

Lesson Plan- Institute for Creative Teaching

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Lesson title: Truly me.

Level: 3rd year undergraduate Spanish (Spanish 2100: Conversation and Composition)

General class objectives addressed:

1. Develop skills in informal and formal communication and public speaking.
2. Develop advanced level proficiency in oral and written communication.
3. Reinforce correct pronunciation patterns and train the student in listening skills.

Specific class objective addressed:

1. Students will work on creating their own self-portraits.

Purpose:

1. Students will explore ideas of a self-portrait promoting a broader view of themselves by encouraging thinking in terms that go beyond traditional physical appearance (tall, short, brunette) and the most apparent personality traits (talkative, friendly, etc.)
2. Students will be able to choose a form of representation that could include different forms of visual arts, poetry or prose to create their own version of a self-portrait.

CRISPA themes:

Connections: Students will connect to the ideas of self-portrait by first exploring their own characteristics and then considering how those are perceived by someone else.

Risk-taking: All activities in this lesson have some degree of risk-taking that range from low to high. The warm up (“sharing something you cannot tell by looking at me”) will involve different levels of risk-taking according to each student’s choice of information shared. Students will be forced to see themselves through someone else’s eyes (“what adjectives do you think others would use to describe you?”) and this may involve risk-taking to some. Students will have opportunities to volunteer but they will all have to share their form of representation at the end of class which for most will be high risk-taking. For many students, just having to represent themselves in any way that is not written will involve risk-taking.

Imagination: Trying to think how others perceive us will require imagination. Finding a form of representation to describe themselves will require imagination. For some students this imagination may be fanciful, for others intuitive, but for all interactive.

Sensory experience: Students are asked to think about adjectives that involve all senses. Students are invited to work with materials (tactile, visual) to create a form of representation.

Perceptivity: Some students may engage in a perceptive experience since they will have to further look at their piece in order to explain to the class how that piece represents them. It will require a further look into their own creation.

Active engagement: AE will be present throughout the class from the warm-up, to the brainstorming of adjectives, to the free writing activity and finally with the creation of their own form of representation and final sharing.

Timeline: This is a 50-minute lesson, during the first week of the quarter. The first day of classes, the syllabus and class expectations were discussed and students started to get to know each other. The next two lessons, students have discussed the socio-historical context of the poem “Versos sencillos” by Cuban author José Martí and have explored his ideas and techniques of a self-portrait through poetry. This lesson is the fourth lesson of the week.

Materials: Students will need a piece of paper and pen/pencil. The instructor will bring visual art materials for students (construction paper, play-dough, water colors, glue, scissors, markers, crayons, other construction materials)

Class activities:

1. Warm up in a circle on the floor: *I am _____ and one thing you cannot tell just by looking at me is that* Instructor will be the first to share. (3-5 minutes).
2. Students are asked to write down ten different adjectives that they would use to describe themselves. They need to make sure that these adjectives represent all senses (smell, touch, sight, hearing) not just physical appearance and personality. (5 min)
3. Students are asked to do the same but thinking from someone else’s point of view about them. How would someone else describe them? (3 min).
4. Students volunteer the most representative or unexpected (but accurate) adjective they used / someone else would use to for their description. Instructor will be the first to share. (3 min)
5. Free writing: Each student has five minutes to do free writing about themselves. They cannot stop or edit. (5 min).
6. They read it and make small edits and compare it with the lists they already have. Is there any adjective/idea missing that they would like to add? What title they would put? (4 min)
7. Students are asked to find an artistic form to represent themselves/ illustrate the main ideas that came from their free writing or the adjectives that they feel best represent them. They can use any form of representation (play-dough, coloring, water colors, poem, prose, etc). They have 15-20 minutes to do it.
8. Class sharing: All students share what they have done and briefly explain how that form of representation describes in groups of three. Three or four volunteers will be asked to share with the whole class. The instructor will share first. (5-10 min.)

Assessment: It will be carried out through the final sharing of individual forms of representations.