**LESSON PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
| **school*:*** |  |  |  |
| **level*:*** |  |  |  |
| **subject:** | SCIENCE | | |
| **Other subjects** | English | | |
| **skills** | Looking for information, using reading strategies according to a task, expressing opinions, interviewing sb, writing in a foreign language following a model, sharing information… | | |
| **teachers***:* |  |  |  |

|  |
| --- |
| **Transversal skills** |
| 1.Language skills: communication in a foreign language,  2. Thinking skills: strategies to face a task, choosing relevant information, summarizing,  3. Social skills: working in a group, sharing information, appreciating different lifestyles  4. Critical thinking skills: analyzing information, giving opinions, |

|  |  |
| --- | --- |
| **Objectives** | **Assessment criteria** |
| - To find out how life was without electricity.  -To consider to which extend we could live like our grandparents did nowadays.  -To make students aware that our society will use up all the energy sources very soon if we continue with our consumption habits.  - To make students consider life with a lower energy consumption.  - To learn vocabulary and simple structures to develop the activities and to communicate results in English. | -Students are able to compare some of the devices we use nowadays with the objects their grandparents or great grandparents used for the same purpose.  -Students can name devices and objects.  -Students are able to express critical opinions and make suggestions about what measures they can take to save energy (after listening to their grandparents´ lifestyle).  - Students can make simple sentences in English following an example to give specific information about the topic. ( Information according to the different activities) |

***Content***

|  |
| --- |
| * Former alternatives to energy consuming devices that we use nowadays. * Life style in the 50ties * Writing questions for an interview * Expressing opinions * Giving reasons |

**Activities and Procedure:**

* **Activity 1 : How do you imagine life without electricity?**

|  |
| --- |
| Objectives:  -To test students ´ previous ideas about what life was without electricity.  -To learn the name of some daily use objects and devices and their ancestors  Procedure:\*   * Teacher displays a big white empty poster on the wall with a simple question: **How do you imagine life without electricity?** She/he encourages people to express their ideas about the topic through writing (in their own language or in English), drawing; using photographs from magazines...It would be nice to place it in the school´s Hall so the whole community could take part. The more ideas we collect the better. * Students collect the main ideas from the poster. They compare different devices, opinions, life style… and prepare an interview with an oldie to check whether those ideas are right. |

* **Activity 2: interview**

Objectives:

-To find out what life was like without electricity.

- To check their previous ideas about the topic.

Procedure:\*

* Students prepare some questions to check whether the ideas in the poster are correct and to gather some more information about their grandparents´ or great grandparents´ lifestyle.
* Students interview their guest and take notes not to forget the answers.
* They summarize the most important ideas about life in the 50ties?
* **Activity 3: conclusions**

Objectives:

* To express critical thinking about former life: In which way was it better or worse; could we lead a similar life nowadays; what would be possible and what wouldn´t.
* To find some useful ways to avoid wasting electricity.

Procedure:

* Students organize their thoughts about their new knowledge by deciding on what they liked and what they didn´t like about former times; what would be possible nowadays and what wouldn´t and why; even if they don´t live as their grandparents did how they can save electricity.

**Activity 4: making our learning public**

Objectives:

* To present their work to the school community and to partner schools

Procedure:

* Students prepare a presentation to disseminate their work and conclusions at school and at partner schools. They can choose the kind of presentation they will make
* **\*These are just some ideas to face the activities. Each school can find the way that is closer to your teaching method, only that way it will make sense for you. Diversity enriches the project as far as we share methods with partners.**

|  |
| --- |
| **Assessment tools: [**oral and written productions, surveys, rubrics, ….), |
| * Students´productions * Rubrics and checking lists * Students´participation * Students´ opinions about own work |

|  |
| --- |
| Possible check list. The items can change depending on the way you develop the activity.  Checking list Activity 1   * Student takes part in the activity * Student writes some items in English * Student shows interest in the result. * Student gets the most important ideas from the poster   Activity 2   * Student prepares some questions for the interview according to the ideas in the poster. * Student pays attention during the interview * Student takes notes during the interview. * Student makes some extra questions to get deeper into new ideas that may appear during the interview. * Student gets the main ideas from the interview.   Activity 3   * Student expresses own opinion about old lifestyle. * Student gives reasons to support his/her opinions * Student suggests some practical energy saving measures.   Activity 4   * Student shows interest * Student shows creativity. * Student presents his/her conclusions. |