

## Lesson Plan

**School:** *Grigore Moisil National College*

**Lesson:** *Identify your ideas*

**Time:** 50 minutes

**Aim:** Students will identify a specific idea that they would like to develop into a speech.

**Resources:** worksheets, notebooks, video-projector, laptop.

**Methods:** Conversation, elicitation, explanation, group work, individual work

**Warm up:**

**Time:** 5'

**Aim:** to engage students with the topic of the lesson

**Procedure:** Teacher asks students what their definition of ideas worth spreading is. Students brainstorm ideas and share them with the class.

**Activity 1**

**Time:** 10'

**Aim:** to identify some topics they would consider for a speech

**Procedure:** Students make a list of ideas/topics they are passionate about. Students share their ideas with the class.

**Activity 2**

**Time:** 20'

**Aim:** to identify topics they would like to approach in their speech

**Procedure:** After having identified some favourite topics they would like to talk about, students are provided with a short list of questions to help them discover three topics of interest they would like to further develop into a speech.

- *Which of these ideas can you tell personal stories about?*
- *If everyone on earth listened to your idea, how would it change the world?*
- *Which would you be most comfortable or excited speaking about?*

• *Which is an idea you are uniquely positioned to talk about?(i.e. an environmental scientist may be a better person to give a talk on climate change, but only you could give a talk on how your experience hiking in the mountains shaped your thoughts on the environment.)*

Students work in small groups. They present their ideas and receive and offer feedback.

### **Activity 3: Time to write**

**Time:** 10'

**Aim:** to choose the topic they would like to develop in their speech

**Procedure:** After receiving feedback, students take some time to reflect and to narrow down the 3 previous ideas to one. They can choose to start outlining or writing a bit about each idea to see what feels most promising. In doing so, students use what they know about great ideas and the feedback they have already received.

### **Activity 4: Independent Reflection Checkpoint**

**Time:** 5'

**Aim:** to reflect on the things presented during this class

**Procedure:** Individually, students answer the following questions.

How do I feel about my own ideas?

What feedback did I receive that is helping me think more about my talk?