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DATE OF CLIL ACTIVITY	
CLASS / NUMBER OF STUDENTS	
SUBJECT	social sciences
CLIL LANGUAGE	English
CLIL Activity Topic	Personal biases and structural effects, segregation
CLIL Activity Time	40 minutes.
Language Objectives	learning advanced vocabulary concerning sociology
Language used for communication (BICS)	English, L1 when necessary
Content Language (CALP)	prefer, demand, bias, diverse, segregation,
Content Objectives	Learning how small, seemingly insignificant biases lead to large scale structural effects, and the difficulties in countering said effects.
Materials / Resources used	Classroom projector Web connected digital devices, preferably 1-to-2, but 1-4 could work. Working link to <i>Parable of the Polygons</i> by Nicky Case: http://ncase.me/polygons/

**CLIL Activity -
procedure**

1. Display the *Parable of the Polygons* on the projector.
2. Read and explain the first three tasks, doing the all the tasks before the heading ”**run this simulation a few times. what happens?**”
3. Let the students, in pairs, do the rest of the tasks. Prompt them beforehand to provide written answers, in their own words, for the questions the website poses (i.e. **run this simulation a few times. what happens? what happens when you lower the bias? what happens when shapes demand even the smallest bit of diversity?**)
4. Allow the students to finish the tasks, letting those who finish early experiment with the sandbox. Depending on the country you’re in, one potential task could be to run a simulation according to the known demographics and housing markets of your country, as the sandbox allows you to set the demographics split and available housing. For example:
 - Assume that the majority accounts for 85% and the minority 15%. How does this affect segregation?
 - Find out how many percent of [our country’s] population belong to minority ethnicities. Add those numbers to the simulation and run it again. How does this affect segregation?
 - Find out how much empty housing is available in [your country]. Add those numbers to the simulation and run it again. How does this affect segregation?
5. Summarize by going through students answers to their questions and clarifying the main takeaways from the experiment:
 - Small individual bias → Large collective bias.
 - The past haunts the present.
 - Demand diversity near you.

Performance Assessment	
TEACHER ' S NOTES	