

## Lesson plan

<b>Unit</b>	<b>2. Enhancing Life Competencies and Entrepreneurial Competencies</b>
<b>Lesson</b>	<b>2. Creative Thinking</b>
<b>Recommended language level</b>	<b>A2 - B2</b>

<b>Outcomes</b>
<p>By the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> <li>● to enhance creativity by exploring various options</li> <li>● to encourage critical thinking</li> <li>● to use storytelling as a technique to enhance critical thinking</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>● Slideshow</li> <li>● Whiteboard</li> <li>● Handout 1a (The Story of Ganesh, without the end)</li> <li>● Handout 1b (The Story of Ganesh, with the end)</li> </ul>
<b>Frameworks connections</b>
<p><b><u>Cambridge Life Competencies Framework:</u></b> creative thinking, critical thinking, communication, collaboration - using storytelling to generate creative ideas and enhance critical thinking</p> <p><b><u>Cambridge Employability Skills Framework:</u></b> collaboration and teamwork, communication, critical thinking and problem-solving, creativity and innovation - work together to come up with different story endings</p> <p><b><u>SPIRE Framework:</u></b> inspire, empower - encourage different solutions</p>



<b>Duration</b>	45 minutes (expandable to 60 minutes)	
<b>Overview</b>	Stage	Timing
	Introduction and session objectives	5 min
	Brainstorming	5 min
	The teacher reads part of the story + Group discussions	15 min
	The teachers reads the whole story + Group discussions	15 min
	Reflection	5 min

<b>Procedure</b>			
Stage	Aim	Duration	Procedure
1. Let's get ready: What are we doing today?  Slide 2	To introduce the theme and get students interested in it by doing a warm-up activity.	5 min	The teacher shows the objectives, explains what the lesson will be about and tells the students that they will come back to these questions at the end of the lesson.  Warm-up: Match the characters/stories with the items. Tom Sawyer - paint Cinderella - mice Anna Karenina - black dress 1984 - Big Brother Romeo and Juliet - poison
2. Brainstorming  Slide 3	To raise curiosity about the theme by asking questions.	5 min	The teacher shows the title of the story and an image and asks students to imagine what the story might be about (brainstorming).

<p>3.The story of Ganesh and the Old Woman (without the end)</p> <p>Slides 4 - 7</p>	<p>To ask questions to enhance creativity and generate ideas.</p>	<p>15 min</p>	<p>The teacher reads the story up to the point: "The old woman had made up her mind. She knew exactly what she wanted and replied..."</p> <p>In groups, students decide how the story continues. The teacher helps by asking questions from Slide 5. Students share their ideas and versions with the class. To discuss more, the teacher asks questions from Slide 6.</p>
<p>4.The Story of Ganesh and the Old Woman (the end) + group discussions</p> <p>Slide 8</p>	<p>To encourage critical thinking by asking students the reasons behind their choice for the story ending.</p>	<p>15 min</p>	<p>The teacher reads the actual ending of the story.</p> <p>In groups, students discuss the questions from Slide 8 and then share ideas with the class.</p>
<p>5.Reflection Let's check - What did I learn today?</p> <p>Slide 9</p>	<p>To revisit lesson objectives and consolidate learning (CLS - Knowledge)</p>	<p>5 min</p>	<p>Teachers can ask questions to see whether the aims have been achieved but more importantly to point out the value of storytelling as a technique to enhance critical thinking.</p> <p>To further explore the value of storytelling, watch the interview that Palmina La Rosa conducted with David Heathfield:</p>

			<a href="https://www.youtube.com/watch?v=2LHJ2dnKPWc">https://www.youtube.com/watch?v=2LHJ2dnKPWc</a>
--	--	--	---

## Additional considerations

### Anticipated Problems and Solutions

Low engagement in discussion/reflection: Some students may be reluctant to share personal ideas about the ending of the story and the reasons behind it.

Solution: Teachers could ask students to write down their ideas on an “Exit ticket” (provided by the teacher) and leave them on the teacher’s desk.

Uneven participation in discussions: More confident students may dominate.

Solution: Assign rotating roles (speaker, note-taker, summariser) and enforce time limits for turns.

### Differentiation Strategies

Mixed ability in language use: Encourage students to note ideas in L1 first if needed, then share in English with support. Provide key vocabulary lists (words taken from the story and/or questions).

Varied confidence levels: Allow options for contributing - verbally or in writing.

Learning preferences: Use a mix of input modes - reading text, story in pictures, discussion, storytelling - to cater to visual, auditory, and kinaesthetic learners.

Choice: In the reflection stage, students can choose between oral and written (Exit ticket) answers.

### **Adaptations for Specific Groups**

Teenagers/Younger adults (16-20): Shorten discussion phases; use simpler language; add more interactive tasks (e.g. create your own storyending in pictures).

Older students/adults: Allow more abstract debate and deeper personal reflection on “what would i ask for” situations.

Students with dyslexia or literacy challenges: Provide handouts in clear fonts, larger print, with key words highlighted. Use visuals to represent story parts.

Multilingual groups: Encourage cross-cultural sharing of similar stories; provide scaffolding for less proficient English users with sentence frames.

### **Teacher Reflections or Notes**