

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title

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School	ITET FONTANA				
School Grade	Primary <input type="checkbox"/>		Middle <input type="checkbox"/>		High <input checked="" type="checkbox"/>
School Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Subject :	Economia Aziendale (Business studies)		Topic:	Innovation in business	
CLIL language	English <input checked="" type="checkbox"/> Deutsch <input type="checkbox"/>				

Personal and social-cultural preconditions of all people involved	<p>Itet Fontana strongly believes in implementing Clil methodology in our classes. The reason why our school institution promotes as many Clil experiences as possible is because we believe that by offering more learning opportunities we pursue not only a better approach to traditional teaching-learning processes, but we help our students developing stronger soft skills.</p> <p>I have had the chance to work in different classes. Here I present my experience in 3 A AFM/ISB.</p> <p>Class is composed by 18 students (one student present special needs). All students reported previous experience with CLIL methodology, although they present very heterogeneous knowledge of the English language. Most of the students showed a satisfactory level of understanding and use of English, very few student were showing clear difficulties, particularly with speaking skills. This heterogeneity has been the most challenging part of working in this class, but with a little support to these students' individualized learning needs, I was able to overcome most of the initial difficulties.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The day I started my CLIL module in this class, I assessed their prior knowledge about the topic I was about to present through a brainstorming activity.</p> <p>Students reported a satisfactory level of knowledge about the general concept of business.</p>	<p>Students showed a lack of adequate vocabulary knowledge about the topic, but it did not interfere critically with their ability to communicate simple thoughts about it.</p>

Timetable fit	○ Module	Module length 10 classes/ 1 hour each
	○ Lesson	Lesson length 50 minutes each classes

Description of teaching and learning strategies	<p>Considering the expected learning outcomes and my teaching aims, these are the methodological approaches and techniques that I have found suitable for my classes:</p> <ul style="list-style-type: none"> - Task based learning; - Brainstorming; - Think-pair-share strategy; - Peer tutoring; - Cooperative learning; - Learning activities connected to expected learning outcomes; - Group work; - Promoting Discussion activities; - Using ICT learning tools; - Providing materials to support content and language scaffolding.
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Overall Module Plan

Unit 1 WHAT IS BUSINESS? ----- Unit length 1 HOUR PER LESSON (50 minutes)	Lesson 1
	What does Business mean to you?
	Lesson 2
	Business activities: more than one “industry”
	Lesson 3
	Business entities: structures and sizes
Unit 2 BUSINESS MODEL CANVAS ----- Unit length 1 HOUR PER LESSON (50 minutes)	Lesson 1
	What is innovation and why it is important?
	Lesson 2
	Business model canvas
	Lesson 3
	Business model canvas in action!
Unit 3 WORK ON YOUR BUSINESS MODEL CANVAS ----- Unit length 1 HOUR PER LESSON (50 minutes)	Lesson 1
	Work on your presentation
	Lesson 2
	Work on your presentation
	Lesson 3
	Presentation and evaluation
	Lesson 4
	Presentation and evaluation

CLIL Lesson Plan

Unit number 1	Lesson number 1	Title What does Business mean to you?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min.	Introduction to the module and to its expected outcome	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher introduces the aim of the module and asks students about prior experience in CLIL <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - Students listen to the introductory class and ask questions if needed. 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> </div> <p><i>Key vocabulary</i></p> <p>Vocabulary about experience in CLIL and communication with teacher</p> <p><i>Communicative structures</i></p> <p>Could you tell me...? Have you ever heard of...?</p>	<ul style="list-style-type: none"> o Whole class 	<ul style="list-style-type: none"> o Planning of the Clil module. 	
2	15 min.	<p>Brainstorming activity: <i>what does Business mean to you?</i></p> <ul style="list-style-type: none"> - List words/verbs/sentences related to “Business” - Classify your word list into categories (nouns/verbs/other) 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher supports students while they brainstorm ideas in small groups. It is a “silent support”; - Teacher will list the words on the blackboard and ask randomly for 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p><i>Key vocabulary</i></p> <p>Business, companies, industries and other vocabulary expected from the class.</p>	<ul style="list-style-type: none"> o Whole class o Group work 	<p>Activity sheet prepared by the teacher:</p> <p>Unit 1, lesson 1, Activity 1.</p> <p>Blackboard</p> <p>Students’ note</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> - Student observation - Checking for understanding

		<ul style="list-style-type: none"> - Report to the class 	<p>some word spelling.</p> <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - Students work in small groups; - Students brainstorm ideas about the given topic and take notes; - Students categorize the list of words they came up with and report to the class. 	<p><i>Communicative structures</i></p> <p>Can you list...? Can you use that word in a sentence? How do you spell that? Why do you think that is related to business? How would you classify that word?</p>			
3	10 min	<p><u>Matching activity</u></p> <ul style="list-style-type: none"> - Match examples with their definition - Identify word meanings - Make a list of new vocabulary 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher gives an activity sheet and asks students to match the sentences from one column to the definition of the other column. - Then, teacher checks results. <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - Individually work on the assignment; - Compare the result with the deskmate; - Identify new vocabulary and make a list of it. 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <p><i>Key vocabulary</i></p> <p>Nouns: Business unit, business segment, core business</p> <p>Verbs: to be in/out of/on business</p> <p><i>Communicative structures</i></p> <p>What is...? Which one is...? Can you give other example?</p>	<ul style="list-style-type: none"> o Whole class o Pair work o Individual work 	<p>Activity sheet prepared by the teacher:</p> <p>Unit 1, lesson 1</p> <p>Activity 2.</p> <p>Smartboard</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> - Student observation - Checking for understanding
4	15 min	<ul style="list-style-type: none"> - Defining business; - Identifying different meanings of the word “business”; 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher presents the topic, providing students 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div>	<ul style="list-style-type: none"> o Whole class o Group work o Pair work 	<p>SmartBoard</p> <p>Prezi Presentation</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> - Student observation

		<ul style="list-style-type: none"> - Explaining the concept through examples; - Summarizing 	<ul style="list-style-type: none"> - with different definition for the word "business" - WHAT DO THE STUDENTS DO: - they take notes; - they continue listing new words; - they summarize concept; 	<i>Key vocabulary</i> Industries Doing business Organization Human resources Profit/no profit <i>Communicative structures</i> Will you state in your own words...? How would you summarize?	<ul style="list-style-type: none"> o Individual work 		Checking for understanding
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Unit number 1	Lesson number 2	Title Business activities: more than one "industry"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	<u>Revision</u> Recalling vocabulary from last class	WHAT DOES THE TEACHER DO: <ul style="list-style-type: none"> - Teacher asks: "what do you remember from our last class?" WHAT DO THE STUDENTS DO: <ul style="list-style-type: none"> - They recall vocabulary and they use it in sentences 	<i>Skills</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> </div> <i>Key vocabulary</i> Vocabulary related to the topic <i>Communicative structures</i> What do you remember? What did we discuss last week?	<ul style="list-style-type: none"> o Whole class 	Blackboard	Pre and post assessment: in order to see how much students can recall of the last class and how much they have improved.

2	30 min	<u>Video activity</u> - Watch a video - Gap filling exercise - Review a text to see if all the missing words have been included;	WHAT DOES THE TEACHER DO: - Teacher hands out the transcription of video content (with some gaps) that students are about to watch and asks them to take a quick look at it and search	<i>Skills</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <i>Key vocabulary</i> Doing business Bargain To take place Sole proprietorship Cooperatives Non profit Industry categories	<ul style="list-style-type: none"> ○ Whole class ○ Pair work ○ Individual work 	Video from Investopedia.it https://www.investopedia.com/terms/b/business.asp Activity sheet prepared by the teacher: Unit 1, lesson 2, activity 1. Video content transcription made by the teacher Smartboard	Informal assessment - Checking for understanding
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			<p>words they do not know;</p> <ul style="list-style-type: none"> - Teacher tests students on vocabulary and support them. - Teacher plays the video twice and then reviews students' suggested words. <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - They go through the text very quickly and underline in red words they don't understand; - They compare the "red words" with one another and discuss solutions and possible translations; - They watch the video and fill in the gaps in the text. - First they compare their solution with the deskmate, then with the whole class. 	<p><i>Communicative structures</i></p> <p>I think that the missing word here is...</p> <p>Does anybody know what this word means?</p> <p>What did you write?</p>			
3	10 min.	<p><u>Activity sheet</u></p> <ul style="list-style-type: none"> - Identify industry categories 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher gives instructions for 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> </div>	<ul style="list-style-type: none"> o Whole class o Pair work 	<p>Activity sheet prepared by the teacher:</p> <p>Unit 1, lesson 2, activity 2.</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> - Student observation

		<p>- Match the company with its industry</p>	<p>the activity and then check results</p> <p>WHAT DO THE STUDENTS DO:</p> <p>- They work on the activity and report their results.</p>	<p><i>Key vocabulary</i></p> <p>Industry</p> <p>Primary sector</p> <p>Secondary sector</p> <p>Tertiary sector</p> <p>Advanced tertiary sector</p> <hr/> <p><i>Communicative structures</i></p> <p>How would you classify this company's activity?</p> <p>What industry does it belong?</p> <hr/> <hr/>			<p>Post assessment: how much students have improved in terms of vocabulary use and communication skills.</p>
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Unit number 1	Lesson number 3	Title Business entities: structures and sizes
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 MIN	<u>Revision through Kahoot</u> Recalling vocabulary from last class	WHAT DOES THE TEACHER DO: - Teacher asks students to recall relevant vocabulary they have learned and have a student to write it on the blackboard. WHAT DO THE STUDENTS DO: - They recall vocabulary and suggest it to a student that will report it on the blackboard	<i>Skills</i> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <i>Key vocabulary</i> Vocabulary they have learned about industries and business in general <i>Communicative structures</i> What do you remember? How do you spell that?	○ Whole class	Blackboard Kahoot quiz	Peer instructions Student observation
2	30 min.	- Understanding the fundamentals of business organization - Taking notes	WHAT DOES THE TEACHER DO: - Teacher introduces new topic by presenting it on	<i>Skills</i> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div>	○ Whole class	Prezi presentation Activity sheet designed by the teacher: Unit 1, lesson 3,	Student observation

		<ul style="list-style-type: none"> - Comparing business types - Identifying business sizes and features 	<p>Prezi</p> <ul style="list-style-type: none"> - Teacher presents new vocabulary - Teacher ask students to work in pairs and describe to one another the feature of at least one company (LLC, sole proprietorship or partnership) <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - They take note - They group companies features based on sizes and structures; - Students work in pair and, after choosing one type of business, they describe it to one another 	<p><i>Key vocabulary</i></p> <p>Liability LLC company Sole proprietorship Partnership Large, Small, Medium and micro sized enterprise Limited/unlimited liabilities</p> <p>To affect To own To owe To face debt To make decisions</p> <p><i>Communicative structures</i></p> <p>How would you classify companies base on size? On structure? Can you describe...?</p>		activity 1-2	
3	10 min	<p>Vocabulary activity</p> <ul style="list-style-type: none"> - True/false activity to review content - Build a glossary box, to review vocabulary - Wordsearch puzzle, to have fun with words 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher hands out the activity sheet <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - They work in pairs to complete the assignment and check the results with one another 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <p><i>Key vocabulary</i></p> <p>To be held liable SME's Limited/unlimited liabilities</p>	<ul style="list-style-type: none"> o Whole class o Pair work 	<p>Activity sheet prepared by the teacher</p> <p>Unit 1, lesson 3, activity 3</p>	<p>Student observation</p> <p>Peer instruction</p>

				<p><i>Communicative structures</i></p> <p>Do you think it's true or false?</p> <p>In my opinion...</p> <p>Where can I find this word in my puzzle?</p>			
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Unit number 2	Lesson number 1	Title What is innovation and why it is important?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	40 min	<u>Understanding the fundamental of innovation</u> -identifying key words for success - analyze a case study and point	WHAT DOES THE TEACHER DO: - Teacher organizes the class in small groups and gives each group a flashcard in which a case study is	<i>Skills</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <i>Key vocabulary</i> Success Value	<ul style="list-style-type: none"> ○ Whole class ○ Group work 	Flashcards case studies: https://www.forbes.com/sites/jasonnazar/2013/10/08/14-famous-business-pivots/#7179de735797 Prezi presentation Activity sheet prepared by the teacher: Unit 2, lesson 1, activity 1	Student observation Group work

		<p>out the key to success for the company you have been assigned with;</p> <p>-Act like the CEO of your company, explain the reason of your successful strategy.</p>	<p>described a case. Each group is organized in a way that there will be different roles:</p> <ol style="list-style-type: none"> 1. the speaker (the person in charge of reporting orally what the group has discussed) 2. the note-taker (the person in charge of taking notes of the group is describing); 3. the moderator (the person in charge of addressing the search of information in a relevant manner and give support to the note-taker) <p>- Teacher gives instructions to the group and supervises the activity</p> <p>WHAT DO THE STUDENTS DO:</p> <p>- Each group will work on their case study and carefully respect each role;</p>	<p><i>Communicative structures</i></p> <p>What would have happened if...?</p> <p>What facts did you select to show...?</p>			
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			<ul style="list-style-type: none"> - Each group's speaker will present the case study, acting like a CEO. 				
2	10 min	<ul style="list-style-type: none"> - Outlining a company's key to success 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher facilitates the debate in class about "Company's strategy to reach success" <p>WHAT DO THE STUDENTS DO:</p> <ul style="list-style-type: none"> - Students will debate about factors of success, considering the stories they have been sharing based on actual case studies. 	<p><i>Skills</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> </div> <p><i>Key vocabulary</i></p> <ul style="list-style-type: none"> - To create value - Plan - Business culture - To harvest financial resources - To innovate <p><i>Communicative structures</i></p> <p>In my opinion.. What is the main ideas on being successful?</p> <p><i>Key vocabulary</i></p> <p><i>Communicative structures</i></p>	<ul style="list-style-type: none"> o Whole class 	<p>Prezi presentation</p> <p>Activity sheet prepared by the teacher:</p> <p>Unit 2, lesson 1, activity 2</p>	<p>Student observation</p> <p>Group work</p>

Unit number 2	Lesson number 2	Title “BUSINESS MODEL CANVAS IN ACTION!”
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 MIN	<p>Reviewing what we have learned about Business model canvas</p> <p>The expected outcome of this exercise is twofold:</p> <ol style="list-style-type: none"> 1. to review vocabulary and content that students were presented with last week; 2. to engage students in an interactive activity through which they can immediately see the results of their learning process. 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher uses a Kahoot quiz to help students review their knowledge about Business Model Canvas. - Teacher reads the questions while these are displayed on the SmartBoard in class. - After every question, teacher reviews correct and wrong answers asking questions to students. <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Students play individually, using their smartphones to answer the questions displayed on board. - After each question, students are able to check their answers and compare the results among each other. 	<p><i>Skills</i></p> <div>L</div> <div>S</div> <div>R</div> <p><i>Key vocabulary</i> Vocabulary related to “Business model canvas”: NOUNS: suppliers, business activities, value proposition, VERBS: to create and deliver value, to establish and maintain relations,</p> <p><i>Communicative structures</i></p> <p>WHAT IS...? WHERE DO YOU FIND...? WHAT DOES IT MEAN?</p>	<ul style="list-style-type: none"> o Whole class o Individual work 	<ul style="list-style-type: none"> - Kahoot quiz game - Students’ Smartphones (BYOD) - SmartBoard 	Self and peer assessment
2	20 min.	<ul style="list-style-type: none"> - Understanding a Business model canvas 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher presents a case study about 	<p><i>Skills</i></p> <div>L</div> <div>W</div>	<ul style="list-style-type: none"> o Whole class o Individual work 	<ul style="list-style-type: none"> o Reading material for the case study designed by the teacher, “Case 	Student observation

		<ul style="list-style-type: none"> - Observing a business model canvas 	<p>NESPRESSO. The focus is on vocabulary (new and old one) and the application of what students learnt the previous week in class about Business model canvas</p> <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Students follow the presentation using the materials that the teacher has provided and individually take notes for themselves. 	<p><i>Key vocabulary</i> Vocabulary related to manufacturing activity, promotion and business model Nouns: manufacturers, ground coffee, pods, facilities, suppliers, etc. Verbs: To brew coffee, to acquire and lock in, to distribute, to produce, etc</p> <p><i>Communicative structures</i></p> <p>What do you think it means? Did you know that...? Can somebody guess what this is?</p>		<p>study: Nespresso”</p> <p>Unit 2, lesson 2, case study</p> <ul style="list-style-type: none"> o Smartboard 	
3	15 min	<ul style="list-style-type: none"> - Identifying key words - Guessing what your classmate is describing through keywords - Reviewing lesson’s content and vocabulary 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher facilitates class’s activity and guess game <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - They identify individually the major concepts of the topic. - They develop keywords related to business model canvas; - They play a guessing game. 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> </div> <p><i>Key vocabulary</i> Vocabulary related to business model canvas</p> <p><i>Communicative structures</i></p> <p>Can somebody guess what this is?</p>	<ul style="list-style-type: none"> o Individual work o Peer work 	<ul style="list-style-type: none"> - Reading material for the case study designed by the teacher, “Case study: Nespresso” - Unit 2, lesson 2, Activity 2. 	Formative assessment

Unit number 2	Lesson number 3	Title Business Model Canvas
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	40 min	<ul style="list-style-type: none"> - Understanding a Business model canvas - Expressing opinion and commenting a picture using new vocabulary. 	<p><u>DISCUSSION ACTIVITY</u></p> <p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Teacher asks students to work in small groups (3-4 people) in order to answer two questions in relation to a new case study. <p>WHAT DO STUDENTS DO:</p> <p>By using the knowledge they have now on business model canvas, each group of students has to observe the picture that teacher has given them, and answer the following questions and report to the whole class:</p> <ul style="list-style-type: none"> - WHAT IS THE <u>VALUE PROPOSITION</u> HERE? - WHAT IS THE MOST LIKELY <u>CUSTOMER SEGMENT</u> HERE? 	<p><i>Skills</i></p> <div>L S R W</div> <p><i>Key vocabulary</i></p> <p>To deliver value Customer segment Key activities</p> <p><i>Communicative structures</i></p> <p>What can you say about?</p>	<ul style="list-style-type: none"> o Whole class o Group work 	<p>Activity sheet prepared by the teacher: Unit 2, lesson 3, activity 1</p> <p>Notes from the students</p>	Formative assessment through a class discussion

2	10 min	<ul style="list-style-type: none"> - Reviewing “business model canvas” structure and features - Assigning a case to develop 	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - Review content and language summarizing students’ observation on the blackboard; - Teacher divides students in small groups and assigns them a company <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Students take notes 	<p><i>Skills</i></p> <div data-bbox="1037 124 1256 180"> <div>L</div> <div>S</div> <div>W</div> </div> <p><i>Key vocabulary</i></p> <p>To deliver value Customer segment Key activities</p> <p><i>Communicative structures</i></p> <p>What does this mean?</p> <p><i>Key vocabulary</i></p> <p><i>Communicative structures</i></p>	<ul style="list-style-type: none"> o Whole class 	Blackboard	Student observation
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Unit number 3	Lesson number 1	Title Work on your presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 min	Working on a presentation about “Business model canvas”	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - The teacher encourages students to work together and seek out information about the company they have been assigned to; - Facilitates the work; - Evaluates how the group is working <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Students work in group searching for information and designing a presentation 	<p><i>Skills</i></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <p><i>Key vocabulary</i> Vocabulary on business model canvas</p> <p><i>Communicative structures</i></p> <p>What way would design this ? What facts can you compile...?</p>	<ul style="list-style-type: none"> o Group work 	<ul style="list-style-type: none"> - Computer lab - Students note - Evaluation grid 	<ul style="list-style-type: none"> - Informal assessment - Student observation

Unit number 3	Lesson number 2	Title Work on your presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Briefing on the state of the art of each group’s business model canvas	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - The teacher invites students to report on what 	<p><i>Skills</i></p> <div style="border: 1px solid black; padding: 2px 10px;">S</div>	<ul style="list-style-type: none"> o Group work 	<ul style="list-style-type: none"> - Computer lab - Students note 	<ul style="list-style-type: none"> - Informal assessment - Student observation

			<p>each group has been working on</p> <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Students report on their work. 	<p><i>Key vocabulary</i></p> <p>Vocabulary on business model canvas</p> <hr/> <p><i>Communicative structures</i></p> <p>Which way would design this ? What facts can you compile...?</p>			
2	40 min	Working on a presentation about “Business model canvas”	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - The teacher encourages students to work together and seek out information about the company they have been assigned to; - Facilitate the work - Evaluate how the group is working <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Students work in group searching for information and designing a presentation 	<p><i>Skills</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <hr/> <p><i>Key vocabulary</i></p> <p>Vocabulary on business model canvas</p> <hr/> <p><i>Communicative structures</i></p> <p>What way would design this ? What facts can you compile...?</p> <hr/> <p><i>Key vocabulary</i></p> <hr/> <p><i>Communicative structures</i></p>	<ul style="list-style-type: none"> o Group work 	<ul style="list-style-type: none"> - Computer lab - Students note - Evaluation grid 	<ul style="list-style-type: none"> - Informal assessment - Student observation

Unit number 3	Lesson number 3	Title Presentation and evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	40 min	Presenting a business model canvas	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - The teacher evaluates each group's presentation using a grid; - The teacher invites the other groups to ask questions to the ones that are presenting <p>WHAT DO STUDENTS DO:</p> <ul style="list-style-type: none"> - Each group presents their work 	<p><i>Skills</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">S</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">W</div> </div> <p><i>Key vocabulary</i></p> <p><i>Communicative structures</i></p>	<ul style="list-style-type: none"> o Whole class 	Work presentation Evaluation grid	Summative assessment through performing a presentation
2	10 min	Evaluating presentations	<p>WHAT DOES THE TEACHER DO:</p> <ul style="list-style-type: none"> - The teacher evaluates each group 		<ul style="list-style-type: none"> o Whole class 	Evaluation grid	Summative assessment through performing a presentation

Unit number 3	Lesson number 4	Title Presentation and evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50	Presenting a business model canvas	WHAT DOES THE TEACHER DO: <ul style="list-style-type: none"> - The teacher evaluates each group's presentation using a grid; - The teacher invites the other groups to ask question to the ones that are presenting WHAT DO STUDENTS DO: <ul style="list-style-type: none"> - Each group presents their work 	<i>Skills</i> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> <div style="border: 1px solid black; padding: 2px;">L</div> <div style="border: 1px solid black; padding: 2px;">S</div> <div style="border: 1px solid black; padding: 2px;">R</div> <div style="border: 1px solid black; padding: 2px;">W</div> </div> <i>Key vocabulary</i> Business model canvas <i>Communicative structures</i>	<ul style="list-style-type: none"> o Whole class 	Work presentation Evaluation grid	Summative assessment through performing a presentation
2	10 min	Evaluating presentations	WHAT DOES THE TEACHER DO: <ul style="list-style-type: none"> - The teacher evaluates each group 		<ul style="list-style-type: none"> o Whole class 	Evaluation grid	Summative assessment through performing a presentation

Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.

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La Commissione Europea e la Provincia Autonoma di Trento declinano ogni responsabilità sull'uso che potrà essere fatto delle informazioni contenute nei presenti materiali

