

## Lesson plan<sup>1</sup> for „Giving a short talk“

Phase	Teacher's role	Students' role	Method	Media	Aims / Top tips	Comments
	Presents a rough <i>Learning Journey</i> for this topic at the beginning of the lesson (see Material 1 below)		Teacher presentation	Board <i>Learning Journey</i> (see below)	Clarity of key learning points	<i>Learning Journey</i> to make the plan transparent for the students
<b>Introduction</b>	Introduces target task: „Give a short talk. What do you need?“	Contribute their present knowledge and ideas	Brainstorming	Board	Link to existing knowledge; encouraging the learner's voice	
	Introduces four levels re skills / contents / language	Sort ideas for how to proceed	Teacher presentation and Individual, pair or group work		Lesson contents accessible for all; get a key structure	
<b>Pre-task</b>	Presents support fan	Cut out, fold and stick together with butterfly-pins		Support fan (Attachments 1-3)	Give students a scaffold. Make use of kinesthetic channel; get key structure in their own hands	
	Teacher offers support for model; alternative →	→ Practise a short talk, one example that is relevant to all	Class discussion and decision; class agrees on one obligatory topic	Support fan	Clarity in key structure; lesson accessible for all	Most important for basic learners

<sup>1</sup> Contents of this topic requires detailed support for the students beforehand. Teacher and students will definitely need more than 90 Minutes.

### 53. BAG AG “Responding to Diversity” – *Giving a short talk*

<b>Main task</b>	„Start with your own topic, follow the outline on the support fan.“	Work on their own	Individual work, pair work	Paper, special item	Link to students’ own interests; find own topic, collect ideas and relevant item from own material, sort them	Basic learners might need more help → pairwork accepted
<b>Presentation</b>	„Present your results!“	Give a short speech; present additional help for listeners; check listener’s checklists	Keywords, clue cards with keywords or phrases	Individual worksheet or cards with keyword display  (Feedback checklist)	Keep listeners focussed on talk (listening frame); different access through various sensory channels (use of multisensory processing → auditory/kinesthetic, e.g. writing, sorting, touching)	

### Material 1: Learning journey

#### Our Learning Journey for this topic

- *Collect ideas,*
- *Key structure for YOU*
- *DIY: Start your own work*
- *Give your speech*

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