eCLIL4YOU - LESSON PLANNING MODEL

Silvana Rampone

In consideration to the fact that the project is based on the CLIL methodology, the partnership decided to plan the lessons by following the researches in the CLIL field (D.Coyle, D.Marsh; P.Mehisto; D Hicks) that combine the following elements:

- *Content* – integrating several subjects, organizing learning through cross-curricular themes, supporting reflection on the learning process
- *Context* – taking into account school curricula, pedagogical and methodological culture, students' age and skills of the partner countries involved in the project; building on student's existing knowledge, skills, attitudes, interests, experience, responding to different learning styles, fostering creative and critical thinking.
- *Communication* - using languages to learn whilst learning to use languages, increasing student language awareness
- *Cognition* - developing thinking skills which link concept formation (abstract and concrete), understanding and language, applying knowledge and skills acquired in different subjects
- *Culture* – exposing students to alternative perspectives and shared understandings, which deepen awareness of otherness and self.
- *Cooperative learning* - implementing working in small groups to support each other in order to improve own learning and those of others.
- *Active learning* – favouring co-operative work, teachers acting as facilitators
- *Autonomous learning* – making students able to take responsibility of their learning

PLANNING MODEL

The lesson plans describe, step by step, how the topics have been developed within the partnership schools by following a flexible model, adaptable to different contexts.

Flexibility requires the teachers to be able to:
- define the content and negotiate it with the students in order to choose suitable themes (taking into account age, needs, capabilities and language proficiency of the young learners);
- examine learning styles, cognitive skills involved by the content
- activate prior-knowledge necessary to deal with the content and the language;
- link content to communication
- design cross-curricular learning activities around the central topic and closely linked to the national curriculum, aimed to revise-reinforce-extend children's knowledge;
- let children feel actively involved in the lesson management giving them opportunities for making choices and using their cognitive skills
- select, adapt or create materials in order to provide stimuli that are relevant without putting too many demands on young learners

The aim of the lesson plans is to make them transferable to other contexts by giving teachers a detailed description of aims, language, teaching sequences, materials and different activity types (individual, pair, group, cooperative work).

Each lesson plan is structured as follows:

1. **TOPIC:** title

2. **SUBTOPIC -** some topics have been divided into parts in order to develop different aspects of the some content.

3. **CONTENT OBJECTIVES** - state what the students will be able to do at the of the project in relation to its content.

4. **LANGUAGE OBJECTIVES** - state how the students will use the language to learn the content, the skills they will have practiced and reinforced by the end of the project

5. **LANGUAGE –** key-vocabulary, lexis and chunks of language

6. **MATERIALS** used, created or adapted by the teachers (see annexes in each topic folder on the CD) . Each topic is accompanied by operative BOOKLETS (see booklets in each topic folder on the CD) that contains handouts and a collection of sample of materials created by the partner schools.

7. **STAGES and STEPS** of the learning process. The activities of each topic have been organised around the following four stages:

A .Tuning in
One of the most important variables with learning is a student's prior knowledge. By tapping into what students already know, teachers help with the learning process. This is because learning is relating the new information, or concepts, to what we already know. Activating prior knowledge is like preparing the soil before sowing the seeds of knowledge.
The main purpose of this stage is finding out what students already know about the topic, capturing their interests and generating predictions. Teachers can ask questions and raise discussions about thinking and feelings related to the topic. This stage provides teachers information to develop the plan and will guide the next step. This stage allows students to share their personal experience about the topic.

B. Finding out
It focuses the learners attention on the research of information. Students gather and record data and are giving opportunities to construct concepts (discovery learning).

C. Sorting out
It provides opportunities to practice and apply the new information using the language-vocabulary and chunks of the topic. Student's can synthesise what they have found into generalisations which can be used to decide on possible solutions. This stage provide opportunities for students to interpret data and develop their understandings.

D. Reflecting
It gives teachers and pupils information to reflect upon the topic and their process of learning, to generalize concepts. Students reflect, confirm, see where to improve, plan new things, evaluate and consider possible actions.

E. Assessment

It has been considered, in our project, as an integral part of the learning experience and mainly aimed not to give marks but to encourage children's learning and improvement. Assessment and learning were integrated in each activity as all the activities gave opportunities to assess both the content/language outcomes and the learning process. Most of our evaluation was based on integrated tasks, observations of interaction and involvement of the children in the learning process through reflection and self-assessment. A project Portfolio has been used as a tool to promote learning through reflection and to monitor progress over time.

Annex

Strategies and skills developed at each stage of the learning process.

STAGE	STRATEGIES	SKILLS USED
1. Tuning in	Brainstorming Asking questions Discussion Making drawings/diagrams	Questioning Organising Sharing ideas Listening Talking Planning Predicting Estimating Querying: *what if...*
2. Finding out	Visitors Outside visits Videos Research on web/CD roms Reading Experimenting	Observing Summarising Asking questions Selecting information Researching Reading Note taking Finfind resources Collaborating Comparing and contrasting Making connections Making decisions and choices Time manegement
3. Sorting out	Classifying/grouping/sorting Charts/graphs/ Sequencing... Massative/process	Organising Classifying Seeing links/pattterns Collaborating Presenting ideas Talking Listening Reading Interpreting

		Writing Drawing Reporting Testing Inventing Designing Using IT Making decisions and choices Time management
4. Reflecting/assessment	Selt/teacher evaluation and assessment Peer/teacher evaluation and assessment Learning journals Portfolio choices Public display/publicity	Responding Speaking and writing clearly Performing Clarifying

Reference: Diane Hicks (International Study Programmes)