ОШ „Франце Прешерн“

Станка Пауновића-Вељка 45

11090 Београд

**Lesson Plan**

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| **Subject:** | English | | **Class:** | 6/b |
| **Teacher:** | **Marjeta BUNFORD SELINŠEK (written by Adrijana Jović)**  **Биљана Вишњић** | | | |
| **Topic:** | Healthy food | | | |
| **Objective:** | Everybody should be a vegetarian | | | |
| **Type of class:** | debating | | | |
| **Objective:** | - developing language skills related to expressing a positive and negative attitude on the topic of eating meat | | | |
| **Expected outcomes** | At the end of the class the student will be able to:  - understand who vegetarians are  - exchange views on the pros and cons of being a vegetarian. | | | |
| **Methods of work:** | conversation | | | |
| **Forms of work:** | frontal, individual, pair, group work and four corners | | | |
| **Teaching tools:** | Whiteboard, worksheet with information on Is meat good or bad for your health | | | |
| **Cross-curricular competencies:** | communicative competence, competence for learning and cooperation, digital competence | | | |
| **Cross-curricular links:** | Civic education, Biology | | | |
|  | **Planned teacher activities** | **Planned student activities** | | |
| **Introductory part of the class - 5 minutes** | The teacher hands out a study sheet to students with the facts about eating meat.  The teacher invites the students to think about what healthy food is, what green hous gases are and poses a question- Is it moral or immoral to eat animals\_? | Students read their answers. | | |
| **Central part of the class - 30 minutes** | Teacher gives arguments from the study sheet one bz one and students oppose or agree with them. She invites students to stand up.  The teacher instructs the students on the task they need to do. She asks them – Who feels happy when eating?  The teacher talks about the next task, reads the given example, the students will give 3 examples for each idea in groups. The teacher supervises and motivates.  The teacher writes on the board the debate topic: Everybody should be a vegetarian.  The teacher talks about the next task, reads the given example, the students will give 3 examples for each idea in groups. The teacher supervises and motivates | Students express their opinions and give an opinion.  Students stand up to express if they like to eat.  Students write sentences in their notebooks. The speaker of each group gets up and reads the examples that the group came up with together.    Students write. The groups agree on examples based on the given idea.    Students write sentences in their notebooks. The speaker of each group gets up and reads the examples that the group came up with together. | | |
| **Final part of the class - 10 minutes** | The teacher divides the children into four groups, the group on the left supports a positive attitude on the topic and the right a negative one. He calls out the students who come forward and give examples, while the opposite party is in charge of refuting the given statement by starting the sentence with I agree or I disagree.  **Homework:** Write an essay on positive sides Everybody should be a vegetarian | Students come forward and say their ideas, agree or disagree with the ideas expressed. They are debating. | | |
| **Ways to check the achievement of outcomes** | Observing and monitoring the degree of student involvement during all activities, as well as their success in oral presentation. | | | |
| **FRAMEWORK FOR REVIEW OF THE ACHIEVED HOUR:**  **planned ways of checking the achievement of outcomes;**  **choice of activities;**  **deviations / difficulties in achieving the planned. What would I change or do differently?** |  | | | |