The candidate shall present a lesson on the following topic: "Human Rights".

Overview:

1. Context and class profile
2. Inclusion
3. Key competences and national guidelines
4. Aims and goals
5. Prerequisites
6. Underlying approaches and methods
7. Materials and tools
8. Description of procedures
9. Anticipated problems and possible solutions
10. Assessment

- **Class Description:**
  - **3rd year Liceo Linguistico**
    - **24 students between 16 and 17 years.**
    - **Two students with dyslexia**
    - **CEFR level: mixed, from A2.2 to B1.2.**
    - **General behaviour: generally cooperative, but SS tend to lose interest quickly.**
- **School context (taken from the TYEP):**
  - **The socio-economic situation of the students is medium-high. Students from other countries are not numerous.**
  - **Generally speaking, the school-family relationship is good and the families participate actively to the school activities.**
  - **The SS are usually well motivated and eager to engage in the activities.**
  - **Over the last years, the number of SEN students has significantly raised.**

- # Nr. of lessons:
  - 3 lessons (55 minutes each)
- # Timetable fit:
  - beginning of second period (February/March)

Inclusion: legal sources

- **Law 104/1992** ⮕ Framework law for the assistance, social integration and the rights of the disabled. It introduces the principle of inclusion as a right for people with disabilities.

- **Law 59/1997, art. 21 & Presidential Decree 275/1999** ⮕ school autonomy.

- **Ministry 04/08/2009** ⮕ Guidelines for the integration of pupils with disabilities at school.

- **Law 170/2010 and related guidelines** ⮕ Tools and supports for SEN Student

  - IEP (Individual Education Plan)

  - Compensatory tools (such as use of computer, preference for oral skills, voice synthesis, maps, schemes) –

  - Dispensatory Measures (extra time, reduced workload)

- **Ministerial Directive 27/12/2012** ⮕ Measures for pupils with special needs and local organisations for school inclusion. It spreads the principle of inclusion as a right for different types of pupils with SEN.

- **Law 107/2015 (decree 66/2017)** ⮕ focuses on the school environment and enhances individual education plans (IEP) for pupils, aimed at identifying barriers and facilitators in school life.

Key competences

- In these lessons are involved the following 6 Key competences:

  - **Literacy competence** ☐ the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms […]. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

  - **Multilingual competence** ☐ the ability to use different languages appropriately and effectively for communication.

  - **Digital competence** ☐ the ability to use digital technologies for learning and for participation in society.

  - **Personal, social and learning to learn competence** ☐ the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.

  - **Citizenship competence** ☐ the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

  - **Competence in cultural awareness and expression** ☐ having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

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According to the «National Guidelines» students will acquire
   the ability to:

✓ understand oral and written texts related to the personal and educational domain

✓ produce oral and written texts to tell about events, describe situations, account for and sustain opinions

✓ interact in the foreign language in a way which is appropriate both to the interlocutors and to the context

✓ analyse and interpret aspects of the culture(s) of the countries where the language is spoken, with due attention to the themes which are common to other subjects

✓ intentionally use effective communicative strategies

✓ reflect on the language system and the language uses, and besides, on the cultural aspects

- **Specific aims**
  - By the end of the lessons, SS will be able to:
    - Research and collect meaningful material and present it orally.
    - Work in groups with other students.
    - Interpret some elements in the given extracts, linking them to their lives' experiences.
    - Talk about human rights, responsibilities, government and children's rights with appropriate vocabulary.
  - By the end of the lessons SS will have practiced
    - Peer assessment
    - Peer tutoring
    - Peer discussion (in couples and in groups)
    - Listening comprehension
    - Speaking.

Goals

- The final learning outcome at the end of Liceo should be level B2 of CEFR.

- However, at the end of the third year SS should reach a **B1 CEFR level**. At this level, students should be able to:

  - understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.

  - follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

  - distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety.

  - understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.

Pre-requisites

- Students can express concepts and formulate opinions in a simple way.

- Students can read a text and find specific information.

- Students can write short texts on a given topic.

- Students can watch a simple video and take notes about the main themes.

- Students are used to working in pairs and in groups.

Underlying approaches:

- Communicative approach ⬜ real language acquisition comes through real communication.

  - SS are involved in meaningful and real communication.

  - Students are at the centre of the lessons. They are the protagonist of their learning process.

  - The teacher is a facilitator

  - Underlying theories: humanistic psychology, SLAT (Second Language Acquisition Theory).

- Constructivism ⬜ knowledge is "built" through experience and interaction with the outer world.

  - Students are required to build their own knowledge. They are not "empty vessels" to be filled.

  - The teacher plays a facilitation role. The teacher has to create a collaborative problem-solving environment where students become active participants in their own learning.
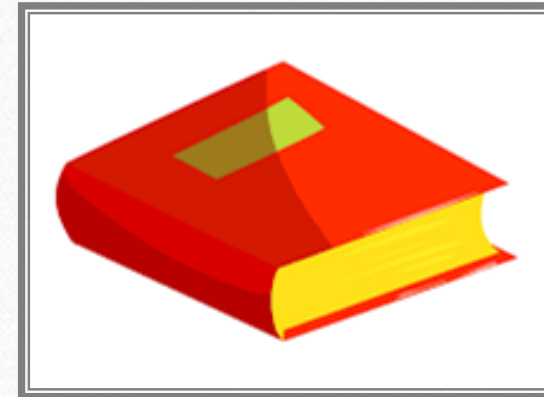
Main teaching strategies:

- Brainstorming.
- Pairwork and group discussion.
- ESA □   Engage, Study, Activate.
  - Engagement phase: fundamental to motivate the student. In this phase teachers try to awaken students' interest by involving their emotions, attention, and curiosity. The more active students in engagement process are, the more effective the learning will be.
  - Study: the main focus of this stage is the constructed of language and any aspect of language, such as grammar or vocabulary and pronunciation. In this stage, the teacher can explain the grammar of the new language, ask students to practice the pronunciation of some words, and in sentences.
  - Activate: This stage describes exercises or activities which are designed to get students using language as freely and communicatively as they can. this stage gives students a chance to practice real language for the real world.
- TBL□   Task-based learning.
  - SS perform real-life tasks. Once the task is complete the teacher discusses the language used.

- **Materials and tools**
  - Handouts
  - Textbook
  - Black/white/Interactive board
  - Youtube (requiring a computer, an Interactive board and an Internet connection)
  - Students' personal devices (BYOD)

National Plan for Digital School. Law 107/2015

- Lesson N.1 (55 minutes)

PHASE	TIME	INTERACTION	T	SS	AIM(S)	SpLD
Warm-up	8'	T-S	T calls every student by name and starts a positive interaction by asking SS relevant questions about them	Answer the teacher's questions	To create a relaxed and engaging environment for the students	
Brainstorming	5'	T-SS	T writes on the board the words "Human Rights".	SS come up with words that can be linked to the theme proposed	SS' engagement. Create a positive and dynamic environment. Stimulate and share ideas.	SpLD can use L1
Activity: watch a video about Human Rights	6'	T-SS	T shows a video about human rights	SS watch the video and write down relevant words	Promote listening skills and selective attention.	SpLD S is given a sheet with relevant words

PHASE	TIME	INTERACTION	T	SS	AIM(S)	SpLD
Activity: post-watching discussion	10'	T-SS	T asks the students to share the words they have written and reports them on the board.	SS share their notes.	Check SS' comprehension and vocabulary.	SpLD S can use L1
Activity: follow-up questions	15'	SS	T gives SS handouts with questions about the video	SS answer the questions using simple language	Activate SS' awareness	SpLD S is given multiple choice questions adapted in type, size and line distance.
Peer to peer discussion	10'	S-S	T asks SS to work in pairs and share their answers. T monitors SS activity.	SS work in pairs and correct their partner's answers	Promote peer to peer assessment.	SpLD S is monitored by T

- **Video:**
  - https://www.youtube.com/watch?v=nDgIVseTkuE

- **Questions on the handouts:**
  - What is a right?
  - Who has human rights?
  - Who looks after human rights?
  - List some of the rights mentioned in the video.

- **Homework (1):**
  - SS are divided into 5 groups (4 groups of 5 and 1 group of 4). Each group is assigned one of the rights mentioned in class and has to research, select and collect relevant material.

- Lesson N.2 (55 minutes)

PHASE	TIME	INTERACTION	T	SS	AIM(S)	SpLD
Warm-up	8'	T-S	T calls every student by name and starts a positive interaction by asking SS relevant questions about them and their homework	Answer T's questions	To create a relaxed and engaging environment for the students	SpLD S can use L1
Brainstorming	45'	SS	T asks SS to divide into groups and share the information they found. T monitors SS' activity and acts as a tutor.	SS share information they found at home. They can use their devices to check their information.	Promote active cooperation, create a positive and dynamic environment	SpLD S participate to the group interaction

Homework (2)

- Students are asked to prepare an oral presentation about their researches.

- They are free to use any programs they like, as long as they can share slides with the rest of the class: PPt, Google presentation, Canva etc.

- Lesson Nr. 3 (55 minutes)

PHASE	TIME	INTERACTION	T	SS	AIM(S)	SpLD
Warm-up	10'	T-S	T calls every student by name and starts a positive interaction by asking SS relevant questions about them	Answer the teacher's questions	To create a relaxed and engaging environment for the students	SpLD S can use L1
Production: oral presentation	45'	SS	T assesses SS' works and provides positive feedback	SS presents orally their slides	Practice organisation and speaking.	SpLD S participate in the lesson with his group.

- Anticipated problems and possible solutions.

ANTICIPATED PROBLEM	POSSIBLE SOLUTION
SS didn't do their homework	They will catch up with other members of the group in class
SS have problems while searching the material	T will provide SS with a list of useful material
Not all SS will work	T will monitor the groups

SS self assessment

Chek list	Yes	No
Did I find relevant information?		
Did I do the best I could to cooperate with the members of my group?		
Is our presentation accurate? Did we check grammar and vocabulary?		

Assessment

CRITERIA				
Cooperative work	Works extremely well with others. Never argues	Works well with others. Rarely argues	Requires structure, directions, and leadership. Argues sometimes	Does not work well with others. Usually argues with teammates
FOCUS	Almost always focused on the task and what needs to be done.	Focuses on the task and what needs to be done most of the time	Sometimes focused on the task and what needs to be done	Does not focus on the task and what needs to be done
ABILITY TO COMMUNICATE	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members.	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members.	Often listens to, shares with, and supports the efforts of others. Provided little feedback to others.	Rarely listens to, shares with, and supports the efforts of others. Provided no feedback to others.