



Connected Learning: FOOD

MODULE Tips and helpful comments on the lessons

HELPFUL PRE-TEACHING:

Before you start working with the module(s), have a 30 minute preparatory session with your students, making them realize the uniqueness of this educational opportunity.

1. Ask if students know what 21 st century skills are? Give examples? Ask them to open some job adverts and focus on the competences that are usually there. Make a link between the demands and the modules. Stress their practicality and usefulness. In this way you can debunk the myth that working online equals entertainment.
2. Explain the need to act and go out of their comfort zone to succeed.
3. Go over the [netiquette](#) and the phrases.
4. Introduce the [tech tools](#). Draw students' attention to tutorials, if they need help. If there are problems using the tools let students try to figure the obstacles out. They are usually more competent in this area than we are. If the problem persists, you can ask for help on our FB group.

And before you begin working with the units, you might want to establish some guidelines with your students. [Here are some tips on classroom management.](#)

TIPS:

VIDEO RECORDINGS (LESSON 1-2):

1/ Students need to be made aware they will be asked to step out of their comfort zone. Pep talk on flexibility and adaptability in the 21st century workplaces, often digital or remote, is an essential skill best practiced in advance. Pep talk with them on learning new tools, learning throughout life in the future (most tech tools they use now have been created within the last 5 years!)

2/ Students need to be made aware of the background noises and best choice of recording venue (avoid toilets or locker rooms ;) While it's understandable that in some schools it might not be easy to find a quiet spot, it might also be helpful for them to

A/ be aware of the ambiance affecting the message

B/ learn the tech skills of adding a background or using a noise reduction tool

C/ to facilitate being intelligible, remind students to take off their face masks while recording and speak clearly and loudly

3/ Students need to be made aware of the need for patience and skillful time management./ multitasking

CONSTRUCTIVE FEEDBACK (LESSON 3-4)

1/ Pre-teach students some expressions for providing constructive feedback, so that they really suggest what the speaker could improve next time.

2/ Discuss areas in which students can improve and with what they might have more difficulty, depending on the noticed issues (for example, pronunciation or intonation issues that could be practiced further vs a particular native accent in English which would be harder to improve on.)

3/ Discuss intercultural aspects of this task. Raise awareness regarding what the students might learn from listening to a variety of accents and interaction with various ethnicities.

CLASSROOM VS INDIVIDUAL WORK (LESSON 4-5):

Flexibility is built in. You as the teacher decide how you wish to distribute the work for your students. You can use all tasks in the lesson in class time, or assign some tasks for homework, you can pair students up even for tasks listed as “individual work.”

SENDING AND EMAIL TO A FOOD START-UP (LESSON 6-8):

Discuss with your students if they will be willing to send the prepared email to the company or if they prefer to keep it at the stage of practicing for learning purposes. There’s no pressure to take action, but on the other hand it could be a great possibility for them to practice leadership skills.

Encourage students to consider “what happens if...” to be prepared for both success and rejection. One of the first groups testing this mobile sent the email to a start-up and actually received the answer that they have a product available in their country! They got a link and instructions on how to find it. Students were very pleased with their own efficiency.



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