Lessons

I started my first lesson on Social Exclusion introducing the topic with a brainstorming activity. I asked my students to think of the different forms of social exclusion they were acquainted of, so as to elicit the different kinds of discrimination we had to investigate.

Then I drew a spidergram on the blackboard with the term Social Exclusion in the middle and they added, one by one, a word connected to it: racism, religion, gender, physical aspect, sexual orientation, disability, poverty, but also some feelings that the term implied or conveyed such as pain, suffering, loneliness and so on.

Then I showed them the definition of social exclusion given by Wikipedia to compare it with what they had tried to express in their own words and encouraged the discussion. In this way they also discovered that Italy has a legal concept of *social exclusion*. In Italy, "*esclusione sociale*" is defined as [poverty](http://en.wikipedia.org/wiki/Poverty) combined with [social alienation](http://en.wikipedia.org/wiki/Social_alienation), by the [statute](http://en.wikipedia.org/wiki/Statute) n. 328 (11-8-2000), that instituted a state investigation commission named "*Commissione di indagine sull'Esclusione Sociale*" (CIES) to make an annual report to the government on legally expected issues of social exclusion.

Finally I divided the class into groups and asked each group to choose and analyze one of the different types of social exclusion and prepare a Power Point on it, using images and music, to be shown to the class during the next English lesson. Each group also chose a leader whose task was to report and explain to the class what they had worked out.

The peer –teaching approach I adopted proved really effective since the students were highly motivated and eager to show their work to their classmates, moreover, they had to employ all their abilities in ICT and in English.

I used the same lesson plan in two parallel classes and I also extended the idea to my colleagues who invited their classes to produce posters, videos or ppts on the topic.

When all the students were ready, we held a general meeting (on December the 3rd) inviting all the students of the third and fourth grade to show their works. We were really surprised at seeing how original and creative they had been! We had to held a second meeting (December the 12th) to give all the students who had been involved in the project the opportunity to present the result of their hard work.