



Young people and their relation with ICT

Structure of the lesson plan

Brief summary of the main activities: Students are expected to create an online print advert to sell a faulty product, buy a product online and finally write a(n) letter/email of complaint to the seller.

Main methodologies: The main methodologies used will include co-operative learning, the learning scenarios and flipped classroom.

Total time: The total time for this learning unit should be 8 hours. However, this may vary according to the students' needs.

Competences:

Knowledge and skills - Recognize the main features of an ad/ effective ways to promote a product (online);

- Recognize the main features of a(n) letter/email of complaint;
- Use ICT to make the ad/promote the product;
- Use ICT to write the letter/email of complaint

Soft skills - Collaborative skills

- Respect each other

Learning outcomes:

Knowledge: Students know the differences between formal and informal register and how to use them in different contexts;

Application: Students are able to produce a print advert and write a formal text, either in a form of a letter or email using present and past tenses correctly;

Use the most relevant surfing platforms (to search for information), presentation software (Power Point or others), videoconferencing programmes (i.e. Skype), email software (i.e. Gmail and Outlook)

Analysis: Students search for and analyse different possibilities of producing a print advert and write a letter/email of complaint;

Synthesis: Students are able to summarise the information they analysed to produce the final tasks;

Affective: Improve or create communication skills (both oral and written).

European Key Competences:

- C2: Communication in foreign language – It involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing. Some important factors are:



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- communicate in a respectful tone and manner
 - listen actively and communicate effectively with others
 - write clearly and accurately according to the context and format
 - listen to and ask questions to understand other people's viewpoints
- C3: Basic competence in technology – The ability to make use of ICT to search for information and to prepare and produce their final outcomes.
- C5: Learning to learn - The ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

Assessment:

Prerequisites:

- ICT vocabulary in the foreign language
- How to structure short sentences in English, making use of adjectives and simple connectors
- Present tenses (simple and continuous) and past tenses (simple and continuous)
- Reading (scanning and skimming)

How to assess the prerequisites – 40-minute-test

Exercise no. 1: Matching pictures and words and labelling pictures about ICT vocabulary

1. Exercise no. 2: Writing a text of about 50 words on the Young people and relation with ICT topic (i.e. How important is ICT in your life?)
2. Exercise no.3: Grammar exercises about tenses (a paragraph for past simple and continuous; a paragraph for present simple and continuous)
3. Exercise no.4: True/false/not in the text, completing sentences. It can be one or two texts, depending on the test

Final Assessment:

The product: the ad to promote the product; the email/letter

The process: how the students have been working in terms of hard and soft skills

Profile of the teacher; terms of reference:

Is there any special knowledge or skills one should have in order to be able to deliver the module?

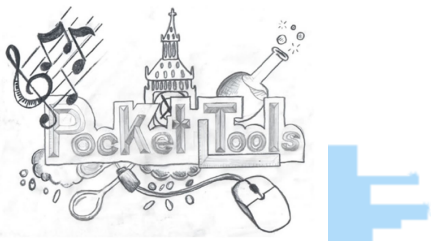
Knowledge of the ICT tools that are going to be used during the L.U.



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MODULE ARTICULATION

Learning Scenario	Time/	Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Dream	20 minutes	Get familiar with the subject; Activate vocabulary; Make use of previous knowledge; Negotiate within the group of work on the preferred item and present the reasons for that choice.	<p>Pupils have been previously asked to bring in to the classroom a faulty/worn out item they have at home and they want to sell;</p> <p>In the classroom, they join in groups of 4 and show their items to the other group members (it is expected that at least one student in each group brings an item; in case it doesn't happen, students draw one or find a picture of one online);</p> <p>In case there are several items in each group (as expected) students discuss about the items and their problems and choose only one (the ones who have no item, discuss about the ones they have thought about and agree on one);</p> <p>After that teacher presents the each group the questions: "How will you sell it?"; "What strategies will you use to sell my product".</p>	<p>Teacher: facilitator; controls the time; ensures that all the students contribute to the decision; sets the questions; activates their curiosity.</p> <p>Students: participate and get involved in the activity</p>	1) Physical: classroom 2) The items students bring to class 3) Team work: Set up the groups according to their interests 4) Reflection: Teacher communicates to the class what they are expected to do at the end of this set of activities: advertise/promote their product to be sold. T. must ensure that the chosen item has a problem that can be easily perceived by the other students. Assessment: informal observation of the group work.
Explore	30 minutes	Develop skills of self-discovery and effective research; Develop autonomy – learning to learn; Distinguish between essential and accessory information; Develop team-work and interpersonal skills	<p>Groups research information online using a list of sites provided by the teacher and collect/select data which will be useful to determine how to create an online print ad and which techniques/strategies should they use to sell it;</p> <p>The teacher helps students evaluate the information whenever necessary (T. should try to intervene as less as possible, according to the students' difficulties and needs).</p>	<p>Teacher: guide / advisor, stimulator, observer;</p> <p>Students: researcher, negotiator, decision-maker</p>	1) Physical: ICT lab or classroom and electronic devices Virtual: Internet 2) List of sites related to marketing strategies and techniques: https://smallbiztrends.com/2014/08/how-to-design-online-ads.html https://www.thebalance.com/top-10-internet-marketing-strategies-2295375



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Learning Scenario	Time/	Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Explore					<p> http://www.forbes.com/sites/ilyapozin/2012/04/11/10-proven-ways-to-market-your-website/ http://www.practicalecommerce.com/articles/99540-checklist </p> <p> 3) Collaborative/Team work: Within each group, students negotiate/decide upon the following roles: Leader & Facilitator – plans the activities and helps each member complete his/her work, moderates discussions, keeps the team on schedule and makes sure that all have the opportunity to participate; Organizer & Recorder – provides the group with the overall process structure and writes down important information; Questioner, timekeeper & spokesperson – generates questions and involves all students, keeps group on task and on time, represents the group. Checker, summarizer & assessor – makes sure that all team members understand the concepts and the team's conclusions, restates the team's conclusions or answers, evaluates the progress of each work session. </p> <p> 4) Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, T. uses an app to record students' assessment. </p>



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		Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Map	20 minutes	Distinguish between essential and accessory information; Organise their ideas in a logical way into a mind map	According to the information found and selected in the previous scenario, students organise the most relevant one in accordance with their goals.	Teacher: consultant/advisor, stimulator, observer; Students: struggler, negotiator, decision-maker	1) Physical: Classroom 2) Notebooks & PC / BYOD 3) Collaborative / Team work: students work in group performing the previously agreed roles. 4) Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, T. uses an app to record students' assessment. Throughout the activity T. checks how much relevant data the groups found.
Make	45 minutes	Learn how to advertise/promote their product; Make a draft of the ad to promote their product	Students make/design the ad they are going to use to sell their product. T. should intervene according to the students' difficulties and needs.	Teacher: consultant/advisor, stimulator, observer; Students: decision-maker, initiator/creator, manager	1) Physical: Classroom Virtual: Internet 2) Notebooks & PC / BYOD 3) Collaborative / Team work: students work in group performing the previously agreed roles 4) Assessment: Focus on the collaborative work using a rubric (attachment 1). If possible, T. uses an app to record students' assessment.
Ask	30 minutes	Get feedback and guidance from a specialist or the teacher about the work in progress.	An expert on marketing (or through a tutorial https://www.youtube.com/watch?v=aDkEbKYK-sQ&feature=youtu.be or even the teacher himself/herself) answers students' questions and gives them guidance/advice about the work in progress. If the students have no questions the expert will provide them with guidelines on basic procedures to advertise/promote items effectively in order to sell them.	Teacher/expert: consultant/advisor, stimulator, informer, explainer; Students: listener, responder, performer	1) Physical: Classroom (in case of use of a tutorial it can be done at home) Virtual: Internet (the contact with the expert may be done through Skype, for example) 2) Internet 3) Collaborative / Team work students keep on working in group playing the previously agreed roles. 4) Reflection on the feedback provided.



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		Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Re-	make	Reflect on feedback from the previous activity; Edit and revise their work.	According to the feedback from the previous activity, students edit and revise their ads, using the tools provided in the <i>Make</i> phase; Teacher helps them understand and assimilate the feedback they got.	Teacher: monitor, consultant Students: initiator/creator, manager, decision-maker	1) Physical: Classroom Virtual: Internet 2) Notebooks & PC / BYOD 3) Collaborative / Team work: students work in group performing the previously agreed roles. 4) Assessment: Focus on the collaborative work using a rubric (attachment 1). If possible, T. uses an app to record students' assessment.
Show/ Dream	20 minutes	Display the ad to the other groups Develop online publishing skills	All the ads will be displayed online so that all the groups can access it, simulating an online second-hand shop website; Each group discusses and agrees on buying one item; They send an email to the seller and agree on the purchase. (In case there is more than one group interested in the same item, the group who sends the email first is the one who gets the item.) Each group receives the product they have bought and analyse it. Students are expected to find what is wrong with the product, which of course does not match with the information available on the online advertisement. So, students are confronted with a new set of questions: "Are you happy with your purchase?"; "What are you going to do now?"	Teacher: observer and assessor of the work done; stimulator Students: performer; negotiator; get involved in another problem to be solved	1) Physical: Classroom Virtual: Internet 2) Online platform to publish the ads 3) Exhibition of the work done 4) Assessment: evaluate students ads according to a rubric (attachment 2); Informal observation of the group work



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Learning Scenario	Time/	Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Explore	30 minutes	Develop skills of self-discovery and effective research; Develop autonomy – learning to learn; Distinguish between essential and accessory information; Develop team-work and interpersonal skills	<p>Now groups research information online on what to do and how to do it in order to solve the problem with the faulty product they have bought. They will be provided with a list of some important websites.</p> <p>The teacher helps students evaluate the information whenever necessary (T. should try to intervene as less as possible, according to the students' difficulties and needs)</p>	<p>Teacher: guide / advisor, stimulator, observer;</p> <p>Students: researcher, negotiator, decision-maker</p>	1) Physical: ICT lab or classroom and electronic devices Virtual: Internet 2) http://www.infoplease.com/ipa/A0002121.html https://en.oxforddictionaries.com/writing-help/letters-of-complaint http://grammar.yourdictionary.com/writing/how-to-write-a-complaint-letter.html 3) Collaborative / Team work: students work in group performing the previously agreed roles. 4) Assessment: Focus on the collaborative work using the rubric related to it (attachment 1). If possible, T. uses an app to record students' assessment.
Map	30 minutes	Learn how to write a(n) letter/email of complaint;	According to the models provided, students organise the most relevant one in accordance with their goal	<p>Teacher: consultant/advisor, stimulator, observer;</p> <p>Students: struggler, negotiator, decision-maker</p>	1) Physical: Classroom Virtual: Internet 2) Notebooks & PC / BYOD 3) Collaborative / Team work: students work in group performing the previously agreed roles. 4) Assessment: The same as in the previous one.



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		Goal(s)	Learning Activities	Teacher's & Students' Roles	1) Learning Environment 2) Digital Technologies & Tools 3) Collaboration / Individual work 4) Reflection / Assessment
Make/Ask	40 minutes	Make a draft of the letter/email of complaint; Get feedback and guidance from the teacher about the work in progress.	Students write the letter/email of complaint. The teacher gives them guidance /advice about the work in progress.	Teacher: consultant/advisor, stimulator, explainer, observer; Students: struggler, negotiator, decision-maker, creator, manager	1) Physical: Classroom Virtual: Internet
					2) Notebooks & PC / BYOD 3) Collaborative / Team work: students work in group performing the previously agreed roles. 4) Assessment: The same as in the previous one. Reflection on the feedback provided.
Show	10 minutes		Students send the letter/email of complaint to the person who sold them the item and to a consumer protection association.		1) Physical: Classroom Virtual: Internet
					2) Notebooks & PC / BYOD 2) Notebooks & PC / BYOD 3) Collaborative / Team work: students work in group performing the previously agreed roles. 4) Assessment: evaluate students letter according to a rubric (attachment 3);



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ATTACHMENTS

Attachment 1

Cooperative Learning Rubric

	4	3	2	1
Team Work: How well did your group work together?	Worked extremely well together; you provided a model to other groups as you were seen; you stayed “on task” involving each member and took your teamwork seriously; highly productive	Worked very well together; you were productive and cooperative and worked to get everyone involved.	Attempted to work well most of the time; at times you were “off task” and not all members were actively involved; this diminished the overall effectiveness of the group. Responsibility is unevenly shared by group members.	There was little or no teamwork involved. You did not respect each others’ opinions and were disagreeing over your group’s work. Exclusive reliance on one or two persons.
Active Learning: How well did your group seek solutions?	Was extremely clever in seeking different solutions through “risk taking” and exploring different approaches and strategies in an original and/or creative way.	Was clever at times in seeking solutions through “risk taking” and exploring different approaches and strategies.	Sought a single solution through different approaches and strategies but did not pursue better/original alternatives when a solution was found.	Relied on the first solution generated and used a single strategy to find it.
Communication: How well did your group communicate and share information?	Went above and beyond in communicating thought processes and strategies by asking questions, discussing ideas, listening, offering constructive criticism and summarizing discoveries.	Communicated and elaborated on the thought processes and strategies by asking questions, discussing ideas, and listening.	Communicated thought processes and strategies but did not listen to constructive criticism.	Members of the group worked individually and did not communicate with one another. Members of the group lacked a respect of each other by not listening to each other’s thoughts and ideas.



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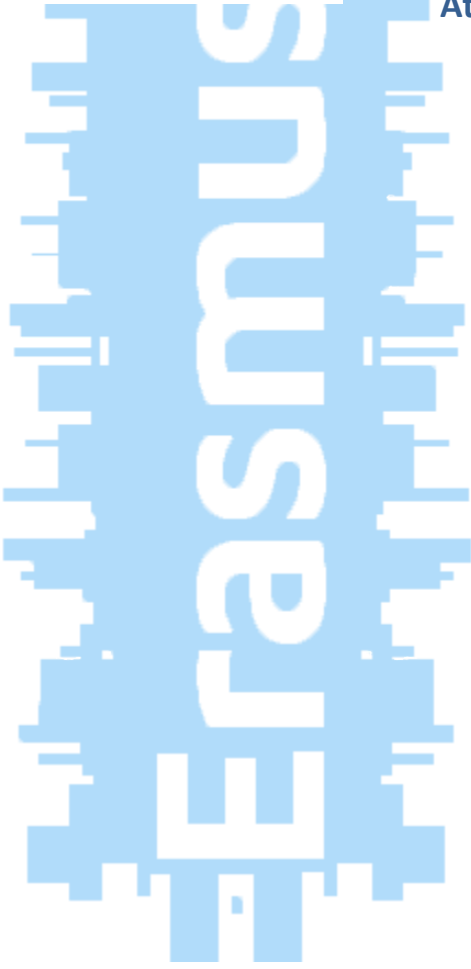
Attachment 2 – Rubric for creative projects

	Exemplary – 4	Proficient – 3	Partially Proficient – 2	Incomplete – 1	POINTS
Use of Available Class Time	Students used class time well and achieved what they needed to do without being reminded to stay on task.	Students used class time well overall, however, students had to be refocused at least once.	Students used class time appropriately but did not take full advantage of the time and or resources available to them. Students had to be refocused more than once.	Students were rarely on task and utilized class time poorly.	
Ad Content	Appropriately utilized the primary assigned propaganda technique while incorporating other secondary techniques to supplement it.	The primary propaganda technique is appropriately utilized but is not supplemented with any other secondary technique.	The primary propaganda technique is somewhat appropriately utilized and no other technique is utilized.	Fails to utilize or demonstrate the assigned propaganda technique.	
Creativity	Highly creative, well thought out, and original. Demonstrates effort, innovative interpretation, and creative production. Highly visually appealing.	Mostly creative production and clearly thought out. Most ideas presented demonstrate original and creative interpretation. Visually appealing.	Somewhat creative, planning is clear, some ideas demonstrate original thought, however most appears to be borrowed. Somewhat visually appealing.	Severely lacks creativity and shows little if any originality or effort. Lacks visual appeal.	
Written Portion	Well written and clear/accurate explanation of the primary and any secondary techniques used. No grammatical or spelling errors.	Well written, somewhat clear and accurate explanation of primary and any secondary techniques. Some grammatical or spelling errors.	Written explanation does not accurately explain the primary or secondary techniques utilized in the ad. Several grammatical or spelling errors.	Poorly explains the primary techniques utilized and does not address any secondary techniques utilized. Several grammatical or spelling errors.	
Group Effort/ Collaboration	Each member appeared to contribute equally in the production of the video or presentation of the poster.	It is apparent that at least one member was not involved in the production of the video or presentation of the poster.	Multiple members were apparently not involved in the production of the video or presentation of the poster.	One student monopolizes time in the video or in the presentation of the poster.	

Total Possible Points: 20

Total Earned: _____

Group Grade: _____





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Attachment 3

Rubric for Complaint Letter Writing

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
Organization	25%	<input type="checkbox"/> Accurately uses correct complaint letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	<input type="checkbox"/> Mostly uses correct complaint letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	<input type="checkbox"/> Some noticeable errors in use of correct complaint letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	<input type="checkbox"/> Several noticeable errors in use of correct complaint letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)
Content	25%	<input type="checkbox"/> Letter clearly states the purpose <input type="checkbox"/> Appropriate explanations or facts used to support the main idea <input type="checkbox"/> Easy to follow <input type="checkbox"/> Tone is appropriate for intended audience	<input type="checkbox"/> Letter clearly states the purpose <input type="checkbox"/> Some explanations or facts used to support the main idea <input type="checkbox"/> Somewhat hard to follow <input type="checkbox"/> Tone is generally appropriate for intended audience	<input type="checkbox"/> Purpose of letter is unclear <input type="checkbox"/> More explanations or facts need to be used to support the main idea <input type="checkbox"/> Hard to follow <input type="checkbox"/> Tone is too formal or too informal for intended audience	<input type="checkbox"/> Purpose of letter is unclear <input type="checkbox"/> Main idea is not supported by explanations or facts <input type="checkbox"/> Letter rambles; hard to follow or understand <input type="checkbox"/> Tone is inappropriate for intended audience
Appearance	25%	<input type="checkbox"/> Typed, using correct spacing, font, and format	<input type="checkbox"/> Letter typed with few problems in spacing, font, or format	<input type="checkbox"/> Letter typed with frequent problems in spacing, font, or format	<input type="checkbox"/> Letter not typed; wrong format used and hard to read
Language Usage	25%	<input type="checkbox"/> Accurate use of punctuation and grammar <input type="checkbox"/> No spelling errors	<input type="checkbox"/> One or two mistakes with punctuation or grammar <input type="checkbox"/> One or two spelling errors	<input type="checkbox"/> More than two mistakes in punctuation or grammar <input type="checkbox"/> More than two spelling errors	<input type="checkbox"/> Incorrect use throughout the letter of punctuation or grammar <input type="checkbox"/> Frequent spelling errors distract from letter

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____