



# OUTDOOR LESSON PLAN



<i>School</i>	Secondary School no. 4 Suceava, Romania
<i>Subject</i>	French as a foreign language
<i>Topic/Theme</i>	Le numéral cardinal et la phrase interrogative
<i>Timeframe</i>	<b>50 minutes</b>
<i>Level</i>	L2, V <sup>th</sup> grade, A1
<i>Activity</i>	Multitâches/Multitasking
<i>Objectives</i>	<ul style="list-style-type: none"> <li>- listening;</li> <li>- enhancing concentration;</li> <li>- developing speech without thinking;</li> <li>- learning to use numbers from 0 to 30;</li> <li>- developing question sentences.</li> </ul>
<i>Material Media Resources needed</i>	Tickets with examples of questions.
<i>Description/ Step-by-step procedure</i>	<p>4 people A, B, C, D. A is in the center. B makes simple and linked gestures: A must imitate B's gestures. C is to the right of A and he/she asks open questions (no <i>yes</i> or <i>no</i> answer). D on the left offers calculations. The multitasker must never stop looking at the person making gestures in front of him and must answer questions and perform mental calculations by responding as questions are asked or calculations are submitted to him. Repeat the question until you get the answer.</p>
<i>Reflection/ Assessment</i>	<p>We can add another person who proposes a state to A who must then answer the questions in the proposed state. This activity increases pupils distributed attention and enhances concentration.</p>

Students' work examples





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<i>Subject</i>	French as a foreign language
<i>Topic/Theme</i>	La structure <i>C'est + adverbe + adjectif</i>
<i>Timeframe</i>	<b>50 minutes</b>
<i>Level</i>	L2, V <sup>th</sup> grade, A1
<i>Activity</i>	Le musée imaginaire – activité théâtrale
<i>Objectives</i>	<ul style="list-style-type: none"> <li>- using adverbs and adjectives correctly;</li> <li>- learning vocabulary;</li> <li>- developing creativity and expressiveness;</li> <li>- enhancing the level of connection between students.</li> </ul>
<i>Material Media Resources needed</i>	-
<i>Description/ Step-by-step procedure</i>	<p>Two groups, one watching the other in the play area.</p> <p>Participants stroll through an imaginary museum and regularly stop in front of works. One of the members of the group then exclaims by inventing a sentence constructed according to the following structure: "C'est +adverb+adjective", the rest of the group then reacts by means of onomatopoeia or small sounds depending on the impression and from the point of view of their classmate. The group then continues to another work and it is the turn of another participant to exclaim.</p> <p>Examples :</p> <ul style="list-style-type: none"> <li>« C'est vraiment magnifique ! »</li> <li>« C'est tellement formidable ! »</li> <li>« C'est curieusement clair ! »</li> <li>« C'est un peu mystérieux ! »</li> <li>« C'est complétement compliqué ! »</li> <li>« C'est follement dansant ! »</li> <li>« C'est complétement nul ! »</li> <li>« C'est vraiment mignon ! »</li> <li>« C'est terriblement moche ! »</li> <li>« C'est profondément compliqué ! »</li> <li>« C'est tout à fait moderne ! »</li> </ul>

	<p>« C'est globalement bleu ! »  « C'est extraordinairement ordinaire ! »  « C'est mortellement sombre ! »  « C'est sérieusement sérieux ! »</p>
<i>Reflection/ Assessment</i>	We can start a dialogue of onomatopoeia between the participants of the group in reaction.
<i>Students' work examples</i>	



# OUTDOOR LESSON PLAN



<i>School</i>	Secondary School no. 4 Suceava, Romania
<i>Subject</i>	Fire Safety
<i>Topic/Theme</i>	Simulation of a fire situation
<i>Timeframe</i>	<b>50 minutes</b>
<i>Level</i>	All levels
<i>Activity</i>	Evacuation drill
<i>Objectives</i>	Learning how to react properly in case of fire.
<i>Material Media Resources needed</i>	A fire extinguisher A microphone and a sound station
<i>Description/ Step-by-step procedure</i>	The evacuation drill tries to present a simulation of a fire situation. The fire alarm is activated and school building occupants are required to implement the emergency procedures. The evacuation is observed by a drill coordinator who will evaluate and report on proceedings.
<i>Reflection/ Assessment</i>	



*Students' work examples*

