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| Space for logo | Atelier for STE(A)M project. |
| **Title** | A translation workshop: poetry without borders |
| **Content knowledge** | English language and mother tongue skills; reading, speaking in English and mother tongue (Portuguese, Spanish, Polish, Slovenian, English);  universal concepts: home, borders, immigration, emigration, tolerance, cultural diversity |
| **Methodology** | Demonstration/coaching; pair-work; group work; public speaking (presentation by students) |
| **Technology** | Computer, PPT, projector, smartphones |
| **Duration** | 1,5 hrs |
| **SAMR model** (level of transformation technology produce) | Technology serves as a means to present instructions for group- and pair-oriented tasks. Students produce their own work. |
| **Target group** (age, course) | 12-15 yrs old |
| **Resources** | PPT for instructions and guidelines, worksheets (poem in English - Borders by Boris A. Novak), pinboard, colored pens |
| **Learning Objectives, Skills and competencies**  or. ***(*Aims to be accomplished*)*** | * to work together in small groups * to immerse into English language * topractise speaking, reading, listening in English * have fun |
| **Didactic sequence**  -Description of every lesson  with added attention to the diversity of students | Students are seated in class. The main class teacher, MsBozic, after the initial greeting presents the learning objectives of the lesson.  The teacher presents the learning objectives, the procedure, type of work and learning outcomes on a PPT presentation.  Starter activity: students are asked to brainstorm in groups what comes to mind when they hear the word “BORDERS”.  Each student is given a colored pen to write their ideas and associations on the board at the front of the classroom for everyone to see the outcome.  The teacher moderates a group discussion on the words and phrases produced on the board and elicits further associations from students.  Students are then instructed to get into groups of 3-4 according to their native tongue (Spanish, Portuguese, Polish).  They are given a poem by a Slovenian author Boris A. Novak in English and asked to translate it into their own language.  The students produce a translation of the entire poem in approximately 40 minutes.  The students work using smartphones or computers.  In-house students from GimnazijaMoste (3rd year) are available to offer help with translations, as well as teachers.  At the end of the lesson every group reads their version of the same poem out loud. |
| **Evaluation**  (what are we going to evaluate, how, whom…) | The evaluation takes place at the end of the lesson when every group reads out their own version of the poem in their native tongue. Although this is not an examination, it demonstrates the effort the students have put in and produced an original piece of writing (a poem), which is an achievement. |
| **Conclusions** | Students have thoroughly enjoyed a lesson where concepts such as *tolerance, borders, immigration, emigration, native country,* etc. are discussed. Students have shared their own relevant experience and thoughts on the subject. |
| **Improvements** | The level of English of some younger students was lower than the others’, they needed more assistance. A solution to the problem would be 2 different poems on the same topic: one easier, and the other more difficult in terms of language. |