

Portfolio and
formative
assessment

My best CLIL LOTE experience in primary school and the CLIL experience I enjoyed the least

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, 60 mins

Short description:

In this lesson plan proposal the students will, transitioning from primary to secondary education, reflect on their past CLIL LOTE experiences and share their reflections with others

Why is this sample lesson plan interesting?




- The lesson focuses on the students reflecting on their primary school CLIL learning experiences at the start of secondary school.
- There are ready-made pages for the learners to use which support students' self-reflection and provide information for new teachers.
- The worksheets can be added to the ELP language biography or to the dossier.
- The worksheets support plurilingual education including a reflection on the languages (e.g., foreign languages, home languages) that were used or talked about in primary education.


Main learning objectives for the lesson:

- To reflect on primary school CLIL LOTE experiences
- To analyze one's preferred learning styles and methods (self-evaluation)
- 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, Analyzing, Evaluating, Creating

Other objectives for the lesson:

- To facilitate the transition between primary and secondary CLIL studies, to create continuity
- To bridge the gap between in-school and out-of-school learning
- To provide information for the teacher on the students' learning history and preferences

	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. 20 mins)	Reflecting on their past working methods Becoming aware of language use outside of school		Individual work: Students individually reflect on their primary school CLIL experiences, working methods by filling in the worksheets	Worksheet: “ My best CLIL experience in primary school and the CLIL experience I enjoyed the least ”
Step 3	Practising co-operative skills Listening to others		Pair/group work: Students share their experiences with a	Completed worksheets as the basis of the discussion.

(approx. 15 mins.)	Finding similarities and differences between the students' reflections Recognizing and appreciating difference Giving constructive feedback to others		partner/in small groups. Students comment on each others' reflections. Conversing in the target language.	Guiding questions/instructions from the teacher.
Step 4 (approx. 20 mins.)	Practising co-operative skills Listening to others Finding similarities and differences between the students' reflections Recognizing and appreciating difference Giving constructive feedback to others		Teacher led work/dialogic teaching: Sharing experiences together with the entire class. Each pair/group shares something from their discussion, others comment. Make a wall with sticky notes where students say how they like to learn. /Alternatively, create a Padlet.	Completed worksheets as the basis of the discussion. Guiding questions from the teacher.

Final products that, e.g., could be added to the students' portfolio (dossier or language biography):

- Worksheet: "[My best CLIL experience in primary school and the CLIL experience I enjoyed the least](#)"

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