

Supporting Gifted and Talented Students in your Classroom

Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: EMILIANA RUFO

TITLE OF YOUR LESSON: "OUR FOREIGN COUNTRIES"

TIME FRAME: 6 HOURS

SIZE OF CLASS: 24 STUDENTS

OTHER RELEVANT REMARKS: LOWER SECONDARY SCHOOL (11-12 YEARS OLD)

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

STUDENTS WILL HAVE THE CHANCE TO IMPROVE CULTURAL AND LANGUAGE AWARENESS IN SEVERAL SUBJECTS: ITALIAN, ENGLISH, HISTORY, GEOGRAPHY, ART.

It will be a real task, students will talk about their family culture, traditions and their country of origin. They will be the agents of their learning process, they will be involved in the activity.

LEARNING OBJECTIVES:

COLLABORATION AND SHARING INFORMATION ABOUT STUDENTS' DIFFERENT COUNTRIES - CULTURAL HERITAGE.

- **USE THE VERY SIMPLE VOCABULARY RELATED TO THE TOPIC (GEOGRAPHY, FOOD, TRADITIONS)**
- **SPEAK IN ENGLISH WITH TIMES AND WORDS SUITED TO THE SITUATION**
- **INTERACT WITHIN THE GROUP**
- **USE DIGITAL DEVICES**

The educational intention of this activity is to develop a thought of tolerance, a sense of belonging to a shared community, and to recognize the differences in the other to accept them, through the use of a language common to all: English.

Among the key competences for lifelong learning:



- Communication in the foreign language
- Digital skills
- Social and civic competences

Among the key competences of citizenship:

- To create and communicate
- Act autonomously and responsibly
- Manage, analyze, multiple flows of information • Representing ideas using a combination of languages

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

Using collaborative activities to achieve common goals let Learning become more engaging and effective.

Students can shape their own learning and the teacher will support, guide and encourage them to explore their learning environment and discover what works for them.

Students will know each other better by deepening and studying, researching and presenting activities about the places of origin of some of the foreign students / classmates of the class.

IT IS A STUDENT-CENTERED LEARNING ACTIVITY.

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. You can add more activities by simply copy-pasting the above activity box for as many times as you require for your lesson plan.

ACTIVITY 1	
<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>UNDERSTAND - COMMUNICATE</p> <p>PROMOTE DISCUSSION</p> <p>Investigate the topics</p> <p>Reading, listening and watching activities</p>



<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>1 HOUR LESSON</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Students will work in pairs in a collaborative way to discuss about the topic presented by the teacher.</p> <p>They will watch a video about different countries and their languages:</p> <p>European Countries: https://youtu.be/jGYtRSFo73A</p> <p>English Speaking Countries: https://youtu.be/6guMDO3mNcg</p>
<p>Role of the teacher</p> <p>What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.</p>	<p>THE TEACHER WILL INTRODUCE THE TOPIC AND GIVE INSTRUCTION BY ASKING STUDENTS SIMPLE QUESTIONS ABOUT THEIR COUNTRIES OF ORIGIN.</p> <p>THE TEACHER CREATES A MAP ON THE IWB TO FOCUS ON THE CLASSMATES' COUNTRIES.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>Use of the IWB/Interactive Monitor Video on YouTube</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>1. Introduction at school</p> <p>Brainstorming activity:</p> <p>The teacher asks students a simple question: Where are you from? (to investigate on the family origin)</p> <p>Students will answer by explaining:</p> <ul style="list-style-type: none"> - different parts of Italy - different countries from Italy <p>Students will discuss about the foreign</p>

	<p>countries their mates named with a brainstorming activity about what they already know about them. They work in pairs and write a list of what they know. Then the teacher will create a map on the IWB with the information students presented.</p> <p>Students will watch a video about some of the countries they are going to study in English through their English Curricula during the three years of Low Secondary School. They will express their opinions about the countries. Which one they would like to visit and why...</p> <p>Preparatory phase: problem solving</p> <p>In the classroom:</p> <ul style="list-style-type: none"> • Quick survey to check which states some pupils in the class belong to • Division of the class into groups
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ACTIVITY 2

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>APPLY - CREATE</p> <p>PROBLEM SOLVING ACTIVITIES</p> <p>Collaboration, practice and production</p> <p>Creating digital products</p>
<p>Time</p> <p>What’s the estimated duration of this activity?</p>	<p>1 HOUR AT HOME</p> <p>3 HOUR-LESSON AT SCHOOL</p>
<p>Role of students</p> <p>What is the role of the students</p>	<p>STUDENTS WILL INTERVIEW THEIR PARENTS AND MAKE RESEARCH TO KNOW MORE ABOUT THE COUNTRIES OF ORIGIN. THEY WILL USE</p>

<p>in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>DIGITAL TOOLS AND COLLABORATE WITH THEIR MATES TO CREATE A DIGITAL PRODUCT</p>
<p>Role of the teacher</p> <p>What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.</p>	<p>THE TEACHER WILL GUIDE STUDENTS TO USE THE INFORMATION THEY HAVE FOUND TO CREATE A FINAL DIGITAL PRODUCT. THE TEACHER WILL HELP STUDENTS TO COLLABORATE AND SUPPORT THEM IN THE USE OF TECHNOLOGY AND DIGITAL TOOLS.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>LAPTOPS, WIFI CONNECTION, APPS: GENIALLY, ADOBE SPARK, POWTOON, PREZI, GOOGLE SLIDES, ETC...</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>2. Finding the information at home Interviewing parents and relatives - finding online information At home: Assignment</p> <ul style="list-style-type: none"> • pupils of foreign origin interview their families to get as much information as possible about their country; • students (non-foreigners) look for material (information and photos) on the internet of the country assigned to them. <p>3. Collaboration activity at school: Creating digital products</p> <p>Operational phase - learning by doing</p> <p>TASK: "Create a traditional or digital artifact that represents the assigned foreign country"</p> <p>In groups:</p> <ul style="list-style-type: none"> • Cooperative learning activity: with the help of digital material and devices, pupils

	<p>design their work and prepare materials and schemes, they will choose the online app to create the digital product: Genially, Adobe Spark, Powtoon, Prezi, Google Slides, etc...</p> <p>Production: The class moves to the multimedia laboratory:</p> <ul style="list-style-type: none"> • some groups take positions at the computers and choose which one educational site or multimedia application use for the presentation of their work. • other groups use the color printer to create the traditional artifacts with posters. <p>The teacher is there as a mentor to help students in their group work.</p>
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ACTIVITY 3

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>ANALYZE – EVALUATE</p> <p>Presenting and discussing on the topics</p> <p>Remember and understanding</p> <p>Assessment</p>
<p>Time</p> <p>What’s the estimated duration of this activity?</p>	<p>2 HOURS</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>STUDENTS WILL PRESENT THEIR MATES THE DIGITAL AND NON-DIGITAL PRODUCTS AND THEY WILL SHARE OPINIONS AND IDEAS ABOUT THE PROJECTS BY SHOWING STRENGHTS AND WEAKNESSES.</p>

<p>Role of the teacher</p> <p>What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.</p>	<p>THE TEACHER WILL SUPPORT STUDENTS DURING THEIR PRESENTATIONS AND WILL ASK QUESTIONS TO DEEPEN THE TOPICS</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>IWB/Interactive Monitor and digital products created with several apps.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>3. Presenting the Digital products to the classroom and the teacher</p> <p>Reflective learning in groups: Presentation of the artifacts to the class (group) in the multimedia room. Groups will present their digital products to the class. Students will give opinions to the products by using SWOT Analysis. Teacher will assess their presentations and collaboration through a Rubric. Students will assess their learning and collaborative activity with a self-assessment Rubric.</p> <p>Debriefing</p> <ul style="list-style-type: none"> • Reflection on what has been said, dissolving doubts. • Explaining expressions used in the English language that are not always correct. <p>The teacher has a short lesson to</p>



	<p>summarize key concepts and discuss misconceptions.</p> <p>Students reflect on their collaborative activities and results.</p> <p>Students may reflect on the discussion about what they have learnt and which kind of feelings and interest now they have about their classmates' countries of origin. They can also discuss the topic with other teachers during other lessons.</p>
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3 ASSESSMENT

How will students be assessed on their learning?

The teacher will create an **Assessment Rubric** (click for the link) for the task and it will be clear and transparent from the beginning of the project, so students will know which are the criteria.

The scheme could be a **self-assessment Rubric** (click on the link) for students, too. The Assessment Rubric categories will be:

- use of language and grammar structures
- researches online
- responsibility in the group work
- problem solving
- presentation (fluency and intonation)

Students will assess projects with a **SWOT Analysis** by sharing opinions and ideas to develop and improve the digital activities created.

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