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DATE OF CLIL ACTIVITY	
CLASS / NUMBER OF STUDENTS	This particular template was used with a class of 20 students, it can be used with smaller groups without modification, but workgroup set-up needs to be changed for larger groups.
SUBJECT	social sciences
CLIL LANGUAGE	English
CLIL Activity Topic	Surveillance, integrity, human rights.
CLIL Activity Time	75 minutes.
Language Objectives	Learning to make and evaluate arguments and learning vocabulary associated with surveillance
Language used for communication (BICS)	English
Content Language (CALP)	surveillance, monitor, integrity, state, citizen, privacy, argument, counterargument, evaluate
Content Objectives	Learning to make and evaluate arguments concerning political choices. In this case, surveillance.

Materials / Resources used	<p>Classroom projector</p> <p>Powerpoint-presentation "CLIL Surveillance" (NB! You will need to edit the links on the presentation to make sure they match your specific links)</p> <p>One pre-prepared Padlet per each two groups of students. Use https://padlet.com/markus_daniels1/x7kewdls9gai (or create your own using a similar service).</p> <p>At least one digital device with web-access per group.</p> <p>A teacher-account at socrative.com or similar service.</p>
CLIL Activity - procedure	<ol style="list-style-type: none"> 1. Present the powerpoint presentation, starting with the Spy Game task, then continue with the presentation, watch the interview with Edward Snowden and have the students discuss the content of the interview. 2. Continue the presentation by explaining arguments and counterarguments 3. Let the students practice making arguments by doing the Argument Practice exercise. Note that the "Socrative!" bullet points are meant to indicate to students to submit their examples on socrative.com, if you use a different service, edit accordingly, or just elicit the responses directly. 4. Continue the presentation 5. Divide the class into four groups according to the Debate Team-table in the presentation (this can be done beforehand, or randomized on the spot). 6. Once the students are in their teams, have them go to their respective padlets and show one of them on the projector. Explain that they are to do task 1 first, and wait with task 2 until prompted. 7. Continue the presentation so that the "debate instruction" is visible to the students. Let them work on task 1 for about 5 minutes, then prompt them to do task 2. 8. Finish the exercise by moving on to "Evaluating the arguments". Let them discuss it for a few minutes and then elicit opinions from each group before wrapping up.

Performance Assessment	
TEACHER ' S NOTES	