

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title: Stereotypes and prejudices

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School Grade	Primary <input type="checkbox"/>	Middle <input type="checkbox"/>	High <input checked="" type="checkbox"/>		
School Year	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Subject :	Social Psychology		Topic: Stereotypes and prejudices		
CLIL language	English <input checked="" type="checkbox"/>		Deutsch <input type="checkbox"/>		

<p>Personal and social-cultural preconditions of all people involved</p>	<p>Students of the second year of Social Science at the high school should have already some precognition of the kind of subject they would be involved in as they should have had already psychology in their first year. The subject (social science) is one of the most important for their course and students should have at least 4 to 5 hours per week, divided in social psychology and social research methodology at this stage. CLIL lessons can involve the whole amount of hours or can be organized in modules, according to the general indication of the school master. In this case, as pupils are also attending a second subject in CLIL, the second option was preferred, being the class still not used to having hard CLIL and not enough trained. As we know, it will take minimum 2 or 3 years to obtain the ability to produce CALP language in CLIL and this is the case. Speaking and writing need improvement and English grammar still has to be learned at a basic level, where a wide gap divides the most and the less capable. When immigrants or people with a different background join in, it normally helps developing new ways to face topics and could be well used in the classroom to avoid discrimination for a general enrichment. Normally students are 90% or 100% girls, but when some boys join in it helps social interaction within the class avoiding useless competition within girls of that age.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Even if social psychology is a new topic for them, when you teach this kind of subjects, students have always some previous point of view about it which belongs to their culture or their personal opinion. It is therefore very important to achieve it during the lessons in order to show which part can be useful in learning the topic (because it follows the right flow of thoughts) and which one is different from the right position and should be somehow changed with the new knowledge acquired.</p>	<p>Social psychology doesn't need specific and very technical language, but it requires a good understanding of the sentences as a whole. That is an essential precondition to the good achievement of the topic proposed. Teacher should be absolutely sure that students understand exactly the meaning of the sentences or the definitions proposed before proceeding with the topic, otherwise the content itself will be lost or even worse, misunderstood. Understanding is possible even when the students language bases are not so high (A2 should be the minimum anyhow), by switching to L1 on the keywords learned or the main definitions and turning back to L2 when all is clear, but the aim of all lessons should involve an improvement in speaking and writing, using own words, even if simple, expressing right content.</p>

Timetable fit	<ul style="list-style-type: none"> ○ Module 	<p>Module length: 9 hours is the minimum time necessary to present and work on the main content, but 1 or 2 hours more will be necessary to get used of the specific skills necessary for the summative test</p>
	<ul style="list-style-type: none"> ○ Lesson 	<p>Lesson length: normally is 50 minutes, but if 2 hours are connected it would be better in order to give more time to students to be creative and active in the lesson</p>

Description of teaching and learning strategies	<p>Taking care of each member's production will be the basis of a good follow-up along with the lesson. When students participate actively it helps their learning process both in the content and in the language. Moving around and checking if everything is clearly understood and asking directly to complete the exercises given should be necessary anytime, especially in large classes. Correcting immediately the exercises and showing common errors helps improvement both in writing and in speaking. Group work should be always proposed as they can help each other to complete the tasks properly. Student Talking Time should be enforced anytime as it remains the best and easiest way to correct errors and to improve communicative abilities. At this stage students are not used to speaking to each other in another language yet and the teacher remains their best audience.</p>
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Overall Module Plan

<p>Unit 1</p> <p>Stereotypes</p> <p>-----</p> <p>Unit length 2 hours (made of 50 minutes)</p>	<p>Lesson 1</p> <p>Introduction to stereotypes</p> <hr/> <p>Lesson 2</p> <p>Examples and exercises on stereotypes</p> <hr/>
<p>Unit 2</p> <p>Introduction to Prejudices and the Realistic conflict theory</p> <p>Unit length 3 hours</p>	<p>Lesson 1</p> <p>Introduction to prejudices</p> <hr/> <p>Lesson 2</p> <p>The Robber's Cave experiments on the realistic conflict theory</p> <hr/> <p>Lesson 3</p> <p>Exercises on the Robber's Cave experiment</p>
<p>Unit 3</p> <p>The social identity theory and the Authoritarian personality</p> <p>Unit length 4 hours</p>	<p>Lesson 1</p> <p>The social identity theory by Tajfel</p> <hr/> <p>Lesson 2</p> <p>The social identity theory outline</p> <hr/> <p>Lesson 3</p> <p>The Authoritarian Personality by Adorno</p> <hr/> <p>Lesson 4</p> <p>Understanding the Holocaust</p>

CLIL Lesson Plan

Unit number 1	Lesson number 1 and 2	Title: Introduction to stereotypes – Exercises on stereotypes
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1 Introduction to the first topic	10 to 15 minutes	In this part you will learn: the meaning of stereotype in social psychology and its advantages and disadvantages from a psychological point of view.	Introduction: Explain the keywords that will be used. Read and explain what a stereotype is and its advantages and disadvantages.	<i>Skills</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; background-color: #90EE90;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px; background-color: #90EE90;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <i>Key vocabulary</i> Stereotype, belief, generalization <i>Communicative structures</i> Simple present, imperative form	X Whole class o Group work o Pair work o Individual work	Cardwell's definition of stereotype <i>See Attachment</i>	The teacher should be sure that anyone understood the meaning of the definition, by asking to repeat or translate it
2 Examples of stereotypes and common adjectives used	15 to 20 minutes according to the number of students in the class	Students will learn a wide range of adjectives for describing people	Read some of the examples shown in the picture given and then, in pairs, ask to write some adjectives about common stereotypes on people like women, students, black people, Muslims, artists, businessman, policeman, using the simple constructive forms given.	<i>Skills</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; background-color: #90EE90;">L</div> <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; background-color: #90EE90;">W</div> </div> <i>Key vocabulary</i> Smart, naïve, candid, stingy, awesome, ugly, unproductive, efficient, lazy, clever, warmhearted, polite, strict, friendly and any more adjectives that come up within the class work	o Whole class o Group work X Pair work o Individual work	The constructive forms will be written on the blackboard for the students to use, leaving a space for the adjectives. A picture will help the idea that lies behind the example (<i>see Attachment</i>) English dictionary	Creative adjectives are welcome and will be given a good mark and active search of new terms will be signed as a good attitude toward the task given

				<i>Communicative structures</i> Simple present, imperative form.			
3 T-Chart of adjectives	15 to 20 minutes according to the number of students in the class	Students will learn a wide range of adjectives for describing people	All the different adjectives used should then be written by one person on the blackboard and collected in a T-Chart where they should be divided in positive and negative. Ask to the whole class to complete the T-Chart by putting the missing adjectives. If any term is missing each pupil can use the dictionary to search for the right word (as stingy/big spender).	<i>Skills</i> <input checked="" type="checkbox"/> L <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> W <i>Key vocabulary</i> Same or more than Activity 3 <i>Communicative structures</i> Simple present, imperative form.	X Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	English dictionary Blackboard or better the Prowise presenter so written text can be moved easily and shared with students	Creative adjectives are welcome and will be given a good mark, cooperation in the construction of the T-Chart will be appreciated and active search of new terms will be signed as a good attitude toward the task given
4 How a stereotype works	10 to 15 minutes	The students will now learn how a stereotype works in social psychology	Explain the keywords that will be used. Give an explanation on how a stereotype works and what are the main levels where the stereotyping processes occur.	<i>Skills</i> <input checked="" type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> R <input type="checkbox"/> W <i>Key vocabulary</i> Perception, memorizing, expectations, auto-confirmation <i>Communicative structures</i> Present continuous	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Definition of how a stereotype works (<i>see Attachment</i>)	The teacher should be sure that anyone understood the meaning of the definition, by asking to repeat or translate it
5 Examples of stereotyping	15 to 20 minutes	Students will improve the construction of a sentence using more differentiated forms and understanding	The teacher asks to complete 3 more sentences more complicated or longer than	<i>Skills</i> <input checked="" type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work	See separate sheet where some examples are given.	New sentences will be given a good mark, new ideas will be

process		the use of stereotypes at each level.	the first ones by giving them a guiding structure. Then they will underline each level in which a stereotype works. If someone will finish early, more free sentences will be asked and more examples on how a stereotype work on each level will be improved.	<i>Key vocabulary</i> The T-Chart just learner will be immediately used to fulfill the content <i>Communicative structures</i> Future tense, past simple	o Individual work	Dictionary when necessary if more ideas come up	appreciated and cooperation in the result will be signed as a good result.
6 Correction of all written text	5 to 10 minutes	Students will confirm their understanding or will correct their errors	The teacher will now correct all texts written with the help of other students which should be involved in the task. More examples for the use of stereotypes should now come up.	<i>Skills</i>  <i>Key vocabulary</i> The whole amount of new words <i>Communicative structures</i> All structures will be checked	X Whole class o Group work o Pair work o Individual work	Definitions given	Assessment will involve the whole work, both of the teacher and of the students. If any error, especially in the comprehension occurs it should be corrected immediately

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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