CLIL Module Plan

Author(s)	Paolo Scapin			
School	Istituto di Istruzione Martino Martini			
School Grade	○ Primary		○ Middle	◉ High
School Year	○ 1	○ 2	◉ 3	○ 4	○ 5
Subject	Logistica	**Topic**	Warehouse Management System	
CLIL Language	◉ English		○ Deutsch	

Personal and social-cultural preconditions of all people involved	Number of Students: 5 Student group profile: A1 / A2 CEFR Level Previous Clil experience: none English mother tongue: none Other mother tongue: Italian, Arabic, Romanian Special Educational Needs: none Teacher technical skill: IT and database knowledge

Students' prior knowledge, skills, competencies	Subject	Language
	Skills: basic computer skills, like operating with Google Drive applications and more specifically google slides (or Powerpoint or an equivalent open source presentation software). Aptitude for working in groups. Competencies: Students need to have a basic knowledge of the organization of a warehouse and the purpose of stocking goods. An understanding of maps and spatial layout is required	Knowledge: The students are required to have a minimum A1 level of English with the additional ability to identify problems and describe them, give examples and express ideas related to the topic Tenses: present simple, present continuous, past simple. Grammatical structures: zero conditional.

Timetable fit	◉ Module	Length 10 lessons of 2 hours

Description of teaching and learning strategies	Main methodological approaches: Task-Based Learning, Project-Based Learning, Cooperative Learning Most activities are designed for groups to promote interaction and communication Material used is scaffolded for content and language learning Most of the lessons involve the use of a computer whenever possible to produce materials for the class and to produce a database as an example of a Warehouse Management System. Role games are used to create a better understanding of the activities involved in a warehouse and to identify the different jobs Whenever possible the material (cards, schemes etc) is produced by the students based on templates, to increase their involvement in the lesson. Learning of technical terms will proceed together with improving of informal interaction to develop both their BICS and CALP competences. Each activity is given a fixed time: a student checks the time limits and notifies the class when the time is almost over (1 or 2 minutes left): the teacher facilitates the wrap-up of the subject. The teacher supervises the work of the students, acting as a facilitator and supporting them with suggestions. Continuous and formative assessment will be used.

Overall Module Plan

Unit: 1 Warehouse Activities **Unit length:** 6 h	**Lesson 1** Introduction: context, layout and creating materials
	Lesson 2 Warehouse activities: organization and roleplaying
	Lesson 3 Storage and shipping

Unit: 2 Database **Unit length:** 6 h	**Lesson 1** Introduction to database: information and relationship
	Lesson 2 Creating a database: Product table
	Lesson 3 Create Read Update and Delete (CRUD)

Unit: 3 Warehouse Database Support **Unit length:** 8 h	**Lesson 1** External Actors: clients and suppliers
	Lesson 2 Locating items: warehouse map and searching
	Lesson 3 Simulating a warehouse: Incoming Orders and Outgoing Orders
	Lesson 4 System test and Conclusion

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction: context, layout and creating materials

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Introduction to the unit and learning outcomes Explanation of Clil activities and tasks Elicits prior knowledge	The teacher introduces the topic and explains the purpose of the lesson Warm up Activity The teacher asks various LOTS type questions such as: Why do we need to store goods? Where are items stored? How are the goods moved inside the warehouse?	**Skills** L S R W **Key vocabulary** to store, goods, items, warehouse, **Communicative structures** Do you know.....? Who remembers.....? Can you explain.....?	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: check the general understanding

| 2 | 15 | Learning of new vocabulary and terms required for the module | The teacher hands out a crossword (U1_L1_A1_Logistic Intro Crossword.pdf) for the students to complete in pairs The teacher circulates and assists where required Feedback : The solutions (U1_L1_A2_Logistic Intro Crossword Key.pdf) to the crosssword puzzle are shared, any problems or doubts are dealt with as a whole class | **Skills**

| L | S | R | W |

Key vocabulary
to store, goods, items, warehouse

Communicative structures | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | • U1_L1_A1_Logistic Intro Crossword.pdf
• U1_L1_A2_Logistic Intro Crossword Key.pdf | Formative: Assess completion of task, observe pair work collaboration and verbal communication |

				Skills				
3	10	Students become confident in the vocabulary of warehouse products	Choose goods interesting for the students: Teacher proposes ideas such as electronics, TV, mobiles, computers Students discuss and select which goods they want to deal with in the warehouse. Teacher facilitates the discussion and offers advice	**Skills** **L** **S** R W **Key vocabulary** **Communicative structures** Would you like…? What about … ? What do you think? Would you prefer…? I agree In my opinion	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	Computer or tablet if available (1 per group)	Formative: Focus on discussion of various opinions and ideas Assess language and communication skills
4	30	The students produce product identity cards to use in the next activities	Preparation of material using templates (U1_L1_A3_Product Id Card Template.pptx) Each group is given a template of a product identity card. The students are instructed to complete the list of attributes required and to create the identity cards Each group	**Skills** **L** **S** **R** **W** **Key vocabulary** product, colours, size, weight, **Communicative structures** Look for….. Search for…… Decide if……	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• U1_L1_A3_Product Id Card Template.pptx • U1_L1_A4_Product Id Card Example.pptx Computers: 1 per group + printer	SUMMATIVE: Assessed on correct completion of identity card. Formative: Observing group work cooperation, participation, interest, cognitive, skills, language skills used in verbal communication

conveys the attributes selected so that all products have the same attributes The teacher circulates to provide advice and assistance where required and encourages the students to communicate in English. U1_L1_A4_Product Id Card Example.pptx is an example of the expected outcome

| 5 | 20 | The student learn about the importance of the layout for the smooth daily functioning of the warehouse | The teacher asks the students to decide on the warehouse layout. They create their layout using the space and furniture within the classroom. Then they draw and label a map of their layout. The teacher asks questions to ensure that the students understand the importance of the layout for the smooth daily functioning of a warehouse | **Skills**

 L S R W

 Key vocabulary
 Receiving Area
 Shipping Area

 Communicative structures
 Do we need a ......?
 Would you add......?
 How can you reach.....? | ☐ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | • U1_L1_A5_Warehouse Class Layout.pptx

 Pen and paper an example is provided in U1_L1_A5_Warehouse Class Layout.pptx | SUMMATIVE: Assessed on group work cooperation, participation, interest FORMATIVE: By observing students and their discussions in group work |
| 6 | 10 | Students print identity cards of the products to be used in the next lessons | The students print and photocopy their product identity cards which are required for the the next lesson The teacher ensures that all the students have their material printed | **Skills**

 L S R W

 Key vocabulary

 Communicative structures | ☐ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | Computer and printer | SUMMATIVE: Assessed on work cooperation, participation, interest |

7	5	Evaluation of students knowledge Suggestions for further improvements	Whole class discussion to reflect on the lesson he teacher asks the students to give their opinions of the lesson, revise and evaluate the activities	**Skills**	☑ Whole class		Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons
					L	S	R	W	☐ Group work		
				Key vocabulary	☐ Pair work		
					☐ Individual work		
				Communicative structures			

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Warehouse activities: organization and roleplaying

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Recap Elicits prior knowledge	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** | L	S	R	W | (L, S selected) **Key vocabulary** **Communicative structures** Do you remember…? Can you explain…?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved

| 2 | 15 | Students will be aware of the various roles in the daily functioning of the warehouse activities | The teacher hands out a matching exercise worksheet (U1_L2_A1_Matching Roles.pptx). The students work in pairs to complete the exercise. The teacher circulates to guide and assist the students | **Skills** L [S] [R] [W] **Key vocabulary** truck driver, stocker, warehouse manager, order picker, receiving clerk, shipping manager **Communicative structures** What is the role of …? Do you know what a … does? | ☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work | • U1_L2_A1_Matching Roles.pptx | Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration |

| 3 | 15 | Students will become aware of the language used in various interactions | The teacher divides the students in groups and distributes the excercise (U1_L2_A2_Composing Exercise.pptx). Students have to discuss the different parts of the conversation and formulate some complete sentences using the expressions provided The teacher encourages the students to practice using the different expressions | **Skills** L S R W **Key vocabulary** deliver, collect, truck, pick up, transport, items, order **Communicative structures** What do you say when....? How would you answer to...? | ☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work | • U1_L2_A2_Composing Exercise.pptx | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |

| 4 | 20 | Students learn about the various roles of the warehouse workers | The teacher instructs the students to select a role and to interact using the classroom layout defined in the previous lesson The teacher instructs the truck driver to interact using the appropriate communication with the receiving clerk to deliver some goods represented by the product Id card. Another truck driver collects some items interacting with the shipping manager | **Skills**

L S R W

Key vocabulary
bring over pick up, take from, take away,

Communicative structures
Go to the warehouse and bring over... Take away ... Collect ... from | ☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work | Product Id cards produced and printed in the previous lesson | Formative: Assess participation and motivation in the role playing and understanding of each role |
| 5 | 10 | Students recognise issues related to the warehouse activities and find solutions: the need for a delivery note is expected as an outcome | The students reflect on the activity and discuss problems encountered, trying to identify possible solutions. | **Skills**

L S R W

Key vocabulary

Communicative structures | ☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work | Pen and paper | Formative: Assessed on students cooperation, participation, interest and problem solving |

| 6 | 15 | Students produce a template of a delivery note | The teacher instructs the students to work in pairs to create a template of a delivery note. The teacher refers to the example provided (U1_L2_A3_Delivery Note Template.docx and U1_L2_A4_Delivery Note Example.docx) and elicits other valid suggestions from the students | **Skills**

 [L] [S] R [W]

 Key vocabulary

 Communicative structures | ☐ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | • U1_L2_A3_Delivery Note Template.docx
 • U1_L2_A4_Delivery Note Example.docx

 Computers (one for each pair of students) An example of the expected result is included for teacher reference (U1_L2_A4_Delivery Note Example.docx) | Formative: Assess completion of task, observe pair work collaboration and verbal communication |
| 7 | 10 | Students learn about the various roles of the warehouse workers and the usage of the delivery note | The teacher instructs the students to choose between the roles available in the warehouse and to simulate all the activities in a role playing task. The teacher ensures that the students swap roles frequently. | **Skills**

 [L] [S] R W

 Key vocabulary

 Communicative structures | ☑ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | Template produced in the previous activity | Formative: Assess participation and motivation in the role playing and understanding of each role |

| 8 | 5 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

 L S R W

 Key vocabulary

 Communicative structures | ☑ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |

CLIL Lesson Plan

Unit number	1	Lesson number		3	Title	Storage and shipping

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Recap Elicits prior knowledge	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** L S R W **Key vocabulary** **Communicative structures**	◉ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved

| 2 | 10 | Students will learn the correct sequence of the various activities in the daily functioning of the warehouse | The teacher hands out an sequencing exercise worksheet (U1_L3_A1_Activities Sequencing Exercise.pdf). The students work in pairs to complete the exercise. The teacher circulates to guide and assist the students | **Skills**

 L S R W

 Key vocabulary
 truck driver, stocker, warehouse manager, order picker, receiving clerk, shipping manager, signed, loaded, supplier

 Communicative structures
 What happens next? What is the next step? | ☐ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | • U1_L3_A1_Activities Sequencing Exercise.pdf | Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration |

| 3 | 10 | Students will become aware of the need to produce a delivery note for the goods leaving the warehouse | Students analyse the need of carrying a Delivery Note every time that a driver transports goods. They are instructed to produce a template of a delivery note for transportation and identify the moment it is produced by the shipping manager | **Skills** L S R W **Key vocabulary** **Communicative structures** Do you need….? When is it produced…? | ☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work | Delivery Note template as used in the previous lesson, changing the Company Logo Computers (one for each pair of students) | Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration |
| 4 | 20 | Students learn when and how to produce a delivery note for goods leaving the warehouse | The teacher instructs the students to select a role and to interact as in the previous lesson. The teacher instructs the shipping manager to produce a delivery note each time a truck driver collects goods for transportation | **Skills** L S R W **Key vocabulary** **Communicative structures** | ☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work | Product Id cards produced and printed in the previous lessons. Delivery Note template just produced | Formative: Assess participation and motivation in the role playing and understanding of each role |

| 5 | 15 | Students recognise issues related to giving and following storage directions inside a warehouse | Students analyse the game just carried out and acknowledge the importance of storing goods on the shelves. The teacher hands out an exercise (U1_L3_A2_Storage Directions Exercise.pdf) that highlights the difficulty of giving and following storage directions inside a warehouse. | **Skills**

L S R W
(L, S selected)

Key vocabulary

Communicative structures | ☐ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L3_A2_Storage Directions Exercise.pdf | Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration |
| 6 | 10 | Students become aware of the need to label the areas in the warehouse | Students brainstorm ideas to overcome this difficulty and convey their solutions. The expected outcome is the need for labelling the shelves and rows. At the end the teacher shows them an example of a layout with labels. An example is provided (U1_L3_A3_Warehouse Class Layout with labels.pptx) | **Skills**

L S R W
(L, S selected)

Key vocabulary

Communicative structures
How would you overcome... What would you suggest... | ☐ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L3_A3_Warehouse Class Layout with labels.pptx | FORMATIVE: By observing students in finding solutions to the problems proposed |

7	10	Students recognise the need for a storage location reference and learn how to use it	The teacher asks the students questions related to the current location of stored goods. The activity should highlight the difficulty in remembering where goods are stored without a file reference. The teacher proposes to use a storage location sheet as a reference (U1_L3_A4_Storage Location Sheet.pdf)	**Skills**	☑ Whole class	• U1_L3_A4_Storage Location Sheet.pdf	Formative: assess motivation and participation in the discussion
				L **S** R W	☐ Group work		
					☐ Pair work		
				Key vocabulary	☐ Individual work		
				Communicative structures Where are the … stored? Could you find the … ?			

8	15	Students learn the usage of all the different forms and interactions learned in the first lessons	The teacher instructs the students to select a role and to interact as before, this time including the need for identifying the location to store a specific product, using a template (U1_L3_A3_Warehouse Class Layout with labels.pptx)	**Skills**	☐ Whole class	• U1_L3_A3_Warehouse Class Layout with labels.pptx	Formative: Assess participation and motivation in the role playing and understanding of each role
				L **S** **R** **W**	☐ Group work		
					☐ Pair work	Product Id cards produced and printed in the previous lessons. Delivery Note template produced before Storage location sheet of the previous activity	
				Key vocabulary	☐ Individual work		
				Communicative structures			

| 9 | 5 | Evaluation of students knowledge Highlights any gaps in knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills** L S R W **Key vocabulary** **Communicative structures** | ☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work | | The teacher assesses that the learning objectives have been achieved The teacher shares opinions on the student's work and offers advice on improvements for future lessons |

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Introduction to database: information and relationship

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Introduction to the unit and learning outcomes Elicits prior knowledge	The teacher introduces the topic and explains the purpose of the lesson Warm up Activity The teacher asks various LOTS type questions such as: What is a database? Where can you find them? Do you know any software realated to DB?	**Skills** | L	S	R	W | **Key vocabulary** database, data, information **Communicative structures** Do you know.....? Can you explain.....?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: check the general understanding

| 2 | 15 | The students become aware of the importance of storing data properly | The teacher hands out the pdf reading (U2_L1_A1_Reading - Before the Advent of Database Systems.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills**

L S R W

Key vocabulary

Communicative structures | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U2_L1_A1_Reading - Before the Advent of Database Systems.pdf

U2_L1_A1_Reading - Before the Advent of Database Systems.pdf printed from: link | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |
| 3 | 10 | Highlight how spelling mistakes are difficult to find and to correct | The teacher distributes a handout with spelling errors (U2_L1_A2_Misspelling Exercise.pdf). The students read the text and in pairs try to find as many mistakes they can. The teacher circulates to provide advice and assistance where required | **Skills**

L S R W

Key vocabulary

Communicative structures | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | • U2_L1_A2_Misspelling Exercise.pdf | Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration |

| 4 | 10 | Identify problems related to updating data across a list | The teacher distributes a handout with un updating exercise (U2_L1_A3_Updating Exercise.pdf). The students read the text and in pairs try to update the text as requested. The teacher circulates to provide advice and assistance where required | **Skills**

L S R W

Key vocabulary

Communicative structures | ☐ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U2_L1_A3_Updating Exercise.pdf | Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration |
| 5 | 15 | Introduce other important properties of data that have to be considered | The teacher asks the students to analyse other important issues related to data storage and to debate important properties focusing in particular on consistency and security. | **Skills**

L S R W

Key vocabulary Consistency, Security, Protection Confidentiality Privacy

Communicative structures | ☐ Whole class
▣ Group work
☐ Pair work
☐ Individual work | Pen and paper | Formative: Assess completion and observe comprehension of written task, collaboration and verbal communication |

6	15	The students understand the basis of modeling data	The teacher hands out the pdf reading (U2_L1_A4_Reading - Entity-relationship model - Simple English Wikipedia, the free encyclopedia.pdf) and instructs the students to work in pairs to read and analyse the content.	**Skills**	☐ Whole class	• U2_L1_A4_Reading - Entity-relationship model - Simple English Wikipedia, the free encyclopedia.pdf	Formative: Criteria: Learners can gather and organize information effectively Assessment of verbal language content and expressions
					L S R W	◉ Group work	
				Key vocabulary Entity Relationship Model	☐ Pair work	The reading is printed from wikipedia: link
					☐ Individual work	
				Communicative structures		

7	15	Students create a first diagram representing a simple relationship	The teacher instructs the students to work in groups to produce a ER diagram modeling Student+Subject	**Skills**	☐ Whole class	Pen and paper	Formative: Assess completion and observe comprehension of written task, collaboration and verbal communication
				L S R W	◉ Group work	
				Key vocabulary	☐ Pair work	
					☐ Individual work	
				Communicative structures		

8	10	The students are able to recognise a simple diagram and to produce one by themselves	The class reviews the previous activity evaluating the results produced, comparing them to a standard solution presented by the teacher (U2_L1_A5_Student.pdf)	**Skills** | L	S	R	W | **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U2_L1_A5_Student.pdf	collaboration and verbal communication
9	5	Evaluation of students knowledge Highlights any gaps in knowledge Suggestions for further improvements	Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities	**Skills** | L	S	R	W | **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		The teacher assesses that the learning objectives have been achieved The teacher shares opinions on the student's work and offers advice on improvements for future lessons

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Creating a database: Product table

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Recap Elicits prior knowledge	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** L S R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved

| 2 | 30 | A common understanding of the concept of Open Source | The teacher hands out the pdf reading (U2_L2_A1_What is open source software.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills** L S R W **Key vocabulary** **Communicative structures** | ☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work | • U2_L2_A1_What is open source software.pdf U2_L2_A1_What is open source software.pdf printed from: link | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |
| 3 | 15 | Students produce an empty database to work with | The teacher instructs the students to work in pairs to setup a new empty database: the students can follow the guidelines provided by the teacher to understand the user interface (U2_L2_A2_WMS setup.pptx). | **Skills** L S R W **Key vocabulary** **Communicative structures** | ☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work | • U2_L2_A2_WMS setup.pptx Computers (one for each pair of students) | Formative: Assess completion of task, observe pair work collaboration and verbal communication |

#	Time	Activity	Description	Skills / Key vocabulary / Communicative structures	Grouping	Materials	Assessment
4	20	Students create a first version of the Product table	The teacher instructs the students to work in pairs to create the first table representing a product. The students can refer to the list of available data types provided in the document (U2_L2_A3_LibreOffice Base Data Types.pdf)	**Skills** L S R ~~W~~ **Key vocabulary** Boolean binary varchar **Communicative structures**	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• U2_L2_A3_LibreOffice Base Data Types.pdf U2_L2_A3_LibreOffice Base Data Types.pdf is taken from the open handbook: link Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication
5	15	Students review the table produced according to a standard version	The teacher provides a template procedure (U2_L2_A4_Create Table.pptx) of a standard version of the Product table and the students align their versions to that one. A reference db outcome is provided (U2_L2_A5_WMS.01.odb)	**Skills** L S R ~~W~~ **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• U2_L2_A4_Create Table.pptx • U2_L2_A5_WMS.01.odb	Formative: Assess completion of task, observe pair work collaboration and verbal communication

| 6 | 5 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

L S R W

Key vocabulary

Communicative structures | ☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Create Read Update and Delete (CRUD)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Recap Elicits prior knowledge	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** **L** **S** R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved
2	15	Recall specific knowledge	Teacher hands out the crossword (U2_L3_A1_crossword Base DB Types.pdf) and asks the students to work in pairs to solve it. Key is provided in (U2_L3_A2_Key crossword Base DB Types.pdf)	**Skills** **L** **S** **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U2_L3_A1_crossword Base DB Types.pdf • U2_L3_A2_Key crossword Base DB Types.pdf	Summative: Assess correct completion of the given task Formative: Observe and assess pair work collaboration

3	10	The students reach a common vision about the use of the product table	The teacher writes on the board the question: How do we use the product table? And invites the students to discuss it in groups and to report the conclusions reached	**Skills** 	L	S	R	W
---	---	---	---	 (L, S highlighted) **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: assess motivation and participation in the discussion
4	20	Understanding the importance of basic db operations	The teacher hands out the pdf reading about CRUD (U2_L3_A3_Create, read, update and delete - Wikipedia.pdf) and instructs the students to work in groups to read and debate the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English	**Skills** 	L	S	R	W
---	---	---	---	 (L, S, R highlighted) **Key vocabulary** **Communicative structures**	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• U2_L3_A3_Create, read, update and delete - Wikipedia.pdf	Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills

| 5 | 20 | Students create a form in Base to handle Product records | The teacher instructs the students to work in pairs to produce a form for the Product table: the students can follow the guidelines provided by the teacher (U2_L3_A4_Product Form.pptx) The expected outcome is provided as a database (U2_L3_A5_WMS.02.odb) | **Skills**

 L S R W

 Key vocabulary
 Form Record

 Communicative structures | ☐ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | • U2_L3_A4_Product Form.pptx
 • U2_L3_A5_WMS.02.odb

 Computers (one for each pair of students) | Formative: Assess completion of task, observe pair work collaboration and verbal communication |
| 6 | 20 | Understand how a form can assist in entering data | The teacher hands out the pdf reading (U2_L3_A6_Why use Forms.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills**

 L S R W

 Key vocabulary

 Communicative structures | ☐ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | • U2_L3_A6_Why use Forms.pdf

 U2_L3_A6_Why use Forms.pdf is extracted from: link All GCFLearnFree.org content is available for free at www.gcflearnfree.org | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |

| 7 | 15 | A usable database table | The teacher asks the students to find on the internet or to invent a list of products and to insert them in the Product table using the form created U2_L3_A7_WMS.03.odb is provided as a reference model for the database including a Product table | **Skills**

L **S** **R** W

Key vocabulary

Communicative structures | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | • U2_L3_A7_WMS.03.odb

Computers (one for each pair of students) | Formative: Assess completion of task, observe pair work collaboration and verbal communication |
| 8 | 5 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

L **S** R W

Key vocabulary

Communicative structures | ☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	External Actors: clients and suppliers

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Introduction to the unit and learning outcomes Elicits prior knowledge	The teacher introduces the topic and explains the purpose of the lesson Warm up Activity The teacher asks various LOTS type questions such as: Which actors partecipate in warehouse activities? Where do products come from? Where do they go?	**Skills** L S R W **Key vocabulary** customer, supplier **Communicative structures**	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: check the general understanding

2	20	The students gather a basic understanding of the main characteristics of a Supplier entity	The teacher asks the students to brainstorm to define the characteristics of a supplier entity	**Skills** L **S** R **W** **Key vocabulary** Supplier address contact entity **Communicative structures**	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	Pen and paper	Formative: assess motivation and participation in the discussion
3	20	Students gain confidence in producing tables and a new table becomes available	The teacher guides the students through the production of a new table (U3_L1_A1 Supplier Table.pptx) and the related form (U3_L1_A2 Supplier Form.pptx). The form is used to insert a few entries The expected outcome is provided as a database (U3_L1_A3 WMS.04.odb)	**Skills** **L** **S** **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U3_L1_A1_Supplier Table.pptx • U3_L1_A2_Supplier Form.pptx • U3_L1_A3_WMS.04.odb Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication

| 4 | 20 | Students understand the concept of relationship in a database | The teacher hands out the pdf reading (U3_L1_A4 database-relationships.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills**

L S R W

Key vocabulary
one-to-one one-to-many many-to-many foreign key id

Communicative structures | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U3_L1_A4_database-relationships.pdf

U3_L1_A4_database-relationships.pdf is freely available from: link | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |

| 5 | 15 | The students learn how to produce a one-to-many relationship in the database | The teacher instructs the students to work in pairs to define relationships: the students can follow the guidelines provided for relationship (U3_L1_A5 Relationship.pptx) and the form (U3_L1_A5 Relationship.pptx) by the teacher to produce a one-to-many relationship between Product and Customer | **Skills**

 L S R W

 Key vocabulary

 Communicative structures | ☐ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | • U3_L1_A5_Relationship.pptx
 • U3_L1_A6_Relationship Form.pptx

 Computers (one for each pair of students) | Formative: Assess completion of task, observe pair work collaboration and verbal communication |

6	10	The students align their version of the relationship to a standard one	The teacher asks the students to review the tables and to assign a supplier for each product in the Product table using the relationship just produced. U3_L1_A7 WMS.05.odb is provided as a reference for the database	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• U3_L1_A7_WMS.05.odb Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication
7	10	Students realise that searching is still missing	The teacher asks the students to review the interface and to highlight any missing core feature The teacher leads the discussion to focus on the importance of searching efficiently	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work		Formative: assess motivation and participation in the discussion

| 8 | 10 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

| L | S | R | W |

Key vocabulary

Communicative structures | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Locating items: warehouse map and searching

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Recap Elicits prior knowledge	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** **L** **S** R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved

| 2 | 20 | Students gain a basic knowledge of SQL language | The teacher hands out the pdf reading (U3_L2_A1 An Introductory SQL Tutorial_ How to Write Simple Queries.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills**

L S R **W**

Key vocabulary
SQL query

Communicative structures | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U3_L2_A1 An Introductory SQL Tutorial_ How to Write Simple Queries.pdf

U3_L2_A1 An Introductory SQL Tutorial_ How to Write Simple Queries.pdf printed from: link | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |
| 3 | 20 | Students produce a query interface for searching products | The teacher instructs the students to work in pairs to produce a query interface for searching products: the students can follow the guidelines provided by the teacher to produce the query (U3_L2_A2 Searching.pptx) The expected outcome is provided as a database (U3_L2_A3_WMS.06.odb) | **Skills**

L S R W

Key vocabulary

Communicative structures | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | • U3_L2_A2 Searching.pptx
• U3_L2_A3 WMS.06.odb

Computers (one for each pair of students) | Formative: Assess completion of task, observe pair work collaboration and verbal communication |

4	20	Students are aware of the importance of referencing product location efficiently	The teacher writes on the board the question: "How do we locate a product in the warehouse and how can we reference it?" and invites the students to discuss it in groups and to report the conclusions reached	**Skills** L S R W (L, S highlighted) **Key vocabulary** **Communicative structures**	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work		Formative: assess motivation and participation in the discussion
5	20	The students produce a location searching interface for their database	The teacher instructs the students to work in pairs to create a location table (U3_L2_A4 Location.pptx) and a map query (U3_L2_A5 Map.pptx): the students can follow the guidelines provided by the teacher. The expected outcome is provided as a database (U3_L2_A6 WMS.07.odb)	**Skills** L S R W (all highlighted) **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ▣ Pair work ☐ Individual work	• U3_L2_A5_Map.pptx • U3_L2_A6_WMS.07.odb • U3_L2_A4 Location.pptx Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication

| 6 | 10 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

| L | S | R | W |

Key vocabulary

Communicative structures | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Simulating a warehouse: Incoming Orders and Outgoing Orders

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Recap Elicits prior knowledge	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** L S R W **Key vocabulary** **Communicative structures**	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved

2	15	Students highlight the main attributes of an order	The teacher instructs the students to work in groups and examine different solutions to identify an order. The teacher ensures that students focus on the main attributes and identify the difference and the relationship between an order and an order line A possible outcome is provided (U3_L3_A1_Order Concept.pptx)	**Skills** L S R W **Key vocabulary** incoming order outgoing order **Communicative structures**	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U3_L3_A1_Order Concept.pptx	Formative: assess motivation and participation in the discussion
3	20	Students produce tables, relationships and interfaces related to an incoming order	The teacher instructs the students to work in pairs to produce tables and relationships related to incoming orders: the students can follow the guidelines provided by the teacher (U3_L3_A2_Incoming Order.pptx) The expected outcome is provided as a database (U3_L3_A3_WMS.08.odb)	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U3_L3_A2_Incoming Order.pptx • U3_L3_A3_WMS.08.odb Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication

4	10	Students highlight the main attributes of an outgoing order and understand the differences between incoming and outgoing orders	The teacher instructs the students to work in groups and examine different solutions to identify an outgoing order and the differences between incoming and outgoing orders.	**Skills** L **S** R W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: assess motivation and participation in the discussion
5	10	Students produce tables, relationships and interfaces related to an outgoing order	The teacher instructs the students to work in pairs to produce tables and relationships related to outgoing orders: the students can follow the guidelines provided by the teacher (U3_L3_A4_Outgoing Order.pptx) The expected outcome is provided as a database (U3_L3_A5_WMS.09.odb)	**Skills** **L** **S** **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ◼ Pair work ☐ Individual work	• U3_L3_A4_Outgoing Order.pptx • U3_L3_A5_WMS.09.odb Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication

6	10	Students produce a list of usable incoming and outgoing orders	The teacher asks the students to create some orders incoming and outgoing using the forms just created	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	Computers (one for each pair of students)	Formative: Assess completion of task, observe pair work collaboration and verbal communication
7	20	Students use the database to simulate the activities of a warehouse	The teacher instructs the students to choose between the roles available in the warehouse and to simulate all the activities in a role playing task. The teacher ensures that the students swap roles frequently.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	Computer (one for the class)	Formative: Assess participation and motivation in the role playing and understanding of each role

| 8 | 10 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

 L S R W

 Key vocabulary

 Communicative structures | ▣ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	System test and Conclusion

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Recap	Recap of previous lesson material. The teacher asks the students LOTS type questions related to the previous lesson	**Skills** ■ L ■ S □ R □ W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Formative: the teacher checks that the learning objectives have been achieved
2	35	Review of the students knowledge	The teacher hands out the test (U3_L4_A1_WMS Assessment.pdf) and explains the task.	**Skills** ■ L □ S ■ R ■ W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U3_L4_A1_WMS Assessment.pdf	Summative: test and assess content and language comprehension.

| 3 | 10 | Highlights gaps in knowledge which are addressed immediately | The teacher asks the class to explain the correct answer to each question (one by one) and promotes the discussion between the students The key of the test is provided (U3_L4_A2_WMS Assessment Key.pdf) NB: This activity might take longer than what expected: in that case the next 2 activities (considered optional) can be skipped. | **Skills**

| L | S | R | W |

Key vocabulary

Communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U3_L4_A2_WMS Assessment Key.pdf | Formative: assess and observe collaboration and verbal communication |

| 4 | 20 | Students understand the importance of inventory management in a warehouse | The teacher hands out the pdf reading (U3_L4_A3_Inventory Management.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills**

L S R W

Key vocabulary

Communicative structures | ☐ Whole class
▣ Group work
☐ Pair work
☐ Individual work | • U3_L4_A3_Inventory Management.pdf

U3_L4_A3_Inventory Management.pdf printed from: link posted by Margaret Rouse | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |

| 5 | 20 | Students learn different methods of order picking | The teacher hands out the pdf reading (U3_L4_A4_Order Picking Methods.pdf) and instructs the students to work in groups to read and discuss the content. The teacher circulates to provide advice and assistance where required, addresses any misunderstandings and encourages the students to communicate in English | **Skills**

L S R W

Key vocabulary

Communicative structures | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U3_L4_A4_Order Picking Methods.pdf

U3_L4_A4_Order Picking Methods.pdf printed from: link written by: Christine Wheeler | Formative: assess learners understanding of the text Assessment of verbal language and cognitive skills |

| 6 | 10 | Evaluation of students knowledge Suggestions for further improvements | Whole class discussion to reflect on the lesson The teacher asks the students to give their opinions of the lesson, revise and evaluate the activities | **Skills**

 L \| S \| R \| W

 Key vocabulary

 Communicative structures | ▣ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | | Formative: The teacher assesses that the learning objectives have been achieved The teacher and the students share opinions on the activities and propose improvements for future lessons |