

Student age: 16/17 group: four groups of 4 students = 4 experts and 13 journalists

Level: Première S

CECRL: B1/B2 Length: 50mn

Overall mission: 3 teams of 4 journalists, working for the consumer magazine “Which?”, are about to publish a special issue on the Sharing Economy next month. Their mission is to select one concept/service from the sharing economy for their magazine cover and discuss its pros and cons for the content of the article.

To achieve this task, they meet four experts in different concepts or collaborative services that have recently emerged. (Air Bnb, the Walking Bus, Neighborgoods, Clothing Swap).

Overall objectives: to encourage class and group interaction, to develop listening and speaking skills, to express opinion and defend positions, to speak for a certain length of time, to use collaborative learning and teaching to achieve a task, to train for a final task.

Strategies from the *Improved Language Learning session in Norway*

▪ **Flipped classroom:** Before class, short videos are viewed online by 4 students (who are assigned as future experts) at home, using Ted.ed online lesson editor. They learn more about one concept from the sharing economy. They need to identify its specificities and possibilities, analyzing the public targeted and its benefits. Worksheets are provided online so that students can take notes and have written back-up during class session.

▪ **Task differentiation:** On step 1, at home, the 4 experts have a differentiated task to achieve (B1/B2). Grammatical and comprehension difficulties vary according to each document.

On step 4, journalists achieve a differentiated task in collaborative learning and teaching according to the expert they meet.

▪ **Think-pair-share:** On step 3, the journalists use a three-step cooperative activity to prepare their list of questions. They think individually first then pair up to exchange thoughts and then pairs share with other pairs to complete their questions.

▪ **Circle the sage:** On steps 4 and 5, the main activity is collaborative learning and teaching process. The 4 students, being assigned the role of experts, stand up and spread out in the classroom. The 3 teams of journalists go to one expert each (no journalists of the same team go to the same expert). The

experts teach them what they know about the topic. The Journalists then return to their original teams and in turn teach other members. The experts form a separate groups and do the same.

Objectives	Documents	Language skills	length	Activities experts	Activities journalists
<p>▪ Vocabulary: Adjectives, lexical field of sharing and exchanging, economy and money, opinion.</p> <p>▪ Grammar: expression of opinion, agreement/disagreement, possibilities and</p>	<p>▪ Worksheets experts ▪ promotion videos / homepages: www.airbnb.com B1 www.walkingschoolbus.org B2 www.clothingswap.com B1 www.neighborGoods.com B2</p>	<p>▪ Oral comprehension ▪ Reading comprehension ▪ Written production</p>		<p>Step 1. <u>Flipped classroom strategy + differentiated task</u> ▪ Before class, the 4 experts use online material to build their lesson on one concept of the sharing economy.</p>	
	<p>▪ Powerpoint mission</p>		2mn	<p>Step 2: ▪ Introduction to the mission of the day. Presentation of the team of experts.</p>	<p>▪ Presentation of the teams of journalists.</p>
	<p>▪ Brochures www.airbnb.com B1 www.travelsmart.gov.au/schools/pubs/guide B2 www.clothingswap.com B1 www.neighborGoods.com B2</p>	<p>▪ Reading comprehension ▪ written production</p>	10mn	<p>Step 3: ▪ Experts have 10mn to read the brochure and check the homework (flipped classroom) on their worksheet. They complete their notes and use teacher as help.</p>	<p><u>Think-Pair-Share strategy</u> ▪ The journalists think individually about a list of questions to ask to the experts. (5mn) ▪ The journalists pair up, exchange their ideas. ▪ Pairs share with other pairs what they listed. (5mn)</p>

<p>capacity, comparisons</p> <p>▪ Notion under study: discover the world of peer-economy and its impact on our consumer society.</p>	<p>▪ Worksheets experts</p>	<p>▪ Oral production and interaction</p>	<p>10mn</p>	<p>Step 4: <u>Circle the sage strategy</u></p> <ul style="list-style-type: none"> ▪ Each expert meets 4 journalists from 4 different teams. ▪ Each expert shares his/her knowledge about the concept. <ul style="list-style-type: none"> ▪ The experts are <u>not allowed</u> to use their worksheet as back-up 	<p><u>Circle the sage strategy + differentiated task</u></p> <p>Groups B1/B2</p> <ul style="list-style-type: none"> ▪ Each journalist of each team goes to one different expert ▪ no journalists of the same team go to the same expert ▪ They listen to the expert, take notes on the topic, use their questions to learn more.
		<p>▪ Oral production and interaction</p>	<p>12mn</p>	<p>Step 5:</p> <ul style="list-style-type: none"> ▪ Experts form a separate group and share their knowledge about the sharing economy. ▪ They discuss and select one concept that should deserve to be on the cover of the magazine and justify opinion. 	<ul style="list-style-type: none"> ▪ All journalists return to their original teams ▪ they all have something to teach to other members. ▪ The journalists listen and ask questions to each other for more information/ help. ▪ each team discusses and selects one concept for the cover and justifies opinion.
	<p>Large sheet of paper</p>	<p>▪ Oral interact.</p> <p>▪ written production</p>	<p>15mn</p>	<p>Step 6:</p> <ul style="list-style-type: none"> ▪ The team of experts creates a poster illustrating the selected concept with a list of pros and cons. ▪ if time: presentation to the class. 	<ul style="list-style-type: none"> ▪ Each team creates a poster illustrating the selected concept with a list of pros and cons. ▪ if time: presentation to the class.