CLIL UNITS

SOCIO-ECONOMIC COMPETENCES

Modules to enhance students' language and social competences!
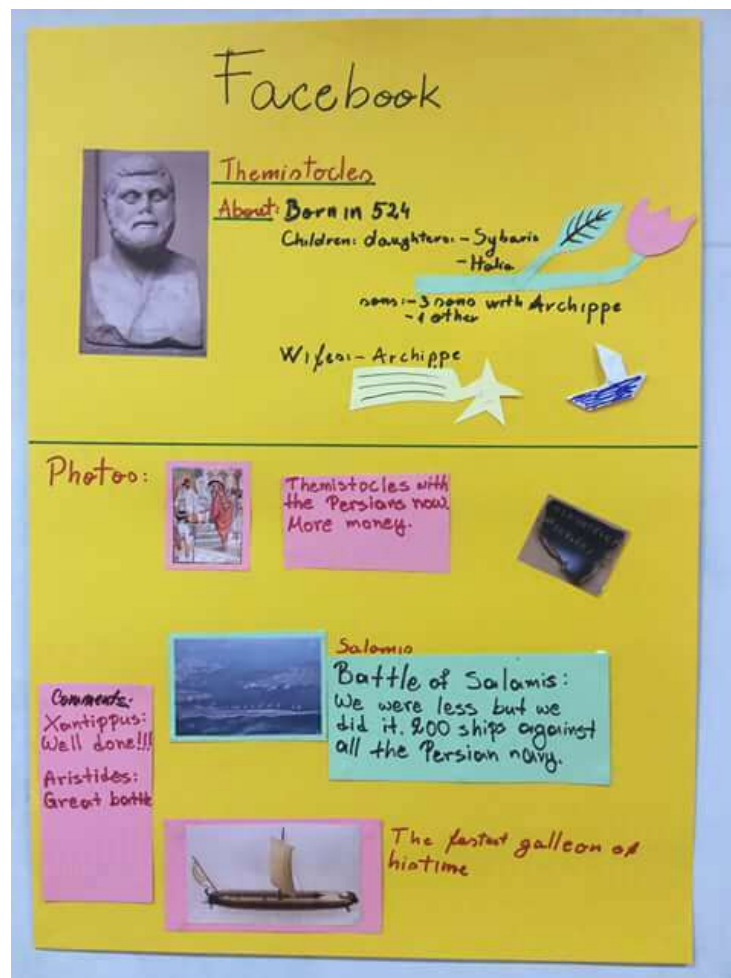
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CONTENTS

CLIL UNITS (Content and Language Integrated Learning)

INTRODUCTION

In the EU, content and language integrated learning (CLIL) is a modern concept that is interpreted and implemented differently; some countries apply the concept more whereas others do it less, therefore some countries are more experienced whereas others are still improving.

One of the aims of this project is to create a CLIL module since it has been noticed that the study of English in different learning contexts is at the heart of the development of interculturality.

The intercultural approach of CLIL units, as they are described in this module, is a step forward in globalizing the techniques of integrating diversity in the teaching process. The partners in the project created CLIL units thus offering a wide range of resources that lie at the basis of building a true CLIL network among teachers willing to embrace change, to be creative and apply what they had learned in a variety of professional and social contexts.

The CLIL units are intended to develop a cognitive and cultural space that would facilitate innovative and flexible learning, build a creative and communicative environment for teachers and pupils, help develop cultural competences and openness towards Europe.

The idea is not to focus on either the content or the language, but to combine both of them. Teachers who approach the CLIL teaching technique should develop lessons in which pupils can access ideas, notions, concepts to develop their knowledge and use the vocabulary specific to the subject being taught. The activities in CLIL lessons should be centered both on the reception and understanding of notions and concepts as well as on communication by delivering messages in a foreign language. Pupils should become involved in the lesson because acquisition of knowledge will take place during their interaction with others. Thus the role of CLIL teachers is to provide pupils with methods of interaction in a foreign language on different topics. Successful learning of the content is closely related to language, which must be focused on in CLIL since the foreign language is not entirely mastered.

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Integrating content and language cannot be achieved in teaching if pupils answer specific questions from the teacher, but by using techniques that involve pupils in independent research and study that encourage pupil-pupil interaction rather than pupil-teacher interaction. When pupils begin to share information, to answer each other's questions and to discuss, only then does communication learning that reinforces understanding and helps build general knowledge take place.

A very good teaching method for CLIL lessons includes project-based work, which consists of solving real-life problems through tasks that involve communication among pupils, individual study and presentations in front of the class. Communication in class should be organized in such a way that pupils understand concepts and phenomena by exchanging information. If the new concepts are introduced in an attractive way and they are understood by pupils, then this also helps improve foreign language skills at the same time with knowledge of the subject matter taught.

All CLIL teaching procedures are chosen based on the subject taught, and the selection of materials is in accordance with the objectives of the lesson. Thus, we will have different CLIL approaches, depending on the type of subject taught. For humanities and social subjects, a language closer to the everyday one will be used and communication will be mostly verbal, giving opportunities for debate. In scientific and technical subjects, in which language is somewhat standardized, the words used have clear meanings without leaving room for verbal speculation. In this type of subjects there are many symbols, codes, graphs that can be interpreted by pupils, and a real exchange of information can take place. Another category of subjects are those that include artistic and practical activities in which verbal communication is quite low during lessons and can be replaced by lectures or demonstrations.

CLIL lessons emphasize verbal communication in order to develop language skills, but depending on the type of subject matter taught, it can play different roles within the teaching techniques.

The activities used in CLIL are those that facilitate learning, so their choice is very important. Thus, we encounter activities that will lead to language exercises, gaining a specific vocabulary, and more complex activities, such as tasks in a project which are specific to the subject taught and require pupils to use already acquired knowledge, to think in order to get

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to a certain result, all these by using the language. Many activities used in CLIL can be found in this paper under the heading 'Worksheets' that accompany CLIL lesson plans for different subjects.

The role of teachers in implementing CLIL lessons is to keep the focus on 3 levels: language, content and learning skills. They will need to develop a language specific to the subject matter, to teach pupils how to work with authentic materials in order to anchor them in everyday life, and to distinguish between content errors and language errors in order to motivate students to communicate in a foreign language and not stop them from expressing themselves freely. Teachers who work with CLIL should also give higher importance to constructive feedback focused on what the pupils involved in various CLIL activities do, become aware of the fact that errors are part of the learning process and alternate content teaching techniques with those that develop thinking or language skills.

A specific aspect of CLIL is the assessment that should cover both content and language, focusing on all aspects of communication used in the lesson. A basic principle in CLIL is text comprehension, which is monitored through specific strategies - individual observation sheets, worksheets with pupils' feedback - and language accuracy that can be achieved by allowing enough time to correct pupils' errors.

In CLIL assessment, it is desirable to have activities that make use of the pupils' creativity in addition to the tools that render the degree of text comprehension.

In the following chapter the modules implemented and revised during the project and applied especially during the intercultural exchanges of the project are presented. All the modules were designed by taking into consideration the subject matter taught as well as the multicultural aspect of the target group and the school characteristics where the mobility-learning activity took place. The planning of the CLIL units is simple and clear so that any teacher willing to implement them could use the existing ones or change and adapt them to match their school characteristics, subject taught, target group and lesson objectives. A similar structure has been preserved throughout the planning of the CLIL units, which gives homogeneity to the present paper and simplifies understanding for those who wish to use this material for didactic and innovative purposes.

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A. Socio-economic competences

Unit Title: Poking and Posting History on Facebook

By Sofia Papanikolaou, GENERAL LYCEUM OF LAVRIO, Andreia Baptista, ESCOLA

PROFISSIONAL AVEIRO, Richard Červený, SPSOS ROUDNICE

Bayram Gökbulut, Dr., ISKILIP VOCATIONAL HIG SCHOOL Anastasia Kalfa, Mst, GENERAL

LYCEUM OF LAVRIO

Topic: History

Language: English

Language Level   B1 / B2

Target students: Secondary school (ages 15-18)

Time: 4 hours

Aims:

- to learn new words/expressions in English about History and leadership competences;
- to search information about important historical figures through time;
- to communicate with others in the context of team work in their working environment
  o identify what skills and qualities are required in a working environment where employees have to work together to produce a common product;
  o identify the ethics in a working environment;
  o develop self-restrain when working with other people;
  o analyze the competences that lead to a successful cooperation;
  o identify the skills which are required when they have to lead a group.

Final product: set of skills/ qualifications/ personal qualities/written & oral presentations with a set of arguments/cartons with the Facebook Profiles of three prominent historical figures.

Methodology, classroom activities: (some examples)

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- ☑ converssation
- ☑ teamwork
- ☑ individual activities
- ☑ internet research
- ☑ warm up
- ☑ Powerpoint presentation/Presentation of the profiles on cartons

Assessment tools: Conversation, feedback

Evaluation criteria: Worksheets

Documents and materials internet sites, flipchart, markers, computer, cartons, printed information and images about the historical figures

Description of activities

Students work	Methods and resources	Assessment
First Lesson: Warming-up exercises/presentation about the historical figures		
Warming- up The students are asked to move on a line on an alphabetical order according to the first letter of their name. This way they form their teams (students whose name starts from A, B…form one team etc.). **Second Lesson: Team work** **Presentation** The students are divided in three teams each of which has to prepare a FACEBOOK PAGE for a historical personality: Pericles the Athenian Octavian Augustus, Vasco da Gama. They are given written sources and photographic material to work on. They have to write down some information about the personal life,	Notes and written sources Team work Flipchart Markers	Conversation Feedback Debate

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Students work	Methods and resources	Assessment
the deeds and the contribution of the three historical figures. **Practice** They present the FACEBOOK PAGE on a big carton, which is enriched with some comments by the contemporary "friends" of the three men. **BIBLIOGRAPHY**	Group work Conversation Presentations on cartons press.princeton.edu/catalogs/S14AcadTrade.pdf www.saske.sk/cas/public/media/5899/01_OLEJNIK.pdf www2.warwick.ac.uk/fac/.../thucydides_i.139-146.pdf https://www.stcharlesprep.org/01...j/.../Augustus.pdf deepblue.lib.umich.edu/bitstream/handle/2027.42/61783/rubinb_1.pdf?sequence=1 www1.udel.edu/Historyold/figal/.../pdf/.../01dagama.Pdf https://archive.org/details/vascodagamahisvo00towl	
Third Lesson: Feedback		
Feedback After all teams have completed their presentations, the students are asked to make a list with the main leadership competences that made these men excel and contributed to their domination in their time.		

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Worksheets

Worksheet 1: Build groups of three students. Write down 10 words/expressions associated with Leadership Competences.

word/ expression	Translation

Write down 10 sentences associated with Leadership competences.

ANNEX 1: Questions for the Facabook Profile

THE FACEBOOK PROFILE OF…(eg. Pericles the Athenian)

1. PROFILE PHOTO
2. WHAT DOES HE LIKE/DISLIKE?
3. IS HE SINGLE/MARRIED?
4. WHAT ABOUT HIS FAMILY?
5. WHAT KIND OF MUSIC DOES HE LISTEN TO?
6. WHAT ARE HIS BELIEFS? (POLITICAL, RELIGIOUS, PERSONAL…)
7. WHAT ARE HIS WISHES FOR THE FUTURE?
8. COMMENTS BY HIS FRIENDS

Unit Title: Leadership 1

By Anca Petriuc, Mircea Apahidean & Raluca Tehei, COLEGIUL TECHNIC EBERGETIC

Topic: Job interviews (e.g. team leader)

Language: English

Language Level ☐ B1 / ☐ B2

Target students: Secondary school (ages 15-18)

Time: 1 hour

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Aims:

- to learn new words/expressions in English: make a good first impression, employer, application, resume
- to search information on job interviews
- to communicate using words and expressions related to job interviews in order to:
  o identify what skills and qualities employers look for
  o analyze what leads to making a good first impression

Final product: set of skills/ qualifications/ personal qualities

Methodology, classroom activities: (some examples)

☑ converssation

☑ pairwork

☑ individual activities

☑ internet research

☑ warm up

☑ mutimedia

Assessment tools: role play

Evaluation criteria - CLIL grid

Documents and materials internet sites, flipchart, markers

Description of activities

Students work	Methods and resources	Assessment
Lesson: Job Interviews		
Warming up Discussion: how important is the interview when you are looking for a	Brainstorming Conversation	Role play

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Students work	Methods and resources	Assessment
job? How can you make a good first impression? **Presentation** The teacher shows the students two interviews for the same position – in pairs, the students have to identify the strong/ weak points of each interviewee and explain why they believe them to be so. They discuss their conclusions with the whole class and come up with a set of skills/ qualifications/ personal qualities that employers search when hiring. **Practice** In groups, students work out possible questions they might get in an interview for a position as electrician. Then, in pairs they take turns playing the interviewer and the interviewee.	Internet Pair work Flipchart Markers Group work Role play	
Feedback: Discussion: strong/ weak points of the lesson.		

Unit Title: Leadership 2

By Anca Petriuc, Mircea Apahidean & Raluca Tehei, COLEGIUL TECHNIC ENERGETIC

Topic: Values

Language: English

Language Level   B1   **/** B2

Target students: Secondary school (ages 15-18)

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Time: 2 hours

Aims:

- to learn new words/expressions in English: good vs evil, beliefs, norms, self-regulation, universal values, eternal values
- to support one's opinion using arguments and examples
- to seek information about economic, physical, moral, social, spiritual, aesthetic and professional values
- to communicate using words and expressions related to values in order to:
  - o identify what values are
  - o analyze values in the past vs nowadays, values of the young generation
  - o argue for or against a set of values
- to cooperate in order to identify a set of values

Final product: set of values

Methodology, classroom activities: (some examples)

- ☑ conversation
- ☑ group work
- ☑ pairwork
- ☑ individual activities
- ☑ warm up
- ☑ brainstorming

Evaluation criteria - CLIL grid

Documents and materials worksheets, flipchart, coloured pencils**.**

Description of activities

Students work	Methods and resources	Assessment
Lesson 1 : Values – general framework		
Warming up The teacher introduces W. Bennis's quote "Leadership deals with values. Moral leadership requires taking into	Conversation	Conversation Feedback

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Students work	Methods and resources	Assessment
account values and provide sufficient knowledge of the followers of the alternatives that they themselves make informed choices when it comes time to decide to follow the leader or not". A short discussion follows about values and their importance in today's society. **Presentation** The teacher introduces the new vocabulary, the definition of 'value' and the distinction of the following groups of values made by J.Vveinhardt and E. Gulbovaite: economic, physical, moral, social, spiritual, aesthetic and professional. The distinction between common, universally accepted values and individual values is also made. **Practice** **Group work** What do young people think about values? What values guide them? The students work in groups in order to decide what values are important for them, and then they present the results in front of the class. **Discussion**: what values were more important in the past? Have they changed? How? In pairs, the students identify differences between their system of values and that of their parents, for example. At the end, they present their conclusion to their classmates.	 Brainstorming Worksheets Flipchart Group work	
Lesson 2 : Values		

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Students work	Methods and resources	Assessment
Warming up The teacher introduces the short story "Starfish", followed by a discussion of the value(s) exemplified in it. **Presentation** The students are given a list of values. **Step 1** they choose 10 things from the list which seem to be the most important, without which they wouldn't be themselves or their life wouldn't be the same **Step 2** they have to select only **5** from the list **Step 3** they have to cross out two more and explain why **Step 4** next to the **3** values that remain they write a description of how they understand them and why they are so essential to them; they need to describe each of the values chosen in order to specify their goals in life. **Step 5** they cross out two more values and leave only **1** – the one without which they would not be able to exist. The students present their chosen value to the class and explain why that is the most important one for them. **Practice** **Topics for discussion** The teacher puts up for discussion various statements about values; students divide into 3 groups according to their beliefs: if they agree with the statement, if they disagree, if they aren't sure; then they try to convince	Conversation Reading for gist Individual work Worksheets Discussion Flipchart	Conversation Feedback

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Students work	Methods and resources	Assessment
the others to change their minds by bringing arguments to support their point of view. e.g. "Gratitude is not only the greatest virtue, but the parent of all other" (Cicero) "A victory against oneself is better than a victory against all others" (Dhammapada) "Nowadays we rarely believe in disinterested help".		

Unit Title: Leadership 3

By Anca Petriuc, Mircea Apahidean & Raluca Tehei, COLEGIUL TECHNIK ENERGETIC

Topic: Leadership Styles

Language: English

Language Level   B1 / B2

Target students: Secondary school (ages 15-18)

Time: 1 hour

Aims:

- to learn new words/expressions in English: leadership styles, traits of a successful

    leader, commanding, visionary, affiliative, democratic, pacesetting, coaching

- to search information about leadership styles

- to communicate using words and expressions related to leadership styles in order

    to:

  o identify characteristics of each style

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       o   analyze the advantages/ disadvantages of each style

-     to cooperate in order to draw out a specific style

Final product: list of traits, drawings

Methodology, classroom activities: (some examples)

     ☑   conversation, brainstorming

     ☑   group work

     ☑   individual activities

     ☑   internet research

     ☑   warm up

Assessment tools: conversation

Evaluation criteria - CLIL grid

Documents and materials: worksheets, flipchart, crayons, internet

Description of activities

Students work	Methods and resources	Assessment
Lesson 1 : Leadership styles		
Warming up Students search on the internet for definitions of a 'leader' then they discuss their findings with the teacher and the rest of the class. e.g. "You can only lead others where you yourself are willing to go" (Lachlan McLean) **Presentation** Starting from the definitions they found, the students work in groups in order to identify the traits that a successful leader might have. After they have come up with about 6-8 traits, they discuss them in class and the teacher gives them some worksheets with several key qualities	Internet research Individual work Conversation Group work Brainstorming	Conversation

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Students work	Methods and resources	Assessment
so that the students can compare their own ideas with those e.g. honesty, ability to delegate, communication, sense of humour, confidence, ability to inspire, commitment, positive attitude, creativity, intuition. This is the starting point for the students to identify the different leadership styles according to the characteristics of the leader. The teacher introduces Daniel Goleman's research regarding the **six styles** that leaders use and the new vocabulary. **Practice** The students read about each style, the leader's modus operandi and when the style works best. In pairs, they try to identify the advantages and disadvantages of each style. Group work: students choose a style and draw it out. Then they present it in front of the class.	Worksheets Reading for specific information Worksheets Conversation Pair work Flipchart Crayons	
Feedback Discussion: strong/ weak points of the lesson.		

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Unit Title: UNEMPLOYMENT IN THE SOUTHERN PART OF EUROPE/ Create your own CV

By Angeliki Spanou, MSc, GENERAL LYCEUM OF LAVRIO

Topic: Economics

Language: English

Language Level   B1   /   B2

Target students: Secondary school (ages 15-18)

Time: 6 hours

Aims:

- Develop the ability for teamwork as a social competence.

- Develop the ability to express their opinion in front of an audience.

- Broaden their horizons about social, political, cultural life and economy in another country and antiquity, so that they become more tolerant toward different cultures or even understand in a better way their own.
  This module targets to constructive engagement of all types of students in order to show support for social diversity.

- Get the feeling that they can relate to young people from other countries as far as their future is concerned.

- Language training: this method can be implemented both in the mother tongue and in a foreign language, so that the students can reflect on their own foreign language competence. Thus, they gain understanding and interpretation of concepts and feelings in a foreign language combined with the knowledge of the cultural variability.

- Develop arguments in a foreign language and learn new words.

Final product: Presentations with a set of arguments.

Methodology, classroom activities:

- ☑ converssation
- ☑ teamwork
- ☑ internet research
- ☑ Powerpoint presentation

Assessment tools: Conversation, feedback, presentation

Evaluation criteria: Worksheets

Documents and materials internet sites, flipchart, markers, computer, cartons.

Description of activities

Students work	Methods and resources	Assessment
First Lesson : Discovering the effects of Unemployment in Southern Europe. (2h)		
The teacher presents the recent facts about unemployment and some effects on young people's lives. they are taught about the different kinds of unemployment and they come to realize the common elements of this phenomenon among their countries.	Teacher's presentaiton	Conversation
2ⁿᵈ Lesson: Team Work (2h)		
The students take part in a discussion about the effects unemployment has on young people in their countries. For	Team work Research on the Internet www.scholaradvisor.com www.tradingeconomics.com	Conversation Feedback Cartons with words

Students work	Methods and resources	Assessment
their presentation of their conclusions they work in teams. Each team choses a representative who presents to the class their conclusions. The other teams are free to offer their opinions as well. After all teams have completed their presentations, the students are asked to say whether they insist on their initial opinion. In the end they prepare cartons with words (in English) referring to unemployment and a summary of the most important arguments.	data.worldbank.org www.investopedia.com/ www.ekathimerini.com ec.europa.eu/eurostat/statistics.../Unemployment_statistic. https://www.statista.com	concerning unemployment the effects on young people's lives.
3rd Lesson: Create your own CV		
The students are given examples of CVs and instructions on how they can complete their own CV successfully. They prepare a draft in their mother tongue as well as in English.	Draft version of a CV. https://europass.cedefop.europa.eu/el/documents/curriculum-vitae	Completion of a CV according to the Europass platform.

Worksheets

Worksheet 1: Build groups of three students. Write down 10 words/expressions associated with Economics & Unemployment.

word/ expression	Translation

Write down 10 sentences associated with Unemployment, Economy and the effects of Unemployment on young people's lives.
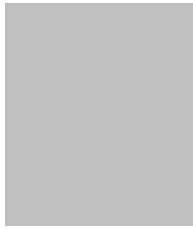

Worksheet 2: Create your own personal CV

PERSONAL INFORMATION   Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]

♦ Replace with house number, street name, city, postcode, country

☎ Replace with telephone number   ☐ Replace with mobile number

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✉ State e-mail address
🕐 State personal website(s)
💬 Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR
POSITION
PREFERRED JOB
STUDIES APPLIED FOR
PERSONAL STATEMENT

Replace with job applied for / position / preferred job / studies applied for / personal statement (delete non relevant headings in left column)

WORK EXPERIENCE

Replace with dates (from - to)   Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

▪ Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

[Add separate entries for each experience. Start from the most recent.]

EDUCATION AND TRAINING

Replace with dates (from - to)   Replace with qualification awarded

Replace with EQF (or other) level if relevant

Replace with education or training organisation's name and locality (if relevant, country)

▪ Replace with a list of principal subjects covered or skills acquired

[Add separate entries for each course. Start from the most recent.]

PERSONAL SKILLS

Mother tongue(s)   Replace with mother tongue(s)

Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level

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	Replace with name of language certificate. Enter level if known.				
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
Common European Framework of Reference for Languages

Communication skills

Replace with your communication skills. Specify in what context they were acquired. Example:

good communication skills gained through my experience as sales manager

[Remove any headings left empty.]

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:

▪ leadership (currently responsible for a team of 10 people)

Job-related skills

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:

▪ good command of quality control processes (currently responsible for quality audit)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user
Digital competences - Self-assessment grid

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired. Example:

▪ good command of office suite (word processor, spread sheet, presentation software)

▪ good command of photo editing software gained as an amateur photographer

Other skills

Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:

▪ carpentry

Driving licence

Replace with driving licence category/-ies. Example:

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B

ADDITIONAL INFORMATION

Publications
Presentations
Projects
Conferences
Seminars
Honours and awards
Memberships
References
Citations
Courses
Certifications

Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.

Example of publication:
▪ How to write a successful CV, New Associated Publishers, London, 2002.

Example of project:
▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).

ANNEXES

Replace with list of documents annexed to your CV. Examples:
▪ copies of degrees and qualifications;
▪ testimonial of employment or work placement;
▪ Publications or research.

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Unit Title: Moral Dilemmas

By Anastasia Kalfa, Mst & Antigoni Kapsimali, GENERAL LYCEUM OF LAVRIO

Topic: Team Work

Language: English

Language Level   B1   /   B2

Target students: Secondary school (ages 15-18)

Time: 2 hours

Aims:

- to learn new words/expressions in English about moral values;
- to search information about moral values through time and how people deal with them;
- to communicate with others in the context of team work in their working environment
    o identify what skills and qualities are required in a working environment where employees have to work together to produce a common product;
    o identify the ethics in a working environment;
    o develop self-restrain when working with other people;
    o analyze the values that lead to a successful cooperation.

Final product: set of skills/ qualifications/ personal qualities/written & oral presentations with a set of arguments.

Methodology, classroom activities: (some examples)

- ☑ converssation
- ☑ teamwork
- ☑ individual activities
- ☑ internet research
- ☑ warm up
- ☑ Powerpoint presentation

Assessment tools: Conversation, feedback

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Evaluation criteria: Worksheets

Documents and materials internet sites, flipchart, markers, computer, cartons

Description of activities

Students work	Methods and resources	Assessment
Lesson : Team work		
Warming up The students are shown some moral dilemmas and how they are dealt with. They are given a small piece of paper with a moral value written on and they are asked to identify this value and describe a situation where this value is implemented. The students are also given a small carton with moral values out of which they have to choose the ones that they need to answer the questions on their worksheet. **Presentation** They have the chance to compare them with relevant dilemmas of the past. They are first shown some examples, so that they have some material to work on. The students are divided in three groups and they are given three different moral dilemmas of our time to work on. They have to make a choice as a team despite any objections which can be discussed at the end of the activity. They also have to fill in two different tables: one with	Brainstorming Conversation Notes and written sources Team work Flipchart Markers	Conversation Feedback Debate

Students work	Methods and resources	Assessment
the moral values they defend or ignore with their choice and one with the reasons that led them to make the particular choice. **Practice** Each team choses a representative who presents to the class their conclusions. The other teams are free to offer their opinions as well. In the end each team writes on a big carton all the moral values that they were discussed (both in English and their mother tongue). **BIBLIOGRAPHY**	Group work Conversation http://www.allaboutphilosophy.org/moral-values-faq.htm https://www.reference.com/world-view/examples-moral-values-1ba762d2bd5e25b3 https://en.wikipedia.org/wiki/Morality	
Feedback After all teams have completed their presentations, the students are asked to say whether they insist on their initial opinion.		

Worksheets

WORKSHEET 1

1st DILEMMA

You are an eyewitness to a crime: A man has robbed a bank, but instead of keeping the money for himself, he donates it to a poor orphanage that can now afford to feed, clothe and care for its children. You know who committed the crime. If you go to the authorities (police) with

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the information, there is a good chance the money will be returned to the bank, leaving the kids in need.

What do you do? Do you report the robber or not?

1. **Choose table 1 or table 2 and…**

2. **fill in the reasons why you chose table 1 or table 2.**

3. **Try to figure out which values you offend or support with your choice. Choose some from your carton.**

TABLE 1: YOU GO TO THE POLICE

REASONS	VALUES

TABLE 2: YOU DON'T GO TO THE POLICE

REASONS	VALUES

WORKSHEET 2

2nd DILEMMA

You are a doctor at a top hospital. You have six ill patients, five of whom are in urgent need of organ transplants. You can't help them, though, because there are no available organs that can be used to save their lives. The sixth patient, however, will die without a particular medicine. If he dies, you will be able to save the other five patients by using the organs of patient 6, who is an organ donor.

What do you do? Do you let patient 6 die or not?

1. **Choose table 1 or table 2 and…**

2. **fill in the reasons why you chose table 1 or table 2.**

3. **Try to figure out which values you offend or support with your choice. Choose some from your carton.**

TABLE 1: YOU LET PATIENT SIX DIE TO SAVE THE OTHERS.

REASONS	VALUES

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TABLE 2: YOU TRY TO SAVE PATIENT SIX EVEN IF THAT MEANS THAT ALL OF YOUR PATIENTS WILL DIE IN THE END.

REASONS	VALUES

WORKSHEET 3

3rd DILEMMA

Panagiotis is a farmer living with his wife and three children in Cyprus. His sons are studying in Athens, while his daughter is preparing herself for the University. Panagiotis has taken a mortgage loan to pay his expenses and used his house as a collateral for the loan. However, the previous month the heavy rain has destroyed half of his potato crop and now his is struggling to save the rest. In addition, last week an unknown kind of a insect appeared, which is killed only with the use of a strong and highly toxical pesticide (medicine for plants). This pesticide was banned by the European Union two years ago.

What do you do? Do you use the dangerous pesticide or not?

1. **Choose table 1 or table 2 and...**

2. **fill in the reasons why you chose table 1 or table 2.**

3. **Try to figure out which values you offend or support with your choice. Choose some from your carton.**

TABLE 1: YOU USE THE DANGEROUS PESTICIDE TO SAVE YOUR CROPS.

REASONS	VALUES

TABLE 2: YOU DON'T USE THE DANGEROUS PESTICIDE WITH THE RISK TO LOSE EVERYTHING.

REASONS	VALUES

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Unit Title: THE SIXTIES: "*Urban legends and the counterculture of the 1960s*"

by Emilia Aulicino, FORMA ORIENTA

Topic: Protest movements and cultural revolutions in contemporary history

Language: English

Language Level   B1 /B2

Target students: Secondary school (ages from 16years)

Time: 6-8 hours

Aims:

- to learn new words/expressions in English about cultural, historical, and economic

phenomena of the 1960s;

- to seek information about international politics in that period using various sources of information

- to communicate using words and expressions related to history especially the sixties history:

- identify different causes of the movements and protests of those years

- to operate critical analysis of the 60s and differences with current society

- in the various fields of culture, economy, art, music and cinema

- to cooperate successfully with peers.

Final product: workplan of conference about the SIXTIES-

Organization and realization of conference at school

Presentations to the round table of the conference concerning the selected topics elaborated by the teacher with specific studies by the students on topics, events and characters.

The students represent three different characters:

° Journalist (presentation with journalistic style)

° Sociologist expert or expert of history (formal presentation with academic style)

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    °   Witness of the sixties (informal presentation with storytelling style)

Methodology, classroom activities: (some examples)

The learning model is mostly collaborative and interactive. The communicative approach involves the presentation of the contents by the teacher with the aim of stimulating an interactive dialogue with the students.

The first step is a dynamic lesson in which the teacher begins to activate the students by brainstorming and other inputs like sharing knowledge and experiences of students on the theme of the sixties (musicians, books read, stories of family members, films, celebrities of those years, fashion etc..).

In particular:

- ☑ brainstorming
- ☑ cooperative group
- ☑ group work
- ☑ pairwork
- ☑ individual and reflective activities
- ☑ internet research
- ☑ warm-up
- ☑ role play
- ☑ mutimedia

Assessment tools: CLIL analytic grid, student observation sheet, teacher observation sheet, self-evaluation greed, rubrics

Documents and materials : presentation, video, audovisual materials

Description of activities

Students work	Methods and resources	Assessment
Lesson 1		
Introducing the topic the SIXTIES - THE 1960S TIMELINE OF EVENTS	teacher's interactive lessons	Not all the students did understand the language, but those got help from English teacher

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Students work	Methods and resources	Assessment
- THE COUNTERCULTURE OF THE 1960S		
Reflecting the knowledge of the students about the topic - MOVEMENTS,CULTURE AND LIFESTYLES - KEY FIGURES OF THE NEW LEFT	group work **worksheet 1**	They haven't ever heard about before, but they knew a lot of things connected to the sixties It would be better to start with a text or an internet research to the topic to activate them in a better way.
Discourse of the ITALIAN students about I and the - MOST POPULAR FEATURE MOVIES RELEASED 1960 TO 1969 - CONTEMPORARY POETRY	Students speech, listening and understanding as individual activity	The students were listening carefully to the discourse. There were some questions they asked after discourse. The discourse of students showed that they were well prepared.
Working on worksheet 2 - searching for translations of unknown words, asking for the correct writing of unknown words	Group cooperative work **worksheet 2**	Mostly there haven't been unknown words for the students. Maybe they didn't write words, because they didn't understand or knew the writing or spelling.
Sharing of the results	class activity	It was not easy for the students to present their results in front of the class, but in every group was mainly one person who was enough self-confident to do that. Some phrases has been iterated often.
Worksheet 3 – new words, phrases sentences	Individual activities **Worksheet 3**	The majority of students really learnt some new words. In the test many of them wrote down 6 until 10 new words. In the second part most of them had been able to write 5 to 10 sentences. Only less of them did it very well. One or two students couldn't write one useful sentence.
Lesson 2		
- THE BEAT GENERATION	Warm up activity	

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Students work	Methods and resources	Assessment
What do I know from the last lesson	Individual activity	
Working on **plan to organize a conference**	Group activity	

Worksheet 1

1. Build groups of three students. Write down 10 words/expressions associated with the SIXTIES.

word/ expression	Translation

2. Write down 10 sentences associated with SIXTIES or the topic history. You can also disclose your expectations to the topic/ lessons about it.

Worksheet 2

1. Listen to the following presentation and write down unknown words in a word list

word/ expression	meaning in my language

2. Search for the meaning of the words in wordbook or translate with your mobile. Save your result on a flip chart paper. Ask the lecturers the questions occurring during the presentation.
3. Present your results shortly in front of the audience.

Worksheet 3

1. Write down **10 words/expressions** associated with SIXTIES

word/ expression	Translation(IT/ RO/ DE)

Write down **10 sentences** associated with SIXTIES.

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Assessment of tasks

Traditional forms of assessment, where the performances are simply measured through a score, are not appropriate for CLIL, where both content and language must be enhanced and the activities to be developed are mostly "real" activities in a specific field. The assessment of tasks typical to the subject can be linked to what is called **authentic assessment**. Authentic assessment occurs when we associate the assessment to types of work that real people do, rather than merely soliciting answers which only require simple, easy to assess responses. (Wiggins, 1998, mentioned in Serragiotto, 2007).

The most appropriate tools to evaluate integrated competences in authentic disciplinary tasks are *RUBRICS.*

Rubrics

A rubric is an assessment tool in the form of a matrix which is used to assess learners" performances. It should define what students know and are able to do.

There are many advantages in using rubrics to evaluate both students and teachers.

Rubrics:

- provide feedback to teachers and students;
- represent a guide for students and teachers, much more explicit than a single numerical score;
- make assessment more objective and consistent;
- reduce the amount of time teachers spend evaluating students' work.
  This potential is particularly useful in CLIL, where learning must be supported in its different components and students guided toward awareness of their acquisitions. There are mainly two types of rubrics: "holistic" and "analytic".

1. Analytic assessment grid for **content,** language and cooperative work in CLIL UNIT The Sixties.

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1-Analytic assessment grid for content, language and cooperative work in CLIL UNIT "The 60's"

Participants' self-evaluation grid

	Criteria	5 excellent	4 good	3 satisfactory	2 Almost satisfactory	1 unsatisfactory	Score
C O N T E N T	**Use of basic subjects' concepts and knowledge (what)**	Has acquired all the basic concepts and principles of the topic. Well structured, correct and comprehensive explanation; excellent personal evaluation.	Has acquired most of the basic concepts and principles of the topic. Generally well structured, correct and adequate explanation; good personal evaluation.	Has acquired some basic concepts and principles of the topic. Sufficient explanation with a limited number of errors; limited personal evaluation.	Has acquired only a few basic concepts and principles of the topic. The explanation shows major deficiencies in terms of logical structuring and formulation.	Hasn't acquired any of the basic concepts and principles of the topic. The explanation is severely deficient in terms of logical structuring and formulation; no personal evaluation.	
	Application of knowledge to new situations (how it relates)	Has used new knowledge and applied it with confidence and creativity and in an original way.	Has used new knowledge and applied it correctly in new situations.	Has used new basic concepts and applied them in simple situations.	Has used a few simple concepts and applied them when guided.	Hasn't achieved any knowledge.	
	Creativity/ Evaluation	Has shown critical thinking, creativity and initiative.	Has shown a good level of creativity and evaluation capability.	Has shown sufficient evaluation capability and sometimes original ideas.	Has not always shown sufficient evaluation ability and has presented poor creativity.	Has shown inability to evaluate and very poor creativity.	

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	Criteria	5 excellent	4 good	3 satisfactory	2 Almost satisfactory	1 unsatisfactory	Score
L A N G U A G E	**Use of language:** **-listening** **-speaking** **-reading** **-writing** **-interaction**	Consistent grammatical control and appropriate use of vocabulary. Can express him/herself with a natural flow and interact with ease.	Good grammatical control and generally appropriate use of vocabulary. Can express him/herself and interact with a good degree of fluency.	A few mistakes in grammar and vocabulary use do not lead to misunderstanding. Can express him/herself and interact with a reasonable degree fluency.	Systematically makes mistakes in grammar and vocabulary use but the message is generally clear. Can manage the discourse and the interaction with effort and must be helped.	Systematic grammar mistakes and the narrow range of vocabulary makes the message meaningless. Communication is totally dependent on repetition, rephrasing and repair.	
	Cooperative work	Original and creative.	Good level of interaction.	Sufficient degree of interaction.	Partial cooperation.	Unable to work in a group.	

Participant's name	
L2:	
Topic delivered	

In the space on the right, please, write the number that best reflects your self-assessment as a learner, and comment on why you have chosen that number.

MY EVALUATION	1 LACKING	2 ADEQUATE	3 GOOD	4 EXCELLENT
Evaluation of training as a whole				
Content acquisition				
Development of concepts				
Involvement in communication				
Use of L2				
Attitude				

Please, respond in the space provided on the right.

Difficulties encountered…	
What interested me the most…	

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Unit Title: How to be a good tour guide

By Katrin Rucho, OSZ LAUSITZ

Topic: The competences of a tour guide

Language: English

Language Level   B1   /   B2

Target students: Secondary school (ages from 16years)

Time: 4 hours

Aims:

- to learn new words/expressions in English, concerning the competences of a tour guide; (medical competence, intercultural competence, emotional competence, technical competence, legal competence, professional competence, communicative competence, didactic competence, animative competence, organizational competence)
- they talk about problems which can happen during a guiding tour
- they learn to be a good teacher, nurse, helpers for technical problems and a good informer for legal questions
- to give a play/dialogues to guide competence

Final product: A play/dialog to guide competence and the graphic overview for al competences

Methodology, classroom activities: (some examples)

- ☑ teacher's speech
- ☑ group work
- ☑   pairwork
- ☑ individual activities
- ☑ internet research
- ☑ warm up
- ☑ mutimedia

Assessment tools: CLIL analytic grid

Documents and materials : presentation, worksheets

Description of activities

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Students work	Methods and resources	Assessment
Lesson 1:		
introducing to many different jobs as a tour guide	teacher's speech	
STEP 1 reflecting the knowledge of the students How to be a good tour guide? Which problems can happen during a guiding tour?	group work Metaplan Cards for 2 languages	
Help for this problem Introducing to definition "Competences"	teacher`s speech	
STEP 2 Working on worksheet 1 – "Guide situation" understand the text, searching for translations of unknown words, asking for the correct writing of unknown words	group work worksheet 1	
sharing of the results You should try to sort out your situation to competence	class activity with competence cards	
Put down the competence in the correct text box	worksheet 2	

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Students work	Methods and resources	Assessment
You should try to sort out your problems from the beginning to this competence	Class activity	
Lesson 2:		
STEP 3 Understand the other descriptions, Write the words in your language.	Individual activities Worksheet 2	
Revision of definition "Competence"		
Arrange the card with the right competence to the descriptions	Class activity	
Complete the worksheet 2		
Lesson 3:		
STEP 4		
Application the competences in dialogues and play situations		
	Group work Worksheet 3	
Read and understand he prepared dialogues Can you add other phrases in your dialogues?	Factsheet	
Try to present the dialogue in a situation play		

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Students work	Methods and resources	Assessment
Lesson 4:		
STEP 5		
	Presentation	
Present the dialogue	Group work	
	Control	
Ask questions to the group for dialogue		
The dialogue group answer the questions		
The other groups can conclude the right competence from the dialogue or situations play.	Show the competence card	

Worksheet 1

1. Build groups of two/three students.
2. Understand the text,
3. searching for translations of unknown words, asking for the correct writing of unknown words
4. Write down max. 10 words/expressions

word/ expression	Translation in your language

EXAMPLE 1

Communication competence A

(Oral language)

Situation:

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Showing places of interest and answering questions

Dialogue

A	Welcome to our city tour. My name is Luca Friebis and I'm your tour guide for today. I´m from Germany, so I am not a native speaker. But I`ll do my best to make our tour exciting and fascinating. I'm interested in giving you as many information as possible. If there are any questions don't hesitate to ask..
B	---
A	I will try my best to answer your questions.
B	---
A	I've been working as a tour guide for 5 years now.
B	---
A	As I`ve been living here for 8 years now, I`ve learned English in everyday life and of course I attended language courses as well.
B	---
A	Well, I like to teach tourists about the culture and sites in a city or town. I like to meet people and to work outside. And I`m very interested in history. Is there anything else you would like to know?
B	---
A	Then let`s start our tour. Now we are here at the old fish market right in front of the art museum. Here we'll start our tour. Just right over there, you can see an old pub. This kind of pub is typical for our region and this one is known for its excellent draught beer. You really should try it. If there are any questions to the city, feel free to ask.
B	---
A	No problem, that`s what I`m here for.
B	---
A	I`m not quite sure, I think there are about 70.000, but I can find out for you.
B	---
A	Well, we have a church with two confessions, Catholic and Protestant. It`s worth to visit.
B	--
A	Yes, that's right. Do you have any further question?
B	---
A	No, I`m sorry it`s not on our today`s tour. But I can give you a map of the city. It shows where all of the castles are.
B	---
A	If there are no further questions I would like to thank you for your attention. I hope you enjoyed the tour.

Communication competence B

(Oral language)

Situation:

Showing places of interest and answering questions

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Dialogue

A	---
B	Well, I have some questions actually.
A	---
B	When did you start your work as a tour guide?
A	---
B	Why is your English so good although you are not a native speaker?
A	---
B	I see. There would be another question. Why did you become a tour guide?
A	---
B	I`m sure, there will be more questions while we are en route.
A	---
B	Well, there are some questions I would like to ask.
A	---
B	How many inhabitants does the city have?
A	---
B	Is there something that makes this city unique?
A	---
B	So the church is divided into two parts, isn't it?
A	---
B	Are we going to be passing any castles today?
A	---
B	Thank you, that will be helpful.
A	---

EXAMPLE 2

Legal competence A

(Obligations of the guests and the tour guide)

Situation: Giving information about rules and safety precautions

Dialogue

A	---
B	Sorry, I have a question actually. Do we have to pay for the key?
A	---
B	There would be a further question. Are we allowed to take a small bag into the exhibition?
A	---
B	Yes, I have another one.
A	---
B	Are we allowed to take pictures inside the museum?
A	---

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B	Should I put my smartphone on flight mode?
A	---
B	Are we allowed to take a bottle of water into the exhibition?
A	---

Legal competence B

(Obligations of the guests and the tour guide)

Situation: Giving information about rules and safety precautions

Dialogue

A	Hello, my name is Nicole Herzberg and I`m your tour guide for today. We are going to visit the art gallery where local painters exhibit their art. Here we are in front of the art museum where we will start our tour. But before I want to inform you about some rules and safety precautions. First of all, I would ask you to get a key for a locker where you can put your bags and jackets in. If you have any questions don't hesitate to ask. Are there any questions so far? Please don`t hesitate to ask.
B	---
A	No, they are included in the entrance fee.
B	---
A	Yes, you are permitted to take a small bag into the exhibition. But please note that you will be frisked before entering the exhibition area. All the emergency exits are marked with the according sign and there are also alarm systems everywhere. While we are doing our tour, please don't touch any exhibits and we'll have to keep our voices down. Please stay on the marked path and stay with your group at all times. I'm sure this goes unsaid, but remember to place all trash in the garbage bins. These rules are for your own comfort and safety. Are there any further questions?
B	---
A	No problem. That's what I'm here for.
B	---
A	Oh, I forgot to mention that taking photographs inside the gallery is prohibited. But if you want, can buy some postcards or pictures.
B	---
A	I'm glad you asked that. No, you don`t have to, but you should mute your phone.
B	---
A	No, it`s not allowed to eat or to drink inside the exhibition. Well, if there are no further questions we can start our tour now.

EXAMPLE 3

Medical competence A
(emergency situation)

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Situation:

There has been an accident during the sightseeing tour

Dialogue

G	---
T	---
G	---
T	---
G	---
T	---
G	---
T	---
G	---
T	---
G	---
T	---
G	---
G	---
T	---
G	---
T	---
G	---
G	---
A	Where is the injured person?
G	---
A	We take her to the nearest hospital in the High Street. This hospital has an excellent reputation.
G	---
A	Of course, maybe there are also some questions concerning the health insurance.
G	---
T	---
G	---

G= Guide
A= Ambulance
T= Tourist

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Medical competence B
(emergency situation)

Situation:

There has been an accident during the sightseeing tour

Dialogue

G	---
T	I have just fallen heavily.
G	---
T	I've got a terrible pain in my right leg.
G	---
T	No, I can't get up.
G	---
T	Yes, please call a doctor.
G	---
T	Well, my leg feels like broken and my knee seems to be dislocated. I also can`t move my foot.
G	---
T	Thanks for your help.
G	---
G	---
T	Yes, please. Some water would be great.
G	---
T	The pain is getting worse.
G	---
G	---
A	---
G	---
A	---
G	---
A	---
G	---
T	Thank you so much for your help.
G	---

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Medical competence C
(emergency situation)

Situation:

There has been an accident during the sightseeing tour

Dialogue

G	What has happened to you?
T	---
G	Are you in pain?
T	---
G	Can you move your leg?
T	---
G	You need a doctor. I`ll call the ambulance.
T	---
G	What exactly can I report to the doctor?
T	---
G	I see. I'll call the ambulance immediately.
T	---
G	*Call the ambulance...* Hello this is Miss Summer I'm the tour guide of Holiday Travel. I`m calling to report an accident. A member of our group has been fallen badly. She can't move her leg and her knee seems to be dislocated. Please send an ambulance to the Harrisonford Street 5.
G	The ambulance should be here any moment. Would you like to drink something?
T	---
G	Is there anything else I can do for you? How do you feel now?
T	---
G	There is no need to worry. There is the ambulance.
A	---
G	She's over there. Which hospital is she going to be taken to?
A	---
G	Can she be accompanied by one of us to the hospital? So we can be in contact and find out if she has to stay there or we can organize to pick her up after the treatment.
A	---
G	I'll call the hospital as soon as possible to find out how you are.
T	---
G	You are welcome. I wish you all the best

EXAMPLE 4

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Organizational competence A

(Service provider)

Situation:

Planning a day trip at the tourist information

Dialogue

A	Good morning.
B	---
A	I would like to organize a day trip for a group of 10 people next month, please.
B	---
A	Yes, we would like to visit a museum and afterwards we would like to have lunch.
B	---
A	We would prefer a guided tour.
B	---
A	Then we will visit both, the museum of art and the Natural History Museum.
B	---
A	How much is the package per person?
B	---
A	Is there a special price for children?
B	---
A	Yes, that will be the 9th of October.
B	---
A	I have a further question. There is a disabled person in a wheelchair in our group. Are all places visiting accessible?
B	---
A	Well, then I would like to book this arrangement. Can you also organize a bus transfer to pick the group up from the hotel?
B	----
A	At 9 o'clock, please. What about the payment?
B	---
A	Thank you very much.
B	---
A	Bye.

Organizational competence B

(Service provider)

Situation:

Planning a day trip at the tourist information

Dialogue

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A	---
B	Good morning. How may I help you?
A	---
B	We can offer some different tours. Is there a special tour you are interested in?
A	---
B	Would you prefer a guided tour or do you want to explore the museum by yourselves?
A	---
B	Then I can recommend to visit the museum of art. The Natural History Museum is right next to it and definitely worth to visit.
A	---
B	In this case I would recommend our package called "Hungry for Knowledge", which includes the entrance fee for the museum, the tour guide, and a lunch buffet in a close-by restaurant.
A	---
B	The price per person is € 34,99.
A	---
B	I`m afraid not. But there is a price reduction for senior citizens and disabled persons.
A	---
B	Do you already know the date of the tour?
A	---
B	Well, let me just check the availability. The 9th of October is still vacant.
A	---
B	Of course, they are.
A	---
B	No problem. What time should that be?
A	---
B	The payment takes place on site. If you cannot come, please let us know at least 2 days in advance. Otherwise we will have to charge a cancellation fee of 10,99 € per person. Here is your booking form.
A	---
B	You are welcome. Good bye.
A	---

EXAMPLE 5

Technical competence A

(Guidance technology)

Situation:

Giving instructions on how to use an audio guide

Dialogue

A	Welcome to our city tour. My name is ……. and I`m your guide for today. For the first part of our tour you will get an audio guide. I want to give you some instructions on how to operate this device. First of all, please press the

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	power button on the left-hand side. The pilot light above the on/off button should light up now. Would you please check that?
B	---
A	Now please turn the switch on the right-hand side to channel four.
B	---
A	Of course, it's channel four. Now please put the headphones on, to check if they work correctly.
B	---
A	Let me see. It's no problem, we will exchange the defect headphones.
B	---
A	I see. Please adjust the volume by using the volume control. It`s on the top of the device.
B	---
A	Are there any other problems or questions?
B	**---**
A	Fine,then let's start our tour.

Technical competence B

(Guidance technology)

Situation:

Giving instructions on how to use an audio guide

Dialogue

A	**---**
B	Yes, it works.
A	**---**
B	Sorry, could you repeat that please? I didn`t quite catch the number of the channel.
A	**---**
B	I`m sorry, but I can't hear anything. There seems to be something wrong with the headphones.
A	**---**
B	Could you speak up, please? I`ve got a problem with the volume.
A	**---**
B	Thanks for your tip. Now I can hear everything well.

A	---
B	No, thank you, everything works perfectly now.
A	---

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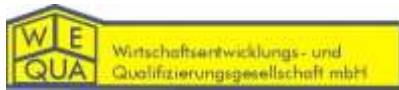of the European Union

Participating Schools/Organizations

BFI Oberösterreich: http://www.bfi-ooe.at/bfiweb/

SPSOS, Roudnice: http://www.podripskaskola.cz/

WEQUA GmbH: http://www.wequa.de/

Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V.:
http://www.oszlausitz.de/

IHK- Projektgesellschaft: https://www.ihk-projekt.de/

General Lyceum of Lavrio: http://blogs.sch.gr/lyklavri/author/lyklavri/

Formaorienta: http://www.formaorienta.org/

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