Remote learning lesson plan

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheets students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Positive and negative aspects of remote learning

Aims

- To practise speaking through discussion
- To practise listening skills
- To practise reading skills
- To develop writing skills by writing a report

Age/level

Secondary students at CEFR level B2 and above

Time

60–90 minutes

Materials

Remote learning class materials on PowerPoint

Introduction

This lesson plan is designed to be used with students who have had recent experience of remote learning. Students will first reflect on some of the differences between remote and face-to-face learning by completing a survey about the remote learning that they have done. Then they will watch a video of a student talking about her own experiences and read about the experiences of different students from around the world, comparing them to their own contexts. Finally, students will prepare to write a report about these experiences, in which they will give recommendations for how remote learning could be improved in the future.

Procedure

CHECKLIST

- **Make sure you are familiar with the online platform you are using.**

  - Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems.

  - Do the students need a URL to join the online classroom? Do they all have this?

  - Do you know how to 'mute' the students' microphones if you need to?

  - Do you know how to share what is on your computer screen so that the students can see it?

  - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?

- Make sure that you have the student PowerPoint file open on your computer and any other material you will be using during the lesson.

- Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.

- Most online platforms have support videos or tutorials available online. Do you know where to access these?

- Make sure all of your students know that they must arrive on time and that they must have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least five minutes before the lesson begins to avoid disruption.

Procedure

Stage	Instructions

At the start of the lesson	• Welcome the learners as they arrive:
	
	  - Check that you can all hear and see each other.
	
	  - Check that they can see the first slide.
	
	  - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.
	
	• Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as saying what they've done that week.

	• Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.
1. Lead-in (10–15 minutes)	• **Show students the introductory slide**. Ask them to define what remote learning is. You could nominate students or ask them to write a short definition in the chat. • **Show students slide 2**. Read out the adjectives to check pronunciation and make sure students are aware of the meanings. Give them a couple of minutes to decide if they associate each adjective with one or other of the photos (or perhaps neither!). • Then, nominate students to explain which adjectives they chose and why. • **Show students slide 3**. If you have the option of breakout rooms, you can put students into pairs and ask them to write three positive and three negative sentences about each type of learning. Set a time limit (approximately 6 minutes). • Bring students back into the main room and nominate students to share their sentences and see if they have similar ideas.
2. Short survey (5–10 minutes)	• Tell students that they are going to complete a survey about their experiences of remote learning. One way to do this is to create an online survey. You could use Google Forms or Survey Monkey, and then share the link with your students in the chat. This will allow you to share your screen and show students' answers in real time. • If you do not have access to a survey tool, you can show the survey questions on **slides 4–8**. Give students a minute or so to answer each question. They can write their answers in the chat. In this way, everyone can see the results quickly. • Comment on the survey results – is there anything that surprises students?
3. Video for listening comprehension (6 minutes)	• **Show students slide 9**. Explain that they are going to watch a short video of a 17-year-old Argentinian student talking about her remote learning experience. Direct them to the questions and encourage them to make notes as they listen. • Play the video once: https://www.youtube.com/watch?v=bN64cl669qU&list=PLWuYED1WVJINNwvkHWOjQWz5oS6z1yIVE&index=7&t=0s • If you can, put students into breakout rooms in pairs or small groups, so that they can compare their notes. • Bring students back into the main room. If they need to listen again, you can play the video a second time. Then conduct whole-class feedback – first on how her situation is similar or different and then on the things she talks about.

Answers

Positive things: not having to get up early, not having to do homework

Negative things: missing her friends, school not organising her day, her schedule being messed up, missing her classes, not understanding her classes, how teachers are managing the situation

Overall, she is more negative than positive about remote learning.

4. Reading (15 minutes)	• For the reading task you will have to send the reading texts worksheet to the students through the chat (or give them the direct link to the PDF: LINK). • This is a matching exercise, where students need to read five short texts and then match the statement to the corresponding text or texts. Emphasise that there could be more than one answer for each statement. A good technique here is to read the statements first and then read each text one by one to try to match the statements **on slide 10**. Set a time limit (15 minutes).
5. Post-reading discussion (10 minutes)	• Put students into pairs or small groups in breakout rooms and ask them to check answers together. • Then ask students to comment on the texts – which situation is most similar to their own? Was there anything that surprised them? Which country would they most like to be remote learning in? • Bring students back into the main room to correct the answers and get feedback from the students about the texts. Answers: 1. D, 2. A, 3. D, 4. E, 5, A, 6. C, 7, B, 8. C, 9. E, 10. D, 11. B, 12. B, 13. D, 14. A, B, 15. C
6. Writing preparation (10 minutes)	• Ask students what a report is and when they might have to write one. **Show students slides 11 and 12**, which describe what a report is and what it can include*.* • Tell students that they are going to write a report about their experiences of online learning, so that they can give recommendations for how it might be improved. Emphasise that they can write about their own experience but can also make reference to the other contexts they have learned about in this lesson, perhaps using the statements on slide 10 about the texts they read for more ideas. • **Show students slide 13**. They are going to work in pairs to write a plan for their report. You might need to make a copy of the slide so that the students can see it in the breakout rooms. Ask them to make notes for each section of their report. They should decide what to include in each section and write some sample sentences, using the useful language. If students need to see a sample report, you can show them a sample from LearnEnglish Teens:

	https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report • Encourage them to use clear sections and expand their ideas to give examples and reasons for their ideas. • Set a time limit (10 minutes) and visit each breakout room so that you can help students with ideas and with language.
7. Focus on register **(5 minutes)**	• Bring students back into the main room. • Before students start to write their report, remind them that it should be a formal piece of writing. **Show them slide 14** and ask students to choose which sentence is more appropriate. Nominate a student to answer and say why. **Then show slides 15–17** and repeat the activity. On slide 17, focus on the use of the gerund after the verb *recommend* and check that students are clear about how this verb is used. Answers: *b, a, a, b*
7 Writing **(optional in class or at home)** **(30 minutes)**	• There are two options here, depending on the length of your online lesson – one is to ask students to write the text collaboratively in class. One way to do this is to open a collaborative document (for example, in Google Docs) for each pair of students in breakout rooms. They can then work together to write their text, using the plan that they have already made. Remind them to focus on the useful language and maintaining a formal style. With this kind of document, students also have the option of continuing their collaborative work outside of class. • Alternatively, you can give the task for homework individually. Students can write the report at home, using the plan that they developed collaboratively in class.
8. Optional extra activity	• As an extra activity for homework or as a follow-up, you could ask students to record themselves answering the four questions that they saw in the video earlier and you could ask students to share them in the next class. This is a nice way for students to talk about their own experiences in English. If students are already back at school, they can use the past tense to answer the questions. • The questions are: How do you feel about not being at school? What do you miss most about not being at school? How are you keeping up with your lessons? What do you want to say to the people watching this video?

Contributed by

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