



Lesson Plan: A Cultural Exploration of Sighișoara

(Using the experiential method to promote the exchange of experience and good pedagogical practices acquired during an Erasmus mobility in Greece)

Target Group

- Level: B1 (Intermediate)
- Class: grade 10 (15-16 years old)
- Lesson duration: 150 minutes (split into pre-visit, during-visit, and post-visit sections)

Teacher: Claudia Emilia Frînculeasă (Liceul Teoretic „Radu Vlădescu” Pătârlagele)

Lesson Objectives

1. **Language skills:**
 - improve speaking and writing skills through discussions, guided tours, and reflective activities;
 - expand English vocabulary related to culture, history, architecture, and travel;
 - practise listening skills by understanding their English teacher and peers.
2. **Cultural awareness:**
 - learn about the cultural and historical significance of Sighișoara, a UNESCO World Heritage Site;
 - reflect upon the importance of both preserving and promoting cultural heritage.
3. **Experiential learning:**
 - connect language learning with real-life experiences in a cultural setting;
 - ensure project sustainability and exchange of good pedagogical practices as a result of the participation in the Erasmus+ mobility within the project 2024-1-RO01-KA121-SCH-000206543 (28-31 October 2024) at Oloimero Dimotiko Sxoleio Perioxis Bathylakkoy in Kozani, Greece.

Lesson Outline

1. Pre-visit activities (45 minutes in-class/ 15 December 2024)

A. Warm-up: Introducing Sighișoara (30 minutes)

The English teacher shows the students a video about Sighișoara, highlighting its medieval architecture and famous landmarks: <https://youtu.be/yBGNELgkac?si=aslRxiBW6pYXO2CC>. The students, who are also participating in the eTwinning project "Digital Explorers and Promoters of Cultural Heritage" are then engaged in a class discussion on the importance of learning about the history of this place and why such rare historical sites should be both preserved and promoted.

B. Vocabulary building (15 minutes)

The students are taught key vocabulary for the upcoming visit using a matching activity created by the teacher: <https://learningapps.org/38517483> including **historical terms**: fortress, citadel, medieval,



UNESCO, heritage etc., **architectural terms**: tower, cobblestone, church, mural, guild and **descriptive adjectives**: skilled, prominent, defensive, physical, intangible, covered etc.

2. During the visit activities (60 minutes/ 19 December 2024)

A. Guided tour (40 minutes)

The teacher shares information about the most important attractions in Sighișoara while the students listen and/or take notes. The key stops are: **The Citadel Square, The Clock Tower (and the History Museum), The Birthplace of Vlad the Impaler (a legend), The Scholars' Staircase, The Church on the Hill.**

B. Interactive task: The Cultural Treasure Hunt (10 minutes)

Divided in three small groups, after reaching the **Church on the Hill**, the students complete the "Cultural treasure hunt" tasks for the visit (e.g., finding specific landmarks, answering questions, taking notes on something interesting etc.) encouraging teamwork, speed and English communication.

Here are the tasks:

- Point at the **Clock Tower**. Which century was it built in? (12th/13th/14th)
- If you had to vote for **the most fascinating exhibit** in the History Museum located in the Clock Tower, which one would you vote for and why?
- Take a photo or draw a sketch of the **Scholars' Staircase**. How many steps did it originally have? (100/200/300)
- In English, talk to a local or a tourist and ask them about their favourite landmark in Sighișoara.
- Did you climb the 176 steps of the Scholars' Stairs to the so-called **Church on the Hill** in Sighișoara? How did you feel up there? Use at least 3 adjectives to describe your experience.
- Ask your teacher of English about one of the benefits of the current school visit and whether she is considering re-visiting Sighișoara or not.

C. Speaking practice (10 minutes)

At each stop, the teacher encourages the students to discuss what they see using prompts: *"This building is fascinating/interesting/worth-preserving because..."*; *"From this landmark, I have learned that..."*

3. Post-visit activities (45 minutes in-class/ 20 December 2024)

A. Reflection and sharing (15 minutes)

- **Group discussion:**
 - What did you find most interesting about Sighișoara?
 - How does Sighișoara compare to your hometown?



- **Individual writing task:** Write a short post-it-note entitled “*My Day in Sighișoara*” using at least five new vocabulary words from the pre-visit activity.

B. A creative and collaborative activity for feedback (15 minutes)

Using Canva, the students create a group poster showcasing their school visit highlights (with their original photos and short comments) [Canva collaborative poster link](#)

C. Self Assessment (5 minutes)

The students complete the multiple choice quiz created by the teacher **“What do you know about Sighișoara?”** <https://learningapps.org/38517625> .

Assessment

1. Formative Assessment:

- The teacher observes the students during discussions, tasks and presentations to assess their participation and use of English.

2. Summative Assessment:

- The teacher evaluates their post-it-notes based on language accuracy, creativity, and use of new vocabulary;
- The teacher provides feedback on their cultural reflections and ability to connect their experiences to language learning.

Resources needed:

- a Youtube video of Sighișoara for the pre-visit activities;
- a digital vocabulary-building resource created by the teacher;
- “Cultural treasure hunt” worksheets;
- notebooks for note-taking
- mobile phones for taking photos and creating the collaborative Canva-poster;
- post-it notes for feedback;
- a self-assessment digital resource created by the teacher.

Learning outcomes

At the end of the lesson, the students:

1. will be able to describe Sighișoara’s historical significance using new vocabulary;
2. will have practised listening, speaking, and writing skills in a real-world context;
3. will demonstrate cultural awareness and appreciation for heritage promotion and preservation.