

Lesson 5 - Applying character traits of courage, compassion and respect.

French Line of Enquiry for the Week (Y8 Medium Term Plan), in previous non-character based learning - What would be the main linguistic challenges to consider for a restaurant critic writing a food review?

Focus of learning on:

- * Positive and negative structures to describe healthy and unhealthy foods.
- * Reading practice of food reviews.
- * Evaluation of food review contents for different types of food.
- * Improvement of food reviews' linguistic content.
- * Planning for the creation of own food review in the next week.

Lesson Hypothesis

"It is my responsibility to make the classroom a better place to learn."

Guiding Questions

- * *What makes the classroom a better place to learn?*
- * *Who, if not you, should make the classroom a better environment?*
- * *How can we change the way we act to improve it?*

The Big Picture - Critical Learning

In this lesson students will be given the opportunity to apply their four weeks of character learning and language learning by giving a presentation to the class on in the target language.

Learning Intentions

- * To deliver a presentation giving opposing opinions, a variety of language and reference to healthy and unhealthy options, as well as connectives, higher order numbers and key verbs in present and passé composé.
- * Work productively, professionally and respectfully as a team to give presentation to class.
- * Engage in others' presentations using key skills learned over the last five weeks.
- * Understand how verbal and nonverbal actions as listeners can affect those speaking, and work towards improving own choices.
- * To assess and evaluate own strengths and weaknesses and identify ways they can be improved upon.

Success Criteria

- * Students will be able to respond appropriately to others' work. Through written evaluations and through non-verbal encouragement/listening skills.
- * Students will be able to look at their own presentation critically, with reference to character qualities.
- * Students will be able to consider how changing how they listen and respond to someone's work has an impact on them.
- * After creating and giving their presentations and listening to others, students will identify their own need for improvement and decide on the areas which they intend to work on to improve.

Learning Strategies, Materials and Key Words

Materials

Completed presentations (completed as Home Learning with a partner). In this case, a restaurant review giving two opposing opinions on the same restaurant.

Books for "What went well" and "Be better by" evaluations of each pair's presentation, as well as self evaluation as listeners.

Keywords displayed conspicuously in classroom throughout lesson sequence and added to.

Keywords:

Courage
Confidence
Perseverance
Respect
Kindness
Listening skills
Speaking skills

Lesson 5 - Applying character traits of courage, compassion and respect.	
<p>Do now task: (Approx. 3 mins) Complete the following sentence in your own words: <i>Hearing and listening are not the same thing because...</i></p>	<p>Do now extension: Which is more respectful: To hear someone speak, or to listen to what they have to say?</p>
<p>Introduction of lesson hypothesis: (Approx. 3 mins) Revision of key words</p>	
<p>Presentations (Approx. 45 minutes) Students will give their prepared presentations, focusing on their own performance, students watching will focus on their listening skills and being encouraging in their verbal and nonverbal responses.</p> <p><i>Focus on teamwork, encouragement, kindness, trust and courage. Brief introduction before the presentations begin referring back to hypothesis and the aim of the five week course.</i></p> <p><i>12 pairs giving 2-3 minutes presentations. 1-2 minutes of response to each.</i></p> <p>Debrief * <i>Did you enjoy giving a presentation to the class?</i> * <i>Do you think anyone showed courage giving presentations today?</i> * <i>Did you think about how other people might be feeling</i></p>	<p>WWW and BBB responses by the students to each presentation - verbally and written.</p> <p>Students can be assessed for language using a simplified GCSE MFL speaking rubric.</p> <p>Teacher to observe during presentations and gather anecdotal evidence of participation and student responses and attentiveness during both presentations and discussion.</p> <p>Side coaching, guiding questions during the discussion.</p> <p>Self and Peer Evaluation through BBB and WWW strategy as part of debrief.</p>
<p>Review of Learning Journey Hypothesis Response Discussion Use previous lessons' hypotheses to remind students of their learning journey through the character sessions.</p> <p><i>In your opinion, what is the most important character to have as a language student?</i></p>	