

Supporting Gifted and Talented Students in your Classroom

Lesson Plan

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: VESNA MARINČIĆ

TITLE OF YOUR LESSON:" LET'S GET MINDFUL"

TIME FRAME: APPROX. 10 HOURS

SIZE OF CLASS: APPROX. 20 STUDENTS

OTHER RELEVANT REMARKS: A mixed ability English language class

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

OVER THE TIME SPAN OF 4 SESSIONS (SOME FLIPPED CLASSROOM, SOME ONLINE AND IN CLASS) STUDENTS EXPLORE THE CONCEPT OF MINDFULNESS, ANALYSE IT, (RE)CREATE THEIR OWN MINDFULNESS EXERCISE FOR PRACTICAL USE, PRACTISE IT, GIVE FEEDBACK ON ITS EFFECTS, DISCUSS, COMPARE AND SHARE EXPERIENCES AND IDEAS. THE LESSON COVERS THE TOPIC OF (MENTAL) HEALTH AND WELL-BEING WHICH IS PART OF THE SCHOOL CURRICULUM AND IS CONNECTED WITH OTHER SUBJECTS SUCH AS PSYCHOLOGY, INFORMATION TECHNOLOGY, PHYSICAL EDUCATION, SOCIAL SCIENCES, STATISTICS AND MATHEMATICS.

LEARNING OBJECTIVES:

STUDENTS GAIN INSIGHT INTO THE NOTION OF MINDFULNESS AND ITS APPLICATION IN EVERYDAY LIFE IN ORDER TO IMPROVE THEIR RESILIENCE AND OVERAL EMOTIONAL, PSYCHOLOGICAL AND PHYSICAL WELL-BEING.

STUDENTS:

- CREATE AND CONDUCT A SURVEY ABOUT STRESS RELEASE TECHNIQUES AMONG THEIR PEERS
- ANALYSE AND INTERPRET THE DATA
- EXPLORE THE CONCEPT OF MINDFULNESS
- COLLECT VALID AND USEFUL DATA
- SUMMARISE THE DATA INTO A MEANINGFUL PRESENTATION JUSTIFYING THE IMPORTANCE OF AWARENESS AND RESILIENCE
- (RE)CREATE A MINDFULNESS EXERCISE MAKING AN AUDIO/VIDEO INSTRUCTION OR A WRITTEN ONE
- PRACTISE THE EXERCISE
- DISCUSS THE EFFECTS OF THE EXERCISE
- ANALYSE ITS EFFECTIVENESS



- GIVE FEEDBACK ON THEIR PEERS' WORK EVALUATING IT, SHARE IDEAS AND EXPERIENCES AND DISCUSS THE CHALLENGES OF THE TASK

- MEASURE AND RATE THE EFFECTIVENESS OF MINDFULNESS TECHNIQUES AND THEIR EFFECTIVENESS ON STUDENTS' RESILIENCE

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

THIS LESSON PLAN ALLOWS FOR THE STUDENTS TO INDIVIDUALLY EXPLORE THE CONCEPT APPLYING INQUIRY-BASED LEARNING (SURVEY, EXPLORING THE CONCEPT USING RELIABLE ONLINE RESOURCES, INTERDISCIPLINARY APPROACH (PSYCHOLOGY, PE, SOCIAL SCIENCES, STATISTICS, BIOLOGY...), COMPLEXITY (ANALYSING DIFFERENT VARIABLES, CAUSE AND EFFECT RELATIONSHIPS – RELAXATION – BODY- PSYCHE). IT ENABLES CREATING ORIGINAL CONTENT AND DEVELOPING MORE COMPREHENSIVE UNDERSTANDING OF THE CONCEPT AND THE PRACTICE, IT ALSO ALLOWS APPROPRIATE DIFFERENTIATION FOR GIFTED STUDENTS TO SHOWCASE THEIR SKILLS (INDEPENDENT RESEARCH, CREATING ONE'S OWN SURVEYS, AUDIO/VIDEO MATERIALS OR OTHER FORMS OF INSTRUCTIONS USING DIFFERENT LEVEL OF LANGUAGE COMPLEXITY). IT FACILITATES LEARNER AUTONOMY AND PEER SUPPORT AT THE SAME TIME FOSTERING CRITICAL THINKING.

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	
Learning Outcomes, Skills, and Competencies 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).	MAIN OBJECTIVES: - CREATE AND CONDUCT A SURVEY ABOUT STRESS RELEASE TECHNIQUES AMONG THEIR PEERS - ANALYSE AND INTERPRET THE DATA SKILLS AND COMPETENCIES: PROBLEM SOLVING, COMMUNICATION, COLLABORATION, MANAGING INFORMATION, CREATIVITY AND INNOVATION
Time What's the estimated duration of this activity?	3 HOURS
Role of students What is the role of the students in this activity?	ROLE: CREATORS, COMMUNICATORS, COLLABORATORS AND CRITICAL THINKERS.

Write here what the students will be doing during this activity and what is their specific role for it.	IN THIS ACTIVITY STUDENTS ARE AUTONOMOUS CREATORS OF A SURVEY, ONLINE INTERVIEWERS AND PRESENTERS.
Role of the teacher 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.	THE TEACHER IS THE FACILITATOR OF THE ACTIVITY PROVIDING STUDENTS WITH THE NECESSARY HELP, GUIDING THEM THROUGH THE PROCESS AND PROVIDING THE EXAMPLES AND, IF NECESSARY, TEMPLATES FOR THE SURVEY.
ICT Tools and Resources required What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.	PC, ONLINE QUESTIONNAIRE FORMS (MICROSOFT FORMS, GOOGLE FORMS, SURVEY MONKEY OR SIMILAR) ARE USED FOR CREATING THE SURVEY PPT PRESENTATION OR SIMILAR FOR PRESENTING THE RESULTS AND STATISTICS. MS TEAMS OR GOOGLE CLASSROOM FOR COMMUNICATION AND COLLABORATION.
Description of the activity Share here the description of the activity.	(FLIPPED CLASSROOM) STUDENTS CREATE A QUESTIONNAIRE ABOUT HOW THEIR PEERS AND FRIENDS DEAL WITH EVERYDAY STRESSFUL SITUATIONS AND WHAT MECHANISMS AND TACTICS THEY APPLY. (CLASSROOM) THEY CONDUCT A SURVEY IN CLASS. NEXT, THEY ANALYSE AND INTERPRET THE DATA COLLECTED AND GIVE A SHORT PRESENTATION OR SHARE IT WITH OTHERS VIA ONLINE CLASSROOM (MICROSOFT TEAMS, GOOGLE CLASSROOM OR SIMILAR).

ACTIVITY 2

Learning Outcomes, Skills, and Competencies 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).	<ul style="list-style-type: none"> - EXPLORE THE CONCEPT OF MINDFULNESS - COLLECT VALID AND USEFUL DATA - SUMMARISE THE DATA INTO A MEANINGFUL SHORT PRESENTATION JUSTIFYING THE IMPORTANCE OF AWARENESS AND RESILIENCE SKILLS AND COMPETENCIES: CRITICAL THINKING, PROBLEM SOLVING, MANAGING INFORMATION, CREATIVITY, CULTURAL AND GLOBAL CITIZENSHIP
Time What's the estimated duration of this activity?	APPROX. 2 HOURS

<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>ROLE: RESEARCHERS, CRITICAL THINKERS, COMMUNICATORS AND PRESENTERS.</p> <p>IN THIS ACTIVITY STUDENTS DO RESEARCH OF THE TOPIC, STUDY IT AND CRITICALLY OBSERVE THE JUSTIFICATION OF THE APPLICATION OF THE TECHNIQUES ON ONE’S WELL-BEING.</p>
<p>Role of the teacher</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>THE TEACHER PROVIDES THE LINKS TO USEFUL INFORMATION RESOURCES, GIVES INSTRUCTIONS FOR THE TASK, PROVIDES NECESSARY HELP, GUIDES AND SUPPORTS THEM THROUGH THE PROCESS AND SETS OR SUGGESTS FORMS OF COMMUNICATION AMONG THE STUDENTS.</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>PC, AUDIO/VIDEO APPS FOR THE SHORT PRESENTATION</p> <p>MS TEAMS OR GOOGLE CLASSROOM FOR COMMUNICATION AND COLLABORATION.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>USING ONLINE RESOURCES STUDENTS EXPLORE THE CONCEPT OF MINDFULNESS AND THE TECHNIQUES USED FOR ACHIEVING HIGHER LEVEL OF ONE’S RESILIENCE AND AWARENESS (“STOP AND BE IN THE MOMENT”), THEY CRITICALLY STUDY THE TOPIC A AND COLLECT VALID AND USEFUL ORGANISING AND SUMMARISING IT INTO A SHORT PRESENTATION (VIDEO, AUDIO OR ESSAY – ACCORDING TO THEIR PREFERENCES AND LEARNING STYLES). THE AIM IS TO JUSTIFY THE IMPORTANCE OF RESILIENCE AND AWARENESS AND HOW TO EMPOWER INDIVIDUALS IN THAT RESPECT.</p> <p>THEY PRESENT THEIR RESEARCH IN CLASS OR IN THE ONLINE CLASSROOM.</p>
<p>ACTIVITY 3</p>	
<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>	<ul style="list-style-type: none"> - (RE)CREATE A MINDFULNESS EXERCISE MAKING AN AUDIO/VIDEO INSTRUCTION OR A WRITTEN HANDOUT - PRACTISE THE EXERCISE - DISCUSS THE EFFECTS OF THE EXERCISE AND ANALYSE ITS EFFECTIVENESS <p>SKILLS AND COMPETENCIES:</p> <p>PROBLEM SOLVING, COMMUNICATION, COLLABORATION, MANAGING INFORMATION, CREATIVITY AND INNOVATION, PERSONAL GROWTH AND WELL-BEING, CULTURAL AND GLOBAL CITIZENSHIP</p>



<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>APPROX. 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>ROLE: INNOVATORS, INSTRUCTORS/TRAINERS, COMMUNICATORS AND COLLABORATORS.</p> <p>STUDENTS (RE)CREATE THEIR OWN MINDFULNESS EXERCISE, RECORD THE INSTRUCTIONS, APPLY IT WITH A GROUP OF STUDENTS AND DISCUSS THE EFFECT OF IT ON THE GROUP.</p>
<p>Role of the teacher</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>THE TEACHER ALLOCATES GROUPS OF STUDENTS FOR THE EXERCISE PRACTICE AND MONITORS THE PROCESS. HE/SHE FACILITATES THE WHOLE ACTIVITY GIVES INSTRUCTIONS FOR THE TASK, PROVIDES NECESSARY HELP, GUIDES AND SUPPORTS STUDENTS THROUGH THE PROCESS AND SETS OR SUGGESTS FORMS OF COMMUNICATION AMONG THE STUDENTS.</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>PC, AUDIO/VIDEO APPS FOR THE SHORT PRESENTATION</p> <p>MS TEAMS OR GOOGLE CLASSROOM FOR COMMUNICATION AND COLLABORATION.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>AFTER DOING THE RESEARCH ON THE MOST USEFUL AND APPLICABLE EXERCISES, STUDENTS DEVISE THEIR OWN EXERCISE AND RECORD AN AUDIO/VIDEO INSTRUCTION OR WRITE THE INSTRUCTION FOR THEIR EXERCISE. THEY SHARE IT WITH THEIR PEERS VIA ONLINE CLASSROOM FOR THEM TO PERFORM OR PERFORM IT IN CLASS.</p>
<p>ACTIVITY 4</p>	
<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>ANALYSE THE EFFECTIVENESS OF THE EXERCISE</p> <ul style="list-style-type: none"> - GIVE FEEDBACK ON THEIR PEERS' WORK EVALUATING IT - SHARE IDEAS AND EXPERIENCES AND DISCUSS THE CHALLENGES OF THE TASK - MEASURE AND RATE THE EFFECTIVENESS OF MINDFULNESS TECHNIQUES AND THEIR EFFECTIVENESS ON STUDENTS' RESILIENCE
<p>Time</p>	<p>APPROX. 3 HOURS</p>

<p>What's the estimated duration of this activity?</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>ROLE: COMMUNICATORS, COLLABORATORS, CRITICAL THINKERS, ADVISORS, PROBLEM- SOLVERS</p> <p>STUDENTS GIVE FEEDBACK ON THE EXERCISE, DISCUSS THE EFFECTIVENESS OF IT, EVALUATE IT THROUGH A SHORT QUESTIONNAIRE AND RATE OTHER STUDENTS' EXERCISES SO THEY CAN USE THE DATA TO MAKE A FINAL REPORT.</p>
<p>Role of the teacher</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>THE TEACHER ASSIGNS THE PEER GROUPS, MONITORS AND FACILITATES THE DISCUSSION, PROVIDES HELP AND SUPPORT, DEFINES THE TIME WINDOW FOR THE ACTIVITY AND MEANS OF COMMUNICATION AND COLLABORATION.</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>PC, ONLINE QUESTIONNAIRE FORMS FOR THE FEEDBACK, DIGITAL PRESENTATION TOOLS SUCH AS MENTIMETER OR SIMILAR FOR THE FINAL RATING OF THE EXERCISES.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>STUDENTS DISCUSS THE EFFECTS AND THE EFFICACY OF THE EXERCISE ON THEM, PROVIDE FEEDBACK TO THE AUTHOR OF THE EXERCISE VIA AN ONLINE QUESTIONNAIRE, OFFER SUGGESTIONS ON POSSIBLE IMPROVEMENTS. STUDENTS RATE DIFFERENT EXERCISES. STUDENTS SHARE THE MOST EFFECTIVE ONE VIA ONLINE COMMUNICATION CHANNELS.</p>

3 ASSESSMENT

How will students be assessed on their learning?

THERE WOULD BE SEVERAL STAGES OF ASSESSING. FORMATIVE ASSESSMENT – PEER ASSESSMENT (QUESTIONNAIRE FEEDBACK ON THE EXERCISE, RATING, PEER RESPONSE TO THE EXERCISE)

TEACHER MAKES NOTES ON THE PROGRESS BY CREATING A RUBRIC WITH THE ELEMENTS THAT INCLUDE STUDENTS THE LEVEL OF SKILLS AND COMPETENCIES APPLIED IN PRODUCING AND CREATING THE SURVEY, THE PRESENTATION, THE INSTRUCTIONS AND THE REPORT ALLOWING THE UNIQUENESS OF THE LEARNING STYLES AND EXPRESSIONS OF INDIVIDUAL STUDENTS.

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