



LESSON PLAN – EDUCATION

Motto: *The English Language Course in Oxford that I have attended in June 2017 will most certainly not change the Romanian education system, but it has definitely changed me as a person, teacher, and mother. I hope, for good.*

UNIT 3 – EDUCATION IN THE UK - THE USA - FINLAND - ROMANIA

Type: Cross curricular teaching, CLIL (Content and Language Integrated Learning - Teaching Geography, History, ITC and Culture through English)

Level: intermediate, upper-intermediate

Time: 1h

Teacher: Marinela Anghel

Materials:

- 4 pictures *Education in England/ USA/ Finland/ Romania*
- 6 cards - *Talking about a school-related topic*
- 6 plastic trays
- 22 cards - *School/ education-related expressions*
- ppt presentation *Oxford Experience*
- True or false Quizz - *British Education System*
- True or false Quizz - *British Education System with answers*
- Listening cards - *Rita Pierson video*
- Reading and speaking cards - *Rita Pierson*
- Listening cards - *Finnish Education through the eyes of an American*
- Language Chart - *Stating an opinion - Asking for an opinion - Expressing agreement*
- Language Chart - *Expressing disagreement – Interrupting - Settling an argument*

Ice Breaking activity – The Broken Phone

1. The teacher tells a short message to one of the students "Send reinforcements, we're going to advance".
2. The first S whispers it to the person beside him/her. That person will then whisper what he/she heard to the next person. Each person can only say, "Can you please repeat that?" one time.
3. When the message reaches the end of the chain that person must speak out loud.
4. T tries to find out if/where the chain broke.

Alternative – If the group is big, the T sends the message two ways and finds out which team comes closest to the real message.

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Activity 1 - Warm up

Topic: Random pictures about Education in England/USA/Finland/ Romania

Skill: speaking

Aim: to describe pictures;

to activate school-related vocabulary in order to speculate about the main features of the education system in England/USA/Finland/ Romania.

Procedure: The T uses four pictures to stimulate Ss' curiosity. T explains that the pictures were chosen from the first 5 pictures that appeared on Google after introducing the key words „Education in USA/Education in England/Education in Romania/Education in Finland”. T encourages Ss to speculate on which country could be associated with each picture.

USA



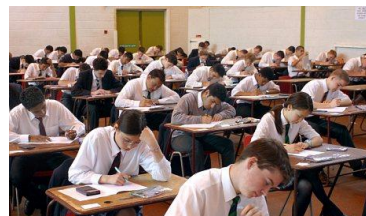
FINLAND



ROMANIA



ENGLAND



Activity 2

Topic: school/education-related vocabulary - Expressions used to talk about school and education

Skill: speaking, reading

Aim: to develop /activate school-related vocabulary

Procedure: T emphasises that every day is a chance to learn something new, no matter how old you are, no matter what your country is. T involves Ss in understanding the quotes and the expressions.

Part 1 – Discussing two quotes

- T invites Ss to read two quotes and to explain their meaning:

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- "An investment in education pays the best interest".
- "Every student can learn, just not on the same day and on the same way".

Part 2 - Matching school/education-related expressions with education/school-related topics:

1. T presents on the smart board a set of 6 conversation topics which might happen in British schools.
2. Every student takes one card and reads a school/education-related expression. Ss have to match the expression with one of the 6 topics.
3. 6 students are responsible for getting each expression in the right plastic tray.

Talking about:

1. **the stress of being a student**
2. **leaving school without finishing it**
3. **exams and tests**
4. **university**
5. **having a one year brake before going to university**
6. **addressing in a rude way to a student who works extremely hard and who has no time for other activities**

School/education-related expressions:

- Have you done your homework?
- What did you do at university?
- I dropped out.
- I left school without finishing
- I'm doing French at Nottingham.
- I'm having a gap year.
- I'm taking a year off between leaving school and going to university
- I'm in my second year.
- Are you going to do Master's?
- What was your degree again?
- I've got my results!
- My mind went blank.
- How old were you when you left school?
- I got three As and a B.
- I didn't get in.
- Did you pass?
- I hated school.
- What do you call A-levels in your country?
- I've got my final in two months.
- You swot!
- I used to get bullied a lot.
- He gave me detention!

<https://www.urbandictionary.com/define.php?term=Swot>

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Activity 3 – Education in Britain

Topic: Education in Britain

Skill: reading, speaking

Aims:

- to understand the role of Oxford and Oxford University in the British economy;
- to find out significant information about the British education system;
- to understand a set of 17 significant facts about the education in Britain;
- to confidently use expressions in order to state an opinion, ask for an opinion, express agreement, express disagreement, interrupt, settle an argument.

Procedure:

PART 1 – Oxford experience

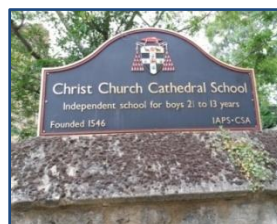
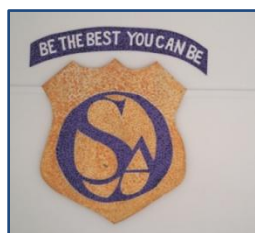
- T explains what was the aim of the English Language Course in Oxford, emphasising that education and learning should continue for the entire life and that one's mind should be like a parachute, working only if it is open.
- T presents some landmarks of Oxford: the coat of arms, the City Council, the River Thames.
- T explains that education in England is a national treasure that is why the number of full-time students is very big.
- T presents some facts about the Lake School of English and concludes that we should learn for our entire life if we really want to make a difference. No matter how gifted we are, we can all develop our ability to learn and it is our choice if we learn or not.

PART 2 – Education in Britain - True or false Quiz

- T splits the Ss in two big groups. The first group has the statements cards about education in Britain. Each student reads a fact and speculates if it is true or false.
- Ss from the other group check the answers and agree or disagree with the S who read the statement.

PART 3 – Examples of British schools

- T presents two English schools Spire Academy and Christ Church College and helps the Ss to describe the pictures.



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Ss' texts

Spires Academy – a secondary state school equipped with everything a teacher or as student might need, from huge sports fields, music room, art workshop where the students were working alone. They encourage students to join some clubs, called houses, just like in Harry Potter or Game of Thrones, in order to increase the feeling of belonging to the same house, especially because many of the students are immigrants. They write important messages even on the windows, motivational ones, or things that students should remember.

Christ Church College – a public school, a symbol of tradition in British education. It looks like a castle, a museum; a lot of famous people studied here: 13 British Prime ministers, Albert Einstein, the writers Lewis Carol and JRR Tolkien. I wonder how one might feel to be a student here? Probably very important! Both students and teachers eat in the same special room, which looks also like a fascinating museum. Students practice a lot of sports and they also take the exams very seriously. There is even a code to show how seriously they take the exams: a white carnation in their coats shows that the exams have just started, a pink one says that they are in the middle, and a red one says that the exams ended.

T's conclusion - It was a great learning experience which I will never forget, especially because I was not alone. This course reminded how beautiful and important my job is, and I realised something that every teacher should remember "The future of the world is in my classroom today".

Activity 4 – Video Rita Pierson

Topic: Education in USA

Skill: listening while watching a video, speaking

Aims:

- to listen for gist and for details, to express personal opinion towards a statement;
- to analyze current cultural, political, economic trends and issues that impact education nowadays.

Procedure: T plays the video and asks the Ss to fill in the missing information on the listening cards.

TASK 1 – Listening Fill in the missing information

1. Who is the speaker?

A: Rita Pierson, American teacher

2. How many years has she been working on education?

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A: 40 years

3. Why do American kids drop out?

A: poverty, low attendance, negative peer influences

4. According to Rita, what is the most important thing we should consider in education?

A: human connection, relationship

5. According to Rita, kids don't learn from

A: people they don't like

6. When might an American student be in shock?

A: when a teacher says "I'm sorry"

7. What did she say to very low level students?

A: "You were chosen to be in my class. I'm the best teacher and you are the best students."

8. How did one student reply to the words "I'm the best teacher and you are the best students."

A: Really???

9. According to Rita, what should teaching and learning bring?

A: Joy

10. According to Rita, what does every child deserve?

A: A champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."

TASK 2 – Read the following questions and answer the questions:

1. What is the talk about?

2. What did you think of the speaker?

3. Was she easy to understand?

4. What is her message?

Look at these quotes from the talk and discuss the questions below:

A. "And we know why kids drop out. We know why kids don't learn. It's either poverty, low attendance, negative peer influences... We know why."

- **Which of these things do you think has the biggest impact on dropout rates?**
- **What can be done to help?**

B. "James Comer says that no significant learning can occur without a significant relationship."

"George Washington Carver says all learning is understanding relationships."

- **What is your interpretation of these quotes?**

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- **Do you agree with them?**

C. A colleague said to me one time, "They don't pay me to like the kids. They pay me to teach a lesson. The kids should learn it. I should teach it, they should learn it. Case closed."

Well, I said to her, "You know, kids don't learn from people they don't like."

- **What do you think of the teacher's quotes? Do you agree?**
- **Do students have to like their teacher to learn from them?**

D. "How do I raise the self-esteem of a child and his academic achievement at the same time?"

- **How important is it that a teacher raises their students' self-esteem?**
- **What methods does Rita mention? What other ways can they do it?**

C. "One year I came up with a bright idea. I told all my students, "You were chosen to be in my class because I am the best teacher and you are the best students, they put us all together so we could show everybody else how to do it."

"I gave a quiz, 20 questions. A student missed 18. I put a "+2" on his paper and a big smiley face."

- **What do you think of these methods? Do you think they would work?**

E. "Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."

- **What do you think of her message?**
- **Did you have a "champion" when you were growing up? Who was it?**
- **How can this message be put into practice?**

A: Spires Academy

Activity 5 – Video - Who's moving to Finland?

Topic: An American teacher tries to find out the secrets of Finnish education

Skill: listening while watching a video, speaking

Aim: to listen for gist and for details, to express personal opinion towards a statement

Procedure: T plays the video and asks the Ss to fill in the missing information

1. What was the status of Finnish schools in the 60s?

A: They sucked.

2. What did the American want to find out about Finnish success in education?

A: How did they do it?

3. Whom did he visit in Finland first?

A: The ministry of education.

4. What is Finnish top-secret in terms of education?

A: Students don't have homework.

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5. Finnish students spendminutes for homework

10/15/20 minutes

6. The Principal thinks that the word homework is

A: obsolete

7. According to the principal, the Finnish students have other things to do after school like....

A. being together, being with the family, doing sports, play music, reading

8. How many hours per week do Finnish students have?

A: 20 hours

9. How many hours do Finnish students spend every day at school?

A: 2-3 hours including lunch hours.

10. How do Finnish students do better at school compared with other European countries?

A: They do better by going to school less.

11. What foreign languages do they speak:

A: French, Swedish, Spanish, German, English

12. Do Finnish students have multiple choice tests?

A: No. They have to really know the answer.

13. According to one teacher, what is school?

**A: School is about finding a way to learn, finding what makes you happy.
(min.4,16)**

14. What does the Math teacher teaches his students?

A: He teaches them to be happy.

Activity 6 - Warm down and assessment

Topic - Language/Skill aim: Listening/ Writing

Interaction: individual

Procedure: T ask Ss two questions

1. How many full-time students are there in Oxford?

A: 32,000

2. Which of the two schools (Spires Academy or Christ church College) has a similar motto with Rita Pierson's final message?

A: Spires Academy

Materials

- **Hugh Dellar, *Innovations Coursebook***, Intermediate Heinle Cengage
- **Lucy Holmes, *British Education Materials***, Lake School of English, Oxford
- <https://www.urbandictionary.com/define.php?term=Swot>
- <https://freeenglishlessonplans.com/2016/04/15/ted-talk-rita-pierson-every-kid-needs-a-champion/>
- <https://www.englishclub.com/english-clubs/warmups.htm>
- <https://www.youtube.com/watch?v=qRJ1hgN7uAU>

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Stating an opinion - Asking for an opinion - Expressing agreement

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion....
- According to Lisa...
- As far as I'm concerned...
- If you ask me...

Asking for an opinion

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- **(slang)** Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.
- Exactly.
- I'm afraid I agree with James.
- I have to side with Dad on this one.
- No doubt about it.
- **(agree with negative statement)** Me neither.
- **(weak)** I suppose so./I guess so.
- You have a point there.
- I was just going to say that.

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Expressing disagreement – Interrupting - Settling an argument

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- If I might add something...
- Can I throw my two cents in?
- Sorry to interrupt, but...
- **(after accidentally interrupting someone)** Sorry, go ahead. **OR** Sorry, you were saying...
- **(after being interrupted)** You didn't let me finish.

Settling an argument

- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree.
- **(sarcastic)** Whatever you say./If you say so.



Extra activity - COMPARING AND CONTRASTING TWO SONGS

1. Another Brick in the Wall

Pink Floyd

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey! Teachers! Leave them kids alone
All in all it's just another brick in the wall
All in all you're just another brick in the wall

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers leave those kids alone
Hey! Teachers! Leave those kids alone
All in all you're just another brick in the wall
All in...

<http://www.pinkfloyd.com/history/biography.php>

The meaning of the song

<http://www.songfacts.com/detail.php?id=1696>

Roger Waters wrote this song about his views on formal education, which were framed during his time at the Cambridgeshire School for Boys. He hated his grammar school teachers and felt they were more interested in keeping the kids quiet than teaching them. The wall refers to the wall Waters built around himself because he wasn't in touch with reality. The bricks in the wall were the events in his life which propelled him to build this proverbial wall around him, and his school teacher was another brick in the wall.

Waters told *Mojo*, December 2009, that the song is meant to be satirical. He explained: "You couldn't find anybody in the world more pro-education than me. But the education I went through in boys' grammar school in the '50s was very controlling and demanded rebellion. The teachers were weak and therefore easy targets. The song is meant to be a rebellion against errant government, against people who have power over you, who are wrong. Then it absolutely demanded that you rebel against that."

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2. What Did You Learn in School Today ?

Tom Paxton

https://en.wikipedia.org/wiki/Tom_Paxton

<http://www.songfacts.com/detail.php?id=10454>

This song is about the American school system, and how they are misinforming the children with an optimistic outlook on history that's just not true. It's one of many protest songs from Paxton.

What Did You Learn In School Today?

What did you learn in school today

Dear little boy of mine?

What did you learn in school today

Dear little boy of mine?

I learned that Washington never told a lie

I learned that soldiers seldom die

I learned that everybody's free

And that's what the teacher said to me

That's what I learned in school today

That's what I learned in school

What did you learn in school today

Dear little boy of mine?

What did you learn in school today

Dear little boy of mine?

I learned that policemen are my friends

I learned that justice never ends

I learned that murderers die for their crimes

Even if we make a mistake sometimes

And that's what I learned in school today

That's what I learned in school

What did you learn in school today

Dear little boy of mine?

What did...

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