



CLIL Lesson Plan

Informatics

Teacher: Blatsios Charilaos

Subjects involved:

Informatics and English

Grade: 8th grade

English level: B2

Time: 45' + 45' (lessons)

45' (students'

presentations)

Unit or topic:

Charts and Presentations

English level: B2

An introduction to PowerPoint

Learning Outcomes

By the end of these lessons learners will be able to:

- Understand the purpose and the process of creating a PowerPoint presentation
- Use the ribbon/menu of the application
- Select the proper slide layout for the information they want to present
- Insert and format text, images, shapes, videos and sounds
- Combine different media inside a slide and use the proper animation
- Improve their critical thinking - information filtering process

Assessment

Teacher, peer- and self-assessment processes will be used to assess how well learners will:

- Participate in class
- Contribute to the construction of the class
- Assimilate knowledge and create their own presentations in class and homework

Content

Cognition

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Introduce the concept of a presentation ▪ Discuss the basic guidelines for creating a presentation ▪ Present the ribbon/menu of the application | <ul style="list-style-type: none"> ▪ Provide learners with opportunities to understand: <ul style="list-style-type: none"> – the use of each element inside the ribbon – the key concepts of communicating ideas |
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<ul style="list-style-type: none"> ▪ Identify the elements inside the ribbon ▪ Present samples of use of each element 	<p style="text-align: right;">while using visual representation</p> <ul style="list-style-type: none"> - the importance of filtering the information they present ▪ Vocabulary building, learning and using 	
<p>Culture</p>		
<ul style="list-style-type: none"> ▪ Learn about people while creating biographical presentations in history and science lessons ▪ Learn about places while creating presentations in history and geography lessons ▪ Learn about people and places in different eras while creating presentations in history lessons ▪ Realize the importance of communicating ideas while using a specific tool (for visual representation) ▪ Understand that they can learn, no matter which language they are using 		
<p>Communications</p>		
<p>Language OF learning</p>	<p>Language FOR learning</p>	<p>Language THROUGH learning</p>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> ▪ Visual representation ▪ Application ▪ Ribbon ▪ Contextual commands ▪ Layout ▪ Shapes ▪ SmartArt ▪ Chart ▪ Transitions ▪ Animations 	<ul style="list-style-type: none"> ▪ Classroom language: <ul style="list-style-type: none"> - Settle down, please - “Run” ... (application) - Pay attention to this... (concept/guideline) - Go to ... (ribbon category) - Use ... (application element) when you want to ... - Create your own presentation ... - Good work ▪ Asking questions: <ul style="list-style-type: none"> - Can you tell me ... ? - How can I ... ? - What do you think about ... ? ▪ Answering: <ul style="list-style-type: none"> - It's ... 	<ul style="list-style-type: none"> ▪ Distinguish language needed to carry out activities ▪ Retain language revised by both, the teacher and learners ▪ Make use of peer explanations ▪ Learn new words which arise from activities



	<ul style="list-style-type: none">- I think that ...- I believe ...▪ Identifying:<ul style="list-style-type: none">- Can you find ... (application element) inside the ribbon?- When do I use this ... (application element)?▪ Comparing:<ul style="list-style-type: none">- Find the differences between the given layouts- Select the correct layout based on the information you present	
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Procedures

For the lesson which is implemented inside the computer lab:

- Students work in pairs on a computer
- The teacher shows his [presentation](#) with pauses for discussion and step by step practice
- The teacher and students discuss about the guidelines for creating a presentation such as:
 - the purpose of a presentation
 - “white space” vs information clutter
 - searching and filtering information
 - sources
- The teacher presents the application ribbon/menu with pauses to give students time to practice on each new element
- The students create a simple presentation with a new slide for each new element
- When students need help, they can ask a team next to them or they can ask the teacher

For students' homework:

- Students work in teams (3-4 students per team)
- Each team has to create a presentation about a specific topic (i.e. a city, a historical place) and



present it to the class in the next lesson

Feedback on students' presentations:

- The teacher shows specific slides from these presentations to provide feedback and to start a class discussion about:
 - the “good things” and the “bad things” in these slides
 - how to change the “bad things” and improve their presentations

Aids and materials

- Computer lab
- Computer, projector and screen
- PowerPoint
- Worksheet
- Notes

Scaffolding Strategies

- **Show and tell**
 - The teacher’s presentation works as a guide. It must contain all the elements students are going to learn and use in their presentations.
 - The teacher shows each element, then gives time to students to use the element and ask their questions.
- **Prior knowledge**
 - The students have a prior knowledge of using an Office application (they learned Word - a word processing application - in the 7th grade).
 - The teacher has to make the appropriate associations between the two applications. This helps students to understand and easily adapt to the ribbon/menu of the PowerPoint.
 - The students know how to use some of the elements of the PowerPoint which are common with the Word.
- **Questions**
 - The teacher pauses the presentation and asks a strategic question. Keep students engaged as active listeners by calling on someone to answer what was just



discussed/discovered/questioned.

▪ **Notes**

- The students can take notes about things they consider important.
- The students have the teacher's presentation at their disposal to use it as a reference.

▪ **Language and style**

- Interesting vocabulary
- Short sentences and paragraphs
- Use of simple tenses

▪ **Work**

- Students practice speaking; they answer questions and form arguments to support their thesis during discussion.
- Students practice writing; they form sentences and paragraphs for several slides in their own PowerPoint presentations (homework).