

LESSON PLAN

FOR ENTREPRENEURIAL LEARNING AS A KEY COMPETENCE

Curriculum area	LANGUAGES
Subject	English Language
Teacher	Zivkovic Sladjana
School	Primary school "Veselin Masleša", Serbia
No. of students in class	Sum: 29
Average age of students: 12	Grade: 6
Date of providing lesson	01.06.2012
Learning outcomes	Knowledge: <ul style="list-style-type: none"> • K13 - Explain public goods and give examples
	Skills: <ul style="list-style-type: none"> • S1 - Demonstrate ability to work individually and in teams • S2 - Demonstrate ability to communicate ideas to others efficiently
	Attitudes: <ul style="list-style-type: none"> • A2 - Take initiative to network with individuals and groups
Required materials	The Internet, English language textbook for 5th grade, CD, Posters, DVD, Video projector, Computer
Teaching methods	Discussion, Pair work, Group work , Team work, Demonstrative method, Illustrative method
Student activities	o Identification, connection, discussion, solution, analysis, Presentation, assessment and evaluation, Students familiarise other students from the class with the meaning of the term public goods, Students associate words with pictures, listen to and read text, mark sentences with True or False, complete the sentences, After a short introduction and examples of public goods, presenting the lesson, the Greek Theatre, follow the presentations of the students' favourite movies
	<p>Students present the meaning of the term public goods, with examples from real life (Studio 212, Monument the Winner at Kalemegdan, a monument to Prince Mihailo with historical explanations in Serbian and English language. (One team of two students)</p> <p>Discussion-debate</p> <p>Students familiarise their peers with the meaning of the Greek Theater and its importance in Ancient Greece</p> <p>After hearing the recorded text about Greek Theater, students give answers whether the statements are true or false (in pairs)</p>

<p>Elaboration of procedure</p>	<p>Work on the text, individually</p> <p>Students answer to questions from their textbook, group work</p> <p>Check the accuracy of answers and understanding of the text (The second team of two students)</p> <p>A third team of three students ask their friends to imagine that they are now in a public good – Cinema. They are going to present them, each individually by the slide show presentation, their favourite films, with further explanations of why each particular film was chosen.</p> <p>At the end of the class, students discuss, exchange experiences, ask questions regarding the presentations, films and the concept of public goods in general.</p>
<p>Assessment task</p>	<p>By using presentations and discussion at class, students, learn what the characteristics and importance of public goods are, actively, By raising students` awareness that only in an active and direct participation in the learning process, they could achieve the best results in learning, And only in this active way they will be able to evaluate realistically their own work as well as the work of their peers</p>
<p>Teacher remarks</p>	<p>I think it is very important when it comes to presentations that students have in mind that they should use the appropriate number of words to..</p>