

Progetto di una Unità di Apprendimento *flipped*

Dati dell'Unità di Apprendimento

Titolo: Childhood: a Happy Time?

Scuola: Liceo Scientifico " E. Fermi" Aversa

Materia: Inglese

Classe: V

Argomento curricolare:

(indicare l'argomento curricolare che si vuole affrontare con approccio flipped classroom, esempi: la struttura particellare della materia, , il Congresso di Vienna, le equazioni lineari, ecc.)

Child labour as an ancient and modern issue .

Knowledge of the extent of the problem in both under developed and developed countries.

La Sfida. Come si attiva l'interesse e la motivazione degli allievi:

(indicare come si intende stimolare l'interesse, la curiosità e coinvolgere gli allievi in modo da renderli parte attiva nella costruzione delle conoscenze indicate. Tipicamente ciò avviene lanciando una sfida che può consistere nel porre una domanda a cui rispondere, un problema da risolvere, una ricerca da effettuare, un caso da analizzare in modo coinvolgente e motivante.)

Prerequisites: Students have already studied the Industrial Revolution and analysed Dickens's *Oliver Twist* where the main theme is the exploitation of children.

The main aim of each activity is to have students reflect on child labour in modern-day societies and compare it to child labour in the Victorian Age. In order to have students involved in the topic, I'm going to ask them to search their own photographs as children and bring them to school.

First session - Pair work: students swap their pictures, make guesses on the particular circumstances in which they were taken and infer the emotions these pictures reveal.

At this point, once their curiosity has been arisen, I'm going to launch the challenge asking them the following questions:

Our memory about the past is often made up of situations, flashes and images. What memories have you got of your childhood and what are your feelings about them?

Are they sad or happy memories?

How long did you use to play when you were a child?

How do you think a child should spend his time?

Lancio della Sfida. Quali attività si svolgono prima o in apertura della lezione:

(indicare se l'azione didattica proposta prevede attività preparatorie da svolgere prima della lezione d'aula. Ed esempio fruizione di risorse didattiche che costituiscano un quadro di riferimento, richiamino preconoscenze, attivino la curiosità oppure attività di verifica delle conoscenze già affrontate per mettere meglio a punto l'azione in classe. Indicare le risorse digitali eventualmente utilizzate quali LMS, video, presentazioni multimediali, testi...)

Second session: Students are asked to watch a film called "Iqbal" directed by Michel Fuzellier (1998).

The film tells the story of a young boy, Iqbal Masih, who was born in Muridke, Pakistan. He was sold as a child slave.

He escaped and became an international figurehead for the Bonded Labour Liberation Front. He was awarded the Reebok Human rights Award in 1995. At the age of 12 he was shot, possibly by the "carpet mafia" who might have felt that his work threatened their profits.

While watching, students are asked to reflect on the following questions:

What are the conditions in which Iqbal and his friends work ?

How does he manage to help the other children?

What is life and work in the carpet factory like?

What is bonded labour?

After watching the teacher checks the answers, then asks them to give a definition of child labour and to establish analogies with Dickens's *Oliver Twist*.

Third session : Following on from the previous lesson, students are asked to watch the documentary: " The dark side of chocolate"

<https://www.youtube.com/watch?v=7Vfbv6hNeng>

The author of the video is the journalist Miki Mistrati. He is investigating about the trafficking of children on The Ivory Coast , where they are exploited in the plantations of cocoa. They are smuggled into Ivory Coast from Mali, Burkina Faso and Niger. His aim is to denounce the fact that the global chocolate companies interviewed, seem to deny the existence of the issue and that, despite the Harking-Engel Protocol of the chocolate manufacturers association ,the problem is still far from finding a solution.

As a follow-up students are asked to answer the following questions:

Why does the production of chocolate have a dark side?

What's the aim of the journalist?

Where does the journalist go to find out the truth about the "dark side of chocolate"?

Where do the exploited children come from?

What does the SELF-CACAO owner say to the journalist?

Do the African authorities admit the existence of the trafficking?

What does the Hasting- Engel Protocol establish?

Was this investigation risky for the journalist?

Did you know, before watching the video, that even chocolate industries were responsible for child labour?

As homework students will search at the supermarket if any of the chocolate bars they sell, has got the fair trade logo.

Condurre la sfida. Quali attività si svolgono per rispondere alla sfida:

(indicare le metodologie didattiche che si intendono utilizzare in classe: lezione dialogata, lavoro di gruppo, apprendimento fra pari, studio individuale per consentire agli allievi di rispondere alla sfida proposta e costruire attivamente le conoscenze richieste, indicando anche diverse metodologie e più fasi successive.)

Fourth session: At this stage students will work in group. In order to have them acquire a minimal range of vocabulary for group and plenary discussion, they are also asked to prepare a mind map with the chosen word using <http://visuword.com/> and to copy on a piece of paper. The map shall contain examples of words used in context to share in each group.

COOPERATIVE LEARNING

Students are divided into 5 groups, each group is given a task. They have to search for data about the following topics:

- Facts and figures (child labour distribution in the world)
- Regulations and prohibition acts (laws during the Victorian Age and nowadays)
- Industries and fields in which children are exploited
- International organizations fighting child labour
- Child labour in Italy

Each group has to present the results of their group work to the whole class and a debate follows.

The role of the teacher is that of encouraging the discussion.

Chiusura della sfida. Quali attività di verifica degli apprendimenti concludono l'attività didattica: (indicare quali attività di sistematizzazione degli apprendimenti concludono l'attività, e quali metodologie e strumenti di valutazione formativa e sommativa si ritiene di dover attuare per verificare e consolidare gli apprendimenti e promuovere lo sviluppo di competenze. Tipicamente ciò avviene tramite metodi di valutazione autentica. Esplicitare le tipologie di prova.)

Fifth session: In the IT laboratory at school they are divided into two groups and are asked to produce a short presentation about child labour in Victorian times and nowadays using Prezi or power point. The final task is to produce an article for the school magazine and a short video in the form of social issues advertising.

As regards the assessment, the teacher will refer to the following greeds:

Peer Evaluation Form

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 1=Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree

| Attribute | Yourself | 1. | 2. | 3. |
|---|----------|----|----|----|
| Was dependable in attending group meetings. | | | | |
| Willingly accepted assigned tasks. | | | | |
| Contributed positively to group discussions. | | | | |
| Completed work on time or made alternative arrangements. | | | | |
| Helped others with their work when needed. | | | | |
| Did work accurately and completely. | | | | |
| Contributed a fair share to weekly papers. | | | | |
| Worked well with other group members. | | | | |
| Overall was a valuable member of the team. | | | | |
| Column Totals  | | | | |

Cooperative Learning Rubric

Name _____ Class Period _____ Date _____

| Category | 4 | 3 | 2 | 1 |
|--|---|---|--|---|
| Contribution to Group Goals Score: _____ | Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group. | Works toward group goals without occasional prompting; accepts and fulfills individual role within the group. | Works toward group goals with occasional prompting. | Works toward group goals only when prompted. |
| Consideration of Others Score: _____ | Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members. | Shows and expresses sensitivity to the feelings of others; encourages the participation of others. | Show sensitivity to the feelings of others. | Needs occasional reminders to be sensitive to the feelings of others. |
| Contribution of Knowledge Score: _____ | Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding. | Contributes knowledge, opinions, and skills without prompting or reminding. | Contributes information to the group with occasional prompting and reminding. | Contribute information to the group only when prompted. |
| Working and Sharing with Others Score: _____ | Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders. | Willingly participates in needed changes; usually does the assigned work and rarely needs reminding. | Participates in needed changes with occasional prompting; often needs reminding to do the assigned work. | Participates in needed changes when prompted and encouraged; always or often relies on others to do the work. |
| Total Overall Score _____ | Comments: _____ | | | |

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Quick Peer Evaluation Form

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

| Attribute | Myself | 1. | 2. | 3. | 4. |
|------------------------------------|--------|----|----|----|----|
| Participated in group discussions. | | | | | |
| Helped keep the group on task. | | | | | |
| Contributed useful ideas. | | | | | |
| How much work was done. | | | | | |
| Quality of completed work. | | | | | |
| Totals | | | | | |

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Group Self Evaluation Checklist

Name _____ Class Period _____ Date _____

Topic of Study _____ Group Members' Names _____

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

We finished our task on time, and we did a good job! YES NO

We encouraged each other and we cooperated with each other. YES NO

We used quiet voices in our communications. YES NO

We each shared our ideas, then listened and valued each other's ideas. YES NO

We did best at _____

Next time we could improve at _____

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Progress Assessment

Name _____ Class Period _____ Date _____

| | Need to Work on This Score 1 | Successful Score 2 | Outstanding Score 3 |
|---|---|---|---|
| Getting Set Score _____ | Noisy. Moved too slowly. Didn't know where to go or interfered with other groups. | Moved into group reasonably well, ready to get to work. May have had work. Needed a reminder or two from the teacher. | Moved efficiently and quietly into group, ready to work. |
| Being Considerate Score _____ | Noisy. Failed to take turns. Failed to listen. Hurt feelings of others in group. Argued or interfered with other groups. | Worked reasonably well together. May have needed a reminder or two from the teacher. | Worked quietly together. Took turns. Listened to each other's ideas. Supported and helped each other. Together, asked for help from teacher as appropriate. |
| Doing Assignment Score _____ | Off task. Wasted time. Argued. Unable to work out problems without lots of teacher intervention. Unprepared. Unable to decide who needs to do what. Failed to share workload or failed to meet deadlines. | Stayed on task most of the time. Everyone did his fair share. Finished on time. May have needed a reminder or two from the teacher. | Stayed focused. Everyone worked well together to accomplish assignment goals. |
| Quality of Work Score _____ | Work done in a rush. Failed to follow rubric for assignment. | Work done carefully, following guidelines of rubric. | Extra work put into assignment. Met criteria for an outstanding assignment by guidelines of rubric. |
| Individual Role Score _____ | Failed to work well with group. Failed to pull fair load, or interfered with other groups. | Worked reasonably well with group. Did fair share of work. May have needed a reminder or two from the teacher. | Worked well with group. Did fair share of work and helped others in the group be successful. |

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In che modo l'approccio proposto differisce da quello tradizionale?

(indicare i vantaggi dell'approccio scelto rispetto all'approccio tradizionale e mettere in luce le differenze con particolare riferimento all'argomento curricolare scelto.)

The Flipped Class approach allows both teachers and students to use different teaching/learning methodologies according to one's own needs. In the traditional approach students are given information by the teacher and then they have to work on it whereas in the flipped class approach the teacher just gives the input to them, launching the challenge and stimulating their curiosity. In this kind of lesson, students are given resources and materials with the aim to encourage their self-learning. The lesson is essentially dedicated to discover and apply what they have learnt in a context of mutual cooperation. The motivation, of course, is higher than the traditional approach, so the learning process will be more effective and long-lasting.