Egyptian Gods

GEP1: 2023-24

Institut Damià Campeny

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TASK 2 : READING & WRITING AND ASSESSMENT IN CLIL

TITLE OF THE LESSON OR TOPIC	Egyptian Gods
AUTHORSHIP	Sandra Martínez i Teresa Solà
SCHOOL	Institut Damià Campeny
COURSE / YEAR / GRADE	1st ESO
TIMING	5 hours (5 sessions of 1 hour each)
COLLABORATION WITH...	
OBJECTIVES OF THE SESSION	Work on the specific content of the Social Sciences subject in relation to Egyptian religion. Describe Egyptian deities and the subject-specific vocabulary. Address the content covered in English language classes in relation to both physical and personal descriptions. Create their own personality test using the Egyptian deities characteristics. Use the conclusion of the test created to try to define themselves by using these adjectives.

SHORT DESCRIPTION OF THE SESSION	*The following planned activities aim to explore Egyptian deities through various formats that encourage collaborative work, practice reading, writing, and listening skills. This will be done through digital presentations, videos specifically created for this topic, ED puzzles, flashcards, and the necessary materials to create an Egyptian deities personality test. The assessment will be conducted in two ways: through the students using a check-list and through the teacher using a rubric.*

	Activity 1	
S E S S I O N 1		Presentation about Egyptian religion will be made to the group class with an explanation from the teacher. (20') In this presentation, key words that the students need to be familiar with will be emphasized. The teacher will randomly ask selected students for the meanings of these words, and the definitions will be written on the board. The students will then be required to note down these key terms in their notebooks, thereby creating their own glossary of the topic. (40') **Annex 1**

CLIL FLE LED UAB Universitat Autònoma de Barcelona Facultat de Ciències de l'Educació Generalitat de Catalunya Departament d'Educació Direcció General d'Innovació, Digitalització, Currículum i Llengües

S E S S I O N 2	**Activity 1**	Watch the specifically created video so that the students will now become acquainted with the main Egyptian gods, which includes written subtitles. The entire video will be watched. (5') https://youtu.be/LbaZ0DbB6oI
	Activity 2	The students will sit in groups of four to work collaboratively and will be given flashcards with definitions (which they will initially read out loud). (6 groups) Each member of the group will be assigned a specific role: facilitator, initiator, spokesperson and notetaker. We'll watch the video again and it will be paused at points where specific vocabulary appears, and the teacher will ask who has the flashcard with the definition of that specific word. The definitions will be written on the board, and the students will need to add them to their glossaries. (25'') **Annex 2**
	Activity 3	To ensure that the whole class has understood the content of the video, it will be transformed into an EDpuzzle. Each question will need to be discussed by each group of four, and a spokesperson from each group will provide the answer. In this way, the whole class will work together to complete the EDpuzzle. (30') https://edpuzzle.com/media/65bfee9e532e955314d0a075
S	**Activity 1**	Presentation of the final activity. Do you know what a personality test is? Have you ever taken one? (5')

E S S I O N 3		
	Activity 2	In each collaborative team, two personality tests will be distributed: "What type of animal are you?" and "What type of influencer are you?" All group members must take the test and record their results.The facilitator will ask the questions to their mates. The notetaker will record the results of each question. The initiator will ask the questions to the facilitator. Each desk will have dictionaries available in case there are words they do not know (which they will need to note down for a later discussion). (20') **Annex 3**
	Activity 3	Let's share the results with the whole class. The teacher will ask: What types of animals have come up? And influencers? Which words did you have to look up in the dictionary? Students will be asked to put their hands up to give answers and all these results will be noted on the board. (20')
	Activity 4	The final activity is introduced: students will need to create a personality test featuring Egyptian gods. **Annex 4** The teacher will give each group a document with instructions and examples so that the groups can create the test. **Annex 5** The evaluation process will be explained, including the presentation of the peer-evaluation checklist and the teacher's assessment rubric, so students understand the criteria that will be considered. (15') **Annex 6**

S E S S I O N 4	Activity 1	In collaborative tables, each group will be randomly assigned 4 Egyptian gods, along with their descriptions, myths, and attributes. With access to a dictionary, they will create a personality test based on these four gods.The teacher will collect the tests. (1h)
S E S S I O N 5	Activity 1	The co-assessment process will begin, with each table receiving a test from a different group. The group members will take the test they have been given and record the results, as well as any words whose meanings they do not know.(20')
	Activity 2	Vocabulary doubts will be shared, and the table that created the test will need to explain the definitions. Questions will be written on the board, and students will be required to note them down in their notebooks. (15')
	Activity 3	The co-assessment process is initiated, distributing the checklists to each of the groups.(10')
	Activity 4	Each group will present the results of their peer evaluations, providing justifications for their decisions. (15') Afterwards, the teacher will conduct her assessment using the rubric previously shown to the students.

In terms of academic content, what are the students learning and what are they learning to do?	Students will work on the curriculum content related to Egyptian religion, specifically the characteristics and attributes of the gods. Additionally, students will need to work collaboratively and learn to read and synthesize the information provided to them, creating the questions and answers for the personality test and summarizing the characteristics for the gods studied.
In terms of language, what are the students practicing or learning to do?	The students will practice how to conduct both physical and personal descriptions. Additionally, they will engage in reading, listening, and writing activities and be able to synthesize information. They will also work on identifying key terms in both English and Social Sciences, creating their own glossary.
In what way is this lesson plan a good example of what we learnt in the GEP course modules?	In this case, techniques related not only to reading and writing (creating the test and writing their glossaries) have been applied but also the creation of specific materials for this activity such as EDpuzzle, flashcards, or reading material adapted to the activity and the students.
Other important information	The materials for these activities have been designed and created exclusively for their use, just like the images.

ANNEXES (paste here all the materials, handouts, pictures, worksheets, language support, etc.)

ANNEX 1	

The Egyptians **worshipped** many gods (**polytheism**). The gods were often depicted with human bodies and animal heads.

The gods lived in temples. Temples were also centres of **knowledge**, where astronomical observations, mathematical calculations and building techniques were studied.

Priests conducted religious rites. Along with the pharaoh, they were the only ones who could communicate with the Gods.

The **wellbeing of the community** depended on the Gods. They ruled over the forces of nature such as air, water and fire.

ANNEX 2	
Female priest, which means she is a religious leader authorized to perform sacred rituals and ceremonies in a particular religion or spiritual tradition.	A decorative headpiece that is designed to resemble a throne, often associated with royalty or significant religious figures.
A type of bird known for its powerful flight, sharp vision, and hunting skills.	The quality of having experience, knowledge, and good judgment.
A long stick with a curved end, often used by shepherds to manage and herd sheep.	The spiritual or immaterial part of a human being or animal, regarded as immortal or the essence of individual identity.
A tool with a long handle attached to a short, heavy stick by a chain or rope.	A word used to express good wishes when parting or at the end of a conversation.

ANNEX 3

IDC MAGAZINE

What kind of animal are you?

Answer these questions to find out which animal you look like!

1. How do you prefer to spend your free time?
A) Exploring the outdoors
B) Reading a book
C) Hanging out with friends
D) Solving puzzles or playing strategy games

2. Choose a snack you'd like to eat:
A) Fresh fruits
B) Fish and chips
C) Nuts and seeds
D) Vegetables and dip

3. What's your favorite type of movie?
A) Adventure and exploration
B) Heartwarming and family stories
C) Comedy and fun
D) Mystery and detective stories

4. How do your friends describe you?
A) Brave and adventurous
B) Loyal and caring
C) Playful and cheerful
D) Smart and thoughtful

5. What's your dream vacation?
A) A safari adventure
B) Relaxing by the ocean
C) A fun amusement park
D) A historical and educational tour

Mostly A's

You're a Lion!
Just like the king of the jungle, you're adventurous, courageous, and love exploring the great outdoors. You're a natural leader!

Mostly B's

You're a Dolphin!
Intelligent and caring, you have strong bonds with your friends and family. You're happiest when you're around those you love and in a peaceful environment.

Mostly C's

You're a Monkey!
Always up for a good time, you're the life and soul of the party. You're playful, energetic, and enjoy making others laugh.

Mostly D's

You're an Owl!
Wise and observant, you prefer a quiet environment where you can focus on your thoughts. You're insightful and enjoy learning new things.

IDC MIRROR

WHAT KIND OF INFLUENCER ARE YOU?

Answer these questions to discover your influencer style!

1. When you have free time, what are you most likely doing?
A) Creating art or music
B) Reading about the latest tech gadgets
C) Cooking or baking something delicious
D) Planning your next big adventure

2. What kind of posts do you enjoy sharing on social media?
A) Photos of your artwork or music clips
B) Reviews of the latest gadgets and apps
C) Pictures and recipes of your homemade dishes
D) Snaps from your travels and outdoor activities

3. How do your friends describe you?
A) Creative and artistic
B) Tech-savvy and knowledgeable
C) Warm-hearted and nurturing
D) Adventurous and spontaneous

4. What is your dream job?
A) Artist or musician
B) Tech blogger or app developer
C) Chef or food critic
D) Travel blogger or photographer

5. What is your go-to activity for relaxing?
A) Painting or playing an instrument
B) Reading tech magazines or browsing gadget forums
C) Experimenting with new recipes
D) Planning your next travel destination

Mostly A's: You're an Art & Music Influencer!
Your creativity knows no bounds! You love expressing yourself through your art and music, and you have a unique style that inspires others.

Mostly B's: You're a Tech Influencer!
With your finger always on the pulse of the latest technology, you're the go-to person for gadget advice and tech tips. Your knowledge helps others stay ahead of the tech curve.

Mostly C's: You're a Food Influencer!
Your passion for cooking and food styling makes people's mouths water. You have a talent for making any dish look Instagram-worthy and your warm personality shines through your content.

Mostly D's: You're a Travel Influencer!
Your adventurous spirit and love for exploring new places make you a source of travel inspiration. Your stories and photos encourage others to embark on their own adventures.

ANNEX 4

ANNEX 5

ANNEX 6

SELF ASSESSMENT CHECKLIST	
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 1 **type of assessment** is included (self-assessment, teacher assessment or co-assessment)	YES

9. At least 1 type of **assessment tool** is used during the sessions (rubric, digital app, checklist, personal dossier...)	YES