

Lesson 4 - Reflection and Consolidation

French Line of Enquiry for the Week (Y8 Medium Term Plan), in previous non-character based learning - How does the breakdown of healthy/unhealthy food groups challenge our conception of French meal structures?

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

"Individual behaviour affects everyone's learning in the classroom."

Guiding Questions

- * *How can your behaviour affect other people positively? Negatively?*
- * *How does your behaviour affect you in the classroom and in school?*

The Big Picture - Critical Learning

In this lesson, students will begin planning for their food review presentation which will be given in the final lesson of the series. As a part of the preparation for the presentation, students will assess both their own weaknesses as a speaker and listener, and their strengths. Drawing on their previous learning and with reference to the goals they set out in the first lesson, students will begin to consider how they will react to speaking in front of a class and think about how they will avoid the negative choices they might make and how to avoid them.

Learning Intentions

- * To recall and apply to their own situations both positive and negative qualities in a listener.
- * To recall what is involved in active listening as opposed to passive listening with examples of each.
- * To discuss with presentation partner, strengths and weaknesses (courage, listening skills, patience, etc.) and how they can be addressed in the presentation.
- * To plan and begin to shape a food review presentation that gives opposing opinions and touches on as many language components of Learning Cycle as possible.
- * To put a strategy in place for the presentation that helps to make the right choices - i.e. equal amounts of speaking, division of labour, information sharing, etc.

Success Criteria

- * Students will be able to recall the qualities in a respectful listener they identified in the previous lesson.
- * Students will be able to recognise appropriate responses to others' work.
- * Demonstrate an awareness of emotions and behaviours that would impair their own presentations in the target language.
- * Begin to prepare their presentations for the following week with reflections on the virtues they must display and what might hold them back.

Learning Strategies, Materials and Key Words

Materials:

Access to computer/ipad with presentation software i.e. keynotes/powerpoint

Alternatively, students can begin to plan out a poster/other visual aid that can be used.

List of keywords and definitions.

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

Keywords:

Courage
Confidence
Perseverance
Respect
Kindness
Listening skills
Speaking skills

The creation of a written paragraph and spoken presentation will be the Home Learning for this week - students will be given a week following this initial planning lesson to complete their work outside of class.

Lesson 4 - Reflection and Consolidation

Do now task: (Approx. 5 mins)

Do you agree with the following statements? Write in your books the reasons why or why not.

** Having perfect grammar is essential to being understood.*

** Learning a new language well involves looking a bit foolish sometimes.*

** Confidence is the most important part of speaking.*

Do now task extension:

In one sentence, what makes a good language learner?

Introduction of lesson hypothesis: (Approx. 3-4 mins)

Revision of key words

Planning what needs to be in a food review presentation: (8 mins)

Together with the students, review the learning journey and get the students to create a joint list of the language areas learned about over the four weeks.

As a group, decide what the presentations should involve:

Provided opposing opinions are given, positive and negative reviews, etc.

Ensure completed list is recorded by students for reference in home learning presentation task.

Get students to evaluate why they are making the decisions they are making. Are they choosing things that are too easy, too difficult? Why? Are they showing courage and ambition in their choices? Are they being self aware of what will be possible for them in a two minute presentation?

The choices you make here affect everyone's learning - how can you make sure you're making the right choices?

Students should refer to their own grade points and reflect on what is expected at different levels. This is particularly relevant when discussing which subject pronouns must be present in the presentations.

Completed list must have some areas separated by GP.

i.e.

Je - GP1

Je/tu/il/elle - GP2

On/vous - GP3/reach

Students to be given partners for the presentation task.

These should not be someone they often work with, pairs should be a mix of confidence where possible - to encourage empathy and teamwork.

Mix of confidence levels in pairs, however abilities should not be too disparate within them - this can often lead to one student bearing the majority of the workload.

Initial planning of presentations in pairs. (15-20 mins)

Students will be given time to plan and decide how to go forward with their own pair presentations and begin creating it.

Teacher prompts

What will each person do? As preparation and in the presentation.

What are your strengths and weaknesses, how could you work together to improve on those things - will you attempt to tackle things you are unsure about (i.e. higher order numbers) or are you going to make the choice to avoid them? Looking at courage, patience and empathy.

AfL

Teacher to circulate during activities and gather anecdotal evidence of participation and attention to learning during the presentation planning.

Side coaching during the activity.

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Self Reflection (10 mins)

In my presentation next week...

I will have to...

I will find it hard because...

I will find it easy because...

Others might find it hard because...

I will have to remember that...

Students are given the opportunity to reflect individually on how they will tackle their own weaknesses in their presentation and as a listener, with reference to the virtues covered over the previous weeks.

Ask for volunteers to share pieces of their self reflection with the class - they should be made aware that they do not have to share if they do not feel comfortable.

Examples of self reflection sentences should be given to give students an idea of how to complete their sentences.

Keywords and definitions available for reference.

Hypothesis Evaluation

Extended written response (5 mins)

How does your own behaviour affect the classroom and other students?

How do the choices you make now and next week affect your presentation partner?