

Lesson plan template

Basic details
<i>Title of lesson plan: How Does a Child Psychologist Become a Fighter? - Anna Lanota</i> <i>School: Lauder Javne School Budapest, Kazir A Rehovot, Shaár HaNegev, Sheiber Budapest,</i> <i>City: Budapest, Lauder-Morasha School, Warsaw</i> <i>Name of teacher(s): Dániel Fehér, Péter Szigeti, Amy Lipman Avizohar, Marek Mrozowski, Etti Or</i> <i>Subject: English as a 2nd language</i>
Participating students
<i>Number of students: 20</i> <i>Age / grade: 7th grade - 9th grade</i> <i>Social/cultural/religious background of the students: Secular, Jewish</i>
Resource pack information,
<i>Name of Resource Pack (e.g. Poland, Hungary, Ukraine, etc.):</i> <i>Primary resources used: https://www.centropa.org/en/biography/anna-lanota</i>
Mission and goals
<i>What problem/challenge does the project try to solve?</i> Understanding the chronological (and political background) of Poland <i>before, during and after</i> the war. <i>What is the mission of the project?</i> Creating a timeline and reflecting on the historical events of Poland from a personal perspective. <i>What are the goals of the project? (Be specific: try to set goals which can be objectively measured)</i> Main goals of the project: • Students create a timeline of Jewish life in Poland in the 20th century. • Creating a connection to the story of Anna Lanota and using it as a gateway. • Students reflect why holocaust education remains important till today. • Students teamwork and practice interpersonal communication in English. • Listening and reading comprehension in English.
Applied (online) tools & Centropa resources: Which online tools will you use in this lesson? Be specific, and if possible include links.
https://www.centropa.org/en/centropa-cinema/anna-lanota-jewish-partisan-poland Images and quotes: https://drive.google.com/drive/folders/1eVsb0PJVL7SUdbc2CiUJAhdGVxPET_-9?usp=sharing
Lesson plan schedule

2 lessons required

Opening (5 mins):

Preliminary questions and pre-watching discussion:

- On the board project a map of pre-war Poland.
 - *What cities have you heard of in the movie?*
 - *What was Anna's job and involvement?*
 - **Optional questions:**
 - *When did she escape mortal danger?*
 - *What happened to the people close to her?*

Watching the movie (25 mins):

<https://www.centropa.org/en/centropa-cinema/anna-lanota-jewish-partisan-poland>

Break time, time to jot down any unanswered questions. (10 mins)

2ND LESSON:

Answering (5 mins):

Listen to the answers about the movie.

Group creation and group task (15 mins):

Divide into groups of 4. Each group gets pictures from the movie/events surrounding the movie.

Note: The pictures will be uploaded for printing purposes.

Each group arranges the pictures in a timeline.

Then they receive quotes from the movie about Anna Lanota, and they will need to place the quotes next to the image that is associated with the quote.

Reflection and sharing the outcomes (10 mins):

Students interview each other about the story of Anna Lanota:

- What did you find the most interesting about Anna Lanota?
- Was there something that shocked you?
- Why do you think it is important that we learn about this?
- What do you think was her most distressing part of life? (**lowest point** can also be used)
- Why was she a fighter? How did she fight?
- If you were given a chance, what would you ask her about?

Summary (10 mins):

- Each group gives a summary of an answer by the groups, each group answers a different question.

Expected results and outcomes

Students use teamwork and go through group discussions to create an accurate timeline.

Students practice interviewing each other, holding a conversation in English.

PLEASE FILL THIS OUT AFTER YOUR LESSON
Documentation
Evaluation <i>(Please fill this out after the completion of the project)</i>
<i>How did you measure the effect of the project? What went well during the project?</i>
<i>What would you change in the project for next time?</i>
Comments
<i>Is there anything else that would be important for us to know?</i>