

LESSON PLAN

Subject: Geography

Theme: Breaking a stereotype: Romania is a rural and poor country

Age group/level: B1

Group size: 28

Time: 50'

Objectives:

- to demonstrate de fact that Romania is/is not a rural country
- To develop communicative competence through multiculturalism
- To collaborate in order to achieve an assignment

Vocabulary: words and phrases connected with countryside life

Grammar that is practiced: present simple and past simple

MATERIALS & EQUIPMENT:

- sheets of papers, pencils, markers in different colours
- copies of documentary sheets for each group of students
- whiteboard
- Internet access
- PCs

Aims: - to communicate into a multicultural environment

Introduction: a reliable way to draw conclusions is by making a research on the topic you are interested in. The teacher introduces herself and explains that the students are going to watch a short movie about Romania.

Warm up: Teacher and students sit in a circle in classroom. Teacher must attract students' attention through activity. Teacher has all the flashcards ready. Teacher shows pictures to students and ask them to recognize the country (one of the four countries participating in this project). Each time the answer is right, ask students to jump up and say the country.

Procedure:

Activity 1.

The students watch the short movie about Romania and after that, divided in 5 groups the students are asked to write on a piece of paper 5 things/actions that are most visible in the movie. (for example: forest, mountains, villages, peasants, rivers, planting, carving...)

<https://www.youtube.com/watch?v=1IgMYFr2tLk>

Activity 2.

Teacher writes on the board some figures about the demographic structure of the population in Romania.

The teacher explains that, according to the latest statistics, Romania is the largest country in Southeastern Europe and the twelfth-largest in Europe. The terrain is distributed roughly equally between mountains, hills and plains.

Rural population (% of total population) in Romania was last measured at 45.61 in 2014, according to the World Bank. Rural population refers to people living in rural areas as defined by national statistical offices. It is calculated as the difference between total population and urban population. This page has the latest recorded value, an historical data chart and related indicators for Rural population (% of total population) in Romania.

<https://www.youtube.com/watch?v=Dc5fhWDRhX4>

Activity 3.

Students watch the short presentation, read the figures and discuss the information.

Activity 4.

Teachers writes on the blackboard: "GDB". Teachers explains that Gross Domestic Product (GDP) is a monetary measure of the value of all final goods and services produced in a period of time (quarterly or yearly). GDP estimates are commonly used to determine the economic performance and standard of living of a whole country or region, and to make international comparisons. In 2013, Romania had a GDP (PPP) of around \$386 billion and a GDP per capita (PPP) of \$19,397. According to CIA's The World Factbook, Romania is an upper-middle income country economy. According to Eurostat, Romania's GDP per capita (PPS) was at 55% of the EU average in 2013, an increase from 42% in 2007 (the year of Romania's accession to the EU).

Activity 5.

Brainstorming activity: using all the information till now, students are divided into 5 groups and try to discover the causes of this situation.

Examples: Causes:

1. Urban stress, congestion or insufficient incomes begin to increasingly put more pressure on the generation aged between 35 and 50 years, trying to escape these "burdens" characteristic living in cities .
2. If most leave the city now because not afford the high cost of living, there is a category of migrants who have developed their careers in urban areas and who want to become entrepreneurs or create projects in the social area, away from the corporate world . "People who have migrated to cities from villages are divided into two categories. The former are

former employees or contractors who seek to live in the countryside because it is cheaper, closer to nature and want to do business in the area.

3. The other category, more important in terms of numbers, is the poor who go from town to villages because it is cheaper, so it's a survival migration.

Activity 6.

The posters are displayed on the board and each group presents their poster. Students discuss about that. Teacher gives feed-back.

HOME-WORK/ASSESSMENT/SUMMARY

Teacher ask students to write a short essay about advantages and/or disadvantages of living in the countryside.