# Celebrating Diversity Lesson Plan

## Section One: Overview

*Quickly orients you to the lesson’s focus, learner profile, and materials. Use this section to confirm the lesson’s goals and ensure you have the right resources before teaching.*

### Lesson Overview

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| **Title** | Celebrating Diversity |
| **Topic** | Cultural Festivals |
| **Age Group** | 15–17 |
| **Class Size** | 14 |
| **Proficiency Level** | CEFR B1 |
| **Duration (minutes)** | 60 |
| **Main Focus** | Reading |
| **Materials Needed** | Newspaper passage: "A Community Festival Celebrates Diversity", Projector or display screen, Whiteboard, Markers |

### Learning Objectives

#### Main Aim

* Students will be able to understand and summarise key ideas from a B1-level text about cultural festivals and their role in promoting diversity.

#### Sub-Aims

* Develop scanning and skimming skills to identify main ideas and specific information in a text.
* Enhance vocabulary retention through context-based usage and application in writing.

## Section Two: Lesson Procedure

*Guides you through each lesson stage with clear task descriptions and teaching tips. Use this section to help you understand what to do, why, and how to support learners effectively throughout the lesson.*

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| **Stage** | **Time** | **Description** | **Teachers Notes** |
| Lead-In | 8 mins | Students discuss in pairs any local or international festivals they have attended and what they enjoyed about them. Each pair shares one festival experience with the class. | Use ICQs to check understanding of the pair discussion task: "Do we talk about a festival we attended?" (Yes). |
| Pre-Teach Vocabulary | 10 mins | The teacher introduces the target vocabulary. Meaning, form, and pronunciation is covered for each word or phrase:  1. Festival  2. Diversity  3. Community  4. Tradition  5. Inclusivity  6. Cuisine  7. Celebration | Refer to the separately provided Language Analysis document for detailed guidance on how to present and check each word effectively. |
| Gist Reading | 8 mins | Students read the festival article quickly and choose the most appropriate summary from three provided options. They work individually and then compare answers with a partner. | Use CCQs to confirm students understand the task: "Are we reading for details?" (No). |
| Detailed Reading | 15 mins | Students reread the article carefully and answer six comprehension questions focusing on key facts, the meaning of target vocabulary in context, and the festival's impact on the community. They discuss their answers in small groups. | Use scaffolding techniques by providing sentence starters for students struggling with forming answers. |
| Post-Reading Task | 12 mins | Students write a paragraph (5–6 sentences) describing a festival they would like to create, using at least four of the target vocabulary words. They work individually and then share their paragraphs with a partner. | Provide a model paragraph to guide students in structuring their writing. |
| Reflection | 7 mins | In groups of three, students discuss the benefits of cultural festivals for communities. Each group shares one idea with the class. | Use ICQs to ensure students understand the group discussion task: "Do we talk about the benefits of festivals?" (Yes). |

## Section Three: Teacher’s Toolkit

*Provides ready-to-use strategies, extension tasks, and reflection questions. Use this section to enhance your teaching, adapt the lesson as needed, and ensure you’re fully prepared for effective delivery.*

### Assessment for Learning Strategies

* Students use coloured cards to show confidence levels after each task—green (clear), yellow (unsure), red (confused).
* Peer feedback: After the writing task, students exchange paragraphs and provide constructive feedback using a simple rubric.
* Quick quizzes: Conduct a short quiz at the end of the lesson to assess vocabulary retention and understanding of key concepts.

### Innovative Ways to Modify the Lesson

* Integrate technology by having students create a digital poster about a cultural festival using graphic design software.
* Use role-play where students act out a scene from a cultural festival, incorporating the target vocabulary in their dialogue.
* Organize a virtual exchange with a class from another country to discuss and compare cultural festivals, promoting global awareness.

### Optional Homework / Extension Task

* Write a short essay (200 words) on how cultural festivals promote social harmony and inclusivity in communities.
* Create a festival brochure highlighting three cultural activities and their significance, using at least five target vocabulary words.
* Plan a class cultural festival, assigning roles and tasks, and present the plan in a group presentation.

### Teacher Reflection

* How effectively did the students engage with the topic of cultural festivals, and what elements contributed to their interest or disinterest?
* Were the students able to use the target vocabulary accurately in their writing and speaking activities?
* What additional support could I provide to enhance students' comprehension and application of vocabulary in future lessons?