



CLIL LESSON PLAN

Data, Privacy & Algorithms: Who Controls Our Digital Footprint?



LESSON OVERVIEW

Subject(s)	Digital Literacy + Mathematics (Data handling / statistics)
Age Group	11–14 years
Duration	90 minutes
CEFR Level	B1–B2



LEARNING OBJECTIVES

Content Objectives

- Define digital footprint and identify types of personal data.
- Interpret basic statistics (percentages, averages) from a classroom dataset.
- Explain how algorithms use data to recommend content/ads.
- Evaluate privacy risks and propose safer digital behaviours.

Language Objectives

Vocabulary: digital footprint, personal data, data collection, privacy policy, algorithm, recommendation, targeted advertising, statistics, percentage, average/mean, compare, correlation, risk, consequence

Language structures:

- Quantifying: approximately, the majority/minority, a higher/lower percentage
- Cause-effect: leads to, results in, therefore
- Comparing: more/less than, whereas

Reading charts; writing data-based conclusions; speaking with evidence; listening to peer explanations.



COMMUNICATION SKILLS

- **Reading** - Graphs (bar/pie), short privacy-policy extracts, data tables.
- **Listening** - Listening to explanations of data patterns and algorithm “rules”.



- **Writing** - Writing 5 evidence sentences about data trends + a short conclusion paragraph.
- **Speaking** - Presenting findings and explaining algorithm simulation decisions.

GRAMMAR, VOCABULARY & PRONUNCIATION

Grammar & syntactic structures

- Quantifiers and approximations (about, roughly, around)
- Comparative structures (higher/lower than)
- Cause-effect connectors (therefore, as a result)

Vocabulary

See CALP list above

Pronunciation, intonation & fluency

- Clear reading of numbers/percentages
- Stress in key terms (algorithm, percentage, privacy)

Language of Learning (CALP)

academic language

- Describing data and trends
- Explaining cause-effect in systems (data → algorithm → recommendations)
- Risk and consequence language

Language for Learning (BICS)

class language, useful phrases, giving instructions

- "Let's calculate the average."
- "What does this graph show?"
- "Can you repeat that?"
- "Our evidence is..."

Language Through Learning (not planned)

Platform-specific vocabulary that emerges (apps, settings, cookies).





LOTS (remembering, understanding, applying)

- Define digital footprint and personal data.
- Read a chart and identify key values.
- Calculate simple percentages/averages.

HOTS (analyzing, evaluating, creating)

- Analyse patterns and infer consequences.
- Evaluate privacy risks.
- Create a "safer digital footprint plan" based on evidence.



GUIDING QUESTIONS FOR TEACHERS

- Are students interpreting data accurately and using evidence language?
- Can they explain how algorithms use inputs to create outputs?
- Do students propose realistic privacy strategies?



CULTURE

Context / citizenship / intercultural elements / cultural awareness / multiple perspectives / life skills

- How does this topic relate to everyday life or current events?
- Are there intercultural, citizenship, or global perspectives included?
- Are life skills (e.g. collaboration, decision-making) addressed?
- Everyday life link: apps collect data; recommendations shape what we see.
- Citizenship: digital rights/responsibilities and informed consent.
- Intercultural: data practices differ across countries; discuss "what feels private" in different cultures.
- Life skills: risk awareness, responsible decision-making.



21ST-CENTURY SKILLS

BICS-Related Skills

- Communication
- Collaboration
- Time management
- Flexibility & adaptability

CALP-Related Skills

- Critical thinking
- Problem-solving
- Information literacy
- Media & ICT literacy
- Productivity & accountability
- Leadership & responsibility



METHODOLOGY



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
10'	Warm-up Activities	<p>LESSON FLOW: Survey + vocabulary activation</p> <ul style="list-style-type: none">Anonymous mini-survey (paper or Google Forms): time online, favourite apps, "have you read a privacy policy?"Quick concept check: "What is a digital footprint?" (pair share). <p>Proposal:</p> <p>Pedagogical Purpose</p> <ul style="list-style-type: none">Generate authentic classroom data (Mathematics link)Introduce academic vocabulary (CALP)Activate personal connection (BICS → CALP bridge)Prepare students for data interpretation and privacy discussion <p>Step 1: Anonymous Mini-Survey (5–7 minutes)</p> <p>Option A: Paper Version (Low-Tech)</p> <p>Students receive a small anonymous slip with 5 short questions:</p> <ul style="list-style-type: none">How many hours per day do you spend online? ☐ 0–1 ☐ 1–2 ☐ 2–4 ☐ 4+Which platform do you use most? ☐ YouTube ☐ Instagram ☐ TikTok ☐ Gaming ☐ OtherHave you ever clicked "Accept all cookies"? ☐ Yes ☐ No ☐ Not sureHave you ever read a privacy policy? ☐ Yes ☐ NoDo you think apps collect your personal data? ☐ Yes ☐ No ☐ Not sure <p>Students fold and place slips into a box.</p> <p>Linguistic Support for Multilingual Learners</p>	<ul style="list-style-type: none">Survey slips or devices, projector.	Google Forms auto-visualises results; teacher uses ChatGPT to generate a simple B1/B2 word bank for "data + privacy".



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		<p>Before students complete the survey independently, the teacher briefly reviews each question aloud and checks understanding using simple examples and gestures. Key vocabulary (e.g., privacy policy, cookies, personal data) is displayed on the board with short student-friendly explanations and, where needed, bilingual translations or a multilingual glossary.</p> <p>Students first discuss the meaning of the questions in pairs or small multilingual support groups before answering individually. This gives learners time to process unfamiliar vocabulary collaboratively and reduces pressure during the task.</p> <p>Teacher support may include:</p> <ul style="list-style-type: none">• paraphrasing difficult questions in simpler English• allowing peer explanation in students' home languages when needed• displaying icons/visuals beside key terms• checking comprehension through quick concept-check questions <p>Example: "Have you ever clicked 'Accept all cookies'?" → Teacher clarifies using a browser pop-up image and explains: "This means giving a website permission to collect information." This scaffolding supports comprehension while maintaining participation in the same academic task for all learners.</p> <p>Option B: Digital Version (Google Forms)</p> <ul style="list-style-type: none">• Anonymous Google Form• Automatically generates bar charts• Immediately visualised on projector		



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		<p>Multilingual Accessibility Support (Digital Version)</p> <p>The digital version may provide additional accessibility support for multilingual learners. If needed, students can use built-in browser translation tools or multilingual settings in Google Forms to check the meaning of unfamiliar words or instructions.</p> <p>Before students respond independently, the teacher still reviews the questions together with the class to ensure understanding of key concepts such as:</p> <ul style="list-style-type: none">• privacy policy• cookies• personal data• Platform• data collection <p>Students are encouraged to first discuss question meaning in pairs or small groups before answering individually. This collaborative rehearsal supports comprehension and helps learners respond more accurately and confidently.</p> <p>Teacher may also:</p> <ul style="list-style-type: none">• display screenshots/icons connected to digital terms• provide simplified paraphrases of difficult questions• allow brief peer translation support when necessary• check understanding through quick oral examples <p>The goal is not simply translation, but meaningful comprehension of the survey questions so that all students can participate equally in the later analysis and CALP-focused discussion.</p> <p>This creates authentic statistical material for the main lesson.</p>		



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		<p>Step 2: Immediate Data Visualisation (Math Integration)</p> <p>Teacher quickly tallies results (or displays Google Forms charts). Now shift from personal answers → academic language. Instead of asking: “Who spends more than 4 hours online?” Ask: “What percentage of the class spends more than 4 hours online?”</p> <p>Model 2-3 CALP sentences:</p> <ul style="list-style-type: none">• “The majority of students spend between 2-4 hours online.”• “Approximately 30% of students have never read a privacy policy.”• “A minority reported reading privacy policies.” <p>Write these sentence frames on the board.</p> <p>Pair Rehearsal and Collaborative Language Construction</p> <p>Students first work in pairs to connect the survey results to the academic sentence frames. Each pair selects one survey question and prepares a short CALP-style response together before speaking publicly.</p> <p>Examples:</p> <ul style="list-style-type: none">• “The majority of students spend between 2-4 hours online.”• “Approximately 30% of students have never read a privacy policy.”• “A minority reported checking app permissions regularly.” <p>Pairs are given thinking and rehearsal time to:</p> <ul style="list-style-type: none">• interpret the survey data• discuss which sentence frame best fits the information• orally practise pronunciation and intonation		



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		<ul style="list-style-type: none">refine vocabulary before whole-class sharing <p>Students may first draft key words or short phrases before producing a full academic sentence orally.</p> <p>This collaborative rehearsal supports multilingual learners by reducing linguistic pressure while strengthening academic language production.</p> <p>Students orally complete one sentence with a partner.</p> <p>Step 3: Vocabulary Activation (3–4 minutes)</p> <p>Now connect survey → academic vocabulary.</p> <p>Write on board: digital footprint; personal data; privacy policy; algorithm</p> <p>Vocabulary and Pronunciation Support</p> <p>Before discussion begins, the teacher briefly models pronunciation of key academic terms using choral repetition, pair repetition, and stress marking where needed.</p> <p>Students are encouraged to:</p> <ul style="list-style-type: none">ask for clarification or translation of unfamiliar termscompare meanings in their home languages where usefulcreate simple oral examples using the vocabularyrehearse pronunciation with a partner before speaking publicly <p>Example support:</p> <ul style="list-style-type: none">digital footprintpersonal dataprivacy policyalgorithm <p>Teacher may also provide:</p> <ul style="list-style-type: none">a bilingual glossary		



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		<ul style="list-style-type: none">• simple student-friendly definitions• icons or visuals connected to each term• pronunciation chunking for difficult words <p>Example:</p> <ul style="list-style-type: none">• “privacy policy”• teacher models pronunciation slowly• students repeat chorally• then practise in pairs using a short sentence:• “I rarely read privacy policies.” <p>This scaffolding strengthens comprehension and supports the transition from everyday vocabulary to CALP-level academic language.</p> <p>Pair Share Prompt:</p> <p>“Based on the survey results, what do you think a digital footprint is?”</p> <p>Students discuss in pairs for 1–2 minutes.</p> <p>Multimodal Definition Construction</p> <p>After discussing in pairs, students collaboratively create a short working definition of the term digital footprint using their own words.</p> <p>Suggested frame:</p> <p>“A digital footprint is the information about a person that exists online because of their online activity.”</p> <p>Students then visualise the concept through a quick sketch, symbol, or diagram in their notebooks or on mini whiteboards.</p> <p>Examples may include:</p> <ul style="list-style-type: none">• social media icons• search history• data trails• app logos• personal information symbols		



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		<ul style="list-style-type: none">• footprints connecting online platforms <p>Pairs briefly explain:</p> <ul style="list-style-type: none">• why they chose their image• what parts of the definition it represents <p>This multimodal approach helps multilingual learners personalise and internalise academic vocabulary through:</p> <ul style="list-style-type: none">• discussion• writing• visual representation• oral explanation <p>Teacher may model one simple example first before students create their own.</p> <p>Step 4: Concept Check (CALP Scaffolding)</p> <p>Instead of giving a definition immediately, guide students to construct one.</p> <p>Board prompts:</p> <ul style="list-style-type: none">• What information about us exists online?• Who collects it?• How is it stored?• What can it influence? <p>Then co-construct a definition: “A digital footprint is the data we leave behind when we use the internet.”</p> <p>Comparing Student and Academic Definitions</p> <p>After creating their own definitions, students compare them with a more formal academic version displayed by the teacher.</p> <p>Teacher displays: “A digital footprint consists of personal data collected through online activity, which may influence algorithmic recommendations.”</p> <p>In pairs, students discuss:</p> <ul style="list-style-type: none">• Which ideas appeared in both definitions?		



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		<ul style="list-style-type: none">• Which academic words are new?• Which version sounds more formal or precise?• How does the academic version provide more detail? <p>Students then revise or expand their original definitions using selected CALP vocabulary such as:</p> <ul style="list-style-type: none">• personal data• online activity• algorithmic recommendations• digital identity <p>This comparison stage helps learners notice the shift from everyday explanations (BICS) to more academic and abstract language (CALP).</p> <p>Now extend to CALP: "A digital footprint consists of personal data collected through online activity, which may influence algorithmic recommendations."</p> <p>Highlight academic vocabulary.</p> <p>Step 5: Bridging Question (Civic Education Link)</p> <p>Ask: "If most of us accept cookies without reading them, what might be the consequences?"</p> <p>Pair Discussion and Rehearsal Time</p> <p>Before answering publicly, students first discuss the question in pairs or small groups for 2–3 minutes. Learners are encouraged to organise their ideas collaboratively and rehearse academic language before whole-class discussion.</p> <p>Teacher provides optional sentence frames such as:</p> <ul style="list-style-type: none">• "One possible consequence may be..."• "This could affect privacy because..."• "Personal data might be used to..."		



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		<ul style="list-style-type: none">• “If users do not read privacy policies, then...” <p>Students may:</p> <ul style="list-style-type: none">• note key words before speaking• practise pronunciation with a partner• ask for clarification or translation support• refine vocabulary together before public participation <p>This rehearsal stage supports multilingual learners by reducing cognitive and linguistic pressure while strengthening confidence in CALP-style oral production.</p> <p>Now you transition from: personal behaviour → data patterns → privacy → rights/responsibilities.</p> <p>This sets up:</p> <ul style="list-style-type: none">• Algorithm simulation• Privacy ethics discussion• Data interpretation task		
30'	Main Activities	<p>LESSON FLOW: Data interpretation (math + CALP)</p> <ul style="list-style-type: none">• Students interpret class survey charts (bar/pie). <p>Differentiated CALP Writing Task</p> <ul style="list-style-type: none">• Students analyse the class charts and write academic sentences describing the patterns they observe.• Core expectation: · all students write at least 3 accurate academic sentences using the provided sentence frames• Extension challenge: · students who finish early or feel confident may expand their analysis to 5 or more sentences, include comparisons, or explain possible reasons behind the patterns	<ul style="list-style-type: none">• Printed charts, calculators, sentence frames.	ChatGPT generates sentence starters and checks example sentences for clarity (teacher-mediated).



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		<ul style="list-style-type: none"> Suggested sentence frames: <ul style="list-style-type: none"> “Approximately ___%...” “The majority of students...” “Compared to...” “This suggests that...” “A minority of participants...” Multilingual learners may first: <ul style="list-style-type: none"> discuss ideas orally with a partner highlight useful vocabulary before writing draft short notes before constructing full sentences use a bilingual glossary or model examples for support Teacher circulates and provides differentiated scaffolding depending on learner confidence and language proficiency. Optional extension: <ul style="list-style-type: none"> calculate average screen time compare data between groups explain possible social or behavioural implications This structure maintains high academic expectations while allowing all learners to participate successfully at an appropriate level of linguistic complexity. <p>Proposal:</p> <p>Pedagogical Purpose</p> <ul style="list-style-type: none"> Develop statistical interpretation skills (Mathematics) Use academic language to describe data (CALP) Move from description → inference → evaluation (HOTS) Prepare for algorithm and privacy discussion <p>Phase 1: Guided Data Reading (10 minutes)</p> <p>Step 1: Silent Observation (2–3 min)</p> <p>Students receive:</p> <ul style="list-style-type: none"> Bar chart: “Daily Screen Time” 		



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		<ul style="list-style-type: none">• Pie chart: “Have You Read a Privacy Policy?” <p>Teacher instruction: “Look at the charts silently. Do not speak yet.</p> <p>Observation Notes (Differentiated Entry Points)</p> <p>Students independently record 3 observations about the charts. Depending on confidence and language level, observations may initially be written as:</p> <ul style="list-style-type: none">• key words• short phrases• numbers or symbols• partially completed sentence frames• or full sentences <p>Examples:</p> <ul style="list-style-type: none">• “2–4 hours = biggest group”• “few students read privacy policy”• “42% → largest category” <p>More confident learners may already attempt full academic sentences.</p> <p>This flexible note-taking stage reduces linguistic pressure while supporting gradual movement toward CALP-style data interpretation.</p> <p>This encourages independent processing before peer influence.</p> <p>Pair Comparison and Rehearsal</p> <p>After silent observation, students compare their notes with one partner before whole-class discussion.</p> <p>Pairs discuss:</p> <ul style="list-style-type: none">• which observations were similar or different• which chart features seemed most important• how to express the ideas more clearly using academic language <p>Students are encouraged to:</p> <ul style="list-style-type: none">• combine ideas• expand short notes into fuller sentences		



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		<ul style="list-style-type: none">practise pronunciation and intonationask for clarification or translation support if needed <p>Teacher may display optional rehearsal frames such as:</p> <ul style="list-style-type: none">"I noticed that...""The largest category appears to be...""Compared to..., this group is...""One surprising pattern is..." <p>This collaborative rehearsal stage helps multilingual learners organise ideas and practise CALP language before public speaking.</p> <p>Step 2: Structured Noticing Questions (Whole Class)</p> <p>Instead of "What do you see?", use scaffolded mathematical prompts:</p> <ul style="list-style-type: none">Which category has the highest percentage?Which has the lowest?Are any values close to each other?Is the distribution balanced or uneven?What surprises you? <p>Now model one academic sentence:</p> <p>"Approximately 42% of students spend between 2–4 hours online, which represents the largest group."</p> <p>Underline:</p> <ul style="list-style-type: none">QuantifierPercentageComparative language <p>Phase 2: Academic Sentence Construction (10 minutes)</p> <p>Task:</p> <p>Task Structure (Think–Write–Pair–Share)</p> <p>Step 1 – Individual Thinking (2 minutes)</p>		



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		<p>Students independently observe the charts and select one or two patterns they consider important.</p> <p>Step 2 – Individual Writing (3–4 minutes)</p> <p>Students write 3–5 academic sentences describing the data patterns, using sentence frames and vocabulary support.</p> <p>Differentiation:</p> <ul style="list-style-type: none">• emerging multilingual learners may write 3 supported sentences• more confident learners may extend to 5 sentences including interpretation or evaluation <p>Step 3 – Pair Comparison and Rehearsal (2–3 minutes)</p> <p>Students compare sentences with a partner:</p> <ul style="list-style-type: none">• checking clarity and accuracy• improving vocabulary choices• rehearsing pronunciation and academic phrasing• combining ideas where appropriate <p>Step 4 – Whole-Class Sharing</p> <p>Selected pairs share one strong sentence or interpretation with the class.</p> <p>This staged structure reduces linguistic pressure while supporting gradual movement toward independent CALP production.</p> <p>Provide sentence frames (B1–B2 scaffolded):</p> <ul style="list-style-type: none">• “Approximately ___% of students ____.”• “The majority/minority of students ____.”• “Compared to __, a higher/lower percentage ____.”• “Only ___% reported that ____.”• “This suggests that ____.”		



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		<p>Before whole-class sharing, students are given brief rehearsal time to practise reading their sentences aloud with a partner. This supports confidence, pronunciation, and academic fluency for multilingual learners.</p> <p>Important: Move Beyond Description</p> <p>After students complete descriptive sentences, push toward inference:</p> <p>Add two higher-order prompts:</p> <ul style="list-style-type: none">• “One possible explanation for this pattern is ____.”• “This trend may indicate that ____.” <p>Now they move from: Math description → Civic interpretation</p> <p>Gradual Modelling of Academic Explanation</p> <p>Model 1 – Whole-Class Construction</p> <p>Teacher and students jointly construct one academic interpretation sentence using the chart data.</p> <p>Example: “Approximately 70% of students have never read a privacy policy.”</p> <p>Teacher highlights:</p> <ul style="list-style-type: none">• percentage language• quantifiers• formal academic tone <p>Model 2 – Guided Pair Construction</p> <p>In pairs, students extend the sentence using the scaffold: “This suggests that ____.”</p> <p>Pairs discuss possible explanations before sharing ideas with the class.</p> <p>Possible student response: “This suggests that many young users may not fully understand how their data is used.”</p>		



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		<p>Teacher briefly reviews and refines responses together with the class.</p> <p>Independent Application</p> <p>Students then continue writing their own 3–5 academic sentences using the same structure independently or with light peer support.</p> <p>This gradual release structure supports multilingual learners in moving from supported modelling toward independent CALP production.</p> <p>Phase 3: Mathematical Extension – Mean Calculation (Optional but Strongly Recommended)</p> <p>If you collected numerical screen-time data:</p> <p>Step 1:</p> <p>Provide raw data (e.g., class averages by row/group).</p> <p>Students calculate:</p> <ul style="list-style-type: none">• Mean (average) screen time• Possibly median (if level allows) <p>Teacher models formula: Mean = total hours ÷ number of students</p> <p>Step 2: Comparison Task</p> <p>Students compare:</p> <ul style="list-style-type: none">• Boys vs girls (if appropriate)• Younger vs older students• High users vs low users <p>Prompt: “The average screen time for Group A is ___ hours, whereas Group B averages ___ hours.”</p> <p>Now add interpretation:</p> <p>Pair Rehearsal and Refinement</p> <p>After writing their comparison and interpretation sentences, students work in pairs or small groups to:</p> <ul style="list-style-type: none">• read their sentences aloud• practise pronunciation and academic intonation		



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		<ul style="list-style-type: none">• check mathematical accuracy and clarity• improve vocabulary or sentence structure together <p>Students are encouraged to rehearse one sentence they may later share with the class.</p> <p>Provide oral rehearsal prompts:</p> <ul style="list-style-type: none">• “Can you explain your comparison more clearly?”• “Which academic word could improve this sentence?”• “Does your interpretation match the data?” <p>Multilingual learners may first rehearse quietly with a partner before participating in whole-class discussion.</p> <p>“This difference may be significant because...”</p> <p>This integrates Mathematics + academic discourse.</p> <p>Whole-Class Sharing</p> <p>Selected pairs share one comparison and one interpretation sentence with the class.</p> <p>Example:</p> <p>“The average screen time for Group A is higher than Group B. This difference may be significant because older students appear to spend more time online for academic purposes.”</p> <p>Teacher briefly reformulates or expands responses where needed to reinforce CALP structures and academic vocabulary.</p> <p>Phase 4: Critical Thinking Bridge (5 minutes)</p> <p>Now connect to Civic Education:</p> <p>Ask:</p> <ul style="list-style-type: none">• If most students spend 3–4 hours online, what does that mean for data collection?		



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		<ul style="list-style-type: none">• If most students do not read privacy policies, who has more power — users or companies?• Should companies simplify privacy policies for young users? <p>Students discuss in pairs using cause–effect language.</p> <p>Visible Language Support (CALP Scaffolding)</p> <p>Academic language support remains visibly available throughout the discussion phase through multiple formats:</p> <ul style="list-style-type: none">• sentence frames displayed on the board/projector• printed support cards available on desks• optional classroom poster with academic connectors and cause–effect phrases• bilingual keyword glossary for multilingual learners where needed <p>Students are encouraged to independently choose the level of support they require.</p> <p>Example support language:</p> <ul style="list-style-type: none">• “Because many students..., companies may...”• “If users do not..., this could lead to...”• “This pattern may suggest that...”• “A possible consequence is...” <p>Multilingual learners may first rehearse ideas using support cards before producing more independent responses.</p> <p>As confidence increases, students are encouraged to gradually reduce reliance on the scaffolds and produce more autonomous CALP language.</p> <p>Sentence frames:</p> <ul style="list-style-type: none">• “Because many students..., companies may...”• “If users do not..., this could lead to...”		



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25'	Main Activities	<p>LESSON FLOW: Algorithm simulation (systems thinking)</p> <ul style="list-style-type: none">Groups create a “mock recommendation algorithm” with simple rules (If you like X, recommend Y).Run the algorithm with 2 different “user profiles” and compare outputs.Discussion: Where can bias enter? What data is being assumed/collected? <p>Proposal:</p> <p>Pedagogical Purpose</p> <p>Students will:</p> <ul style="list-style-type: none">Understand algorithms as rule-based systems (Mathematics)Recognise how input data influences output (systems thinking)Identify where bias can enter digital systems (Civic Education)Use academic language to analyse cause-effect relationships (CALP) <p>Phase 1: Concept Clarification (5 minutes)</p> <p>Before simulation, ensure conceptual grounding.</p> <p>Step 1: Elicit Prior Knowledge</p> <ul style="list-style-type: none">Ask:What is an algorithm?Is it a person? A machine? A rule? <p>Think-Pair-Create Definition Sequence</p> <p>Step 1 – Individual Thinking Time (1 minute)</p> <p>Students first reflect independently on the question: “What is an algorithm?”</p> <p>They may write:</p> <ul style="list-style-type: none">single wordsexamplessimple phrases	<ul style="list-style-type: none">Rule cards, user profile cards, whiteboard.	Gemini (teacher) quickly finds a short, age-appropriate explainer video on recommendation algorithms; students extract 3 key points.



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		<ul style="list-style-type: none">• or a short definition in their own words <p>Students are encouraged to connect the idea to everyday digital experiences (TikTok, YouTube, Netflix, gaming recommendations, etc.).</p> <p>Step 2 – Pair Discussion and Rehearsal (2 minutes)</p> <p>Students compare ideas with a partner before whole-class discussion.</p> <p>Pairs discuss:</p> <ul style="list-style-type: none">• Which ideas are similar?• Which explanation is clearest?• Can the definition be improved using academic vocabulary? <p>Multilingual learners may rehearse orally in pairs before sharing publicly.</p> <p>Optional bilingual support/glossary remains available if needed.</p> <p>Step 3 – Visualisation and Personalisation</p> <p>Pairs create a quick visual representation of an algorithm.</p> <p>Examples:</p> <ul style="list-style-type: none">• flow arrows• recommendation system sketch• “if → then” decision chain• simple diagram showing input → process → output <p>This supports conceptual understanding through multimodal meaning-making.</p> <p>Step 4 – Whole-Class Co-Construction</p> <p>Teacher collects student ideas and visuals on the board.</p> <p>Together, the class co-constructs a shared definition:</p> <p>“An algorithm is a set of step-by-step rules used to solve a problem or make a decision.”</p>		



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		<p>Teacher then extends the definition to CALP level: “A recommendation algorithm processes user data to predict and deliver personalised content.”</p> <p>Academic Vocabulary Development (Explicit CALP Support) Target vocabulary:</p> <ul style="list-style-type: none">• input• output• rule• data• prediction• recommendation• personalise <p>Step 1 – Meaning Activation Before beginning the algorithm task, students explore the vocabulary through guided discussion.</p> <p>Teacher prompts:</p> <ul style="list-style-type: none">• “Which words are already familiar?”• “Which words are similar in your home language?”• “Where have you seen these words before?” <p>Optional bilingual glossary or translation support is available for multilingual learners.</p> <p>Step 2 – Pronunciation and Rehearsal Teacher models pronunciation of key terms.</p> <p>Students:</p> <ul style="list-style-type: none">• repeat chorally• practise in pairs• identify stressed syllables• use the words orally in short phrases <p>Example:</p> <ul style="list-style-type: none">• “personalised recommendations”• “user data input”		



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		<ul style="list-style-type: none">• “algorithm output” <p>Step 3 – Personalisation and Visualisation Students select 2-3 target words and:</p> <ul style="list-style-type: none">• write a simple definition in their own words• connect the word to a real digital example• create a quick sketch, symbol, or diagram representing the concept <p>Examples:</p> <ul style="list-style-type: none">• arrows showing input → process → output• recommendation feed drawing• personalised video suggestions <p>This supports multimodal vocabulary processing and deeper conceptual understanding.</p> <p>Step 4 – Vocabulary Use in Context Sentence stems remain visible during the activity:</p> <ul style="list-style-type: none">• “The algorithm uses ___ as input.”• “The output may influence...”• “Personalised recommendations are based on...”• “Prediction systems collect data in order to...” <p>Students are encouraged to gradually reuse the vocabulary independently during pair and group discussions.</p> <p>Phase 2: Build the Mock Algorithm (10 minutes) Step 1: Group Task Setup Divide students into small groups (3-4 students). Each group receives:</p>		



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		<ul style="list-style-type: none">• “User Interest Cards” (e.g., gaming, cooking, sports, fashion, science, politics)• “Rule Template Sheet” <p>Task:</p> <p>Create a simple rule-based recommendation system using “If → Then” logic.</p> <p>Example structure:</p> <table><tr><th>IF (Input)</th><th>THEN (Output Recommendation)</th></tr><tr><td>If user likes gaming</td><td>Recommend action games</td></tr><tr><td>If user watches fitness videos</td><td>Recommend diet ads</td></tr><tr><td>If user searches politics</td><td>Recommend similar political content</td></tr></table> <p>Students need to create at least 5 rules.</p> <p>Mathematics Integration (Make This Explicit)</p> <p>Teacher highlights:</p> <p>Multilingual Vocabulary Scaffolding</p> <p>Some abstract academic terms in this phase may be linguistically demanding for multilingual learners.</p> <p>To support comprehension:</p> <ul style="list-style-type: none">• key terminology is displayed visually on the board/poster• optional bilingual glossary/translation support is available• students may briefly discuss meanings in their home language before reformulating ideas in English <p>Target concepts:</p> <ul style="list-style-type: none">• logical structure• pattern recognition• predictability• deterministic• probabilistic	IF (Input)	THEN (Output Recommendation)	If user likes gaming	Recommend action games	If user watches fitness videos	Recommend diet ads	If user searches politics	Recommend similar political content		
IF (Input)	THEN (Output Recommendation)											
If user likes gaming	Recommend action games											
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Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• recommendation system <p>Teacher provides:</p> <ul style="list-style-type: none">• simplified explanations• examples from everyday digital life• pronunciation modelling• visual symbols or diagrams where possible <p>Example:</p> <ul style="list-style-type: none">• deterministic → “always gives the same result”• probabilistic → “gives likely predictions, not exact certainty” <p>Concept Simplification and Rehearsal</p> <p>Before introducing the academic formulation, students first paraphrase the idea in simpler language in pairs.</p> <p>Possible scaffold:</p> <ul style="list-style-type: none">• “Algorithms try to guess what users may like.”• “Apps look for patterns in people’s behaviour.” <p>Pairs rehearse explanations before the teacher introduces the CALP-level version:</p> <p>“Algorithms simplify complex behaviour into predictable patterns.”</p> <p>Students compare the simplified and academic versions to notice differences in precision and formality.</p> <p>Phase 3: Run the Algorithm (7–8 minutes)</p> <p>Each group receives two “User Profiles.”</p> <p>Example Profiles:</p> <p>User A:</p> <ul style="list-style-type: none">• 13 years old• Watches football highlights• Searches for energy drinks• Follows gaming influencers <p>User B:</p> <ul style="list-style-type: none">• 14 years old		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration									
		<ul style="list-style-type: none">• Watches cooking tutorials• Searches for healthy recipes• Follows fitness accounts Groups “run” their algorithm: They apply their rules and generate: <ul style="list-style-type: none">• Recommended videos• Suggested ads• Suggested content topics Recording and Language Scaffolding Groups record their algorithm outputs in a structured table or flow-chart template. Suggested format: <table><tr><th>User Input</th><th>Algorithm Rule</th><th>Predicted Output</th></tr><tr><td>Watches gaming videos</td><td>IF gaming interest → recommend action games</td><td>Gaming advertisements /videos</td></tr><tr><td>Searches healthy recipes</td><td>IF fitness interest → recommend wellness content</td><td>Diet/fitness advertisements</td></tr></table> Students: <ul style="list-style-type: none">• write key vocabulary first• discuss predictions in pairs/groups• rehearse explanations orally before recording final answers Optional multilingual support: <ul style="list-style-type: none">• bilingual vocabulary lists• translation discussion in pairs• visual icons/symbols beside key concepts Teacher encourages students to use CALP sentence frames such as:	User Input	Algorithm Rule	Predicted Output	Watches gaming videos	IF gaming interest → recommend action games	Gaming advertisements /videos	Searches healthy recipes	IF fitness interest → recommend wellness content	Diet/fitness advertisements		
User Input	Algorithm Rule	Predicted Output											
Watches gaming videos	IF gaming interest → recommend action games	Gaming advertisements /videos											
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Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• “The algorithm predicts that...”• “Because the user searches for..., the system recommends...”• “This output may influence the user by...” <p>Outputs may be recorded:</p> <ul style="list-style-type: none">• on paper templates• mini-whiteboards• shared posters• or collaborative digital slides/forms <p>Phase 4: Comparative Analysis (HOTS Stage) Now students compare outputs.</p> <p>Structured Thinking and Rehearsal Time Students first review their group’s outputs silently for 1 minute and make notes individually.</p> <p>Then:</p> <ul style="list-style-type: none">• students discuss answers in pairs or small groups• rehearse responses orally before public sharing• compare similarities and differences between algorithms <p>Teacher encourages collaborative talk before whole-class discussion to support:</p> <ul style="list-style-type: none">• confidence-building• CALP sentence rehearsal• multilingual participation <p>Optional supports:</p> <ul style="list-style-type: none">• sentence frames displayed on board/poster• bilingual vocabulary support• teacher modelling of one example response <p>Comparative Discussion Questions Pairs/groups discuss:</p> <ul style="list-style-type: none">• “How are the recommendations different?”		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• “Which data points influenced the algorithm most?”• “What assumptions did your algorithm make?” <p>After rehearsal, selected groups share one idea with the class.</p> <p>CALP Rehearsal Before Public Sharing</p> <p>Students first complete sentence frames collaboratively in pairs/groups.</p> <p>They then:</p> <ul style="list-style-type: none">• read responses aloud to a partner• improve wording together• practise pronunciation and academic phrasing <p>Selected students/groups may then share responses publicly.</p> <p>Sentence frames:</p> <ul style="list-style-type: none">• “The algorithm prioritised ____ because ...”• “The difference between User A and B is ...”• “This system assumes that ...” <p>Phase 5: Bias & Power Discussion (Civic Education Integration)</p> <p>Now move from description → evaluation.</p> <p>Pose structured questions:</p> <ul style="list-style-type: none">• Where could bias enter this system?• Who decides which rules are created?• What data was not considered?• Could this system limit what users see? <p>Introduce key concept:</p> <p>Multilingual Vocabulary Clarification</p> <p>Before whole-class discussion, teacher explicitly unpacks key vocabulary.</p> <p>Key terms:</p> <ul style="list-style-type: none">• bias		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• biased data• favour/favours• assumption• exposure <p>Teacher support strategies:</p> <ul style="list-style-type: none">• explain terms in simpler everyday language• provide pronunciation modelling and repetition• allow quick translation discussion in pairs/groups• connect terms to concrete examples from social media recommendations• visualise concepts using icons, arrows, or simple drawings <p>Example simplification:</p> <ul style="list-style-type: none">• “Bias means the system is not fully fair or balanced.”• “Biased data means the information collected may represent some groups more than others.” <p>Optional bilingual glossary available for multilingual learners.</p> <p>“Algorithmic bias occurs when a system systematically favours certain outcomes based on incomplete or biased data.”</p> <p>Structured Academic Discussion (CALP)</p> <p>Provide speaking frames:</p> <p>Pair Rehearsal Before Public Discussion</p> <p>Students first practise sentence frames in pairs or small groups before speaking publicly.</p> <p>Suggested sequence:</p> <ul style="list-style-type: none">• silent thinking time• pair discussion• collaborative sentence construction• oral rehearsal• selected whole-class sharing <p>Students may:</p> <ul style="list-style-type: none">• compare wording		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• help with pronunciation• improve academic phrasing together <p>Teacher circulates and supports:</p> <ul style="list-style-type: none">• pronunciation• vocabulary meaning• sentence accuracy• confidence-building <ul style="list-style-type: none">• “This rule may be biased because...”• “The algorithm assumes that...”• “A potential consequence of this system is...”• “This could limit user exposure to...” <p>Universal CALP Language Support</p> <p>Grammar and academic-language supports remain visibly available to all students throughout the activity, regardless of proficiency level.</p> <p>Support may include:</p> <ul style="list-style-type: none">• sentence frames displayed on the board/poster• grammar support cards• model responses• bilingual vocabulary lists• pronunciation prompts• connector banks <p>Suggested language support:</p> <p>Modal verbs:</p> <ul style="list-style-type: none">• may• might• could <p>Cause-effect connectors:</p> <ul style="list-style-type: none">• therefore• as a result• because• consequently <p>Academic sentence frames:</p> <ul style="list-style-type: none">• “This rule may be biased because ...”• “The algorithm assumes that ...”		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• “As a result, users could ...”• “This system may limit exposure to ...” <p>Students decide independently how much support they wish to use.</p> <p>Teacher keeps scaffolds visible and accessible throughout pair/group discussion and public sharing.</p>		
10'	Wrap-Up Reflection & Sharing	<p>LESSON FLOW: Personal action plan</p> <ul style="list-style-type: none">• Students write a “My digital footprint plan” (3 strategies + 1 reason each).• Share in pairs using cause-effect: “If I change __, it will reduce __ risk.” <p>Proposal:</p> <p>Pedagogical Purpose</p> <p>Students will:</p> <ul style="list-style-type: none">• Apply statistical insights from class data (Mathematics)• Translate understanding of algorithms and bias into behaviour (Civic Education)• Use cause-effect structures in academic language (CALP)• Demonstrate higher-order thinking (HOTS: evaluation + creation) <p>This stage shows whether students can move from: Data → Interpretation → Ethical Reflection → Personal Responsibility</p> <p>Phase 1: Guided Reflection (3–4 minutes)</p> <p>Before writing, guide thinking with structured prompts:</p> <p>Display on board:</p> <ul style="list-style-type: none">• What did our class data show?• What risks were most visible?• How do algorithms use our behaviour?	<ul style="list-style-type: none">• Exit slip template.	Canva AI optional for turning the action plan into a simple infographic (if devices available).



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">What surprised you? <p>Students jot down 2–3 notes individually.</p> <p>Pair Comparison and Rehearsal</p> <p>After individual reflection time, students compare notes with a partner.</p> <p>Students:</p> <ul style="list-style-type: none">explain one idea to each othercompare similarities/differences in observationsclarify vocabulary and meaning togetherrehearse academic phrasing before writing independently <p>Teacher encourages collaborative checking:</p> <ul style="list-style-type: none">“Do your notes focus on evidence from the lesson?”“Can you make your explanation more specific?”“Which academic vocabulary could improve this idea?” <p>Optional supports remain visible:</p> <ul style="list-style-type: none">sentence framesconnector banksbilingual vocabulary listsmodel examples <p>This discussion phase supports:</p> <ul style="list-style-type: none">confidence-buildinglanguage rehearsalidea developmentstronger independent writing <p>This ensures action plans are based on evidence, not vague advice.</p> <p>Phase 2: Structured Writing Task (5–7 minutes)</p> <p>Task:</p> <p>Students write:</p> <p>“My Digital Footprint Plan”</p> <p>3 strategies + 1 academic reason for each.</p>		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>Scaffolded Template (CALP-focused)</p> <p>Provide structured writing frame:</p> <p>Strategy 1: "I will _____ because _____."</p> <p>Strategy 2: "If I _____, it will reduce the risk of _____."</p> <p>Strategy 3: "By changing _____, I can prevent _____."</p> <p>Academic Vocabulary Revision and Support</p> <p>Before independent writing, briefly revisit key academic vocabulary needed for the task.</p> <p>Teacher:</p> <ul style="list-style-type: none">• reviews pronunciation through choral repetition or pair practice• checks understanding using simple examples/questions• clarifies meaning in accessible language• allows quick translation discussion where useful• highlights word use in model sentences <p>Key vocabulary:</p> <ul style="list-style-type: none">• risk• consequence• privacy• data collection• algorithmic influence• exposure• manipulation <p>Suggested support strategies:</p> <ul style="list-style-type: none">• vocabulary displayed on board/poster throughout writing• bilingual glossary or translation support available• visual icons/symbols beside abstract terms• partner pronunciation rehearsal before writing <p>Example clarification:</p>		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none"> • “Exposure” = what users repeatedly see online • “Manipulation” = influencing people’s choices or behaviour unfairly • “Algorithmic influence” = how systems affect what users watch/read <p>Students may independently choose which supports they wish to use during writing.</p> <p>Encourage use of:</p> <ul style="list-style-type: none"> • risk • consequence • privacy • data collection • algorithmic influence • exposure • manipulation <p>Move from BICS to CALP Instead of: “I won’t spend too much time online.” Encourage: “Reducing my screen time may decrease the amount of behavioural data collected by platforms.” Model 1 high-quality example on board.</p> <p>Phase 3: Mathematical Reasoning Link Push students to connect action to probability or pattern: Ask:</p> <ul style="list-style-type: none"> • Based on our data, what is the most common risky behaviour? • Does your plan address a high-percentage issue? <p>Students revise one strategy to include statistical reference. Example: “Since 70% of the class does not read privacy policies, I will review</p>		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>privacy settings to reduce data-sharing risk.”</p> <p>Now mathematics is visibly integrated.</p> <p>Phase 4: Pair Sharing (Cause-Effect Dialogue)</p> <p>Students share in pairs using academic sentence stems:</p> <ul style="list-style-type: none">• “If I change __, it will reduce __ risk.”• “This strategy is effective because...”• “One possible consequence of not changing is...” <p>Partner must ask one follow-up question:</p> <ul style="list-style-type: none">• “How will you implement this?”• “Is this realistic?”• “What obstacle might you face?” <p>This encourages elaboration beyond surface-level answers.</p> <p>Phase 5: Civic Responsibility Layer (Whole-Class Reflection)</p> <p>Ask:</p> <ul style="list-style-type: none">• Is digital safety only an individual responsibility?• What responsibility do companies or governments have?• Should privacy policies be simplified for young users? <p>Structured Reflection and Rehearsal</p> <p>Before whole-class sharing, students are given:</p> <ul style="list-style-type: none">• silent thinking time• short written preparation time• pair rehearsal opportunities <p>Students first write brief notes or complete a sentence frame individually.</p> <p>Then students:</p> <ul style="list-style-type: none">• compare ideas with a partner• rehearse responses orally		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none"> improve academic phrasing together practise pronunciation before public sharing <p>Suggested sentence frame:</p> <ul style="list-style-type: none"> "Individuals should ..., however companies/governments must ..." <p>Optional additional support:</p> <ul style="list-style-type: none"> connector bank (however, therefore, because, as a result) bilingual vocabulary support model response displayed on board academic word bank visible throughout discussion <p>Teacher encourages students to use writing as:</p> <ul style="list-style-type: none"> a thinking strategy an organisational tool and speaking support before whole-class participation <p>After rehearsal, selected students/groups share ideas publicly. This reinforces Civic Education integration.</p>		
15'	Evaluation & Feedback	<p>LESSON FLOW: Teacher assessment + self-assessment</p> <ul style="list-style-type: none"> Teacher: observation of evidence language + correct interpretation of charts. Student self-assessment checklist: "I can describe data trends", "I can explain algorithms", "I can suggest privacy strategies." Quick reflection: "One risk I didn't know before..." <p>Proposal:</p> <p>Pedagogical Purpose This phase ensures that students can:</p> <ul style="list-style-type: none"> Interpret statistical data accurately (Mathematics) 	<ul style="list-style-type: none"> Rubric/checklist. 	ChatGPT generates differentiated reflection prompts (B1/B2).



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• Explain algorithmic processes clearly (systems thinking)• Evaluate digital risks responsibly (Civic Education)• Use academic (CALP) language independently• Reflect on their own learning progression <p>This is not just checking answers — it is checking transfer + reasoning + language use.</p> <p>Ongoing Concept-Check Questions (CCQs)</p> <p>Throughout the lesson, the teacher uses short concept-check questions to verify:</p> <ul style="list-style-type: none">• understanding of key concepts• understanding of academic vocabulary• interpretation of data• ability to connect mathematics and civic meaning <p>Examples:</p> <ul style="list-style-type: none">• “What does ‘majority’ mean here?”• “Does this percentage represent many students or few students?”• “What is the difference between ‘data’ and ‘personal data’?”• “Why might algorithms use this information?”• “Can an algorithm make different recommendations for different users?”• “What does ‘biased data’ mean in simpler words?”• “If a company collects more data, what might happen next?” <p>Teacher also checks:</p> <ul style="list-style-type: none">• whether students can explain ideas in their own words• whether students can paraphrase academic vocabulary		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• whether students can connect charts to real-world consequences <p>Support strategies:</p> <ul style="list-style-type: none">• visual examples• simplified rephrasing• bilingual clarification where needed• peer explanation before whole-class response• think-pair-share before answering publicly <p>PART 1: Teacher Assessment (Formative Observation)</p> <p>What the Teacher Observes</p> <p>Rather than general participation, focus on specific CALP indicators.</p> <p>A. Mathematical Understanding</p> <p>During data interpretation and discussion, the teacher checks:</p> <ul style="list-style-type: none">• Correct use of percentage language• Accurate comparison between categories• Logical explanation of trends• Ability to interpret mean/average correctly <p>Example evidence:</p> <ul style="list-style-type: none">• “Approximately 60% of students...” (correct quantification)• “Compared to the minority group...” (comparative structure)• “The data suggests...” (interpretation beyond description) <p>B. Systems Thinking (Algorithm Understanding)</p> <p>Teacher looks for:</p> <ul style="list-style-type: none">• Clear explanation of input → rule → output• Ability to identify assumptions• Recognition of possible bias• Use of cause-effect connectors		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration																		
		<p>Example evidence:</p> <ul style="list-style-type: none">• “If the algorithm prioritises sports content, it may limit exposure to other topics.”• “This rule assumes that one interest defines a user.” <p>C. Civic Education Understanding</p> <p>Teacher checks:</p> <ul style="list-style-type: none">• Awareness of privacy implications• Recognition of power imbalance (users vs companies)• Ability to propose realistic safety strategies <p>Example evidence:</p> <ul style="list-style-type: none">• “Because most students do not read privacy policies, companies may collect more data than users realise.” <p>Simple Observation Checklist (for Template)</p> <table><tr><th>Criteria</th><th>Observed (✓)</th><th>Needs Support</th></tr><tr><td>Uses percentage language accurately</td><td></td><td></td></tr><tr><td>Uses comparative structures</td><td></td><td></td></tr><tr><td>Explains cause-effect relationships</td><td></td><td></td></tr><tr><td>Identifies possible algorithmic bias</td><td></td><td></td></tr><tr><td>Proposes realistic privacy strategy</td><td></td><td></td></tr></table>	Criteria	Observed (✓)	Needs Support	Uses percentage language accurately			Uses comparative structures			Explains cause-effect relationships			Identifies possible algorithmic bias			Proposes realistic privacy strategy				
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		<p>This makes assessment transparent for external evaluators.</p> <p>PART 2: Student Self-Assessment (Structured & CALP-Based)</p> <p>Students complete a short checklist (individual reflection).</p> <p>Section A: “I Can” Statements</p> <p>Students rate themselves (1–4 scale or Yes/Partly/Not Yet):</p> <ul style="list-style-type: none">• I can describe data trends using percentages.• I can compare two data sets.• I can explain how an algorithm works.• I can identify where bias may occur.• I can suggest realistic strategies to protect my privacy.• I can use cause–effect language correctly. <p>This supports metacognition and inclusion.</p> <p>PART 3: Quick Reflective Prompt (HOTS)</p> <p>Instead of a simple sentence, deepen reflection.</p> <p>Original:</p> <p>“One risk I didn’t know before...”</p> <p>Expanded to:</p> <ul style="list-style-type: none">• “One digital risk I was not aware of before is...”• “This risk exists because...”• “One action I can take is...” <p>This forces:</p> <p>Risk identification → Explanation → Strategy</p> <p>Optional CALP Extension (Higher Level Reflection)</p> <p>Provide two differentiated prompts:</p> <p>B1 Version:</p> <p>“Before this lesson, I thought algorithms were... Now I understand that...”</p> <p>B2 Version:</p>		



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>"My understanding of data collection has changed because..."</p> <p>Students choose based on comfort level (inclusive differentiation).</p> <p>PART 4: Peer Dialogue Reflection (Optional but Strong)</p> <p>Students briefly share one insight with a partner using:</p> <ul style="list-style-type: none">• "What surprised me most was..."• "The most important concept today was... because..." <p>This reinforces academic oral fluency.</p>		