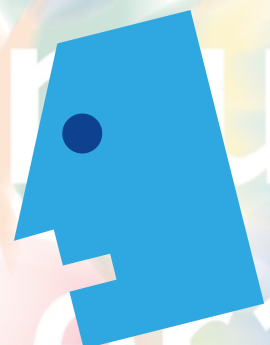




Erasmus +



*Reflective teaching/learning
in a modern European digital classroom*

Action KA2

**Cooperation for innovation and the exchange of good practices
Strategic Partnerships for school education**

Activity Code : 2018-1-IT02-KA229-047976

**LESSON PLAN
COLLECTION**





Reflective teaching/learning
in a modern European digital classroom



Index

ABOUT THE LESSON PLAN

LESSON PLANS



ENGLISH

PAG. 3



HISTORY

PAG. 15



SCIENCE

PAG. 21



ITC

PAG. 29

CREDITS

About Lesson Plan



This lesson plan collection is the result of 3 years Erasmus + project. During mobilities or virtual meeting or personal contacts, the participating teachers have developed these lesson plans which have become a fundamental part in each school annual programme. Thanks to the personal and professional contributions of all teachers and not teaching staff involved, through the collaboration of attending students and the collection of data with questionnaires, we have got a full vision about the way students interact and participate in a more reflective way to lessons. Our hope is that this folder could be a useful tool of reflective teaching/learning attitude for other schools about their way to have lessons.

2

The Coordinator of the Project

Cinzia Claudia La Rosa

Lesson plan

School Name:	Lithuania, Vilnius Vasily Kachialov gymnasium
Teacher:	Irina Read
Discipline:	English
Age of students:	16-18
N. of students:	20
Main used methodology:	Debate, Context & Content
Theme of the lesson:	Are video games actually good for you?



Objectives & Outcomes

Develop students 'critical, rational, logical, and independent thinking and common sense by analyzing, assessing, and reconstructing how they think.

Observe the discussion process and evaluate the speaking skills.

Students will learn to structure a logical discourse, aimed at persuasion, researching and selecting sources.

Debate/work is organized in groups or pairs. Students learn the importance of being able to take a stance on an issue and defending that stance with logic, reasoning, knowledge, and common sense. It will encourage students to take a stand and defend their viewpoint. The debates can be done in pairs, but are much more compelling in larger class debates where views are divided. The Debate scenarios can also be used as individual worksheets—students can circle an answer and then explain their choice in writing.



Materials Needed

Mob.phone, laptop, a list of words, scenarios/questions/tasks to present for students to work on.



Resources, Worksheets, Task examples

Video games are designed to make us feel completely immersed in another reality. But what can happen when we leave our reality behind? By examining everything from cognitive puzzles ("brain games") to Grand Theft Auto, Jasper Coombes-Watkins shows us that the answer might not be as straightforward as we think.

This talk was given at TEO-Ed Weekend, in New York City. To learn more:

<https://www.ted.com/attendi/conference...>

To learn more about TEO-Ed Clubs or to start your own Club, go to <http://ed.ted.com/clubs>.



Activities

1. Preparatory group work on the selected topic (questions/tasks can be given in advance); Watch the TED video "Are video games actually good for you?" Write 10 questions for a debate about video games.
Link: <https://www.youtube.com/watch?v=Y6ijCbTwRPY>
2. Two teams facing each other;
Debate on the topic How Are Video Games PERMANENTLY Changing Your Brain?
With the invention of smartphones and tablets, video games have become more accessible to us than ever. We can download and play games anywhere -- at work, on the bus -- you name it. But with our eyes constantly stuck to the screen, we have to wonder what all this exposure is doing to our BRAINS, and exactly how it's changing our behaviour. <https://www.youtube.com/watch?v=yMksaiTYeiQ>
3. Timekeeping;
4. Control of sources during the Debate;
5. The jury that decrees the winner.



Assessment & Evaluation

Criteria of assessment:

- *Content (4 points) – all points in the task covered, sufficient amount of details*
- *Organization (3 points) – appropriate beginning and ending of a speech, introductory phrases, formal linking words like However, In addition, etc.*
- *Accuracy (3 points) – 1-2 minor mistakes*



Comments:

Lesson plan

School Name:	I.I.S "C. Marchesi" Mascalucia
Teacher:	Eliana Guglielmino
Discipline:	English
Age of students:	16-18
N. of students:	16
Main used methodology:	Debate, Metacognitive, Flipped classroom/cooperative learning, Context and Contest
Theme of the lesson:	Are video games actually good for you?



Objectives & Outcomes

Debate:

Developing the ability to argue and the confrontation of ideas on a particular topic, using structured arguments

Metacognition:

Developing effective learning; monitor and make adjustments during the lesson/activity to maximize learning; reflect about which learning strategies works and which did not

Flipped/cooperative learning

Team working to achieve a common goal; autonomous study and research

Context and Contest

Developing autonomous study and research; using digital tools and elearning platform; developing team working



Materials Needed

PC, LIM, Smartphones, Video – recorder



Resources, Worksheets, Task examples

Power point presentations; Internet resources; articles; videos



Activities

1. *text writing, reflecting on the best learning strategies, reflecting on common mistakes*
2. *interviews*
3. *debate about "Pupils' homework should be abolished"*
4. *group work and research about different aspects of Liepaja*
5. *creation of a timeline presentation*



Assessment & Evaluation

Through the observation of participation and involvement in the activities



Comments:

It was a pleasure to work on this project and share learning strategies with colleagues of other countries

Lesson plan

School Name:	<i>Colegiul Național de Informatică Piatra Neamț, Neamț, România</i>
Teacher:	<i>Stan Elena Brandusa</i>
Discipline:	<i>English</i>
Age of students:	<i>16-17</i>
N. of students:	<i>28</i>
Main used methodology:	<i>flipped Classroom, CLIL, debate</i>
Theme of the lesson:	<i>World War II</i>



Objectives & Outcomes

- correctly use Past Tense Simple
- find out information about a historical event
- debate on whether was is a good or bad thing



Materials Needed

- Textbooks
- scientific documentaries about WWII
- Pc, tablet, smartphone for students
- Multimedia whiteboard



Resources, Worksheets, Task examples

- Practice asking analytical questions and critical questions during the lesson
- Collect the questions that emerged, catalog them, re-elaborate them
- Answering the questions posed, including through group work
- Questions about events related to WW II
- Projects regarding the implications of Romania during the war
- Debate on whether was the positive and negative aspects of war



Activities

1. Strengthening Knowledge
2. Project Presentations
3. Debate



Assessment & Evaluation

projects, conversation and examination



Comments:

Lesson plan

School Name:	Liepaja Rainis Secondary School No. 6 (Latvia, Liepaja)
Teacher:	Edgars Grinis
Discipline:	English
Age of students:	16-17
N. of students:	20
Main used methodology:	flipped Classroom, Debate, CLIL (science & English), Content & context
Theme of the lesson:	The environment



Objectives & Outcomes

- to develop students' understanding of causes of significant environmental problems and potential solutions;
- To expand and reinforce students' vocabulary related to climate change and environmental issues;
- To develop students' research, cooperation, teamwork and task division skills as well as presentation skills;



Materials Needed

A list of environment-related vocabulary (terms, collocations such as conservation, greenhouse gases, sustainable development, biodegradable etc.)

Environment terms crossword puzzle

Worksheet (English Vocabulary In Use, Upper-intermediate, M. McCarthy, F. O'Dell, 2017 Cambridge University Press, page 54)

Materials for creating an informative poster (pens, markers, A3 sheets etc.)



Resources, Worksheets, Task examples

- PPT lesson material (to guide the lesson)
- List of vocabulary (included in the PPT lesson material)
- Environment terms crossword puzzle (WORKSHEET 1)
- Worksheet (English Vocabulary In Use, Upper-intermediate, M. McCarthy, F. O'Dell, 2017 Cambridge University Press, page 54) (WORKSHEET 2)
- Materials for creating an informative poster (pens, markers, A3 sheets etc.)



Activities

1. Teacher informs students of the lesson objectives
2. Teacher divides students into groups (optimal number of students per group – 4)
3. Warmup activity – brainstorming. Students in groups brainstorm answers to the question “What words or collocations come to your mind when you hear the words ‘environmental problems’?” Teacher then shows a list of terms and students discuss their meaning and whether they had written down any of the terms during the brainstorming session.
4. Flipped classroom activity No. 1. Each group is given a list of terms, given 10minutes to prepare an explanation for the terms. Then the groups teach the words to the rest of the class in their own fashion and manner.
5. Group work activities. Groups are given 2 worksheets per group. Students divide tasks and complete all worksheets within 20-30 minutes. Teacher discusses worksheet answers with students.
6. Flipped classroom activity No. 2. Each group randomly pick a topic card that contains an environmental issue. Using all available IT resources, groups create an informative poster about the issue. They also prepare to present their poster with the aim of educating classmates about the issue and potential solutions to it.

7. *Student presentations. Teacher evaluates presentations, gives feedback. Each group asks the presenting group 2 questions (debate element).*
8. *Reflection session. Students evaluate their contribution as a team member and assess to what extent they have met the lesson objectives.*



Assessment & Evaluation

Criteria of assessment:

- *Content (4 points) – all points in the task covered, sufficient amount of details*
- *Organization (3 points) – appropriate beginning and ending of a speech, introductory phrases, formal linking words like However, In addition, etc.*
- *Accuracy (3 points) – 1-2 minor mistakes*



Comments:

Teacher evaluates students' contribution to group work and presentations giving points based on:

- *Worksheet completion and results*
- *Poster content*
- *Poster design*
- *Presentation performance*
- *Language use (English)*

Students do a reflection and self-assessment in their notebooks"

- *To what extent they have met the lesson objectives*
- *What they have learned*
- *How much they have contributed in their group (percentage)*
- *In what way the lesson content might be useful or applicable outside the classroom*

Lesson plan

School Name:	Private school Futura
Teacher:	Ivana Obradović
Discipline:	English
Age of students:	15
N. of students:	14
Main used methodology:	Flipped Classroom, Cooperative Learning and Context and Contest
Theme of the lesson:	"William Shakespeare (1564 – 1616)" Reading, Speaking and Grammar (Past Tenses) (a double-period lesson)



Objectives & Outcomes

- The students will read and then retell the text in English language and by doing so they will practice and enhance their language speaking skills.
- Students will be able to summarize the key points of the text.
- The students will analyze and assess other students' speaking skills and by doing so they will be doing self-assessment as well.
- By the end of lesson students will be able to recognize and identify past tenses in an English text.
- Students will be able to differentiate between Past Simple Active and Passive, Past Continuous and Past Perfect Simple.
- Students will revise forming questions in English.



Materials Needed

- teacher's laptop with MS PowerPoint
- projector
- whiteboard and markers
- post-it papers



Resources, Worksheets, Task examples

- Oxford Headway Intermediate 5th Edition Student's Book (textbook and its online version for the projection), pages 40-41
- MS PowerPoint presentation
- Kahoot.com <https://create.kahoot.it/share/headway-revision-1-t2/09d65f56-6f9c-43d0-8b94-e67f7e879a8b>
- Task examples:
https://docs.google.com/document/d/1WB326Zfh5qd0OGkMTfl2VHHPtTKry_elpm9wftKwwwE/edit?usp=sharing



Activities

1. Teacher reveals and explains the lesson subject to the students.
2. As a part of the flipped classroom activities students were instructed to carefully read the text on William Shakespeare on pages 40 and 41 in their textbooks at home. If there had been words or phrases they didn't know, they should have looked them up in the dictionary.
3. In the classroom, students are given tasks to work in pairs. Each student has to retell one half of the text they read at home to the classmate they are sitting next to. His/her classmate has to then grade the student's retelling skill by writing it down on a piece of paper, i.e. without revealing it to the student who is retelling the text. Afterward, the students switch places and repeat the activity now in different roles.
4. After the retelling is completely over, students reveal their grades and discuss why they had given the specific grades to each other. The teacher moderates the discussion and ask students additional questions, if necessary.

5. For the next activity, students are organized into groups of four and each group is competing against each other. The aim is to be the first to list all the verbs from the text "William Shakespeare" and write down its tense (Past Simple Active, Past Simple Passive, Past Continuous, Past Perfect Simple).
6. After the competition, the teacher reveals the answers and the winning group who had written the most correct verb tenses.
7. The students are given post-it papers on which they should write a word from the text on it. They need to pick an unfamiliar word or phrase which they mustn't show to anybody. Students from all groups who get picked for guessing put the post-its on their forehead and ask the class Yes/No questions related to the word. The first person who guesses the word wins and thus their team wins too.
8. The last activity includes the application of context and contest method. The students are asked to think of revision questions which we will use in the Kahoot quiz. The students are asked to read the text again, and to use their notes and textbooks in order to find more diverse questions in our previous lessons as well.
9. The students read the questions along with four different answers (three should be wrong and one correct) to the teacher while he/she composes the Kahoot quiz on the [kahoot.com](https://create.kahoot.it/share/headway-revision-1-t2/09d65f56-6f9c-43d0-8b94-e67f7e879a8b) webpage (<https://create.kahoot.it/share/headway-revision-1-t2/09d65f56-6f9c-43d0-8b94-e67f7e879a8b>).
10. The entire class then participates in the Kahoot quiz via their smartphones.
11. For the end of the lesson, the teacher announces the winning team and discusses with the students what they have learned.



Assessment & Evaluation

All in all, the lesson was successful, especially working in pair and group work in which students practiced their cooperative skills and whose good work results showed the importance of cooperative learning. The only downside was the part with flipped learning since some of the students did not read the text they were supposed to read on their own at home.



Comments:

Lesson plan

School Name:	Private school Futura
Teacher:	Ivana Obradović
Discipline:	English
Age of students:	15
N. of students:	14
Main used methodology:	Metacognitive Method
Theme of the lesson:	Irregular Verbs Test Analysis



Objectives & Outcomes

- Students will learn how to monitor and make adjustments during the lesson/activity to maximize their learning, and reflect afterwards about which learning strategies worked and which did not for work them.
- The students will learn the importance of good learning habits – they will learn how to learn.
- The students will analyze and assess their learning skills as well as their learning habits.
- By the end of lesson students will be able to recognize and identify their own mistakes.
- By the end of lesson students will be able to recognize and identify their classmates' mistakes.



Materials Needed

- teacher's laptop with MS PowerPoint
- projector
- whiteboard and markers



Resources, Worksheets, Task examples

- MS PowerPoint presentation
- handouts with self-assessment tables
- Task examples:

<https://docs.google.com/document/d/1roF7t9pOanhHniJQB7nUK-poep673um-Je9UmUWNgQo/edit?usp=sharing>



Activities

1. The teacher gives the students their test results and announces the today's lesson's topic – the analysis of irregular verbs tests they have written.
2. Before the analysis the teacher explains to the students the importance of acknowledging the way we study and absorb new information with the help of quotes on metacognitive approach in the MS PowerPoint Presentation.
3. Afterward, the teacher does not give out the test results yet! First, the students have to solve the pre-test studying self-evaluation which they receive on the handouts given to them by their teacher.
4. After the self-evaluation, the teacher gives the tests to the students. However, they have to give the tests to their classmates who then have to analyze their peers' mistakes. They need to write down in their notebooks everything they noticed.
5. Finally, the students observe their own test results and fill out another self-assessment form on handouts given to them by the teacher.
6. As a conclusion of the test analysis, the discussion ensues. The teacher asks questions related to the forms the students filled out and moderates their discussion.



Assessment & Evaluation

The lesson was successful because it made our students think about the time they spend studying and about the ways they approach learning. I think this lesson put a new perspective on students' studying habits and hopefully made them realize and rethink about some bad studying habits they have.



Comments:

Lesson plan

School Name:	Private school Futura
Teacher:	Ivana Obradović
Discipline:	English
Age of students:	15
N. of students:	14
Main used methodology:	Debate
Theme of the lesson:	Listening and Speaking – The Debate



Objectives & Outcomes

- Students will practice their English-speaking skills.
- Students will be able to enumerate and apply the key parts of the debate in their discussion.
- Students will practice and thus improve their listening comprehension skills.
- Students will learn how to politely participate in a discussion



Materials Needed

- teacher's laptop with MS PowerPoint
- projector
- whiteboard and markers



Resources, Worksheets, Task examples

- MS PowerPoint presentation
- handouts with self-assessment tables
- Task examples:

https://docs.google.com/document/d/1W64ENyys9Hw80X0z4H5mPp_e9Hv-1E75HaHxalysbg/edit?usp=sharing

13



Activities

1. The teacher announces the today's lesson's topic – the debate, i.e. the listening and speaking activities.
2. Before the debating starts, the teacher explains some general rules about the debate and shows them to students in the MS PowerPoint Presentation.
3. Afterward, the teacher presents the first topic and then divides the class into two halves – the PRO and the CON group. The topic has to be interesting or even controversial and/or rather important for the students because the aim of the debate is to have all student actively participating and speaking English while presenting their attitudes about the subject at hand. Thus, the first topic is questioning the mandatory studying lessons at our school (which are generally disliked by our students).
4. The representatives of the two groups are chosen and students start the debate while the teacher moderates the discussion. After the first topic, the teacher announces the winning group – the one with the most convincing arguments and the best examples.
5. Then, the teacher introduces the second topic "Should marijuana be legalized?" and again divides the students into two groups, according to their wishes.
6. Once again, the representatives of the two groups are chosen and students start the debate while the teacher moderates the discussion. After the debate, the teacher announces the winning group.
7. As a conclusion, the teacher gives advice and pointers with which students can improve their English-speaking and debating skills.



Assessment & Evaluation

The lesson was rather successful since all the students participated in the debate. There was only one downside – perhaps the topics should have been more neutral so we would end up with almost equal number of students in both groups. The first topic had almost all students in the CON group, while the second topic had the majority of students in the PRO group.



Comments:

Lesson plan

School Name:	Lithuania, Vilnius Vasily Kachialov gymnasium
Teacher:	Veslana Zmitrovic (History), Irina Read (ESL)
Discipline:	History
Age of students:	16-18
N. of students:	20
Main used methodology:	CLIL, CONTEXT and CONTENT
Theme of the lesson:	The Renaissance



Objectives & Outcomes

Motivate students to learn History, develop research skills and encourage students to be more engaged in the learning process



Materials Needed

- Kahoot Kahoot! <https://create.kahoot.it/details/c321aa3e-0fdb-438f-acee-123b2025f570>
- wordwall.net <https://wordwall.net/resource/546229/exit-ticket>
- google docs.file, Microsoft TEAMS-rooms, wikipedia



Resources, Worksheets, Task examples

Quiz questions: World History: The Renaissance

- **When did the Renaissance occur?**
- **The term Renaissance means “rebirth” in French. What area of interest was revived?**
- **Florence was the birthplace of the Renaissance. Which of the following was NOT true?**
A. Florence developed into a powerful city-state. B. Florence was controlled by a wealthy merchant class. C. Florence survived the Black Death without much loss. D. Florentine artists drew inspiration from Roman ruins.
- **Which family became the GREATEST patrons of the arts during the Renaissance?**
- **Humanism was a pillar of the Renaissance. What concept did this philosophy emphasize?**
- **What Renaissance text offers this passage: “It is much safer to be feared than loved”?**
A. Giovanni Boccaccio’s Decameron B. Niccolò Machiavelli’s The Prince C. Dante’s Inferno D. Petrarch’s love sonnets to Laura
- **Which group of artists represent the High Renaissance style?**
- **Which written text would a Renaissance scholar MOST likely study?**
A. an Egyptian papyrus sheet written in ancient hieroglyphics B. a biblical scroll written in Hebrew C. a book of poetry written in Chinese D. an essay on philosophy written in Greek or Latin
- **Which factor contributed MOST to the spread of the Renaissance throughout Europe?**
A. The travels of merchants and diplomats B. Catholic teaching and missionary work C. The journeys and conquests of soldiers D. Families visiting relatives in distant countries
- **Which of the following movements did NOT stem from the humanism of**
A. The Reformation B. The Counter-Reformation C. The Scientific Revolution D. The Enlightenment



Activities

Enrolment process

1. Prepare Google Docs me (Questions for students)
2. Give the access to edit the file to your students
3. Send the link to your students
4. Give out the group task and open breakout rooms
5. Kahoot
6. Exit ticket



Assessment & Evaluation

Criteria of assessment:

- *Content (4 points) – all points in the task covered, sufficient amount of details*
- *Organization (3 points) – appropriate beginning and ending of a speech, introductory phrases, formal linking words like However, In addition, etc.*
- *Accuracy (3 points) – 1-2 minor mistakes*



Comments:

Lesson plan

School Name:	I.I.S "C. Marchesi" Mascalucia
Teacher:	Alessandro Salerno
Discipline:	History
Age of students:	16-18
N. of students:	20
Main used methodology:	Context and Contest – Flipped Classroom
Theme of the lesson:	The Protestant reforms



Objectives & Outcomes

- Bring students to the awareness of the importance of religious ideas and reforms in the development of the modern world
- Knowledge of the main reform movements of the 1500s
- Knowledge of the main protagonists of the reforms
- Understanding of the links between theology, religion, politics, economics
- Understanding of the influence of Protestant ideas on the development of the modern economy



Materials Needed

- Textbook
- Luther video
- Pc, tablet, smartphone for students
- Multimedia whiteboard



Resources, Worksheets, Task examples

- Practice asking analytical questions and critical questions during the lesson
- Carefully review the proposed video and ask critical questions about it
- Collect the questions that emerged, catalog them, re-elaborate them
- Answering the questions posed, including through group work



Activities

1. Lesson (context)
2. Video (context)
3. Processing questions (context)
4. Contest



Assessment & Evaluation

Individual and group self-assessment through the results of the contest



Comments:

Lesson plan

School Name:	<i>Colegiul Național de Informatică Piatra Neamț, Neamț, România</i>
Teacher:	<i>Lostun Mihai</i>
Discipline:	<i>History</i>
Age of students:	<i>16-17</i>
N. of students:	<i>30</i>
Main used methodology:	<i>flipped Classroom, CLIL, debate</i>
Theme of the lesson:	<i>Communism</i>



Objectives & Outcomes

- *define and identify the features of the regime*
- *familiarize with important communist figures*
- *identify the peculiarities of this regime in Romania*



Materials Needed

- *Textbooks*
- *BBC scientific documentaries*
- *Pc, tablet, smartphone for students*
- *Multimedia whiteboard*



Resources, Worksheets, Task examples

- *Practice asking analytical questions and critical questions during the lesson*
- *Collect the questions that emerged, catalog them, re-elaborate them*
- *Answering the questions posed, including through group work*
- *Questions about the communism*
- *Debate on whether communism is a viable regime*



Activities

- Strengthening Knowledge*
- Project Presentations*
- Debate*



Assessment & Evaluation

projects and examination



Comments:

School Name:	Private school Futura
Teacher:	Ivana Šarlija
Discipline:	History
Age of students:	16
N. of students:	13
Main used methodology:	Flipped Classroom Cooperative Learning, Context and contest, CLIL, Debate
Theme of the lesson:	The Israeli – Palestinian conflict and fundamental human rights



Objectives & Outcomes

- Investigate fundamental human rights and their violation through the Israeli-Palestinian conflict. Present the facts about these events on the basis of which the students themselves will come to the conclusion that nowhere is it good to resolve disputes through conflict but only as healthy communication as possible. Students should also note that no conflict or war has ever brought anything good except serious violations of basic human rights such as the right to life.
- 1. Students will list the main causes of the conflict
- 2. Demonstrate on the map the disputed areas
- 3. Develop a debate on these conflicts
- 4. Demonstrate fundamental human rights - the right to life, the right to freedom of speech ...
- 5. Express a critical view of conflicts



Materials Needed

original text on the Declaration of Human Rights
<https://foreignpolicy.com/2018/09/13/the-oslo-accords-are-dead-but-there-is-still-a-path-to-peace-israeli-palestinian-arafat-rabin-clinton/>
 Staff, Toi (2018) Palestinians must make peace or shut up, Saudi crown prince said to tell US Jews.

Timesofisrael.com. <https://www.timesofisrael.com/palestinians-must-make-peace-or-shutup-saudi-crown-prince-said-to-tell-us-jews/>

Havel, Boris (2016) Israel. In: Mirjana Kasapović (ed.), Middle East (pp. 109-160). Zagreb: Faculty political science



Resources, Worksheets, Task examples

Students should study the content of the Israeli Palestinian conflict and the Declaration of Human Rights based on specific sources. Based on the joint research, they will be divided into groups, one of which will create a survey in google forms, and the other group will create a Kahoot quiz based on these texts.

Sources:

- Palestine. Ancient History Encyclopedia.
- What is Palestine and Palestinians? Israel Science and Technology Directory.
- Everything you need to know about Israel-Palestine. Vox.com.
- Map: The countries that recognize Palestine as a state. Washington Post.
- UN Partition Plan. BBC News.
- The Palestinian Liberation Organisation. The History Learning Site.

- *Timeline: History of a Revolution. Al Jazeera.*
- *Hamas accepts Palestinian state with 1967 borders. Al Jazeera.*
- *Palestine Liberation Organization. Oxford Islamic Studies Online.*
- *Oslo Accords Fast Facts. CNN.*
- *Profile: Hamas Palestinian movement. BBC News.*
- *History.com Editors*
- *URL <https://www.history.com/topics/middle-east/palestine>*



Activities

1 *In the first hour, based on the questions asked in the worksheet, they jointly seek answers through a specific text in order to get a clearer picture of the Israeli-Palestinian conflict and human rights violations in general in the context of today’s conflicts. Based on specific sources and literature, students will study the text of the Declaration of Human Rights and the violation of these rights through the Israeli-Palestinian conflict, as well as the causes and course of the conflict.*

Example question

1. *List the main causes of the Israeli-Palestinian conflict*
2. *What does intifada mean?*
3. *The Balfour Declaration is?*
4. *When the Declaration of Fundamental Rights was adopted?*
5. *What was the UN plan for the division of territories between the Palestinians and the Israelis?*
6. *What do you think fundamental human rights are being violated through the Israeli-Palestinian conflict?*
7. *Who is Yasser Arafat?*
8. *When the state of Israel was established?*
9. *How many phases of wars were there from 1948 until today?*
10. *What is Hamas?*
11. *Which is Zionism?*
12. *What is the importance of the Oslo agreement?*

2. The second part of the block clock

- *a group of students will create a survey in google forms- Human rights violations and the Arab-Israeli conflict*

- *a group of students will make a Kahoot quiz*

3. *Based on the results of the survey, students will develop a debate in which they will be divided into an affirmative group that will represent the right of Israelis to today’s borders, the second group will represent the right to establish a Palestinian state emphasizing fundamental human rights - the right to free territory.*



Assessment & Evaluation

The survey on the Israeli-Palestinian conflict provides a clearer insight into what students think about these conflicts and human rights violations in general.

Based on the results of the survey, students will get a clearer picture of the attitudes and the opinion of all students about these conflicts and the violation of fundamental human rights. After analyzing the survey and the Kahoot quiz, students will develop a debate based on their acquired knowledge. The debate should serve to advocate for these conflicts by presenting clear arguments about these conflicts.

The affirmation group should represent the rights of Israelis

The Negative Group should represent the rights of the Palestins, stating what fundamental human rights are and where they are violated through these measures.



Comments:

The methods used through these teaching contents enhanced the quality of teaching.

Collaborative learning increases student achievement, creates a positive environment, communication is two-way, and learning achievements are better, which means more effective acquisition of knowledge on a particular topic, encourages the development of critical thinking, increases motivation and competitive spirit in creating and creating certain tasks such as surveys in google forms, creating a Kahoot quiz. Students have the opportunity to analyze and compare information that will connect with existing knowledge, and critically judge their meaning.

Lesson plan

School Name:	Lithuania, Vilnius Vasily Kachialov gymnasium
Teacher:	Tatjana Zubovskaja (Physics), Galina Kurchevskaja (English)
Discipline:	Science subjects (Physics)
Age of students:	13-15
N. of students:	15
Main used methodology:	CLIL
Theme of the lesson:	Electric currents in liquids (Electrolysis and its uses)



Objectives & Outcomes

To find out what liquids can conduct electricity
To analyze what happens in liquids when the current passes through them
Do a virtual experiment to find out the connection between the mass of a substance on an electrode and the current
Reflect on the results of the lesson



Materials Needed

- a container filled with distilled water and two electrodes
- a light bulb
- three substances: sugar, salt and alcohol



Resources, Worksheets, Task examples

Law of electrolysis: <http://mkp.emokykla.lt/imo/lt/fizika/> <http://mkp.emokykla.lt/imo/lt/mo/274/>
Special terms: Electric current, Liquids, Solutions, conduct electricity, a conductor Electrodes, Charged particles, A substance: acid, base, salt, To deposit, Voltage



Activities

The aim of this experiment is to find out which liquids will conduct electricity. We have a container filled with distilled water and two electrodes which are at some distance from each other. This is a light bulb and if it lights when we switch the circuit on, it will mean that distilled water conducts electricity. The teacher does the experiment.

What conclusion can we make? Ask students. Conclusion: the bulb doesn't light so distilled water is not a conductor.

But it is possible to add something to the distilled water to change it into a conductor. Here we have three substances. Can you guess what they are? They are sugar, salt and alcohol. Let's add some alcohol first. 3 experiments. Conclusions.

(So some liquids conduct electricity. They are called electrolytes. The examples of electrolytes are acids, bases and salts. While others don't conduct electricity like sugar or alcohol.

So the question is: what happens when we add salt to the water? In water or other solvents molecules of electrolytes break up into ions. Ions are electrically charged particles. Ions can be either positive or negative. This process is called electrolytic dissociation. So positive ions of sodium start moving to the negative electrode which is called cathode. And negative ions of chlorine start moving to the positive electrode which is called anode.

Conclusion: in liquids the current is carried by ions.

Passing an electric current through a liquid is called ELECTROLYSIS. Where do we use electrolysis? We use it to extract some metals from ore. This is the only one way to extract copper or aluminum. Or make them pure, without any other components. Secondly, it is used to cover one metal with another

to protect the first one from rust. For example: car bumpers are coated with chromium, flutes are covered with silver to prevent rusting.

The question is what is the mass of the substance which is deposited on the electrode and how we can calculate it. The English scientist Michael Faraday discovered some laws and now they are called Faraday's Laws. Now let's imagine that you are scientists and you are doing some research in a lab. We will do it in a virtual lab. to measure the amount of the substance deposited on the electrode. You have got charts on the desks which you are supposed to fill in. Later we will use these results to make some calculations.

Copper sulphate solution= copper ions + sulphate ions

Ampere meter

Voltage

Size of the current

After filling in the chart ask students to draw the conclusion to say how the mass of the copper and the electric current are related.

Faraday's First Law

Explain the meaning of the letters in the formula.

Now it's time to make some calculations. We are going to calculate the electrochemical equivalent of copper. Take your calculator, use the results in the chart and the formula to calculate it. Compare the results. Explain some differences.



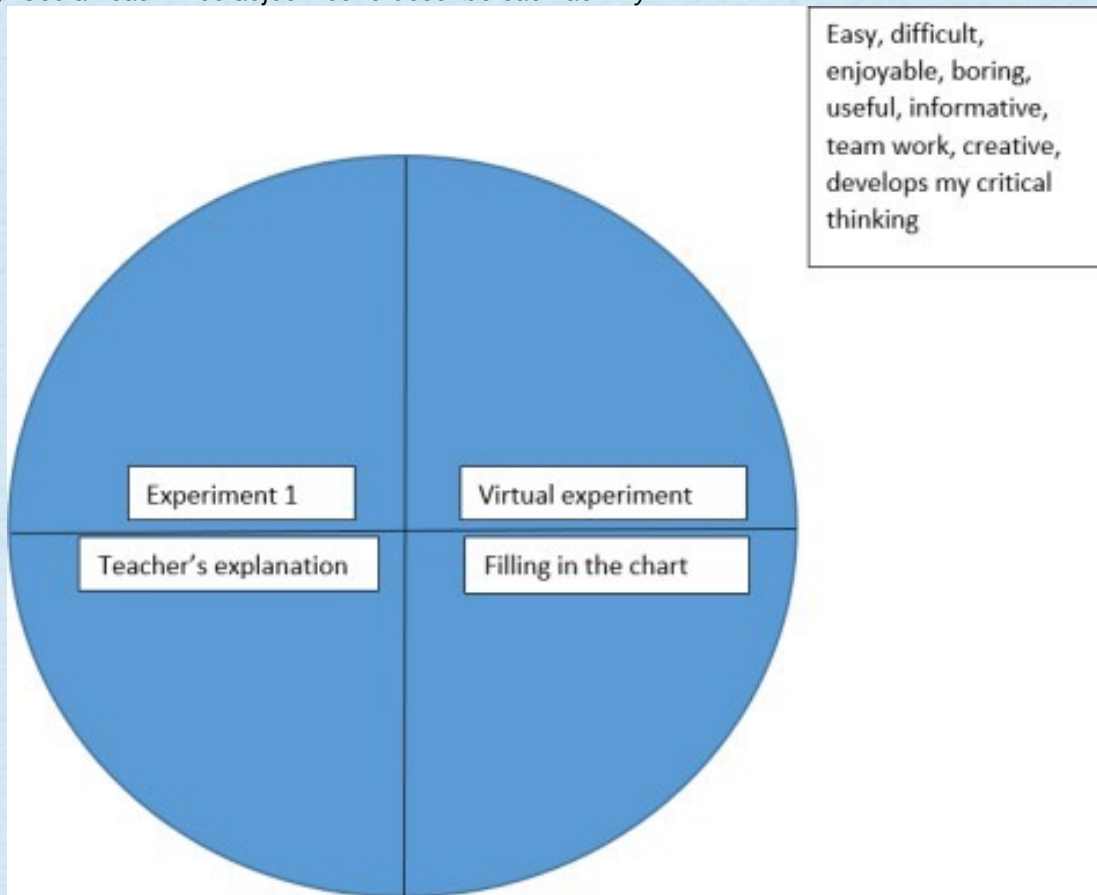
Assessment & Evaluation

Evaluation.

Grades for active participants, fast finishers.

Reflection

A circle is divided into 4 slices which stand for 4 activities. Use the adjectives in the box to describe each activity. Use at least three adjectives to describe each activity.



Comments:

Lesson plan

School Name:	I.I.S "C. Marchesi" Mascalucia
Teacher:	Marisa Salvatrice Ferriolo
Discipline:	Science subjects (Biology)
Age of students:	15-17
N. of students:	15
Main used methodology:	CLIL
Theme of the lesson:	Blood glucose and Diabetes



Objectives & Outcomes

Understand the blood glucose structure.
Understand what Diabetes is.
Describe the best practice in order to be healthy



Materials Needed

- Paper Worksheets
- Internet
- Smartphone



Resources, Worksheets, Task examples

Worksheet for students , containing links to the video and open minded question about the topic.
Classroom with LIM and pc connected to the Internet.



Activities

- 1 FLIPPED CLASSROOM and CLIL::** Students watch a video about a specific topic in English (Blood glucose and Diabetes); Students work in group to answer some questions about the topic. At the end of the lesson, students will explain their conclusions to the classmates and the teacher
- 2. EXPERENZIAL LEARNING:** Students will realize a short video about the previous lesson.
- 3. DEBATE:** Students will debate about pros and cons in a CLIL lesson. Students will form three groups. One of them will analyze the pros into CLIL lessons, the second one will discuss about the cons into CLIL lesson. The third group represents the Jury. The Jurors will assure that the parts debate according to the debate rules (speaking time etc.).
- 4 EXPERENZIAL LEARNING:** Students will conduct an interview with the Science teachers of the school about the typology and informative aspects of the Reflective lessons.



Assessment & Evaluation

Test about contents and language learnt during the activity.



Comments:

Students show to appreciate this kind of lessons, focused on the learner, more then the traditional one, focused on the teacher.

Lesson plan

School Name:	Colegiul Național de Informatică Piatra Neamț, Neamț, România
Teacher:	Țăbârnac Cornelia
Discipline:	Science
Age of students:	16-17
N. of students:	34
Main used methodology:	flipped Classroom, CLIL, debate, heuristic conversation
Theme of the lesson:	Electricity



Objectives & Outcomes

- correctly use the concepts of electrical power and electricity;
- establish connections between the types of energy studied;
- identify the connection between electrical power and electricity;



Materials Needed

- Textbooks
- BBC scientific documentaries about electricity
- Pc, tablet, smartphone for students
- Multimedia whiteboard



Resources, Worksheets, Task examples

- Practice asking analytical questions and critical questions during the lesson
- Collect the questions that emerged, catalog them, re-elaborate them
- Answering the questions posed, including through group work
- Questions about the intensity of electricity, electric tension, electric power, electricity.
- Projects regarding the possibilities of obtaining electricity
- Debate on the issue of electricity without affecting the environment or the health of the population and the costs associated with the production of electricity.



Activities

1. Strengthening Knowledge
2. Project Presentations
3. Debate




Assessment & Evaluation

projects, heuristic conversation and examination




Comments:

School Name:	Private school Futura
Teacher:	Ivan Bartolec
Discipline:	Science subjects (Mathematics)
Age of students:	14-17
N. of students:	11
Main used methodology:	Experiential Learning
Theme of the lesson:	Eratosthenes experiment

 **Objectives & Outcomes**

calculating the circumference of the Earth

 **Materials Needed**

stick, measurement tape, eLearning educational tools


 **Resources, Worksheets, Task examples**

Whole lesson plan which was used by teacher and partially by students was available on website of the project which gathers schools from all over the world for the purpose of the most accurate conduction of Eratostens experiment.

- Lesson plan:
http://eratosthenes.ea.gr/sites/default/files/Eratosthenes_HighSchool.pdf
- Table which students filled while taking required measures:

Table of measurement	
Stick length	
Shadow length (1 st measurement)	
Shadow length (2 nd measurement)	
Shadow length (3 rd measurement)	
Shadow length (4 th measurement)	
Shadow length (5 th measurement)	
Mean shadow length	
Length of triangle's 3 rd side	
Distance between schools	

Short assessment form:
http://eratosthenes.ea.gr/sites/default/files/Eratosthenes%20Knowledge%20Questions%20EN_0.pdf

 **Activities**

First, students were introduced with Eratosten's work and experiment which led to quite accurate measure of Earth's radius and circumference. Students were given instructions for the experiment and they prepared tools and sheets for conducting it. Outside of school, students took required measures and took notes.

- After going back to their classrooms, students did mathematical part of the experiment and got their results – approximate radius and circumference of Earth which was later compared to results which other schools included in this small project got and the school with the results closest to accurate was “the winner”.
- After all of the students did their calculations, they filled the short assessment form which checked their knowledge.



Assessment & Evaluation

Since this whole class was extracurricular, I didn't use any form of formal evaluation (e.g. giving grades based on the results and/or test) but I gave some points to participating students since they volunteered. During part of the experiment where students took required measures, I took notes regarding their understanding of geometrics, proper use of measuring tools and correct reading of measures. Overall understanding of theoretical part of this experiential lesson, as well as correct usage of measures and required formulas, was assessed through mathematical results of the experiment, as well as through assessment form which most of the students filled successfully and correctly.



Comments:

Mathematic lessons based on experiential learning should be implemented more because they give students opportunity to understand practical and useful side of otherwise abstract mathematical procedures.

School Name:	Private school Futura
Teacher:	Marija Mijatović
Discipline:	Science subjects (Chemistry)
Age of students:	15
N. of students:	14
Main used methodology:	CLIL
Theme of the lesson:	Metal used in industry, copper, iron and aluminum



Objectives & Outcomes

A process of obtaining copper, iron and aluminum
 Technological use of iron, copper and aluminum
 Energy consumption in obtaining process
 Impact on the nature of the production process
 The importance of recycling secondary raw materials
 The impact of metals on human health



Materials Needed

aluminum foil
 copper wire
 metal nail



Resources, Worksheets, Task examples

Resources:

Chemistry textbook

<https://hr.izzi.digital/DOS/13585/20202.html>

<https://www.youtube.com/watch?v=k6vut9m-5xU>

<https://www.youtube.com/watch?v=gjM62mTq05E>

Worksheets:

<https://www.nagwa.com/en/worksheets/287163805385/>

Task examples:

1. When iron(III) oxide is reduced by coke in a blast furnace, why is limestone added to the charge materials?
2. What happens when copper is added to a solution of sulfur acid?
3. What we use aluminum for?



Activities

1. Determining from which materials are made objects in the classroom
2. Name the metals and explaining their properties
3. Explaining the production process for each metal
4. Iron property research (experiment attached)



Assessment & Evaluation

Experiment: What cause iron to rust?

Equipment

- glass x 4

- iron nails x 4
- bung
- chemicals
- water
- water with salt
- sunflower oil
- calcium chloride

Procedure

- Glass 1 – water and air
- Glass 2 – water but no air (it is removed during boiling and the oil prevents any extra from dissolving in the water and reaching the nail)
- Glass 3 – water, air and salt
- Glass 4 – air, no water (the calcium chloride removes the water from the air and the bung prevents any extra from entering)

EVALUATION

After 14 days of observation, and taking the photography every fifth day, each student needs to write down a work in 5 steps:

- Ask a question
- Form a hypothesis, or testable explanation
- Make a prediction based on the hypothesis.
- Test the prediction.

Iterate: use the results to make new hypotheses or predictions



Comments:

This lesson should be done in 90 minutes.

Lesson plan

School Name:	Lithuania, Vilnius Vasily Kachialov gymnasium
Teacher:	Tereza Ruckaja (Mathematics), Svetlana Vaitkevichene
Discipline:	ICT
Age of students:	16-18
N. of students:	15
Main used methodology:	CLIL, Flipped classroom
Theme of the lesson:	Function Graphs



Objectives & Outcomes

Allow students to take a more active role in learning, explore the subject in a deeper manner and enhance the collaborations; help students better understanding the subject and its concepts through practical application; increase students' motivation to learn foreign language.



Materials Needed

Internet, computer, textbooks



Resources, Worksheets, Task examples

Trigonometric functions (students presentations)
Reflection poster



Activities

1. Give students time to present their hometasks on the topic
2. Discuss the theme 'Function Graphs'
3. Reflect on the lesson



Assessment & Evaluation

Evaluate students presentations (grades)



Comments:

Videolesson
https://drive.google.com/file/d/1BYzDHWm1SREcbFWOJ23TvfCXIA2PIU_3/view?usp=

Lesson plan

School Name:	Colegiul Național de Informatică Piatra Neamț, Neamț, România
Teacher:	Mititelu Ana Mirela
Discipline:	ICT
Age of students:	16-17
N. of students:	28
Main used methodology:	flipped Classroom, CLIL, debate
Theme of the lesson:	Recursive subprograms

Objectives & Outcomes

- define recursive subprograms and describe their structure -
- to know how to execute recursive algorithms by going through them step by step -
- find out information about a recursive subprograms
- debate based on differences and similarities between iterative and recursive programs

Materials Needed

- Textbooks
- Pc, tablet, smartphone for students
- Multimedia whiteboard

Resources, Worksheets, Task examples

- Practice asking analytical questions and critical questions during the lesson
- Collect the questions that emerged, catalog them, re-elaborate them
- Answering the questions posed, including through group work
- Debate

Activities

1. Strengthening Knowledge
2. Project Presentations
3. Debate

Assessment & Evaluation

projects, conversation and examination

Comments:

Lesson plan

School Name:	<i>I.I.S "C. Marchesi" Mascalucia</i>
Teacher:	<i>Carmelo Ciaramella</i>
Discipline:	<i>ICT</i>
Age of students:	<i>16-17</i>
N. of students:	<i>20</i>
Main used methodology:	<i>flipped Classroom, CLIL, debate</i>
Theme of the lesson:	<i>Design prototypes with the Arduino board</i>



Objectives & Outcomes

- Knowledge of the structure of Arduino board
- Use of the Arduino IDE programming platform
- Knowledge and use of environmental sensors



Materials Needed

- Starter Kit Arduino UNO
- Sensors
- Notebook



Resources, Worksheets, Task examples

- Website arduino.cc/projecthub for ideas
- Website tinkercad.com to build the prototype scheme



Activities

1. Explain how an Arduino UNO board works
2. Interacting a sensor with the Arduino IDE
3. Design a prototype of a weather station



Assessment & Evaluation

Individual and group self-assessment of the prototype design

Comments:

Lesson plan

School Name:	Private school Futura, Zagreb, Croatia
Teacher:	Sofija Pinjušić Ćurić
Discipline:	ICT
Age of students:	17-18
N. of students:	21
Main used methodology:	CLIL, debate
Theme of the lesson:	Introduction to advanced programming



Objectives & Outcomes

Learning objectives: This lesson will give students opportunity to practice critical thinking about using computers in everyday life and to practice speaking English language.

Learning outcomes: Students will be able to give examples of upsides and downsides of using computers in everyday life.



Materials Needed

- Whiteboard, marker, papers and pencils.



Resources, Worksheets, Task examples

- Practice asking analytical questions and critical questions during the lesson
- Collect the questions that emerged, catalog them, re-elaborate them
- Answering the questions posed, including through group work - Debate



Activities

1. Teacher explains that in today's lesson students will debate on the topic "Who will win in the end? Humans or computers? Why?". Students and teacher will speak in English.
2. Students are divided into 3 groups – pro and con group plus the jury. Each group needs to think of 5 pros and cons depending on which group they are. Jury is responsible for picking the winners.
3. Representative of each group writes 5 pros or cons on the whiteboard.
4. Students from each group need to discuss and remove 3 of their weakest points.
5. For each group now there are only 2 points left. Job of each group is to look at the opposing groups points and think of arguments for 1 point that will speak to the contrary.
6. Jury announces the winners based on the arguments and using grading worksheet.



Assessment & Evaluation

Work of presenting groups is evaluated with the grading worksheet:

1. Did the group work together as a team? (from 1 to 5) evaluation Group 1 -(from 1 to 5) evaluation Group 2
2. Did they take decisions as a team?
3. Were all 5 initial arguments persuasive?
4. How did they present their arguments? Looking at the audience, tone of voice, body posture, ...
5. How good was the contra argument?

TOTAL



Comments:

Lesson plan

School Name:	Private school Futura, Zagreb, Croatia
Teacher:	Ivan Đuranec
Discipline:	ICT
Age of students:	15
N. of students:	17
Main used methodology:	Experiential learning
Theme of the lesson:	Building a circuit using Arduino



Objectives & Outcomes

Creation of simple circuit



Materials Needed

- Switch, LED (light emitting diode), 220 OHM resistor, 10 KILOHM resistor



Resources, Worksheets, Task examples

Worksheets:

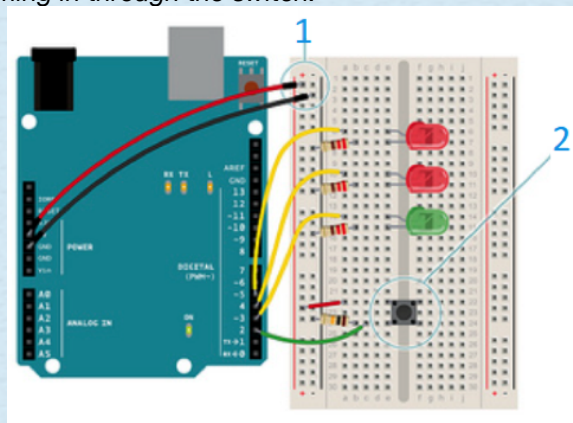
```
int  
switch  
State  
= 0;
```

```
void setup() {  
  pinMode(3, OUTPUT);  
  pinMode(4, OUTPUT);  
  pinMode(5, OUTPUT);  
  pinMode(2, INPUT);  
}  
void loop() {  
  // put your main code here, to run repeatedly:  
  switchState =  
  digitalRead(2);  
  if(switchState == LOW){  
    digitalWrite(3, HIGH);  
    digitalWrite(4, LOW);  
    digitalWrite(5, ____);  
  
  } else {  
    digitalWrite(3, LOW);  
    digitalWrite(4, LOW);  
    digitalWrite(5, ____);  
    delay(250);  
    digitalWrite(4, HIGH);  
    digitalWrite(5, LOW);  
    delay(____);  
  }  
}
```



Activities

1. After theoretical part of the lesson and distributing worksheets shared in the table field above, students worked on the practical assignment.
2. First, they had to wire up their breadboards to the Arduino's 5V and ground connections, after which they had to place the two red LEDs and one green on the breadboard. Then they had to attach the cathode to each LED to ground through a 220 OHM resistor, connect the anode of the green LED to pin 3 and connect the red LEDs' anodes to pins 4 and 5 respectively. The next step was to place the switch on the breadboard, attach one side to power and the other side to digital pin 2 on the Arduino. They needed to add a 10k.OHM resistor from ground to the switch pin that connects to the Arduino. That pull-down resistor connected the pin to ground when the switch was open, so it read LOW when there was no voltage coming in through the switch.



Assessment & Evaluation

Once students programmed Arduino, they had to see green light on. While pushing the button, the red LED light was supposed to turn on, while the green one was supposed to turn off. If they did everything correctly, they could try by themselves to change the time of the two `delay()` functions in the code. If they did this smaller task also correctly, they could notice changes in how the lights work and how response of the system changes depending on the speed of lights blinking.



Comments:

As a teacher who conducted this lesson and practical assignment, I noticed that students accepted it very well and that their interest was exceptional. Also, I think that more of the classes like this, as well as projects like this one, should be included in their education

Lesson plan

School Name:	Private school Futura, Zagreb, Croatia
Teacher:	Franjo Borović
Discipline:	ICT
Age of students:	15
N. of students:	17
Main used methodology:	Flipped Learning and CLIL
Theme of the lesson:	History of computers



Objectives & Outcomes

- to learn more about evolution of computers and following technology
- to understand and create timeline of history of computers
- to work on English language skills (both in written and speaking form) with special accent on usage on IT terms
- to learn more about available digital tools that help present information in interactive and interesting manner



Materials Needed

- educational materials provided by the teachers
- computers (or, if students are willing to experiment, smartphones)
- internet connection



Resources, Worksheets, Task examples

<https://www.livescience.com/20718-computer-history.html>
<https://www.youtube.com/watch?v=-M6lANfzFsM>
<https://www.gresham.ac.uk/lectures-and-events/a-very-brief-history-of-computing-1948-2015>

Students could find additional resources to use them in their own Tiki-Toki timelines, but they previously had to get teacher's approval.

Lesson was done during two school classes (2 x 45 minutes) and result of the main task was for each student to create, present and discuss his/her self-made timeline of history of computers in English language.



Activities

During the first of the two classes dedicated to one lesson and conduction of the chosen methods, students were introduced to them. They found out more about Flipped learning and CLIL as useful teaching/learning methods. During the same class, students were introduced to their task – creating timeline of development history of computers (each student making their own timeline) by using app Tiki-Toki. Also, teacher introduced them to the application, explained them the plan of the next class and shared information resources with them.

Before next class, students had to go through given materials and prepare their computer history timelines (of course, in English).

At the beginning of the second class, students got few minutes to finish their timelines (in case someone had some difficulties or had to do some minor changes in order to complete them). Afterwards, each students presented his/her timeline to their colleagues with each presentation being followed by comment and Q&A session. At the end of the class, students got a chance to perfect their timelines according to their colleagues' suggestion if they found them valuable.

All of the presentations, both from teacher and from students, during both classes, were in English.



Assessment & Evaluation

For this lesson, no formal assessment tools or grades were used. As a form of assessing improvement of students' English language skills, observations were used. Most of the students were a bit more fluent in English during second class, especially in manner of using technical language and terms, while rest of them stayed on the same level. There were no deteriorations. For understanding of the topic of the lesson, history timelines were observed in detail in order to notice if students understood breaking and meaningful points of development of computers and if they included them in their presentations. Most of the students did this task successfully.



Comments:

Combining foreign language learning in some specific field of subjects is very useful teaching/learning method because it helps students get familiar with specific language and terms used for that topic and field. That is why I, as teacher, as well as students, found this lesson and implemented methods very useful.

Credits



Lesson Plan:

Tereza Ruckaja, Svetlana Vaitkeviechene, Mititelu Ana Mirela, Carmelo Ciaramella, Sofija Pinjušić Ćurić, Ivan Đuranec, Franjo Borović, Irina Read, Eliana Guglielmino, Stan Elena Brandusa, Edgars Grinis, Ivana Obradović, Veslana Zmitrovic, Alessandro Salerno, Lostun Mihai, Ivana Šarlija, Tatjana Zubovskaja, Galina Kurchevskaja, Marisa Salvatrice Ferriolo, Țăbârnac Cornelia, Ivan Bartolec, Marija Mijatović

37

Lesson Plan Form:

Inga Vasermane

Graphics Project:

Roberto Lo Faro





Erasmus +

Activity Code : 2018-1-IT02-KA229-047976



*Reflective teaching/learning
in a modern European digital classroom*



17

