



Lesson Plan

Name: **Meet national minorities of my country** Length of lesson: **45 minutes**

Overview description of your students - *There are 17 students aged 16-17. English is an obligatory subject for them. Their level of knowledge is B2*

- Lesson will examine assumptions; talk free from bias and prejudice; explore different perspectives. Main focus will be on perspectives.

- Students will practice techniques for active listening: Use your full attention to listen to others; Reflect before responding; Make sure you understand what the other person said; Be respectful to others. Introducing 3P model.

- Students will explore perspective (values), practices (communicating) and products (food, clothes) of their own culture.

In this lesson, I anticipate students will be challenged by:

- Seeing things from a different perspective. Being able to put themselves into someone else's shoes.
- Showing empathy towards a foreigner.
- Misconceptions.

To address these challenges, I plan to

- I will give clear instructions at the beginning of the class.
- I will address every single issue at the moment it occurs.
- I will model what to do how to do things if they are not sure.
- I will prepare students so that they show emotions and understanding for the others without prejudice.

This is the way I will assess my students

- Groupwork: how well and how organized they are during group activity.
- Presentation: how well the students have prepared their presentation, whether they have answered all the questions and followed all the instructions.
- Interaction: whether they are willing to ask additional questions to their classmates.

Objective(s): By the end of the lesson, students will be able to....

- Use communicative skills
- Start to view things from a different perspective
- Use specific adjectives for description
- Show respect to others during speaking time
- Listen carefully and pay attention to what others are saying
- Use functional language for communication
- Use compound and complex sentences when speaking

Detailed Lesson / Activity Plan Steps

Time	Lesson Content / Activity Stages	Students will...(what they will do and how they will interact with each other and the content)	Language focus (what kind of language will the students be using / practicing)	Role of the teacher... (my role, and what I will be paying attention to)	Questions that I will ask the students to deepen their learning
5 min	Worm up	Students will work in pairs to brainstorm things that represent national minorities of the country (Poles, Russians). They have two minutes to brainstorm in pairs and then share with the rest of the class.	Use nouns and phrases, simple sentences. Pair work, cooperation. Practice vocabulary.	Gives directions, monitors, times the activity. Writes words from the activity on board.	What does that represent? Why do you think that is important?
15 min	Preparation for main activity	Students will work in pairs to put all things they have written in warm up in three categories: products, practices and perspectives. Then share with the class and provide explanation.	Collaborative work. Give opinion. Practice vocabulary. Speaking practice. Using more complex sentences to express themselves.	Gives explanation what 3p stands for, gives examples and models. Writes examples on the board.	Explain your choice, why is that so?

15min	Main activity	Students work in groups of four or five. They decide on one thing or place that best represents national minority. Their English-speaking friend is coming for a visit, they need to write down how they would present that thing or place to their friend, why they have chosen it and why they think that their friend would like it. And present it in the end.	Group work Speaking, presenting Using functional language. Writing sentences and short phrases.	Monitors, makes sure that every student in the group is participating, makes sure that they are listening to each other without interrupting. Encourages students to speak. Makes sure that every group has chosen a different thing to present.	Why have you chosen this?
5-7 min	Post activity discussion	Students try to see the presentations from the perspective of a foreigner, which of the things presented was the most interesting and why.	Speaking practice, offering positive and negative sides. Students will be using functional language to say what they think. Use complex sentences.	Models, monitors, makes sure everyone is listening. Encourages students to share their opinion.	Why do you think a foreigner would like that?
3-5 min	feedback	Students say what they have learned in this class and whether it was interesting for them.	Speaking, expressing their opinion. Asking questions.	Monitors and listens. Answers questions.	What would you do differently?