

## Lesson plan

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Topic/Lesson Title:  
**RUMORS OF CHANGE**

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Methodology:

Individual - Using **mentimeter** we focus on the key words of the problem

Individual - The teacher assigns some articles about the topic to read

Debate - Students can discuss about the topic

Group work - Using **goosechase** the student have to find streets and statues dedicated to women

Individual - Students have to write a short paper on the research result

Group work - Using **storymate** students have to write an interactive fiction

Aims/Goals or SWBATs (Students will be able to.....)

**Raising awareness in the school and local community:** Promoting awareness on the issue of gender-based violence and femicide through educational, cultural and artistic activities, highlighting the value of mutual respect and equality.

**Educate for prevention:** Provide concrete tools to recognize and counter discriminatory or violent attitudes, language and behavior, developing a culture of dialogue and nonviolence.

**Improve cultural change:** Stimulating deep reflections on gender stereotypes and the role of healthy relationships, contributing to the construction of a more inclusive society that respects differences.

Age group: students 16 - 17 years old

Level: Secondary School

Time (Lesson duration): 10 hour

Materials:

Computers

Smart – Board

Smartphone

Desks

Lead-in *What's going to happen here to introduce your students to the topic?*

**Lesson 1 - 1 hour**

- Warm up - Using Mentimeter, the teacher introduces the topic and encourages discussion
- Focusing - The teacher assigns reading of some articles: students can finish reading at home and research more information in preparation for the debate

**Lesson 2 - 2 hour**

- Group work - Students prepare the debate session: they organize teams and establish roles, they write the speeches and possible objections
- Debate - The teams implement the debate. Critical thinking is needed to develop this activity, since students need to question themselves and pick the relevant ideas, after making some research.

**Lesson 3 - 2 hour**

- Team work - Using Goosechase, students explore the city in search of streets, squares and statues dedicated to women. This activity is aimed at developing collaboration, communication and team working.

**Lesson 4 - 1 hour**

- Individual - Students write short articles about the result of their exploration of the city

**Lesson 4 - 2 hour**

- Team work - Using Storymate, students work on an interactive story. I believe this activity is interesting and motivating (they choose the way they like), engaging (they have to create their own product) and fun (they work together in a pleasant atmosphere). It is also an inclusive activity, having weaker students helped by mates.

**Lesson 5 - 1 hour**

- Group work - Each group shows his own work. This activity is interesting because students can compare their ideas

**Lesson 5 - 1 hour**

- Debriefing: Teacher & students discuss the weak and strong points of the project

*What can students predict or do to get started with the lesson?*

Students are asked to select interesting articles to share with their classmate

*What vocabulary could teachers focus on? What needs to be pre-taught?*

**Key concepts:** Gender inequality; need for action through both a new cultural attitude and a new set of laws at a European level

**Pre-requisites:** Students must be familiar with the debate methodology

*What kinds of activities can students do to deepen their knowledge?*

The teacher suggest some books to read

<https://maremosso.lafeltrinelli.it/archivio-wuz/violenza-donne-omicidio-50-libri>

*What methodology / activities are used for assessment?*

- **Formative assessment:** through feedback and short reports written by the students (sort of diary where groups write what they have done during each group lesson – through RUBRIC)
- **Summative - Final assessment:** Work and product (wealth of information, effectiveness, accuracy, text organization) and oral exposition. Through a RUBRIC

*What are other follow up (or homework) activities that can be included?*

Students will be asked to read at home materials which could be useful in the discussion.

Other thoughts about this lesson plan: