# Lesson Plan

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| **Lesson Topic** |
| **Eat up** |

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| **Subject** | **Class** | **Curriculum Links** |
| English | 10th grade Highschool | Vocabulary connected with food  Nouns  Reading for gist, scanning, skimming  Watching videos about nutritional values of food |

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| **Context** | |
| **Project Name** | **Etwinning project ‘Let’s talk about food’** |
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| **Links with *previous* lesson(s)** | How can skills and knowledge acquired in previous lessons (of this specific lesson set) be utilized in this current lesson?  The students will use information and knowledge gained in the previous lessons where they discussed photos with their habits and their food choices and they will use the material already uploaded on the eTwinning platform. |
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| **Links with *future* lesson(s)** | How will the skills and knowledge acquired in the current lesson be utilized and adapted throughout the progression of this specific lesson set?  They will be able to use appropriate vocabulary to describe traditional food from their country. |
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| **Cross curricular links *before* the lesson** | From what other subject areas will the student draw knowledge from in completing the assigned tasks of the current project?  Project  History  Biology  Civil Education |
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| **Cross curricular links *after* the lesson** | With what other possible subject areas will the student be able to link and utilize knowledge gained from the current lesson?  Biology |

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| **Learning Objective:** |
| (What are the learning objectives? – make this an open, non-task based statement)  To Learn (about …/ how…/ why…/ when…/ what happens when .... / if… etc.) …  This project aims to sensitize students to have breakfast and to make healthy choices, to realize how important it is to eat healthy in order to live and grow up healthy, to form the habit of choosing healthy dishes throughout the day, work in groups in order to find and categorize food, understand vocabulary connected with food, be able to use ICT tools and realize that learning can be fun. |

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| **Learning Outcomes:** |
| By the end of this lesson students will be able to……. (what new skills and abilities will the student have obtained)  The plan is an attempt to construct a holistic project-based lesson that  combines all 3 domains (cognitive, affective, and psychomotor) in the  learning procedure.  More specifically the students will be able to  1. apply existing or new-gained knowledge and forms of English  language effectively (cognitive domain)  . analyse the content and structure of articles or videos  . organize content  . explore visual language  . criticize each other’s work  . evaluate  2. In the affective domain  . collaborate on a common outcome  . communicate  . express their ideas and choices in an effective way  . argue on topics of common interest  . create their own material as a means of expression  . enjoy  3. In the psychomotor domain  . use ICT as a means of communication, source of information,  expression and creativity |

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| **Pre Lesson Preparation** | **ICT Resources** |
| Materials, presentations, educational movies, resources needed etc.  Online articles and videos that are supposed to be used in the lesson are given to the students to study at home (flipped classroom)  They have already worked on tagul clouds in eTwinning projects. | Hardware equipment you will need for this lesson (e.g. tablets, smartphone, computer, Interactive  board ).  Software and Apps  School computers,  Projector |

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| **Prior Learning / Assessment to inform planning** |
| **For example:**  What happened in the last lesson to inform your planning? What did you learn from the outcomes of previous lessons in this specific lesson set that affected your preparation for this current lesson? What were the specific adaptations to the current lesson that these outcomes caused you to make?  How has the data for this group informed your planning to accommodate the needs and abilities of all of your learners?  In the last lesson the students were presented the Greek National Nutrition Guide (http://www.diatrofikoiodigoi.gr/?page=diatrofikoi-odigoi-paidia) in which they studied general nutrition rules and tips in Greek and examples of Greek traditional dishes and their ingredients.  The key vocabulary of the new lesson was the one not understood or learned in this previous lesson. |

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| **Key Vocabulary** |
| **Digestion, proteins, fats, carbohydrates, nutrients** |

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| **Key competencies development:** |
| By the end of this lesson students will develop the following key competencies ….  Competence in foreign language  Competence in processing information and use of ICT  Competence in social skills  Cultural and artistic competence  Autonomy and personal initiative |

**LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES**

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| **Time** | **Link to**  **Learning**  **Outcome number** | **Teacher Activity**  Objectives & Outcomes,  Teaching Activities, Revisiting Outcomes & Consolidation | **Learner Activity**  Identify the techniques used to differentiate for ALL Learners | **Assessment Strategies**  Used to Ensure Progress of All Learners | **Resources**  e.g. TEL, Other Adults, Materials and Equipment |
| 15’  5’ | **2,3**  1 | Ask students to think about their favourite dishes and for each dish create a cloud by [www.tagul.com](http://www.tagul.com) with its ingredients.  e.g.  Ask students to do the quiz (the test part) <http://quizlet.com/_399iur> | Learners work in groups. Each group has to create their own option so they all have a different context (dish) to work on. | Ask students to form groups and assign roles.  (The students change roles in each lesson.)  The teacher coordinates the groups. | Vocabulary manual (Let’s talk about food project material)  Class computers  Dictionaries |
| 10’  10’ | **1,2,3** | Ask the students to read the following articles  <http://www.kidzworld.com/article/5528-a-guide-to-eating-healthy-with-the-food-pyramid>  <http://theconversation.com/what-happens-when-kids-dont-eat-breakfast-33311>  or watch the videos  <https://youtu.be/hS8pb8lRBc4>  <https://youtu.be/vx0ZTy2SWfk>  and compare what they have learned with the following picture from the Greek Nutrition Guide for teenagers.    Share your findings. (Speaking in class) | (each group is assigned to talk about one article or video according to their skills) | The students’ roles are:  **Leader** (coordinator)  **Secretary**  (keeps notes)  **Spokesperson**  (talks to the whole class)  **Artist-ICT Expert**  (helps with the computer work)  **Spy**  (communicates to his group what other groups do, takes pictures) | Class computers  Dictionaries |
| 5’ |  | Fill in the self-evaluation sheet. |  |  |  |

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| **Home Learning/Homework** |
| (to enhance prior, existing or potential knowledge and skills)  Ask the students to prepare their healthy weekly planner using [www.spicynodes.org](http://www.spicynodes.org), PowerPoint or Slideshare. |

# Lesson Evaluation

**What was successful / not so successful? What was the impact of this on student progress?**

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| **Lesson Topic** | **Subject** |
| Eat up | English |

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| **Evaluator** |
| Who did it? A teacher, a school team, a principal …  The whole class. The teacher. |

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| **Evaluation** |
| **Pupil Learning & Progression**  Did all the pupils achieve the intended learning outcome? *(How do you know? What are the standards being used to measure success?)*  The lesson is being used as feedback for the following lessons so the students have to evaluate the other teams work in order to do the activities in the following lessons in which they decide on traditional dishes to be presented on the eBook for the Let’s talk about food project. |
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| How do you **and your pupils** know they have ALL made rapid progress? Again, how are you measuring these outcomes?  The students fill in a self-evaluation sheet the last 5 minutes of the lesson.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Lesson Evaluation Sheet** | | | | | | | Name  ...................................................................................................................................... | | | | | | | Group ................................... | | | | | | |  | **1**  **NO** | **2** | **3** | **4** | **5**  **YES** | | **Was it easy to decide on the roles in your group and work with each other?** |  |  |  |  |  | | **How much did you like your work on the tagul cloud presentation?** |  |  |  |  |  | | **What was your vocabulary quiz score?** |  |  |  |  |  | | **Did you have enough time to do the work assigned to you?** |  |  |  |  |  | | **How much about your daily food choices have you learned today?** |  |  |  |  |  | |
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| **Teaching & Classroom Management**  How has your planning and teaching created an environment that facilitates positive behaviours, highly conducive to learning? |
| The students formed the groups of their choice, the theme of the lesson has been decided by the students during the first lessons in September among others when they had answered a quiz on their interests. |
| **Planning & Subject Knowledge**  How could you further develop pedagogy to address errors and misconceptions in your planning?  The students could explain the rules and the asked outcome to each other as a means of avoiding errors and misconceptions.  How could you develop imaginative and creative approaches to further match individual needs and interests?  The students might choose to record home videos cooking with their group the healthy dish of their choice or draw posters and present their work to another class or the school teachers. |

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| **Next Steps in Learning** |
| The plan is an attempt to construct a holistic project-based lesson that integrates English, Biology, History and Civil Education. |