

# CLIL Module Plan

<b>Author(s)</b>	ROBERTO VALENTE				
<b>School</b>	ITET FONTANA - ROVERETO				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Economia	<b>Topic</b>	THE EVOLUTION OF PAYMENT SYSTEMS		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	NOT ONE OF MY CLASSES, SO COULD NOT REALLY TELL EX-ANTE. EX-POST, A VERY VARIED SITUATION, RANGING FROM AN AVERAGE A2 TO A VERY SOLID B2. INTEREST, EFFORT AND RESULTS RANGED SIMILARLY.
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	FORMALLY NONE. ELICITING SHOWED SOME PREVIOUS KNOWLEDGE.	WITH OVER 11 YEARS OF ENGLISH, GRAMMAR WAS, OVERALL, PRETTY SOLID. VOCAB RANGED FROM BARELY SUFFICIENT TO OUTSTANDING.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 20
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<b>Description of teaching and learning strategies</b>	<p>AFTER INTRODUCING STATE-OF-THE-ART PRESENTATION AND COLLABORATION ICT TOOLS, LIKE EMAZE, TEAMVIEWER, RIBBET, AND EDPUZZLE, FIVE TEAMS OF THREE PEOPLE EACH WERE CREATED AND A PROJECT-BASED, FLIPPED CLASSROOM APPROACH WAS USED. STUDENTS WERE FIRST KEPT IN THE CLASSROOM TO ELICIT AND/OR RECAP PREVIOUS KNOWLEDGE AND THEN TAKEN TO THE COMPUTER LAB TO WORK IN TEAMS ON THEIR PRESENTATIONS, EXCHANGING IDEAS WITH THE OTHER GROUPS AND MYSELF, USING L2 AS MUCH AS POSSIBLE, UNLESS A FALLBACK WAS TRULY NECESSARY. IN THE LATTER CASE, A VOCAB SESSION WAS OPENED TO INCREASE THE GLOBAL KB, EITHER BY PEER-TUTORING OR ME STEPPING IN. THE LEITMOTIF WAS GATHERING KNOWLEDGE ON THREE TOPICS (BARTER TO MONEY, BANKS AND CARDS, DIGITAL CURRENCIES), WATCHING A SHORT VIDEO I PROVIDED, SEARCHING FOR SIMILAR VIDEOS EXPANDING ON THE SPECIFIC TOPIC, CUTTING IT DOWN TO A MAX OF TWO MINUTES, ADDING ONE OR MORE SLIDES WITH BULLET POINTS, NOT ENTIRE PARAGRAPHS, TO HELP AS CUE CARDS WHILE PRESENTING. ALL FIVE TEAMS HAD TO DO A PRESENTATION ON ALL THREE TOPICS, CALLED "THE EVOLUTION OF PAYMENT SYSTEMS". A VERY STRONG ACCENT WAS PUT ON THE 4Cs' CULTURE, FROM PLASTIC MONEY, INCORPORATING ANIMAL GREASE, TO DIGITAL DIVIDE. THE LAST TWO HOURS WERE DEDICATED TO SELF-ASSESSMENT AND GRADING. EACH STUDENT GRADED EACH GROUP, INCLUDING HIS/HER OWN, AND THEN WE CONFRONTED THEIR GRADES AND MOTIVATIONS WITH MINE. STANDARD DEVIATION WAS MINIMAL. ALL RELEVANT LINKS CAN BE FOUND HERE: <a href="http://bit.ly/2lgKD0Y">http://bit.ly/2lgKD0Y</a>. ALL CONTENTS BELONG TO THEIR RESPECTIVE OWNERS AND HAVE BEEN USED FOR EDUCATIONAL PURPOSE ONLY!</p>
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# Overall Module Plan

<b>Unit: 1</b> IT TOOLS + FROM BARTER TO BANKNOTES <b>Unit length: 5</b>	<b>Lesson 1</b>  WELCOME!
	<b>Lesson 2</b>  FROM BARTER TO BANKNOTES
<b>Unit: 2</b> BANKS + CARDS <b>Unit length: 5</b>	<b>Lesson 1</b>  BANKS + CARDS 101
	<b>Lesson 2</b>  BANKS + CARDS LAB
<b>Unit: 3</b> DIGITAL CURRENCIES <b>Unit length: 5</b>	<b>Lesson 1</b>  DIGITAL CURRENCIES 101
	<b>Lesson 2</b>  DIGITAL CURRENCIES LAB
<b>Unit: 4</b> PRESENTING + GRADING <b>Unit length: 5</b>	<b>Lesson 1</b>  PRESENTING
	<b>Lesson 2</b>  GRADING

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	WELCOME!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25	UNDERSTANDING WHAT CLIL IS AND ITS BENEFITS.	AFTER INTRODUCING CLIL 4Cs AND DETAILING EACH ONE OF THEM, FOCUS WAS SHIFTED TO THE TTT > STT TRANSITION HAPPENING IN THE FOLLOWING LESSONS.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> CONTENT COGNITION COMMUNICATION CULTURE BIAS TTT STT  <b>Communicative structures</b> ARE YOU FAMILIAR WITH...? SHOULD WE...? DO YOU THINK THAT...?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	BLACKBOARD AND CHALK	FORMATIVE: CHALKBOARD SPLASH

2	35	GETTING FAMILIAR WITH THE ICT TOOLS NEEDED FOR THE PROJECT. UNDERSTANDING BASIC COPYRIGHT LAWS IN THE DIGITAL AGE.	ICT TOOLS LIKE EMAZE, TEAMVIEWER, EDPUZZLE, OUTLOOK.COM, GMAIL, PIXABAY, AND RIBBET WERE INTRODUCED, EMPHASIZING THE IMPORTANCE OF OWNERSHIP, COPYRIGHT AND EDUCATIONAL USE IN THE DIGITAL AGE.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	EMAZE.COM TEAMVIEWER.COM EDPUZZLE.COM OUTLOOK.COM GMAIL.COM PIXABAY.COM RIBBET.COM	FORMATIVE: QUICK NOD
				<div>L S R W</div>			
				<b>Key vocabulary</b> REMOTE(LY) COPYRIGHT COPYLEFT			
				<b>Communicative structures</b> WHAT IF...? IS IT FAIR TO...?			
3	30	BEING ABLE TO SUBSCRIBE TO ON-LINE SERVICES, ACTIVATING 2FA AND CHOOSING TEMPLATES AS A TEAM.	AFTER CREATING THE TEAMS, EACH TEAM CREATED A NEW @ ACCOUNT AND A TEAM ACCOUNT FOR EACH OF THE ABOVE-MENTIONED SERVICES, SO THEY COULD COLLABORATE REMOTELY AT ANY GIVEN TIME. FINALLY, THEY CHOOSE A TEMPLATE FOR THEIR PROJECT.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	EMAZE.COM TEAMVIEWER.COM EDPUZZLE.COM OUTLOOK.COM GMAIL.COM PIXABAY.COM RIBBET.COM	FORMATIVE: EACH GROUP SHOWS THE TEACHER THE ACTIVATED ACCOUNTS AND CHOSEN TEMPLATE.
				<div>L S R W</div>			
				<b>Key vocabulary</b>			
				<b>Communicative structures</b>			

4	10	WRAP-UP: BEING ABLE TO SELF-ASSESS PROGRESS.	EACH TEAM WAS ASKED TO CONFIRM CREATION OF THE ACCOUNTS AND VOICE ANY PROBLEM THAT MIGHT HAVE OCCURED DURING THE CREATION PROCESS(ES).	<div data-bbox="1021 92 1373 129">Skills</div> <div data-bbox="1021 165 1373 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1021 245 1373 379"> <b>Key vocabulary</b>            LOGIN LOGOUT            INCOGNITO DDOS         </div> <div data-bbox="1021 384 1373 603"> <b>Communicative structures</b>            DID YOU ENCOUNTER...? HOW WOULD YOU RATE...?         </div>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	EMAZE.COM TEAMVIEWER.COM EDPUZZLE.COM OUTLOOK.COM GMAIL.COM PIXABAY.COM RIBBET.COM	SELF: EACH TEAM SELF-RATED THE DIFFICULTY OF THE REGISTRATION PROCESSES(ES).
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	FROM BARTER TO BANKNOTES
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30	UNDERSTANDING THE BARTER TO MONEY TIMELINE.	AFTER ELICITING THE STUDENTS' PREVIOUS KNOWLEDGE ON THE SUBJECT, A SHORT VIDEO WAS SHOWN TO RECAP THE WORD CLOUD ON THE BLACKBOARD AND CONFIRM OR DENY AND/OR EXPAND ITS CONTENTS.	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> LEDGER BARTER STONE GOLD SALT CURRENCY MONEY COINS BANKNOTES CHECKS  <b>Communicative structures</b> IT SHOULD BE POINTED OUT THAT... LAST, BUT NOT LEAST... WHICH IS WHY...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Evolution: <a href="#">link</a> Ridges: <a href="#">link</a> <a href="#">link</a>	FORMATIVE: CHALKBOARD SPLASH

2	90	FINDING A SUITABLE AND MEANINGFUL VIDEO ON THE TOPIC AND CREATION OF THE PRESENTATION PART.	USING ICT TOOLS, THE TEAMS SEARCHED FOR SIMILAR VIDEOS AND CREATED A SMALL PRESENTATION ABOUT THE TIMELINE, MAKING SURE EACH TEAM HAD A DIFFERENT, SIGNIFICANT VIDEO.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	YOUTUBE.COM EMAZE.COM PIXABAY.COM Evolution: <a href="#">link</a> Ridges: <a href="#">link</a>	FORMATIVE:COLD-CALLING GROUPS ON THEIR PROGRESS.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> LEDGER BARTER STONE GOLD SALT CURRENCY MONEY COINS BANKNOTES CHECKS			
				<b>Communicative structures</b>			
3	30	WRAP-UP: BEING ABLE TO ASSESS PROGRESS IN A COMPLEX TASK.	EACH GROUP, PRIVATELY, SHOWED THE TEACHER THE CHOSEN VIDEO, THE REASON(S) BEHIND THE CHOICE AND THE STRONG POINT(S) ABOUT IT.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a>	SELF: EACH TEAM SELF-ASSESSED PROGRESS AND DEGREE OF SATISFACTION OF THEIR WORK, VOICING PROBLEMS AND DOUBTS.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b>    			
				<b>Communicative structures</b> OUR CHOICE WAS... WE THINK THAT...			



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	BANKS + CARDS 101
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	70	UNDERSTANDING THE ROLE OF BANKS AND THEIR (D)EVOLUTION THRU TIME. UNDERSTANDING HOW CREDIT, DEBIT AND PREPAID CARDS WORK AND DIFFER FROM ONE ANOTHER.	AFTER CLEARING OUT DOUBTS AND QUESTIONS ABOUT HOW THE ICT TOOLS WORK AND WHAT WAS REQUIRED FOR THE PROJECT, I PROCEEDED TO ELICIT THE STUDENTS' PREVIOUS KNOWLEDGE ON THE SUBJECTS, A SHORT VIDEO WAS SHOWN TO RECAP THE WORD CLOUD ON THE BLACKBOARD ABOUT THE CARDS, WHILE BANKS WERE TREATED USING AUTHENTIC, WRITTEN MATERIAL.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> Cards: <a href="#">link</a>	FORMATIVE: CHALKBOARD SPLASH
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> CREDIT DEBIT PREPAID INTEREST ASSET LIABILITY RED (LEDGER) SAFE(TY) SECURE(ITY)			
				<b>Communicative structures</b> GIVEN THAT... WHICH ONE WOULD BE MORE SUITABLE FOR...?			

2	30	FINDING A SUITABLE VIDEO FOR EACH TOPIC AND EXTRACT THE MOST SIGNIFICANT POINTS, THREE MINUTES MAX, COMBINED. BEGIN TO CREATE A PRESENTATION (PART) ABOUT THE KEY POINTS ABOUT BANKS AND CARDS, USING ONLY THE VIDEOS AND ONE-TWO WORDS CUES.	USING ICT TOOLS, THE TEAMS SEARCHED FOR SIMILAR VIDEOS AND STARTED CREATING A SMALL PRESENTATION ABOUT THE TWO TOPICS, MAKING SURE EACH TEAM HAD DIFFERENT, SIGNIFICANT VIDEOS.	<div data-bbox="1176 92 1529 129"><b>Skills</b></div> <div data-bbox="1182 165 1523 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1176 245 1529 480"> <b>Key vocabulary</b>  CREDIT DEBIT PREPAID  INTEREST ASSET  LIABILITY RED  (LEDGER) SAFE(TY)  SECURE(ITY) </div> <div data-bbox="1176 517 1529 711"> <b>Communicative structures</b>  GIVEN THAT... WHICH ONE WOULD BE MORE SUITABLE FOR...? </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> Evolution: <a href="#">link</a> Cards: <a href="#">link</a>	SELF: SELF-ASSESSMENT IN A MULTI-DAY, MULTI-TOPIC TASK, BY COLD-CALLING.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	BANKS + CARDS LAB
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30	SIT-REP: BEING ABLE TO SELF-ASSESS PROGRESS IN COMPLEX TASK.	A BROAD RECAP ON TOOLS USAGE, PROGRESS REPORT, TOPICS' CONNECTION, WHERE EACH TEAM QUICKLY ASSESSED THEIR OVERALL PROGRESS, PROBLEMS, AND SATISFACTION.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> TRANSITION FADING THEME AUDIENCE TIME-LIMITED  <b>Communicative structures</b> WE CHOSE... WE WERE NOT EXPECTING... IT TOOK US BY SURPRISE...	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a>	SELF: ALL GROUPS KEPT WORKING ON THEIR PRESENTATION REMOTELY, SO EACH STUDENT WAS ASKED TO ASSESS HIS/HER UNDERSTANDING AND PROGRESS BY THUMB UP/MIDDLE/DOWN AND, EVENTUALLY, VOICE ONE MAJOR PROBLEM.

2	120	FINISHING THE PRESENTATION (PART) AND LEARNING HOW TO SMOOTHLY SWITCH SPEAKER AND/OR TOPIC, AS NEEDED IN THE LIVE PRESENTATION. GETTING EVERYBODY UP TO PAR BY PEER-TUTORING.	THE CLASS WAS MOVED DIRECTLY TO THE LAB TO FINISH OFF THE PRESENTATION (PARTS) AND START TESTING SPEAKER SWITCHING, AS WELL AS HELPING THOSE IN NEED BY PEER-TUTORING.	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><a href="#">link</a> <a href="#">link</a></div> <div><a href="#">link</a> <a href="#">link</a></div> <div><a href="#">link</a></div>	FORMATIVE: FINISHING THE TITLE, MENU, TOPIC 1 (OF 3), AND TOPIC 2 (OF 3) SLIDES AND TRANSITION(S), AS DESCRIBED EARLIER. EACH GROUP SHOWED THE TEACHER THEIR FINISHED PARTS.
				<div>L S R W</div>			
				Key vocabulary			
				Communicative structures			

LAYMAN'S TERMS
AVERAGE JOE JOHN
DOE FIELD RECAP
COMPARISON

AND NOW ... WILL TALK ABOUT... LET ME HANDLE THE REST OVER TO... BY SIMPLY LINING THEM UP SIDE BY SIDE...
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	DIGITAL CURRENCIES 101
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	70	UNDERSTANDING WHAT DIGITAL CURRENCIES ARE, WHY THEY MIGHT SUCCEED, WHY THEY MIGHT FAIL. BEING ABLE TO CONDUCT A GENERALIZED SWOT ANALYSIS ON THE TOPIC.	AFTER POINTING OUT THE STRONG POINTS AND WHERE THINGS COULD BE DONE DIFFERENTLY IN EACH OF THE (SO FAR) PRESENTATIONS, TO BOOST MORALE AND SHARE IDEAS, DESIGNS AND TECHNIQUES, I ELICITED THE STUDENTS' PREVIOUS KNOWLEDGE ON DIGITAL CURRENCIES, CLEARING OUT FAKE NEWS, MOSTLY, BY SHOWING PARTS OF VIDEOS AND ARTICLES FROM RELIABLE SOURCES TO ESTABLISH RESEARCH STANDARDS IN SUCH A NEW AND CONTROVERSIAL TOPIC.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> Evolution: <a href="#">link</a>	FORMATIVE: CHALKBOARD SPLASH				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> DOUBLE-SPENDING BITCOIN BLOCKCHAIN TANGLE DISTRIBUTED LEDGER WIDELY FIAT MONEY  <b>Communicative structures</b> ON THE OTHER HAND... THIS COULD POSE A SIGNIFICANT... NONETHELESS...											

2	30	<p>FINDING A SUITABLE VIDEO FOR THE TOPIC AND EXTRACT THE MOST SIGNIFICANT POINTS, THREE MINUTES MAX, CREATING A PRESENTATION (PART) ABOUT THE KEY POINTS, USING ONLY THE VIDEOS AND ONE-TWO WORDS CUES.</p>	<p>USING ICT TOOLS, THE TEAMS SEARCHED FOR SIMILAR VIDEOS AND CREATED A SMALL PRESENTATION (PART), MAKING SURE EACH TEAM HAD DIFFERENT, SIGNIFICANT VIDEOS.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            DOUBLE-SPENDING            BITCOIN BLOCKCHAIN            TANGLE DISTRIBUTED            LEDGER WIDELY FIAT            MONEY         </div> <div> <b>Communicative structures</b>            ON THE OTHER HAND...            THIS COULD POSE A            SIGNIFICANT...            NONETHELESS...         </div> </div>	<div> <input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work     </div>	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> Evolution: <a href="#">link</a>	<p>FORMATIVE: FINDING SUITABLE AND MEANINGFUL VIDEOS ON THE TOPICS AND CREATION OF THE PRESENTATION PART(S). EMPHASIS WAS PUT ON THE RELIABILITY OF SOURCES AND COPYRIGHTING IN THE DIGITAL AGE. EACH GROUP SHOWED THE TEACHER THAT IMAGES WHERE TAKEN FROM PIXABAY, AS NON-COPYRIGHTED, NO-ATTRIBUTION MATERIAL.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	DIGITAL CURRENCIES LAB
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25	SIT-REP: SELF-ASSESSING PROGRESS IN A COMPLEX TASK, AS THE DEADLINE APPROACHES.	A QUICK SURVEY ON HOW THINGS WERE GOING, BOTH ICT-WISE AND CONTENT-WISE, THIS BEING THE LAST LESSON BEFORE THE PRESENTATION.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a>	SELF: BEING ABLE TO HONESTLY ASSESS PROGRESS IN A MULTI-DAY, MULTI-TOPIC TASK, BY GIVING EACH STUDENT A MINUTE TO EXPRESS AN OPINION AND WATCHING HIS/HER BODY LANGUAGE.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b>			
				<b>Communicative structures</b> DO YOU FEEL READY? CAN YOU IDENTIFY THE DIFFERENT SECTIONS EASILY?			

2	125	<p>FINDING A SUITABLE VIDEO FOR THE TOPIC AND EXTRACT THE MOST SIGNIFICANT POINTS, THREE MINUTES MAX, CREATING A PRESENTATION (PART) ABOUT THE KEY POINTS, USING ONLY THE VIDEOS AND ONE-TWO WORDS CUES. MERGING ALL PARTS TOGETHER. FINAL TOUCHES.</p>	<p>THE CLASS WAS MOVED DIRECTLY TO THE LAB TO FINISH OFF THE PRESENTATION AS A WHOLE AND TESTING HOW TO WORK REMOTELY, BOTH SEPARATELY AND CONCURRENTLY AND HOW TO PRACTICE FOR THE PRESENTATION, WHILE HELPING THOSE IN NEED BY PEER-TUTORING.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            TEAMWORK EFFORT RESULTS         </div> <div> <b>Communicative structures</b>            LAST, BUT NOT LEAST... LET ME SWITCH YOU OVER TO... AND NOW, FOR (TOPIC), LET ME GIVE YOU...         </div> </div>	<div> <input checked="" type="checkbox"/> Whole class         <input checked="" type="checkbox"/> Group work         <input type="checkbox"/> Pair work         <input checked="" type="checkbox"/> Individual work       </div>	<p> <a href="#">link</a> Evolution: <a href="#">link</a>  <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a>            EMAZE.COM            TEAMVIEWER.COM            RIBBET.COM         </p>	<p>FORMATIVE: FINISHING THE ENTIRE PRESENTATION AND TRANSITION TECHNIQUES. EMPHASIS WAS PUT ON WORKING REMOTELY AND PRACTICING. AS STUDENTS COULD WORK REMOTELY, THE TEACHER MADE SURE THEY WERE ABLE TO WORK USING ALL THE ICT TOOLS USED SO FAR AND THAT PRESENTATIONS WERE MOSTLY UP TO PAR, BY CHECKING PRIVATELY WITH EACH GROUP.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	PRESENTING
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	UNDERSTANDING PRESENTATION(S) RULES AND TIMINGS.	AN OVERVIEW ON HOW THE PRESENTATIONS WILL BE GIVEN. EACH GROUP, IN A RANDOMIZED, KNOWN, ORDER, WILL GIVE ITS PRESENTATION, WITH MEMBERS BEING RANDOMLY SELECTED, ON THE SPOT, FOR EACH TOPIC. THIS WAS EMPHASIZED FROM THE VERY FIRST LESSON ON, TO MAKE SURE STUDENTS WOULD NOT JUST CONCENTRATE ON ONE OF THE THREE TOPICS.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<a href="#">link</a>	FORMATIVE: UNDERSTANDING PRESENTATION(S) RULES AND TIMINGS, BY QUICK NOD.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				<b>Key vocabulary</b> RANDOM QUESTION-TIME TAG-TEAMING							
<b>Communicative structures</b> I BELIEVE THIS TO BE THE FAIREST WAY TO... WHAT HAPPENS IF?											

2	135	BEING ABLE TO PRESENT ONE TOPIC, OUT OF THREE, TO A CLASS OF PEERS, WITHOUT KNOWING WHICH TOPIC IN ADVANCE (OF THE THREE), BEHAVING LIKE A RELAY TEAM.	EACH TEAM PRESENTED THE THREE TOPICS, IN THE SAME ORDER, WITH RANDOMIZED SPEAKERS' ORDER. EACH TEAM HAD 20 MINUTES MAX, PLUS 5 MINUTES OF QUESTION TIME BY THE CLASS, INCLUDING THE TEACHER(S).	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><a href="#">link</a> <a href="#">link</a></div> <div><a href="#">link</a> <a href="#">link</a></div> <div><a href="#">link</a></div>	SUMMATIVE: PRESENTATION STANDARDS, CONTENTS, STAGE PRESENCE, VOCABULARY, SENTENCES STRUCTURE, INTERACTION WITH GROUP AND AUDIENCE. EACH STUDENT AND TEACHER, TAKING INTO ACCOUNT ALL THESE FACTORS, WOULD PRIVATELY ASSIGN A NON-REPEATABLE MARK FROM 5 TO 9 TO EACH OF THE GROUPS.
				<div>L S R W</div>			
				Key vocabulary			
				Communicative structures			
				ALL THE ONES PRESENT IN THE PREVIOUS ACTIVITIES			
				ALL THE ONES PRESENT IN THE PREVIOUS ACTIVITIES			

# CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	GRADING
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30	UNDERSTANDING THE GRADING PRINCIPLES, FOR GROUPS, TEACHER, AND EXPERIENCE IN GENERAL.	AN OVERVIEW ON HOW TO PROPERLY GRADE TEAMS AND INDIVIDUALS, TAKING INTO ACCOUNT PRESENTATION STANDARDS, CONTENTS, STAGE PRESENCE, VOCABULARY, SENTENCES STRUCTURE, INTERACTION WITH GROUP AND AUDIENCE. AN OVERVIEW ON HOW KAHOOT.COM WORKS.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> KAHOOT.COM	FORMATIVE: UNDERSTANDING THE GRADING PRINCIPLES BY HAND RAISING.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> FAIL PASS FAIR UNFAIR DUE INCOGNITO DIGIT			
				<b>Communicative structures</b> WHY DID YOU ASSIGN... WHAT WAS THE REASON FOR... WHAT WOULD YOU HAVE DONE DIFFERENTLY TO... HOW IS THAT DIFFERENT FROM HAVING YOUR NAME UP THERE?			
2	70	BEING ABLE TO GRADE ONESELF AND OTHERS	EACH STUDENT HAD TO PUBLICLY GRADE EACH TEAM, INCLUDING	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a>	SELF: EVERYONE WAS ABLE TO ASSIGN GRADES

AND DISCUSS  
DISCREPANCIES  
WITH SOMEONE  
ELSE'S  
JUDGEMENT.  
LEARNING THE  
POWER OF  
ANONYMITY.

HIS/HER OWN, WITH FIVE,  
NON-REPEATABLE  
GRADES (98765). THE  
RESULTING AVERAGE  
WAS COMPARED WITH MY  
PROPOSED GRADES.  
PRESENTATION  
STANDARDS, CONTENTS,  
STAGE PRESENCE,  
VOCABULARY,  
SENTENCES STRUCTURE,  
INTERACTION WITH  
GROUP AND AUDIENCE  
WERE ALL TAKEN INTO  
ACCOUNT. GRADES  
COINCIDED. TWO  
ROUNDS OF KAHOOT.COM  
WERE RUN. THE FIRST  
ONE IN INCOGNITO MODE,  
WHERE EACH STUDENT  
WOULD INPUT A 6-DIGIT  
NUMBER TO IDENTIFY  
HIM/HERSELF AND  
ANSWER THE QUESTIONS  
ABOUT THE TEACHER'S  
COMPETENCE AND ABOUT  
THE CLIL EXPERIENCE IN  
GENERAL. THE SECOND  
ROUND WAS DONE USING  
LAST NAMES, WITH THE  
SAME SET OF QUESTIONS,  
TO SHOW THE STUDENTS  
HOW ANONYMITY MIGHT  
IMPACT BEHAVIOR IN  
HUMANS. THE RESULTING  
TABLE WAS SHOWN AND

L	S	R	W
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**Key vocabulary**  
FAIL PASS FAIR UNFAIR  
DUE INCOGNITO  
PRIVATE

**Communicative  
structures**  
WHY DID YOU ASSIGN...  
WHAT WAS THE  
REASON FOR... WHAT  
WOULD YOU HAVE  
DONE DIFFERENTLY  
TO... HOW WOULD YOU  
IMPROVE...?

- ☐ Group work
- ☐ Pair work
- ☒ Individual work

[link](#)

AND MOTIVATE  
THEM,  
INCLUDING  
SUBPAR  
GRADES, BOTH  
FOR STUDENTS  
AND TEACHER.  
THE NON-  
REPEATABLE  
GRADING  
SYSTEMS  
SHOWED THE  
CLASS  
HANDLING OF  
FINITE  
RESOURCES AND  
RANKED LISTS.  
EVERYONE WAS  
GIVEN UP TO  
TWO MINUTES  
TO EXPRESS AN  
OPINION ON THE  
WHOLE  
EXPERIENCE.

		DISCUSSED IN THE REMAINING TIME, TO IMPROVE BOTH TEACHING AND LEARNING.				
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