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GUIDELINES FOR TEACHERS

K.C.2_Multilingual competence

CPIA Palermo 2

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	WORDS & WORLDS		
INTERCULTURALITY ELEMENTS OF THE UNIT	<ul style="list-style-type: none"> • To become aware of the importance of communication and cooperation • To know different cultures • To learn that <i>diversity</i> fosters positive values. 		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	A2		
TEACHER/S	Language teachers, Geography and Technology teachers		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	9 hours -3 lessons (the third of which, consisting of an outdoor experience)		
KEY COMPETENCES INVOLVED	Multilingual competence Digital competence Personal, social and learning to learn competence Citizenship competence Cultural awareness and expression		
PRE-REQUISITES	Literacy skills Spatial orientation ability Ability to use digital devices Ability to ask for and give relevant personal information Knowledge of basic vocabulary useful for talking about schedules and means of transport		
	KNOWLEDGE	SKILLS	COMPETENCES

<p>LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</p>	<p>Knowledge of specific vocabulary related to:</p> <ul style="list-style-type: none"> • asking for/giving personal information • talking about places / buildings in towns / cities • asking for/giving directions • asking for/giving information about public transportation routes <p>Knowledge of:</p> <ul style="list-style-type: none"> • the cultural difference in the organization space • the specific roles and types of public offices • the main features and different use of identity documents • the relevant information contained in ID cards, Passports, Driving Licences, Residence Permits, Health Insurance Cards, etc. 	<p>To be able to:</p> <ul style="list-style-type: none"> • ask for and give detailed personal information • read a paper map • use Google Maps on computers, smartphones or tablets • ask for and give directions • ask for and give information about schedules and means of transport available in town • recognize the proper documents to be presented to prove one's own identity 	<ul style="list-style-type: none"> • To interact, effectively, in different contexts/ situations of everyday social life • To orientate oneself and move easily around a new city • To use Google Maps effectively • To make a formal request to competent authorities, for the release / renewal of personal documents • To interact and fill in proper forms in public offices • To prove one's own identity by presenting, on request, valid documents
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LEARNING ENVIRONMENT	Educational setting organized to facilitate learning, with desks arranged in a U-shape; classroom walls decorated with learning materials; audio, visual and digital technologies at students' disposal. Classroom lessons and outdoor experience	
METHODOLOGIES	Brain storming, role-play, individual/pair/ group work, dynamic activities, problem solving, cooperative learning, peer tutoring, playful/active teaching	
DIDACTIC TOOLS	PC, IWB, smartphones/tablets, maps, worksheets	
	TIME	ACTIVITY PLAN LESSON LESSON 1 (Provide one activity plan for each lesson)
SITUATION ANALYSIS	30 min.	<p>Facing the teacher and the IWB, students are sitting at school desks arranged in a U-shape. This may facilitate interaction between teacher and learners, creating an atmosphere of trust and a more relaxing learning environment. After introducing her/himself by name, the teacher specifies her/his country of origin, showing students the online reference map. Once connected to the world map, available in different languages</p> <p style="text-align: center;">(e.g. https://satellites.pro/Mapa_del_Mundo#38.009603,13.379059,10),</p> <p>the teacher clicks on the host country, pointing out the capital city. S/he further helps students to find their current location on the visualized map.</p> <p>The teacher highlights the names of the continents, pronouncing them in the host country language. After her/him, learners repeat the new geographical terms aloud, trying to memorize the right "continent-name" matching.</p> <p>Following the already given example, students introduce themselves in turns and, using their smartphones (or any digital devices provided by school), they search the Internet for info to be shared with their classmates (e.g. national flag and significant images related to their countries and cultures). All the downloaded images will be used, at a later time, to create slide show presentations of the students' different cultural realities.</p>

		<p>By using Google Maps, the teacher shows both aerial views of urban areas in the host country and detailed street views, comprising photos taken from a vehicle, in order to elicit relevant vocabulary from learners. S/he invites students to name, in their mother tongues, everything they recognize.</p> <p>All the pronounced names will be listed (together with the corresponding terms in the host country language) on a multilingual sectioned poster hung on the wall.</p>	
<p>MOTIVATIONAL PHASE/STEP</p>	<p>20 min.</p>	<p>The teacher shows pictures of urban areas and buildings (parks, hospitals, chemists', cinemas, restaurants, town halls, schools, employment offices, health offices, police stations, places of worship, underground, etc.), hung on the classroom walls. S/he selects some of them and hands out adhesive labels, on which students have to write the names of the portrayed places/buildings, using their own mother tongues (in case of oral languages, Latin alphabet characters can be used). Students are asked to stick the labels to the reference images, so that it is possible to make a comparison among the words expressing the same concept in different languages. The teacher then provides the same terms in the language of the host country. After her/him, students repeat the new terms in L2 aloud, trying to memorize both their meanings and correct pronunciation.</p>	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>110 min.</p>	<p>Step 1 Introductory phase 20 min.</p>	<p>The teacher shows signs and symbols, which indicate the presence in town of various types of buildings/public offices, underground stations, etc. S/he asks such questions as: <i>"Have you ever seen similar signs/symbols?"</i>, <i>"What do they refer to?"</i>.</p> <p>Students have to match them with the displayed images, in a proper way.</p>
		<p>Step 2 Intermediate phase 60 min.</p>	<p>The teacher hands out flashcards of "place prepositions" together with explanatory images of directional signs. S/he gives students simple instructions like: <i>"Student A, can you please go and sit next to (on the right of / on the left of / in front of / behind...) student B?"</i>. Moving around the</p>

			<p>classroom, students follow the given instructions, reinforcing the acquired vocabulary. Learners can - in turns - give their classmates instructions, asking them to move and take a sit at a different school desk.</p> <p>Then, using further visual support, the teacher introduces the main communicative functions, useful for:</p> <ul style="list-style-type: none">• <u>asking for directions</u> (e.g.: <i>Can you tell me the way to ... ? ; Can you tell me how to get to ...?; How can I get to ...?; Excuse me, is there a Chemist's / a Post Office / a Bank... near here?</i>)• <u>giving directions</u> (e.g.: <i>Go straight ahead ; Turn right; Turn left ; Take the first/second turning on the right/on the left; Go past...; Cross the street, etc.</i>). <p>Afterwards, s/he shows short videos, in which <i>tourists</i> ask <i>passers-by</i> how to reach specific places in town, following, then, the given instructions. When necessary, the teacher stops the videos from playing, to make it clearer the meaning of certain words/expressions.</p> <p>On the teacher's request, students dramatize one of the mini dialogues of their choice, interpreting the roles of the tourists and passers-by. Through reinforcement activities (word-search, fill-in, matching activities, etc.), the teacher makes it sure that students have clearly understood the use of the explained functions, meant to provide information, conveying meaningful words and concepts.</p> <p>Students listen to mini dialogues (in L2 and in the main "bridge languages") between X, who is asking for directions, and Y, who is giving directions. The teacher hands out a city map and worksheets, containing both the tapescript of the recordings and multiple choice exercises.</p> <p>Several listenings of the above mentioned dialogues are proposed. Looking at the map and following the instructions given by Y, students have to guess which destination place is to be reached, choosing from the proposed alternatives (multiple choice).</p>
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		Step 3 conclusive phase 30 min.	The teacher shows the map of a specific area in town, handing out the photocopies of it. S/he provides oral instructions about how to reach a destination place in the map, without specifying the name of it. Starting from a highlighted position and following the teacher's instructions, students have to guess what the final destination is. Then, students work in team. They choose three different places in the map and write directions to guide the other teams. The students of each team have to find out the destination places their classmates are referring to.
META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).	
TIPS & SUGGESTIONS			
	TIME	ACTIVITY PLAN LESSON LESSON 2 (Provide one activity plan for each lesson)	
MOTIVATIONAL PHASE/STEP	15 min.	Students are given worksheets, containing symbols related to public offices. They are asked to listen to short dialogues (in the host country language and in the main "bridge languages" spoken in the classroom), held in different offices in town. After repeated listenings, students have to formulate hypotheses about the offices where the dialogues take place and choose the proper reference symbols, from the ones displayed on the worksheets .	
ACTIVITIES		Step 1	

FOSTERING SKILLS DEVELOPMENT	150 min.	Introductory phase 50 min.	<p>The teacher explains the role of different public offices in the host country. Then, s/he invites students to use their tablets/smartphones and search online for information concerning the fundamental role/purpose of the following offices: Registry Office, Health office, Hospital, First Aid Hospital, School, Post Office, Immigration Office, Police Headquarters, etc.</p> <p>Circle time activity. The teacher asks students to give details of the role of the analysed offices in their countries of origin, so that similarities and differences can emerge from the guided discussion. Two volunteers collect and summarize the given answers on the interactive whiteboard.</p> <p>After showing different types of documents and forms (identity cards, driving licences, passport application forms, school registration forms, etc.), the teacher asks students such questions as:</p> <p><i>“What are these documents/forms used for?”, “According to you, in which contexts can they be used?”.</i></p> <p>A comparison phase follows, aiming at highlighting their different structure and use. Working in group, students translate any terms used in the analysed documents, to refer to personal data. It is important that, at the end of the lesson, vocabulary and communicative functions useful for asking for/giving detailed personal information have been provided in the language of the host country as well as in the main “bridge languages” known by students.</p>
		Step 2 Intermediate phase 50 min.	<p>Listening phase (conversation, linguistic puzzles, etc.). The teacher proposes the listening of short dialogues, focusing on socio-communicative functions, meant to allow effective interaction in public offices. Each dialogue is firstly provided in the language of the host country. Then, with the help of all students, the teacher rebuilds it, using the main “bridge languages” spoken in the classroom. Key words and</p>

			<p>expressions are highlighted on the IWB, and the teacher provides all the necessary explanations.</p> <p>Following the global comprehension phase, under the teacher's guide, students practice in group and simulate a typical communicative interaction in a specified public office, in order to prove to be able to: greet and start a conversation properly, introducing themselves; ask for specific forms; ask for and give explanations about the filling up of forms, when necessary.</p>
		<p>Step 3 conclusive phase 50 min.</p>	<p>ROLE-PLAY. Working in pair, students simulate a communicative interaction in a public office of their choice. They have to create a dialogue and perform it twice, exchanging roles: each student has to play both the role of the office worker and that of the applicant. The aim is to fill in a digital form (prepared and adapted by the teacher), inserting the applicant's personal data in the appropriate fields. The forms should be available in different languages.</p> <p>Students have 20 minutes at disposal to prepare their dialogues, using - at least - two languages (the host country language and one of the "bridge languages" spoken in the classroom).</p>
META-COGNITIVE PHASE	15 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).	
TIPS & SUGGESTIONS			
	TIME	ACTIVITY PLAN LESSON LESSON 3 (REALITY TASK – OUTDOOR ACTIVITY) (Provide one activity plan for each lesson)	

MOTIVATIONAL PHASE/STEP	20 min.	The outdoor activity requires the collaboration of the teacher and more than one tutor/language facilitator (at least, one for each group of students). The teacher introduces students to their tutors, who will accompany them in the discover of important city places. S/he hands out some labels, containing the names of different public offices, expressed in different languages. The groups consist of students, sharing the same destination place.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	140 min.	Step 1 Introductory phase 15 min.	<p>The teacher explains the final aim of the activity, which consists in getting to the specified offices, asking for adequate forms (in the different languages available) and handing them back to him/her, properly filled up. The forms can be simplified (with regard to the original ones) and tailored to the students' specific competences. The communicative situations will be adapted to the praxis of the host country.</p> <p>Students have to find the exact address of the public institution to get to, by dragging the red marker on the Google Map.</p> <p>Having previously asked for information about routes, schedules, stops and ticket costs, students have to take public means of transport to reach the destination office. The assigned tutor asks them to express their opinion about the most convenient way of moving around the city (by bus, underground, etc.).</p>
		Step 2 Intermediate phase 75min.	<p>When students arrive at the office, they ask for a specific form to be filled in, aimed -for example - at requesting the release/renewal of a personal document.</p> <p>It is desirable to prepare the activity in advance, so that office workers are in the position to fully cooperate, with no hitches/waste of time.</p>
		Step 3	<p>Students come back to the meeting point and give the filled up forms to the teacher.</p>

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		conclusive phase 50 min.	Circle-time. In order to give a feed-back of their experience, students share information about the different forms completed and the difficulties eventually encountered, while performing their task.
META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).	
TIPS & SUGGESTIONS			

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	SMELLS, FLAVOURS , COLOURS & ... <i>just a hint of “tasty” social commitment</i>		
INTERCULTURALITY ELEMENTS OF THE UNIT	<ul style="list-style-type: none"> • To become aware of the importance of communication and cooperation • To know different cultures • To have responsible behaviours based on universally shared values 		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	A2		
TEACHER/S	Language teachers, Mathematics and Science teacher, Technology teacher		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	9 hours - 3 lessons (the third of which, consisting of an outdoor experience)		
KEY COMPETENCES INVOLVED	<p><i>Multilingual competence</i></p> <p><i>Digital competence</i></p> <p><i>Personal, social and learning to learn competence</i></p> <p><i>Citizenship competence</i></p> <p><i>Cultural awareness and expression</i></p>		
PRE-REQUISITES	<p><i>Literacy Ability</i></p> <p><i>Numeracy Ability</i></p> <p><i>Ability to use digital devices</i></p>		
	KNOWLEDGE	SKILLS	COMPETENCES

CPIA PALERMO 2 – MULTILINGUAL COMPETENCE

<p>LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> the local currency vocabulary about different types of food, fruit and vegetables numbers units of weight/capacity vocabulary about food containers and packaging the correct disposal of waste materials the paper and cardboard processing 		<p>To be able to:</p> <ul style="list-style-type: none"> read shopping flyers order in a shop specify the quantity and weight of the items ordered ask for/give prices understand and intervene in oral interactions in different contexts/situations 	<ul style="list-style-type: none"> To interact, effectively, in a shopping situation at the market/supermarket, etc. To take advantage of the offers/discounts advertised on shopping flyers To be aware of the importance of sustainable consumption, and adopt pro environmental behaviours To dispose of waste materials properly, according to local rules
<p>LEARNING ENVIRONMENT</p>	<p>Educational setting organized to facilitate learning, with desks arranged in a U-shape; classroom walls decorated with learning materials; audio, visual and digital technologies at students' disposal. Classroom lesson and outdoor experience</p>			
<p>METHODOLOGIES</p>	<p>Brainstorming, role-play, individual/pair/group work, dynamic activities, problem solving, cooperative learning, peer tutoring, playful/active teaching</p>			
<p>DIDACTIC TOOLS</p>	<p>Interactive Whiteboard, PC, smartphones / tablets, magnetic flashcards and board, worksheets</p>			
	<p>TIME</p>	<p>ACTIVITY PLAN LESSON LESSON 1 (Provide one activity plan for each lesson)</p>		

<p>SITUATION ANALYSIS</p>	<p>20 min.</p>	<p>The teacher shows students online pictures, portraying daily life scenes in street markets, where meat, fish, fruit and vegetables are displayed on the stalls. Pointing at some close-ups of the foodstuffs on sale, the teacher asks learners if the same - or something similar to the visualized products - can be found in their countries of origin, and invites them to name everything they recognize in their mother tongues. Using online flashcards, the teacher gradually highlights the names of the products, in the host country language. The activity is meant to both elicit the known vocabulary (related - in particular - to the semantic field “FRUIT AND VEGETABLES”) and provide as many new words in L2 as possible.</p>	
<p>MOTIVATIONAL PHASE/STEP</p>	<p>20 min.</p>	<p>By using their smartphones (and any digital devices provided by school), learners search the Internet for images of foodstuffs typical of non-European countries. Then, a comparison can be made, scrolling through the screenshots of the products characteristic of different countries around the world.</p> <p>Besides pronouncing the displayed products’ names, the teacher lists them on a board, using the language of the host country. Students take note of them on their exercise-books and then repeat every single word aloud, trying to memorize the <i>word-image matching</i> and the correct pronunciation.</p>	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>120 min.</p>	<p>Step 1 Introductory phase 35 min.</p>	<p>Labels with the names of various types of fruit and vegetables (printed in the main “<i>bridge languages</i>” spoken in the classroom) are handed out. After showing, one by one, <i>fruit/vegetables magnetic cards</i>, the teacher sticks them to the magnetic board. Students possessing the multilingual labels with the names of the displayed products, show them to their classmates and then stick them to the board, under the reference images. After the teacher, students repeat all the names aloud, and copy them - divided by category - on their exercise-books, also drawing the products they refer to. Any terms have to be written both in the “<i>bridge language/s</i>” known by learners and in the host country language.</p>

		<p>Step 2 Intermediate phase</p> <p>60 min.</p>	<p>Students are shown images of different types of local markets: street markets, small shops, supermarkets and shopping centres.</p> <p>The teacher asks learners what, in their opinion, the differences among the shown contexts are. S/he asks such questions as: <i>“Are markets important? Why?”</i>, <i>“Do you prefer to buy at the market or the supermarket?”</i>, <i>“What are the advantages and disadvantages of supermarkets?”</i>, etc.</p> <p>All the answers, summarized on the interactive whiteboard, are shared in the classroom.</p> <p>Afterwards, students listen to mp3 recordings of a dialogue at the market, provided in different languages (the “bridge languages” and the host country language).</p> <p>After the first listening of the recording in L2, the teacher hands out a worksheet, consisting of a <i>cloze test</i> (the written version of the dialogue, with some removed words). While listening to the dialogue for the second time, students have to complete the given text and supply the missing words, choosing the right ones from a box. At the end of the activity, the exercise is corrected in plenum, and the teacher gives all the necessary explanations, writing the relevant <i>key words</i> and <i>expressions</i> on the IWB.</p> <p>The teacher shows notes and coins in circulation and asks students, who share the same provenance: <i>“What kind of currency does your country use?”</i>.</p> <p>The downloaded images of the currencies in use in different countries are displayed and compared, using the IWB.</p> <p>Then, the teacher hands out a list of words related to <i>units of weight/capacity</i> (<i>Gram, Kilogram, Liter...</i>) and, giving both oral and written examples, s/he focuses on the communicative functions of the proposed dialogue, useful for:</p>
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		<ul style="list-style-type: none"> ✓ talking about quantities: (e.g.: “How much XXX would you like?”. “I’d like YYY grams / half a Kilo / YYY Kilogram/s of XXX”) ✓ asking for/ giving prices (e.g.: “How much does it cost per Kilo?”. “It costs ZZZ per Kilo”). <p>Students work in small groups, supporting each other. They are asked to use the analysed vocabulary and communicative functions to build - according to the examples given by the teacher - mini dialogues related to different contexts (e.g. communicative interaction <i>at the grocery store, at the farmers’ market, at the supermarket, etc</i>).</p>
		<p>Step 3 conclusive phase 25 min.</p> <p>Role-play. Following the example proposed during the listening phase, students work in pair, in order to further practice the acquired communicative functions. They have to prepare and then simulate an oral interaction at a market, interpreting the role of a seller and a buyer. They exchange roles, orally performing the dialogue twice.</p>
META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).
TIPS & SUGGESTIONS		
	TIME	ACTIVITY PLAN LESSON LESSON 2

		(Provide one activity plan for each lesson)	
MOTIVATIONAL PHASE/STEP	40 min.	<p>The teacher hands out shopping flyers, with weekly promotions advertised by supermarkets in town. S/he asks students such questions as: <i>“Have you ever flipped through shopping flyers?”</i>, <i>“What are they used for?”</i>, etc.</p> <p>After inviting learners to name - in their mother tongues - the advertised products they recognize, s/he writes all the pronounced words on the IWB (together with the corresponding terms in the host country language), divided by category: dairy products, fruit and vegetables, soft drinks, bakery products, etc. S/he explains the meaning of the unknown words, with the aid of reference images.</p> <p>Then, the teacher asks students to use their smartphones or tablets and search on the web for images of foodstuffs and drinks typical of their countries. The screenshots of the various products are shared in the classroom, allowing learners to highlight similarities and differences between their countries’ eating habits and those of the host country. Students may answer questions like: <i>“What does a typical breakfast in your country consist of?”</i>, <i>“What do you usually eat and drink for lunch/dinner?”</i>.</p> <p>In order to test the students’ power of observation, the teacher invites them to look at the handed out shopping flyers and then answer some questions about the advertised products (e.g.: <i>“How much is a tin of tuna in oil?”</i>, <i>“How much is beef per kilo?”</i>, <i>“Which brand of bottled water is offered at a discount price?”</i>, <i>“What is the best discount price offered?”</i>, etc).</p> <p>Students note the answers on their exercise-books, and then summarize them orally. Afterwards, with the aid of online flashcards, the teacher provides further vocabulary related to the semantic areas “FOOD, DRINKS and PACKAGING”. Students take note of everything on their exercise-books.</p>	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	120 min.	Step 1 Introductory phase 40 min.	<p>The teacher distributes worksheets in L2, with terms related to food, drinks and containers. Students have to combine the items correctly and then pronounce the matching sentences aloud (e.g. : <i>“I go to the supermarket and buy a packet of rice, a bottle of mineral water, a carton of milk, a jar of jam”</i>, etc.).</p>

			<p>All the sentences will be pronounced both in the host country language and in the main “bridge languages” spoken in the classroom.</p> <p><u>Recreational activity of reinforcement:</u></p> <p>“FOOD, DRINKS AND CONTAINERS_BINGO”.</p> <p>The teacher hands out bingo cards. S/he calls out, at random, words related to food and drinks in different containers/packaging. Students will place a marker on the images corresponding to the called out words, if they find them on their cards. Whoever has five words/images highlighted in a row yells ‘Bingo’, and wins.</p> <p>At the end of the Bingo game, a convivial moment follows, in which various traditional culinary specialties (homemade and brought to school by students from different countries/cultures) are shared and consumed in the classroom.</p>
		<p>Step 2 Intermediate phase</p> <p>60 min.</p>	<p>The teacher brings to school different types of packaging (plastic and glass bottles, cardboard boxes, cans of soft drinks and tuna cans, tetra-pak carton packages, etc.), in order to make students reflect on the importance of proper waste disposal.</p> <p>By using multimedia tools (slideshows, youtube videos and specific websites), the teacher points out the importance of Environmental Education. S/he focuses on consumerism of modern society, making examples of bad habits in everyday life (e.g. the abuse of single use plastics, single dose packs, etc.).</p> <p>Since safeguarding the environment is everyone’s duty, everywhere, s/he encourages students to have a responsible behaviour and reuse, for example, any organic parts of the waste (fruit and vegetable peelings, coffee grounds, etc), conferring them in the compost bin.</p>

		<p>A list of useful words and expressions related to the theme dealt with is handed out. Moreover, students are given a worksheet containing two types of activities :</p> <ul style="list-style-type: none"> • a cloze text centred on the analyzed contents • a matching exercise on food, packaging and waste sorting containers. <p>The exercises will be corrected in plenum.</p>
	<p>Step 3 conclusive phase</p> <p>20 min.</p>	<p>The teacher asks students: <i>“Do you know what ‘Recycling’ consists of?”</i>. S/he collects the answers, and provides any necessary explanations to make the concept clearer.</p> <p>Afterwards, s/he shows example videos on the proper ways of disposing of waste materials.</p> <p>https://www.youtube.com/watch?v=8cRwx0IkYMc; https://www.youtube.com/watch?v=LeqA3LhsHIQ</p> <p>In the classroom, there are dustbins of different colours, one for each material to be recycled. Packaging of different materials are put on the teacher’s desk.</p> <p>The activity to be performed by students consists in putting the waste (cans, wrappings of snacks, plastic bottles, etc.) in the correct bins. It is important that students repeat the names of the waste materials, while disposing of them (e.g.: <i>“The glass jar goes into the green bin”, “the cardboard box goes into the white one, the plastic bottle into the yellow one”, etc.</i>).</p>
META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).
TIPS & SUGGESTIONS		

	TIME	ACTIVITY PLAN LESSON LESSON 3 (Provide one activity plan for each lesson)	
MOTIVATIONAL PHASE/STEP	40 min.	The teacher explains the day's program, which includes an interesting visit to a <i>cardboard disposal and recycling center</i> . Students, divided into groups, will have to document the various phases of disposal, recording videos and taking photos with their smartphones. Back to school, they will create an <i>awareness-raising presentation</i> , using their mobiles and proper apps.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	120 min.	Step 1 Introductory phase 40 min.	On their arrival at the center (where paper and cardboard come in large bales to be sorted), students are welcomed by the operators, who explain them the various stages of processing.
		Step 2 Intermediate phase 60 min.	After a brief introduction, students have the opportunity to follow the different phases, accompanied by qualified internal staff. The experience (which undoubtedly represents a good chance for learners to improve their knowledge, competences and skills) is enriched by watching videos on the correct paper and cardboard disposal.
		Step 3 conclusive phase 40 min.	Circle-time (back to school). A guided discussion starts. Any pictures and videos taken during the outdoor experience are shared and commented in the classroom. Working in group, students use their smartphones/tablets to create - with the selected materials - short but significant slideshows. Practising their language skills, learners exchange opinions and try to coin effective phrases/slogans to promote eco-friendly behaviours (based on reducing, reusing and recycling) and sustainable lifestyles, so that it is possible to raise other students' awareness on the importance of environmental safety.

CPIA PALERMO 2 – MULTILINGUAL COMPETENCE

META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).
TIPS & SUGGESTIONS		

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	<i>LEISURE ACTIVITIES</i>		
INTERCULTURALITY ELEMENTS OF THE UNIT	<ul style="list-style-type: none"> To become aware of the importance of communication and cooperation To know different cultures To learn that <i>diversity</i> fosters positive values 		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	A2		
TEACHER/S	Language teachers, Mathematics teacher, Technology teacher		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	9 hours - 3 lessons (the third of which, consisting of an outdoor experience)		
KEY COMPETENCES INVOLVED	<i>Multilingual competence</i> <i>Digital competence</i> <i>Mathematical competence</i> <i>Personal, social and learning to learn competence</i>		
PRE-REQUISITES	<ul style="list-style-type: none"> Literacy and numeracy basic skills Spatial orientation ability Digital ability Knowledge of the currency in use in the host country 		
LEARNING OBJECTIVES (fill in with specific learning objectives in terms of	KNOWLEDGE	SKILLS	COMPETENCES
	Knowledge of specific vocabulary related to:	To be able to: <ul style="list-style-type: none"> express likes and dislikes 	<ul style="list-style-type: none"> To intervene in a discussion about

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<p>Knowledge, Skills and Competences)</p>	<ul style="list-style-type: none"> • sports and leisure activities • shops and amusement places • clothing and accessories • colours and sizes <p>Knowledge of:</p> <ul style="list-style-type: none"> • the <i>present simple</i> of verbs useful for talking about free time activities • likes and dislikes expressions: (I like/enjoy / prefer; I don't like / I hate / I can't stand) <i>+ing form</i> • can/cannot • useful expressions for interacting in shopping contexts 	<ul style="list-style-type: none"> • express one's ability to do something • ask for sizes and prices at Men's-Women's-children's shoe/clothing/ accessories shops • read price and sizes labels in shoe/clothing shops • surf the Internet, searching for online shops 	<p>leisure activities people engage in</p> <ul style="list-style-type: none"> • To talk about leisure activities in the host city, making a comparison between the same and those available in other cultures/countries' cities • To express likes, dislikes, personal opinions, in a proper way • To use adequate expressions, when asking / paying for items in shopping contexts • To use community leisure resources as well as online resources
<p>LEARNING ENVIRONMENT</p>	<p>Classroom: learner-centered environment. Educational setting organized to facilitate learning, with desks arranged in a U-shape; classroom walls decorated with learning materials; audio, visual and digital technologies at students' disposal. Real learning-environment: outdoor activities</p>		

METHODOLOGIES	Brainstorming, role-play, individual/pair/group work, dynamic activities, problem solving, cooperative learning, peer tutoring, playful/active teaching	
DIDACTIC TOOLS	PC, IWB, smartphones/tablets, flashcards, worksheets, maps	
	TIME	ACTIVITY PLAN LESSON LESSON 1 (Provide one activity plan for each lesson)
SITUATION ANALYSIS	20 min.	<p>The teacher shows flashcards hung on the classroom walls, related to sports, leisure activities and amusement places. S/he asks students to name, in their own mother tongues, what they see and recognize.</p> <p>By using different colours (as many as the languages spoken in the classroom are), s/he writes the pronounced words (divided by category) in the adequate sections of a multilingual poster, previously prepared.</p> <p>Students note down the words, which express the same concept in different languages. The teacher stresses the right pronunciation of all the words, comprising the ones in L2, inviting learners to repeat them aloud and memorize them, together with the reference images.</p>
MOTIVATIONAL PHASE/STEP	20 min.	<p>A list of verbs, useful for talking about sports and free time activities is provided both in L2 and the main “bridge languages” spoken in the classroom. Pointing at one of the flashcards (boxing, jogging, football, swimming, reading, etc.), the teacher mimes the depicted activity, pronouncing the relative infinitive verb. Students are asked to mime, in turns, indoor/outdoor activities of their choice; their classmates have to guess and pronounce the reference verb aloud, selecting it from the given list.</p> <p>Afterwards, the teacher writes “I like.../ I enjoy.../ I prefer”, “I don’t like...”/ “I hate...”/ “I don’t stand...” on the IWB.</p>

		<p>S/he gives all the necessary explanations about the adequate form of the verb to be used after the highlighted ones.</p> <p>By showing thumbs up/down and using facial expressions, s/he says what s/he likes or doesn't like doing, choosing the proper forms from the ones displayed on the board.</p> <p>By asking the question <i>"What's your favourite sport/leisure activity?"</i>, s/he encourages students to follow her/his examples, expressing their personal preferences.</p>	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	120 min.	<p style="text-align: center;">Step 1</p> <p style="text-align: center;">Introductory phase</p> <p style="text-align: center;">35 min.</p>	<p>The teacher hands out adhesive labels, on which verbs in L2, referring to sports and leisure activities are printed. By using the <i>"bridge languages"</i> known by students, s/he gradually pronounces action verbs related to a few selected images. Any learner possessing the label with the corresponding verb in L2 has to match it with the reference image. In addition, while doing that, the student makes a sentence, using a subject and one of the already analysed verbs (to like, to enjoy, to dislike, to hate, etc.) of her/his choice, followed by the action verb just pronounced by the teacher (e.g. "Sara and Peter enjoy watching crime films on TV"). All the built up sentences are written on the board and corrected by the teacher.</p> <p>Small groups of students of different provenance are formed. Each group is given a grid meant to collect information in columns: in the first column, students write their names; in the following ones (displaying sports/leisure activities in L2 and in the main "bridge languages") each student has to draw thumbs up/down, expressing 3 personal likes and 2 dislikes). Then, students summarize their own preferences, writing down sentences on their exercise books (e.g.: "I like jogging, swimming and football playing. I don't like watching TV. I hate/don't stand boxing").</p>

			Under the teacher's guide, students of each group interact orally, asking each other, " <i>What do you do in your free time?</i> ". The given answers are shared with the other groups in the classroom.
		<p>Step 2 Intermediate phase 50 min.</p>	<p>The teacher gives detailed explanations about the structure and use of the present simple in different languages (<i>L2</i> and the main "bridge languages"). Then, students are given further worksheets centred around action verbs, sports and leisure activities. They keep on working in group, helping and supporting each other. (The provided worksheets consist of a simple <i>reading comprehension text</i>, <i>true/false</i> exercises, <i>matching activities</i>, <i>multiple choice</i> and <i>speaking cards</i>).</p> <p>By using the IWB and connecting to apps like <i>Babbel</i> or <i>Duolingo</i>, students can further practice their language skills, doing several kinds of exercises (<i>fill in</i>, <i>memory games</i>, etc.), aimed at reinforcing any structures, vocabulary and communicative functions acquired.</p>
		<p>Step 3 conclusive phase 35 min.</p>	<p>Learning by playing.</p> <p>In small groups, students play the <i>Game of the Goose</i>. The teacher gives each group two dice and a game board, on which sports/leisure activities and verbs expressing likes/dislikes are highlighted in different colours, depending on the language to be used.</p> <p>The first die is traditionally numbered and allows students to move on the game board. In the second one, each face is marked with a different personal pronoun. The player rolls the "personal pronoun" die and then makes a sentence, using the language, verbs and sports/leisure activities shown in the box of the game board, where the numbered die landed. All the built up sentences, gradually written on the IWB, are corrected in plenum.</p>

		<p>Here is an example sentence to be built, combining the personal pronoun “HE” with two of the couples of infinitive verbs displayed on the game board:</p> <p>“NOT LIKE/PREFER” and “WATCH TV/ LISTEN TO MUSIC”:</p> <p>“He doesn't like watching TV, he prefers listening to music”.</p> <p>(PLEASE FIND AN EXAMPLE OF MULTILINGUAL GAME BOARD BELOW)</p>
META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).
TIPS & SUGGESTIONS		
	TIME	ACTIVITY PLAN LESSON LESSON 2 (Provide one activity plan for each lesson)
MOTIVATIONAL PHASE/STEP	20 min.	<p>The teacher gives students positive examples of adult migrant learners who, overcoming any initial difficulties encountered in a host country, have succeeded in their life, improving it definitely. Some of them may have succeeded in the field of social or political activism, others in the world of art as well as in the football world or in the fashion world, etc.</p> <p>Talking about fashion, the teacher asks students if they are aware of dedicated websites for online shopping. S/he suggests them to use their smartphones and, surfing the Internet, visit one of the most popular ones, available in different languages:</p> <p style="text-align: center;"> https://www.zalando.co.uk/mens-sports-clothing/ https://www.zalando.co.uk/women-home/ , etc. </p>

		<p>Before accessing the site, students are asked to focus on some words written on the IWB, whose meaning is explained by the teacher, with the help of proper images:</p> <p style="text-align: center;">“clothes”, “sports clothing/shoes”, “accessories”, “casual”, “formal”, “traditional”, “trendy”, “fashionable/unfashionable”, etc.</p> <p>After accessing the site, students look at the different collections and, answering the teacher’s questions (e.g. “<i>What is the traditional clothing in your country?</i>”, “<i>Do you prefer wearing casual or formal clothes?</i>”, etc.), they have the opportunity to talk about their own preferences and exchange opinions with the other classmates.</p>
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>		<p>Step 1 Introductory phase 40 min.</p> <p>The teacher shows a section of Zalando and - pointing at different clothing items - s/he writes their names on the board, also specifying in what colours and sizes they are available. Students repeat the new words aloud and try to memorize them. Furthermore, the teacher introduces the communicative functions useful for asking for/giving prices</p> <p style="text-align: center;">(e.g.: “How much is the patterned shirt, displayed in the shop window?”. “<i>It’s on offer. It only costs...</i>” “How much do the blue linen trousers cost?” “They cost...; The discounted price is...”).</p> <p>Learners exercise by giving the prices of some selected clothes, previously highlighted on the board.</p> <p>Since Zalando can be consulted in different languages, students have the possibility of practicing online shopping, widely. The described activity is meant to reinforce vocabulary about clothing,</p>

	140 min.		accessories, sizes, colours and prices.
		Step 2 Intermediate phase 70 min.	<p>The teacher hands out worksheets (<i>word-image matching, word search, etc.</i>) aimed at fixing, furtherly, the relevant vocabulary.</p> <p>Listening phase. Students listen to a mini dialogue (first, in the main “bridge languages” and then in L2), containing communicative functions to be developed (“<i>Can I help you?</i>”/ “<i>What size are you?</i>”/ “<i>Can I try the blue shirt on?</i>”, “<i>Where are the changing rooms?</i>”, etc.).</p> <p>The key sentences of the dialogue are written on the IWB and their meaning is clarified with the support of adequate images.</p> <p>After several listenings in L2 (the first of which is aimed at global comprehension), the teacher gives students new worksheets with different types of exercises, including <i>sentence reordering</i>.</p> <p>A correction phase in plenum follows.</p>
		Step 3 conclusive phase 30 min.	Working in pair and following the instructions provided by the teacher, students prepare a dialogue at a shop, between a customer and a shop assistant. The interaction will be orally performed twice by each couple of students, exchanging roles.
META-COGNITIVE PHASE	20 min.	Thanks to game-based classroom response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback (which results in fostering their interest and motivation).	
TIPS & SUGGESTIONS			

	TIME	ACTIVITY PLAN LESSON LESSON 3 (Provide one activity plan for each lesson)	
MOTIVATIONAL PHASE/STEP	25 min.	The teacher explains the day's program, consisting in a sort of "Treasure Hunting" at a shopping centre. S/he tells students to search on the web for shopping centres in the city or nearby. Then, s/he asks them which one they wish to visit for their shopping experience.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	135 min.	Step 1 Introductory phase 15 min.	<p>Once arrived at the shopping centre, the teacher forms three groups of students, giving each of them a <i>Shopping List</i> with specific clothes and shoes to be bought. All the necessary explanations are provided.</p> <p><u>Shopping List 1:</u> <i>Kidswear (a grey hoodie, size XS; a pair of blue trainers, size 6; a pink romper, size 10-12, etc.)</i></p> <p><u>Shopping List 2:</u> <i>Men's clothing and shoes in different sizes and colours (e.g. : a red T - shirt, size M; a pair of blue shorts, size L; a pair of black Skechers, size 8, etc.)</i></p> <p><u>Shopping List 3:</u> <i>Women's clothing and shoes (e.g. : a pink blouse, size S; green low rise pants, size M; a pair of white wedge sandals, size 6, etc.)</i></p> <p>Students, who dispose of a limited virtual budget, have to simulate the purchase of the items described in the lists, following the given instructions.</p>
		Step 2 Intermediate phase 80 min.	<p>While undertaking the assigned tasks, students have to compare the discounts / offers publicized by different shops and try to save money, buying the requested items virtually, at the cheapest price possible.</p>

			To prove how convenient their virtual purchases may be, students have to take photos, showing the different items and relative price labels.
		Step 3 conclusive phase 40 min.	Circle time in a recreation area of the shopping centre. Students show their photos to the teacher and, while talking about their purchasing experience, they report any difficulties faced. They are asked to reflect on shopping centres, focusing on <i>advantages</i> (e.g.: they have their own parking facility; you can find everything you are looking for in the same, huge shopping area, etc.) and <i>disadvantages</i> (e.g.: they are overcrowded; customers are tempted to buy superfluous items, wasting too much money, etc.).
META-COGNITIVE PHASE	20 min.	Thanks to game-based response systems (e.g. Kahoot, Socrative), students can answer the proposed questions with their smartphones, having an immediate feedback on the acquired/developed competence/s.	
TIPS & SUGGESTIONS			

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