

Lesson Plan

Class Description

The class is five students within an Advanced Oral Communication course. They are primarily from China as well as Japan. They are studying this course in order to access university academic programming.

Terminal Objective

Students will be able to... discuss what constitutes culture, cultural appreciation, and cultural difference.

Enabling Objectives

Students will brainstorm, define, and explain vocabulary related to culture.
 Students will engage with vocabulary related to culture in unique and creative ways.
 Students will think critically about hockey as a part of Canadian culture.
 Students will identify differences between Canadian culture and their own and reflect on their personal preferences in both.

Materials & Equipment

Lesson for 24 June 2020 slides
 Rules for Spontaneous Scatter Sheet was found at <https://eslgames.com/no-prep-warm-up-activities/>
 Skribbl: <https://skribbl.io/>
 Questions about culture are from <http://iteslj.org/questions/culture.html> and <https://lingoties.com/en/conversation-questions/topic/culture>
 "All Ice is Home Ice" YouTube Video: <https://youtu.be/f8gzXBpyWGM>
 Survey: questions included with lesson plan

Procedures/Activity (50 minutes)	What is the TEACHER doing?	What are the STUDENTS doing?
Greetings (5 minutes) Alex	Teacher greets the class, and waits on students to settle in. Teacher will introduce the topic of the lesson - culture - and provide an outline.	Students are getting ready for class. Students are listening and developing expectations for the lesson.
Spontaneous Scatter Sheet (10 minutes) Troy Culture Words Brainstorm	Teacher will invite Ss to brainstorm words related to culture. Teacher will provide any target vocabulary not identified by the students. Teacher will ask Ss to define/explain how the words generated relate to culture; teacher may explain as necessary.	Using the shared notes, students will write words related to culture. Ss will define/explain the words.

<p>Survey (10 minutes) Troy</p>	<p>Teacher will note that these words will be used in a game in a few minutes.</p> <p>Teacher introduces the survey, explains the purpose, and confirms anonymity. Demonstrates.</p> <p>Teacher uses the survey time to prepare a Skribbl game based on the vocabulary introduced in the scatter sheet activity.</p>	<p>Students complete the survey.</p>
<p>Skribbl (10 minutes) Alex</p>	<p>Teacher introduces the game and explains the rules.</p> <p>Teacher provides a link to the game.</p> <p>Teacher leads Ss through the game.</p>	<p>Ss ask any questions and confirm understanding of the game.</p> <p>Ss log in to the game.</p> <p>Ss play the game and develop/demonstrate further understanding of the target vocabulary.</p>
<p>Focused Discussion (15 minutes) Split to Study Rooms Troy intros video</p>	<p>Teacher focuses the discussion on Canadian culture, showing the video "All Ice is Home Ice"</p>	<p>Students will watch the video, and move into Study Rooms in pairs or groups.</p>
<p>Both teachers Alex in Study Room A Troy in Study Room D</p>	<p>Depending on time remaining, teacher presents the questions on slides for Focused Discussion</p>	<p>Students answer the questions on the slides. They have one to two minutes for each question depending on time. Ss return to Study Room A, and present their group's ideas for one or two questions.</p>
<p>Exit Ticket (if time) Both teachers</p>	<p>Teacher asks each student the Exit Ticket question (on slide).</p>	<p>Ss answer Exit Ticket question, and are allowed to leave after answering.</p>
<p>Evaluation/Assessment Ss are evaluated on their participation.</p>		
<p>Homework None</p>		

Spontaneous Scatter Sheet Activity Sheet

[Scatter Sheets](#) are a great way to review vocabulary, introduce a theme and get students talking. As a warmer, have students brainstorm words connected to a theme, for example, the seaside, London, marketing, etc. Write these words on the board randomly, not in straight lines or columns but higgledy-piggledy and at jaunty angles. When you have around 20 words on the board, go around the room asking each student, in turn, to describe one of the words, when it's been successfully guessed, circle it and move on to the next student. Encourage students to let the describer produce at least two sentences before shouting out the answer.

For this lesson, have the students write in the Shared Notes words pertaining to culture.

Target words: identity, sports, history, music, art, novels, poetry, language, cuisine, religion, celebrations, holidays.

Soliciting ESAL0450 Students' Feedback on Classroom Activities

Place an 'x' beside the answer that reflects how you feel about each question below:

Are the class activities interesting?

- 😄
- 😊
- 😐
- 😞

Are the class activities useful?

- 😄
- 😊
- 😐
- 😞

Are **Alex's** instructions clear?

- 😄
- 😊
- 😐
- 😞

Are **Troy's** instructions clear?

- 😄
- 😊
- 😐
- 😞

Does **Alex** help you fix your errors and improve?

- 😄
- 😊
- 😐
- 😞

Does **Troy** help you fix your errors and improve?

- 😄
- 😊
- 😐
- 😞

Provide a short answer to each question below:

What is your **favourite** thing about this class?

-
-
-
-
-

What is your **least favourite** thing about this class?

-
-
-
-
-