My Town

Structure of the lesson plan

Brief summary of the main activities: Students are expected to know their neighbourhood, learn about public places, ask for and give directions and finally study of a monument or of an architectural feature which represents their city.

Main methodologies: The main methodologies used will include co-operative learning, the learning scenarios and flipped classroom.

Total time: The total time for this learning unit should be 8 hours. However, this may vary according to the students' needs.

Competences:

Knowledge and skills - Recognize the main features of a monument and/or a building;
- Identify places around the community;
- Draw a neighbourhood map;
- Talk about locations;
- Make simple inquiry;

Soft skills - Collaborative skills
- Respect each other

Learning outcomes:

Knowledge: Students know their neighbourhood and give directions.

Application: Students recognize public places and are able to ask for and give direction. They also use 'there is/there are' and prepositions of place correctly;

Use the most relevant surfing platforms (to search for information), presentation software (Power Point, Prezi or others)

Affective: Improve or create communication skills (both oral and written).

European Key Competences:

- C2: Communication in foreign language – It involves mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing. Some important factors are:
  - •communicate in a respectful tone and manner
  - •listen actively and communicate effectively with others
  - •write clearly and accurately according to the context and format
  - •listen to and ask questions to understand other people's viewpoints
- C3: Basic competence in technology – The ability to make use of google map, PPT, Prezi etc. to search information and to prepare and produce their final outcomes.

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- C5: Learning to learn - The ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

Assessment:

Prerequisites:
- Public buildings' vocabulary in the foreign language
- How to structure short sentences in English, making use of prepositions and imperatives.
- There is/There are; Prepositions of Place; Giving directions.
- Writing and reading

How to assess the prerequisites – 40-minute-test
Exercise no. 1: Matching pictures and words and labelling pictures about Public Buildings and Places vocabulary
1. Exercise no. 2: Public places' information, Spelling and True/false
2. Exercise no. 3: Grammar exercises about giving directions
3. Exercise no. 4: A questionnaire about his neighbourhood and house. Writing a text about 50 words of what is there in his neighbourhood and how his house is.

Final Assesment:
The product: The presentation of his neighbourhood and a monument of his town/best known place.
The process: How the students have been working in terms of hard and soft skills

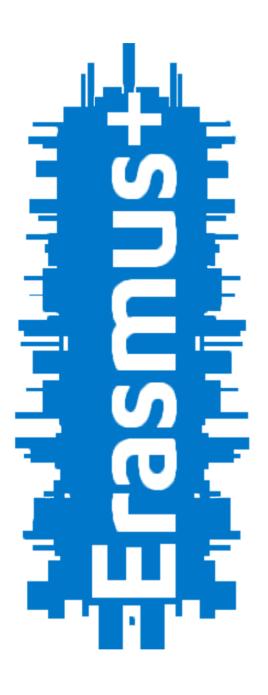## Profile of the teacher; terms of reference:
Is there any special knowledge or skills one should have in order to be able to deliver the module?
Knowledge of the ICT tools that are going to be used during the L.U.

Learning Scenario	Time/	Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Dream	20 minutes	• • Get familiar with the subject; Activate vocabulary; • Make use of previous knowledge; Negotiate within the group of work on the preferred building/architectural feature and present the reasons for that choice.	• Pupils talk about public places/historical buildings/ architectural feature they have in their neighbourhood; • In the classroom, they join in groups of 4 or 5 and discuss; • If there is more than one place/building/ architectural feature, they're supposed to decide which one they will study (they may put to the vote or make a survey); • After that teacher presents the each group the questions: "In what ways it is important?"; "What are the features?". "Why do you chose that?".	**Teacher**: facilitator; controls the time; ensures that all the students contribute to the decision; sets the questions; activates their curiosity. **Students**: participate and get involved in the activity	**1) Physical:** classroom **2)** Survey **3) Team work:** Set up the groups **4) Reflection:** Teacher communicates to the class what they are expected to do at the end of this set of activities: Study of a building/ architectural feature T. must ensure that the chosen place/building has importance for their town. **Assessment**: informal observation of the group work.
Explore	30 minutes	• Develop skills of self-discovery and effective research; • Develop autonomy – learning to learn; Distinguish between essential and accessory information; Develop team-work and interpersonal skills	• • • Groups research information online using internet; They're supposed to collect data about the building/ architectural feature, how to study/present ; The teacher helps when necessary.	**Teacher**: guide / advisor, stimulator, observer; **Students**: researcher, negotiator, decision-maker	**1) Physical:** ICT lab or classroom and electronic devices **Virtual:** Internet **2) Google Earth; Wikipedia** .... **3) Collaborative/Team work**: Within each group, students negotiate/decide upon the following roles: **Leader & Facilitator** – plans the activities, moderates discussions, keeps the team on schedule;

		Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Explore					**Organizer & Recorder** – provides the group with the overall process structure and writes down important information; **Questioner, timekeeper & spokesperson** – generates questions and involves all students, keeps group on task and on time, represents the group. **Checker, summarizer & assessor** – makes sure that all team members understand the concepts and the team's conclusions, restates the team's conclusions or answers, evaluates the progress of each work session. **4) Assessment**: Informal observation of the group work.
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Learning Scenario	Time/	Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment / 2) Digital Technologies & Tools / 3) Collaboration / Individual work / 4) Reflection / Assessment
		• Distinguish between essential and accessory information; • Organise their ideas in a logical way into a mind map	• According to the information collected, students organise the most relevant one in accordance with their goals.	**Teacher**: consultant/advisor, stimulator, observer; **Students**: struggler, negotiator, decision-maker	1) **Physical**: Classroom 2) Notebooks & PC / BYOD 3) **Collaborative / Team work**: students work in group performing the previously agreed roles. 4) **Assessment**: T. checks how much relevant data the groups found.
Make	45 minutes	• Learn how to study/present their building/architectural feature; • Make a draft of the presentation	• Students make/design the presentation they're going to study. • T. should intervene if necessary	**Teacher**: consultant/advisor, stimulator, observer; **Students**: decision-maker, initiator/creator, manager	1) **Physical**: Classroom **Virtual**: Internet 2) Notebooks & PC / BYOD 3) **Collaborative / Team work**: students work in group performing the previously agreed roles 4) **Assessment**: Informal observation of the group work.
Ask	30 minutes	• Get guidance from an expert about the work in progress.	• A study of architectural feature can be watched/ A seminar can be taken by an expert. • If the students have no questions the expert will provide them with guidelines on basic procedures to present/study effectively.	**Teacher/expert**: consultant/advisor, stimulator, informer, explainer; **Students**: listener, responder, performer	1) **Physical**: Classroom (in case of use of a tutorial it can be done at home) **Virtual**: Internet (the contact with the expert may be done through Skype, for example) 2) **Internet** 3) **Collaborative / Team work** students keep on working in group playing the previously agreed roles. 4) Reflection on the feedback provided.
Learning Scenario	**Time/**	**Goal(s)**	**Learning Activities**	**Teacher's & Students' Roles**	1) **Learning Environment** 2) **Digital Technologies & Tools** 3) **Collaboration / Individual work** 4) **Reflection / Assessment**
Re-make	minutes	• Reflect on feedback from the previous activity; • Edit and revise their study.	• According to the feedback from the previous activity, students edit and revise their presentation/study, • Teacher helps them understand and assimilate the feedback they got.	**Teacher**: monitor, consultant **Students**: initiator/creator, manager, decision-maker	1) **Physical**: Classroom **Virtual**: Internet 2) Notebooks & PC / BYOD 3) **Collaborative / Team work**: students work in group performing the previously agreed roles. 4) **Assessment**: Informal observation of the

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Show/ Dream	**20 minutes**	- Display the the study/presentation to the other groups - Develop online publishing skills	- All the presentations/studies will be displayed online so that all the groups can access it, simulating an classical architecture corner of a History website; - Each group presents their own place/building/ architectural feature. - Each group is responsible for asking questions on architectural/historical feature and location. All the presentations/studies will be displayed online so that all the groups can access it, simulating an classical architecture corner of a History website; Each group presents their own place/building/ architectural feature. Each group is responsible for asking questions on architectural/historical feature and location. Each student is expected to talk about the place, give directions.	**Teacher**: observer and assessor of the work done; stimulator **Students:** performer; negotiator; get involved in another problem to be solved	group work. **1) Physical:** Classroom **Virtual:** Internet **2)** Online platform to publish the study/presentation **3)** Presentation **4) Assessment**: evaluate students presentations/studies; Informal observation of the group work