

LESSON PLANNING ORGANIZER. PART 1

Subject	English (+ICT for extra activity)
Date	2nd Term
Grade Level	2 nd ESO
Title of the lesson	A growing city: is there a solution?
Thinking Skill	Problem Solving

ORGANIZATION AND MATERIALS
<p>Timing: 4 sessions.</p> <p>Groupings: Cooperative Groups</p> <p>Visual Aids: graphic organizer, image to illustrate the problem</p> <p>Multiple intelligences: visual-spatial, interpersonal, intrapersonal, linguistic, logical-mathematic</p> <p>Materials: mind maps, drawing to illustrate the problem, A3 paper for the graphic organizers, coloured sheets of paper, felt-tip pens, glue, oral reporting frame, writing maps</p>

OBJECTIVES		
CONTENT	LANGUAGE	THINKING
<p>-Know and use correctly vocabulary about neighborhood, urbanity, design, ecology.</p> <p>-Know and use correctly then structures for advice and opinion.</p>	<p>-Talk about how urbanity is becoming unsustainable</p> <p>-Express reasoned opinions</p> <p>-Talk about possibilities</p>	<p>-Solve problems skillfully by determining what the problem is, by generating possible solutions, and by selecting the best solution in light of the consequences.</p>

ORGANIZER. PART 2

1. Introduction to content, thinking process and linguistic tools

Activation of student's prior knowledge and experience:

- a. A class mind map is done to activate the students' prior knowledge related to vocabulary and grammar.

Students are provided with:

- a. Language tables for the thinking skill and the content language needed.
- b. Model formal letter (from the concerned citizen to the Mayor)

A demonstration of the thinking skill is done using a problem the teacher had when she left home to go to work yesterday. When she got to the car, she realized that she had forgotten the keys at home, so she went back. However, when she went to open her house's door, she couldn't find her keys either. She had left them inside! Students will learn to distinguish between situation and problem, and will also serve as preview and explanation of the thinking skill, as well as to demonstrate the value and usefulness of performing with Skillful Problem Solving.

2. Thinking actively

The Problem-Solving Skill is implemented by making students think about the best solution to a problem a mayor has with their town:

The Mayor of the town has received a letter from a concerned citizen. It says that the citizen is worried because he is seeing that the town is growing very fast, and in a very unsustainable way. He demands action!

Students are divided in groups, and they first work out what the problem is and then think about different solutions. The solutions are shared with the class, and written on the board. One solution is given to each group (up to the teacher to decide if the groups are assigned the solution they have proposed or one given by another group) for them to analyze pros, cons and values. Use the graphic organizer. The students present their finding to the class, and the class votes for the best solution. Finally, students provide a picture strip of the whole process.

While explaining the situation, students are provided with the following drawing:



Notes for the teacher:

- The idea is that the group of students analyze one solution each, not that they create whole new towns. For example, if students were to come up with any of these solutions, one solution will be assigned to one group to explore in depth.
 - Put more electric car chargers in the parking lot
 - Create more green areas
 - Open new vegetarian restaurants
 - Recycling stations with prizes for those who recycle more
 - Green urbanisation, etc
- If students aren't familiarized with TBL, it may be hard for the students to think of cons. Help them think out of the box (cost of materials, destruction of the chargers by vandals, etc).
- Students do this project after their Natural Sciences lesson on sustainable urbanity (so they have the scientific knowledge and the research).
- The focus of this lesson is the application of formal language in the English Classroom and the Problem-Solving strategies to a climate change related problem.

The guiding questions for the activity are:

What can I do to help the neighbour of Las Matas feel proud of living in this town?

- What **situation** gives rise to the problem?
- What is the **problem**?
- What are **possible solutions**?
- What will **happen (consequences)** if we try to solve the problem in each of these ways?
- What is the **best way** to solve it in light of the consequences?

These questions are put up around the classroom so everyone can see them.

3. Thinking about thinking (metacognition) and reporting their ideas using linguistic tools

The metacognition activity to be done in the lesson is to analyze the following questions:

1. What kind of thinking did we do?
2. How did we do this kind of thinking? (Use the language of the thinking to describe what kind of thinking you are doing and how you are doing it)
3. Was this a good way? Why (not)? (Evaluate its effectiveness – did it achieve your goal?)
4. How would you do it next time? (Based on your evaluation, develop a plan that you can follow to do this kind of thinking well).

Students will think about them individually and hand in their comments. If the environment allows it, the questions can also be discussed out loud.

3. Extra activity: after putting the solutions together, students can design their new sustainable towns using an available ICT tool, using SketchUp, for example.

APPENDIX I - GRAPHIC ORGANIZER

THE PROBLEM
How could I _____

POSSIBLE SOLUTIONS

SOLUTION CONSIDERED

CONSEQUENCES	A/D?	VALUE

NEW SOLUTION

If we chose this as the best solution, how could you make it better?

APPENDIX II: STORY BOX WRITING MAP

**** To be projected on the IWB**

<p>Show the beginning of the story. Include the situation and the characters</p>	<p>Show the events of the story. Include details that clearly tell the problem in the story and what the characters do because of the problem.</p>	<p>Show the events of the story. Include details that clearly tell the problem in the story and what the characters do because of the problem.</p>
<p>Show the events of the story. Include details that clearly tell the problem in the story and what the characters do because of the problem.</p>	<p>Show the way the problem is solved.</p>	<p>Show the way the story ends.</p>