

CLIL: Lesson plan created by Styliani Lykogiannaki_Greece_CLIL

Topic/Lesson Title:

“A glimpse into the city of Heraklion on Crete”

Aims/Goals or SWBATs (Students will be able to.....)

By the end of this lesson students will be able to:

- Develop digital skills.
- Develop critical and creative thinking.
- Improve communication and collaboration.
- Enhance cultural awareness.
- Understand the cultural and historical background of the city of Heraklion.
- Realize the cultural aspects and ongoing importance of myths.

Age group:

Students from 14 to 15 years old.

Level:

Students with B2 to C1 English level and basic digital skills.

Time (Lesson duration):

One lesson of at least 60 minutes.

Materials:

Computer lab or classroom with interactive smartboard, wifi and laptops. Wireless Internet access, smartphones or tablets. PowerPoint, word processor, youtube videos, google forms, kahoot, mindomo, canva, wordart.

Lead-in *What's going to happen here to introduce your students to the topic?* Time 20

Students watch “Ariadni’s thread” video on youtube: https://www.youtube.com/watch?time_continue=3&v=8KmyyNO6SOQ in order to answer expansion questions for further reflection and elaboration.

When the studnets finish watching the video, we freeze the image at the last scene right before the man and the woman meet each other again and we ask the students to guess the outcome of this encounter. The students work in pairs or in groups to write a brief script for the ending of the film, to think of a conversation between the two protagonists and write a dialogue between them and predict how the story will finish.

What can students predict or do to get started with the lesson? Time __5__

We stop the above mentioned video and freeze the image at the moment of the first accidental meeting of the two protagonists and ask the students to imagine who these two people could be, where they are and what they are going to do next. The students predict what will happen next in the video.

What vocabulary could teachers focus on? What needs to be pre-taught? Time __10__

Language of prediction and future plans. Future tenses (will and be going to) and conditional forms. Narrative language and narrative techniques. Information about historical facts and mythical characters, such as the Minoan civilization, Knossos palace, Ariadni, Theseus and the Minotaur. But since the English level of the students is at least B2 the above grammar and information does not need to be pre-taught but only to be briefly revised, as it is not new knowledge taught for the first time and students will probably have some familiarity with these topics.

*What kinds of texts can students **listen** to or **read** to deepen their knowledge? Time __5__*

After the students watch the ending of the film we initiate a discussion about the role of the red thread in this film and ask the students to make inferences about the symbolism of the thread.

For example we can ask the students these questions during this activity: Can you guess what does the red thread in the previous video symbolize? What is the name of the ancient Greek myth associated with the thread?

Then we give them the following clue: the thread is associated with the ancient Greek myth of the labyrinth. We ask the students if they have heard of the myth of Ariadni's thread before. In case they are not familiar with the myth as an optional homework activity we ask them to google for more information about it. We give them some key words that will help them in their research, such as labyrinth, Ariadni, Minotaur, Theseus, Knossos palace, Minoan civilization.

*What kinds of questions can students answer from the **listening** or **reading**? How many should they answer? What should they notice or analyze? Time __5__*

We can give to the students the myth Ariadni's thread in random segments and ask them to put the sentences in the correct order to narrate the complete myth by answering a google form: <https://goo.gl/forms/IdaamMMLsgEkWdag2>

Students narrate the complete myth by submitting their answers in the above google form link.

*What will students **speak** about in pairs or in small groups? Time __5__*

Students follow the link <https://goo.gl/forms/LUdNrjuv1zaU7H5x2> and carry out a quiz in google form about sights, landmarks, monuments and exhibits of the archaeological museum and of the city of Heraklion. Alternatively, we can give to students different photos in digital or printed form that depict important sights, landmarks, monuments and exhibits of the archaeological museum and of the city of Heraklion. We also give them captions with the

names of the sights at random order and ask them to match the names of the sights with the photos.

*What will students **write** about during class time or for homework? Time __10__*

Students can carry out an activity with colour connotations: We ask students to associate the following colours: **BLUE**, **GREEN**, **AMBER** (gold and yellow), **LIGHT BLUE** with different aspects of Greece and Crete in particular. Then, they follow the link to watch a relevant video: <https://www.youtube.com/watch?v=LLMKDY5PYJM>

Alternatively, we can ask students to change the ending of the myth of Ariadne's thread and write their own different version of the myth.

What are other follow up (or homework) activities that can be included?

Project work for further expansion assigned as homework:

- a) Create a word cloud or a concept map with the cultural sights and historical landmarks of Heraklion city.
- b) Create a leaflet with cultural attractions and useful information about the city of Heraklion. To be more specific, we can give students the following guidelines:
Create a tourist leaflet about the attractions of Heraklion city in digital form. Work in groups to produce a leaflet about the city of Heraklion with the title: *"All you need to know of Heraklion in one day! Historical sites and cultural attractions you can visit in 1 day!"*. Students can focus on the following parameters:
 - Which historical sites should a tourist visit if he had to spend only one day in Heraklion?
 - Suggest the most important landmarks and cultural attractions of Heraklion for visiting in a single day.
 - Give information about their history and cultural value.

Other thoughts about this lesson plan:

This lesson plan can be used for introducing elements of the Greek culture and information about the island of Crete to students of other European countries.

Therefore, this lesson can be addressed to pupils from other European countries as a stimulus to motivate them to be acquainted with historical sites of Crete and explore elements of Greek culture using mythology as a starting point of their exploration. Alternatively, the lesson can be used for Greek students to revise the knowledge they have on mythology, to extend ancient Greek myths in a fun way and to trigger further research work on important historical monuments and cultural sights in the region of Crete.

The planned activities can be used all of them in the suggested sequence and can be carried out in one or even two sixty-minute lessons depending on the English level and the background knowledge of the target group of the students.

In addition, the activities can be used separately by the teachers depending on which of the four skills they want to focus.

The above-mentioned activities can be implemented in pairs or in groups or even individually. It is up to the teacher to decide what option is most suitable for the needs of the target group.