

# FINAL PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>

## IDENTIFICATION

<b>Project teaching sequence TITLE</b>	What is the most private and secure way to communicate nowadays if there is any?
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<b>With the support of</b>	Miriam Calvet and Miquel Paton
<b>COE Level</b>	3rd ESO
<b>Grade</b>	3rd ESO
<b>Content areas</b>	History, science and arts
<b>Number of sessions</b>	4
<b>Teacher(s) involved</b>	3: Carme Comas, Míriam Calvet i Miquel Paton
<b>Key words</b>	communication private security developing

### INTRODUCTION TO THE PROJECT TEACHING SEQUENCE

#### **Are your messages publics ?**

What is the most private and secure way to communicate nowadays if there is any?

Try to motivate and captate their attention.

Introduce a video where we can see how important is communication nowadays and notice that the communication is not safety.

We explain that the project is a project that involves three subjects: cience, arts and History. And the three teachers try to solve the same question but in different perspective. From historic view I am going to try to make students research in all the communication systems through history.

GOALS	HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS?
<p>Understand the importance of the communication for humans</p> <p>Research about the different types of communication during the History</p> <p>Understand the History through the gadgets of communication</p> <p>Study the biography of the great inventors of gadgets and communication</p> <p>Make listening or reading texts in languages unknown to the students and have connection points with their own or foreign language study to detect these similarities and produce a similar text.</p> <p>Simulate everyday communicative situations with the presence of more than one language in which they are applied and put in evidence the different strategies multilingual, for example, have an interpreter in a simulated situation where two people do not understand and they need intervention of a third party.</p> <p>Using the Internet to take advantage of the diversity of models and examples to be</p>	<p>In the way they show interest in things that they are doing .</p> <p>With the assessment of each session and activities</p>

found (texts, videos, forums, chat rooms, etc.).	
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<b>FINAL PRODUCT</b> What is the final product?	A documentary movie about the communication has been developing from its beginning
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KEY COMPETENCES		
1	<b>Linguistic communication</b>	<p>To obtain Information and perform oral texts of daily life, the media and academia</p> <p>Planning and producing different kinds of oral texts appropriate to the communicative situation</p> <p>Use of oral interaction strategies according to the communicative situation to start, maintain and end discourse</p>
2	<b>Cultural awareness and expression</b>	<p>Use of oral interaction strategies according to the communicative situation to start, maintain and end discourse</p> <p>Review the production of texts</p>
3	<b>Digital competence</b>	<p>Select, configure and program digital devices according to the tasks ...</p> <p>Use editing applications, multimedia presentations and numeric data processing for the production of digital documents</p> <p>Search, compare and select digital information suitable for the work to be done, considering various sources and digital media</p>

		<p>Constructing new knowledge through personal information handling strategies with the support of digital applications</p> <p>Perform group activities using virtual tools and collaborative work</p> <p>Encourage healthy habits of use of ICT linked to the ergonomics for the prevention of risks. competition</p> <p>Act critically and responsibly in the use of ICTs, considering ethical, legal, security, sustainability and digital identity</p>
4	<b>Mathematical</b>	Classify and do statistics
5	<b>Learning to learn</b>	planning, organize tasks
6	<b>Sense of initiative and entrepreneurship</b>	Participate actively engaged in projects
7	<b>Interaction with the physical world</b>	Participate actively engaged in projects and how to exercise rights, duties and responsibilities inherent to a democratic society
8	<b>Social and civic competences</b>	<p>Forming their own criteria on social issues relevant to developing critical thinking</p> <p>Assess own cultural expressions, to encourage the construction of personal identity within a global and diverse.</p>

<b>CONTENTS (Knowledge and Skills)</b>	
<b>TOPIC-RELATED CONTENTS</b>	<b>TOPIC-RELATED SKILLS</b>
<p>History of the communication</p> <p>How it changes</p> <p>Why it changes</p>	<p>Maths</p> <p>arts</p> <p>English</p> <p>Science</p> <p>History</p> <p>Technology</p>

**CONTENT-OBLIGATORY LANGUAGE**

language related to communication and express the research.

[http://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-information-technology.php](http://www.myenglishpages.com/site_php_files/vocabulary-lesson-information-technology.php)

<http://www.theinterpretersfriend.org/tech/vocab/vl/media.html>

To express in class:

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-64655.php>

### PERSONAL and EMOTIONAL DEVELOPMENT

- Self confidence and self awareness - children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour - children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Making relationships - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

<http://my.optimus-education.com/how-support-personal-social-and-emotional-development-under-threes>

### MATERIALS and RESOURCES

vocabulary lists  
Computer  
Camera

paper  
posters  
all the types of communication gadgets they can find: old telephones, radios, tv.....

Prezzi to explain the Project  
Infography about the communication  
Timeline about the gadgets through the history  
Video

#### REFERENCES

<http://my.optimus-education.com/how-support-personal-social-and-emotional-development-under-threes>

#### COMMENTS

#### ACKNOWLEDGEMENTS

## UNIT OVERVIEW

Ses sio n	Activities	Tim ing	Skil ls	Interactio n	CMC	Assessment
1	introduce the students to the project	20	3 skil ls	group class	oral	ask them if they have doubts
	Give students the link to do a questionnaire about the idea of the project	15	hist ory	group class	net	test about expectatives
	debat about the safety problems	10	3	group class	none	interaction
	watch a video about an aicle experience	10	all the	group class	net compu ter	
2	<a href="https://www.youtube.com/watch?v=VB-5XSqzAfg">https://www.youtube.com/watch?v=VB-5XSqzAfg</a>	5	soc ial	group class	digital blackb oard, compu ter	watching the video and after that they need to debate in small groups
	debat about the previous video	10	hist ory	small groups	none	their quality interaction
	<a href="http://www.youtube.com/watch?v=TTCLnsyahjU">www.youtube.com/watch?v=TTCLnsyahjU</a>	5 min	hist ory	group class	compu ter, project	the actitud of watching
	<a href="https://www.youtube.com/watch?v=kpTMEBKp9nA">https://www.youtube.com/watch?v=kpTMEBKp9nA</a>	5 min	hist ory	group class	comp uter	the actitud of watching

	do a list of types of communication	20 m	hist	groups	arts	poster
	do a timeline of invents <a href="http://www.biztechmagazine.com/article/2012/05/history-communication-through-ages-infographic">http://www.biztechmagazine.com/article/2012/05/history-communication-through-ages-infographic</a>	20 m	hist	groups	computer	the result
3	do a infography like this <a href="http://www.loveinfographics.com/wp-content/uploads/social-media/2011/11/history-if-digital-communications-social-media-infographic.jpg">http://www.loveinfographics.com/wp-content/uploads/social-media/2011/11/history-if-digital-communications-social-media-infographic.jpg</a>	40 m	hist	in pairs	computers tablet	if the other students like it
	<a href="http://domain.me/communication-history/">http://domain.me/communication-history/</a>	10 m.,		group	video	attention
	collect different types of communication gadgets			individual at home		recollect from their parents or grandparents
4	Do a video	1 h		groups	tic	the result, clear and attractive

## SESSION-BY-SESSION PLANNING: SESSION 1

Activity 1	
<b>Activity</b>	Show the project to the group class We connect three subjects in one project so we try to explain how to work and how to organize to improve and to do better
<b>description</b>	
<b>Outcomes</b>	Speaking introducing the project Writing in the prezzi Conversation debate and interaction with students Non-linguistic output the subjects
<b>Input</b>	Listening explanation about the project Reading the prezzi Viewing pictures Others net
<b>Subject-matter CONTENT</b>	history, maths, technology and Arts and Craft
<b>Content-Obligatory LANGUAGE</b>	English
<b>Timing</b>	1 hour
<b>Format of interaction / Grouping</b>	Individual work Peer interaction Teacher-led interaction x
<b>CMC (Computer Mediated Communication)</b>	computer, projector
<b>Material</b>	prezzi and net
<b>Assessment</b>	Self-assessment: assessment about their expectatives before doing the project Peer assessment: Teacher assessment:

## SESSION-BY-SESSION PLANNING: SESSION 2

Activity 2	
<b>Activity</b>	watching the video and after that they need to debate in small groups <a href="https://www.youtube.com/watch?v=VB-5XSqzAfg">https://www.youtube.com/watch?v=VB-5XSqzAfg</a> <a href="http://www.youtube.com/watch?v=TTCLnsyahjU">www.youtube.com/watch?v=TTCLnsyahjU</a>
<b>description</b>	do a list of types of communication
<b>Outcomes</b>	video Conversation debate and interaction with students Non-linguistic output the subjects
<b>Input</b>	Watching video
<b>Subject-matter CONTENT</b>	history, maths, technology and Arts and Craft

<b>Content-Obligatory LANGUAGE</b>	English
<b>Timing</b>	1 hour
<b>Format of interaction / Grouping</b>	Individual work and groups Peer interaction Teacher-led interaction
<b>CMC (Computer Mediated Communication)</b>	computer, projector
<b>Material</b>	videos and net
<b>Assessment</b>	Self-assessment: what did they understand Peer assessment: debate Teacher assessment: attitude and participation

## SESSION-BY-SESSION PLANNING: SESSION 3

<b>Activity 3</b>	
<b>Activity</b>	do an infographic like this <a href="http://www.loveinfographics.com/wp-content/uploads/social-media/2011/11/history-if-digital-communications-social-media-infographic.jpg">http://www.loveinfographics.com/wp-content/uploads/social-media/2011/11/history-if-digital-communications-social-media-infographic.jpg</a>
<b>description</b>	collect different types of communication gadgets
<b>Outcomes</b>	Writing the infographic Conversation and interaction with students Non-linguistic output the subjects
<b>Input</b>	Listening explanation about the infographic select pictures Others net
<b>Subject-matter CONTENT</b>	history, maths, technology and Arts and Craft
<b>Content-Obligatory LANGUAGE</b>	English
<b>Timing</b>	1 hour
<b>Format of interaction / Grouping</b>	Individual work Peer interaction Teacher-led interaction x
<b>CMC (Computer Mediated Communication)</b>	computer, projector
<b>Material</b>	computer, tablet or mobiles to do the infographic images from the net gadgets from their grandparents
<b>Assessment</b>	Self-assessment: their own infographic Peer assessment: the rest of students Teacher assessment: the result and the attitude when they were working

## SESSION-BY-SESSION PLANNING: SESSION 4

<b>Activity 4</b>	
<b>Activity</b>	do a video
<b>description</b>	some students record and the others explain the experience with communcations gadgets
<b>Outcomes</b>	Speaking about the project Writing a guide Non-linguistic outputthe subjects
<b>Input</b>	Listening explanation about the project watching videos from others students
<b>Subject-matter CONTENT</b>	history, maths, tecnology and Arts and Craft
<b>Content-Obligatory LANGUAGE</b>	English
<b>Timing</b>	1 hour
<b>Format of interaction / Grouping</b>	lgroup
<b>CMC (Computer Mediated Communication)</b>	computer, projector
<b>Material</b>	camera and video maker
<b>Assessment</b>	Self-assessment: assesment about their own video Peer assessment: assessment about the other students's video Teacher assessment: the result and the attitude