**Lesson Plan – Guide**

Topic of the lesson:

Aims and objectives:

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| --- | --- | --- | --- |
| **Timing** | **Stage** | **Content/ Activity** | **Materials** |
|  | **Introduction**1 |  |  |
|  | **Lead-in**2 |  |  |
|  | **Development and Practice**3 |  |  |
|  | **Consolidation**4 |  |  |
|  | **Exploration, Transfer, In-Depth Analysis**5 |  |  |

**Curricular methods for each stage of the teaching sequences**

– Selection–

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| **Stage** | **Method/ Social form** | **Short description** |
| **Introduction1** | Mind Map | technique used to reveal and visually (re)present a topic |
|  | Cluster | a network of associations referring to a keyword; a brainstorming procedure  |
|  | Brainstorming | method used to search for and find new ideas; activate students’ previous knowledge  |
|  | Blitzlicht/”Lightning” | short statements related to a clearly defined topic |
|  | Impulse | Radio broadcast, video clip, newspaper article, quote, thesis proposal to introduce a problem question |
| **Lead-in2** |  | Formulate questions and pose problems; collect students’ responses; teacher-student interaction |
| **Development3** | Individual work, pair work, group work | Social forms of activities |
|  | Think-Pair-Share | Can be used to develop or consolidate a topic: first, students think about a question/problem individually, then they share their ideas with a partner and/or the group of students |
|  | Study-pace partners | Students can learn in their own pace: first pupils work individually, then find themselves a study partner with a similar study pace  |
|  | Partner-/ Group puzzle; mixed groups procedure | Students assume the role of experts, exploring a subtopic from the unit; afterwards they exchange ideas with other ‘experts’ from the class who have been exploring the other subtopics of the same unit |
|  | Placemat | Students acquire knowledge individually, then share it in groups of three or four using a handout/sheet of paper on which they can take notes – they have an individually assigned space for their own ideas, and a different field to complete within the group. |
|  | Written exchange of ideas | Ideas, questions, topics or statements are written on a large sheet of paper. To comment on these, students are only allowed to write, thus breaking away from the conventional means of communication. |
|  | Role play | A theme or topic is developed and presented through acting/ scenic representation |
| **Consolidation4** | Posters | Students’ results are put on a poster and presented in front of the class, either in the form of a display or by walking around the classroom and showing it to the others  |
|  | Script on the board | Information is recorded on the board by the teacher or the pupils  |
|  | Gallery-Walk | Students’ work is displayed in the classroom for everyone to see – one member of the team remains next to the poster to answer questions, the others are allowed to walk around and take a look at other posters – as they would do in a gallery. |
|  | Handout | Handouts are elaborated, containing relevant information and results |
|  | Student speeches | Students present the outcomes of their work in front of an audience |
| **Transfer, In-depth Analysis, Exploration5** | Kugellager/”ball-bearing” | Students stand in two circles – each participant from the inner circle has to face one from the outer circle and exchange ideas about a given topic. After a set period of time the circles rotate in the opposite direction, so that students always stand face to face and communicate with a different partner.  |
|  | Discussion/ Debate | With this method students can prepare in advance and carry their work through in the classroom; it makes the in-depth approach and extensive exploration of a topic possible  |
|  | Quotes, Caricatures, “Provocation” | Using suitable quotes, problem questions or opposing viewpoints students can be challenged to express their opinion and also activate their previously acquired knowledge regarding the topic. |