

Activity 5: Lesson planning for teaching controversial issues in the classroom- 60 min
– LO 2,3

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
<p>5. Lesson planning for teaching controversial issues in the classroom</p>	<p>60 min</p>	<p>The lecturer explains the task and its aims. Since controversial issues are contextual it is essential for a teacher to analyze the context in which she/he works when planning a lesson.</p> <p>The lecturer divides students into groups. She/he gives each group concrete information on the context, where the imaginary lesson will take place. The information includes description of the area where the school is located and the area's population (rural/urban, religious and ethnical ratio of the population, professional occupation of the local community members etc.) and profile of students (age, gender ratio if relevant, etc.).</p> <p>With the given information, the students will need to complete three tasks to define how a teacher should prepare to work with controversial issues in the indicated classroom:</p> <ul style="list-style-type: none"> - Give 2-3 examples of controversial issues that can be safely dealt with in this 	<p>Within the groups, students complete the tasks and present the results of their discussions. They actively listen to the feedback of their peers and give feedback on the tasks of others.</p>	<p>2, 3</p>

	<p>particular classroom and which should be approached with great caution or even avoided. Explain why;</p> <ul style="list-style-type: none"> - Name approaches and methods that can be used to safely address the enlisted issues in this classroom. - Is there anything else to have in mind when planning a lesson on the enlisted controversial issues in this classroom? <p>The lecturer supervises the discussions in the groups, intervenes and guides, when necessary and responds to questions.</p> <p>One student from each group presents the results of the group's work within the given tasks. Students receive feedback from their peers and from the lecturer.</p> <p>The remaining 10-15 minutes of the workshop can be spent on debriefing and reflection, as well the discussion of the follow-up, if the lecturer prepared tasks for students after the workshop completion.</p>		
<p>Preparatory tasks for Students (if they needed):</p>	<p>Participation and active listening in the previous exercises of the workshop</p>		



Teacher's preparatory actions:	Fill in the description of the school area and classroom composition in the handout. The descriptions can correspond to the areas where students will have their teaching practice.
Notes	When working face-to-face, the lecturer will need to print and distribute the handouts, as well as white paper and pens for making notes. For an online session, a platform with a possibility for breakout rooms should be used. The handout, filled in by the lecturer, can be sent in the common communication chat. Students need to have a common board (https://padlet.com/ , for ex.) for working together in groups and to present the results of their work to the others later.
Support Material:	Handout 6c Workshop- lesson planning

