

<b>Main subject/-s: Engineering/English</b>
<b>Class (age): 14</b>
<b>Teacher/-s: Jolita Stapurevičiūtė and Aurelija Čebelienė</b>
<b>Duration: 90 min.</b>
<b>Date: 3<sup>rd</sup> May, 2023</b>
<b>Time: 8:00-9:40</b>

<b>Topic: An educational tool for learning English</b>
<b>The main goal of the lesson:</b> by working in teams, brainstorming ideas, the students will be able to create a sketch of an educational tool for learning English and present it to the class
<b>Didactic goal</b> ( <i>what other students' competences and/or skills will be acquired</i> ): To improve students' speaking skills in a foreign language, to develop their critical thinking, to form the ability to process information, to express their opinion, to think logically and creatively, to enhance cooperation. Also, so that the students realize how much effort needs to be invested in product development.

### 1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. <b>The main subject/-s:</b> Engineering/English
1.2. <b>Entrepreneurship:</b> research the market, how much educational tools cost, create advertising, present the authenticity of the product

### 2. Target Outcomes:

2.1. <b>Methods used:</b> teamwork, brainstorming, placemat, Classdojo, drawing a sketch, presentation
2.2. <b>Materials used:</b> laptops, handouts, slides, coursebooks
2.3. <b>Resources</b> ( <i>useful links</i> ): <a href="https://www.logogenerator.com">logogenerator.com</a> , <a href="https://www.menti.com">menti.com</a> , <a href="https://www.classdojo.com">classdojo.com</a>

### 3. Authentic Problems and Product Development:

3.1. <b>Empathy / Real problem / Problematic situation of lesson topic</b> ( <i>Discover the problem that you are facing in your real life and define the area to focus on</i> )  Young learners find learning vocabulary and grammar of a foreign language boring or challenging.
3.2. <b>Fact findings related to the topic of the lesson</b> ( <i>Students search for some background information on the Internet or other sources</i> )  Students research the market, find the existing samples of educational tools, their prices
3.3. <b>Ideation</b> ( <i>Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product</i> )  Using a placemat, working in groups of 3 students brainstorm ideas, suggest their own ideas and select the most appropriate one.
3.4. <b>Product Development and/or Prototyping</b> ( <i>Selecting the best option / problem solution / idea that work, developing details, and finalizing the product</i> )

After selecting the best option, decide upon the content, create the instructions of how to use their educational tool, define the steps of realization, consider the material needed.

**3.5. Dissemination and Testing** (*of the final product*): presenting the sketch

Preparing for the presentation, considering the name of the team, generating logo and sharing the designed sketch with the class.

**4. Reflecting** (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)

Using Menti.com app to evaluate the lesson if preparing an educational tool is easy/ challenging/ fun and easy/ challenging and boring.

As well as this, using Menti app to define how you felt working in a team: as a leader/ as a person who implements the commands/ no contribution made/ as a provider of original ideas.