

A vibrant illustration featuring a central globe with green continents and blue oceans. Surrounding the globe is a circular arrangement of diverse cartoon children of various ethnicities and ages, all holding hands and smiling. The children are dressed in colorful, casual clothing. The overall scene conveys a sense of global unity and multiculturalism.

WEBQUEST: EXPLORERS OF THE WORLD

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GREECE

Lesson Plan

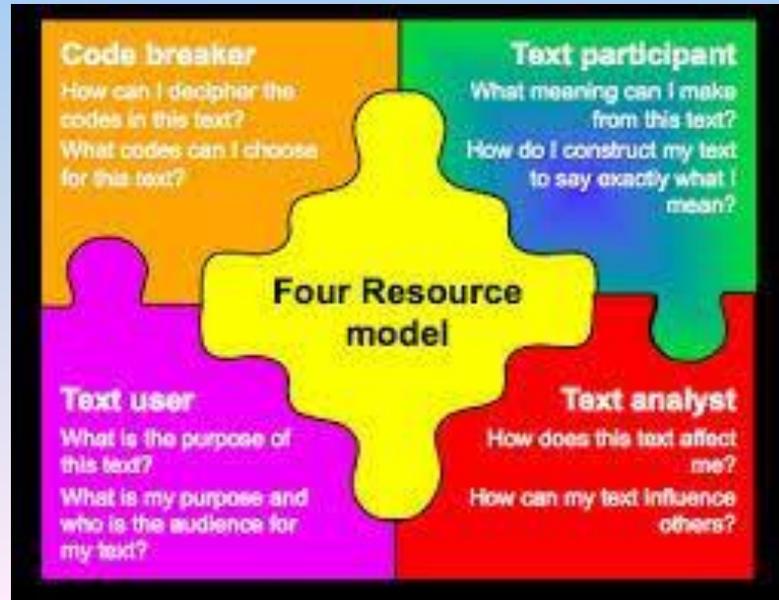
1. Title: Webquest: Explorers of the world

- Subject: ENGLISH (with cross-curricular connection to Geography)
- Link to school coursebook: 6th Grade: Unit 1 Our multicultural class, Lesson 1
(<http://ebooks.edu.gr/modules/ebook/show.php/DSDI-M-F101/441/2922,11590/>)
- Students' profile: a mixed-ability multi-cultural class of nine 11- to 12-year old pupils
- Level: Beginners (CEFR: A1-A2)
- Lesson Duration: 3 teaching hours
- Prior knowledge: familiarization with various digital tools, geography-related vocabulary, Simple Present tense

2. AIM:



to promote students' multiple literacies through a diversity of text and digital media and engage them in activities based on the Four Resource Model (Freebody & Luke, 1999).



3. OBJECTIVES:

The students are expected to:

- understand short, simple texts such as a report about a country or a riddle about a continent.
- enhance their geography-related vocabulary (countries, nationalities, geographical terms) and language structures (Simple Present Tense) in order to be able to describe a country (orally or in written).
- understand the main points of short texts and produce mind maps or interactive images with this information.
- use a variety of digital tools (Padlet, Quizlet, Photodentro, eme, Popplet, Wordart, Voci, Google Docs, ThingLink, Google Forms, Tricider, Typeform) and search the net in order to create multimodal texts and improve their digital literacy.
- enhance their evaluation skills and reflect on their learning.
- co operate and improve their language competency through communication.

Lesson Plan Analysis

The T has already created a post-it board on [Padlet](#) where all the activities are on and the Ss can post their work.

The Padlet board, titled "EXPLORERS OF THE WORLD", features a world map background and 13 numbered activity cards:

- 1. Look at the map:** What can you learn about other countries? Can you describe any of the geographical features? How would it be useful to have?
- 2. Think to gain knowledge:** How do you think the flight to the space station works?
- 3. Research:** Research the world with the appropriate resources. **Task:** Make an oral presentation.
- 4. Check your knowledge:** Do you think you know enough? What do you still need to know? Can you create a map to help?
- 5. Create a Popplet:** You have been asked to create a popplet about your country and to share it with the world. Create a popplet for the world of the country and add a map of the world. Then, use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.
- 6. Present your Popplet:** Show your class with your popplet. Explain what it means. (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 7. Make a Popplet:** Make a popplet about the world. (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 8. Explore the World:** Explore the world with the appropriate resources. (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 9. How do you think it works?** How do you think it works? (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 10. Help your teacher:** Help your teacher with the appropriate resources. (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 11. Paste your digital poster:** Paste your digital poster. (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 12. It's presentation time! Peer evaluation:** It's presentation time! Peer evaluation. (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)
- 13. Vote, vote, vote!** Vote, vote, vote! (You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country. You can use the popplet to create a popplet about your country.)

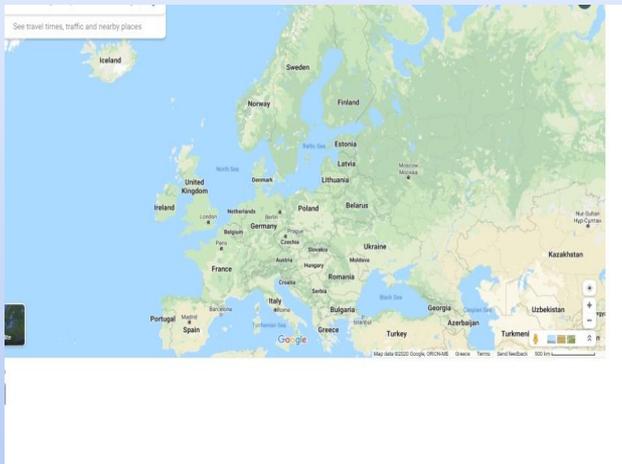
1st Teaching hour

Lead-in: How good are you at Geography?

The T shows a map of Europe on [Google Maps](#) to encourage brainstorming and elicit relevant vocabulary. (Time: 3')

Activity 1: The T splits Ss into pairs and have them work on two different activities according to their language proficiency level (differentiated instruction) in order to revise previously taught vocabulary & structures. (Time: 5')

- a) a cloze test which the T has created with a digital tool provided on [eme platform](#) (for A2 students).
- b) a match-up activity created on Quizlet where Ss have to match geographical terms with pictures (for A1 students).



https://content.e-me.edu.gr/wp-admin/admin.php?page=h5p&task=show&id=2491

e-me content

Όλα τα αντικείμενα
 Νέο αντικείμενο
 Δραστηριότητα χρήστη
 Σενάριο Χρήσης
 Μετάβαση στις Κωδέλες
 Μετάβαση στα e-me blogs
 Σύμπτυξη μενού

I come from Greece, a European Union country since 1981. It is a country in Southern Europe, with a [] of approximately 11 million. Greece shares borders with [] to the northwest, [] and [] to the north and [] to the northeast. The [] lies to the east of mainland and the [] to the west. Athens is the nation's [] and largest city. Greece has the longest [] in Europe. The mainland has rugged [], forests, and lakes, but the country is well known for the thousands of []. [] is Greece's highest mountain.

The [] of Greece is primarily Mediterranean, with mild and wet winters and hot and dry summers. Greece is home to two of Europe's most [] sea creatures, the loggerhead turtle and monk seal.

Family life is a very important part of life in Greece. Greeks are friendly, passionate and have a good sense of humour.

My country is currently facing economic problems and a lot of young people [] to other countries to find work. However, I think that Greece is a beautiful [] to live in.

Έλεγχος

capital
 Turkey
 Aegean Sea
 Albania
 FYROM
 migrate
 islands
 country
 endangered
 mountains
 climate
 Mount Olympus
 Ionian Sea
 coastline
 Bulgaria
 population

Σε αναρτήσεις e-me blogs
 Πατήστε το κουμπι "e-me content" που θα βρείτε στον επεξεργαστή κειμένου κατά τη δημιουργία/επεξεργασία αναρτήσης και επιλέξτε κάποιο από τα αντικείμενα e-me content που έχετε δημιουργήσει.

Σε ιστοσελίδες και αναρτήσεις ιστολογίου
 <iframe src="https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p_embed&id=2491" width="600" height="600" frameborder="0" allowfullscreen="allowfullscreen">

Αντιγραφή

Σε αναρτήσεις ΠΣΔ blogs
 https://content.e-me.edu.gr/wp-admin/admin-ajax.php?action=h5p_embed&id=2491

Αντιγραφή

Ετικέτες
 Δεν υπάρχουν ετικέτες

Match: Geogr...

quizlet.com/487007621/match

Quizlet Search Create Upgrade to Teacher sragaroula

Back

Match

TIME 11.6
 BEST TIME 46.9

population

a natural feature of the earth's surface.

a large area of land covered with trees

a raised part of the earth's surface

forest

group of individuals of the same species that live in the same area

Where the land meets the sea

landform

coastline

plain

a large area of flat land with few trees

Activity 2: Guess Where!

Ss are split into three groups and each group picks one of the three characters in the Mystery Game Guess Where! provided by Photodentro (Greek National Aggregator of Educational Content). Each group reads a report about a country (skimming) and with the help of the map of Europe they try to guess which country the report refers to. (Time: 5')



Guess where...

My country borders on the Black Sea, a large inland sea in southeastern Europe. It shares a border with Hungary and Serbia to the west, Ukraine and Moldova to the northeast and east, and Bulgaria to the south. Its capital and largest city is Bucharest, the ninth largest city in the European Union.

The Danube River flows into the Black Sea within my country's territory forming the Danube Delta, the second largest and best preserved delta in Europe. The Danube delta hosts over 300 species of birds and 45 freshwater fish species in its numerous lakes.

My country has one of the largest areas of undisturbed forest in Europe in the famous Carpathian Mountains. Here you will find almost 400 unique species of mammals, birds, reptiles and amphibians, and most of Europe's brown bears and wolves. My country is also famous for the legend of Count Dracula whose remote castle is situated in the Carpathian Mountains. The spine-chilling tale of Dracula was inspired by the 15th century Count Vlad Dracul.

Andrei



I come from a country located in southwestern Europe on the Iberian Peninsula. My country's mainland is bordered to the south and east by the Mediterranean Sea; to the north and north east by France, Andorra, and the Bay of Biscay; to the northwest by the Atlantic Ocean and on the west by Portugal.

It is the most mountainous country in Europe, after Switzerland. The Pyrenees is a range of mountains that forms a natural border between my country and France. It separates the Iberian Peninsula from the rest of continental Europe.

I live in Madrid, which is the capital and largest city of my country. We are proud of our famous artists and architects, such as Salvador Dalí, Francisco Goya, Pablo Picasso and Antoni Gaudí. In our country we love eating paella and dancing flamenco!

Dolores



My country is located in Central Europe, bordered by Germany to the west; the Czech Republic and Slovakia to the south; Ukraine, Belarus to the east; and the Baltic Sea and Lithuania to the north. Its capital and largest city is Warsaw, located on the Vistula River, which flows into the Baltic Sea.

In the northwest is the Baltic seacoast, which extends from the Bay of Pomerania to the Gulf of Gdańsk. My country has one of the highest numbers of lakes in the world, such as Śniardw, and is the fourth most forested country in Europe.

Frédéric François Chopin is my country's most famous composer and pianist. He is widely considered as one of the greatest Romantic composers in the world. I love listening to his famous Minute Waltz!

Alexei



Activity 3: Exploring European countries

Step 1: Ss are called to read again the report in their group, this time more carefully (scanning) and try to **a)** either create a Mind Map on Popplet putting the main information of the report into categories (e.g. capital, borders, landform, famous people etc) or **b)** create a Word Cloud on WordArt with key words about the country (**a** is for more advanced students, while **b** is for students of a lower proficiency level). Ss can look up unknown words in an online dictionary (<https://learnersdictionary.com/>). For the popplet mind map they can use photos too (<https://www.google.com/imghp>) or even videos.

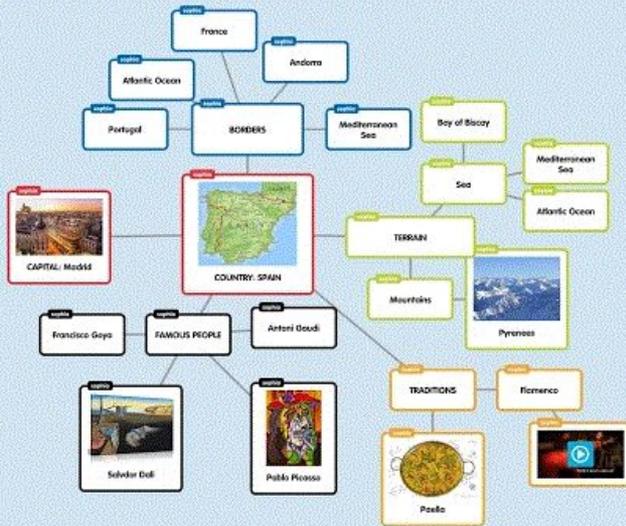
Step 2: Ss upload the popplets/word clouds on Padlet and each group presents to the class the country they worked on by using simple language structures (Its capital is..., It borders with... There are a lot of lakes such as...etc). **(Time: 30')**

5. PRESENT YOUR POPPLETS / WORD CLOUDS

Once you're done with your popplets/word clouds, export them as images (jpeg) and add them to this padlet wall! Then present them to us!

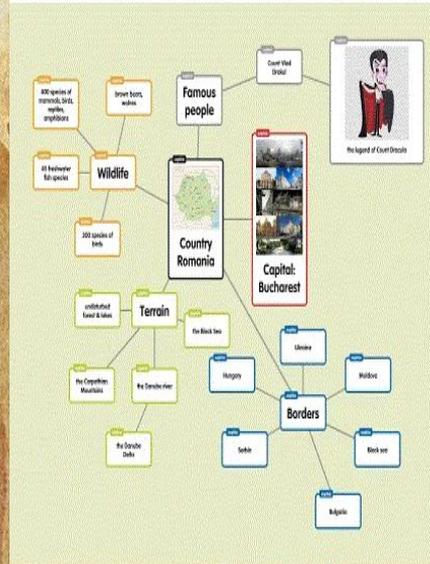
GROUP B

All about Spain!



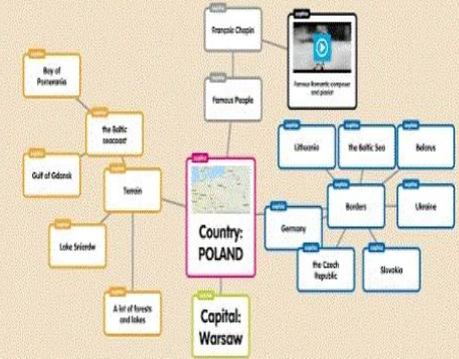
GROUP A

ROMANIA

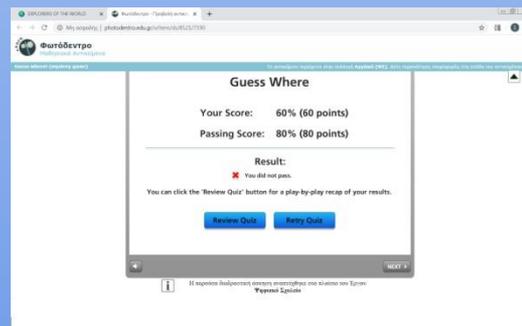
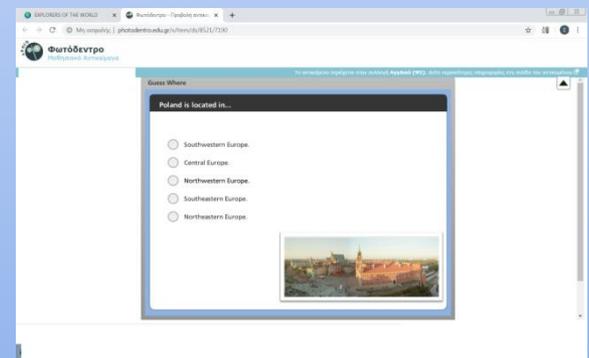
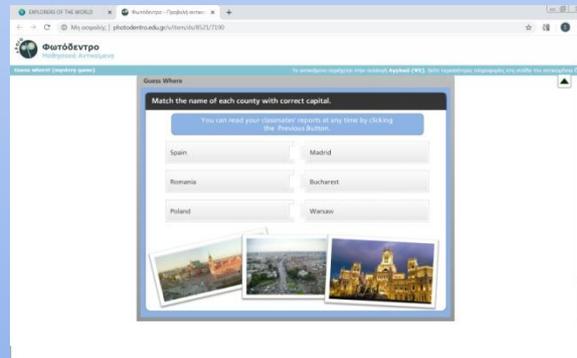
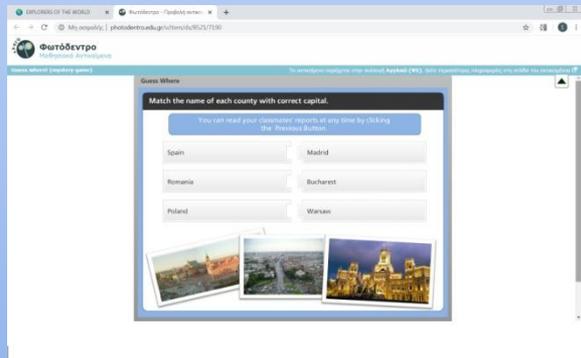


Group C

ALL ABOUT POLAND



Follow-up: Ss check individually or in pairs their newly-acquired knowledge about the three countries by doing a Digital Quiz on Photodentro. (Time: 5')



2nd Teaching hour

The T announces to the Ss that in this 2nd lesson they are going to explore other continents apart from Europe.

Activity 1: Getting ready for our journey

Step 1: Ss form three groups and each group picks an animal avatar (Buggy Bear, Bubble Fish, Cheeky Monkey) which the T has created on Voki, listens to a riddle and tries to find out which continent it refers to. (Time: 5')



Step 2: Once they solved the riddle, Ss are called in their groups to go to [Google Earth](#) or an [Interactive World Map](#), explore the continent they were assigned and decide on a country, which they are going to carry out a webquest about. (Time: 5')



World Map - Political



Activity 2: We are explorers of the world!

Step 1: The T invites the Ss in groups to view a text document created on [Google Docs](#), where they can find all the guidelines about the 'Webquest: Explorers of the World'. Ss are asked to decide on the role each one will take on in their group (Analyst of the country, Translator & Currency Exchanger, Wildlife and Climate Reporter, Historian) and find relevant information on the web (some websites are recommended).



COUNTRY:



You are the basic Analyst of the country.

You need to find:

1. the map of the country
2. the flag of the country
3. the coat of arms of the country
4. the population of the country
5. the capital of the country

Suggested sites:

<https://kids.nationalgeographic.com/explore/countries/>

https://en.wikipedia.org/wiki/Main_Page

<http://flagpedia.net/>,

<http://www.worldpopulationstatistics.com/category/world/>

For images: <https://www.google.com/imghp>

Dictionary: <https://learnersdictionary.com/>



You are a Translator and Currency Exchanger.

You need to find:

1. the official language of the country
2. three words or phrases:

Hello:

Goodbye:

Other:

3. name of currency
4. images of notes / coins
5. exchange rate in Euros

Suggested sites:

<https://kids.nationalgeographic.com/explore/countries/>

<https://translate.google.com/>

<http://www.wordreference.com/engr/>

<https://www.xe.com/currencyconverter/>

For images: <https://www.google.com/imghp>

Dictionary: <https://learnersdictionary.com/>



You are a Wildlife and Climate Reporter.

You need to find:

1. three kinds of animals of the country

Animal 1: Name:.....Size:.....Habitat:.....

Animal 2: Name:.....Size:.....Habitat:.....

Animal 3: Name:.....Size:.....Habitat:.....

2. climate of the country

3. average high and low temperatures in capital city

Suggested sites:

<https://weather-and-climate.com/>

<https://kids.nationalgeographic.com/explore/countries/>

For images: <https://www.google.com/imghp>

Dictionary: <https://learnersdictionary.com/>



You are a Historian.

You need to find:

1. three historical sites / attractions

Site 1: Name:.....Location:.....Why it is important:.....

Site 2: Name:.....Location:.....Why it is important:.....

Site 3: Name:.....Location:.....Why it is important:.....

2. three famous people

A. Name:.....Year of birth/death.....Famous as:.....

B. Name:.....Year of birth/death.....Famous as:.....

C. Name:.....Year of birth/death.....Famous as:.....

Suggested sites:

<https://www.thefamouspeople.com/famous-people-by-country.php>

<https://www.visualcapitalist.com/map-the-top-tourist-attractions-in-every-country/>

For images: <https://www.google.com/imghp>

Dictionary: <https://learnersdictionary.com/>

Step 2: With the information they find about the country they have chosen, each group is called to create an Interactive Image on [Thinglink](#). (Time: 40')



CHINA



EGYPT



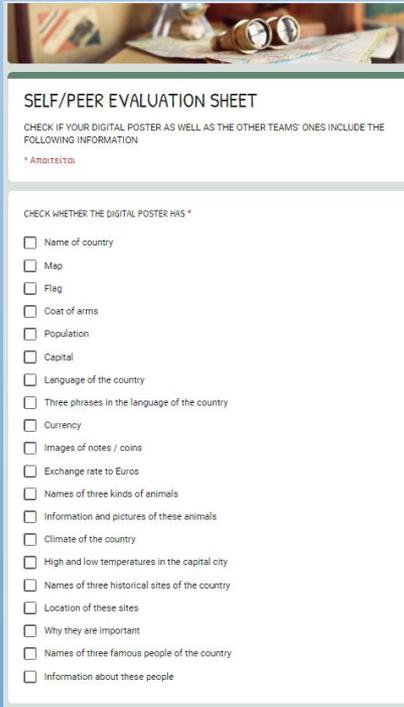
MEXICO

If Ss do not finish on time, they can work on it from their homes.

3rd Teaching hour

Activity 1: Are you ready to present?

Before presenting the Interactive Images to class, Ss check whether they have included all the information needed by ticking on a [Self-evaluation Sheet](#) in Google Forms. (Time: 5')



SELF/PEER EVALUATION SHEET

CHECK IF YOUR DIGITAL POSTER AS WELL AS THE OTHER TEAMS' ONES INCLUDE THE FOLLOWING INFORMATION

* Amateitoul

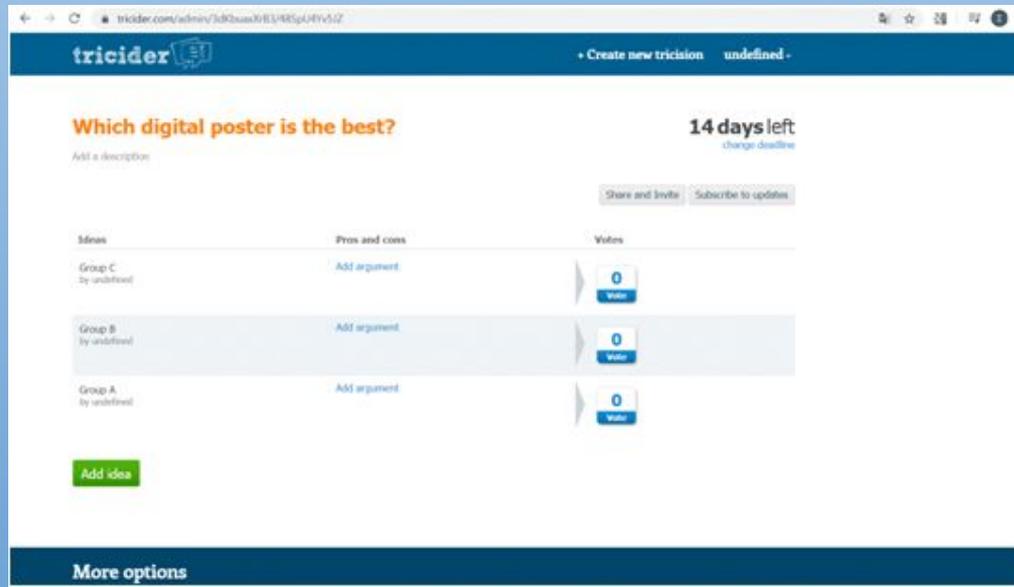
CHECK WHETHER THE DIGITAL POSTER HAS *

- Name of country
- Map
- Flag
- Coat of arms
- Population
- Capital
- Language of the country
- Three phrases in the language of the country
- Currency
- Images of notes / coins
- Exchange rate to Euros
- Names of three kinds of animals
- Information and pictures of these animals
- Climate of the country
- High and low temperatures in the capital city
- Names of three historical sites of the country
- Location of these sites
- Why they are important
- Names of three famous people of the country
- Information about these people

Activity 2: Let's present our posters and vote for the best!

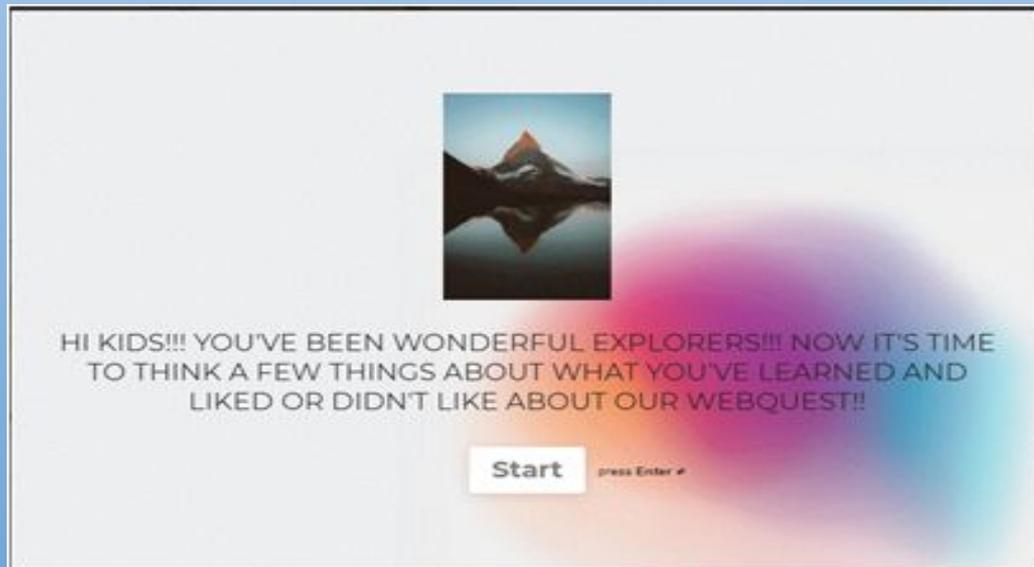
Step 1: Each group presents their Interactive Image to class, while their peers are ticking on the same checklist in Google Forms as before.

Step 2: Every student votes on [Tricider](#) for the Interactive Image they liked best and can also add comments to justify their vote. (Time: 30')



Activity 3: Every end is a new beginning; Let's think!

Students are asked to evaluate what they have learnt in these three lessons, what they liked or not, what they have found difficult. The digital [Self-Evaluation Questionnaire](#) is created on [Typeform](#). The T makes clear that the questionnaire is anonymous, thus should be answered with absolute sincerity, as its goal is to provide feedback for upcoming lesson planning. (Time: 10')



Reference:

Luke, A. & Freebody, P. (1999). A map of possible practices: Further notes on the four resources model. *Practically Primary*, 4(2), 5–8.

Webography:

https://padlet.com/sophia_papagoul/ys0pckp8i1r

<https://www.google.com/maps/>

<http://photodentro.edu.gr/v/item/ds/8521/7190>

<https://auth.e-me.edu.gr/>

<https://quizlet.com/>

<https://learnersdictionary.com/>

<http://popplet.com/>

<https://www.google.com/imghp>

<https://wordart.com/>

<https://www.voki.com/>

<https://geology.com/world/world-map.shtml>

<https://www.google.com/earth/>

<https://www.google.com/docs/about/>

<https://www.youtube.com/>

<https://www.thinglink.com>

<https://www.google.com/forms/about/>

<https://www.tricider.com/>

<https://www.typeform.com/>