**LESSON EVALUATION**

**Subject**: English **Class**: 2.a **Date**: 25.09.2014

**Teachers**: Benjamin Tweedie (FT) & Brigita Vertič Kumer (ST)

**Theme**: Charities

|  |  |
| --- | --- |
| **INTERNAL FACTORS** | **EXTERNAL FACTORS** |
| **ADVANTAGES and successes** | **OPPORTUNITIES and challenges** |
| Generally-speaking, this lesson was successful. This was not an unexpected outcome since this was its 3rd iteration and it had already undergone two lessons learnt reflections by the implementing teachers.  | The learning activities in this lesson are designed to promote additional opportunities for student-centred discussion and fluency practice. |

|  |  |
| --- | --- |
| **INTERNAL FACTORS** | **EXTERNAL FACTORS** |
| **WEAKNESSES and failures** | **THREATS and risks** |
| The Radi-Aid activity appears to be a tad difficult for the students to complete by themselves. That is, they are unable to make the link between the idea to send radiators to Norway' and inefficient and ineffective African-related charitable causes. Perhaps, a short cost benefit analysis of the average African charitable cause could be beneficial or a short video interview. | It has been observed that different student cohorts possess varying levels of knowledge and awareness in regards to charitable organisations. For instance, some groups can confidently talk about Slovenian-specific charities whilst others are not even aware of world-wide charities like Amnesty International. This 'lack of knowledge' is problematic; one possible solution is to break this lesson into smaller chunks in order to allow the students an increased opportunity to interact with the material in a more meaningful way. |