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Topic of the lesson	<i>Shakespeare as a playwright; The tragedy of Romeo and Juliet; English Renaissance</i>
Link to Miro Board	<i>https://miro.com/app/board/o9J_I0XrWiw=/</i>
Authors	<i>Cristina Galli</i>
Duration of the lesson	<i>2 weeks or 6 hours (6×60 min)</i>
Total hours of work (preparation, evaluation, etc.)	<i>10 hours</i>
Description of learning environment	<i>The students' Classroom in which there is an interactive white board (IWB), personal smart phones + ear phones. The lesson can be adjusted for online learning using Google Meet and MIRO.</i>
Form of study (in person/online/hybrid)	<i>In presence or online</i>
Language	<i>English</i>
Target group	<i>3rd year of Italian Secondary School (students aged 16)</i>
Objectives	<ul style="list-style-type: none">• <i>reinforcing the students' 4 skills (speaking, reading. Writing, listening)</i>• <i>reflecting upon the impressions and experiences related to the historical period</i>• <i>working on and building up the team group</i>
Learning outcomes	<i>Upper-intermediate level; B1/B2 according to the European Framework of languages</i>
Recourses, materials used	<i>ACCED toolkit from http://accedproject.org/; materials uploaded onto MIRO; textbook</i>

<p>Methods/environments/tools used</p>	<p>Environments: MIRO and Google Meet when online Tools: Agile Scrum, Lego, Liberating Structures Methods: communicative humanistic approach; flipped classroom; role playing and drama techniques; Non-Violent Communication; the activities are intended to suit visual, additive and kinaesthetic learners as well as special needs student, thus helping everybody to express their mind</p>
<p>How Lego, Liberating Structures, Non-Violent Communication is used</p>	<p>Liberating Structures spark inventiveness by minimally structuring the way we interact while liberating content or subject matter. Very simple constraints unleash creative adaptability, generating better than expected results (all 34). Agile scrum: values, beliefs, definition of done, working agreement, agile roles. Non-violent communication: hear, seen, respected, empathy map. Lego Serious play: super power, modelling the problem and the solution.</p>
<p>Assessment methods</p>	<p>Self-assessment and peer feedback</p>
<p>Types of certificate (list of badges – name and short description)</p>	<p>Badge 1-ASSOCIATE: has accomplished all the tasks and activities, showing an idea of what they have done Badge 2-PROFESSIONAL: has accomplished all the tasks and activities, showing an idea of what they have done and enthusiasm in supporting peers and sharing their ideas in a non-violent way</p>

	<p>Badge 3-MASTER: badge n. 2 + shows problem solving competences and produces a viable output</p> <p>Badge 4-SPECIALIST: the three above + produces a viable output</p> <p>Badge 5-EXPERT: the four above + shows effective mastering at all the topics presented</p>
<p>Badge earning criteria</p>	<p>ASSOCIATE has acquired an overall self-awareness of their abilities, accomplishing the various tasks proposed.</p> <p>PROFESSIONAL is able to appreciate the different activities and knows their potentialities</p> <p>MASTER the 2 above + responds in a meaningful way enhancing the level of the conversation</p> <p>SPECIALIST has mastered in all the activities and tasks and is able to use their new competences, explaining the meaning of the various steps</p> <p>EXPERT is able to use their new competences and has developed a proactive behaviour/dialogue within the teams and the class</p>
<p>Summary of the transformation (changes that were made in teaching)</p>	<p>This module is a core part of the program of the third year. As the pandemic broke out in March 2020, I had to reimagine this module so that it could be done as online teaching. Thus, I decided to add the Loescher video about the Globe Theatre taken from the YouTube channel and some questions about the content of the video.</p>

	<p>The following year I used this idea again as we were in a similar emergency situation here in Italy. I did not change too much this time apart from the flipped classroom technique for the video and drama techniques for the literary extracts taken from “Romeo and Juliet”.</p> <p>This year 2022 I changed again adding Lego serious play in a brainstorming activity carried out to build up the team, to the video activity and to the literary texts comprehension/analysis/appreciation; also we discussed and agreed upon values, the roles of the teams and the singles, we agreed upon our working procedure and the definition of done.</p>
+ extra material (videos, photos, worksheets, etc.)	https://www.smore.com/fw85k