

A girl's story

Digital tools utilized	Technical/digital skills to be possessed by the teachers
<ul style="list-style-type: none"> - https://el.padlet.com/ - gmail - Google docs - podcast - power point 	<p>Ability to choose and use the applications proposed to students.</p>

Difficulty analysed

- Provides tools for students to combat their “fear of blank paper” and organise a narrative text
- Empowering an heterogeneous student population to cooperate, to manage their project, set tasks, set responsibilities and accomplish them

Objectives

Students will:

- Clarify the generic structure of narrative text (Orientation-Complication-Resolution)
- Learn how to observe a painting and create a story from it
- Learn how to choose the right presentation tool for their team.

Description of the Lesson Plan

This lesson plan is based on the theory of transformative learning (Mezirow 2007, Kokkos 2017) and is an example of how a piece of artwork can be used to help students understand the structure of a narrative text and how a story form can give them ideas to complete a narrative text.

- Subjects involved: Modern Greek language, Arts
- Teaching Methodologies: traditional/direct lessons, cooperative team teaching, brainstorming, online activity (Google modules)
- Pre-requisites: students have the basic knowledge of the structure of a narrative text and
- Number of hours: 5

Lesson 1: (2 hours)

Working with the whole class: the teacher displays a painting of a girl reading posted on the padlet and asks the students to observe it for a few minutes. By answering orally to the simple questions below, they describe what they see.

- What does the painting depict?
- Describe the person: what is she wearing, what is she reading, how old is she, etc.
- Describe the buildings: what colour are they, where might they be, etc.

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- What time of year is it?
- What's happening on the board? What story might it contain?
- What feelings does the painting evoke in you?

The teacher encourages all students to participate and writes all the answers on the board (brainstorming).

Working in groups: The objective of the lesson is announced, which is to write a short narrative based on the painting. Students are divided into 3-4 groups of 5-6 members, making sure that students with special educational needs are dispersed throughout the groups. They choose their group master. The worksheet is distributed. Each group is asked to write a short story (200-250 words) placing the scene depicted on the painting in a different place in the story time (to be the end of the narrative text, the beginning, the middle and the beginning and the end, if we have four groups). The worksheet contains supporting questions and the story completion form.

The groups read the instructions carefully, ask questions, and decide how they will work, discuss and begin to fill in the story form with the key elements of their narrative.

First goal/sprint: to complete the form until the next lesson. Each group can find the worksheet in a separate post on the padlet, in google doc format, so that the students can work online too.

(<https://padlet.com/katedori1/ideas22>)

The teacher monitors the work and only intervenes if he/she sees a group going the wrong way.

Lesson 2: (1 hour)

The groups work on writing the whole story based on the form they have completed. A final check is made that the instructions have been followed. Sharing responsibilities: who writes by hand, who will type, who will do the final check

Second goal/sprint: The story should be written in the google doc by the next lesson.

Lesson 3: (1 hour)

The groups work on their story presentation. They have to choose between two presentations tools, podcast and power point, and decide on the background music, narrator, images, etc. If necessary the teacher can show an example of each tool. The lesson will ideally take place in the computer lab. The group master determines the tasks to be done at home to complete the presentation. The teacher should be available to help with the use of the tools.

Third goal/sprint: Sending the presentation by email to the teacher before the deadline.

Ideally it will take another hour for the presentations of the teams and their evaluation.

The professor comments on two levels: Story structure and use of the digital tool.