



DARCA SCHOOLS



Israel

Darca Spoken English Labs

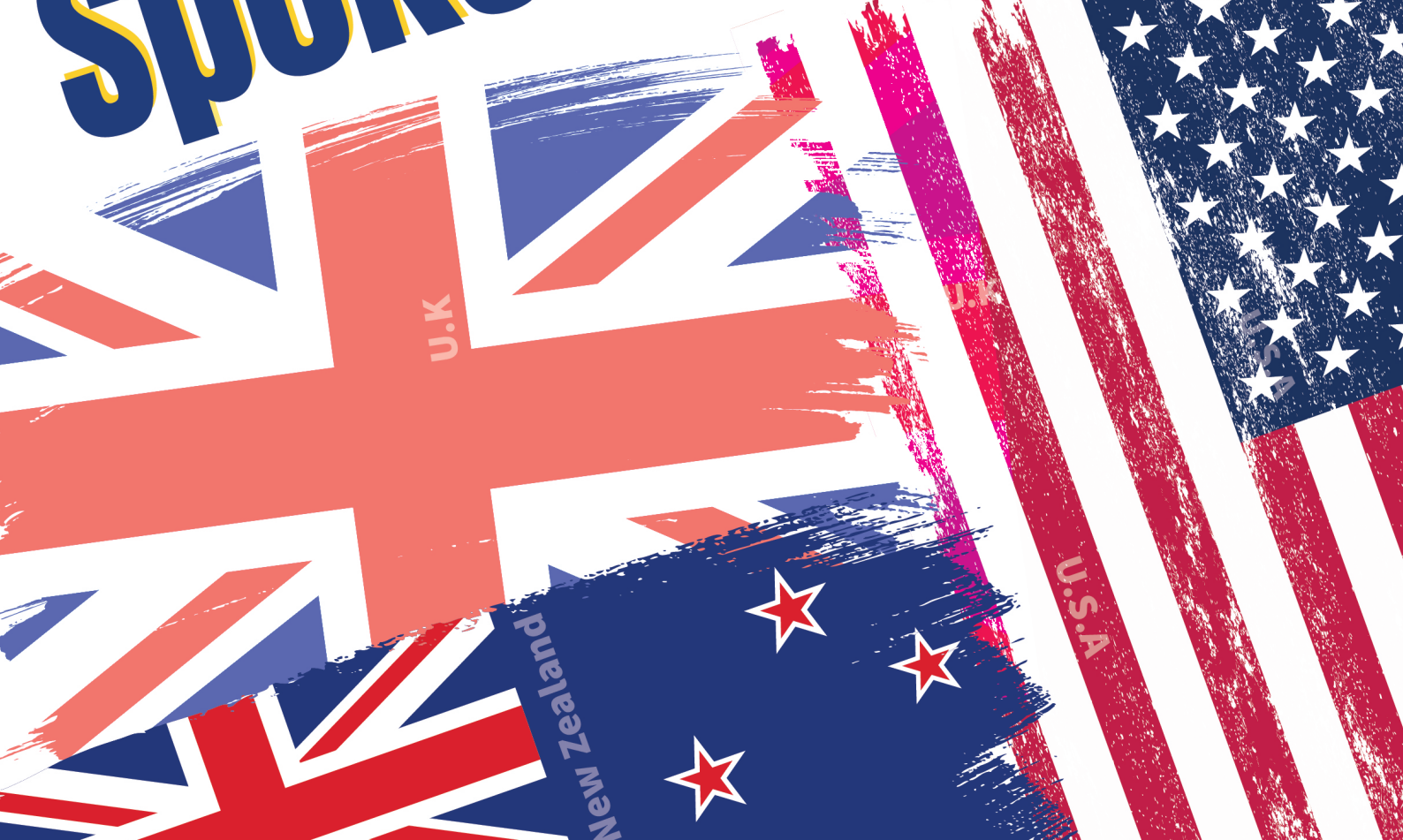


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Darca Spoken English Labs

This handbook was created by the Darca English Teachers Community as part of the Darca teachers' professional development course. It is the fruit of their dedication and a reflection of their deep understanding of the topics explored throughout the year.

The primary task was to create a spoken English lesson that would cater to the varied learning abilities within their classrooms. We were truly inspired by the teachers' genuine care for each student's participation, their commitment to inclusive teaching, and their belief in a can-do mindset that supports every learner in growing and thriving.

An instrumental part of the course was understanding the importance and rationale behind incorporating and promoting speaking activities in the classroom. In order to promote speaking activities, the teachers took an active part in the course by engaging with the various tasks, feeling first-hand how they can elicit spoken language and foster motivation.

Some of the topics focused on in the Darca Community sessions that you will see thematically throughout this handbook are:

- Belief Matrix
- Triage
- Assertive Voices
- Masterpieces
- SOLE teaching
- The Imitation Game
- UDL teaching

As part of this project, teachers will encourage students to speak English through a variety of speaking activities. Some of the Ministry programs that are integrated in these lesson plans are 'Let's Talk' and The Ministry of Education's 'Getting Students to Talk in English: A Practical Guide' should also be used as a framework for speaking fluency in class.

Credit: Ministry of Education



Incorporated into these units are dialogues, problem solving skills, debates, discussions, games and TEDx videos, technological tools, Project Based Learning, creative tasks and research skills that are a fundamental part of encouraging our students to be active learners.

Developed by Bracha F. Vaknin and Carol Wolff, Darca English Community Leaders.
A special thanks to Revital Levgores for facilitating the Darca English Community.

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**Topic: Tu Bishvat - Nurturing Values and Parent Appreciation**

Created by: Revital Peretz, Ulpanat Darca Netivot

**Activity Summary**

Here is a short summary of the activities presented in the lesson: The lesson focuses on teaching the values of nurturing, giving, and the importance of generosity in relationships, especially for parents. The activities include:

1. Lesson Goals & Introduction – The lesson begins with an overview of its objectives, emphasizing the significance of giving and how everyone can contribute to a relationship.
2. Pre-Reading Activity – Students are encouraged to predict what the story is about and reflect on ways to show gratitude to their parents. They can share their thoughts through a Padlet link (QR code provided).
3. Video Watching – Students watch an animated version of the story and a video clip to engage with visually and deepen their understanding of its themes.

These activities create an interactive and reflective learning experience, helping students connect with the story's message on a personal level.

Here's a summary of the activities:

The lesson includes engaging activities to explore nurturing the value of gratitude, and the importance of generosity in relationships, especially for parents. First, students participate in a discussion using a Wordwall activity with numbered questions about the story's themes and messages. Then, they enjoy a fun art activity to deepen their appreciation for their parents by writing a greeting card for Tu Bishvat. The lesson concludes with a reflection, highlighting the key message of gratitude for our parents' nurturing and endless love and support as seen in the quote: "Everyone has the opportunity to give something, and he gives according to his ability."

**Lesson Plan**

Subject: Speaking English / The lesson focuses on teaching the value of gratitude, nurturing and the importance of generosity in relationships especially for parents.

Duration: 90 minutes

Objective:

Students will analyze the themes nurturing and parents appreciation through the story of the Giving Tree by Shel Silverstein/poem by AI, participate in discussions, and engage

with the story/poem to enhance comprehension and expression in English.

By the end of the lesson, students can:

1. Discuss the main themes of the story/poem using complete sentences.
2. Express their opinions about the story's/poem's message clearly and confidently in English.
3. Share personal reflections on generosity, gratitude and selflessness, using relevant vocabulary and sentence structures.

These ensure that students actively speak English while engaging with the story/poem.

Lesson Activities & Procedures

1. Warm-Up Discussion (15 minutes)
Pre-Reading Activity – Students are encouraged to predict what the story/poem is about and reflect on ways to show gratitude to their parents. They can share their thoughts through a Padlet link (QR code provided).
- Conduct a brief think-pair-share where students predict the story's/ poem's theme.
- Introduce the lesson's objectives and Can-Do statements.
2. Video Watching – Students watch an animated version of the story, and a heartfelt video expressing gratitude to parents to engage with the story visually and deepen their understanding of its themes & discussion questions (45 minutes). Using the Wordwall activity (linked in the presentation) to facilitate discussion.
3. Reflection & Wrap-Up (15 minutes)
- Display the quote:
"Everyone has the opportunity to give something, and he gives according to his ability."
- Discuss: How do you practice giving in your life?
- Conclude with the final story/poem line
- Ask the students to write or share a short reflection on what they learned.

Assessment & Evaluation (15 minutes)

Formative Assessment: Participation in discussions

Summative Assessment: Written greeting card to their parents and verbal reflections on the story's message.

**Activity One**

Credit: Canva + Padlet

**Activity Two**

Credit: Canva + Youtube
The Giving Tree- Animated
Children's Books

**Activity Three**

Credit: Canva + Wordwall





Group Work / Variations

An AI Poem: Like Trees They Grow.

Credit: AI



UDL - Universal Design Learning

Together with the students, we will explore themes of gratitude, selflessness, and parental appreciation by engaging in discussions, storytelling, and creative expression based on the story or poem. Interactive and Performance-Based Activities (Speaking & Movement).

1. Create a Class Podcast or Video:

Students record short audio or video clips sharing what they appreciate about their parents and why.

2. Gratitude Chain Activity:

Each student writes one way they can express gratitude to their parents on a paper strip. These are linked together to create a class gratitude chain for their parents.

3. "Growing with Gratitude: A Tu Bishvat Appreciation Card"

Each student creates a decorated greeting card for their parents in honor of Tu Bishvat, writing about how much they appreciate and love them and thank them for helping them grow.

Credit: Canva / AI



Associated Videos, Links, Credits, Text

- Say "Thank You" - A Motivational Video On The Importance of Gratitude



Credit: Youtube | "Fearless Soul- Thank You"

- Gratitude Quiz, a fun and interactive quiz game that challenges players to explore the true meaning of gratitude. In this game, participants answer multiple-choice questions that test their understanding of gratitude and family relations. This engaging quiz not only reinforces the importance of being thankful for what we have but also encourages thoughtful discussion and a positive outlook on life's everyday blessings.



Credit- Wayground | Gratitude Quiz



**Topic: Speak Up!**

Created by: Tal Dahan and Sefi Steinmetz, Darca Sapir Yerucham

**Activity Summary**

The activity goal is to encourage our seventh grade students to converse in the English language. We use several methods to encourage our students to dare and not to be afraid of making mistakes in English. We use games, dialogues, repetitive sentences, memory exercises to implement oral speaking.

**Lesson Plan**

Step 1: Ice breaker - As an introduction to the lesson we will use a wheel of feelings. The teacher will spin the wheel and for each feeling that comes out every student that feels that way will have to stand up and explain why he or she feels that way. *10 min*

Step 2: Teaching vocabulary. The teacher will expose the students to the new vocabulary for the dialogue that the students will watch later. The students will be asked to translate it to Hebrew. *5 min*

Step 3: The students will watch the dialogue from The British Council - "Makayla and Gemma" the students will watch the dialogue and then we will ask for volunteers to role play Makayla and answer the questions that Gemma presents in the video. This activity will be in front of the class when the video is on.

Step 4: Each student will get a printed dialogue to rehearse for a role play and present it in class. The higher-level students will learn it by heart and present it orally in class. The lower-level students will be permitted to use the text for support. (We want every student to take part in the activity regardless of their English level). *20 min*

Step 5: Sum Up Game - The students will get flashcards, some of them with questions and others with answers. The students will need to find their pair with the right answer or question and sit next to them. *10 min*

**Activity One**

Ice breaker - As an introduction to the lesson we will use a wheel of feelings. The teacher will spin the wheel and for each feeling that will come up every student that feels that way will have to stand up and explain why he or she feels that way. *10 min*



Rawan
Credit: Rawanhamod23,
"Feelings", Wordwall

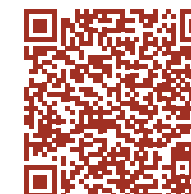
**Activity Two**

Teaching vocabulary. The teacher will teach the new vocabulary for the dialogue that the students will watch later. *5 min*

Credits: The British Council - "Makayla and Gemma"

**Activity Three**

The students will watch the dialogue from The British Council - "Makayla and Gemma" the students will watch the dialogue and then we will ask for volunteers to role play Makayla and answer the questions that Gemma presents in the video. This activity will be in front of the class when the video is on.



Credit: "Meeting People", British Council
learnenglishteens.
britishcouncil.org

**Group Work / Variations**

Each student will get a printed dialogue to rehearse for a role play and present it in class. They can do this activity in pairs. *20 min*

**UDL - Universal Design Learning**

The higher level students will learn it by heart and present it orally in class. The lower level students will be permitted to use the text for support. (We want every student to take part in this activity regardless of their English level).

**Associated Videos, Links, Credits, Text**

- <https://learnenglishteens.britishcouncil.org/skills/speaking/a1-speaking/meeting-people>
- Sum Up Game - The students will get flashcards, some of them with questions and the other ones with answers. The students will need to find their pair with the right answer or question and sit next to them. *10 min*



Credit: Ministry of Education, Let's Talk



**Topic: Poem - Talking About Emotions Through Emojis**

Created by: Nofar Buskila Katalan and Efrat Turgeman,
Hamer Darca High School Netivot

**Activity Summary**

First show a video as a way to get the students involved. They will have a while watching assignment. This will make them curious about what is coming next and what the lesson is about.

Then start a discussion about emojis, the frequency of using them, and if they make our life easier or the opposite?

Then give them the final assignment, it can also be a task they can work and finish at home.

If there is time left, end the lesson with a game \ competition between two groups. We chose to focus on feelings and emotions by using emojis. Talking about how you feel becomes a very difficult thing to do once you are a teenager. By using emojis - which is something from their world - it is easier and more accessible to our students. They use emojis on a daily basis.

That is why we thought it would be a good idea to incorporate it in our lesson.

This lesson encourages students to feel comfortable and create something of their own, while learning English.

**Lesson Plan**

1. Pre reading - video

2. Activity Two:

Each student will choose an emoji. Each student will have to decide which emotion their emoji represents. The students will create a video / drawing / sentence based on their emoji. The students will present their product in front of the class.

3. Activity Three:

The students will invent a story using 3 different emojis and present it to the class.

Second option - The students will create a new emoji and present it to class with the explanation of what emotion it represents.

Another option - To create a riddle using emojis.

**Activity One**

Pre lesson activity:

The students will watch a YouTube video "Where did emojis come from?"

The video presents different facts about emojis. We will show each fact separately. Each student will get two emojis (the like icon 👍 and unlike icon 👎) While they are watching the video, they will have to decide whether it is true or false.



Credit: Fluentize, Youtube
"Where Did Emojis Come From?"

**Activity Two**

We will start by asking how many of them use emojis, and ask them to tell us what is the most frequent emoji they use.

We will then talk about how emojis entered our life and how often we use them.

The students will discuss their emotions, and whether they feel comfortable talking about how they feel, is it easier to use an emoji instead of writing? Ask them how they feel at a specific moment. Do they think that the other side always understands the message they want to convey once they send an emoji.

The student will choose one emoji and the entire activity is based on that emoji.

Each student creates a video \ drawing \ sentence using the emoji.

Then they will have to present it to the class and explain what emotion their emoji represents (many of us interpret emojis in a different way).

**Activity Three**

In this activity the class will be divided into pairs. Each pair will be combined with a strong student and a weak student.

For this activity assign three different tasks in three levels, each pair can choose what option they prefer. At the end of the lesson each pair will present their product in front of their classmates.

Option 1: Create a story using three different emojis.

Option 2: Create a new emoji; describe what it would look like, what color it is, what emotion it represents.

Option 3: Create a riddle using emojis.

**Group Work / Variations**

End the lesson using a fun activity.

Divide the class into two groups and show them a YouTube video. The video shows different emojis that are combined together to form a word. Each group will have to guess what the word is.

For example: An emoji of fire + an emoji of a dog = hotdog :)



Credit: Quiz Blitz, Youtube
"Guess the Word by Emoji"

**UDL - Universal Design Learning**

The third activity has three options. From one that requires more understanding and better writing skills to one that can give them options to use other skills (like editing or drawing). Yet, throughout these activities don't give up on high standards of talking and presenting English in class. In addition, in this activity we also paired students together from different levels in order for them to help each other.





7-9th Grade

Topic: Why Should I Learn English?

Created by: Hana Zion & Maria Shatrok Darca Ariel Tirat-Carmel



Activity Summary

Each student will discover their own personal reason for learning English and present it in a simple, creative way.

Students will search for different reasons why learning English is important. They will share their ideas in pairs & small groups and present them to the class. Finally, they personally connect to the topic and create an audio or video recording to showcase their thoughts.



Lesson Plan

Brainstorming in pairs using AI/Internet. Students should find and write down at least three reasons why learning English is useful.

Group Collaboration: Each pair joins a group with the same research question, shares their ideas, and agrees on a combined list to post on Padlet.

Presenting Findings: Groups present their findings to the class. The class votes on the most creative and useful reasons for learning English.

Personal Connection: Students write 1-3 sentences about why learning English is personally important to them.

Final Task: "Future Me Message". Students write a short message to their future selves and record it as an audio or video file.



Activity One

Part 1:

Task: In pairs, students explore how English is used in real life. They can search online or ask any AI tool. Each pair receives one of the four questions below. They must write 3-5 answers.

Where in real life do people use English? (Movies, games, social media, travel, work, etc.)

Find 3-5 cool jobs where English is important.

Name 3-5 famous people who speak English and explain why it helps them.

How does English help in music/sports/fashion/technology?

Part 2

Task: Each pair joins other pairs with the same research question. As a small group, they present their ideas orally. Each student must share at least one idea. The group then finalizes their combined list and posts it on Padlet.

Students present their answers on Padlet.com



Activity Two

Task: Each group sends 1-2 representatives to share their findings with the whole class. After each presentation, other students can ask a question or add another reason why English is useful.

Padlet.com for collaborative discussion.



Activity Three

Part 1

Each student chooses 2-3 reasons that matter to them personally based on their hobbies, future jobs, dreams, etc.

What do I enjoy doing? (Gaming, music, fashion, travel, etc.)

How could English help me in this hobby or interest?

What would be easier/more fun if I knew more English?

Task: Students write 2-3 simple sentences (using AI tools for ideas but in their own words) about why they should learn English.

Example 1: "I want to be a soccer player. I will need English to communicate with international coaches and teammates."

Example 2: "I love watching TikTok videos, but some of the best ones are in English. If I learn English, I won't need subtitles, and I can even make my own videos for people around the world!"

Part 2: Future Me Letter

Task: Each student writes a short letter to their future self (1-2 sentences) about why learning English is important.

Example: "Dear Future Me, I hope you can watch movies without subtitles by now!"

Final Task: Students record their messages and share them on Padlet or WhatsApp. Stronger students may create a short video. The "letters" can be saved and revisited at the end of the year to track progress.





What do I enjoy doing? (Gaming, music, sports, fashion, travel, TikTok, etc.)

"I love _____ (playing FIFA / watching Netflix / listening to Drake / buying sneakers)."

How could English help me in this hobby or interest?

"If I know English, I can _____ (talk to players online / understand my favorite songs / read sneaker websites)."

What would be easier/more fun if I knew more English?

"I can _____ (watch movies without subtitles / travel without help / talk to people from other countries)."

Alternative Presentation Options for Weaker Students:

Short Audio (Padlet, WhatsApp)

Short Video – Record 1-3 sentences using a voiceover or animation tool (Canva, Powtoon)

"Secret Presenter" – Write their reason and let another student present it anonymously.

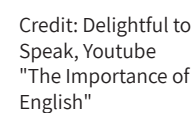


This lesson is designed to accommodate different learning levels:

- Weaker students can write shorter sentences.
- Visual learners can create infographics or posters.
- Kinesthetic learners can act out real-life situations where English is useful (ordering food abroad, talking to a tourist, etc.).
- Tools Used: Canva, Powtoon, Padlet, WhatsApp



This video helps students discover more reasons to learn English.





7th - 12th Grades

Topic: Learning and Practicing Spoken English via Pictures

Created by: Dorina Leiderer & Efrat Benita, Darca Kiryat Malachi



Activity Summary

Students learn and practice their spoken English through pictures by describing, playing, creating their own picture, telling a story, making captions and presenting them.



Lesson Plan

1. Presenting the goal of the lesson plan to the students. Teach the students opening sentences to describe a picture. Structures like: "In this pictures, I can see...", "This is a picture of...", "There is/are..." etc. Have the students pay attention to tenses when describing pictures.
2. One picture is worth a thousand words, the "Mirror System". Teachers have the students watch a video which is called "New way of Learning English". Then the students have to describe what they watched.
3. Enhancing the "Imitation Game". Students get a picture and have to say what the teacher said about the picture and add something of their own.
4. Students engage with studying via pictures according to the following activities (1, 2, 3).



Activity One

This activity is for the whole class: The snowball game. Teachers start with presenting a picture, then pass it to a random student. They have to repeat what the teacher said and add their own sentence. Then give it to another friend who repeats what was said with an addition, and so on to the next student.

Credit: Meghaa Jajodia, Pinterest



Activity Two

Picture and emotion activity via "would you rather" game. Students get pictures with all kind of facial expressions of people. They get to choose which picture they would rather describe and explain why he/she connects to this emotion.



Credit: Shutterstock "Kids Emotions" Royalty-Free Images



Activity Three

Learning is creation. Students create their own picture by using AI by creating a picture on Canva. First, they get to watch a video about "AI images on Canva".



Credit: Guide Realm, Youtube
"How to Use Canva AI Image Generator"



Group Work / Variations

Triage the students into groups. The activity is storytelling through pictures. Students work in pairs or in groups. Then they get sets of pictures, either to put in chronological order or make up their own story. The teacher writes the vocabulary on the board - connectors and sequence of events like: first, second, then, after, finally. Then each group has to present its story to the class.

Variations: "Before and after" describing, or describing a "mystery picture" - unclear picture to describe, "spot the differences", "guessing who I am" - the student isn't allowed to see the picture, and guesses it by the descriptions of other students.



Credit: Guide Realm, Youtube
"How to Use Canva AI Image Generator"



Credit: Priya Joshi, Bika News
Spot the Difference Game



Credit: img.taping.net



UDL - Universal Design Learning

According to the explanation that we provided so far, you can see that our lesson plan caters to more than one English learner's levels. The teachers can provide the students with different pictures and videos, and the students can describe it, either by writing or speaking in different levels.

Extra links which connect to different activities in our lesson plan:



Credit: Twinkl Images



Credit: Daily Mail Images



Credit: Pinimg.com



Associated Videos, Links, Credits, Text

- <https://www.youtube.com/watch?v=eYN-qrKIIYI>
- <https://wordwall.net/en-us/community/spot-the-difference>



Credit: Novak Educational Counseling, Youtube
"What is UDL?"



Credit: Wordwall
"Spot the Differences"



**Topic: Bad Cellphone Habits**

Created by: Kate Frivert, Rene Cassin Jerusalem

**Activity Summary**

During this lesson students will discuss their cellphone habits. They will watch a short clip about Rebecca and compare her habit with their own phone habits. Students will be involved in different activities that promote speaking English on different levels and encourage them to communicate with each other and express themselves orally.

**Lesson Plan**

Step 1: watch a short clip. Students can listen and understand Rebecca who is talking about her bad habit.

Step 2: Working with the new words. Students can acquire new words and use them in creating sentences of their own.

Step 3: Speaking practice - imitation. Students can improve their speaking skills by repeating and imitating Rebecca. Students can give a short, rehearsed presentation.

Step 4: Pair work - role play. Students can relate to the main points of the story. They can identify a problem, its consequences and its solution. Students can collaborate in simple, practical tasks. Students can ask and answer questions and exchange ideas and opinions.

Step 5: UDL - group work. Students can interact and exchange opinions and talk about their cellphone habits. Students can classify. Students can use the acquired knowledge and skills to plan, create and present an activity.

**Activity One**

Students will watch a video in which Rebecca will tell them about her bad habit and how she overcame it. The advantage of the video is that Rebecca speaks very slowly and distinctly, the video is an animated cartoon that illustrates everything very clearly. In addition, there are captions that ensure students' understanding. The new words are highlighted.



Credit: Listen and Speak Academy,
Youtube
"My Bad Habit is Phone Addiction"

**Activity Two**

Before students begin their speaking practice, they will learn some words that have been previously used and highlighted in the video. They will be asked to copy the words into their notebooks. The teacher should prepare flashcards with the new words. Students will sit in groups of four. Then, a short game can be played. In the first part a teacher gives a definition of the word and students will name the word. In the second part, a teacher will show a card with a new word and students will make up sentences with this word and read them to the class.

**Activity Three**

Speaking practice - imitation. The students will sit in small groups and practice speaking by following the speaking practice in the clip. In order to avoid too much noise, they may take turns. To make this activity more organized and playful, a teacher can give each member of a group a number. In addition, you may want to give each group an object that resembles a microphone, so that only the student that holds it is allowed to speak. The speaking practice lasts only 5 minutes. It will give students an opportunity to try - but it will be good if students are asked to continue practicing at home as well and to record themselves. Stronger students may be asked to record themselves retelling Rebecca's story or answer some guided questions like we do for the COBE.

**Group Work / Variations**

Students will work in pairs and role play. The teacher will give out roles to every pair. They will practice making a dialogue or an interview. It must be at least 1 minute long. The roles may be: Rebecca and her friend; Rebecca and her teacher; Rebecca and her parents; Rebecca and a school counselor; Rebecca and her siblings; Rebecca's mom and dad, etc.





UDL - Universal Design Learning

Students will identify and analyze their own bad phone habits. They will be given a list of 8-10 cellphone habits. They will read the sentences, tick (v) the sentences that are true for them, then share and compare their answers with their group members. Students will be asked to have a discussion and in pairs divide the habits in to two categories: bad habits that influence a person who has them and bad cellphone habits that have a negative effect on other people as well. Finally, students will collaborate in order to think about different activities that can help people become aware of their bad habits and get rid of them.



Associated Videos, Links, Credits, Text

Here are some ideas for the sentences that describe cellphone habits:

- I don't turn off the volume on my phone in public places.
- I tend to look things up on my phone in the middle of conversations with people.
- I don't want to miss anything so I check my phone all the time.
- The first thing I do every morning is turn on my phone.
- I never leave my phone at home when I go out.
- I post pictures on social media and tag people without asking if it is OK.
- When I sleep, I make sure my phone is nearby.
- I use my phone while watching a movie in the cinema.



**Topic: Room for Rent. (Reader's Theater)**

Created by: Olga Borovkov, Darca Ariel, Tirat Carmel

**Activity Summary**

Students will practice speaking English by acting out the Let's Talk play "Room for Rent".

**Lesson Plan**

1. Pre-teaching new vocabulary words and phrases.
2. Checking students' comprehension.
3. Modeling. The teacher reads the script aloud so the students can hear a model of fluent reading.
4. The teacher divides the class into groups. Each group of students reviews the role of one of the characters.
5. The teacher walks around acting as a coach to help students with questions who feel unsure of themselves.
6. Students read the script in groups. The script should be read more than once.
7. Students present as a group.

**Activity One**

Who Lives Here? (Before Reading - Character Matching)

The teacher writes the animal characters (hen, bird, cat, horse, mouse) on the board.
The students should match the descriptions with character names.

Discuss: What do they think each character wants in the story?

Based on reading comprehension and drama teaching strategies.**Activity Two**

Read with Feeling (While Reading).

The teacher assigns roles and has students practice reading their parts aloud.
They should focus on using the right emotions (angry, happy, surprised).

Inspired by fluency-building techniques.**Activity Three**

Guess Who Will Stay? (Midway Activity - Prediction Game)

The teacher pauses after reading about the rabbit's decision.

The teacher asks: "Who do you think will take the room? Why?"

Students write or say their predictions.

They finish reading and compare predictions with the actual ending.

Prediction activities in literature circles.**Group Work / Variations**

A New Neighbor (After Reading - Creative Writing)

The teacher asks: "What if another animal came to rent the room?"

Students create a new character, decide if they stay or not, and explain why.

They can write a short script or act out their new scene.

Based on creative writing and drama techniques.**UDL - Universal Design Learning**

Students choose how to present their new character:

Writing (a short dialogue or description).

Drawing (illustrate the new character and label their traits).

Speaking / Acting (role-play the new character's conversation with the neighbors).

Digital (record their response as an audio or video message).

Multiple Means of Expression (demonstrating understanding)

Students share their new neighbor in small groups or with the whole class.

Options for feedback: thumbs up/down, short written response, or digital comments.

Advanced students can write a mini-scene to act out with a partner.

Based on scaffolded creative writing and UDL strategies.**Associated Videos, Links, Credits, Text**

'Let's Talk' Ministry of Education Website.





Topic: My Favorite Place

Created by: Dikla Jan, Darca Yeshiva Netivot

8-9th Grade



Activity Summary

In this lesson, 9th-grade EFL students will practice speaking English by describing their favorite place using differentiated learning tasks. Students choose from four activity types based on their learning style: creating a visual poster, recording their voice, acting out the place with gestures, or writing and reading a short paragraph. These tasks help students use descriptive vocabulary, practice speaking fluently, and gain confidence in expressing themselves in English. The lesson concludes with peer sharing, class reflection, and informal assessment through observation and feedback.



Lesson Plan

Lesson Plan: "My Favorite Place" – Speaking through Differentiated Learning

Grade Level: 9

Learner Type: EFL – Intermediate level

Skill Focus: Speaking

Duration: 45 minutes

Learning Objectives:

Can Do: Students can describe their favorite place in English using appropriate vocabulary and sentence structures.

Can Do: Students can choose a differentiated speaking task based on their learning style (visual, auditory, kinesthetic, or reading/writing).

Can Do: Students can present their descriptions to peers confidently and listen actively, asking questions and providing feedback.



Activity One

Warm-Up Discussion (5 minutes)

Can Do: Students can introduce their favorite place and briefly explain why it's special to them in English.

Description:

The teacher introduces the topic by asking: "What is your favorite place and why?"

Students pair up to discuss for 2 minutes.

A few pairs share their answers with the class.

This activates background knowledge and engages students in speaking right away



Top 100 Places To Visit On Earth - Ultimate Travel Guide.

This video presents a compilation of stunning destinations worldwide, offering visual inspiration for students as they think about their favorite places.

Credit: Ryan Shirley, Youtube | "Top 100 Places to Visit"



Activity Two

2. Vocabulary & Sentence Structure Review (5 minutes)

Can Do: Students can use descriptive adjectives and sentence structures to describe a place.

Description:

The teacher introduces key vocabulary (e.g., adjectives like "beautiful, exciting, relaxing") and sentence frames (e.g., "There is/are...", "I like this place because...").

Students repeat the words aloud, practicing pronunciation.

The teacher asks students to make 2–3 example sentences using the vocabulary.

This provides scaffolding for students to describe their places later in the lesson.



Credit: Lera Boroditsky, Tedx
"How Language Shapes the Way We Think"





Activity Three

Differentiated Speaking Task (25 minutes)

Can Do: Students can choose and complete a speaking task related to describing their favorite place based on their learning style.

Description:

- Students choose (or are guided to choose) from the four differentiated activities:
- Visual: Draw a picture or make a mini-poster of your favorite place and describe it.
- Auditory: Practice speaking aloud and record yourself describing your place.
- Kinesthetic: Use gestures or props to demonstrate activities that take place in the chosen place.
- Reading/Writing: Write a short paragraph and read it aloud to a partner.
- Teacher circulates to provide support, correct pronunciation, and help with vocabulary as needed.
- Students work independently or in pairs to complete the task.

Worksheet



Group Work / Variations

Presentation & Peer Feedback (7 minutes)

Can Do: Students can present their descriptions to peers, ask questions, and give constructive feedback.

Description:

- Students form small groups (3–4 students) to share their descriptions.
- After each presentation, peers ask a question (e.g., “What do you do there?”) or give positive feedback (e.g., “I liked how you described the beach!”).
- Each student should get a chance to present and interact.
- This encourages peer interaction and improves speaking fluency.

Quizlet



UDL - Universal Design Learning

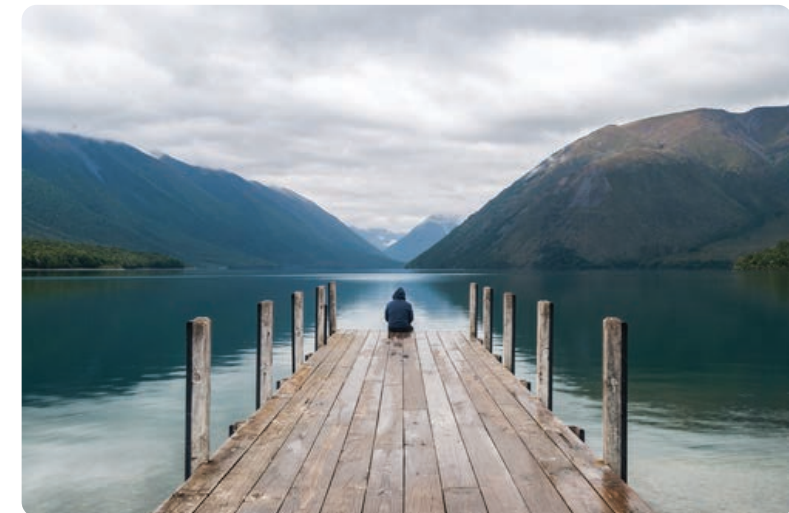
For Visual Learners: Provide a vocabulary list with images (e.g., “mountain,” “beach,” “city”).

- For Auditory Learners: Have students repeat the vocabulary aloud, focusing on pronunciation.
- For Kinesthetic Learners: Have students act out some of the vocabulary (e.g., pretending to swim for “beach”).
- For Reading/Writing Learners: Provide a fill-in-the-blank worksheet with sentence frames for them to practice (e.g., “My favorite place is _____ because _____.”).



Credit: Ministry of Education

https://meyda.education.gov.il/sheeloney_bagrut/2017/6/HEB/16381.pdf





Topic: "My Passion"

Created by: Reut Melker, Darca Nofey Golan

9th Grade



Activity Summary

Students will find their passions (the hardest part apparently!), research and present their passions in class, finally, they will have to set actionable goals according to the SMART model.



Lesson Plan

1. Students will find their passions (the hardest part apparently!)
2. Students will research their passions
3. Students will present their passions
4. Student will be able to set actionable goals according to the SMART model.



Activity One

Shout out our dreams: After the clip, in groups, discuss the following topics:

I want to be... / My dream is ... / If I could, I would...

Someone I know that achieved his/her dream...

What can help me achieve my dream...

What are the obstacles in achieving my dream and how I can overcome them...

If they find it difficult to pinpoint their dream/passion - I suggest maybe talking to their parents - what did you (the student) want to do when you were in kindergarten? sometimes that's the best clue - we intuitively know what our soul desires before society intervenes.

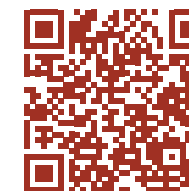


Credit: SoulPancake, Youtube
"Shout it Out"



Activity Two

After finding your passion - research and find some information about it - what is it exactly? what do you have to do to get there? Teach them the SMART model for goal-setting.



Credit: Simon Bell, Mindtools
"SMART Goals"



Activity Three

Presentation - students will present their passions to the class, in two rounds. They will sit in groups of 4, and each student in the group will present their passion. After all 4 have presented, they all switch groups (assigned beforehand by me) and do it again in front of the others. Each student will have heard 6 other students. Beyond knowing their classmates better, they would be "accountable" to 6 others in terms of reaching their goals.

Credits: NLP. After a month, we'll "check-in" with their progress. Do they need to change/adjust their goals? Set different ones/new ones?



Group Work / Variations

In groups, look on the internet for a short story/song/quote/joke connected to dreams/aspirations. Summarize it in your own words. Think of a way to present it to the class (a video clip, a drawing, a short talk, a play, a powerpoint presentation etc.). Show it to the teachers when finished. Present it in front of the class.

Credits: Nofey Golan English staff (Dreams workbook)



UDL - Universal Design Learning

We made the "Dreams workbook" in three levels. Students choose the level they feel most confident at.

Credits: Nofey Golan English staff



Associated Videos, Links, Credits, Text

- Irgun Hamorim and Anagrama - NLP practitioner course.

- <https://www.mindtools.com/a4wo118/smart-goals> (and TWEE!)



**Topic: Social Media**

Created by: Merav and Lihi, Hamer Darca High School

**Activity Summary**

First, begin the lesson by showing the students a short YouTube video in order to present the topic of the lesson about social media vs. reality to them. Then we will ask the students to discuss their opinions about the content of the clip. This way the students use their voice and speaking skills about something that's inseparable from their lives; social media. Then, we will teach and review the new vocabulary with the students, using Quizlet, and proceed to the pre-reading activity; matching icons to their names. Next, we will explain the text from the book as well as answer the questions. We will read the text and ask them questions while reading each part. To sum up the lesson, we will ask the students to say positive and negative statements for and against social media.

**Lesson Plan****Activity One**

Pre-reading activity: the students will watch a short clip about social media vs. reality. While they are watching, they will need to think about and write down 2 points that struck out to them regarding the content of the video. Then will proceed to discuss and speak about their opinions and about the points that they wrote down.

Credit: SoulPancake, Youtube
"The Success Series"**Activity Two**

This activity is the body of the lesson. First, we will teach the students the new vocabulary from the text using Quizlet. Next we will continue to the pre-reading activity; matching different icons to their names. The next part of this activity will begin by explaining about photographic text, as well as answering the questions from the book. Then, we will read the first part of the text, then each student will read out the rest of the parts one by one. While reading, we will ask questions, both about basic understanding and deeper understanding about what was read. The final part of this activity will be to answer the questions from the book by levels.

Credits for activity two:

1. Course book: Just Imagine, Unit 1, "Photographic Text - Social Media"
2. Quizlet



Credit: Quizlet

**Activity Three**

This activity is the summary of the lesson and will be mainly focused on speaking skills. We will ask the students to say and talk about both negative and positive statements for and against social media. This topic will allow the students to use their voice and will create more conversation, as this is a topic they are very much familiar with.

**UDL - Universal Design Learning**

In the body of the lesson, when we are reading the text and answering the questions, the book provides three levels of questions about the text for weak/ average/ strong students. Furthermore, when we ask basic and deep meaning understanding questions about the text, we will ask these questions in three different levels for the different students.

Credits: Just Imagine, Unit 1, Eric Cohen Books.

**Associated Videos, Links, Credits, Text**

- The text "Photographic Text - Social Media" from the book "Just Imagine" is not only a great and interesting topic to read, write and discuss, but it is also a topic that the students are very familiar with and can connect with deeply. This way, their discussion is full and rich with their opinions and thoughts.
- YouTube video - this video visually shows the students the side of social media and the opposite side of reality. It is a very great way to show the students and give them a hint about what the topic is before they start to read about it.
- Quizlet - The game is an entertaining and fun way for the students to learn, review and practice the different vocabulary from the text that they are reading and studying.





9-10th Grade

Topic: Future Jobs

Created by: Osher Azoulay, Anna Zaslavsky, Makif Vav Darca
Ronson Ashkelon



Activity Summary

Our lesson plan engages students in a discussion and presentation about the future. It begins with a class discussion on how the future might look, followed by watching a clip from the movie Wall-E to analyze its reality of life on Earth. Students will discuss changes in the environment, technology, and society, considering the reasons behind them.

The main assignment involves preparing a TED Talk style presentation discussing how our future look like in x years from now. To inspire their ideas, students will watch a 2003 TED Talk on future jobs and compare its predictions to today's reality.

Students will select a specific time in the future and explore changes in technology, jobs, the environment, or other areas of interest. They will create a 1.5 to 3-minute speech, accompanied by a slide show with AI-generated images. They will present individually or in pairs.



Lesson Plan

Lesson Plan: What Will Our Future Look Like?

Can Do Statments:

- can understand and analyze a video on future trends and discuss key ideas.
- can compare past predictions to present realities using supporting details.
- can create and deliver a short presentation on a future-related topic.
- can use visual aids effectively to enhance presentation.
- can work independently or collaboratively to develop and express ideas.

1. Pre-Lesson Activity (Engagement and Brainstorming)

- The lesson will begin with a class discussion: "What will our future look like?"
- Students will be asked to share their ideas about future technology, environment, jobs, and daily life.
- Students will watch the video clip from Wall-E (WALL-E Clip).

The class will discuss the following questions:

- How is life on Earth portrayed in the clip?
- What is different compared to today?
- Why do you think these changes happen?
- How do you see the future?

2. Exploration Task (TED Talk Analysis)

- Teacher will introduce the assignment of preparing a TED Talk on "What will our future look like in ___ years?"
- Students will watch the TED Talk: "What will future jobs look like?" by Andrew McAfee (TED Talk).
- Class will discuss the questions:
 - What predictions were made in 2003?
 - How accurate do you think those predictions were?
 - What trends do you see today that align with or differ from these predictions?

3. Presentation Preparation

- Students will choose one of the following options:
 - Compare the 2003 prognosis from the video to today's reality.
 - Choose a particular time in the future and imagine what will be different (technology, environment, jobs, or any other aspect).
- Speech requirements:
 - 1.5 to 3 minutes long.
 - Accompanied with a slideshow of 2-5 AI-generated images of their vision of the future.
 - Students will be allowed to present alone or in pairs.

4. Presentation and Feedback (the following lessons)

- Students will deliver their TED Talk presentation and slideshow.
- Feedback and class discussions on each presentation will be encouraged.
- Students will reflect on what they learned from their own work and their classmates' presentations.



Activity One

Brainstorming.

Wall- E trailer on Youtube



Credit: JoBlo Animated Videos,
Youtube
"WALL-E Clip, A New Day (2008) Pixar"





Activity Two

PBL- exploration, summarizing and sharing.

Ted Talk speech.



Activity Three

Ted Talk.

Credit: Andrew McAfee, Tedx
"What Will Future Jobs Look Like?"



Group Work / Variations

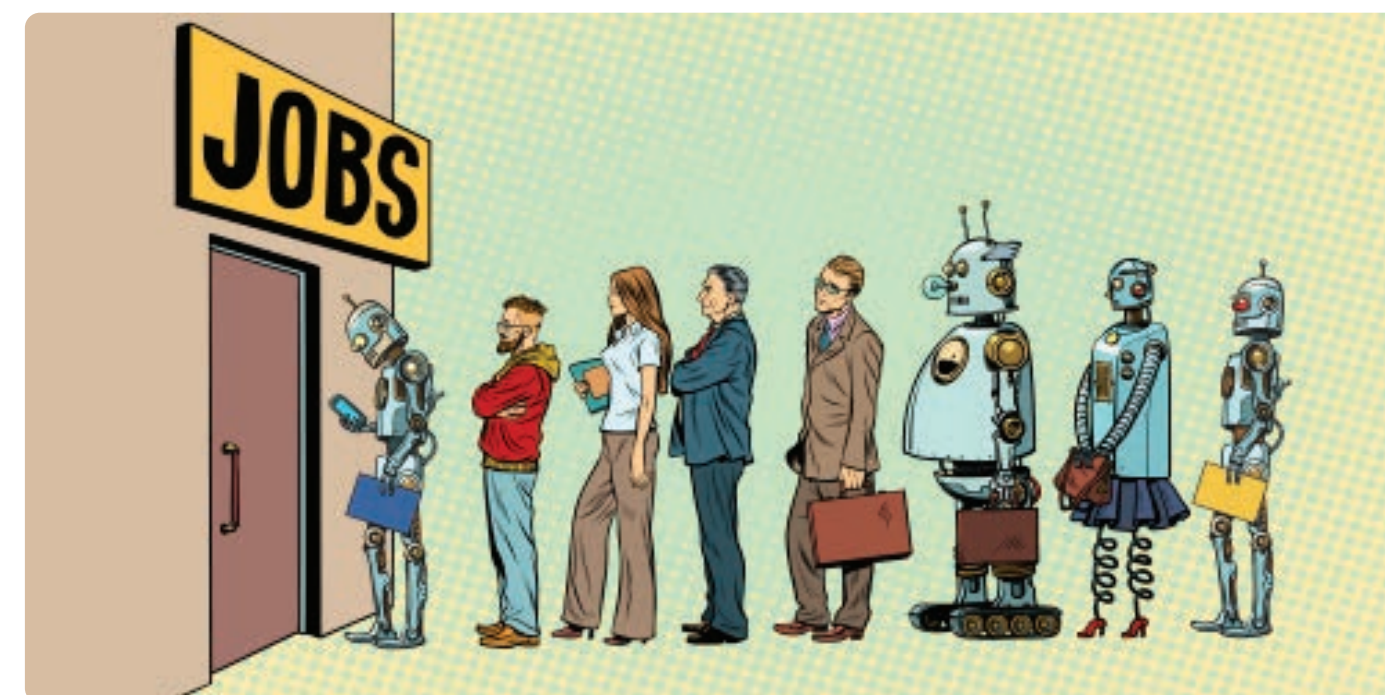
Students will be allowed to work (including presenting) in pairs or to choose to do only parts of it in pairs throughout the whole process. Exploration can be done in groups. Either way, the lesson will consist of a lot of sharing and discussion.

Credit: Sole



UDL - Universal Design Learning

Presentation stage will correspond to UDL: Struggling students will be allowed to present for a shorter amount of time, students who suffer from public speaking anxiety will be allowed to present to the teacher privately, students who want to be creative will be allowed to deliver their speech in a creative format which they will choose (for example a Tik Tok story), weak students who need help/are shy will be paired with strong/confident students. In addition, help and guidance will be offered to any student needing it.





Topic: Debate

Created by: Yaniv Zohar, Dalet Darca Ashkelon

10th Grade



Activity Summary

Teaching debate in my classroom step by step.



Lesson Plan

3-Lesson Debate Unit Plan (CEFR B1)

Target Group: EFL Students, CEFR Level B1

Total Duration: 3 x 45-minute lessons

Unit Theme: Introduction to Debate and Argumentation Skills

Lesson 1: What is a Debate?

Can Do Statements:

- can understand what a debate is and why it is useful.
- can describe and compare everyday objects using basic arguments.

Objectives:

Introduce the concept of debate and build comfort with speaking in front of others.

Activities:

1. Introduction (10 mins):
 - Ask students: What is a debate?
 - Show 1-2 short YouTube videos explaining what a debate is and a sample student debate.
2. Warm-up Activity – 'This is the Best/Worst Because...' (30 mins):
 - Each student picks an object from their bag.
 - 5 minutes to list positive and negative attributes of the object.
 - Each student gives a 1-minute speech defending or criticizing their object.
3. Feedback and Closure (5 mins):
 - Reflect on how it felt to speak publicly.
 - Highlight good use of reasons and examples.

Lesson 2: Expressing Opinions and Disagreement

Can Do Statements:

- can express my opinion and agree or disagree with others.
- can use set phrases to introduce or reject an idea.

Objectives:

Develop skills in structured response and polite disagreement.

Activities:

1. Activity 1 – 'Yes, and... / Yes, but...' (15 mins):
 - One student makes a statement.
 - Next student agrees or disagrees using: 'Yes, and...' or 'Yes, but...'
2. Activity 2 – 'I couldn't disagree more!' (20 mins):
 - First student gives a point.
 - Next student starts with 'I couldn't disagree more...' and gives a counterpoint.
 - Continue as a chain, each student responding with an opposing point.
3. Recap and Reflection (10 mins):
 - Discuss how it felt to disagree.
 - Introduce the importance of respectful argumentation.

Lesson 3: Building Arguments & Mini Debates

Can Do Statements:

- can build a basic argument with a claim, evidence, and reasoning.
- can present and defend my ideas in a structured debate format.

Objectives:

Learn the structure of an argument and practice in a real debate setting.

Activities:

1. Mini-lesson on Arguments (10 mins):
 - Explain: Claim, Evidence, Reasoning.
 - Show simple examples.
2. Writing Arguments (10-15 mins):
 - Give 2-3 simple debate topics.
 - Each student writes a short argument (2-3 sentences) for each topic.
3. What is a Rebuttal? (5 mins):
 - Teach how to counter an argument respectfully and logically.
4. Ping-Pong Debate (15 mins):
 - Split class into Pro and Con sides.
 - Each side prepares their points.
 - Conduct a back-and-forth debate where each student speaks once.





Activity One

Warm-up Activity – 'This is the Best/Worst Because...'

- Each student picks an object from their bag.
- 5 minutes to list positive and negative attributes of the object.
- Each student gives a 1-minute speech defending or criticizing their object.



Activity Two

Yes, and... / Yes, but... (15 mins):

- One student makes a statement.
- Next student agrees or disagrees using: 'Yes, and...' or 'Yes, but...'

'I couldn't disagree more!' (20 mins):

- First student gives a point.
- Next student starts with 'I couldn't disagree more...' and gives a counterpoint.
- Continue as a chain, each student responding with an opposing point.



Activity Three

Ping-Pong Debate:

- Split class into Pro and Con sides.
- Each side prepares their points.
- Conduct a back-and-forth debate where each student speaks once.



Group Work / Variations

The students reflect on how it felt to speak publicly.



UDL - Universal Design Learning

Use visual aids (infographics, images, diagrams) to support key vocabulary and concepts. Also, Offer simplified texts or guided notes. In addition Let students rehearse and record their argument first if they're shy. Non-verbal students can submit an argument in writing.

Credits: Chat GPT



Associated Videos, Links, Credits, Text

Mitzi Gefen's "Step by Step" guide.



**Topic: Spoken English as a Useful Way of Communication**

Created by: Tania Mets and Katy Berman, Maxim Levi, Lod

**Activity Summary**

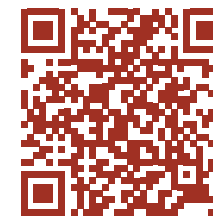
The goal of this lesson is to teach and encourage the use of spoken, everyday English. In this lesson the students are taught useful vocabulary to use in a job interview. After learning the relevant vocabulary they write questions to ask during the interview. The students are then paired to practice a job interview where one student is the interviewer and the other, the interviewee. Then, the interviewer explains why the interviewee was of wasn't hired for the job to a third student.

**Lesson Plan**

1. Pre lesson activity:
 - Students can understand a TV commercial or a trailer for a film, provided the images for support.
 - Students can understand a TV commercial or a trailer for a film, provided the images to support understanding and the delivery is clear.Students watch a short humorous video showing an interview in English.
2. Vocabulary: Students can recall and rehearse an appropriate set of phrases from their repertoire. Students will learn the relevant vocabulary with flashcards and write sentences that will assist them in practicing the vocabulary.
3. Students can make simple requests to get or do something in relation to common everyday and classroom activities.
Students are paired and prepare a list of questions in order to use them in an interview.
4. Students can answer most straightforward follow-up questions during and/or after a presentation.
Students are given time to converse, once as an interviewer and once as an interviewee. Students can answer simple questions and respond to simple statements in an interview
5. Students can describe plans and arrangements, habits and routines, past activities and personal experiences.
 - Students can describe and compare objects and possessions
 - Students can say what they are good at and not so good at (e.g., sports, games, skills, subjects).One student from each pair should explain to a third student why the second student was or wasn't hired for the job.

**Activity One**

Students watch a short video clip.

Credits: Moni Moshonov, Reshet.
Facebook**Activity Two**Vocabulary.
Flashcards, writing in a notebook.**Activity Three**

Students are paired and prepare a list of questions in order to use them in an interview. Writing in notebooks.

**Group Work / Variations**

Students are paired for writing and practicing the interview. Then split up and paired again to explain why or why not the initial partner was hired.

**UDL - Universal Design Learning**

Each step will be simplified by ready made questions or allowing students to listen to other's interview instead of speaking.

**Associated Videos, Links, Credits, Text**<https://www.facebook.com/watch/?v=1717726655198295>



Topic: Volunteering

Created by: Fatima Sarsour, Darca Kfar Qassem

10th Grade



Activity Summary

Students will learn about volunteering, discuss its benefits, and practice speaking through interactive activities.



Lesson Plan

1. Show the students a picture illustrating volunteering and then brainstorm and discuss the following questions with students:

- Have you ever volunteered?
- Why do people volunteer?
- What are some types of volunteering?
- Write the students ideas on the board.

2. Watch a short video about volunteering with pre-watching, while-watching and post-watching questions.

3. In pairs or small groups, students discuss:

- What was the video about?
- What kind of volunteering was shown?
- How did volunteering help the people in the video?
- Would you like to do a similar type of volunteering? Why or why not?

Each group shares their thoughts with the class.



Activity One

Brainstorm and discuss the term "volunteering" after showing the students a picture about volunteering.



Activity Two

Watch and Speak: How Does Volunteering Help?



Credit: Volunteer Edinburgh

Pre-watching questions:

What do you expect to see in a video about volunteering?

How do you think volunteering changes lives?

While watching:

What types of volunteering are shown?

How do the volunteers help others?

How do the people receiving help feel?

Post-watching discussion:

What was the most inspiring part of the video?

Would you want to do something similar? Why or why not?



Credit: Fluent Key
"Why Be a Volunteer?"



Activity Three

What Kind of Volunteer Are You? Each student gets a volunteer role card. In pairs, students ask and answer:

- "What kind of volunteering would you do?"
- "Why do you think it is important?"
- "What skills do you need for this?"

Then, they switch partners and repeat.



Credit: ChatGPT AI,
Volunteer Role Play
Cards



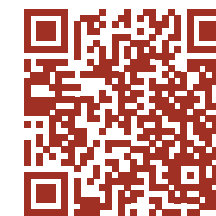
Group Work / Variations

Debate: for and against

Give the students a poem about volunteering.

Have the students vote for or against what has been said in the poem.

Divide them into two groups based on their votes. Have them write notes and ideas regarding their points of view, and then debate and discuss.



Credit: Lawrence S.
Pertillar,
Poem Hunter
"Volunteering Poem"



UDL - Universal Design Learning

- Provide the students with an article, a video, and images about volunteering.
- Students will create a multimedia project (either a poster, video, or written report) that explains what volunteering is, the importance of volunteering in their community, and their own opinion about it based on the means they chose. They will present their work in front



of the class and speak about it.

- Use sentence starters like "Volunteers help...", "I can volunteer in...", "Volunteering is good because..."
- Allow students to practice with a partner before presenting.
- Encourage students to express their personal opinions and experiences with volunteering.
- Use open-ended questions like "Why do you think volunteering is important?" and "What skills can volunteers learn?"

Credits:

Volunteering Is Good for Your Health (article)



Credit: Community
Memorial
Healthcare

Volunteering- the beneficial side effects | Eric
Cooper | TEDxSanAntonio



Credit: Eric Cooper
Tedx, Youtube

Images about volunteering:



Credit: Elenabs,
Dragos Condrea,
Yacobchuk, Anchiy,
Mladenbaliovac.
iStock Images





10th Grade

Topic: Book Report

Created by: Alina Mejubovsky, Shikma Darca Yad Mordechai



Activity Summary

In the activity the students had to choose 6 objects that relate to \ represent the topic \ theme \ main idea of the book and explain why they chose these particular objects. The students had to record their presentation.



Lesson Plan

Choosing a book according to the student's level \ interest.



Activity One

Choose objects - these might be real objects or pictures from the Internet.



Activity Two

The student has to prepare a presentation - each object \ picture is another slide.



Activity Three

The student has to present a book and to record themselves.



Group Work / Variations

A book club might be created and run.



UDL - Universal Design Learning

The choice of books with accordance to the students' level, the stronger students are required to create a longer presentation.

How - Canva - recorded presentation, Why - reading is fun practice for speaking, What - presentation.



Associated Videos, Links, Credits, Text

The purpose was to stop the usage of Chat GPT for book reports and to encourage speaking. My further idea \ plan is to create a book club.





Topic: Poem - Hawk Roosting

Created by: Rita Mymon, Darca counselor

10-11th Grade



Activity Summary

Read and talk about the poem "Hawk Roosting". Figure out what the poem means. Practice speaking comfortably in front of others. Research big questions, share ideas, and present their thoughts.



Lesson Plan

90 minute lesson.



Activity One

Setting the Scene (10 minutes)

Can Do: Students can make predictions about the poem based on its title.

Show the title: Hawk Roosting

Ask students: What do you think the poem is about? (Students write or share their ideas.)

Think-Pair-Share: Students discuss their thoughts in pairs before sharing with the class.

Pre-Reading Question

What words come to mind when you think of a hawk? (Students brainstorm words related to power, hunting, nature, freedom, etc.)

Exploring the Poem (20 minutes)

Can Do: Students can work in groups to explore the poem's themes of power, dominance, and nature.

Read the poem together

First, listen to a reading of the poem (by the teacher or a recording).

Then, students read the poem silently and underline words that stand out.

Discussion in small groups

Present the SOLE question: What kind of character is the hawk in this poem?

Groups discuss and write down three key insights

Each group presents their three key points



Credit: All Poetry
The Poem
"Hawk Roosting"



Activity Two

Bringing the Poem to Life (30 minutes)

Can Do: Students can interpret the voice of the hawk and express its emotions through spoken words.

Character Study: The Hawk's Mindset

Divide students into small groups. Each group writes a monologue from the hawk's perspective.

Questions to discuss

How does the hawk see the world? / What does the hawk believe about itself? / Is the hawk powerful or arrogant?

Writing the Monologue

Each group writes a short speech (4-6 sentences) in the hawk's voice.

Example starters: "I sit at the top, and all the world belongs to me..." / "Nothing dares challenge me, for I was made to rule." / "My claws close on life itself..."

Perform Your Monologue

Each group will perform their monologue dramatically. Use your voice, facial expressions, and gestures to show the bird's feelings. Speak clearly and confidently.



Activity Three

Connecting to Real Life (30 minutes)

Can Do: Students can express their opinions on the poem's themes and relate them to real life.

Informal Debate: Does Power Corrupt?

Pose the debate question: Is the hawk a symbol of natural leadership or ruthless dictatorship?

Students choose a side

Team Leadership: The hawk represents confidence and strength.

Team Dictatorship: The hawk represents arrogance and control.

Preparation (5-7 minutes)

Each group lists 2-3 arguments to support their side.

Consider real-life examples (leaders, politics, history, nature).

Sentence starters: "The hawk is a fair leader because..." / "The hawk is dangerous because..." / "In real life, we see this in..."

Prepare Your Arguments

In your group, list 2-3 reasons to support your side.

Think about examples from real life

Discuss how the Hawk in the poem is similar to or different from people today.

If needed, use these sentence starters: I believe people today are like the Hawk because... / For example, in real life, we see this when... / Some people might say... but I think...



Debate

One team speaks first and shares their ideas.

The other team listens and then responds with their own arguments.

Each team should take turns speaking—keep it respectful and fun

You don't have to be perfect—just focus on expressing your ideas clearly.

Debate & Reflection (15 minutes)

Teams take turns presenting their views.

Wrap-up discussion

Did your opinion change?

How does this debate help us understand the poem?

Wrap-Up

Final thoughts: Does the poem celebrate power or warn against it?

Students write a one-sentence summary of what they learned.



Group Work / Variations

Pair Work: Instead of group discussions, students work in pairs to explore specific lines from the poem.

Visual Representation: Students create drawings representing the emotions of the Hawk and the way he sees things.

Role-Play: Students act out a conversation between the Hawk and a leader/Dictator.



UDL - Universal Design Learning

Reception:

The poem online: read it and listen to a recording: <https://allpoetry.com/hawk-roosting>.

Print an A4 paper – can enlarge for those who want to draw or write on it: (click here on this link): <https://missstaniland.wordpress.com/wp-content/uploads/2012/06/the-hawk-roosting.pdf>

Recording of the poem read by the poet: [https://youtu.be/uL3vCYSR-](https://youtu.be/uL3vCYSR-Y0?si=pLByRUPXwpj16o-P)

[Y0?si=pLByRUPXwpj16o-P](https://youtu.be/uL3vCYSR-Y0?si=pLByRUPXwpj16o-P)

Production:

Record yourself reading or performing the poem with emotion and rhythm. Add a background soundtrack (instrumental music or sound effects) that enhance the meaning of the poem.

Create an artistic interpretation of the poem in a collage, drawing, or digital artwork. Your piece should reflect the contrast between the caged and free bird.

Include a short, recorded explanation of your artistic choices.



Credit: All Poetry
The Poem
"Hawk Roosting"



Credit:
Broscomoline,
Youtube
"Hawk Roosting"
Poem Read by
Author, Ted Hughes"





10-12th Grade

Topic: Storytelling Practice for BOOST

Created by: Meital Abecasis and Idan Ben Naim ,Darca Kiryat Malachi



Activity Summary

The students will elicit vocabulary from pictures and by using scaffolded sentences describe a story of what they see in the pictures.



Lesson Plan

The Pupils can extract specific information from a picture. They can tell a story, can describe people, places and activities.

Opening: Brainstorming vocabulary - teacher will show them pictures.

Body:

1. Pupils copy words and translate them in their notebooks.
2. Pupils divide words into parts of speech.
3. The teacher will write all their words on the boards and practice the pronunciation.
4. The teacher will write an example sentence about picture number 1.
5. Pupils will write sentences about the rest of the pictures.
6. Pupils will discuss the pictures in pairs correcting mistakes if needed.

Closure: Each pair will present one picture of their choice.



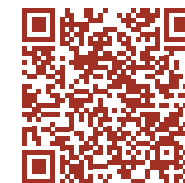
Activity One

The students will share their own vocabulary of what they see in the four pictures. They will then divide the vocabulary into a chart of nouns, verbs and adjectives (Only pictures will be shown). The teacher will write all their words on the board and will practice their oral pronunciation with them.



Activity Two

The teacher will write an example sentence on the board for picture number 1 taken from the link for the activity. Then we will review the parts of speech in the sentence (underline nouns, verbs, and adjectives). The teacher will ask them to create another sentence of their choice from the scaffolded example sentences. The teacher will read all the sentences from the activity and then each student will read their own.



Credit: Natalia PS, "The English Well"



Activity Three

The students will write sentences about the rest of the pictures using the vocabulary and scaffolded structure. The students will sit in pairs (strong + weak) and discuss the pictures to review and correct any mistakes and identify parts of speech. Then each pair will present a picture of their choice to the class relating to all scaffolded examples.



Group Work / Variations

The above activity is done first individually, then in pairs and then shared with the class.

Variation for weaker classes: First activity - The teacher will write a list of all the vocabulary words that are connected to the pictures on the board..

Third activity - The teacher will write sentences on the board and students will match them to the pictures ("pay attention to the verbs!").



UDL - Universal Design Learning

Students demonstrate their own vocabulary knowledge. Then use scaffolded structure to help them write sentences. Students listen to the teacher's pronunciation to imitate.





Topic: Job Interviews

Created by: Glynn Rabin and Emma Cale, Shitim Darca, Arava



Activity Summary

Students will learn vocabulary related to job interviews and then practice how to conduct themselves in a job interview in English.



Lesson Plan

1. Learn new vocabulary that is related to careers and a job interview.
2. Students will watch a video of the do's and don'ts when partaking in a job interview.
3. In pairs the students will write a mock interview based on the video they watched and then role play different job interview scenarios, both as the interviewer and the interviewee.
4. Students will use an AI tool to practice speaking.



Activity One

Students will be divided into groups and they will play a matching game of the word and its definition on Wordwall, there is also the alternative to learn a quizlet with the same vocabulary.



Credit: Quizlet



Credit: Wordwall



Activity Two

Students will watch a mock interview of the do's and don'ts during a job interview.

After watching the video, make a list of the most common job interview questions.



Credit: Navigating Teen Life, Youtube, "Job Interview Prep"



Activity Three

The students will be introduced to an AI chatbot that will help with job interview preparation.

- AI chatbots can simulate interviews.
- They give feedback on answers.
- They can help practice different scenarios.



Credit: Play AI
Start a conversation with the agent. After introducing yourself, begin by stating which job you are here to interview for



Group Work / Variations

Students will pair up and take turns playing the interviewer and interviewee with different job interview scenarios.



Credit: ChatGPT AI, Talking Role Play Cards



UDL - Universal Design Learning

1. Act out the scripted job interview with drama
2. Students can write out a new script
3. Students can improvise and change the dialogue



Credit: AI



Associated Videos, Links, Credits, Text

- <https://glish.com/free>

Sign in with school website, the site is free. Choose which language you want to speak in (US UK, AUS). Next choose a scenario "During a Job Interview".

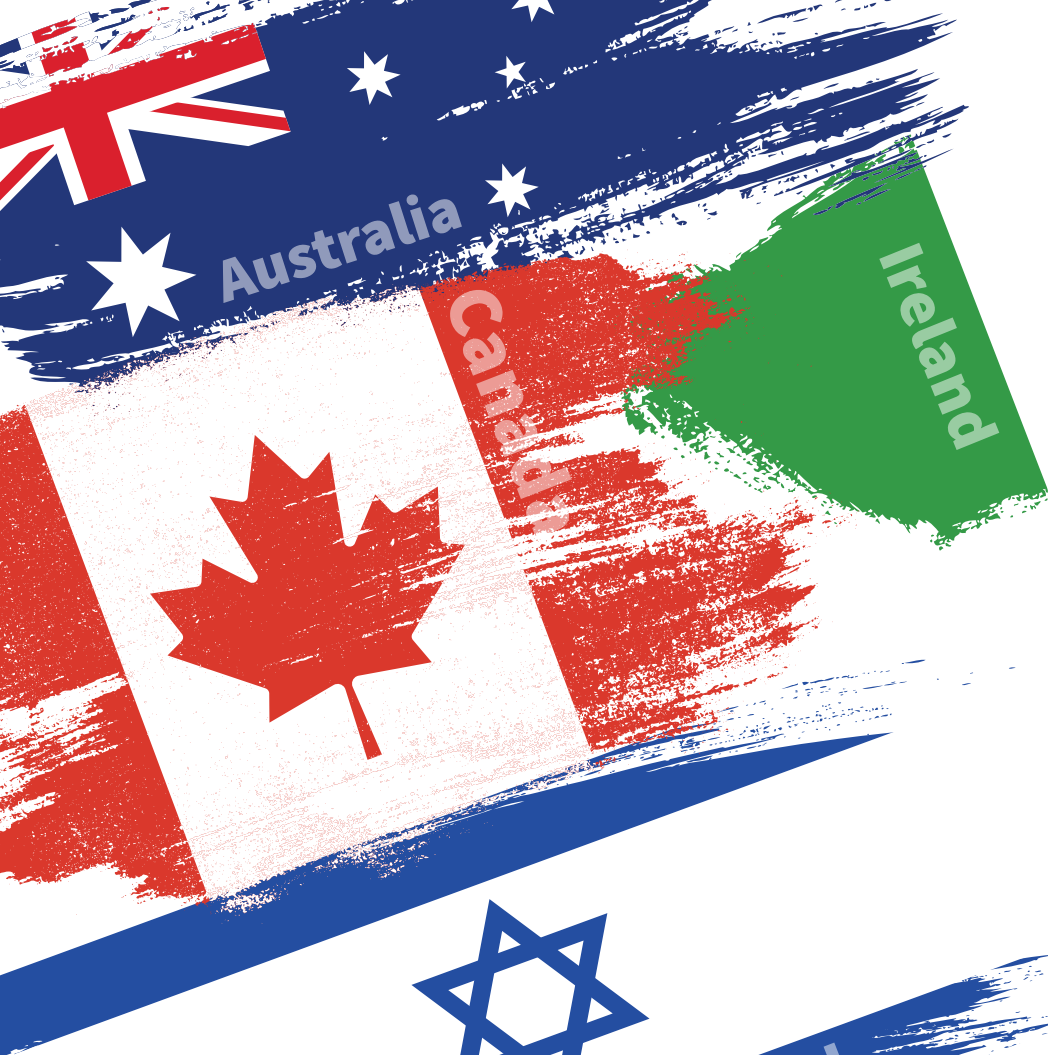
You can role play an interview for up to 10 minutes a day free of charge

- Eric Cohen - High Five - Coursebook Unit 4 - Mind your Own Business



Credit: Glish





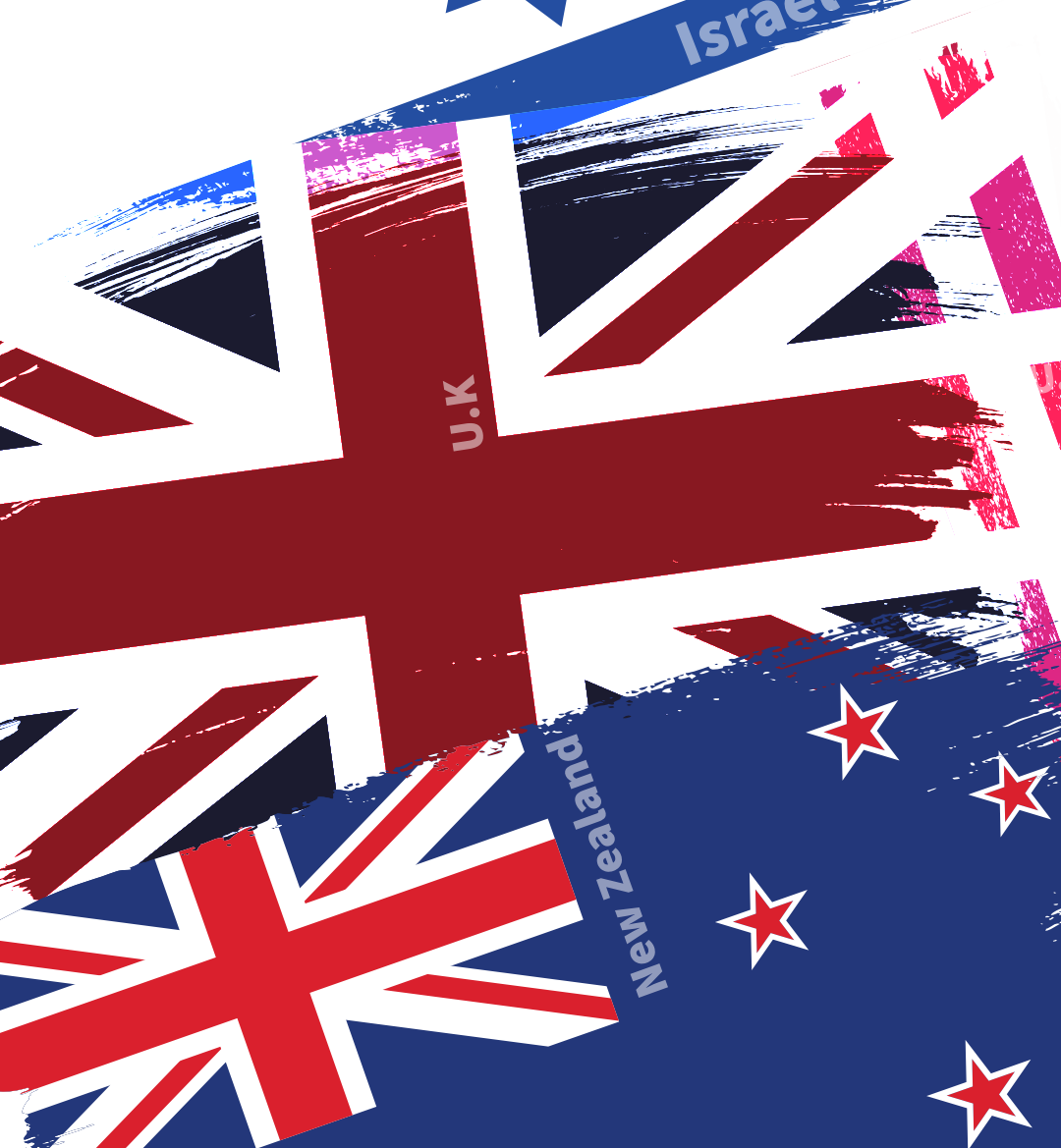
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