LSL kit – Skevi Demetriou

Title: Webquest about London

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Teachers from the Geroskipou A' Primary School in Cyprus who collaborated on this project (in alphabetical order of surnames):

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Language: Greek - English

Subjects: Cross-curricular approach involving: Greek – English – Geography - Maths – History - Arts

Age Group: 10 - 12 year olds (5th & 6th grade)

LSL Theme: Collaboration & ICT / VLE

ICT Tools to be used:
http://geroskipou-london-lsl.weebly.com
www.weebly.com
Email
Web 2.0 tools
www.voki.com
www.glogster.com
http://www.zooburst.com (create digital 3D pop-up books)
http://www.flash-gear.com (online puzzle)
www.drive.google.com (upload and download files and folders)
www.wordle.com (create word clouds)
http://www.englishgreekdictionary.net (Greek / English online dictionary)
Forum (read and write comments - powered by www.weebly.com)
Online survey (powered by www.weebly.com)
http://charts.hohli.com (create bar charts and pie charts)
https://prezi.com (create a presentation for Fair Play rules)
https://magic.piktochart.com (create a poster)

http://www.onemotion.com (paint)
www.greeklanguage.gr (modern greek dictionary)
www.tagxedo.com (create word clouds)
www.blaberize.com
Various other websites / tools such as:
      http://data.london.gov.uk/taxonomy/categories/demographics
      http://nces.ed.gov/nceskids/createagraph/default.aspx
Microsoft Office
Photostory
Windows movie maker
Etc

Description:

Main Activity: Students will be working on the computer in groups of 3 (stations). Based on the idea of the flipped classroom, this project based learning task will be framed within a webquest. In particular, this lesson will be framed in a webspace designed and developed by the LSL committee of the Geroskipou A' Primary School in Cyprus for the purposes of this project (www.geroskipou-london-lsl.weebly.com).

During this lesson, the teacher will act as a facilitator and will be monitoring the whole process. The teacher monitors, facilitates, guides the discussion, reflects, etc. Students collaborate and actively complete the tasks assigned to them in their station. They also discuss, express their opinion, reflect and evaluate on their practice. Each group of 3 students works on one station. Individual lesson plans for each station are attached.

Other information: The topic (London) was segmented in 7 different areas. Each area is covered at each station. Each station concerns a particular segment in the webquest / webspace we designed. A separate lesson plan will be accompanying every station where each group of 3 students will be working. Please see appendix for individual lesson plans for each station in order to find more details on the tasks at each station.

The assignments of the students at each station will be submitted to the teacher via google drive at the actual time of the lesson. The teacher will be uploading their submitted assignments on the webspace in real time whenever possible during the lesson.

Pedagogical Objectives

The pedagogical objectives & goals of each lesson / station are illustrated on the lesson plan of that individual station (please see appendix for individual lesson plans for each station).

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Process

Starter Activity: The teacher will announce the learning scenario of the lesson that will be in the form of a webquest: _"The magical genie has decided to visit our class and give us the opportunity of winning its huge treasure. The genie asks us to divide in groups of 3 (stations) and complete tasks. The genie doesn't know anything about London and wants us to discover things about London. All the tasks are relevant to London. If we complete the tasks of each station successfully the genie will give us a piece of the map of the missing treasure that is hidden somewhere in our school. When all the pieces of the puzzle-map are put together, you will see where the treasure is hidden in our school. You will follow the map and discover the treasure during recess. Follow the genie's instructions carefully and ask the teacher for anything you don't know. All stations need to complete their tasks successfully in order to get the piece of the map for the treasure. Off you go and good luck!"_

Main activity: Students in their groups will actively collaborate in order to complete the tasks at their individual station.

Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their practice and experience, on what they liked or didn't like, what they found easy of difficult, what they learned, what they would like to do again etc.

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Evaluation

Through the submitted / uploaded assignments of each station. When presenting their work in the plenary. Throughout the lesson. During the final discussion.

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Follow up (if needed)

Students and teachers reflected on the whole process and re-designed and re-developed parts of the webquest to better suit students' learning needs. Other schools provided feedback and created their own webquest based on our effort. Other schools embedded our webquest in their lessons.

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Links

www.geroskipou-london-lsl.weebly.com

Watch our video for a description of this project / kit:

https://www.youtube.com/watch?v=Is9FQJFSRIE&feature=youtu.be

An Image or Logo we can use.

Geroskipou A' Primary School, Cyprus.

Appendix

Overall lesson plan
Subjects: <mark>Cross-curricula</mark> approach involving: Greek – English – Geography - Maths – History - Arts
Lesson Title: London
Lesson Objectives: The objectives for each "station" (group of 3 students) are analysed on that particular station's lesson plan sheet.
Resources Needed: Computer, internet, pen, paper **Webspace:** www.geroskipou-london-lsl.weebly.com **Tools used:** All tools embedded in this webquest will be illustrated in each station's individual lesson plan. Google drive and email will be used to upload assignments.

Starter Activity: The teacher will announce the learning scenario of the lesson that will be in the form of a webquest: *"The magical genie has decided to visit our class and give us the opportunity of winning its huge treasure. The genie asks us to divide in groups of 3 (stations) and complete tasks. The genie doesn't know anything about London and wants us to discover things about London. All the tasks are relevant to London. If we complete the tasks of each station successfully the genie will give us a piece of the map of the missing treasure that is hidden somewhere in our school. When all the pieces of the puzzle-map are put together, you will see where the treasure is hidden in our school. You will follow the map and discover the treasure during recess. Follow the genie's instructions carefully and ask the teacher for anything you don't know. All stations need to complete their tasks successfully in order to get the piece of the map for the treasure. Off you go and good luck!"*	**Teacher:** Announces the learning scenario, the goal and the purpose of the lesson.
	Students: Listen and ask questions.

Main Activity: Students will be working on the computer in groups of 3 (stations). The lesson will be framed in a webspace designed and developed by the LSL committee of the school for the purposes of this project (www.geroskipou-london-lsl.weebly.com). The teacher will be a facilitator and will be monitoring the whole process. **Individual lesson plans for each station are attached.**	**Teacher:** Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on google drive and on email. Uploads completed assignments on the webspace.
	Students: Collaborate and actively complete the tasks assigned to them in their station. Each group of 3 students works on one station.
Students' Individual Tasks: The tasks at each station are attached for each station respectively.	
Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their practice and experience, on what they liked or didn't like, what they found easy of difficult, what they learned, what they would like to do again etc.	**Teacher:** Monitors, facilitates, guides the discussion, reflects, etc.
	Students: Discuss, express their opinion, reflect, evaluate.
Assessments: Through the submitted assignments of each station. When presenting their work in the plenary. Throughout the lesson. At the final discussion.	
Other information: The topic (London) was segmented in 7 different areas. Each area is covered at each station. A separate lesson plan will be accompanying every station where each group of 3 students will be working. Please see attached documents for more details on the tasks at each station. The assignments of the students at each station will be submitted to the teacher via google drive at the actual time of the lesson. The teacher will be uploading their submitted assignments on the webspace in real time whenever possible during the lesson.	

Subject: Greek & English Language - History

Lesson Title:	Station 6: British Museum

Lesson Objectives:

At the end of the lesson, students will be able to:

1. Gather information about the British Museum.
2. Describe the significance of British Museum as an international historical and cultural place.
3. Identify, name and spell out the names of the countries that are hosted in the British Museum.
4. Create a word cloud using the names of the countries above.
5. Use collected data to construct a brochure about the Cypriot exhibits that are hosted in the museum.
6. Use online tools to complete a given task.
7. Upload and download from Google Drive.
8. Collaborate actively with their classmates to complete a task.
9. Discuss with their team peers and reach decisions.
10. Evaluate and reflect on their practice while completing the tasks.

Resources Needed: Computer, internet, pen, paper
Tools used: www.weebly.com
www.voki.com
www.imagechef.com
http://www.flash-gear.com (online puzzle)
www.drive.google.com (upload and download files and folders)
http://www.englishgreekdictionary.net (Greek / English online dictionary)

Students will be working on the computer in a group of 3 (station 6: British Museum). Webspace: www.geroskipou-london-lsl.weebly.com 1. **Starter Activity: Put a puzzle of the building of the British Museum together. This way, students will be introduced on the topic of this station which is the British Museum.**	**Teacher: Monitors and facilitates. Guides the whole process. Evaluates progress.**
	Students: Collaborate and actively complete the tasks assigned to them in their station.

Main Activities / Tasks in this station: Students will be asked to: 1. Gather information from the formal website of the British Museum about the visiting hours and the ticket prices of the museum in order to write them down and email them to the school's email address. 2. Visit the formal website of the British Museum in order to have a virtual tour. Through this activity they will meet the exhibits of all the countries that are hosted there, they will identify the names of the countries and use them to create a word cloud (**www.imagechef.com**). 3. Search online to find the Cypriot exhibits of the British Museum and gather information about them. Discuss what they found and learned in their group and then present this information creatively in a brochure using Microsoft Publisher. After completing the brochure they will upload it on Google Drive for the teacher to upload on the webspace..	**Teacher: Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on google drive and on email. Uploads completed assignments on the webspace.**
	Students: Collaborate and actively complete the tasks assigned to them in their station. Each group of 3 students works on one station.
Students' Individual Tasks: Students will be working collaboratively with assigned roles for each one. The roles of the students will be changing throughout the lesson.	
Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their experience, on what they liked or didn't like, what they found easy of difficult, what they learnt, what they would like to do again etc.	**Teacher: Monitors, facilitates, guides the discussion, reflects, etc.**
	Students: Discuss, express their opinion, reflect, evaluate.

Assessment: Final assessment through the submitted assignments of this station. When presenting their work in the plenary at the end and halfway through the lesson. Assessment will be on going throughout the whole lesson.

Other information: Please visit www.geroskipou-london-lsl.weebly.com to see station 4 and the tasks in more detail. The submitted assignments of this station will also be uploaded during the lesson.

Subject: Greek – Geography – Arts
Lesson Title: Station 2: London – London's sightseeing

Lesson Objectives:

Pupils should be able to:

1. Get familiarized with the most popular sightseeing of London and name at least four of them.
2. Identify and match the pictures with the name of the sightseeing.
3. Find out, learn and present information and regarding the history of London's sightseeing.
4. Create digital posters with at least four London's sightseeing

Resources Needed: computer, internet, pen, pencils, worksheets, paper, www.worlde.net , photostory, www.blaberize.com

Starter Activity:	**Teacher:**
The children are being introduced to the following learning scenario: *"Pancyprian Parents' Organization is planning a trip in London and they need help finding popular destinations"*	Announces the learning scenario, the goals and the purpose of the lesson. Reminds the team of the classroom collaboration rules.
The children have to search through specific websites that are being given to them and find information about the most popular sightseeing in London.	**Students:**
After completing their search they are asked to create a worlde with the 10 most popular sightseeing according their judgment. They should argue their opinion among their teammates in order to decide what are the 10 most	Listen and ask questions. Collaborate, argue and support their opinions

popular sightseeing.	
Main Activity: 1. A worksheet is being given to the students where they need to identify the sightseeing which is on it and then complete information about it. 2. The children are being introduced to the scenario that "*Visit Britain need to lunch a poster in order to attract more tourists*". Students in order to complete this test they need to create a poster in photostory 3. In the final activity children are asked to upload their poster in blabberize and create a "talking image"	**Teacher:** **Students:** Collaborate, argue and support their opinions Collaborate, argue and support their opinions
Students' Individual Tasks: Students will be working collaboratively with assigned roles for each one. The roles of the students will be changing throughout the lesson.	
Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their practice and experience, on what they liked or didn't like, what they found easy or difficult, what they learned, what they would like to do again etc.	**Teacher:** Monitors, facilitates, guides the discussion, reflects, etc. Guides the whole process. Evaluates progress. Receives completed tasks on google drive and on email. Uploads completed

	assignments on the webspace.
	Students: Discuss, express their opinion, reflect, evaluate.

Assessments: During the lesson but mostly during the last activity where children will be asked to create a " talking poster" that will be asked to combine all the information that they discovered. Also, while presenting their work to the plenary, throughout the lesson and at the final discussion

Other information: Please visit www.geroskipou-london-lsl.weebly.com to see station 2 and the tasks in more detail. The submitted assignments of this station will also be uploaded during the lesson.

Subject: Greek –Geography - Maths – Arts

Lesson Title: Station 7: Multicultural London

Lesson Objectives:

At the end of the lesson students should be able to:

1. Identify demographic, social and cultural attributes such as social relations and cultural identity within London.
2. Read and interpret information on the demography of London.
3. Present demographic information using graphs and video.
4. Search and write vocabulary terms related to culture and demography.
5. Search online for information, images, audio and video and be able to save and use this material.
6. Upload (files & folders) on and download from "Google drive".

Resources Needed:
- www.weebly.com
- Movie maker
- www.voki.com
- www.tagxedo.com (create word clouds)
- http://nces.ed.gov/nceskids/createagraph/default.aspx
- www.greeklanguage.gr. (modern greek dictionary)
- http://data.london.gov.uk/taxonomy/categories/demographics
- http://el.wikipedia.org/
- Forum (read and write comments - powered by www.weebly.com)
- Online survey (powered by www.weebly.com)
- www.drive.google.com (upload and download files and folders)
- Microsoft Office

Starter Activity of this station:	Teacher: Announces the learning scenario, the goal and the purpose of the
The magical genie asks the students to search for information about London culture and demographics in order to give them a	

piece of the map for the missing treasure.	lesson.
	Students: Listen and ask questions.
Main Activities of this station: Students will be working on the computer in a group of 3. Webspace:www.geroskipou-london-lsl.weebly.com Tasks in this station: Students will be asked to: 1. Students will study the demographics of London and present the information using the NCES online tool "Create a graph". 2. They will also search terms related to culture and demography, using the online modern Greek dictionary _www.greek-language.gr_. 3. Then the students will make a video about "Multicultural London" using Moviemaker. Necessary material will be provided. 4. Students will use Tagxedo (word cloud generator) to make a word-cloud about the demography of London (residents, ethnic groups, etc.) and what they have learnt about so far.	Teacher: Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on google drive and on email. Uploads completed assignments on the webspace.
	Students: Collaborate and actively complete the tasks assigned to them Classroom settings: Students will be working on the computer in a group of 3 (station 7: Multicultural London). Webspace: www.geroskipou-london-lsl.weebly.com

Students' Individual Tasks: The tasks at this station were mentioned above.

Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their practice and experience, on what they liked or didn't	Teacher: Monitors, facilitates, guides the discussion, reflects, etc.

like, what they found easy of difficult, what they learnt, what they would like to do again etc.	Students: Discuss, express their opinion, reflect, evaluate.

Assessments: Final assessment through the submitted assignments of this station. When presenting their work in the plenary at the end and halfway through the lesson. Assessment will be on going throughout the whole lesson.

Other information: Please visit www.geroskipou-london-lsl.weebly.com to see station 7 and the tasks in more detail. The submitted assignments of this station will also be uploaded during the lesson.

Subject: Greek Language, Mathematics, Art

Lesson Title: Station 5: Football in London and Fair Play

Lesson Objectives:

Students will be able to:

- Identify London's Football Clubs by their badges and know a few notable facts for each team.
- Represent textual information by creating a mixed-media hand-out and poster.
- Use collected table data to construct a bar chart.
- Convert table data in percentages to construct a pie chart.
- Research multiple sources and identify the basic rules of "Fair Play".
- Demonstrate understanding of "Fair Play" rules by writing captions for and/or describing certain pictures.
- List specific "Fair Play" rules for their games in school.
- Summarize the information of FIFA Ballon D'Or by generating a "word-cloud".
- Draw a unique FIFA "Fair Play" award.
- Use online tools during their effort to accomplish the beforementioned goals.
- Search online for information, images, audio and video and be able to save and use this material.
- Upload (files & folders) on and download from "Google drive".
- Collaborate actively with their classmates to complete a task.
- Discuss with their team peers and reach decisions.

Resources Needed:

Computers, Internet access, Pictures, Videos, pencil, paper

Tools used: www.weebly.com   (http://geroskipou-london-lsl.weebly.com)

www.voki.com

www.glogster.com http://charts.hohli.com (create bar charts and pie charts) https://prezi.com (create a presentation for Fair Play rules) www.drive.google.com (upload and download files and folders) www.wordle.com (create word clouds) https://magic.piktochart.com (create a poster) http://www.onemotion.com (paint)	
Starter Activity: **A Memory game:** Children match badges (logos) and t-shirts of London's Premier league football club**s.** Then they read and learn summary information about each team. After that they have to use some of the information they learned in order to create the identity of Chelsea football club in a multimedia hand-out (They use an online programme called "Glogster"). In the second task children will be asked to collect data from a table (that shows football clubs' in London by major honours won) and construct a bar chart. After that they will choose the three most successful football clubs and convert their table data in percentages in order to construct a pie chart for each team.	**Teacher:** Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on Google drive and on email. Uploads completed assignments on the webspace.
	Students: Collaborate and actively complete the tasks assigned to them.
Main Activity: **Fair Play:** Students will research multiple sources, in order to understand "what is Fair Play" and identify its basic rules. They will then create a presentation in Prezi in which they will describe several images as "Fair Play" or not. Moreover, students using the online tool Pictochart will create a poster in which they will list specific "Fair Play" rules for their own games during school time. For their poster they can use	**Teacher:** Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on Google drive and on email. Uploads completed assignments on the webspace.
	Students: Collaborate and actively complete the tasks assigned to them.

pictures and text.

After that students will read about FIFA Fair Play awards and they will create a "word-cloud" about the multiple winners of this football award.

Finally, students will draw their own unique FIFA "Fair Play" award.

Students' Individual Tasks:

Collaborate and work actively in their groups. Complete the tasks assigned to them, save and upload them to Google Drive.

Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their practice and experience, on what they liked or didn't like, what they found easy or difficult, what they learned, what they would like to do again etc.	**Teacher:** Monitors, facilitates, guides the discussion, reflects, etc.
	Students: Discuss, express their opinion, reflect, evaluate.

Assessments: Through the submitted assignments. When presenting their work to the classroom. Throughout the lesson. At the final discussion in the plenary

Other information: Please visit **www.geroskipou-london-lsl.weebly.com** to see the stations and the tasks in more detail**.**

Subject: Greek – English – Geography - Maths - Arts

Lesson Title: Station 3: London's geographical position and London's metro

Lesson Objectives: Students should be able to:

- Describe London's geographical position
- Indicate and represent the four points of the horizon
- Talk about London's geographical position in relation to other cities in the U.K.
- Give directions from different metro stations to others.
- Create the map of the UK through a puzzle.

Resources Needed:
- Computer, internet, pen, paper
- **www.weebly.com**
- **www.voki.com**
- **http://www.zooburst.com** **(create digital 3D pop-up books)**
- **http://www.flash-gear.com** **(online puzzle)**
- **www.drive.google.com** **(upload and download files and folders)**
- **www.wordle.com** **(create word clouds)**
- **Forum (read and write comments - powered by**
- **www.weebly.com)**
- **Online survey (powered by www.weebly.com)**
- **Websites on travel agencies**
- **Microsoft Office**

Starter Activity: The teacher will inform the students that their station is responsible for showing the genie the geographical location of London. In order to do that, students must travel to London. The starter activity requires students to explore 3 websites and find the 3 best prices for booking a ticket to London. Students have to report on that on the class' forum so that other	**Teacher:** Announces the goal and the purpose of the lesson.
	Students: Listen and ask questions.

students can book their tickets as well.	
Main Activity: Students will be working on the computer in a group of 3 (station 3 - www.geroskipou-london-lsl.weebly.com). After booking their tickets to London, and posting that information online for their classmates, they have to let the genie and their classmates know where London is. For that, they have to draw a simple compass with the cardinal points. They first have to use Google Earth and then an online, digital drawing pad. Students then have to describe London's location in relation to other cities in the UK and report. A puzzle that students must assemble follows. In the next task, students must create a comic with a discussion with the cashier to buy a metro ticket. The comic will be captured (screenshot) and will be sent to the teacher. Students are then required to use the London Tube map to find particular stations and provide guidelines of how to go from one station to the other. The directions will be given through a chat box. Next, students must help a person find different London attractions and use the metro to get there. They must create a slideshow that shows which attraction is at which station. They then have to create a word cloud with different key words they encounter through their work. The last challenge requires students to create questions for their classmates. They must use a poll to create their questions. The embed code will be sent to the teacher to upload on the website using google drive or email. This activity also functions as a final assessment tool to evaluate students' learning.	**Teacher:** Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on google drive and on email. Uploads completed assignments on the webspace. **Students:** Collaborate and actively complete the tasks assigned to them in their station. Each group of 3 students works on one station.

Students' Individual Tasks: Students will be working collaboratively.	
Plenary: Students will reflect on their practice and experience, on what they liked or didn't like, what they found easy or difficult, what they learned, what they would like to do again etc.	**Teacher:** Monitors, facilitates, guides the discussion, reflects, etc.
	Students: Discuss, express their opinion, reflect, evaluate.
Assessments: Through the submitted assignments of each station. When presenting their work in the plenary. Throughout the lesson. At the final discussion.	
Other information: Please visit www.geroskipou-london-lsl.weebly.com to see station 3 and the tasks in more detail. The submitted assignments of this station will also be uploaded during the lesson.	

Subjects: Cross curricula approach involving: Greek – English – Arts	
Lesson Title:	<mark>**Station 4: British food**</mark>

Lesson Objectives:

After completing the lesson, student should be able to:

Learning content:

11. Identify the flag and the national anthem of the United Kingdom.
12. Identify, name and spell out (in English) at least 5 traditional British dishes.
13. Identify, name and spell out (in English) the key ingredients of basic British dishes (e.g. Sunday roast, fish & chips, English breakfast, pies etc).
14. Create 3 British dishes using pictures of food.
15. Describe what an "English tea break" is.
16. Synthesize the menu of a British restaurant.
17. Compose a review about a restaurant in English (build an argument).
18. Compose a review about a restaurant in Greek (build an argument).
19. Compare British and Cypriot eating habits. Identify similarities and differences.

Searching for / gathering / synthesizing and presenting information on a given topic:

20. Search online for information, images, audio and video and be able to save and use this material.
21. Select relevant material about a topic and organise it.
22. Upload (files & folders) on and download from "Google drive".
23. Create a multimodal text ("glog") on a given topic.
24. Create a digital 3D pop-up book on a given topic.

Collaboration:

25. Collaborate actively with their classmates to complete a task.
26. Discuss with their team peers and reach decisions.
27. Evaluate (and modify) and reflect on their practice while completing the tasks.

Resources Needed: Computer, internet, pen, paper
Tools used: www.weebly.com
www.voki.com
www.glogster.com
http://www.zooburst.com (create digital 3D pop-up books)
http://www.flash-gear.com (online puzzle)
www.drive.google.com (upload and download files and folders)
www.wordle.com (create word clouds)
http://www.englishgreekdictionary.net (Greek / English online dictionary)
Forum (read and write comments - powered by www.weebly.com)
Online survey (powered by www.weebly.com)
Websites on British food (developed by students in the United Kingdom)
Microsoft Office

Learning Scenario of this station: The magical genie asks the students to teach it about British food in order to give them a piece of the map for the missing treasure.	**Teacher:** Announces the learning scenario, the goal and the purpose of the lesson.
	Students: Listen and ask questions.
Activities / Tasks in this station: Students will be asked to: 1. Starter activity of this station: Put the puzzle of the flag of the United Kingdom together. The flag is represented using forks and cooking sauces. This way, students will be introduced on the topic of this station which is British food. 2. Prepare a multimodal presentation on what you already know about British food (www.glogster.com) using text, pictures, audio and video. Search online to find the necessary material. Upload your work on google drive.	**Classroom settings:** Students will be working on the computer in a group of 3 (station 4: British food). Webspace: www.geroskipou-london-lsl.weebly.com

3. Search online to learn about British food (given websites with projects carried out by British students, e.g. www.projectbritain.com/london/food.htm). Topics covered include: *What food and drink can one have in London?* *What is typical British food?* *What is an English pudding?* *What are pies and what pies do you eat in Britain?* *What would you eat for a typical English breakfast?* *What do you drink in the United Kingdom?* *What do you eat and drink during afternoon tea?* *What food was "invented" or discovered in the United Kingdom?* Discuss what you have learned with the other students in your team. Create a word cloud (www.wordle.net) with the British food and drink you have learned about so far.	**Teacher:** Monitors and facilitates. Guides the whole process. Evaluates progress. Receives completed tasks on google drive and on email. Uploads completed assignments on the webspace.
4. Complete a worksheet to describe English breakfast, fish & chips and the British habit of drinking tea. In your description mention the name and the ingredients of the dishes and describe the "British tea break" habit in detail. 5. Imagine you are a restaurateur in London and you are opening your new restaurant in a week. You need to prepare the menu for your restaurant. Remember that you are serving British cuisine. Use all you have learned up to now. Upload your menu on google drive. 6. Create a digital 3D pop-up book to present 10 famous British dishes. Upload your presentation on the website (www.geroskipou-london-lsl.weebly.com) through www.weebly.com. 7. Represent 3 British dishes (English breakfast, Sunday roast, fish & chips) by manually attaching pictures of the ingredients of each dish on a paper plate. You can see the dishes in the presentation that is attached on the website. You can find the necessary pictures and the paper plates in an envelope on your station. 8. Imagine you are a customer of a traditional British restaurant in London. You have finished your meal and you want to write a review about your experience at this restaurant to inform future customers. Write one review for a Greek forum in the Greek language and another one for an English forum in English. You can incorporate a comparison between British and Cypriot food to build your argument. 9. After completing all the tasks of your station successfully, you will be given a piece of the puzzle of the map for the missing treasure.	**Students:** Collaborate and actively complete the tasks assigned to them in their station. Each group of 3 students works on one station. Each student has an individual role apart from collaborating with the team members. The roles change after some time.

Students' Individual Tasks: Students will be working collaboratively with assigned roles for each one. The roles of the students will be changing throughout the lesson.

Plenary: Time will be allocated halfway and at the end of the lesson to present and report on the progress of each group. Students will reflect on their practice and experience, on what they liked or didn't like, what they found easy or difficult, what they learned, what they would like to do again etc.	**Teacher:** Monitors, facilitates, guides the discussion, reflects, etc.
	Students: Discuss, express their opinion, reflect, evaluate.

Assessment: Final assessment through the submitted assignments of this station. When presenting their work in the plenary at the end and halfway through the lesson. Assessment will be on going throughout the whole lesson.

Other information: Please visit www.geroskipou-london-lsl.weebly.com to see station 4 and the tasks in more detail. The submitted assignments of this station will also be uploaded during the lesson.