



Curso: Multiletramentos na Escola - 2019/2
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LESSON PLANS

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Teacher: Roberta Pereira Peixoto

Amargosa, BA - Brazil

Topic of the lesson: Stereotypes

Year(grade): 1st – High School



EXPERIENCE	CONCEPTUALISE
<p>1. The known From the example “Baianos são preguiçosos”, students will mention other impressions and labels that represent generalizations repeated by common sense.</p> <p>2. The new Students will watch the video “The danger of a single story” by Chimamanda Adichie, available at: https://bit.ly/3AvhCKN Students will answer and discuss some questions relating to what they have watched to what they have mentioned in the beginning of the activity.</p>	<p>1. By naming The impressions and labels presented initially will be related to some terms such as beauty stereotypes, gender stereotypes, racial and cultural stereotypes.</p> <p>2. With theory From the previous discussions and analyses, students - in small groups - will reflect and give definitions for ‘stereotypes’. Also, they will have to mention different types of stereotypes.</p>
ANALYSE	APPLY
<p>1. Functionally In small groups, the students will analyse, discuss and present for the class one of the images attached below.</p> <p>2. Critically After the presentation of each group’s point of view, the discussion will be extended for the rest of the group and we can contrast different opinions. Also, students will be invited to reflect critically on the consequences of using stereotypes and their relation to prejudice.</p>	<p>1. Appropriately In the same groups, students will discuss and decide a way to present what they have learned about stereotypes and their consequences. The presentation can be a role-play, video, cartoon, rap song, poem, “meme”, etc.</p> <p>2. Creatively To prepare the material, the students must think about:</p> <ul style="list-style-type: none"> - The focus groups. - The message they want to convey. - Why that message is important.



ASSESSMENT CRITERIA

1. Criteria

The assessment will be conducted during the process, and it will be cumulative, considering:

- Individual participation and in groups;
- Student's performance during the presentation;
- Punctuality;
- Attendance;
- Creativity.

2. Instruments

Oral and written production (Questions and discussions about the video they have watched and the main topic).

Elaboration of the material about stereotypes and their consequences (role-play, video, cartoon, rap song, poem, "meme", etc.).

Presentation.



Guys fall in love for what they see, and Girls fall in love for what they hear.

Thats why Girls use makeups, and boys lie.



Teacher: Danielle Novais Uchôa

Juiz de Fora, MG – Brazil

Topic of the lesson: The genre biography and the use of simple past

Year(grade): 2nd – High School

EXPERIENCE	CONCEPTUALISE
<p>-Show some covers of biographical movies/books. Elicit what they are about and what students know about those people.</p> <p>-Engage students by asking:</p> <ol style="list-style-type: none"> 1. What kind of movie/book talks about someone's life? 2. Do you like it? 3. Is there any particular biography you liked? Why? Share your impressions with your classmates. <p>-Characterize the genre with students by considering its purpose, content, structure and linguistic features.</p>	<p>-Hand out some very short biographies of scientists. Students have to underline the verbs in the past, group them in the correct category (regular or irregular), and match the extract to the name of the scientist it refers to.</p> <p>-In groups, encourage students to discuss and theorise about the use of Simple Past, by spotting the following questions:</p> <ol style="list-style-type: none"> 1. When do we use it? 2. How do we use it? What for? 3. What are regular verbs? Give examples in 2 sentences. 4. What are irregular verbs? Give examples in 2 sentences. <p>-As a follow up activity, students can share with the class which biography they liked/got interested in the most. Also, they can share a piece of new information they did not know.</p>
ANALYSE	APPLY
<p>-As an open-class discussion, invite students to come up with other genres / situations where we can use the simple past (memories, movie review, past vacations, etc.). This brainstorm will help them critically think about the use of simple past and its real-life applications.</p>	<p>-As a way of putting what they have just learned into practice, ask students to make a poster about a famous scientist/inventor they like. After that, tell them to prepare a short presentation about it, by spotting the main and most important facts about that person.</p> <p>-During the presentations, tell students who are watching to make 3 questions about their colleagues' presentations. This task aims at not only practicing</p>



	making questions in the past, but also to keep everybody working.
	-Expose the posters around the school.
ASSESSMENT CRITERIA	
- Assess students' engagement in the activities and collaboration with their groups during all the process.	
- Assess the poster prepared by each group, by considering: genre adequacy, creativity, layout, and oral presentation.	

Teacher: Marlon Cleyton Pereira de Oliveira

Paulista, PE - Brazil

Topic of the lesson: Environmental problems

Year(grade): 1st – High School



EXPERIENCE	CONCEPTUALISE
<p style="text-align: center;">The Known</p> <ul style="list-style-type: none"> - Ask students to make a list of some words they know related to our planet, nature etc. on their notebooks. - Encourage students to share the words with their classmates. They can walk around the room and share the words with three classmates. They can also write the words on the board. <p style="text-align: center;">The New</p> <ul style="list-style-type: none"> - Take discussions from twitter or Instagram about our planet (considering deforestation, pollution etc.) and present them to students. - Show students some environmental issues we face today. - Choose a text about environmental issues and read it with students. Prefer a current text. 	<p style="text-align: center;">By naming</p> <ul style="list-style-type: none"> - Draw a mind map on the board with the expression “Environmental issues”. Ask students to say issues they have seen in the text. <p style="text-align: center;">By Theorising</p> <ul style="list-style-type: none"> - Organise the students into small groups and ask them to choose one environmental issue and discuss it (they can talk about causes and consequences, what they think about it, why it is important to think and talk about it, solutions the text presents etc.). Each group should talk about a different issue. - Allow them some minutes to discuss the topic. - Ask the groups to share what they’ve talked about with the whole group. - As one group shares their ideas, the others take notes and make one question about the topic they are listening to.
ANALYSE	APPLY
<p style="text-align: center;">Functionally</p> <ul style="list-style-type: none"> - Watch a video with students (Environmental Pollution Animation 2). - Ask them to summarize the video using short sentences. <p style="text-align: center;">Critically</p> <p>Encourage students to discuss:</p> <ul style="list-style-type: none"> - What was the intention of the video? - Which scene caught your eyes and why? 	<p style="text-align: center;">Appropriately</p> <ul style="list-style-type: none"> - Show students the Global Goals and discuss them. - Ask them: <ul style="list-style-type: none"> *What do you think about the Global Goals? *Is it possible to achieve them? <p style="text-align: center;">Creatively</p> <ul style="list-style-type: none"> - Ask student to create digital posters about the environment preservation.



<ul style="list-style-type: none">- Is the video showing a real situation? Why?- What's your opinion about the video?	<ul style="list-style-type: none">- They should use pictures and sentences representing the importance of preserving the environment.- Ask them to share their posters in their social networks. Encourage them to like and comment their classmates' posts.- Another option would be creating short videos or podcasts about the topic.
<p>ASSESSMENT CRITERIA</p> <p>Encourage students to say what they remember about the topic and then, they should come up with some solutions for the environmental issues approached. Assess how they use the language they have learned [related or not to the content], their productions, participation in the tasks etc.</p>	

Teacher: Joyce Fettermann

São Paulo, SP – Brazil

Topic of the lesson: Resumé / Jobs

Year(grade): 3rd – High School



EXPERIENCE	CONCEPTUALISE
<p>1. The known</p> <ul style="list-style-type: none"> - Organise students into small groups. - Ask them to list 10 jobs they know. - Tell them to say what they would like to work with in the future. <p>2. The new</p> <ul style="list-style-type: none"> - Give each group a creative resumé (you can take them from online pages such as Pinterest, for instance). - Together, tell the groups to analyse their resúmes. - Ask them: What text is this? What do we use it for? What information do we find and write in it? Have you written a resumé before? - Explore the text and every possible information it contains. - Allow the groups some minutes to study their resúmes and take some information out of them: the person's formation, previous experience, skills etc. - Monitor and help them during the activity. 	<p>1. By naming</p> <ul style="list-style-type: none"> - After they study the resúmes and take information out of them, ask students to share what they have found. - Tell them to name all the information they've found. - Use this activity to name all the parts a resumé can have. E.g., Graduated in Arts from the University of Illinois - What part of the resumé do we put this information in (Education, Work experience, skills)? Where does it go? etc. <p>2. By theorising</p> <ul style="list-style-type: none"> - In the same small groups, tell students to discuss the question: "Why is it important to write a good resumé?" - Tell each group to write an answer for the question, based on what they've discussed on a piece of paper. - When they finish writing, collect their pieces of paper and exchange them among the groups. - Tell them to read their colleagues' answers and talk about it (do you agree/disagree with it? Why? What else could you add to their answer?). - When everybody is done, open the discussion to the whole group, listen to their answers and thoughts.
ANALYSE	APPLY
<p>3. FUNCTIONALLY</p> <p>Chop a resumé into pieces, considering its parts. Tell students to put it back into the correct sequence. This will help them develop an understanding of a resumé structure.</p> <p>4. CRITICALLY</p> <ul style="list-style-type: none"> - Write a job offer and the profile a company is looking for on the board. You 	<p>1. APPROPRIATELY</p> <ul style="list-style-type: none"> - Give students a resumé with some information missing. - Ask them to complete it as they think it would be best, according to the profile used in the previous activity. - This activity can be done individually, in pairs or in groups. <p>2. CREATIVELY</p>



can also give them a piece of paper with this information on it.

- Tell students to analyse their resumés and discuss:
 - What is this person's formation?
 - What is their previous work experience?
 - What job are they applying for?
 - What skills are necessary for the position?
 - Do you think they have what it takes for the position?
 - If so, why?
 - If not, what do you think they should develop to apply for the position?

- Ask students to think about their dream jobs. If they haven't thought about the job they would like to have yet, they can just choose one they like the most.
- Tell them to think about the qualifications and experience they would have to have to apply for a position.
- Invite them to create their own resumés.
- Encourage them to present the resumés to their classmates.

*They can create a resumé online or offline (using Canva or another website, for instance). If it is online, they can share the texts on a classroom page. You can use a private group on a social network or Google classroom.

ASSESSMENT CRITERIA

During the activities, assess students' learning according to what they can produce in collaboration with their classmates in groups, their motivation to accomplish the tasks, how they get involved in them, their creativity, and the language they develop as they think, talk about the topic proposed and produce the resumés.

Don't limit the assessment of their learning to language, once in the lesson plan your intention is to teach them skills for life. So, it is important to consider their learning in a more holistic way.

NOTE

For creative resumés, go to: <https://www.canva.com/templates/MAC39qb6nrk-pink-and-white-with-abstract-pattern-creative-resume/>.

