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| **COURSE PLAN**LESSON/OBJECTIVE: MODERN GREEK LANGUAGE COURSE Duration: 2 teaching hours |
| **Subject/****Name of teaching part** | Experiencing problems in daily life | *ΤΑΞΗ:* | 2rd Grade of Middle school |
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| ***Course Objectives*** |
| *Α. According to the subject matter* | To approach the long-standing problem of social pathogenesis for which students are keenly interested in and the need for the collective action to reject stereotypes and manifestations of racial and social racism.Teaching goals or expected results:Students are expected to:1. Understanding the term "racism" and its social manifestations.2. Pupils' reflection and their critical attitude towards the causes and the effects of racism.3. Awareness of the equality of people as well as the awareness of response to the phenomenon of racism. |
| *Β. According to the use of new technologies* | Students are expected to: Familiarize themselves with Youtube. |
| *Γ. The learning process* | Students are expected to:1. Engage in collaborative learning by building trust and cooperation within their group.2. To cultivate reason and abstract thought through the capacity of transmission of information both written and oral |
| ***Class Organization*** |
| Teaching methods:1. Teacher-centered teaching method.2.Coeducational teaching method (question-answer teaching and pupil obstruction) |
| ***Tools and Software used*** |
|  Computer, projector and CD player |
| **PHASES-STEPS** |
| 1. INTRODUCTION- (preparation/ brief introduction/to stimulate the students interest)
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| The anti-racist short film "JAFAR" (By Nancy Spetsioti) that students will view in class.[**https://www.youtube.com/watch?v=c2NJVCfmrP0**](https://www.youtube.com/watch?v=c2NJVCfmrP0)The students are introduced to the problematic nature of the subject that they will be exploring, with the teacher next to them as the animator, mentor and coordinator in the learning process. They are encouraged to express themselves as the teacher helps them with the following activities |
| 1. DETAILED PRESENTATION
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| Video comprehension, oral productionStudents are divided into 2 groups of 2 students. One student is assigned in each groupto be a representative who will also express the final opinions of his classmates.The time for these activities is set at 45 minutes.1. Briefly tell the story you watched in the video.2. Justify the parents' different reactions to Jafar during the course of film.3. To discuss with points and with arguments in order to see the view and critical thinking of Anna’s parents and their prejudices against Jafar are mutually exclusive.4. Locate the anti-racism message that appears in the video. Evaluate items    of the script as well as linguistic and parallel elements that make the message understandable.    5. Imagine the continuation of the video story when family members and Jafar    depart from the hospital.Describe the new climate that will prevail as a result of his commendable act. |
| 1. GUIDANCE PRACTICE/TRAINING
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| As the students have watched the movie and have collected the information from the other activities they need to create in the second teaching hour (45 minute) one of the following.1. A story with a no to racism content
2. A poster with a no to racism content
3. A poem or a song lyrics against the racism
4. One (maybe vision able) advertisement scenery against the racism
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|  4.CLOSING AND RESTATING WHAT HAS BEEN LEARNED |
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|  ***ADDITIONAL NOTES*** |
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| ***For Special Educational Needs*** *(change teaching methods based on the learning needs of each individual student with SEN)* |  |
|  ***HOMEWORK/WRITTEN PRODUCTION*** |
| After having watched this film, what life lesson is taught to us all through this film? Write a student magazine article (300-400 words) in which:  a. You will identify the effects that racist events have on the weak victims and how they react.   b. You will focus on the responsibility of social services and especially on the merits of a multicultural education system aimed to found the mutual respect and harmonious coexistence of individuals. . |

\*the structure of the lesson plan is based on the “Hunter method”