Isabel Last- Spanish 3 Honors: *Teatro Sobre Eastern Tech*

**Slide 14: *Spanish 3: Teatro Sobre Problemas de Eastern Tech***

* For every spanish lesson we do our best to place the students in a situation that they can relate to. For this lesson, the situation was that the theatre class at Eastern Tech needed help with ideas for their next play. I then went down to their classroom and was allowed to take videos of the students talking directly to my Spanish 3 classes saying “we need help!” and explaining that they need ideas for their next play. The only requirement of the Theatre students was that the play had to be about a problem at Eastern Tech. This allowed for the students to really feel like someone needed their help and empathize with the problem at hand.
* The objective for today was that Students will be able to demonstrate the difference between preterite and imperfect past tenses by creating a play about a problem at Eastern Tech.

**Slide 15: *Define: A problem at ET***

* For the Define portion of Design Thinking, students had to first brainstorm problems that were important to them at Eastern Tech using a mind map. After they had brainstormed, students had to get in groups and choose which problem they thought was the most interesting/important. Here students clearly defined which problem they were going to create a play about by writing a complete sentence about it at the top of the mind map.

**Slide 16: *Ideate: how might we explain the ET problem?***

* In order to come up with ideas of possible solutions of how to best showcase the ET problem, students had to first individually come up with characters involved with their problem. Then, students came together with their groups and decided which characters were best suited for explaining their problem.
* This portion of the project involved recognizing that there were multiple solutions to the task of creating characters.

**Slide 417: *Prototype: explore ways of explaining ET problem.***

* Students will create a prototype of how to solve their problem at ET by creating a script. Students must collaborate with other group members. I personally was focusing on the uses of preterite and imperfect so my requirements were 5 correct uses of preterite and imperfect each and 5 vocabulary words in their script.

**Slide 18: *Ideate: Round 2: How do we use objects to explain ET problem?***

* The task during this portion of the project was to use Makerspace materials to create 5 props that would be relevant to their script and their explanation of a problem at ET. This allowed for so much creativity and fun and it was truly a joy to watch students have the opportunity to use their hands to create something.

**Slide 19: *Test: test script prototype***

* In this section, students had to enact their scripts and record them with their phones/computers and then upload the videos to Schoology.

**Slide 20: *Tricky Areas and Benefits***

* I thought that there was a lack of active empathizing within the part that I designated to empathizing. The videos and the *situation* was given to them and they had no chance to manipulate it in any way. There was, however, some active empathizing during the *Define* part of this lesson where students were empathizing with people who go to this school and some problems that they may face. We also didn't have time to treat the recorded video as something that we could come back to and edit and revise. It was a final product. The lesson also didn't give me an opportunity to explain further some grammatical/linguistic concepts. Instead, the students had to make something. It was also extremely difficult to control the usage of English among the students since this lesson took place in the Makerspace.
* For benefits, the first thing that I thought was extremely consistent among all of my sections was that they enjoyed being in a new space and outside of their normal classroom. This lesson was fun, student centered, collaborative, and had students using their hands to create.

**Thank you!**