

## Lesson plan

### Title of the Unit: EUROPE 2020 and ITS FIVE TARGETS

School	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High	
Year / Class	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	
Subject :	Law and Economics		Topic of the Module: The European Union and European citizenship – What is the added value?			
CLIL language	English					

<b>Teacher / Teaching team profile</b>	Teacher's role:	<input checked="" type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: <u>Law and Economics</u>
	Teacher's role:	<input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input checked="" type="radio"/> Other: colleague	Subject taught: English <u>(external support)</u>

<b>Special notes</b>	<p>The lesson plan presented refers to a Unit of a Module that develops the knowledge of the European Union and the meaning of European citizenship in order to acquire critical awareness of being part of the EU and “special juridical keys” to interpret the current events.</p> <p>The entire module has been realized and tested by the author in a 5<sup>th</sup> class of a Tourism course. This special unit has been chosen because two colleagues attending the IPRASE course observed the lessons of this Unit. Moreover, the attendance of IPRASE course by the author has permitted to apply theory to practice at the same time.</p> <p>Therefore, it has been considered potentially interesting to connect all the experiences in a common frame.</p> <p>This Unit has now been formalized for dissemination.</p>
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<b>Student group profile (general)</b>	CEFR Level: Between B1+ and B2
	Unit tested in the 5 <sup>th</sup> class of a Tourism course – first CLIL experience <i>However, this Unit could be realized in any other 5<sup>th</sup> class of Technical Economic courses</i>

<b>Syllabus of the reference Module</b>	<b>TOPIC OF THE MODULE:</b> <b>THE EU and EUROPEAN CITIZENSHIP – What is the added value ?</b>
(The Unit which <b>this lesson plan focuses</b> )	<b>SYLLABUS (STEP BY STEP)</b> 1. THE CREATION PROCESS OF THE EU (A BIT OF HISTORY)

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<p><b>on is underlined – N. 5)</b></p>	<p>AND A BIT OF GEOGRAPHY) – HOW THE UE WAS CREATED</p> <ol style="list-style-type: none"><li>2. PRINCIPLES OF INTERNATIONAL LAW - THE JURIDICAL BASIS OF THE EU – THE FUNDAMENTAL TREATIES</li><li>3. AN OVERVIEW OF EU DATA (COMMENTING ON GRAPHS...)</li><li>4. CRITERIA SET FOR A COUNTRY TO JOIN THE EU</li><li>5. <u>EUROPE 2020 AND THE FIVE TARGETS</u></li><li>6. THE EURO, THE CONVERGENCE CRITERIA AND ITS CONSEQUENCES</li><li>7. HOW DOES THE EU WORK? AN OUTLINE OF THE FUNDAMENTAL INSTITUTIONS<ol style="list-style-type: none"><li>a. The European Council</li><li>b. The Council of Ministers</li><li>c. The European Parliament</li><li>d. The European Commission</li><li>e. The Court of Justice</li><li>f. The European Central Bank</li></ol></li><li>8. ANALYSIS OF THE CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION</li><li>9. DOES IT ADD VALUE TO OUR CITIZENSHIP? A COMPARISON WITH THE ITALIAN CONSTITUTION.</li></ol>
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<p><b>Resources &amp; tools</b></p>	<p><b>Used throughout the module</b></p> <ul style="list-style-type: none"><li>- Special worksheets created by the teacher (→scaffolding actions!)</li><li>- Portfolio created by each student (sort of “ personal dossier” collecting all the papers and products of the research and tasks) The students must have a folder (ring binder required!)</li><li>- Online resources (documents: European Union official website: <a href="http://europa.eu/">http://europa.eu/</a> videos: <a href="http://www.bbc.com/news">http://www.bbc.com/news</a>)</li><li>- Multimedia presentation</li><li>- School e-learning platform</li><li>- Interactive board / traditional blackboard and chalk (or board with felt-tip pen!)</li></ul> <p><b>Specific for this lesson plan</b></p> <ul style="list-style-type: none"><li>- Special papers created by the teacher (<i>see the adaptation notes with exact</i></li></ul>
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Author: CRISTINA MATURI

	<p><i>link references to websites at the bottom of the attached papers prepared to carry out the lesson )</i></p> <ul style="list-style-type: none"> <li>- Interactive board / Traditional blackboard and chalk (or board with felt-tip pen!)</li> </ul>
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	Subject	Language
<b>Students' prior knowledge, skills, competencies for this lesson plan</b>	<ul style="list-style-type: none"> <li>○ The sources of Law</li> <li>○ The role of external sources of Law within the Italian Legal system</li> <li>○ The principles of the Italian Constitution regarding International Law and the acceptance of sovereignty limitation in order to ensure a more peaceful world</li> <li>○ How the Italian legal system can be affected by the EU</li> <li>○ Differences between EU regulations and EU directives</li> <li>○ General ideas about the creation process and membership of EU</li> <li>○ Ability to observe real situations</li> <li>○ Ability to connect the knowledge acquired at school with real life</li> <li>○ Ability to collect documents and organize one's own materials producing a sort of portfolio</li> </ul>	<p>Intermediate – Upper intermediate level of English with focus on reading, listening and speaking skills</p> <p>Basic Interpersonal Communicative Skills acquired and a basis of Cognitive Academic Language Proficiency</p>

<b>Learning Outcomes expected</b>	<p><b>General for the module</b></p> <p>Integration of subject content and language</p> <p>Improvement of language skills in English (from BICS to CALP or improvement of CALP also in view of further higher studies i.e. at University)</p>
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	<p>Improvement of Lower Thinking Skills (Knowledge, Comprehension, Application) towards higher (Analysis, Synthesis, Evaluation)</p> <p>Improvement of Learning skills</p> <p>To know the principles on which the European Union is based</p> <p>To know how it was created and what its aims are</p> <p>To know how the European Union is organised</p> <p>To manage and describe data concerning the European Union</p> <p>To improve awareness of the consequences of being part of the European Union considering its advantages and disadvantages.</p> <p><b>Specific for this lesson plan</b></p> <p>To know what “Europe 2020” refers to and what its principal contents are</p> <p>To understand the aims of “Europe 2020” and their role in the EU development</p> <p>To be able to describe what the European growth strategy consists of</p> <p>To be able to connect “quality adjectives” to “quantity measures”</p> <p>To reflect upon the targets of the European growth strategy and the differences between “average targets” and specific targets for each member country.</p> <p>To speculate about the reasons for each member State’s targets</p> <p>To be able to justify one’s own opinions about “Europe 2020”</p>
<b>Methodology</b>	<p>In general interactive methodology reducing Teacher Talking Time and improving Students Talking Time</p> <p><i>See the single activities for more details</i></p>
<b>Time required to carry out the lesson plan</b>	<p>About 150 minutes – it means three “50-minute school moments”</p> <p><i>See the single activities for more details</i></p> <p>(About 20 “school hours” are required to realize the entire module)</p>

<b>Assessment</b>	<p><b>Module</b></p> <p>Ongoing observation and dialogue with the students, picking up elements for formative assessment</p> <p>Ongoing check about content learning and improvement of language skills (focus on “breaking the ice” in speaking) through open and closed questions</p> <p>Summative assessment of learning at the end of the module (oral and written test)</p> <p><b>Lesson</b></p> <p>Ongoing – continuous assessment (see attachment n. 1 for suggestions about contents)</p> <p>Learning contents will also be part of summative assessment at the end of the module.</p>
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<b>Activities and procedures</b>	<p><i>See the following grid</i></p>
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Activity	What the activity consists of - Activity aims	What happens in class	Social form	Timing
1	<p>Introduction</p> <p>Going through the syllabus to recognise the steps taken so far</p> <p>Activating prior knowledge about the previous steps</p>	<p><i>The teacher invites students to open their folders and to skim the pages</i></p> <p><i>With reference to the syllabus of the Module, the teacher introduces the title of the Unit and asks some questions on previous contents verifying their learning process</i></p>	Whole class	5-10 minutes
2	<p>Approach to the new step</p> <p>Brief presentation of the Unit</p> <p>Explanation of goals</p>	<p><i>The teacher introduces the Unit and gives a general idea of what it is by creating expectations and asking students to think of possible specific contents (sort of brainstorming activity...).</i></p> <p><i>The students take notes (key words) in their folders about the ideas that emerge and the teacher corrects the most inappropriate.</i></p>	Whole class	5-10 minutes
3	<p>Teacher's explanation (short "frontal phase" but necessary to carry out the lesson properly and give students some points of solid reference)</p> <p>Dealing with the content of "Europe 2020" in depth</p> <p>Focus on quality-target</p>	<p><i>The teacher explains what Europe 2020 consists of by drawing (step by step) a mind map with key words on the black/white board (or using the interactive board..). At the end, the result should as <b>attachment n. 2.</b></i></p>	Whole class	10-15 minutes

Author: CRISTINA MATURI

		<i>Students take notes encouraged by the teacher to add other words to enrich the visual organiser personally.</i>		
4	Filling papers  Reinforce organisation of the previous contents	<i>The teacher hands out the paper <b>attachment n. 3</b> asking students to fill in the gaps in pairs. They can consult other pairs and discuss together.</i>	Mostly in pairs but students are encouraged to share ideas with other classmates	10 minutes
5	Immediate check of the previous activity	<i>The teacher asks students to read the paper with completed phrases and corrects possible mistakes giving reasons.</i>	Single students - Whole class	5 minutes
6	Explanation of the five targets  Focus on measurable data	<i>The teacher hands out the paper <b>attachment n. 4</b> and explains what the five targets consist of by providing data. During the explanation, the teacher stresses the words that should be written in the gaps by the students. Students can consult each other freely.</i>	Whole class  Interaction among the students	20 minutes
7	Discussion Check of previous task highlighting that the data has to be considered as “average”	<i>The teacher invites the students to express their opinions about the five targets suggesting questions.</i>	In groups	15 minutes
8	Time to sum up the path of the lesson and revise what has been discovered	<i>A few students recall the main points of the lesson and what has been a surprise for</i>	Single students - Whole class	10 minutes

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		<p><i>them and why.</i></p> <p><i>The class should be accompanied (by the teacher) to reflect that the targets considered as “average” are the result of specific targets established for each EU’s member State</i></p>		
9	<p>Homework assignment</p> <p>Download the table with the data established for each country (see <b>attachment n. 5 and n. 6</b>)</p>	<p><i>The teacher gives instructions on the websites or on e-learning school platform to find documents (if preferred is possible to hand out photocopies ....).</i></p> <p><i>Students at home have to observe data and think about possible questions to analyse them better (the teacher gives some examples during the homework assignment)</i></p>	Whole class	5 minutes



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10	<p>Role play</p> <p>Conference press with “EU Very Important People” to understand why different targets are established for each country (students speculate....)</p>	<p><i>The class changes.... It becomes a pressroom.</i></p> <p><i>Five students are named V.I.P.s (i.e. Mario Draghi, Martin Schulz, Jean Claude Junker, Donald Tusk, Federica Mogherini....- the teacher should have prepared labels).</i></p> <p><i>The other students are journalists. In turn they ask the VIPs questions on the basis of the table attachment n. 5 and n. 6 they have studied for homework. They have to introduce themselves saying which network</i></p>	Whole class	50 minutes
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		<p><i>or magazine they work for.</i></p> <p><i>[i.e. Good morning. Cristina Maturi – BBC world news (or Corriere della Sera etc..). A question for Martin Schulz (or for Mario Draghi etc....): “Why was such a high tertiary education rate established for Luxemburg ?</i></p> <p><i>..... R&amp;D % of GDP lower in Germany than for Italy ?</i></p> <p><i>..... only some targets for the UK ?</i></p> <p><i>.... etc.. .”]</i></p> <p><i>The “VIP students” try to give reasonable answers on the basis of all their learning and what they know about current events.</i></p> <p><i>The teacher just strolls around the class as n hostess holding the microphone !!</i></p>		
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