...KEEP CALM...
AND COUNT WITH US

Institut Polinyà
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GeneracióPlurilingüe (GEP)
Year 1
2018-2019

GEP 1	Task 1 : Input &Cooperative /Collaborativelearning in CLIL
Title of the lesson or topic	TOURIST AGENCY
Course / year / age	ESO 3rdlevel / 14-15
Timing	2 sessions
Short description of thesession/s	**The students will be involved in a trip design as if they were a tourist agency. That means take into account all the parts involved in a trip from the tourist agency point of view.**

S E S S I O N 1	**Activity 1**	Kahoot (visual, written input). Thestudents wil lhave to answer explicitquestions from Travel Vocabulary to get used to the topic as such (Annex).
	Activity 2	The students will form mixed groups of three people. Some vocabulary flashcards (visual-written input) and a card stock will be provided to each group. They will have to organise the flashcards in four different boxes drawn on the cardstock (places, accomodations, customersand transports). Each group will have a supervisor, a writer and a searcher assigned by the teacher (cooperative work). Only the searcher can look up some information on his/hermobilephone. Only the writer can write on the cardstock/paper. The supervisor only supervises. **The first ranked students in the kahoot would be potential supervisors. The last ranked will be the writers and the middle ranked will be the searchers.**
	Activity 3	Answer the questions on the sheet (written input, implicit/referentialquestions). This will be a collaborative work since students will need to talk to each other in order to answer the questions. Some language support flashcards will be provided to the students in

		order to make it easier for them to comunicate each other. **The groups will be the same as activity 2.**
S E S S I O N 2	**Activity 4**	Role-playing (cooperativework). Each group of three students will have to represent a situation in which two people are willing to do a trip (same as activity 3) and one tourist agent tells them the best option. Some diaolgue flashcards will be provided to the students in order to give them some support ideas. **Groups will be the same as activity 2 and 3.**
In terms of academic content, whatarethestudentslearningandwhataretheylearning to do?		They are learning about different cultures and places in the world in order to be able to organise a trip taking into account all the things involved, working in cooperative groups.
In terms of language, whatarethestudentspracticing or learning to do?		They are learning how to comunicate in a comercial situation.
In whatway is thislessonplan a goodexample of whatwelearnt in the GEP coursesession?		We know what are the basic elements we have to take into account to introduce 2 or 3 L in our subjects, that is, all the inputs, questions and dynamics used to achieve my goals as a CLIL teacher.

ANNEXES (materials, handout, pictures… ifnot possible to include in theactivitysection.)	**Kahoot questions** Whatkind of trip is it? - Cruise - City tour Whatkind of trip is it? - Backpacking - Shoppingtrip Whatkind of trip is it? - Adventuretrip - Safari Whatkind of trip is it? - Roadtrip - Exchange program Whatkind of trip is it? - Camping - Spa Break Whatkind of trip is it? - Cruise - Skitrip Whatkind of trip is it? - Eco trip - Shoppingtrip Whatkind of trip is it? - Spa break - Roadtrip

**Flashcards** (all of them under CreativeCommons license)

Customers: Familys, Couples, Backpackers, Volunteers, Singles, Think of anotherone.

Places: New York, Beaches, Disneyland, Africa, India, Route 66, Think of anotherone.

Accomodations: Campsite, Motel/Hostel/Guest House, Hotel, Think of anotherone.

Transports: LowCostAirlines, TransnationalAirlines, Think of anotherone.

NOTE. The flashcards will have the word written backwards.
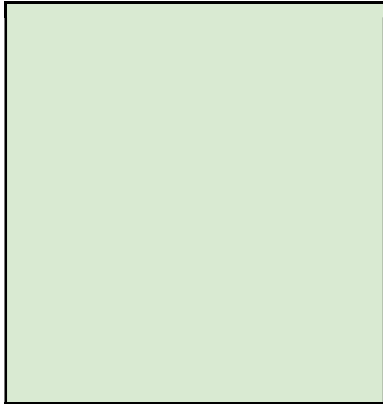
<u>Questions</u>

Imagine you are a tourist agency and you have to organise a trip. Think of a trip that you think would be nice for two different type of customers.

Customer 1:   Customer 2:   Trip:

Why did you choose this trip?

What will be the transports used by each type of customer?

Customer 1:

Customer 2:

What will be the accomodations for each type of customer?

Customer 1:

Customer 2:

How long will the trip last? When would be the best season to do the trip? Mark the chosen one for each type of customer:

Customer 1	Long weekend	Oneweek	Twoweeks	Onemonth
Winter				
Summer				
Spring				
Autumn				

Customer 2	Long weekend	Oneweek	Twoweeks	Onemonth
Winter				
Summer				
Spring				
Autumn				

What activities will the customers do during the trip?

Customer 1   **Customer 2**

Make a **budget** with all the expenses of the tourist agency:

	Customer 1	Customer 2
Transports (specify which)	- - - TOTAL= €	- - - TOTAL = €
Accomodations (specify which)	- - - TOTAL= €	- - - TOTAL = €
Activities (specify which)	- -	- -

| | | - | | - |
| | | TOTAL= € | | TOTAL = € |

Price of thetouristagency:_____€.

Do youthinkit is a fairprice? Why?

Language support (Activities 2 and 3)

I think this card belongs to_____.

Oh, I don't agree. I think this flashcard best fits with_____.

What kind of (transport/accomodation/activities) do you think best fits with customer 1/2?

Oh, I'd rather choose a (hostel/hotel/camping/etc.) for this kind of customer.

Yeah, that's a good idea!

Role-playing (Flashcards)

Tourist agent:

	- Hello, take your seat please.
	- So, whatareyouplanning to do in yourholidays?
	- Let me show youwhatpossibilitiesyouhave to gothere...
	- Areyouinterested in aneconomic, medium or highlevelaccomodation?
	- Whatbenefits do youexpectfromthetrip?
	Customer:
	- Weareinterested in doing a/an_____ trip / volunteeringprogram (*adventure, cultural, charity...*) next/for _____(*summer, Easter/Christmas holidays...*).
	- Whatdo youthinkwould be the best way to gothere? Byplane?
	- What transports do yourecommendthatweshouldtake to visit all the places there?
	- What is theprice for thewholeTourist Pack?
	- Oh, I amafraid*it is tooexpensive for us / wecan'taffordthat*! Is there any way to buy a cheaperpack?

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with **multimodal** and **varied** input (spoken, written, visual, hands-on…)	YES
2. The input presented is used to **help** learners **understand** ideas and **construct** meaning	YES
3. The input is presented at the right **cognitive level** and the right **language level**, i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	YES
4. Students are **helped** in some way to **understand,** i.e. input is made comprehensible	YES
5. Students are **helped** in some way to **process** the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to **multiple intelligences**	YES
7. Students are presented with **good questions** (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	YES
8. A variety of **collaborative learning strategies** are used throughout the session.	YES

9. At least one of the activities presented requires **cooperation** among students.	YES
10. Students are **explicitly taught** how to work in groups (or pairs).	YES
11. Students are **explicitly guided** to succeed in group/pair work **discussions** and **interactions**. Clear **support** to guide their interactions is provided.	YES
12. At least one **ICT tool** is used to promote **digital collaborative learning**.	YES

Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019

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GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	DIAGRAMS
Author	Albert Alvarez
Course / year / age	2nd year of ESO, MATHS (Optional Subject)
Number of sessions	3
Main objectives of the sessions	- Identify different ways of organizing data. - Create a primary source in order to deduce data. - Analyse and organise data throughout different kind of diagrams. - Summerise the information shown by different type of diagrams.

Short description of the sessions	Students will learn how to identify, create, analyse and summerise the information shown by different kind of diagrams.

	Activity 1	The lesson starts with a group dynamic. We will divide the class in groups of three using Instant Classroom Group Maker. Each group will be given three different card boxes with different kind of diagrams in each: a bar chart, a line chart and a pie chart (see annexes). Besides, each group will have the definitions of each chart distributed in nine peaces of paper (three per chart) with a different part of the definition each (see annexes). Each peace of paper has a key word in bold letters that makes it easier for them to associate it with the proper chart. The idea is to give three different peaces of paper to each student so that all of them have to make the effort to relate them with a different chart. After that, they will have to collaborate each other in order to put them in the correct order so that the definition makes sense. Some language support will be given to them **in a peace of paper** (see annexes).	**20'**
S E S S I O N	Activity 2	Reading. The teacher will give three different texts to each member of the group describing each chart (see annexes). Each student has to read the text to the others and these ones have to guess which chart the text is	**20'**

1		related to. The text has some meaning vocabulary in bold letters that will be useful for the next activites. The reader will have to show the others the words in bold after reading the text and guess what is it.	
	Activity 3	<u>Kahoot.</u> This is an assessment tool to close the first session assuring that all of them have acquired the content. 1. It shows the evolution of students delays throughout the week. a) Line chart © b) Pie chart c) Bar chart 2. It shows the number of students that used each excuse. a) Line chart b) Bar chart © c) Pie chart 3. It shows the percentage of students that used each excuse. a) Line chart b) Bar chart c) Pie chart © 4.It shows that almost half of the students don't know the day they are living. a) Line chart b) Bar chart c) Pie chart © 5. The students don't get stuck in traffic very often. a) Line chart b) Bar chart © c) Pie chart ©	**20'**

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6. We can see that the number of delays decreased last part of the week.
a) Line chart©
b) Bar chart
c) Pie chart
7. Each colour shows the number of delays:
a) Line chart
b) Bar chart©
c) Pie chart
8. Each colour shows the percentage of delays amongst all.
a) Line chart
b) Bar chart
c) Pie chart©
9. They are worried about delays at Institut Polinyà.
a) The students
b) Management team©
c) Albert
10. Which is the most common answer amongst the students? *(showing the bar chart image)*
a) I thought it was Sunday.©
b) I didn't want to see Albert.
c) I got stuck in traffic.
d) I got lost in my way to school.

S E	Activity 4	Google Form. In the same groups of three, students will have to create a Google Form for the rest of the class in order to recap data and create their own Chart. Only one mobile phone per group will be allowed them to use.	60'
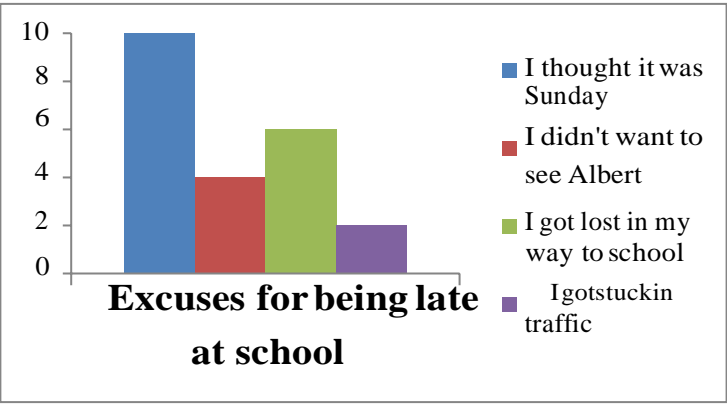
S S I O N 2		Ideas: **- How many hours a week do you study?** **- How often do you practice sport?** The teacher will help them formulating the proper question like a busy bee in order that everything makes sense. After that, the teacher will upload the Google Forms in Google Classroom so that all the students can start answering them. Once all the students have finished and answered the Google Forms, each group will have to recap the information and organise data drawing three different charts in a card stock.	
	Activity 5	<u>Writing.</u> Then, each member of the group will have to write a summary of the information provided by one card stock. **Some meaningful vocabulary will be given to help them structuring the text (see the following table).** If they don't know the meaning, they can look it up on a bilingual dictionary. This exercise is very meaningful for the cognitive development of this generation brains, taking into account that most of them have never used it. **Also, a checklist will be given to them so that they are aware of which items are they going to be evaluated.**	60'

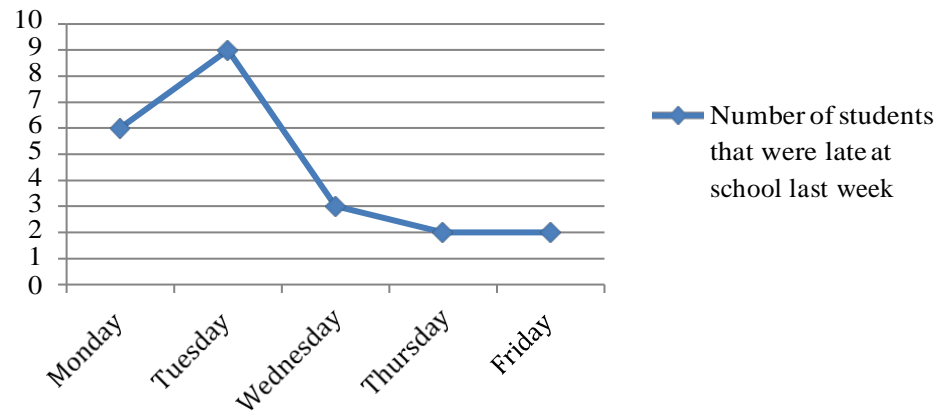| Introduction	Development	Conclusions
The following Bar Chart / Line Chart / Pie Chart gives us information about...	<u>Firtst idea</u>: After asking some students about [...] we have realized that... / As we can see in the diagram... / As the charts shows... / As a result of the survey... / <u>Second idea:</u> On the other hand / However / Therefore / In the opposite side...	After all / We can conclude that / As a conclusion of the study /

	Finally, the groups will exchange their texts in order to evaluate each other using a checklist (co-assessment). All the questions are formulated in a positive way.

CHECKLIST ☺ 😐 ☹

I understand all the text without looking at the chart.

I understand the text when looking at the chart.

The text provides all the meaningul information from the chart.

The ideas from the text follow a logical order.

The vocabulary from the text is appropiate.

I think you could improve the text by... (verb+ing)_____. |
| **In terms of academic content, what are the students learning and what are they learning to do?** | They are learning different ways of organising meaningful data using charts. |
| **In terms of language, what are the students** | They are learning new vocabulary related to data representation and how to describe it. |

practicing or learning to do?		
In what way is this lesson plan a good example of what we learnt in the GEP course session?	I think it follows the logical procedure we have learnt in GEP1 in terms of planning and make students aware of their learning process.	
ANNEXES (materials, handout, pictures… if not possible to include in the activity section.)	<u>CARD BOXES</u> BAR CHART	

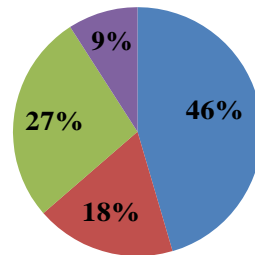## Number of students that were late at school last week

LINE

Excuses for being late at school

- I thought it was Sunday
- I didn't want to see Albert
- I got lost in my way to school
- I got stuck in traffic

9%

46%

27%

18%

PIE CHART

PAPER DEFINITIONS

BAR CHART: A chart that presents…

PIE CHART: A type of chart in which…

LINE CHART: A style of chart that is

created… categorical data with **rectangles**

a **circle** is divided into sectors

by connecting a series of data **points**

with different **height** depending on its

value. That each represent a **proportion** of

the whole. Together with a **line.**

LANGUAGE SUPPORT

Student to student

I think this one matches with *BAR CHART / LINE CHART / PIE CHART.* (note that this one is also useful for

activity 2) This one has to be the first! It starts defining the chart!

I agree! And this one goes at the end because it has and end

point! Do you think it all makes sense now?

Student to teacher

We have finished, teacher! It was soooo easy!!!

Can you give us something more difficult?

READING

Bar Chart

Teachers at Institut Polinyà are very worried about students delay every morning at high school. In order

toimprove this situation, the high school headmaster Paquita has **recap** all different excuses provided by studentstotheirteachers. Aswecanseeinthe**chart,** mostoftheexcusesarerelatedtoastudentconfusion. Itseemsweirdthatmostofthemstilldon'tknowthedaytheyareliving.Tobeprecise, **ten**studentsanswered this question last week. On the other hand, only **two** students said that they had got stuck in traffic, which seems a more realistic excuse but not very **often** used by students.

Pie chart

Teachers at Institut Polinyà are very worried about students delay every morning at high school. In order to improve this situation, the high school secretary Fran has created a Google Form to **recap** all the excuses provided by students to their teachers. As a result of the Google Form, he realized that **almost half** of the students don't know yet the day they are living. On the other hand, only **nine percent** of them said that they had got stuck in traffic, which apparently seems a more realistic excuse.

Line chart

Teachers at Institut Polinyà are very worried about students delay every morning at high school. In order to improve this situation, thedirector of studiesChushasrecapthe**number** ofdelaysregisteredinGeisoftlast weekin order to see the **evolution.** As the chart shows, we can see that **six students**were late on Monday. On Tuesday, the number of delays **increased** up to **nine** students. After informing the families of the alarming situation, the number of delays **decreased** to three on **Wednesday**, **stabilising** at **two** on **Thursday** and **Friday.**

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1**. Support** is provided to help students read and understand texts.	YES
2**. Before-, during- and after-**reading activities are prepared.	YES

3. The materials use **visuals** to support comprehension.	YES
4. The writing process takes place in **joint collaboration** with the teacher (modelling)	YES
5. **Support** is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students **throughout the process** of reading and writing	YES
7. The teacher has **previously predicted the language** the students will need when carrying out the different tasks successfully and, therefore, is aware of the **content-obligatory language.**	YES
8. At least the teacher uses 1 type of **assessment** (self-assessment, teacher assessment or co- assessment)	YES
9. At least teacher used 1 type of **designed assessment tool** during the sessions (rubric, digital app, checklist, personal dossier...)	YES