

<b>Title of the activity: THE TREE OF LIFE</b>	
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<b>Tale</b>	
<i>Sacrifice</i> by Neelamma Deva	
<b>Age group</b>	
<input type="checkbox"/> 1st ESO <input type="checkbox"/> 2nd ESO <input type="checkbox"/> 3rd ESO <input type="checkbox"/> 4th ESO <input type="checkbox"/> 1st Bachillerato <input checked="" type="checkbox"/> 2nd Bachillerato	
<b>Time</b>	
First session: 45 minutes Second session: 45 minutes Third session: 45 minutes	
<b>Key Words</b>	
CLIL, culture and cognition (4C's framework), communication, gender roles, ethics, human geography, research, lower-order thinking skills ( <i>LOTS</i> ), higher-order thinking skills ( <i>HOTS</i> ), schemata	
<b>Basic competences:</b>	<b>Cognitive Competences:</b>
<input type="checkbox"/> Communicative competence in L1 <input checked="" type="checkbox"/> Communicative competence in L2 <input type="checkbox"/> Mathematic, technical and scientific competence <input checked="" type="checkbox"/> Digital competence <input checked="" type="checkbox"/> Learning to learn <input checked="" type="checkbox"/> Civic and social competence <input checked="" type="checkbox"/> Entrepreneur sense and initiative	1) During the warm-up, the teacher should activate on students previous knowledge (i.e., schemata) by encouraging them to recycle previous knowledge and/or language through the use of new and introductory questions (this is to be done implicitly). In the case of new sessions, this will be done through making use of lower-order thinking ( <i>LOTS</i> ), i.e. making them remember key aspects, thoughts, themes of previous sessions. 2) The task-cycle activities orbit around topic-related debates, videos, tales, and presentations. The aim is to enhance meaningful learning since is during task-cycle that the teacher expects students to provide output by being participative and to make use of higher-order thinking ( <i>HOTS</i> ) that is, making them hypothesize about some situations shown in videos and tales through the use of debates. Furthermore, students will be introduced into interculturality through a <i>Skype</i> call in which students will feel identified since they will <i>Skype</i> with a secondary school class in India. This also provides students an opportunity for them to work alongside other learners from different cultures: the aim of this is to raise cultural awareness in students. All in all, this is about allowing students to construct their own understandings and also to be challenged regarding their beliefs, thoughts and intercultural impression. 3) During the post-task, students are asked to make a presentation and give feedback to other students so that their cognitive effort starts to develop in a higher level. This reactivates in students the use of <i>HOTS</i> (higher-order thinking) since they should solve problems they see in their classmates' presentations. This will be done when students ask questions about the

<p>(professional competences)</p> <p>✓ Cultural sense and expression</p>	<p>rest of classmates' presentations and give their own feedback (provide their classmates with constructive criticism). In this last session, the teacher will also provide all students with s/he own feedback about the presentations (this should be mostly positive in order to reactivate learners' cognitive efforts by trying to elicit new grammar rules (past tenses) and vocabulary meaning.</p> <p><b>Strategic and instrumental competences:</b></p> <ol style="list-style-type: none"> <li>1) Interaction among students plays a vital role since nearly all the activities orbit around that idea of communication in the classroom.</li> <li>2) As long as they need it, the students could look up words in dictionaries (they could be apps) or ask each other if they know the meaning of any words.</li> <li>3) Negotiation among students is crucial as they must share their opinions and (if possible) and be able of achieving a common conclusion (i.e. negotiation of meaning).</li> <li>4) If the student needs it, he/she will ask the teacher who must act as a monitor and 'helper'. The teacher here could provide information but it would be better if students do their own research (it could be online)</li> <li>5) To promotes and develop communicative competence. Learners need communicative functions such as giving examples, expressing their own ideas and opinions. Bearing this in mind, topic-related debate, discussions and teamwork are set in the classroom.</li> </ol> <p><b>Attitudinal competences:</b></p> <p>Apart from working on their communicative skills, students should be willing to work in teams and listen to their classmates as well as being capable of putting into practice certain cohabitation rules such as respecting others' turn taking, actual listening between equals, respect others' opinions, etc.</p> <p>Students' autonomy should be promoted.</p>
<p><b>Expected Results</b></p> <ul style="list-style-type: none"> <li>- Students are expected to interact among them and with Indian students, sharing their thoughts, beliefs, opinions and experiences (this promotes interculturality).</li> <li>- They also should reconceptualize their ideas about Indian culture and, above all, gender role.</li> <li>- Increase cultural awareness on students.</li> </ul>	

- The students are expected to talk in the L2 all the time and to develop their capacity to work as a team by means of collaborative teamwork as they will have to negotiate conclusions.
- Promote greater pupil self-confidence and self-awareness since we focus more on the cultural rise-awareness rather than explicitly on language.
- It has a clear aim to increase STT (Student Talking Time) and reduce TTT (Teacher Talking Time) because students interact with each other and the teacher's role is to monitor and give feedback at the end of the activities.

### Action protocol :

- **1st session: INTRODUCTION (VIDEO, TALE & DEBATE)**

#### Warm-up activity:

1. Introductory questions: "Do you know anyone from India? Do you know anything about life in India?"
2. Let's watch a video! (cultural and language input) : *Life as a woman in India's capital* (play the video about women's life in India CNN)
3. Make questions about understanding of the video: "What is the video about?" Then, spontaneous debate about the video is expected to occur. I.e. students are expected to react (cultural and language output). If this does not occur, elicit students' reaction by asking: "How did you feel as a woman/man when you watched the video?"

#### Main activity:

1. Students will read the tale and then look words up in the dictionary. (language input)
2. The teacher, then will ask students to contrast their opinions in relation to the video and the tale by asking: "What differences can you notice from the lifestyle presented in the video and the one in this tale?"
3. Split students into groups of 5. Then provide students with 3 topic-related question debate (see 'debate worksheet').

#### Post activity:

1. In groups, students should compare Indian culture with their own (they might need some topics related to gender roles such as: comparing job vacancies or study opportunities) and, if possible, make a brief (powerpoint) presentation related to the topic they were working on. The groups that are listening to the presentation should ask some questions. (cultural and language output).

- **2nd session: SKYPE**

#### Warm up activity: (10 minutes)

1. Review of previous session: "What were we talking about last session?"
2. In groups of 5 (the same as the last session) they should do a brainstorming of: "What would you ask Indian students regarding what we talked about last session?"
3. Teacher surprises them by saying: "Now you've got the chance to put your brainstorming into practise!"

Main activity: (25 minutes)

- 1) SKYPE TIME! (15'). This provides an opportunity for the students to receive input and produce output, both linguistic and cultural.
- 2) The feedback will be about the Skype call. The teacher can ask their students: "What have you learnt from this experience? Is it closer to the video or to the tale, or both?" Students must justify their answers with examples. (10')

Post activity: (10 minutes)

1. Again the teacher ask their students to split up into groups in order to discuss among members what values or thoughts or beliefs could they extract when they were *skyping* with the Indian classroom. Also ask to discuss what cultural values, both positive or negative, call their attention.
2. The teacher ask each group choose a representative. Each representative should stand up and share with the rest of the groups what are their conclusions. After each representative shares his/her team's opinion, the rest of the group should ask at least 3 questions per group or just say if they are agree or disagree, always justifying why.

● **3rd session: GROUPS PRESENTATION**

1. Divide students into the corresponding groups. Each group has 10 minutes to present their work: they are members of the UN and they will have to defend and propose a solution to X topic in relation to India and gender roles (jobs, studies, strike...). (30')
2. After each presentation, the teacher will give 3 or 5 minutes for questions from groups (if they do not ask questions, the teacher elicits them): students could have more fun if they have a fake or plastic microphone. They also should give their opinion about aspects they do not agree or do not like and the other way round, that is, telling what aspects of each presentation they like the most. The questions are asked by the representative (it could be a different one) of each group. The teacher asks what do they like or do not like/agree about those aspects and, very important, which solutions they can give to solve those problems/disagreements. (10')
3. Teacher gives mostly positive feedback about presentations (trying to relate to the opinions the rest of class gave so they can feel they are being listened by the teacher) (5')

**Materials :**

● **1st session: INTRODUCTION (VIDEO, TALE & DEBATE)**

**Warm up**

\*CNN video Youtube

**Main activity**

\*Tale *Sacrifice* by Neelamma Deva

\*worksheet debate

**Post activity**

\*Blackboard

- **2nd session: SKYPE**

**Main activity**

- \*Skype
- \*Blackboard (for feedback)

- **3rd session: PRESENTATIONS**

**Main activity**

- \*PowerPoint, Speakers, Video devices (for students to perform)
- \*Plastic microphone or fake microphone (questions time)

**Variations of the activity**

**Evaluation of the activity**

A useful tool for ‘measuring’ and analysing the interconnectedness of cognitive and linguistic levels of tasks is the **CLIL Matrix**. It is useful in the way that it helps teachers to monitor, sequence and scaffold learning. The tasks which measures the cognitive and linguistic demands go gradually from low to high.

This could be seen in this CLIL lesson as follows: Firstly, the warmer of the first session aimed at instilling confidence in learners since we started with familiar work and questions. Secondly, setting a reading task (tale) is a way of introducing new knowledge as well as recycling previous language knowledge (i.e., *schemata*). Not only this but using a video as visuals to scaffold new knowledge is a way of introducing abstract concepts. Thirdly, we continued to develop new knowledge, at the same time as students needed it, by asking them to debate about certain topics. In the final task, the presentation, learners are expected to incorporate new language and new content through cooperative group work which is supported by technological (apps, online dictionary) and teacher mediation (that is, teacher as monitor).

Other aspects should be considered when evaluating learners performance are:

- Coordination performed in the presentation as well as its content and originality.
- Participation in the debate and answering the questions.
- Communication and language skills.
- Students’ ability to compare their culture with the new one.
- Capacity to contrast the tale with the real world.
- Giving clear and concise opinions.

- Development of the chosen topic for their PowerPoint presentation and its relation with the discussed subject (writing skills, cultural input and output).