

## In the Time of Covid-19

Digital tools utilized	Technical/digital skills to be possessed by the teachers
<ul style="list-style-type: none"> <li>- <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> <li>- <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>- YouTube</li> <li>- Macmillandictionary</li> <li>- Padlet</li> <li>- GoogleDrive</li> </ul>	<ul style="list-style-type: none"> <li>- Use a LMS and send materials to students</li> <li>- Create an online poll</li> <li>- Use padlet</li> <li>- Edit a video (edpuzzle)</li> <li>- Make a video/ a ppt presentation/ digital story</li> <li>- Create google forms</li> </ul>

### Difficulty analysed

- Mixed ability classes –including learners with Special Educational Needs (dyslexia, autism, ADHD etc.)
- Engaging all students in tasks so that they all can contribute to the lesson
- Empowering students to manage their project, set tasks, set responsibilities and distribute and achieve goals set
- Offering students a range of choices to reach their products

### Objectives

Students will be expected to:

- Understand the main topic and specific information in short extracts from TV or radio programmes on current affairs
- identify individual pieces of information in a text, explicitly or implicitly
- Understand the structure of an extended speech involving and developing arguments by speakers who have an excellent knowledge of the target language and use it as their mother tongue

#### Reading comprehension

- Understand the content of an electronic article and identify individual pieces of information in it (Activity 6)
- Use electronic dictionaries

#### Production of written language

- Produce a multimodal text to illustrate how their daily lives were affected by the pandemic using a digital tool

#### Oral production

- Express their views orally using appropriate arguments

Project Number: 2021-1-ES01-K220-SCH-000034434

- Take an active part in discussions on issues of common interest, expressing their views, explaining and arguing in support of them or commenting on the views of their interlocutors

#### Oral production and oral interaction

- Summarise or synthesise the main points of one or more texts on familiar topics (personal, social)
- argue constructively and effectively, expressing opinions accurately, commenting on the views of others, providing or asking for clarification and summarising where necessary

#### Written mediation

- Compose in writing a foreign language text that condenses or simplifies or adapts information from a text written in their native language

#### Use of technology

- create with web 2.0 tools as a means of expressing and sharing knowledge
- search, evaluate and use information from digital sources (e.g. websites)
- use digital tools to understand, produce and present information and original material

## Description of the Lesson Plan

### Activity 1

The teacher poses a question on LMS platform and explains to the students that they have to come up with what they consider a threat to humanity. Students record what they see as a threat to the human species.

### Activity 2

The teacher has created a poll with the students' expected responses and explains how to vote using their mobile phone.

Student actions: the student is asked to evaluate what they think is the most serious threat to humanity and to compare and justify their answer against that of their peers.

### Activity 3

Teacher action: the teacher shares his/her screen and shows an edited video of Bill Gates' Ted Talks (<https://edpuzzle.com/media/5e8f7399576ab93f34833275>) speech in Canada in 2015.

Student actions: Students watch the video and discuss the answers to the projected questions about the content of the speech

### Activity 4:

Teacher's actions: the teacher in this activity in an asynchronous environment (e-me/padlet) assigns a short text writing activity (100 words) in direct relation to the video that the students watched in the previous activity.

Student actions: The student is asked to create a short text as a result of the previous activity describing "the lessons that the world should have learned from the Ebola virus". Learning will emerge through critical thinking.



#### Activity 5:

##### Teacher's actions:

- a. It also draws their attention to the fact that in the electronic dictionaries they can also hear the correct pronunciation of the word.
- b. The teacher invites the students to explore the open dictionary option of the electronic dictionary and find 2 new words related to covid -19 and list them in the comments of the padlet- worksheet

##### Student actions:

- a. Students are asked to research the online dictionary <https://www.macmillandictionary.com/open-dictionary/> and find the meaning of the words from Bill Gates' speech: epidemic, pandemic, microbe, pathogen, epidemiologist, outbreak, vaccine.
- b. In the open dictionary option of the same dictionary, they should find at least 2 words related to covid -19. For all of the above words, post examples of their use in the worksheet padlet.

#### Activity 6

Teacher's actions: the teacher invites the students to visit the website of the Greek Ministry of Health (<https://www.moh.gov.gr/articles/health/dieythynsh-dhmosias-ygieinhs/metra-prolhpshts-enanti-koronoioy-sars-cov-2>) or the Greek National Health Service (<https://eody.gov.gr/neos-koronaioy-covid-19/>), read any articles that interest them, collect information and pass it on to their classmates.

Student actions: Students are invited to browse the web portal of the Greek Ministry of Health or EODY (National Organization of Public Health), find information of interest to them on precautionary measures or advice on how to prevent the spread of the coronavirus and communicate their findings in the target language.

#### Activity 7

Teacher's actions: The teacher asks students to browse (webquest) for visual material showing how much their lives have changed during quarantine. Students will collect the material and present it (in ppt or word).

Student actions: Students will be required to browse the internet and gather visual materials on how their lives have changed during quarantine (on a before and after basis). The material should be presented to the plenary in ppt or word format and justify the choice of each image

#### Activity 8

Teacher's actions: The teacher explains to the students what digital storytelling is and informs them that they will watch the digital storytelling - about how everyday life has changed with Covid-19 prepared by the teacher using the digital tool Photo Story 3.

Student actions: Students are invited to watch and comment on the digital narrative presented and designed by the teacher. The narrative is posted on the padlet so that it serves as a reference for the students' subsequent creations.

Project Number: 2021-1-ES01-K220-SCH-000034434

## Activity 9

**Teacher's actions:** The teacher explains to the students that they will use the digital tool Photo Story 3 to make a video in which they will capture the changes that the coronet has brought to their lives and narrate them digitally. Using the material they have collected from the previous activity as a starting point, they will create their own digital narrative.

**Student actions:** Students are asked to install Photo Story 3 on their computer, and then to evaluate, archive the visual material and produce the subtitles (written or spoken), choose the appropriate musical score and create their digital narrative. Their digital narrative will be posted on the script padlet.

As a final product of the lesson plan, students can be given the alternative of creating a personal electronic diary (e.g. using penzu) or a flip book/magazine (e.g. madmagz) about their experience of the pandemic to share in the future.

## Assessment

Plenary session and discussion about points gained and points missed

What did you learn? What do you still have questions about? What was the most exciting thing you learnt from this activity?

Were the situations difficult to deal with? Why? Which was more difficult to handle? Why?(using the impediment section)

Google form and then discuss results

Go through the main points and check what students learned from the activity.

How did they negotiate? Was it difficult? Why? Did students show respect for others' ideas, even if they disagreed/ competed?

An assessment questionnaire with emojis and the tasks

## Students' questionnaire

In the time of Covid-19:					
I found the topic interesting					
I found the activities interesting					
Προτιμώ το σύγχρονο μάθημα					
Προτιμώ το ασύγχρονο μάθημα					
I liked working on the padlet					
I liked using the online dictionary					

Project Number: 2021-1-ES01-K220-SCH-000034434

photo story 3 was easy to use					
I have learnt new things					
I improved my English skills					
improved my digital skills					
Time was not a problem					

### Further links

- <https://www.mentimeter.com/>
- <https://edpuzzle.com/media/5e8f7399576ab93f34833275>
- [https://www.youtube.com/watch?v=6Af6b\\_wyiwl&t=155s](https://www.youtube.com/watch?v=6Af6b_wyiwl&t=155s)
- <https://edpuzzle.com>
- <https://www.macmillandictionary.com/open-dictionary/>
- <https://www.macmillandictionary.com/open-dictionary/latestEntries.html>
- <https://padlet.com/besyiol/6rdk1r1xl2jj6mpv>
- <https://www.moh.gov.gr/articles/health/dieythynsh-dhmosias-ygieinhs/metra-prolhpshs-enanti-koronoioy-sars-cov-2>
- <https://eody.gov.gr/neos-koronaioy-covid-19/>
- <https://drive.google.com/file/d/1xI-Bg1ha0Sgm7Du5k99SUsgfjRZGA6nq/view?usp=sharing>