

LESSON PLAN

NAME: Dragu Ramona

DATE: 9th May

CLASS: 9th B

NO OF STUDENTS: 31

SCHOOL: Vasile Alecsandri Theoretical High School

TEXTBOOK: EPAS Students' Guide

LESSON: Module 1- A short history of the EU (teaching)

OBJECTIVES:

By the end of the lesson students will be able to

- identify key characteristics, terms and ideas related to the founding of the EU
- identify the EU member states
- give examples of EU fundamental values, such as “United in diversity”
- use technology to better engage material and review

SKILLS: reading, listening, speaking

MATERIALS: handouts, videos, laptop (with access to the Internet), loudspeakers, mobile phones

ACTIVITY 1: Warm up

AIM:

- to introduce the students into the atmosphere of the lesson
- to raise students' awareness of the topic

INTERACTION: T-Ss; Ss-T; Ss-Ss

TIME: 7'

PROCEDURE:

-T asks Ss some warm-up questions in order to activate Ss vocabulary and previous knowledge on the importance of Europe Day (9th on May)

ACTIVITY 2: Lead-in

AIM:

- predict the content of a text through visual stimulus;
- participate in short interactions with peers;

INTERACTION: T-Ss; Ss-T; Ss-Ss

TIME: 5'

PROCEDURE:

T asks Ss to look at the pictures in the handouts in order to predict what the topic of the lesson is. In pairs Ss work on predicting the topic and have short conversations based on the content of the visuals. After the Ss have answered, T reveals the topic and plays a video about the basis of the EU, the Community of Coal and Steel with emphasis on the personality of Robert Schuman.

- the video resource can be found at:
<http://europe.rtv.europa.eu/ro/programme/history-fathers-of-europe>

ACTIVITY 3: While watching/listening activity

AIM:

- listen/watch a material in order to identify characteristics, terms and ideas;
- identify and use in own examples different value-concepts of the EU;

INTERACTION: T-Ss; Ss-Ss

TIME: 7'

PROCEDURE:

- T directs Ss attention towards page 2 of the handout and silently read the text, then, in pairs Ss discuss the 2 questions related to the terms and characteristics on the European Coal and Steel Community

- as an alternative, T asks them to watch a video and listen for extra information about how the EU functions. Individually, Ss identify new terms and ideas, they put them down and then have a follow-up discussion. Orally, they use the new concepts to produce their own examples, relating the information to their daily lives. For instance, they use the table on page 4 of the handout to identify products, made in countries of the EU, that they use on a daily basis.

- the video resource can be found at: <http://www.youtube.com/watch?v=O37yJBFRfg>

ACTIVITY 4: Post-watching/listening

AIM:

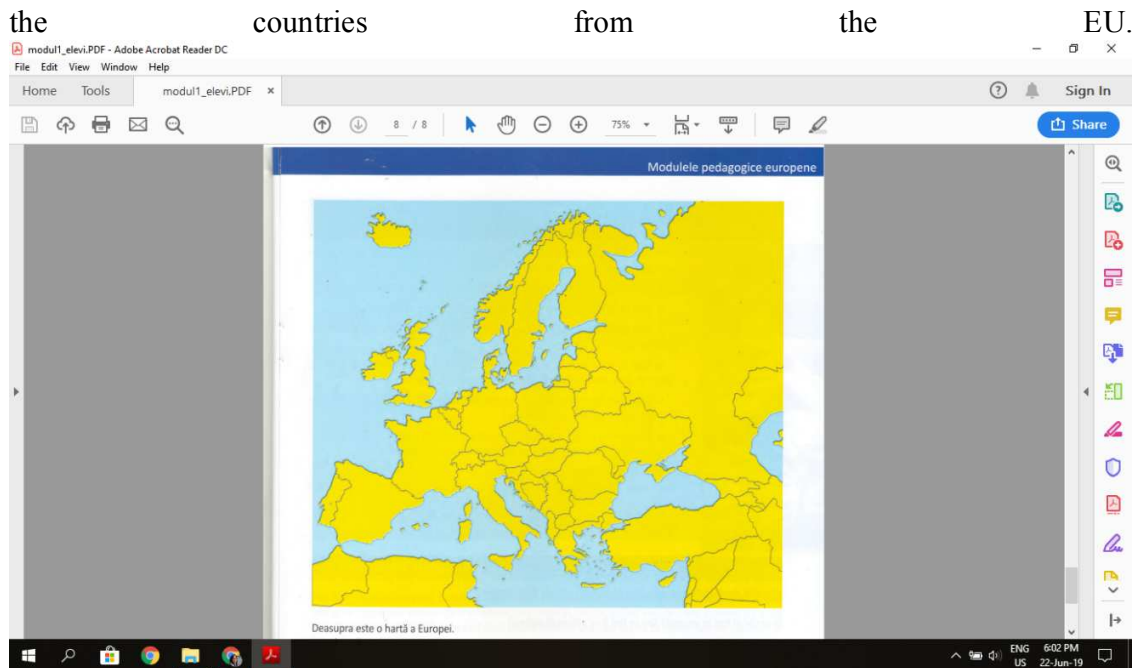
- identify member states of the EU;
- have short oral interactions

INTERACTION: T-Ss; Ss-Ss

TIME: 5'-7'

PROCEDURE:

In pairs, Ss work on page 7 of the handout; they are given the paper flags of the member states and they have to stick them to the map that only shows the outlines of the borders of



ACTIVITY 5: Post-reading

AIM:

- review specific information from the unit

INTERACTION: T-Ss; Ss-Ss; T-Ss

TIME: 5'-7'

PROCEDURE:

T uses the computer with an app called Kahoot. Ss use their phones in order to connect and play the game in which they have to identify specific information from a series of questions with multiple answers (related to the text).

ACTIVITY 6: Feedback and homework assignment

AIM: - to get feedback related to the topic of the lesson

INTERACTION: T-Ss; Ss-T;

TIME: 5'

PROCEDURE:

- in the end T praises Ss and gives homework, explaining what they have to do: Ss have to create their own Kahoot! Using at least 10 questions related to the topic of the lesson

