

Portfolio and
formative
assessment

My dream CLIL LOTE lessons – I reflect on and set objectives for my future CLIL lessons

**A sample lesson plan for learners' transition from primary to secondary education -
To be used in the language classroom and in other subjects**

Level: Secondary level, 1st grade

Duration: one lesson, 90 mins

Short description:

In this sample lesson plan the students will, transitioning from primary to secondary education, reflect on and set objectives for their future CLIL LOTE lessons.

Why is this sample lesson plan interesting?

The lessons focus on the students setting objectives for future CLIL studies, thus supporting learner autonomy.

The lessons develop the students' metacognitive and working skills.

The worksheets can be added to the ELP language biography or to the dossier.



The worksheet supports plurilingual education including a reflection on the languages (e.g., foreign languages, home languages) that the students would like to use in secondary education.



Main learning objectives for the lesson:


- To set objectives for future CLIL studies
- To develop the students' metacognitive and working skills
- To develop the ability to work cooperatively with others
- To give constructive feedback to peers
- Lower Order Thinking Skills: Remembering, Understanding, Identifying
- Higher Order Thinking Skills: Expressing opinions, Analysing, Evaluating, Creating

Other objectives for the lesson:

- To provide information for the teacher on the students' preferences and interest for future CLIL lesson

	Learning objectives	Icons	Activities	Tools/resources
Step 1 (approx. 5 mins)	Introducing the lesson Going through the lesson objectives		Teacher led discussion	Lesson objectives & outline visible on the board
Step 2 (approx. 30-40 mins)	Setting objectives for CLIL learning Reflecting on the preferred working methods Reflecting on what the students themselves can do to achieve their goals		Students individually reflect on their future CLIL lessons and set objectives for the future by filling in the worksheet	Worksheet " My dream CLIL LOTE lessons "

<p>Step 3 (approx. 15-25 mins.)</p>	<p>Practising co-operative skills</p> <p>Listening to others</p> <p>Finding similarities and differences between the students' reflections</p> <p>Recognizing and appreciating difference</p> <p>Giving constructive feedback to others</p>		<p>Pair/group work: Students share their reflections and objectives for secondary CLIL and how to achieve these with a partner/in small groups. Students comment on each others' ideas.</p> <p>Conversing in the target language.</p>	<p>Completed worksheets as the basis of the discussion.</p> <p>Guiding questions/instructions from the teacher.</p>
<p>Step 4 (approx. 15 mins.)</p>	<p>Practising co-operative skills</p> <p>Listening to others</p> <p>Finding similarities and differences between the students' reflections</p> <p>Recognizing and appreciating difference</p> <p>Giving constructive feedback to others</p>		<p>Teacher led work/dialogic teaching: Sharing reflections & objectives together with the entire class. Each pair/group shares something from their discussion, others comment.</p> <p>(An option: Make a wall with sticky notes where students' objectives and preferred topics are displayed.</p> <p>/Alternatively, create a Padlet.)</p>	<p>Filled worksheet as the basis of the discussion.</p> <p>Guiding questions from the teacher.</p>

Step 5 (approx. 10 mins)	Reflecting on study skills Practising co-operative skills Practising democratic decision making		Teacher led work/dialogic teaching: Based on the students' outputs, creating common guidelines & objectives for CLIL lessons.	Making a poster together as a class, either on paper or in a digital format (e.g., https://www.postermywall.com/index.php/l/online-poster-maker).
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Final products that, e.g., could be added to the students' portfolio (dossier or language biography):

- Worksheet "[My dream CLIL LOTE lessons](#)"

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