**A podcast: Vilnius Historical and Cultural Heritage Lesson Plan**

Students will make a podcast (short video recording) for the school community about 2-3 objects in Vilnius Oldtown. They will research the area using available resources to collect some useful information and visual data, share their ideas, start making their podcast, and they will go to the Oldtown to make some video recording.

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|  | *Activities* | *Resources* |
| **1** | **Generating ideas**Students work in groups of 3; analyze the task, brainstorm; Students research the topic individually; | [***https://www.atostogoskaime.lt/unesco/vilniaus-senamiestis/***](https://www.atostogoskaime.lt/unesco/vilniaus-senamiestis/)[***https://unesco.lt/kultura/pasaulio-paveldas/pasaulio-paveldas-lietuvoje/vilniaus-istorinis-centras***](https://unesco.lt/kultura/pasaulio-paveldas/pasaulio-paveldas-lietuvoje/vilniaus-istorinis-centras) |
| **2** | **Planning**In their groups, students share their ideas, start drafting an outline of their assignment;Plan the route;Share their roles and responsibilities;Discuss and organize all necessary equipment, consult IT teachers | [**https://www.buzzsprout.com/blog/how-to-start-a-podcast**](https://www.buzzsprout.com/blog/how-to-start-a-podcast)[**https://www.voices.com/blog/planning-your-podcast/**](https://www.voices.com/blog/planning-your-podcast/)[**https://sweetfishmedia.com/plan-a-podcast-structure/**](https://sweetfishmedia.com/plan-a-podcast-structure/)[**https://www.thepodcasthost.com/niche-case-study/podcasting-in-education/**](https://www.thepodcasthost.com/niche-case-study/podcasting-in-education/) |
| **3**  | **Grammar review**In their groups, students discuss how various grammar structures could be used effectively to support the main aim of the podcast;Use available resources to review the grammar structures; consult the English teacher; |  |
| **4** | **Video recordings**Students go to the Oldtown and following their route, make video recordings for their podcast;Take notes of any useful information, take pictures, etc. |  |
| **5** | **Editing**using clear structure and topic vocabulary and grammar to enhance their message | [**https://www.commonsense.org/education/lists/best-podcast-apps-and-websites-for-students**](https://www.commonsense.org/education/lists/best-podcast-apps-and-websites-for-students)[**https://www.thepodcasthost.com/recording-skills/how-to-record-a-podcast/**](https://www.thepodcasthost.com/recording-skills/how-to-record-a-podcast/)[**https://www.npr.org/podcasts/510354/the-students-podcast**](https://www.npr.org/podcasts/510354/the-students-podcast) |
| **6** | **Podcasts reviews**Students present their podcasts and discuss their work;Students answer peers‘ and teacher‘s questions (4-5min);Complete assessment table, write a short reflection: *What went well?**Was the message clearly presented?**Was all the information relevant?**Was active topic vocabulary used appropriately?**Was varied grammar used accurately?* *What conclusion can be drawn from this assignment? (language use and content)* |  |