WRAP–UP: EVALUATION

Learning Outcomes, Skills, and Competencies	– EVALUATION: LEARNERS WILL REFLECT AND ASSESS THEIR OWN AND THE WORK OF THEIR PEERS
Time	10 MIN
Role of students	THE STUDENTS REFLECT ON THE ACTIVITIES AND ACQUIRED SKILLS.
Role of the teacher	THE TEACHER MAKES SURE THAT EACH TEAM GIVES CREATIVE FEEDBACK.
ICT Tools and Resources required	– GOOGLE FORMS; – QUICK RUBRIC: HTTPS://WWW.QUICKRUBRIC.COM/; – MENTI: HTTPS://WWW.MENTIMETER.COM/
Description of the activity	THE TEAMS USE RUBRICS TO EVALUATE THEIR OWN AND THE WORK OF THE OTHER TEAMS. THE PUPILS

	ALSO REFLECT ON THE ACTIVITIES AND THE SKILLS THEY HAVE ACQUIRED, AND COMPLETE AN ONLINE QUESTIONNAIRE.

3 ASSESSMENT

THE TEACHER SHARES THE RUBRICS WITH THE PUPILS AND THEY EVALUATE THEIR OWN AND THE WORK OF THE OTHERS. THEY ALSO COMPLETE THE ONLINE QUESTIONNAIRE ABOUT THE LESSON PLAN

THE PUPILS' FEEDBACK CAN HELP THE TEACHER IDENTIFY THE AREAS OF THE LESSON PLAN THAT NEED IMPROVEMENT, AND TO CREATE SOME FUTURE ACTIVITIES WHICH WILL MEET THE NEEDS AND INTERESTS OF THE PUPILS. OBSERVING THE BEHAVIOUR AND WORK OF THE PUPILS CAN ALSO HELP THE TEACHER ENHANCE THEIR INSTRUCTIONAL SKILLS, METHODOLOGIES, AND CLASSROOM MANAGEMENT.