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| **COURSE PLAN**LESSON/OBJECTIVE:HOMEWORK ECONOMICS COURSE Duration: 2 teaching hours |
| **Subject/****Name of teaching part** | Organizing familiar life2.4 Taking decisions/Problem’s solutions | *ΤΑΞΗ:* | 1st Grade of Middle school |
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| ***Course Objectives*** |
| *Α. According to the subject matter* | Students are expected to:* To recognize what the problem is
* To suggest different solutions
* To choose the best solution
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| *Β. According to the use of new technologies* | Students are expected to: Familiarize themselves with Youtube. |
| *Γ. The learning process* | Students are expected to:Learn to find the problem and give solutions. In this way they understand how are decisions taken in somebody”s life and how these decisions influence his life. |
| ***Class Organization*** |
|  **Pattern semicircle*** Students feel that they are close to the teacher
* Discuss while having optical touch
* Dialectic type of teaching with questions and answers
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| ***Tools and Software used*** |
|  Computer, projector  |
| **PHASES-STEPS** |
| 1. INTRODUCTION- (preparation/ brief introduction/to stimulate the students interest)
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| **Activity 1**The teacher reads the story or better the fairytale:΄΄The three pigs ΄΄. It would be better if the children could watch the story in YOUTUBE<https://www.youtube.com/watch?v=IMP4Gx_CiJQ>**Activity 2**The teacher sets the goal of today’s lesson: to recognize the problem and solve it.**Activity 3**Let’s see the meaning of problem and solution:Problem is an obstacle, difficulty, which can be faced and solved. In other words, problem is a situation which demands a solution and the solution is unknown |
| 1. DETAILED PRESENTATION
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| **Activity 4**Analyze leading-the teacher presents the subject and helps to exact resultsPresentation steps asking questions and taking answers:* Which is the central action of history?
* What is the problem which faced the three pigs?
* Which solution was given finally to their problem?

How do we solve a problem? Watch the video. We explain the problems or the solutions according to the images which are illustrated in the video. We comment the images of the video.<https://www.youtube.com/watch?v=rb59hZ02MQc> |
| 1. GUIDANCE PRACTICE/TRAINING
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|  **Activity 5**Video presentation: “It is more clever when you travel with a team: The Penguins” * <https://www.youtube.com/watch?v=ZJ7tNaL6j5A>

Then the students need to fill the format which is given to them, problem-solution https://cdn.education.com/files/static/lesson-plan-page/thumbnails/weve-got-a-problem__file_1402402-pdf.png?m=1540657754Which is the problem of the penguins?( a killer whale tried to eat them)They fill the solution in the same copy. Which solution did the penguins give?\*If they face difficulty to write, they can draw the problem and the solution. |
|  4.CLOSING AND RESTATING WHAT HAS BEEN LEARNED |
| The teacher makes a restatement, with simple way pointing to the most essential points of understanding the problem and of giving solution. **PRACTISE WITHOUT GUIDANCE****Activity 6****Assessment exercise**Video presentation:“ It is more clever to travel in a team: Ants and crabs”* <https://www.youtube.com/watch?v=sx9iwwjVWzU>

Students complete themselves the problem and the solution in case of the crabs and the ants.\*Students who face difficulties to write can draw.We collect the format and we evaluate it.**Activity 7**“A day in the forest”We recount a fantastic story which took place in the forest.We create our heroes who can be coevals or forest’s creatures, plants and animals.You can also get help with the following questions:* What is the fact you gonna describe?
* When, where and how it happened?
* Who are the heroes?
* Which problem did they face and how did they solve it?

We write the story which we created.A day in the forest……………………………....................................................................................………………………………………………………………………………………………………. |
|  ***ADDITIONAL NOTES*** |
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| ***For Special Educational Needs*** *(change teaching methods based on the learning needs of each individual student with SEN)* | * The book is very difficult for SEN students to understand and the teacher has to adapt the lesson with sources and fodder which he researches and then to adapt this to educational requirements according to the students’ level.
* Uses digital fodder and makes simple the lesson.
* There is also an opportunity for them to draw the problem and the solution, if they face difficulties to write.
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|  ***HOMEWORK/WRITTEN PRODUCTION*** |
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\*the structure of the lesson plan is based on the “Hunter method”