

Lesson Scenario: Places without which Dej wouldn't be Dej

Teacher: Laura Cimpean

School subject: English/ Optional class *Let's travel*

Educational level: secondary school, grade 6 E

School: Avram Iancu Secondary School, Dej

Topic: Places without which Dej wouldn't be Dej

Duration: 50 minutes

Aims of the lesson:

- understanding how to get a story started using a simple storytelling formula
- writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- practising the skill of creative writing

Methods: chat with students, discussion, assigning tasks to students and monitoring their performance

Forms: individual work, group work, work with the material assigned

Teaching aids: a computer, a projector, the Internet, photos

Key competences (see the European Parliament's and the Council of Europe's Recommendations; 2018) being developed in the course of the lesson:

1. Literacy competence
2. Multilingual competence
3. Digital competence
4. Learning skills

I. Preparatory phase

1. Organisational activities:

- welcoming the students,
- giving the topic of the lesson and outlining the lesson's objectives (expressed also in the students' mother tongue),
- checking the attendance list.

2. Referring to the previous lesson:

- students are asked to think about a city that they have already presented in the optional class and to try to remember some interesting facts about that city
- students remember a lot of information about cities like London, New York or Edinburgh
- teacher praises the students and challenge them to describe their own city, just as they have described the other cities

II. Implementation phase

See Tasks file ([Attachment 2](#))

Teacher explains to students that the final product of the lesson will be a story about Dej, she tells them that every story starts with a main character and a plot and she also explains what a WHO, a WHAT and a WHY NOT is.

- students reflect on solving the given tasks
- the first task is being done by the students with the teacher monitoring their work; the teacher helps the students with her tips, the students answer the teacher's questions, share their observations and comment on the result
- the remaining tasks are to be done by the students working on their own; the teacher monitors individual students' work and, if necessary, helps the students with her tips

III. Summing up of the lesson:

Each group is asked to read aloud their short stories.

IV. Homework

The students are to think of a form of blending all the short stories to make just one, story of Dej, in which the action or the characters are places that make Dej the city that they know.

Attachment 2. Lesson working sheet

TASK 1

Students are asked to form four groups and each group gets a name, given by the teacher. Group 1 will be Lemnul Verde cake shop, group 2 will be Salt Mine, group 3 Bungar forest and group 4 Toroc Spa.

TASK 2

On a sheet of paper write down at least 5 words that you can think of when you hear the name of your group.

TASK 3

Each group is asked to use the places without which Dej wouldn't be Dej to write a short story of the city. They are given some photos to use as source of inspiration.

Online resources:

<https://ro.wikipedia.org/wiki/Dej>

<https://www.toroc.ro/>

https://ro.wikipedia.org/wiki/Salina_Ocna_Dej

<https://lemnulverde.ro/>

<http://holocausttransilvania.ro/ro/exhibits/show/ghetouri-si-lagare/ghetou-dej>