**MR.BOW Lesson plan**

**Title**

**OUR COMMON ROOTS – PART1**

**Author(s)**

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**Subject**

*List all the subjects that this lesson plan is intended for. If this is an interdisciplinary lesson, list multiple subjects.*

Geography, History, English language

Introduction/abstract:

* Eliciting students’ prior knowledge of the origins of European people
* Expanding students’ vocabulary through asking/answering activity
* Listening and understanding a text related to the video
* Reading and understanding a text related a common game across Europe and the world
* Talking into the group about the topics covered
* Create a short presentation about one of the Country of the project

**Aim of the lesson**

*Describe in 1-2 sentences what you would like to achieve with your students by the end of the lesson.*

* motivate and encourage students to use L2
* develop self-confidence by using L2
* work in groups/pairs
* work on digital competences
* practise students’ listening, speaking, reading and writing skills
* watch and listen to a video and understand, read a text about a specific topic and answer, be active in the interaction with teachers and pairs, create my own project

**Age of students**

10 -11 years old

**Time**

Preparation time:

2 h

Teaching time:

2h30

**Teaching material**

Online:

*List here all the links of online tools and support documents that you will use during the lesson.*

Sites:

<https://www.youtube.com/watch?v=Sdm9ACB8dTo>

<https://www.livius.org/articles/people/indo-europeans/>

<https://www.usu.edu/markdamen/1320Hist&Civ/chapters/07IE.htm>

<https://www.youtube.com/watch?v=aQ283N_ZdKY>

<https://europa.eu/learning-corner/home_it>

Offline:

*List here all the offline tools, such as: paper, glue, etc.*

Blackboard, sMARTBOARD, Computer, The NET, Videos, Worksheets

**21st century skills**

*Add here how the lesson plan corresponds to 21st century skills. To find out more:* [*http://www.p21.org/our-work/p21-framework*](http://www.p21.org/our-work/p21-framework) *.*

* ***Critical thinking.*** Students activate logical skills
* ***Creativity***. Students elaborate new products
* ***Communication****.* Students use mother tongue and L2
* ***Collaboration***. Students work in pair or in group
* **ICT *literacy****.* Students use ICT tools to develop a final product

**Lesson Plan**

*Describe here in detail all the activities during the lesson and the time they require.*

|  |  |  |
| --- | --- | --- |
| Name of activity | Procedure | Time |
| Lead in | This lesson begins with a brainstorming  Teacher asks students what they would like to know about **roots and borders** and students note their answers.  **Warm up activity**  Each teacher chooses by his/ her own | Time: 30 m |
| Predicting content | Teacher to class: What do you think we’re talking about today?  Teacher to class: (Accept L1 answers)  Eliciting students’ knowledge by asking questions to find out their previous experience.  GW: Students are asked to complete sentences (e.g. I think the lesson is about…) and then, they …. | 15 m |
| Conferming expectations | Students listen to a video and check their predictions.  www: <https://www.youtube.com/watch?v=iWDKsHm6gTA> (shorter and slowly)  At the end of this activity, T. asks : Was your prediction correct?’’ | 15 m |
| Noticying and analysing language | Grammar: verbs with specific use in the geographic and historical context. (ESP).  Language: Asking and answering questions | 15 m |
| Vocabulary extension | Ss are encouraged to use the new vocabulary and scientific terms in new concepts. | 15 m |
| Corroboration | Teacher hands out the worksheets:  Task 1: Reading comprehension activity about the video content  Task 2: Reading and comprehension activity about a common game in Europe: The Hopscotch | 60 m |

**Assessment**

*Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.*

*QUIZ TIME*

**Student feedback**

*Add here the method with which your students will be able to give you feedback and discuss the lesson.*

Circle time: students give their opinion about the experience in different level: knowledge, methodology, interest

**Teacher feedback**

Teachers give the class an overall evaluation of the intervention, paying attention to the evaluation criteria expressed in the rubric developed as a team