

CLIL Lesson:

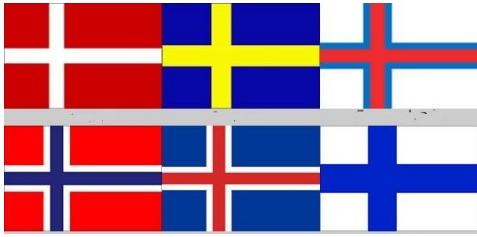
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Timing: 45-90min. (depending on class)

Age of students: 11-12

Context and Prior Knowledge: Europe

Lesson Steps

<p>1.</p> <p>[intended length of activity: 5min.]</p>	<p>Lead in and Connection to previous learning: Teacher gives an image with the six flags of Nordic states and asks students if they recognize any of these. S/he elicits answers.</p> 
<p>2.</p> <p>[intended length of activity: 10 min.]</p>	<p>After all guesses are given, the teacher reveals that they are Scandinavian flags and asks students what they know about "Scandinavia". Then a 5' online quiz is given on zzi.sh on the first slide. At this point the teacher chooses for the platform not to reveal the right answers so that areas of ambiguity or lack of knowledge can be seen by students. [the code for the game is: aff7293]</p>
<p>3.</p> <p>[intended length of activity: 10min.]</p>	<p>Once mismatches from students' answers are obvious the ppt starts. The first slide is shown with the teacher asking learners to guess who the people in the picture are. The word 'Vikings' should come up fairly quickly. The teacher asks students what they know about the Vikings. After answers, s/he proceeds to the third slide (it may or may not be shown to students). The teacher is supposed to tell the story/history of the Vikings in the Middle Ages without reading the slide but guide learners through a small journey in time. S/he moves on to the 4th slide locating the people geographically and proceeds with the geographic location of Scandinavia (slide 5).</p>
<p>4.</p> <p>[intended length of activity: 15min.]</p>	<p>It is time to connect the past with the present. The students are given updated statistical information from Eurostat (slide 6) concerning the indices of population/gdp/internet access/poverty for the Scandinavian countries as well as their own. [The country of the visiting teacher is added in these slides. The teacher can delete this information.] Students are asked whether these indices are important and why. They are also asked to make comparisons among the Scandinavian countries as well as compare them with their country. Then (slide 7) unemployment figures are discussed followed by currency and area. The two steps also give rise to an awareness concerning the EU and Eurozone. Students are exposed to these concepts.</p>
<p>5.</p> <p>[intended length of activity: 10min.]</p>	<p>Presentation of each Scandinavian country follows. Basic information concerning each of them followed by images of some interesting sights/cities, etc. (slides 8-21). Students are free to comment on the information or the images shown.</p>
<p>6.</p> <p>[intended length of activity: 15min]</p>	<p>After the beauty and some landmarks of the countries have been presented, the teacher elicits comments about the weather there and then moves on to slide 19. Since climate decides on the fauna and flora of a place, the teacher asks if they know any species that are found there and after students' answers, s/he moves on to slides 20-21.</p>
<p>7.</p> <p>[intended</p>	<p>The teacher proceeds to the two most interesting physical phenomena of the area (slides 22-24).</p>

length of activity: 10-15min]	S/he shows the slides asking students if they know the phenomena, what they are called (and if students have studied about light/space/Earth, they can discuss the causes)
8. [intended length of activity: 5min]	Then the teacher moves on further north: Iceland, to show students some basic information and images about the country.
9. [intended length of activity: 10min]	If the teacher wishes to revise some basic information, s/he goes on with the map quiz that contains information presented in the ppt and some extra geographical locations. S/he may also choose to return to the zquiz and ask students to redo it since they have now heard more about the area. The quiz may be copied by the teacher in his/her own account and the teacher may now choose that the platform provides students with the right answers. As another option, the teacher may give the quiz attached. S/he may choose to give it on paper or on Socrative (socrative.com) that will make it more interactive.