

METHODOLOGICAL GUIDE OF GOOD PRACTICES

ERASMUS GUIDE TO TEACHING
COLLECTION OF LESSON PLANS



ITALY



Learning Unit: Popular songs

1. Title	Popular songs
2. involved students	STUDENTS of the 2nd and 3 rd classes
3. involved subjects	HISTORY -MUSIC-ENGLISH LANGUAGE-ITALIAN LANGUAGE
4. Contest	The class group is made up of second and third year students who are part of the Erasmus project.
5. aims	-know the past and the roots of your culture -know, through singing, the habits and customs of your land - raise awareness of the recovery of traditions - valorise cultural traditions to pass them on to future generations
6 key competences	European key competences: Multilingual Cultural awareness and expression Entrepreneurship Digital Citizenship Learn to learn
7. skills goals	-Development of civic and social skills in intercultural comparison -Learn to learn
9. subjects knowledges:	Through knowledge of popular traditions, the sense of belonging to a people whose cultural heritage must be safeguarded, enhanced and handed down will be strengthened. Knowledge of the music and dances of their own country will stimulate students to reflect on the living conditions of the past to improve the future.
10. methodologies:	laboratory teaching and group work.
Phases: 1) Research on the historical and popular traditions of your country 2) Learning songs and dances 3) Creations of a show	

12. evaluation	- direct observation - evaluation of learning processes
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Unità di Apprendimento: La figura di Federico Secondo

1. Title	FEDERICO SECONDO
2. involved students	STUDENTS of the 2nd and 3 rd classes
3. involved subjects	HISTORY-ART -ENGLISH LANGUAGE-ITALIAN LANGUAGE
4. Contest	The class group is made up of second and third year students who are part of the Erasmus project.
5. aims	Learning about the figure of Frederick II as a multifaceted figure who attempted to establish a universal empire that brought together all the dominions of Western Europe. A lover of the arts and poetry, a promoter of ideals of peace and tolerance, Frederick II of Swabia was called "stupor mundi" by many of his contemporaries. At the same time, the ambitious political project he embodied also attracted fierce criticism, to the point that many saw in him the incarnation of the Antichrist. . knowing the historical and cultural context of the FEDERICOII figuar - improving foreign language skills
6 key competences	European key competences: Multilingual Cultural awareness and expression Entrepreneurship Digital Citizenship
7. skills goals	-Development of civic and social skills in intercultural comparison -Learn to learn
9. subjects knowledges:	The figure of Federico Secondo was treated both from a historical-artistic and socio-cultural point of view. After some biographical information on Federico Secondo, we tried to focus not only on his rise to the throne but above all on the great work of innovation and transformation.

10. methodologies:	laboratory teaching and group work.
Phases: 1) Searching on the net all the material about FedericoII 2) Summary of his life 3) Creation of multi-layer materials 4) sharing of the final products	
12. evaluation	- direct observation - evaluation of learning processes

Learning Unit: Ancient games

1. Title	Ancient games
2. involved students	STUDENTS of the 2nd and 3 rd classes
3. involved subjects	HISTORY-MOTOR SCIENCES -ENGLISH LANGUAGE- ITALIAN LANGUAGE
4. Contest	The class group is made up of second and third year students who are part of the Erasmus project.
5. aims	-promote knowledge and transmission of traditional games -play outdoor games to stimulate a healthy lifestyle -promote interculturality through movement -stimulate divergent thinking -promote social and civic sense -develop and refine manual skills
6 key competences	European key competences: Multilingual Cultural awareness and expression Entrepreneurship Digital Citizenship Learn to learn

7. skills goals	-Development of civic and social skills in intercultural comparison -Learn to learn
9. subjects knowledges:	The project aims to enhance the knowledge of local traditions through the rediscovery of ancient games that are almost forgotten today. In the past there were no ready-made toys and therefore it was necessary to devise activities that encouraged movement and helped children spend their time having fun. Through the sharing of games, interpersonal relationships were much more developed than today and children learned very early to organize themselves. The games proposed were: hopscotch, bungee jumping, steal the flag and catch (ripiglino), kite flying.
10. methodologies:	laboratory teaching and group work.
Phases: 1)) search online and through interviews with elderly people to find 2) creation and practice of ancient games	
12. evaluation	- direct observation - evaluation of learning processes

Learning Unit: Europe on the table

1. title	Europe on the table - hands in the mix
2. involved students	STUDENTS of the 2nd and 3 rd classes
3. involved subjects	HISTORY -ENGLISH LANGUAGE-ITALIAN LANGUAGE
4. contest	The class group is made up of second and third year students who are part of the Erasmus project.
5. aims	-know the past and the roots of your culture -know, through food, the habits and customs of your land - raise awareness of the recovery of traditions - valorise cultural traditions to pass them on to future generations

6 key competences	European key competences: Multilingual Cultural awareness and expression Entrepreneurship Digital Citizenship Learn to learn
7. skills goals	-Development of civic and social skills in intercultural comparison -Learn to learn
9. subjects knowledges:	Through knowledge of popular traditions, the sense of belonging to a people whose cultural heritage must be safeguarded, enhanced and handed down will be strengthened. Knowledge of the traditional foods of their own country will stimulate students to reflect on the living conditions of the past to improve the future.
10. methodologies:	laboratory teaching and group work.
Phases: 1) Research on the historical and popular traditions of your country 2) Learning recipes and ancient foods 3) Production of typical recipes 4) Production of recipes' e- book	
12. evaluation	- direct observation - evaluation of learning processes

Unità di Apprendimento: Cristoforo Colombo

1. Title	CRISTOFORO COLOMBO
2. involved students	STUDENTS of the 2nd and 3 rd classes

3. involved subjects	HISTORY-ART -ENGLISH LANGUAGE-ITALIAN LANGUAGE
4. Contest	The class group is made up of second and third year students who are part of the Erasmus project.
5. aims	-know the stages of the main geographical discoveries of the 15th and 16th centuries; - know and critically explore the figure of Christopher Columbus; -know the main features of pre-Columbian societies; -develop critical thinking; -develop the ability to argue a point of view, even if this does not coincide with your personal point of view; - produce a multimedia presentation, organizing information taken from different sources.
6 key competences	European key competences: Multilingual Cultural awareness and expression Entrepreneurship Digital Citizenship
7. skills goals	-Development of civic and social skills in intercultural comparison -Learn to learn
9. subjects knowledges:	La vita di Colombo sia come esploratore che come navigatore e il contesto storico in cui è vissuto : l'influenza storico-economica delle scoperte geografiche nel mondo e nei secoli successivi; conoscere tutti i viaggi di Colombo.
10. methodologies:	laboratory teaching and group work.
Phases: 1) Searching on the net all the material about Colombo 2) Summary of his life 3) Creation of multi-layer materials 4) sharing of the final products	
12. evaluation	- direct observation - evaluation of learning processes

SPAIN



SALT CULTURE AND HISTORY

The importance of Salt culture in Spain

DIDACTIC UNIT FOR STUDENTS BETWEEN 14-16 YEARS OLD.

IT WILL BE DESIGNED FOR 1 HOUR SESSION.

MATERIALS:

White screen to show pictures about the salt mines. Paper recipes and salt samples.

DEVELOPMENT:

To start, a group of Spanish students will explain the History about the use of salt, as far as the human being is concerned (20’):

The first evidence of the use of salt was in China, approximately in the XXVII th century B.C.

During the Roman Empire, salt routes were created, because of its importance in the Mediterranean zone. It was also used as a payment to the soldiers, due to the value of itself, but above all because it was heavily taxed.

In America, the salt was also a very important mineral, used for culinary purposes and for rituals to the Huixtocihuatl God.

Secondly, other group of Spanish students will show everybody how nowadays, it is used both for cooking and for de-icing roads (30’):

One student will tell everyone how to cook **SALT BAKED BASS** using the following ingredients:

- 1) 4 free-range white eggs.
- 2) 1.5kg coarse sea salt.
- 3) 2 tablespoons fennel seeds.
- 4) 1kg sea bass, fins removed, gutted and cleaned.
- 5) Small touch of rosemary.
- 6) Small touch fresh thyme.
- 7) 1 sliced lemon.
- 8) 3 bashed garlic cloves.



Steps for cooking:

1. Heat the oven to 180°C. line a baking sheet big enough to fit the fish on comfortably. Whisk the egg white to soft peaks, then fold in the salt and fennel seeds.

2. Spread one third of the salt mixture onto the baking tray and flatten to make a bed for the fish, then lay the sea bass on top of it. Season the cavity then stuff it with herbs. Lemon spices and garlic. Use the remaining salt mixture to mold it around the fish so it's completely enclosed. Bake for 30 minutes.



3. To serve, crack the crust and the skin from the fish. Finally brush off any excess salt and you're good to go.

Another student will explain the recipe of **SALT BAKED CHICKEN** with the following ingredients

- 1) One organic small chicken (800g).
- 2) One and a half tablespoons of cooking salt.
- 3) 2000g sea salt.
- 4) Half a tablespoon sand ginger powder.
- 5) Half a tablespoon turmeric powder.



METHOD:

1. Remove the head and feet from the chicken and then rinse under running water.
2. Massage the salt over the chicken. Mix sand ginger powder and turmeric powder and rub the mixture over the chicken. Marinate for at least 30 min.
3. While the chicken marinates fry the sea salt for 10 min until the salt are hot and dried out get a casting iron and pour 3 cups of salt at the bottom. Place the chicken in and cover it with more salt.
4. Heat over slow fire for about 40 minutes turn off the fire and keep the chicken in for another 30 minutes.



Finally, each country will be invited to share their own typical recipes including salt (10')

LEARNING SCENARIO

Title: The Human Rights.

Author: Santiago Rodriguez.

Summary

To know and appreciate the *Declaration of Human Rights*. Its history: origin and evolution. Women and children rights. The three generations of Human Rights. The day of UDHR. ONGs and their support of Human Rights. Historic facts of disrespect of Human Rights.

Keywords

Equality. Freedom. Liberty. Education. Dignity.

Overview

<i>Subject(s)</i>	<i>Ethics</i> : 3 rd course of secondary studies in Castilla y Leon (Spain) <i>Philosophy</i> : 1 st course of Bachillerato (A-Levels) in Castilla y Leon (Spain)
<i>Topic(s)</i>	The Universal Declaration of Human Rights (UDHR) Text of Declaration History of the Declaration The foundation of International Human Rights Law
<i>Age of students</i>	14 years old in <i>Ethics</i> . 16 in <i>Philosophy</i>
<i>Preparation time</i>	60 minutes for <i>Ethics</i> 90 for <i>Philosophy</i> .
<i>Teaching time</i>	1 lesson (50 minutes each) in <i>Ethics</i> . 2 lessons in <i>Philosophy</i>
<i>Online teaching material</i>	Internet connection, collaborative tools such as Padlet Genial.ly , Canva , Goggle ThingLink , emoji-maker.com/designer , Kahoot! , Flipgrid , Jamboard , or Google documents, and a videoconference tool such as Google Meet or Zoom or Microsoft Teams.
<i>Offline teaching material</i>	<i>Ethics and Philosophy</i> : Computer lab, laptops, tablets, or mobile phones. Paper, pencils, crayons, coloured pencils, paint Poster paper (A3 & A2), colour printer, lamination machine, radio station / microphone + speakers, school hall,

Resources used

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
<https://www.amnesty.org/en/>
https://es.wikipedia.org/wiki/Declaraci%C3%B3n_Universal_de_los_Derechos_Humanos
<https://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights-full-version->
<https://www.ohchr.org/en/universal-declaration-of-human-rights>
<https://academic.oup.com/edited-volume/27974/chapter/211649205>

Students will also find other resources during their research on the topics they are assigned.

Aim of the lesson

Students will be able to define the most important Human Rights and to explain its history and some historic predecessors such as The French Revolution. They will also know few famous cases of infringement.

Lesson Plan

Name of activity	Procedure	Duration
Ethics and Philosophy		
Introduction	a) Brainstorming & Mind map The teacher asks the following questions to students: - What do you know of Human Rights? - What can be a human right? After all the answers are collected, the teachers asks the students to think about the types of Human Rights and consider their answers, categorising types of Righths using the mind map tool	15'
Looking for imformaion	b) Group work & Research After looking for information about the three generations of Human Righths into 3 groups. Each group is responsible for one of the generations. The students start with the following resources as a starting point, and they can search for other resources in detail after using these ones :	25'

	https://www.un.org/en/about-us/universal-declaration-of-human-rights https://www.amnesty.org/en/ https://es.wikipedia.org/wiki/Declaraci%C3%B3n_Universal_de_los_Derechos_Humanos https://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights-full-version https://www.ohchr.org/en/universal-declaration-of-human-rights https://academic.oup.com/edited-volume/27974/chapter/211649205	
Assesment	Students prepare a collaborative powerpoint presentation. c) Kahootgame: Students will do a kahoot about The Human Rights to evaluate the task. d) Quiz test in Microsoft Forms for students of A-Levels (can be done online, outside the school) https://redescuelas.es/amnesty.org/fileadmin/redescuelas/Rcursos_educativos/Declaracion_Universal_de_los_DDHH_TEST.pdf	10'

Assessment

To evaluate students, you can use both summative and formative evaluation methods that allow a broad approach to the learning process useful for continuous improvement in the teaching – learning process, as well as to personalise learning for each student, guiding them and making them aware of their learning process.

Formative assessments will therefore be carried out continuously in each lesson through different methods in relation to activities proposed. Students will be guided on to think about their own learning as well. Students will use a rubric to reflect on their process. The rubric will be given them at the beginning of the lesson, and they can fill it out little by little.

As a summative assessment, students' progress will be assessed through the teachers' observations and continuous conversations with their families.

Student feedback

End-of-lesson survey

You can create an anonymous end-of-lesson survey for students. You could adapt this and send it to parents for feedback, as well. You can do this on Google Forms, and you can use open-ended answers for several of the questions. Students and/or parents may feel more comfortable giving constructive feedback in an anonymous way.

Teachers' remarks

It is really important to be in contact with other teachers of the same group. Usually with personal meeting, but also with Microsoft Teams, IESFacil (software in Castilla y Leon for communicating teachers, students and families), Microsoft Forms, etc.

Annex(es)

The screenshot shows a web browser displaying a Kahoot! quiz page. The browser's address bar shows the URL: create.kahoot.it/details/a414d69c-8db3-4370-8d34-9c11445dfc70. The page features a blue header with the Kahoot! logo and a search bar. Below the header, there is a navigation menu on the left with options like 'Inicio', 'Descubre', 'AccessPass', 'Biblioteca', 'Informes', 'Grupos', and 'Marketplace'. The main content area displays the quiz title 'Derechos humanos II' with a thumbnail image of a group of people holding signs. Below the title, there are buttons for 'Presenta en vivo', 'Asignar', and 'Jugar en solitario'. The quiz questions are listed on the right side of the page, each with a 240-second timer. The questions are:

- 1 - Quiz: Artículo 1: ¿Qué derechos tenemos todas las personas al nacer?
- 2 - Quiz: Artículo 2: ¿Es un problema ser diferente?
- 3 - Quiz: Artículo 3: ¿Todas las personas tienen derecho a vivir en libertad y con seguridad?
- 4 - Quiz: Artículo 4: ¿Quién puede esclavizar a las personas?
- 5 - Quiz: Artículo 5: ¿Se puede maltratar o torturar a una persona?

The bottom of the screenshot shows a Windows taskbar with the search bar and various application icons. The system clock indicates the time is 13:05 on 02/04/2024.

TRADITIONAL COSTUMES IN ROMANIA, GREECE, ITALY AND SPAIN
DIDACTIC UNIT FOR STUDENTS BETWEEN 14-16 YEARS OLD.
IT WILL BE DESIGNED FOR 1 WORKSHOP SESSION.

MATERIALS: Traditional costumes from each country. White screen to show pictures about the costumes. A computer to play music. Cardboard dollies and paper costumes.

DEVELOPMENT: To start, every country will show their pictures about typical dancers on the screen, and at the same time they will explain their names, material and other characteristics. (20') Secondly, a person from each country will get dressed, and they will tell everybody about the traditional folk dance, and the most basic steps in that dance. (15')

On the third place, the rest of pupils will stand up, and they will form a circle, to stand in front of the dancers, to imitate their steps, meanwhile music is being played. The purpose is that students get to know each other at the same time that they are dancing.

This way, Italy will show **Tarantella dance**, and the costume with a red skirt, a white apron and a black vest. The dancer usually carries a tambourine.

Romania will dance **Căluș**, wearing their white and embroidery shirts, their head scarves (for women) and red skirts, with flowery patterns. Men will wear white suits and a dark coloured hat.

Greek dancers will dance **Sirtaki**, a circular dance executed holding hands. In Corfu, women wear bright coloured skirts and arabesque jackets, and they cover their head with flowers and a tulle veil.

Finally, Spanish dancers will show a **Jota dance**, and their costume, composed by a black or red skirt, a black apron, a white shirt and over it a flowery shawl. (30')

In case one of the countries had not been able to bring their costumes, they can use a cardboard dolly to show how the dancers are dressed, using paper material with the pictures of the clothes, so that the rest of the students can do a workshop about how to dress the performing artist.

The group of students is divided into four groups (about five persons per group), they receive a cardboard dolly and the clothes, and they must put them in order.

CONCLUSION: In a big group, they will do some reflections over the similarities and differences between their countries, and they will talk about how popular they are in their own regions. (10')

TRADITIONAL LEGENDS IN ROMANIA, GREECE, ITALY AND SPAIN
DIDACTIC UNIT FOR STUDENTS BETWEEN 14-16 YEARS OLD.
IT WILL BE DESIGNED FOR 1 WORKSHOP SESSION.

MATERIALS: Traditional legends from each country. White screen to show pictures about the legends. A computer to show the presentations about the legends.

DEVELOPMENT: To start, every country will show their presentations about typical legends on the screen, and at the same time they will explain the legends about salt mines and also about Don Juan Tenorio. (20')

Secondly, a person from each country will get in front of all the students, and they will tell everybody about the traditional legends, and the most basic facts in those legends. (15')

On the third place, the rest of pupils will ask questions, and they will see similarities and differences among all the countries. The purpose is those students get to know each other, their legends and traditions.

This way, Italy will show their legends, and all the rest will pay attention to their legends.

Romanian team will explain to everyone their legends, the rest will ask a lot of questions about their traditional legends.

Greek Erasmus team will tell everybody their traditional legends and all the other students will ask questions, .

Finally, the Spanish crowd will show the salt presentation explaining that there was a salt mine where there was an old woman, who had nothing to eat. One day, she went for dinner to a rich family in the village nearby. That day, they had Spanish omelette, it had no salt; the lady complained. Afterwards, the family kicked her out of their home. As a result, the cave was turned into salt (30')

In case one of the countries had not been able to explain their legends, they can use internet to search information about salt legends and also about Don Juan Tenorio and their literature tradition. All the countries may learn about Spanish literature.

On the screen they will see this link and after watching it, they will talk about it in groups:

<https://view.genial.ly/65119b31f7ab490011d13c6d/presentation-the-salt-erasmus>

The group of students is divided into four groups (about five persons per group), they are asked questions about all the legends.

CONCLUSION: In a big group, they will do some reflections over the similarities and differences between their countries, and they will talk about how popular these legends they are in their own regions. (10')

Didactic Unit: Les Sports Traditionnels de León

Level: 3rd ESO

Duration: 4 sessions (1 hour each)

Objectives:

- To learn about the traditional sports of the province of León.
- To develop skills in oral and written comprehension and expression in English.
- To encourage teamwork and collaboration.

Contents:

- Traditional Leonese sports: “lutte de León”, “bowling de León”, “coupe de troncs d’arbre”, “jeu de la grenouille”.
- Specific vocabulary related to sports.
- Grammar: present tense for describing sports, comparatives and superlatives.
- Skills in written and oral expression: descriptions, oral presentations, article writing.

Session 1: Introduction to Traditional Leonese Sports

Objectives:

- Introduce traditional Leonese sports.
- Practice specific vocabulary.

Activities:

1. Introduction (10 minutes):

- Brief explanation of the importance of traditional sports in Leonese culture.
- Presentation of the sports to be studied: lutte de León, bowling de León, coupe de troncs d’arbres, jeu de la grenouille.

2. Vocabulary (20 minutes):

- Presentation of key vocabulary related to each sport (e.g., wrestler, pin, log).
- Matching activity: pair words with images.

3. Reading and Comprehension (20 minutes):

- Reading a brief text about “lutte de León”.
- Comprehension questions to ensure students have understood the text.

Homework:

- Find additional information about one of the mentioned sports.

Session 2: Lutte de León

Objectives:

- Deepen knowledge of “lutte de León”.
- Practice oral and written expression.

Activities:

4. Review (10 minutes):

- Discussion about the homework.
- Recap of the vocabulary learned in the previous session.

5. Video and Debate (20 minutes):

- Watch a short video about “lutte de León”.

- Class debate about the characteristics and rules of the sport.

6. Written Description (20 minutes):

- Write a brief description of “lutte de León” using the vocabulary learned.
- Share descriptions in pairs and correct mistakes.

Homework:

- Prepare a brief oral presentation about “bowling de León”.

Session 3: “bowling de León” and Other Sports

Objectives:

- Learn about “bowling de León” and other traditional sports.
- Develop oral presentation skills.

Activities:

7. Oral Presentations (20 minutes):

- Students present in pairs or small groups the information they prepared about “bowling de León”.
- Constructive feedback from the teacher and classmates.

8. Comparative Reading (20 minutes):

- Read texts about “coupe de troncs d’arbre” and “jeu de la grenouille”.
- Compare and contrast these sports in small groups.

9. Group Activity (20 minutes):

- Create an informative poster about one of the Leonese sports.
- Present the poster to the rest of the class.

Homework:

- Write a short article about the importance of maintaining traditional sports in modern culture.

Session 4: Evaluation and Conclusion

Objectives:

- Assess students' learning.
- Reflect on the importance of traditional sports.

Activities:

10. Review (10 minutes):

- Summary of what has been learned in the previous sessions.
- Answer any remaining questions and clarifications.

11. Written Evaluation (20 minutes):

- Short test on vocabulary and comprehension of traditional Leonese sports.

12. Discussion and Reflection (20 minutes):

- Group discussion on the importance of preserving traditional sports.
- Individual written reflection on what has been learned and how to apply this knowledge in other contexts.

Final Activity:

- Create a mural in the classroom with the posters and articles created by the students about traditional Leonese sports.

ROMANIA



ACTIVITY PLAN

Teacher: Adriana Pomîrlă, teacher of English

Group students from class 10B, “Pavel Dan” Highschool – Câmpia Turzii

Date: the 14th of October, 2024

Type of activity: Integrated activity of language and communication, ICT and social education

Title of the activity: **HOW IT'S MADE**

Language level of students: Upper intermediate (English)

No. of students: 26

Time: 50'

Aims:

- ✚ to exercise, improve and reinforce communication competences and presentation skills
- ✚ to raise students' awareness on the values of customs and traditions

Objectives:

- ✚ to consolidate vocabulary on the topic of cooking (nouns, verbs, adjectives)
- ✚ to exercise presentation skills in English through ICT tools
- ✚ to use information previously discovered in new contexts

Output: at the end of the lessons the students should be able to:

- ✚ give details on how some dishes are made in our country
- ✚ use complex vocabulary to describe traditional food in Romania
- ✚ express their opinion on the topic in a convincing manner in front of an audience
- ✚ use the Book Creator library

Skills: speaking, listening, writing, computer skills, social skills (assertiveness, empathy, cooperation)

Means of achievement:

- ✚ group work and conversation
- ✚ reading for specific information
- ✚ group work on Book Creator app
- ✚ using multimedia devices in oral presentations

Evaluation techniques:

- ✚ group efficiency evaluation
- ✚ auto-evaluation and peer evaluation of the work that has been done and the presentation

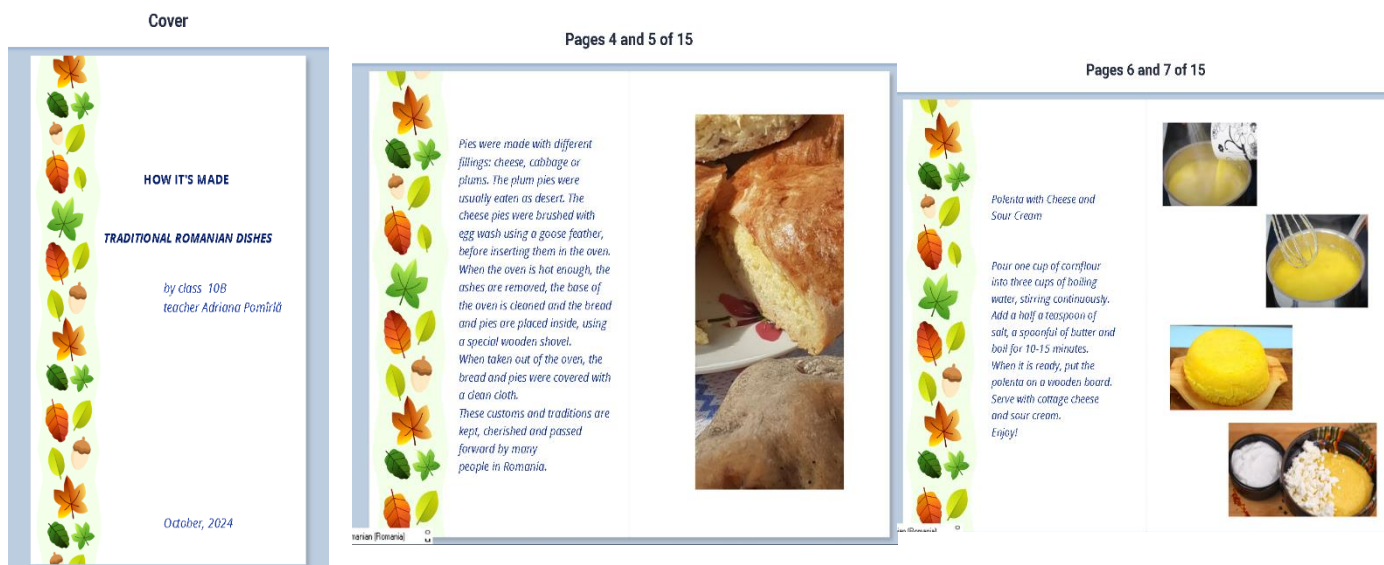
Suggestions:

- ✚ close monitoring of the groups
- ✚ encouraging students and praising them for their effort

Stages	Activities: teacher and learners	Means of achievement	Time
Step 1 Introducing the topic	Ice-breaker - watching a short film about how to make bread in a traditional way https://www.youtube.com/watch?v=JZdFZf5G3LU	-speaking, -introducing the activity	10'
Step 2 Focus on language communication: presenting customs and traditions in different countries with the aid of PPt slide shows	-the groups of students present in English short texts about customs, traditions and food of the specific country they have chosen. -they are helped by the Power Point slide shows that they have previously made. -all of the groups present their work	-delivering a presentation - presenting the projects they prepared beforehand	20'
Step 3 Reinforcement and consolidation	- the students edit the book about traditional Romanian dishes in Book Creator Library, they use the collaborative link below: https://app.bookcreator.com/l/-MuH5iZgOxksXMfxA-DQ?c=YVSJVZ8	-using multimedia devices, ICT tools and the Book Creator app	15'
Step 4 Peer evaluation and Feedback	The students give feedback to each other's work and contribution to the Book Creator app and to their presentation	-ICT tools and apps	5'

Appendix

A glimpse of students' work on Book Creator:



ACTIVITY PLAN

Teacher: Mihaela Chicinaș

Group students from class 10D, “Pavel Dan” Highschool – Câmpia Turzii

Date: the 9th of October, 2024

Type of activity: Learning history through innovative methods

Title of the activity: European Civilizations

No. of students: 27

Time: 50'

Key skills developed:

- Use of vocabulary and information in oral or written communication
- Development of civic behavior by practicing social skills
- Forming a positive image of oneself and others
- Awareness of the aesthetic values of the culture
- Using historical sources, methods and techniques appropriate to history for solving problems

Objectives:

• Cognitive:

O 1 – to use historical terms and concepts in new learning situations

O2 – to present, with the help of the supporting texts and the given images, the characteristics of each European people (Romanian, Italian, Spanish, Greek)

• Formative:

O3 - to analyze, comparatively, the formation of the European peoples, showing similarities and differences

O4 - to use techniques for working with historical text, graphic support

O5 - to formulate opinions, arguments regarding the characteristic elements of European civilization;

• Attitudinal

O6 – to show an attitude of valuing and preserving the artistic heritage specific to each people

Material resources:

- Projector / interactive whiteboard.
- historical map
- supporting text
- interactive whiteboard
- images with the characteristic elements of the culture of the European peoples
- Computers/laptops with internet access.
- Apps for content creation (Padlet, Canva, Kahoot, Power Point , etc.)

Aims:

- Understanding the cultural representations about different historical spaces and eras
- Appreciating the values of the past by relating to the present.
- Put the historical events and processes in an European historical context

Output: at the end of the lessons the students should be able to:

- to use appropriate language in an oral or written presentation.
- to extract the essential information from a message.
- to recognize the similarities and differences between oneself and others, between people, between groups
- to formulate opinions, arguments regarding the elements common to the European peoples

Skills: computer skills, social skills (assertiveness, empathy, cooperation)

Means of achievement:

- group work and conversation
- group work on Padlet, Kahoot etc

Evaluation techniques:

- group efficiency evaluation;
- auto-evaluation

Stages	Activities: teacher and learners	Teaching Strategy	Time
Step 1 Class managem ent moment	It is ensured the necessary climate for conducting the history class in good conditions . There are being prepared the materials needed for the lesson	-speaking, -introducing the activity - Laptop -Video-projector	2'

Step 2 Introducing the topic	-Ice breaker It is organized the learning in order to train/develop the proposed skills - watching a short film about "The history of Europe" (https://www.youtube.com/watch?v=UY9P0QSxlnI&t=417s)	- conversation -speaking, -introducing the activity - Laptop -Video-projector	10'
Step 3 Stating the theme and objectives of the lesson	I will announce the topic and title of the lesson: The title of the lesson is: "European Ethnogenesis". - The title of the lesson and the date will be written on the board, and the students will write in their notebooks	-conversation - Historical map - Interactive whiteboard	3'
Step 4	The historical context in which the European peoples were formed is presented -starting from a historical text, the causes and consequences of migrations are analyzed -Students follow the migration route on the historical map -students are divided into 4 groups, and each group identifies the stages of the formation of European people groups (Germanic, Romanic, Slavic, Finno-Ugric) - using the didactic method of comparison, the similarities and differences in the formation of the peoples are presented: Romanian, Italian and Spanish, but also the contribution that ancient Greece had to the formation of the European peoples - The teacher, together with the students, access the Historical Map, made in the Padlet application, and identify one element of the material culture of each studied people	- conversation - Historical map - Interactive whiteboard -brainstorming - speaking - comparison - Exposure -work in groups - worksheets - The Padlet app https://padlet.com/empathypavel/dan/interactive-map-of-european-historical-monuments-and-events--opb1auwwkv1tldkm - PowerPoint presentation -Historical map -interactive whiteboard	20'

	-Ask the students to formulate opinions, arguments regarding the contribution of the studied peoples (Romanian, Spanish, Italian, Greek) to the formation of European culture		
Step 5 Reinforce ment and consolidat ion	In this stage, students will test their acquired knowledge by solving a Kahoot game	- conversation -The Kahoot app : https://create.kahoot.it/share/historical-person-erasmus/f7f5ef39-b739-4e41-a3dd-d6eed4df2d5f -whole class	10'
Step 6 Peer evaluatio n and Feedback	The teacher provides feedback and highlights to each students	- Conversation -Explanation	5'

ACTIVITY PLAN

Teacher: Olga Peczi

Group students from class 9 B, “Pavel Dan” Highschool – Câmpia Turzii

Date: the 4th of October, 2024

Type of activity: Integrated activity of ICT and language and communication

Title of the activity: Digital resources used as facilitators in learning

Discipline: ICT (Information and Communication Technology)

No. of students: 28

Time: 50'

Key skills developed:

- Effective use of digital technologies to access, manage and create information.
- Online and offline collaboration using digital tools.
- Develop critical thinking and problem- solving skills through technology

Objective:

1. *Cognitive:*

- To explore different types of digital resources used in education.

- Understand the role of digital resources in facilitating learning and creating an interactive learning environment.

2. *Emotional/Affective:*

- To develop positive attitudes towards the use of technology in education;
- To develop their creativity, solving the tasks at hand;
- To collaborate and communicate effectively in teams, to analyse and explore digital resources;
- To self-evaluate correctly;

3. *Psychomotor:*

- To use different digital resources (eg: educational platforms, applications) to solve practical tasks

Material resources:

- Projector / interactive whiteboard.
- Computers/laptops with internet access.
- Educational platforms (Google Classroom)
- Apps for content creation (Canva, Genially, Storyjumper, etc.)

Aims:

- use information and communication technology for learning;
- to learn through play and discovery;
- research and solve real-world problems;
- ✚ to exercise, improve and reinforce communication competences and presentation skills.

Output: at the end of the lessons the students should be able to:

- ✚ use the Canva, Genially, Storyjumper;
- ✚ express their opinion on the topic in a convincing manner in front of an audience.

Skills: computer skills, social skills (assertiveness, empathy, cooperation)

Means of achievement:

- group work and conversation;
- group work on Canva, Genially, Storyjumper etc

Evaluation techniques:

- group efficiency evaluation;
- auto-evaluation and peer evaluation of the work that has been done and the presentation

Suggestions:

- close monitoring of the groups;
- encouraging students and praising them for their effort.

Stages	Activities: teacher and learners	Teaching strategy			Time
		Methods	Classroom tools	Class management	
Step 1 Class management moment, drawing attention and call-to-action	Introduction of the topic: "Today we will explore how digital resources can facilitate our learning and how we can use these technologies effectively." Ice breaker -the teacher presents an animation about how technology has changed the ways of teaching and learning). https://www.youtube.com/watch?v=UFwWWsz_X9s -"In which way do you think technology can help us learn more effectively?"	-speaking, -introducing the activity	Laptop Video-projector	Whole class	10'
Step 2 Stating the theme and objectives of the lesson	Today we will explore some digital tools that we can use to make learning more engaging and interactive. You will have the opportunity to work in teams and test these tools.	Introducing the topic, conversation		Whole class	2'
Step 3 Learning by doing	The students are divided into teams (4-5 students per team) and receive different tasks: • Team 1 and 2: Creating an educational infographic on proverbs using the Storyjumper digital tool • Team 3 and 4: Creating an educational infographic on the topic of traditional recipes using the Canva platform. • Team 5 and 6: Creation of an educational infographic on the theme of the Sopor de Câmpie Village Museum and Folk Costumes using the Genially platform. Solving tasks and creating the final product must be the result of teamwork. For better organization, the teacher proposes the following roles within each group: - o <i>COMPUTER EXPERT</i>: helps colleagues consult information sources; - o <i>RESEARCHER</i>: selects and structures information; - o <i>GRAPHIC ARTIST</i>: develops the product, using digital tools;	Elicitation, explanation Problem-solving Learning through discovery	Worksheets ICT tools and apps: Canva, Storyjumper, Genially	Groups Class management: working in groups as: ICT expert, Researcher, Graphic designer, presenter	28'

	o PRESENTER: presents the final product orally; The teacher provides the necessary assistance, monitors student activity, evaluates through systematic observation.				
Step 4 Presentation and evaluation	Each team briefly presents the digital resource they used and the results they have obtained. Team 1 and 2: https://www.storyjumper.com/book/read/175951191/pecziolga00 Team 3 and 4: https://www.canva.com/design/DAGT3LU6e18/5LYxViu7pkrLWhcQlanKWg/view?utm_content=DAGT3LU6e18&utm_campaign=designshare&utm_medium=link&utm_source=editor Team 5 and 6: https://view.genially.com/6712a846604afe465823521b/learning-experience-didactic-unit-history-unit-plan The teacher provides feedback and highlights the strengths of each presentation.	The final products made with the help of digital tools	Scoring grid	Group work	5
Step 5 Reflective practice and conclusions	Open discussion: "Which digital resources did you like the most and how can you use them for other subjects?" Conclusions: The teacher summarizes the main advantages of using digital resources in class and encourages students to further explore these tools.	Conversation Explanation			5

LESSON PLAN

Teacher: Craciun Cosmin
School: LTPD
Class: 6th A

Enrollment: 27 students (26 able-bodied: 14F/12B)
Venue: sports field
Materials: 10 basketballs, goalposts, 10 soccer balls, timer, whistle

Lesson topics: 1) Throwing the sheep ball from a place at a distance - Athletics
2) Throwing the basket with two hands from the chest - Basketball

OPERATIONAL OBJECTIVES: at the end of the lesson students will be able to:

- Psychomotor objectives:
- to throw the sheep ball from the place at a distance of more than 20 m

- make 10 successful basket shots

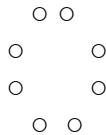
Cognitive objectives

- to name the execution mechanism of the procedure
- name the technical procedures learned

Affective goals:

- to show fair play during the competitions
- to encourage their colleagues

Stages	Activities	Time	Work formations and methodical indications	Evaluation methods	Obs
1. Organization of the group of students 3'	- gathering, alignment - the greeting - equipment and health check - presentation of lesson topics	30" 30" 1' 1'	-line on a row		
2. Preparing the body for effort 7'	WALKING - walking on the inside of the foot - walking on the outside of the foot - running - walk - running with knees up - walk - running with the calves swinging back - walk - movement with legs shearing forward - walk - moving with a jump step - walk - moving with a leaping step - walk - movement with added step facing inwards - walk - movement with added step facing outwards - walk	1L 1l 1L 2T 1L 1D 1L 1D 1L 1D 1L 1D 1L 1D 1L 1D 1L 1D 1L	-one in a row		

3. Selective influence of the locomotor system 10'	1. Standing apart, hands on hips: T 1-4 turning the head to the left T 5-8 turning the head to the right	4×	- in a circle formation 		
	2. Standing apart, hands on hips: T 1-2 bending the head forward, arching T 3-4 head extension, arching T 5-6 bending the head towards the slip, arching T 7-8 bending the head to the left, arching	4×			
	3. Standing apart: T 1-4 forward alternating arms rotation T 5-8 rotating alternate arms back	4×			
	4. Standing apart, left arm extended high, right arm extended by the body: T 1-2 arm extension, arching T 3-4 extension with change of arms, arching T 5-6 ditto T 1-2 T 7-8 ditto T 3-4	4×			
	5. Standing apart, arms outstretched T 1-2 trunk extension, arching T 3-4 trunk bending, arching T 5-6 trunk extension, arching T 7-8 trunk bending, arching				
	6. Standing apart with hands on hips: T 1-2 turning the trunk to the left side, arching T 3-4 turning the trunk to the right side, arching T 5-6 ditto T 1-2 T 7-8 ditto T 3-4	4×			
	7. Standing apart with hands on hips: T 1-2 side lunge with right leg, arch T 3-4 side lunge with left leg, arching T 5-6 ditto T 1-2 T 7-8 ditto T 3-4	4×			
	8. Standing apart with hands on hips: T 1-4 forward lunge with right leg T 5-8 lunge forward with the left leg				
	9. Sitting with hands on hips: T 1-8 jumps forward and backward				

		4×			
		4×			
		4×			
4. Tossing the sheep ball from the spot at a distance 10'	-students sitting on 4 columns, standing far apart facing the throwing direction, throw the sheep ball with one hand above the shoulder without bending the legs - the students sitting on 4 columns, standing far apart with the left foot forward, throw the sheep ball with the right hand above the shoulder; - the same exercise with the left hand	3x Break 30" 3x break 30" 3x break 30"	-4 columns ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	The correct execution of throwing the sheep ball as far as possible	

6. Recovery of the body after exercise 3'	I went with ex. of breathing Ex. stretching: -standing far away, right arm bent, palm resting on left shoulder, left hand pressing on right elbow, relaxation, e.g. it is repeated on the other arm -standing far away, bending the trunk to the side, hands on the hips, maintaining, relaxing, resumes to the left -sitting, bending the trunk forward, arms up, maintaining, relaxing - squatting, stretching the legs, bending the trunk forward, hands at the level of the knees, squatting	1 tour 40" 40" 40" 40"	- in the column one by one - circle - alternate stretching (10") with relaxation (10")		
7. Conclusions and appreciations 2'	highlighting students who have worked correctly - formulation of recommendations for future activity, homework	1' 1'	- in a semicircle		

GREECE



Lesson Plan: The Civilization of the Cyclades (History)

Grade: 7th Class

Duration: 2 Teaching Hours (90 minutes)

Learning Objectives:

- Students will understand the key characteristics of the Cycladic civilization.
 - Students will learn about the importance of the Cycladic islands in the Bronze Age.
 - Students will recognize the unique features of Cycladic art, especially the marble figurines.
-

Materials:

- History textbooks
 - Projector or interactive whiteboard
 - Images or videos of Cycladic art (especially figurines)
 - Maps of the Aegean and the Cyclades
-

Lesson Structure:

1. Introduction (10 minutes)

- **Discussion:** What do the students know about the Cyclades? Where are these islands located?
- **Show a map:** Use a map of the Aegean to locate the Cyclades. Discuss why these islands were important for trade and sea travel during the Bronze Age.

2. Main Part (50 minutes)

a. Historical Context (15 minutes)

- **Presentation:** Brief overview of the Cycladic civilization (3200–2000 BCE).
 - Explain that it was part of the Aegean Bronze Age, along with the Minoans and Mycenaeans.
 - Highlight the importance of trade, the use of boats, and the islands' location as a crossroads for different cultures.

b. Cycladic Art and Marble Figurines (20 minutes)

- **Show images:** Display pictures of famous Cycladic figurines (simple marble figures with distinct features).
 - **Discussion:** Ask students what they notice about these figures. Why might they have been made this way?
 - **Explanation:** Discuss the simplicity and abstract style of the figurines, their possible religious significance, and how they were used (in burials or as offerings).

c. Daily Life in the Cyclades (15 minutes)

- **Activity:** How did the Cycladic people live? Discuss farming, fishing, and the use of natural resources like marble and copper.
- **Comparison:** Compare the Cycladic civilization with other Bronze Age civilizations like the Minoans and the Mycenaeans, focusing on similarities and differences.

3. Hands-On Activity (25 minutes)

- **Create a Cycladic Figurine:** Using clay or modeling material, the students will create their own Cycladic figurine, mimicking the abstract, marble figures they've seen.
 - **Discussion:** After the activity, ask students to explain their figurines and the challenges they faced while creating them.
-

Conclusion and Recap (5 minutes)

- **Recap:** Summarize the key points of the lesson—location and importance of the Cyclades, the distinct art style, and daily life.
- **Game :** from <https://users.sch.gr/ipap/Ellinikos%20Politismos/Yliko/istoria/ask.Istorias/kyk-galim.html>
- **Questions:** Ask students what they found most interesting or surprising about the Cycladic civilization.

Homework:

- Students will research another Cycladic artwork or artifact (e.g., a piece of pottery or jewelry) and write 4-5 sentences about its features and purpose.
-

Evaluation:

- Observe student participation in discussions and their engagement during the figurine creation.
- Assess the homework for understanding of the key concepts of the Cycladic civilization.

Lesson Plan: The Planets in our solar system

Grade Level: Middle School

Duration: 1-2 class periods



Purpose:

Students are going to learn about the planets in our solar system, , using technology.

Materials Required :

- Tablets with internet access
- Projector
- Interactive simulation tools
- Presentation software (like PowerPoint)

Lesson Outline:

1. Introduction (15 minutes)

- Start with a brief discussion about the solar system.
- Use a projector to show a short video about the solar system.
- Ask students what they already know about the planets.

2. Research Phase (30 minutes)



- Divide students into groups, assigning each group a planet.
- Each group will research their assigned planet using online resources. Encourage them to find:
 - size, distance from the Sun,
 - surface conditions
 - Any recent discoveries or missions related to their planet
 - Provide them with fact sheets and additional resources (books, websites).

3. Interactive Simulation (20 minutes)

- Introduce students to an interactive simulation tool
- Allow them to observe the planet's features and understand its position in the solar system.

4. Presentation Preparation (30 minutes)

- Each group will create a presentation using PowerPoint.
- They should include images, facts, and interesting trivia about their planet. They also can include videos if available.

5. Presentations (40 minutes)

- Each group presents their planet to the class.
- Allow time for questions after each presentation to encourage interaction.

6. Closing (15 minutes)

- Discuss what they learned about the solar system.
- Ask students to reflect on which planet they would like to visit and why.



Lesson Plan: Traditional Old Corfiot Games

Introduction (10 minutes)

1. Context Setting:

- Introduce Corfu as a Greek island with a rich history and unique traditions. Briefly explain that today, the students will learn games that have been played by Corfiot children for centuries.
- Show a map of Corfu and talk about its cultural influences from Italy, France, and Britain.

2. Cultural Connection:

- Ask students if they know any traditional games from their own families or communities, making a connection between different cultural traditions and Corfiot games.

Activity 1: "Koutso" (Corfiot Hopscotch) – 15 minutes

Description:

“Koutso” is a variation of hopscotch played on a grid drawn on the ground. It is a game of balance and agility.

Instructions:

1. Draw a hopscotch pattern on the ground (typically numbered squares).
2. Students take turns throwing a small stone or object into one of the numbered squares.
3. The student hops on one foot, trying to reach the stone and bring it back without losing balance or stepping outside the lines.
4. If they succeed, they move to the next number. If they fail, the next player gets a turn.

Skills Developed:

- Balance, coordination, and patience.

Activity 2: "Milo" (The Apple Game) – 15 minutes

Description:

“Milo” is an old Corfiot game where one player passes an apple (or ball) behind their back, while the rest of the group tries to guess who has it.

Instructions:

1. The students stand in a circle, with one student standing in the center as the "seeker."
2. The students in the circle pass the ball (the “apple”) behind their backs discreetly.
3. At the signal, the "seeker" has three chances to guess who is holding the ball.
4. If they guess correctly, they swap places with the person holding the ball.

Skills Developed:

- Cooperation, teamwork, and observation.
-

Activity 3: "Trahiá" (Tug of War) – 10 minutes

Description:

This traditional game is a physical challenge where teams compete to pull a rope to their side, testing strength and teamwork.

Instructions:

1. Divide the class into two equal teams.
2. Mark a line on the ground as the midpoint.
3. Each team grabs one side of the rope and pulls to try to bring the other team across the middle line.
4. The team that pulls the opposing team over the line wins.

Skills Developed:

- Strength, coordination, and teamwork.
-

Activity 4: "Manji" (Traditional Corfiot Jump Rope) – 10 minutes

Description:

“Manji” is a jump rope game where players take turns skipping while others sing a song or chant. The rhythm of the rope changes as the game progresses.

Instructions:

1. Two students hold the ends of the rope, turning it at a steady pace.
2. One or more students take turns jumping in the middle of the rope.
3. The rope-holders can speed up the pace as the game progresses, making it more challenging.
4. Players who miss a jump swap places with the rope-holders.

Skills Developed:

- Agility, rhythm, and timing.
-

Closing (10 minutes)

1. Reflection and Discussion:

- Gather the students in a circle and ask how they felt playing these traditional games.
- Discuss the importance of keeping traditions alive and how games help build community and teach important life skills.

2. Connection to Modern Games:

- Ask students to compare these games to modern playground games. How are they similar or different? Why do they think these games have survived for so long?

3. Optional Extension:

- Teach students a traditional Corfiot song or dance to connect even further to the island's culture.

Assessment:

- **Observation:** Ensure active participation and assess how well students work together in groups.

Discussion: Gauge understanding through the reflection session at the end, assessing their ability to relate the games to broader cultural contexts

Learning Unit: proverbs, myths and legends of Corfu

1. Title	Exploring the Myths and Legends of Corfu
2. involved students	STUDENTS of the 2nd and 3 rd classes of Lyseum
3. involved subjects	HISTORY -MUSIC-ENGLISH LANGUAGE-GREEK LANGUAGE
4. Contest	The class group is made up of second and third year students who are part of the Erasmus project.
5. aims	* Students will be able to identify and explain the importance of myths and legends in different cultures. * Students will be able to analyze the cultural and historical context of the myths and legends of Corfu. * Students will be able to create their own myth or legend inspired by the stories of Corfu. *valorise cultural traditions to pass them on to future generations

6 key competences	European key competences: - Multilingual - Cultural awareness and expression - Entrepreneurship - Digital - Citizenship - Learn to learn
7. Materials	* Handouts with the stories of the myths and legends of Corfu (see below) * Whiteboard and markers * Computers or tablets with internet access (optional) * Paper and pencils for creative writing
8. Procedure:	1. Introduction (10 minutes): * Introduce the concept of myths and legends and their importance in different cultures. * Ask students if they have heard any myths or legends from their own culture or family. * Write down the definitions on the board: + Myth: a story that is not based on facts, but is often used to explain natural phenomena or the origin of things. + Legend: a story that is believed to be true, but is not based on facts. 2. Reading and Analysis (20 minutes): * Distribute the handouts with the stories of the myths and legends of Corfu. * Have students read the stories in small groups or as a class. * Ask students to analyze the cultural and historical context of each story, including: + The significance of the gods and goddesses in ancient Greek mythology. + The role of the sea in the mythology of Corfu. + The influence of Christianity on the mythology of Corfu. 3. Creative Writing (20 minutes): * Ask students to choose one of the stories from Corfu and use it as inspiration for their own myth or legend. * Have students write a short story (1-2 pages) that includes elements from the original story, as well as their own creativity. * Encourage students to use descriptive language and vivid imagery to bring their story to life.

9. methodologies:	laboratory teaching and group work.
10.Stories: 1. The legend of Paleokastritsa: This legend tells the story of a beautiful princess who was turned into a sea nymph by the god Poseidon. According to the legend, Paleokastritsa was a beautiful princess who fell in love with a young man from a neighboring village. However, their love was forbidden by her parents, who were against her marrying someone from a lower social class. The princess was so heartbroken that she went to the sea and prayed to Poseidon to change her into a sea nymph. Poseidon granted her wish, and she became a beautiful sea nymph, forever trapped in the sea. 2. The myth of the Corfiot mermaid: This myth tells the story of a beautiful mermaid who lived in the sea off the coast of Corfu. According to the myth, the mermaid was so beautiful that she attracted many sailors who wanted to see her. However, she was also very cunning and would often lure sailors to their deaths by singing them to sleep with her enchanting voice. 3. The legend of Saint Spyridon: This legend tells the story of a saint who lived in Corfu during the 4th century AD. According to the legend, Saint Spyridon was a kind and compassionate man who helped many people in need. He was especially known for his ability to heal people who were sick or injured. When he died, he was buried in Corfu, and soon after, many miracles began to occur at his grave.	
11. Assessment:	* Students will be assessed based on their participation in class discussions and their creative writing assignment. * Students will also be assessed on their ability to analyze the cultural and historical context of each story.

12. Interactive Fun Activities:	* Create a "Mythology Museum" where students can display their creative writing assignments and visual projects. * Host a "Mythology Night" where students can share their stories and projects with their classmates and family members. * Organize a "Mythology Scavenger Hunt" where students have to find objects or images that represent different myths and legends from Corfu.
13. evaluation	- direct observation - evaluation of learning processes

Lesson Plan: Teaching the Simple Past in French for High School Beginners

Topic: Introduction to the Simple Past (Le passé composé) in French

Level: High School (Beginners)

Time: 45 minutes

Lesson Objectives:

By the end of the lesson, students should be able to:

1. Understand and identify the basic structure of the passé composé (auxiliary verb + past participle).
2. Conjugate regular verbs in the passé composé using "avoir."
3. Recognize and apply common past participles of regular "-er," "-ir," and "-re" verbs.
4. Use the passé composé in simple sentences to describe past actions.

Materials:

- Whiteboard and markers
- Handouts with verb charts and exercises
- Projector (optional)
- Flashcards or images depicting actions (optional for interactive activities)

Lesson Structure:

1. Warm-Up (10 minutes):

- Objective: To activate prior knowledge and introduce the concept of the past tense.
- Activity: Start with a brief conversation in French. Ask students about their weekend using simple vocabulary they already know:
 - Teacher: "Qu'est-ce que tu as fait ce week-end?"
 - Students: Encourage responses in the present tense or short phrases like "J'ai joué au foot" (I played soccer).
- Use this as a springboard to explain that the conversation revolves around actions completed in the past, setting the context for the passé composé.

2. Introduction to the Passé Composé (10 minutes):

- Objective: Explain the structure of the passé composé.
- Write the structure on the board:
Passé Composé = Auxiliary Verb (avoir/être) + Past Participle
 - For now, focus on verbs that use avoir.
- Explain that for regular verbs:
 - *-ER verbs: Replace -er with -é (e.g., parler → parlé).
 - -IR verbs: Replace -ir with -i (e.g., finir → fini).
 - -RE verbs: Replace -re with -* (e.g., vendre → vendu).

- Examples:

- "J'ai parlé" (I spoke)
- "Tu as fini" (You finished)
- "Il a vendu" (He sold)

3. Guided Practice (10 minutes):

- Objective: Allow students to practice forming the passé composé with regular verbs.
- Distribute a handout with a list of regular verbs (ER, IR, RE) and conjugation charts. Have students work individually or in pairs to complete sentences using the passé composé.

Example Exercise:

- Je (parler) à mon ami. → "J'ai parlé à mon ami."
- Nous (finir) nos devoirs. → "Nous avons fini nos devoirs."

- Review the answers with the class and correct any mistakes.

4. Introduction to Irregular Verbs (5 minutes):

- Objective: Expose students to some common irregular verbs in the passé composé.
- Teach a few common irregular verbs that use avoir:
 - avoir → eu
 - être → été
 - faire → fait
 - prendre → pris

Write the irregular verbs on the board with their conjugated forms:

- J'ai eu (I had)
- Il a été (He was)
- Nous avons fait (We did/made)

5. Communicative Activity (10 minutes):

- Objective: Use the passé composé in a meaningful context.
- Activity: Pair students up and have them ask each other what they did over the weekend, using the passé composé.
 - Provide example questions: "Qu'est-ce que tu as fait samedi?" (What did you do on Saturday?)
 - Encourage students to use at least three different verbs, with at least one irregular verb if possible.

6. Wrap-Up and Homework (5 minutes):

- Objective: Summarize the lesson and give students additional practice.
- Summarize the key points:
 - The passé composé is used to describe completed actions in the past.
 - It's formed with the auxiliary verb avoir and a past participle.
- Homework Assignment:
 - Provide students with a worksheet where they have to:
 1. Conjugate verbs in the passé composé.
 2. Translate simple sentences from English to French using passé composé.

Example Homework Questions:

- Translate: "I finished my homework." → "J'ai fini mes devoirs."
- Conjugate: "Nous (manger)" → "Nous avons mangé."

Assessment:

- Formative: Throughout the lesson, monitor students' responses during the guided practice and pair work to assess understanding.
- Summative: Collect homework for evaluation and give a short quiz the next class with questions on forming the passé composé.

Differentiation:

- For advanced students: I can Introduce verbs that use ****être**** in the passé composé (e.g., aller → je suis allé).
- For struggling students:I can provide extra support by focusing solely on ER verbs before introducing more complex verbs.

Materials to be used for practice: Grandma's recipe book , The e-book of Legends and Traditions where a lot of past forms were used.

This lesson plan ensures that students learn both the structure and use of the passé composé, while also engaging in meaningful activities to reinforce their understanding.

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