**MR.BOW Lesson plan**

**Title**

**OUR COMMON ROOTS – PART1**

**Author(s)**

Maria D’Aleo – Giovanna Sciortino – Francesca Pastorini – Concetta Ciaccio – Maria Scirè – Silvana Colombo

**Licenses**

*Please indicate below which license you attribute your work with by picking one of the options below. If you include images in the lesson plan, please make sure to add the source and licenses under the picture itself.*

* **Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.
* **Attribution ShareAlike CC BY-SA.** This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.
* **Attribution-NoDerivs CC BY-ND.** This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.
* **Attribution-NonCommercial CC BY-NC**. This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don’t have to license their derivative works on the same terms.
* **Attribution-NonCommercial-ShareAlike CC BY-NC-SA.** This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.
* **Attribution-NonCommercial-NoDerivs CC BY-NC-ND.** This license is the most restrictive of the six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can’t change them in any way or use them commercially.

**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.usu.edu/markdamen/1320Hist%26Civ/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 brainstormingTeacher 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 contentTask 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