



Free your hidden European citizen!



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Smart Lesson Structure

Main data of the lesson	
Title:	Free your hidden European citizen!
Subject:	English language
Specific topic:	European citizenship
Main target:	Grade 3 – Upper Secondary School (Vocational Training High Degree)
Duration:	
Context:	Inside the classroom and Outside the classroom
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LEARNING OUTCOMES

Key Competences:

According to 8 Eu Life long learning Competences*:

Life-long learning competences:

- Literacy
- Entrepreneurship
- Citizenship
- Cultural awareness and expression
- Multilingual
- Personal, social and learning to learn

**The digital competence is not listed below as it is already included in the previous point*

Digital Competences:

According to the DigiComp:

how to use technology to learn about the EU, create materials with the information collected and promote a social initiative to disseminate the information.

- Information & data literacy
- Communication & collaboration
- Digital content creation
- Problem Solving

Technical Competences:

Students learn how to use their smartphones as well as some other learning apps, websites or tools in order to access *information, create materials and promote a social initiative to foster the participation in the European elections in 2024.*



DIGITAL TOOLS/APPS

APPs and other IT tools

Apps:

- Mentimeter (it is not an app but a website)
- Lyrics training or Lingoclip
- Slido (embedded in Teams)
- Citizen's app
- Canvas
- www.empodera.org (website that created by Cibervoluntarios)

Competences:

- Ability to develop digital literacy
- Ability to evaluate data, information and digital content
- Ability to use, manage and create information effectively

Ability to create digital content in collaboration engaging in citizenship through digital technologies.



DESIGN OF THE SMART LESSON IN 4 STEPS

Step 1 – eTASK Introduction to the digital task

1. **Topic Introduction:** this activity highlights the importance of using relative clauses correctly and the cultural interest in the British Royal family. For the purpose, students will be engaged in the execution of interactive activities, in discussing both grammar and cultural insights to consolidate learning.
2. **Learning Outcomes Explanation:** By the end of the Smart Lesson, students will be able to:
 - Understand how to navigate on interactive and online activities, and improved proficiency on the use of digital tools.
 - Foster a sense of teamwork by participating in group quizzes.
 - Improve their communication skills in English.
 - Manage time effectively within the given time limits.
 - Identify knowledge gaps and areas of improvement.
 - Combine video-watching with note-taking activities.
 - Master the use of interactive quizzes.
 - Identify grammar issues and solve them.
 - Enhance knowledge about the British Royal family and their roles.
 - Improve understanding of the use of complex sentences such as relative clauses.
 - Enhance reading comprehension.
3. **Activity Overview:** students will consolidate their grammatical knowledge of non-defining relative clauses by, first, familiarizing with the relationships between the members of the British Royal family, and next, by using the acquired knowledge to construct non-defining relative clauses. Students will familiarize with all this by doing a kahoot, by watching a video on Canva and finally by testing themselves on an interactive drag and drop activity.

Step 2 – eEXECUTION

Digital execution of the task

- **Individual Research and Learning:** Students use **Mentimeter** app to have an introduction to the topic; They use LingoClip app to learn about cultural awareness in the EU. They learn some important actions that the EU carries out around them using Citizen's app and they use Canva to create posters with the information collected. They will start a social initiative using the website www.empodera.org
- **Task Organization (Activity 1):**
 - Students are introduced to the topic with a presentation given in the classroom. They have to scan a QR code or insert the [code of the presentation](#) on www.menti.com. From the digital board they will follow the interactive presentation on Mentimeter using their smartphones.
 - Students use the website Lyrics Training or the app LingoClip to improve their listening and writing skills focusing on the spelling of the lyrics of a song called [Europe' s skies](#) that deals with cultural awareness of being a citizen in Europe.
 - Students debate a bit about: if they like the song; why yes / no? / If they know what the European anthem is. What they think it would be important to include in the lyrics of the European anthem.
 - Each student is given a sheet of paper. They start writing the first line of the lyrics of the song "Ode of Joy" invented by themselves in a sheet of paper and the beginning of the second line. The student behind this one has to keep on writing the lyrics with the "hint" given by the student sitting in front of him. When the student writes the second line, he or she has to start the third line and fold the previous lines to avoid the next student

seeing the previous lines. And the activity will be repeated by the rest of the students in the group until they got all the lines of the European Anthem.

- The group will be divided in groups of 5 and they will read their lyrics. Each group will choose the best lyrics.
- The best lyrics chosen in each group will be uploaded to Teams and the class would vote for the best lyrics using the embedded "Slido" app in Teams.

- **At-Home Execution (Activity 2):**

- Students download the app Citizen's app in their smartphones to research about the projects that are developed by the EU around them.
- They read some of those initiatives and make a choice of a topic to design a poster about that information and disseminate it at the end of the smart lesson.
- Students use the app Canva to design a poster with the information collected in the target language.
- Students upload their posters to Teams since the teacher will have given an assignment to do it so (following basic instructions and a rubric for the evaluation).

- **Task Organization (Activity 3):**

- The teacher shows the students a new website: www.empodera.org and teaches them how to promote social initiatives.
- The teacher gives them the proposal of creating an initiative using the website to foster the participation of European elections in 2024 disseminating the information collected in the posters created by the students.

- The group is divided into committees to create the initiative and carry out different tasks.
- Students launch their initiative on the website and disseminate it sharing the link in their social networking sites.

Step 3 – eCORRECTION Digital correction of the task

- **Self-Correction:** Students use LingoClip that checks their writing to the lyrics listened. There are some other digital tools (like grammar checkers or fact-checking websites such as Citizen's app) to review their work.
- **Teacher Feedback:** Teachers provide feedback digitally, when correcting their posters uploaded to a task created in Teams. The teacher will use a rubric.
- **Classroom Interaction:** Incorporate opportunities for students to share their work with peers digitally, encouraging collaborative learning and peer assessment: students put in common the lyrics created for the EU anthem and vote for the best one using Slido. The social initiative opened in www.empodera.org will be also be collaborative and with peer assessments.

Step 4 – eASSESSMENT Evaluation of the digital task

- **Measuring Learning Outcomes:** assess if the 3 different types of competences (technical, digital, life-long learning have been achieved)
- **Have you learnt new ways to use your smartphone for leaning about Europe?**
- **Have you improved your digital skills after doing this activity using new apps to produce materials?**
- **Have you discovered more about your European citizenship?**

- **Evaluating Lesson Effectiveness:** assess how effectively the lesson facilitated and improved the learning experience of students.
- **How would you rate this activity to learn in a group about your European citizenship?**
(choose from 1 to 4)
- **Optimization for Future Lessons:** Gather student feedback to refine and enhance future digital lessons.
- **What apps would you like to use in the future for keep on learning?**
- **What would you do to improve the learning of this and future lessons?**
- How confident do the students feel when using mobile devices/apps in the classroom and in self-study?
- The teacher will use a rubric to evaluate the posters.
- The teacher will share a form with the students in Teams to evaluate their learning process and the activity:
- <https://forms.office.com/e/rNME4tLnR?origin=lprLink>





**LEARNING PATHS BASED ON
THE USE OF SMARTPHONES AND
THEIR POTENTIAL TO DEVELOP
STUDENTS' KEY SKILLS**



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