

# Pimp my Product



## An inventive new Curriculum!

Designed for VMBO 3 GL/TL

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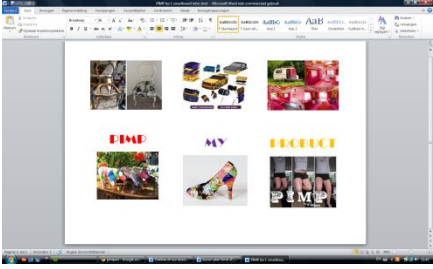
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<b>LESSON PLAN: <i>Introduction</i></b>  <b>Pimp my product curriculum: week 1-Lesson 1</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> listening, speaking, writing  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li>• <b>Kerdoel 17: Contact via internet</b> <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes	<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Paper</li> </ul>	
<b>Learning objectives: Can-do statements</b> The students can... <ul style="list-style-type: none"> <li>• Comprehend the main point in short, clear and simple instructions</li> <li>• Write a series of simple phrases and sentences linked with simple connectors such as “and”, “but” and “because”.</li> <li>• Follow and understand the short presentations of the other groups</li> <li>• Briefly give reasons and explanations for plans</li> </ul>	<b>Starting situation:</b>	
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
5 minutes	The students will watch a YouTube clip “Pimp my Ride Tribute Video” 4.23 min <a href="http://www.youtube.com/watch?v=zLQ6Q1bLlIs">http://www.youtube.com/watch?v=zLQ6Q1bLlIs</a> You will show this video on the Smart board	The students will watch a YouTube clip “Pimp my Ride Tribute Video” 4.23 min

<p>10 min</p>	 <p>Show this on the Smart board and create a mindmap with the whole group.</p> <p>You will ask the questions:</p> <ul style="list-style-type: none"> <li>• What was this clip about?</li> <li>• What is pimping a product?</li> <li>• What is your favorite object?</li> <li>• Can you pimp it to make it even more special?</li> <li>• What do you want to pimp?</li> <li>• Or do you have ideas to create a new product?</li> </ul> <p>You will write down the answers to the last question on the Smartboard.</p>	<p>The students will create a mindmap:</p> <p>They will answer the question: “What do you want to pimp?”</p> <p>The answers will be written down on the Smartboard.</p>
<p><b>Middle</b></p>		
<p>5 minutes</p>	<p>You will let the students make groups of four. Tell them that they will have to:</p> <ul style="list-style-type: none"> <li>• Create an online community</li> <li>• Promote their pimped product</li> <li>• Make a blog</li> <li>• Make a video on how it’s made</li> <li>• Create a short commercial</li> <li>• Make a presentation</li> </ul> <p>for the next six weeks. You can show these activities on the Smart board.</p> <p>This will only be a brief resume of all the activities they will do.</p>	<p>The students will make groups of four. It is a good idea for them to keep in mind the things that they will have to do.</p>
<p>15 minutes</p>	<p>You explain to the whole class that they are about to:</p> <ul style="list-style-type: none"> <li>• Choose a product to pimp</li> <li>• Create a short presentation in which they will tell the class what product they have chosen and why</li> </ul>	<p>The groups will now decide on what product they are going to pimp.</p> <p>They will also have to work on a short presentation ( 2 minutes) in which they will tell the class what product they have chosen and why.</p> <p>They will have to write down what they are going to</p>

		tell the class.
<b>End (evaluation, summary, planning for next lesson)</b>		
10 minutes		The groups will tell the rest of the class what product they have chosen and why. The rest of the class can give comments.
5 minutes	You will tell the class that the next lesson will be about inventions.	Homework will be a written product in which they will explain what product they have chosen and why.  They will get feedback from the teacher.

Appendix I: overview of (smart)board or powerpoint



**PIMP**



MY



# PRODUCT



Title of task: <b>Introduction</b> ( <i>week 1 - lesson 1</i> )				
CEF level: A2	Product: <ul style="list-style-type: none"> <li>• Short presentation</li> <li>• Written explanation about your product</li> </ul>	Time 1,5 hours	Eng	Individual and group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>• A short presentation about the product you are going to pimp</li> <li>• A written explanation about your product</li> </ul>				
<b>Situation/setting</b>  This is the introduction of the Pimp My Product Curriculum. Eventually you will have to give a presentation in which you will show your pimped product, your website, vlogs and videos.		<b>Tip</b>  Browse the internet for ideas.		
<b>Task</b>  Decide with your group on what product you want to pimp and why.				
<b>Task info</b> <ol style="list-style-type: none"> <li>1. Watch the YouTube clip “Pimp my Ride Tribute Video” 4.23 min <a href="http://www.youtube.com/watch?v=zLQ6Q1bLlIs">http://www.youtube.com/watch?v=zLQ6Q1bLlIs</a></li> <li>2. Create a mindmap: What do you want to pimp?</li> <li>3. Make groups of four.</li> <li>4. Decide on what product you are going to pimp.</li> <li>5. Write down what you want to say to the class: what product have you chosen and why.</li> <li>6. Give a short presentation to the class. (2 minutes)</li> <li>7. Write a short explanation which has to be handed in to your teacher as homework.</li> </ol>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>• You have written an explanation about what product you are going to pimp and why.</li> </ul>				



<p><b>LESSON PLAN: <i>Wacky inventions</i></b></p> <p><b>Pimp my product curriculum: week 1-Lesson 2</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> watching/listening, reading, speaking, writing</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11: Luistervaardigheid</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 14: Omgaan met informatiebronnen</b> <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Laptops</li> <li>➤ Paper</li> </ul>
<p><b>Learning objectives: Can-do statements</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• identify the main point of a YouTube clip, where the visual supports the commentary</li> <li>• read short texts about inventions with a satisfactory level of comprehension</li> <li>• pick out and reproduce key words and phrases from a short text</li> <li>• give a simple presentation about their article</li> <li>• write a summary of their article</li> </ul>		<p><b>Starting situation:</b></p>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
5 minutes	You will show the students a clip from YouTube: The Flintstones, wacky inventions. You will show this on the	

	Smart board.  <a href="http://www.youtube.com/watch?v=3s-MnvKlqb8">http://www.youtube.com/watch?v=3s-MnvKlqb8</a>	
5 minutes	The class will watch the clip again and will write down as many inventions as they can see.	The students will have to write down all the inventions that they see while they are watching the clip: The Flintstones, wacky inventions
5 minutes		The students will write down the inventions that they saw while watching the clip. They will write these down on the Smart board.
<b>Middle</b>		
15 minutes	You will place the link to the Newsround website online.  <a href="http://www.bbc.co.uk/newsround/news/">http://www.bbc.co.uk/newsround/news/</a>  They will have to use the search button, to find articles about inventions.  In pairs they will have to read the articles to find one that interests them.	The students, in pairs, will look at the Newsround website to find an interesting article about inventions.
10 minutes	You will tell them that they have to talk about their article to the other pair in their group and exchange information.	The pairs will have to give a summary and an explanation about their article to the other pair and the other way around.
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes		The students will have to make a start with writing a summary about their articles. So each group will get two summaries and have to give their opinions about it.
5 minutes	Explain the homework.  Tell them that next lesson will be about their articles and about creating their own online community	Next lesson they are going to create their own online community. The summary will be the first thing to place on their website.  The other groups will have to give an online reaction.

Title of task: <b>Wacky inventions</b> ( <i>week 1 - lesson 2</i> )				
CEF level A2	Product: A summary	Time 1,5 hours	Eng	Work in pairs and a group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>A summary of an article about inventions</li> </ul>				
<b>Situation/setting</b>  You already have decided on what product you are going to pimp and why. This lesson is all about Wacky Inventions. Maybe you will get some Wacky Ideas!		<b>Tip</b>  The Newsround website is fun!! <a href="http://www.bbc.co.uk/newsround/news/">http://www.bbc.co.uk/newsround/news/</a>		
<b>Task</b>  Make a summary of a crazy article about an invention.				
<b>Task info</b> <ol style="list-style-type: none"> <li>Watch a clip from YouTube: The Flintstones, wacky inventions. <a href="http://www.youtube.com/watch?v=3s-MnvKlqb8">http://www.youtube.com/watch?v=3s-MnvKlqb8</a></li> <li>Watch it again and write down as many inventions as you see. Write them on the smartboard.</li> <li>Divide your group in pairs.</li> <li>Go to the Newsround website: <a href="http://www.bbc.co.uk/newsround/news/">http://www.bbc.co.uk/newsround/news/</a> and use the searchword: inventions.</li> <li>Find an interesting one to share with the other pair.</li> <li>Give a short summary to the other half of your group.</li> <li>Both pairs will write a summary of their story. ( 50 words/story)</li> <li>You will place this on the Facebook page that you are going to create next lesson.</li> <li>Don't forget to give an online reaction to the other groups.</li> </ol>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>You will place two summaries of 50 words on Facebook.</li> <li>You will give a reaction to at least 4 summaries of other groups.</li> </ul>				

<b>LESSON PLAN: <i>Going online</i></b>  <b>Week 1 - lesson 3: Creating an on online community</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b> The students will set up an online community which they will use throughout the lesson series.  <b>Subject:</b> English  <b>Subject area:</b> Vocabulary, spoken interaction and writing  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li>• <b>Kerdoel 17: Contact via internet</b>  <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b>  <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes	<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Laptop</li> </ul>	
<b>Learning objectives:</b>  The students can... <ul style="list-style-type: none"> <li>• have a conversation about a medium that they use daily</li> <li>• write very short, basic descriptions of events, past activities and personal experiences</li> </ul>	<b>Starting situation:</b> The students already know that this lesson will be about setting up an online community. The homework assignment of last lesson will be uploaded on the digital page that will be created during this lesson.	
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
10 min.	The student will watch a YouTube clip. 'Facebook - in simple English' 3.24 min. <a href="http://www.youtube.com/watch?v=GJJNM2KWYtc">http://www.youtube.com/watch?v=GJJNM2KWYtc</a>  After watching, the teacher lets the students tell each other (in their groups) why and how they use Facebook. If there are students who do not have Facebook, they can explain why they do not use it.	The student will watch a video about Facebook and talk about it within their own (project)group. They tell each other why and how the use it.
<b>Middle</b>		

30 min.	<p>The teacher explains the task to the student. The teacher reminds the student to find the task guide on the project's site:</p> <p><a href="http://pimpmyproduct.weebly.com/">http://pimpmyproduct.weebly.com/</a></p> <p>(Week 1 - lesson 3 'Pimp my Facebook Page')</p> <p>Teacher walks around and help students where needed.</p>	<p>The students will set up their own Facebook page in class. If they don't know how to do it, they can watch this tutorial on YouTube:</p> <p><a href="http://www.youtube.com/watch?v=WMwUoCLBeeQ">http://www.youtube.com/watch?v=WMwUoCLBeeQ</a></p>
<b>End (evaluation, summary, planning for next lesson)</b>		
5 min.	<p>Teacher asks the groups how far they are with creating their Facebook page. If needed, the teacher answers questions.</p>	
5 min.	<p>Teacher explains the homework and lets the students know that they will continue expanding the Facebook pages. The teacher may mention that the students will be vlogging next week.</p>	<p>The groups who have not finished today's task, will do so as homework.</p> <p>All groups will also be uploading their thoughts about the first week. Each student will be posting an individual comment on the group's Facebook page. The student will finish the following sentences:</p> <ol style="list-style-type: none"> <li>1. The thing/lesson/task I liked most this week was....., because....</li> <li>2. Our group work is going ....., because.....</li> </ol>

#### Appendix I: overview of (smart)board or powerpoint

There is a task guide for students that goes along with this teacher's lesson plan.

Title of task: <b>Going online</b> ( <i>week 1 - lesson 3</i> )				
CEF level: A2	Product: Facebook Page	Time 2,5 hours	Eng	Individual and group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>A Facebook page</li> </ul>				
<b>Situation/setting</b>  You have chosen a product that you will be pimping. To follow every step of this process, you will be setting up an online community where you will post the development of your product throughout the coming five weeks.		<b>Tip</b>  Browse through other Facebook pages to get an idea of how your group wants to set up your own page.  Here is one example developed especially for this project:  <a href="http://www.facebook.com/pages/Pimp-my-Product/547883275233660">http://www.facebook.com/pages/Pimp-my-Product/547883275233660</a>  Don't forget to divide tasks so that you will work efficiently.		
<b>Task</b>  Create a Facebook page for your product.				
<b>Task info</b>  <ol style="list-style-type: none"> <li>Go to YouTube and watch the tutorial on how to create a Facebook page: <a href="http://www.youtube.com/watch?v=WMwUoCLBeeQ">http://www.youtube.com/watch?v=WMwUoCLBeeQ</a></li> <li>Make sure that you upload a profile and cover photo</li> <li>Provide the necessary information about your product and group on the page</li> <li>Add all group members as administrators of the page</li> <li>Upload the written assignment of the second lesson on the page</li> <li>Send a link of the page to your teacher and your fellow students</li> </ol>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>You have created a Facebook page with all the points given within the 'task info'</li> <li>The Facebook page is usable for the group and 'ready-to-use' for the coming lessons</li> </ul>				

<p><b>LESSON PLAN: <i>Inventing is easy</i></b></p> <p><b>Pimp my product curriculum: week 2-Lesson 4</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> reading, speaking, writing</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 12: Woordenschat verwerven</b> <i>De leerling leert strategieën te gebruiken voor het uitbreiden van zijn Engelse woordenschat.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 14: Omgaan met informatiebronnen</b> <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Handout</li> <li>➤ Paper</li> <li>➤ Laptops</li> <li>➤ Optional: dictionaries</li> </ul>
<p><b>Learning objectives: Can-do statements</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• Apply reading strategies to expand their vocabulary</li> <li>• Read a short simple text and find specific information</li> <li>• Expand their own vocabulary individually, choosing what they believe to be important.</li> </ul>		<p><b>Starting situation:</b></p> <p>The students are already in groups. In the previous lesson they learned how to create their Facebook page and upload a product. They are in the process of pimping their own products and want to learn the words to talk about and discuss their product.</p>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
5 minutes	Teacher asks the students to recap last week's activities and checks whether there were any difficulties setting up the Facebook page and uploading the homework assignment.	The students tell the teacher whether they encountered any difficulties with last week's tasks.
10 min	The teacher asks the students how they are going to go about actually creating their product, whether they have already thought about the process of inventing.  Teacher gives the students the handouts (texts are also	Students look at teacher with blank faces.  Students read the text (individually), underlining the

	<p>available online for those who prefer working on laptops) and asks the students to read the first text <b><u>How to invent a product.</u></b></p> <p>Teacher asks students about their own thinking process and a representative of each group is to tell which steps are relevant for their pimping process.</p>	<p>difficult words.</p> <p>Students listen to each other and a representative from each group tells the rest of the class which steps are important for their pimping attempt.</p>
<b>Middle</b>		
10 minutes	<p>After the first, warming up text, the teacher asks the students to read the second text, <b><u>How to create ideas for inventions.</u></b> Students are to underline the words they think might be useful to them when they have to discuss their own inventions. In their own groups, students start creating their own vocabulary list with the useful words and their descriptions / equivalents / synonyms.</p> <p>Teacher refers students to <a href="http://translate.google.com">translate.google.com</a>, <a href="http://thesaurus.com">thesaurus.com</a> and <a href="http://www.google.com">www.google.com</a>.</p> <p>Teacher asks each group to share their own most important new word and the description accompanying it.</p>	<p>Students read the second text and underline difficult words. Students start making their own vocabulary list, writing down the useful English words and the English descriptions. They are also allowed to make use of the Dutch translations.</p> <p>Students share their newest most important word and its description.</p>
15 minutes	<p>The teacher asks the students to read the last text, <b><u>Inventing is Easy.</u></b> Some words are underlined and bold, these are very important words for the students to understand.</p> <p>Teacher asks students to try and guess the meaning of the underlined words. Are all the words equally important to understand in order to understand the text?</p> <p>Finally, the teacher asks the students to start making their own vocabulary list. The students are allowed to use words from these texts, but depending on their products the words they need might be completely different.</p>	<p>Students read the last text individually, they can make notes or underline things in the text.</p> <p>Students try to guess and agree on the meaning of the underlined words.</p> <p>Students start making their own vocabulary list.</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	<p>Teacher asks students to formulate and tell the class their next step in the process of pimping their product, based on one of today's texts (checking reading comprehension).</p>	<p>A student from each group tells the rest of the class what his or her group is going to do next. The rest of the class is listening and getting inspired.</p>
5 minutes	<p>Teacher tells the class that the next lesson will be on creative design.</p> <p>Teacher refers the students to the webpage for their homework assignment. Homework: students are to finish a 25 word vocabulary list with English synonyms /</p>	<p>Homework will be a 25 word vocabulary list compiled individually, which is then combined into a 35 word group vocabulary list with synonyms/ descriptions of the words. This vocabulary list has to be posted on the group's Facebook page.</p>



	descriptions individually and then combine their individual lists into a group list consisting of 35 words. This list is to be posted to the group's Facebook page.	
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## Reading texts

### How to Invent a Product

*To invent, you need a good imagination and a pile of junk.* ~ Thomas Edison

Here's a step-by-step guide for transforming your idea into a real invention, which you can make, sell or patent.

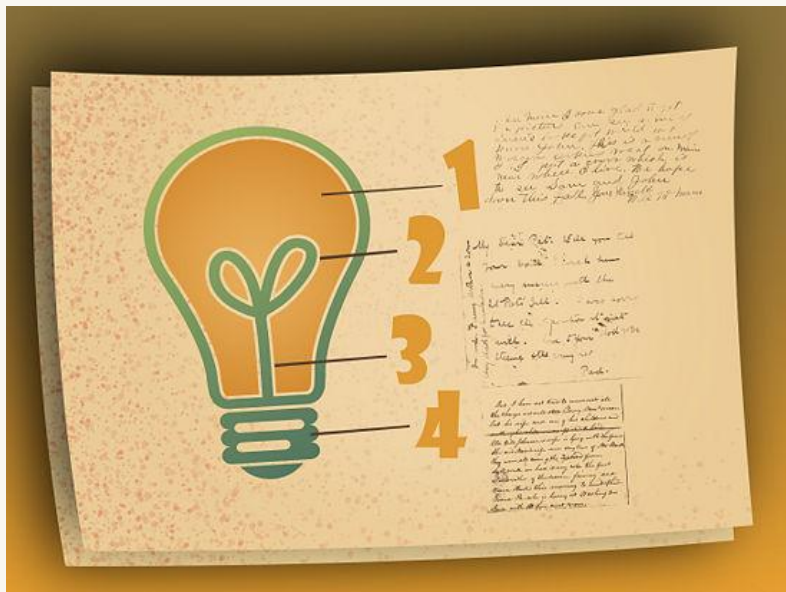
**1. Start by keeping a journal.** Whenever you have an idea, jot it down and do a sketch (if applicable). Make observations about your environment and try to think of product that you could invent to make life easier. The more detail, the better. Always sign and date entries.



2. Make notes of any ideas, and note them in your journal, regardless of how simple, how complex, how expensive or how difficult they may seem.



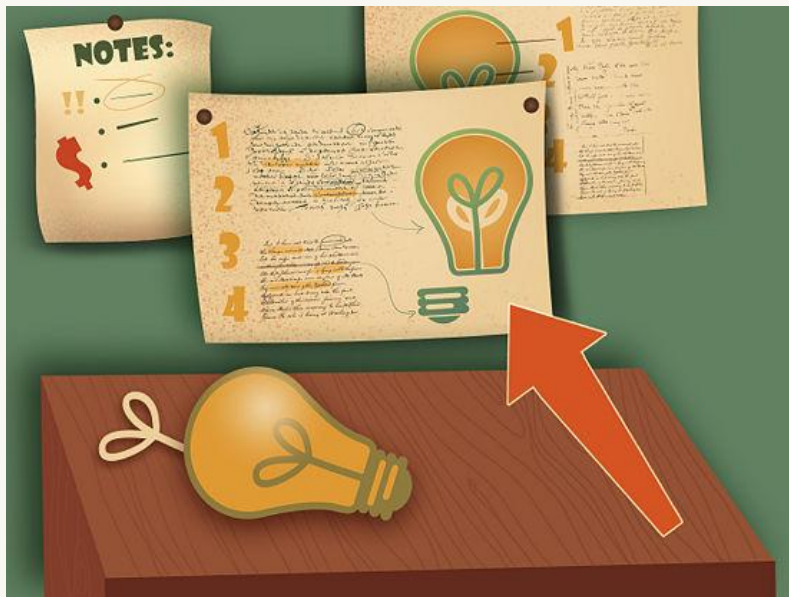
3. Describe every component of that idea with as much detail possible. Include a sketch, clip pictures or summarize articles that closely describe each component.



4. Elaborate on the functions, characteristics and other requirements of each component in greater detail. Here, your critical thinking skills begin improving as you analyze and compare features, prices or availability of each part.



**5. Use your notes to develop a prototype.** A prototype is a working example of your invention. Its main purpose is to show how your invention works.



**6. Present your invention.** There is no success in inventing something that never leaves your workshop. Get in contact with media and possible investors and show them your product and

its benefits in the most impressive and expressive way.



Adapted from: <http://www.wikihow.com/Invent-a-Product>

## How to Create Ideas for Inventions

Ever wanted to create a future gadget, but just can't think of one? Here's your article! Get thinking.



- **Grab some supplies.** You'll need a comfy thinking spot, paper, and a pencil. It's hard to be able to think of a fantastic idea without them!

- **Take a deep breath.** It's better to be relaxed and calm than to get nervous and freak out. Plus, relaxing helps you think.

- **Think of your biggest pet peeve.** Something you hate. Something that makes you cringe. Inventions are always about helping you solve your pet peeves. If you can't think of any, ask around.

- **Seek problems.** Look around where you are. Is there something that looks bad or isn't okay? If so, think of an idea to fix it.

- **Look back.** In the past, has something bad happened? It may just be a broken vase, or a serious injury.

- **Jot it down!** Make sure to write down everything you think of. If you don't, you may forget one of your best ideas!

#### **Tips:**

- If you can't think of anything at all... even after reading this, try getting someone to work with you. Flying solo may work in most situations, but a second brain always helps.
- Be somewhere quiet. Loud places cause distractions and you won't be able to focus.
- Stay full and hydrated. You won't be able to think on an empty stomach, and you might get a headache if you don't drink something! Try eating something healthy and good for your brain. Drink water, too; water is best!

#### **Things You'll Need:**

- Pad of paper
- Pencil
- Comfy place to sit/lay (It may take a while to think of something, so you'll want to be somewhere nice)

Adapted from: <http://www.wikihow.com/Create-Ideas-for-Inventions>

## **Inventing is easy!**

Have you ever seen some new product in the shops and thought, "I could have made one of those"? The best **inventions** are often the simplest, and every day new products are **launched** which are simple and **obvious**, yet **make fortunes** for their **inventors**. The truth is; inventors are not Einstein-like characters, with double-decker brains and surrounded by expensively exotic **equipment**. They're **ordinary** people. People like you.



Actually, you're probably inventing things already.

- Have you ever **modified** something to make it work just a bit better? That's **inventing**.
- Have you ever thought of a use for some piece of junk which meant it became **useful** again? That's inventing too.
- Have you ever **noticed** a problem, and thought of a way of **solving** it? That's also inventing.
- Have you ever **create**d a game to keep the children quiet for a while? That's definitely inventing!

But the difference between this and what professional inventors do, is that professionals know how **to turn their ideas into cash**.

- A professional would refine his **modification** to perfection, and then sell it back to the **original manufacturer**.
- A professional would buy up all the junk at **knock-down prices**, repackage it, and sell it at a huge mark-up.
- A professional would develop his solution into a real product, then get it manufactured and sold.
- A professional would write down the rules of his game, **design** a box, and sell the whole idea, under licence, through a world-class manufacturer.

But the biggest difference between ordinary people and professional inventors is that professionals don't just have one idea, they have hundreds. They develop only the best into really good designs, which they sell over and over again.

How do they do it? They use special **tricks** and techniques to turn the germ of an invention into dozens and then hundreds of really good ideas. These techniques are not instinctive; the professionals have all learned how to do them. You can learn them too.

## **Trade secrets**

Being able to come up with the best ideas is just one of the secrets of the invention **business**. The fact is, there are a whole series of tricks and techniques which successful inventors use.

They're secret, not because of any conspiracy to keep you in the dark, but because the only people who know them - the only people who need to know them - are the people who are already in the trade. That makes it very hard for people outside the business to get in - or even to get started at all.

Most inventors, who don't know these secrets, never make any money. Many of them turn good ideas into **lousy** products. Many are fleeced by unscrupulous companies who **claim** to offer support services to inventors. Those who show their invention to serious buyers often unwittingly give away all their hard-won ideas. But caution does no better - some people are too afraid to show their ideas to anybody, so fail to sell anything. Most tragic of all, many inventors just waste their good ideas because they simply don't know what to do about them!

Source: <http://www.two-little-ducks.co.uk/inventors-course-next-big-thing.htm>



Title of task: <b>Inventing is easy</b> (week 2 - lesson 4)				
CEF level: A2	Product: Vocabulary list	Time 1 hour	Eng	Individual and group assignment
<b>Product:</b>				
<ul style="list-style-type: none"> <li>A Facebook page</li> </ul>				
<b>Situation/setting</b>		<b>Tip</b>		
<p>You've created a facebook page for your product.</p> <p>In order to continue working towards your presentation and pimping your product, you need a new set of vocabulary.</p>		<p>Try to find texts on the internet about new products and funny inventions. You can google these terms. You can get loads of great ideas (and learn new words) from reading these texts.</p>		
<b>Task</b>				
Create a vocabulary list that you can use while completing these lesson series.				
<b>Task info</b>				
<ol style="list-style-type: none"> <li>1. Read <b>How to invent a product</b> and decide which steps of the process of inventing are relevant for your product. Share the steps that are important for your group with the rest of the class</li> <li>2. Read <b>How to create ideas for inventions</b> and underline the words that are important to you (for understanding the text or for your own product). Start making your own vocabulary list by translating or finding synonyms for the words you underlined while reading the text</li> <li>3. Read <b>Inventing is Easy</b> on your own and try to guess the meaning of the underlined words. In your group, discuss the words you do not know and try to find out together what those words mean. You can add these words to your vocabulary list</li> <li>4. One group member tells the rest of the class the group's next step in the pimping process.</li> </ol>				
<b>General requirements</b>				
<ul style="list-style-type: none"> <li>You have read all 3 texts in class</li> <li>You have started the vocabulary list which will be finished as homework assignment</li> <li>Upload the complete vocabulary list on the facebook page</li> </ul>				

<b>LESSON PLAN: <i>Creative creativity</i></b>  <b>Pimp my product curriculum: week 2-Lesson 5</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> watching/listening, speaking  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11: Luistervaardigheid</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> <li>• <b>Kerdoel 17: Contact via internet</b> <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 12: woordenschat</b> <i>De leerling leert strategieën te gebruiken voor het uitbreiden van zijn Engelse woordenschat</i></li> <li>• <b>Kerdoel 14: Omgaan met informatiebronnen</b> <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes	<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Paper A3</li> <li>➤ Magazines</li> <li>➤ Scissors</li> <li>➤ Glue</li> <li>➤ Different kinds of fabric</li> <li>➤ Laptops ( in case they want to make a digital moodboard)</li> </ul>	
<b>Learning objectives: Can-do statements</b> The students can... <ul style="list-style-type: none"> <li>• Identify the main points in a YouTube clip about creativity</li> <li>• Understand simple technical information</li> <li>• Describe activities</li> <li>• Translate their ideas on creativity and their product to a moodboard</li> </ul>	<b>Starting situation:</b>	
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
15 minutes	You will show a prezi:  <a href="http://prezi.com/het0q4fvixoj/pimp-my-product-lesson-5-colours/?kw=view-het0q4fvixoj&amp;rc=ref-5448760">http://prezi.com/het0q4fvixoj/pimp-my-product-lesson-5-colours/?kw=view-het0q4fvixoj&amp;rc=ref-5448760</a>	The students will watch a prezi about colours and creativity.  <a href="http://prezi.com/het0q4fvixoj/pimp-my-product-">http://prezi.com/het0q4fvixoj/pimp-my-product-</a>

	<p>There is also a YouTube clip in this prezi</p> <p><a href="http://www.youtube.com/watch?v=Ufnf0ecwzVI">http://www.youtube.com/watch?v=Ufnf0ecwzVI</a></p> <p>Best of creativity HD-2012</p> <p>You will also read aloud the part about colours to make sure that they understand everything and to add some words to their vocabulary.</p>	<p><a href="http://www.youtube.com/watch?v=Ufnf0ecwzVI">lesson-5-colours/?kw=view-het0q4fvixoj&amp;rc=ref-5448760</a></p> <p>They will write down the words they don't know and the translation.</p>
<b>Middle</b>		
5 minutes	<p>You will give a brief explanation about the moodboards.</p> <p>You will tell them that they will create a moodboard using magazines/fabric etc.</p> <p>They also have the possibility to create a digital moodboard.</p> <p>They will need to keep in mind the colours and materials they want to use for their final product.</p>	
25 minutes	You will help the students in their creative process.	The students will work on the moodboards. They will do this with their group of four.
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	<p>You will do a short evaluation with the class on what they have done so far.</p> <p>Each group will have to say something about what they are doing.</p> <p>You will tell them that this is homework for the next lesson.</p>	<p>Each group will have to say something about what they are doing with their moodboard.</p> <p>Next lesson this moodboard will have to be finished. They have to show their moodboard on their online community. When it is digital they can place it on their website otherwise they will have to make a picture or scan and place this on their website.</p>

### Appendix I: overview of (smart)board or powerpoint

Added to this lesson plan is the Prezi: Pimp my product prezi lesson 5.

Title of task: <b>Creative creativity</b> ( <i>week 2 - lesson 5</i> )				
CEF level A2	Products: A moodboard	Time 2 hours	Eng	Group assignment
<b>Products:</b> <ul style="list-style-type: none"> <li>A moodboard</li> </ul>				
<b>Situation/setting</b>  You now know all there is to know about your product. Now it is time to get your creative juices flowing.  This lesson you will get some inspiration on how to pimp your product and how to make it hip and fashionable again!		<b>Tip</b>  You can always look at the Prezis that were shown during class again to get some inspiration:  <a href="http://prezi.com/het0q4fvixoj/pimp-my-product-lesson-5-colours/?kw=view-het0q4fvixoj&amp;rc=ref-5448760">http://prezi.com/het0q4fvixoj/pimp-my-product-lesson-5-colours/?kw=view-het0q4fvixoj&amp;rc=ref-5448760</a>  or at the YouTube clip to give you some extra inspiration:  <a href="http://www.youtube.com/watch?v=Ufnf0ecwzVI">http://www.youtube.com/watch?v=Ufnf0ecwzVI</a> Best of creativity HD-2012		
<b>Task</b>  Create a moodboard to show what colours and fabrics you want for your product.				
<b>Task info</b> <ol style="list-style-type: none"> <li>Write down the words you don't understand in the prezi and discuss these words in your group.</li> <li>Create a moodboard. You can do this with all kinds of materials or you can do this online. For instance, you can use <a href="#">olioboard</a> – olioboard is a community for creating and sharing your online moodboards. You can add pictures from anywhere on the web and once you have created a moodboard, you can create a widget to add it to your blog.</li> <li>Share with the whole class what you are doing with your moodboard.</li> <li>Show your moodboard on your website.</li> </ol>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>You create a moodboard and will place this on your website.</li> </ul>				

<p><b>LESSON PLAN: <i>Let's vlog!</i></b></p> <p><b>Week 2 - lesson 6: Vlogging</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> Vocabulary, spoken interaction and spoken production.</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11: Luistervaardigheid</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> <li>• <b>Kerdoel 17: Contact via internet</b> <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Laptop</li> <li>➤ a video recorder (webcam, camera, smart phone)</li> </ul>
<p><b>Learning objectives:</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• understand the main point in short, clear, simple messages and announcement</li> <li>• give a simple description or a short presentation</li> <li>• explain what they like or dislike about something</li> <li>• give short, basic descriptions of events and activities</li> </ul>		<p><b>Starting situation:</b></p> <ul style="list-style-type: none"> <li>• The students already know how to set up a Facebook page and upload material on it</li> </ul>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
15min.	<p>Teacher explains that today's lesson will be about vlogging. To start the lesson, the class will watch a clip of the most famous vlogger on YouTube: Ryan Higa</p> <p>'Why Selena and Justin broke up' 5.08 min.</p> <p><a href="http://www.youtube.com/watch?v=gMyKNFqRyQk">http://www.youtube.com/watch?v=gMyKNFqRyQk</a></p> <p>After watching the video, the teacher will lead a short discussion about the pros and cons of vlogging.</p>	<p>The students will watch a vlog of the most famous vlogger on YouTube</p> <p>After watching the video, the students will discuss why Ryan Higa is so popular. They will also talk about the pros and cons of vlogging.</p>

<b>Middle</b>		
30 min.	<p>The teacher explains the task to the student. The teacher reminds the students to find the task guide on the project's site:</p> <p><a href="http://pimpmyproduct.weebly.com/">http://pimpmyproduct.weebly.com/</a></p> <p>(Week 2 - lesson 6 'Let's vlog!')</p> <p>Teacher walks around and help students where needed.</p>	<p>The students will create their own vlog about the progress of their product. They will start working on this in class. If the students won't be able to finish the vlog during class, they will finish the tasks as homework.</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
5 min.	<p>Teacher explains the homework.</p>	<p>The students will be recording their vlog and upload this on their group's Facebook page.</p> <p>Every student will watch at least two vlogs (of other groups) and post a tip and a top as a comment.</p>

#### **Appendix I: overview of (smart)board or powerpoint**

There is a task guide for students that goes along with this teacher's lesson plan.

Title of task: <b>Let's vlog!</b> (week 2 - lesson 6)				
CEF level A2	Product: a vlog	Time 1 hour	Eng	Group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>A vlog</li> </ul>				
<b>Situation/setting</b>  You have created a page on Facebook to show the group process of pimping your product. Besides uploading photos and messages, you will also make video to show how the pimping is going.		<b>Tip</b>  Go on YouTube and watch some vlogs to get inspired to create your own vlog.  Here are some examples: <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/user/nigahiga">http://www.youtube.com/user/nigahiga</a> (Most popular vlogger)</li> <li><a href="http://www.youtube.com/user/JacksGap/featured">http://www.youtube.com/user/JacksGap/featured</a> (British twins)</li> <li><a href="http://www.youtube.com/user/ijustine">http://www.youtube.com/user/ijustine</a> (American)</li> </ul>		
<b>Task</b>  Make a vlog that is at least 2 minutes long.				
<b>Task info</b> <ul style="list-style-type: none"> <li>Decide what you want to vlog about</li> <li>Make sure that you include the chosen product</li> <li>Make sure that every member of the group will have a part in this first vlog</li> </ul>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>The group created a vlog with all the points given within the 'task info'</li> <li>Upload the vlog on the group's Facebook page</li> <li>Upload at least one vlog per week from now on (so at least 5 vlogs can be found on the Facebook page at the end of this lesson series)</li> </ul>				

<b>LESSON PLAN: <i>How it's made</i></b>  <b>Pimp my product curriculum: week 3-Lesson 7</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> writing, reading, watching/listening  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11: Luistervaardigheid</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> <li>• <b>Kerdoel 17: Contact via internet</b> <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes		<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Laptops</li> <li>➤ Smartboard</li> <li>➤ Paper</li> </ul>
<b>Learning objectives: Can-do statements</b>  The students can... <ul style="list-style-type: none"> <li>• write a short comment on a website</li> <li>• find specific, predictable information on a website</li> <li>• identify the main points of a TV programme, where the visual supports the commentary</li> <li>• give and answer questions regarding a TV show</li> </ul>		<b>Starting situation:</b>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
3 minutes	On their laptops the students can find the following link: <a href="http://science.discovery.com/tv-shows/how-its-made">http://science.discovery.com/tv-shows/how-its-made</a>	Go to the following link: <a href="http://science.discovery.com/tv-shows/how-its-made">http://science.discovery.com/tv-shows/how-its-made</a>
12 minutes	Explain that they have to submit their ideas:	The students have to do this alone.



	<p>Is there a product you want to see featured on How It's Made?</p> <p>Check the How It's Made episode guide to see whether your idea hasn't been done yet.</p> <p>Post a new comment. Explain what product you want to see on the programme and why. This comment needs to be posted on their website.</p>	<p>The students have to submit a new idea.</p> <p>They have to post a comment and explain what product they want to see on the programme and why. They will do this on their website.</p> <p>First they have to check the episode guide to see whether that product wasn't done already.</p>
<b>Middle</b>		
15 minutes	Explain the assignment.	<p>The groups will use YouTube to find an interesting How It's Made clip.</p> <p>They will make questions regarding their chosen How It's Made clip and they will write down these questions.</p>
15 minutes	The groups will exchange the questions.	<p>The groups will exchange the questions.</p> <p>They have to try and find the answers to the questions while they watch the How It's Made clip that one of the other groups did.</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	Ask the students how they liked this lesson and what was easy and what was difficult to do.	Evaluate
	<p>Give the homework:</p> <p>Place the answers on your online community so the other group can check the answers and give comment.</p>	<p>The students will have to place the answers on their online community and give the title of the episode.</p> <p>The other group will have to check the answers and give comments.</p> <p>The students will also post a comment and explain what product they want to see on the programme and why.</p>

Title of task: <b>How it's made</b> (week 3 - lesson 7)				
CEF level A2	Products: A list of questions	Time 2 hours	Eng	Group assignment
<p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• A list of questions about one of the How It's Made episodes</li> </ul>				
<p><b>Situation/setting</b></p> <p>You now know what product you want to pimp and what you want to do with it. You also know a lot about inventions.</p> <p>Now we will use How It's Made because next week you will make your own How It's Made video.</p>		<p><b>Tip</b></p> <ul style="list-style-type: none"> <li>• The How It's Made episodes are great to watch and to learn English.</li> </ul>		
<p><b>Task</b></p> <p>Watch one of the episodes of How It's Made and create questions for another group to answer.</p>				
<p><b>Task info</b></p> <ol style="list-style-type: none"> <li>1. Use the following link: <a href="http://science.discovery.com/tv-shows/how-its-made">http://science.discovery.com/tv-shows/how-its-made</a></li> <li>2. What product do you want to see on this show? And why?</li> <li>3. Post your comment and ideas on your Facebook page.</li> <li>4. First check whether this product is new to the show.</li> <li>5. Use YouTube to find an interesting How It's Made clip.</li> <li>6. Make questions about this clip for another group to answer.</li> <li>7. Exchange questions with another group</li> <li>8. Answer these questions and post your answers on your Facebook page.</li> <li>9. Check the answers of the other group and post a comment,</li> </ol>				
<p><b>General requirements</b></p> <ul style="list-style-type: none"> <li>• Answer the other group's questions</li> <li>• Check the other group's answers</li> <li>• Post a comment</li> </ul>				

<p><b>LESSON PLAN: <i>Back to the future</i></b></p> <p><b>Pimp my product curriculum: week 6-Lesson 8</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>	<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> listening, reading, writing</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 15:</b> <i>De leerling leert in spreektaal anderen een beeld te geven van zijn dagelijks leven.</i></li> </ul>
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<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Laptops</li> <li>➤ Paper</li> </ul>
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<p><b>Learning objectives: Can-do statements</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• Confidently express if something is going to happen in the future.</li> </ul>	<p><b>Starting situation:</b></p> <p>The students have chosen a product they are going to alter and they need to practice how to express themselves in the future tense in order to be able to market their product.</p> <p>The students (should have) learned the future tense in the second form, but they might not remember it very well.</p>
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Time	Teacher activity	Student activity
<b>Beginning (warming up)</b>		
5 minutes	In the previous lesson we talked about how things are made. You watched and made questions for an episode of 'How it's Made' posted your and stuff on your Facebook page. What was the most amazing video you've seen?	Students think for a minute and answer the teacher's question. Maybe even a favourite video is chosen.
3 minutes	Teacher tells students about today's program: <ul style="list-style-type: none"> <li>- Quiz on inventions</li> <li>- How are we going to pimp our products?</li> </ul>	Students listen and get ready for the quiz.
<b>Middle</b>		
20 minutes	The teacher tells the students how to log in to the quiz. Students answer the quiz questions in groups and after each answer, the teacher explains what they see on the picture. This should get a few laughs and also inspire students.	Students (in groups) answer the questions and listen to the teacher's explanation. Students learn about weird inventions and are triggered to think outside

	The teacher asks the students whether they have seen anything inspirational or strange.	the box. They also get acquainted with online quizzes. Students answer the question and choose the most awesome invention.
15 minutes	<p>The teacher asks the students how they are going to proceed, what the next step is in pimping their products.</p> <p>The teacher puts some sentences on the board:</p> <ul style="list-style-type: none"> <li>- In twenty years' time my hair will turn grey.</li> <li>- I promise I will call you as soon as I can.</li> <li>- Tonight I'm going to cook pasta.</li> <li>- Tim will do that later on.</li> <li>- Harry is going to invite Sally to the party.</li> </ul> <p>The teacher asks the students whether they remember what the difference was between these sentences. The teacher then gives the students the handout with the sentences for future tense.</p> <p>The teacher lets the students give the correct answers and asks the students to explain the choice they made.</p> <p>The teacher gives the students a compliment about how they've worked.</p>	<p>The students think about it and answer the question, using the 'we are going to + verb' construction.</p> <p>Students think very hard about this question and if they don't know the answer, they ask the teacher.</p> <p>Students try to fill in the handout.</p> <p>Students answer the teacher's questions and remember what the future tense was all about.</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
6 minutes	<p>The teacher reminds the class of the rules for using the future tense and refers them to a useful webpage, <a href="http://www.englishpage.com/verbpage/simplefuture.html">http://www.englishpage.com/verbpage/simplefuture.html</a>.</p> <p>The (individual) homework for next time is to choose one of the products from the quiz (to be found on the Facebook page) and write at least 5 sentences about what it <b>will</b> or <b>is going to</b> be used for. Students have to do this as if they are buying this product (i.e. I'm going to cycle to France on this bike). Students are to post their written work on the Facebook page.</p> <p>The next lesson is Pimp my product!</p>	<p>Students are actively reminded of the rules.</p> <p>Students start thinking about their homework assignment and ask questions, if they have any.</p>

## **Handout Future tense:**

Cherry: Why are you holding a piece of paper?

Banana: I \_\_\_\_\_ (write) an advertisement for my pimped product.

Cherry: Boring!!! I really need to wake up, I'm falling asleep.

Banana: I \_\_\_\_\_ (get) you a cup of strong coffee. That should wake you up.

Cherry: Thanks ever so much. About this advertisement, \_\_\_\_\_ (it – be) on national TV?

Banana: I hope so. I \_\_\_\_\_ (be) so happy if it \_\_\_\_\_ (be) broadcast on national TV!

Cherry: I'm hungry and eating is good for the creative process. I \_\_\_\_\_ (make) a sandwich. Would you like one, too?

Banana: Thank you, no. I want to lose some weight before the summer holiday. We \_\_\_\_\_ (spend) our holiday in Spain.

Cherry: Wow, that's great! You \_\_\_\_\_ (have) a wonderful time, I'm sure. Now how about that ad, do you need any help?

Banana: Really? You \_\_\_\_\_ (help) me with this task? Thank you so much!

Cherry: Of course I \_\_\_\_\_ (help) you with it, it sound great.

Title of task: <b>Back to the Future</b> ( <i>week 3 - lesson 8</i> )				
CEF level: A2	Product: Short description of product usage in future tense	Time 0,5 hour	Eng	Individual and group assignment
<p><b>Product:</b></p> <ul style="list-style-type: none"> <li>A description of what you are going to use a certain product for, posted on your group's facebook page</li> </ul>				
<p><b>Situation/setting</b></p> <p>You watched a number of 'How it's Made' videos and made up and answered questions about a few episodes. You are now in need of some inspiration for your own product and also some grammar in order to be able to market your product properly.</p>		<p><b>Tip</b></p> <p>Don't be scared of having a really outrageous idea, the more creative you are, the better.</p> <p>Grammar is invented to make your life easier, not to complicate things. Don't be afraid to use it.</p>		
<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Do the quiz in groups</li> <li>Getting reacquainted with expressing future plans</li> </ul>				
<p><b>Task info</b></p> <ol style="list-style-type: none"> <li>Refresh your memory and think of the 'How it's Made' videos you watched last time. Which was your favourite?</li> <li>Do the quiz and keep in mind what you think the strangest invention is</li> <li>Think about the differences between <i>will</i> and <i>to be going to</i> and fill in the hand out</li> <li>Choose a product for your homework assignment and think of the things you <i>will</i> or <i>are going to</i> use this product for</li> </ol>				
<p><b>General requirements</b></p> <ul style="list-style-type: none"> <li>You have done the quiz and thought about the endless possibilities of the innovations</li> <li>You practiced formulating sentences in the future tense using <i>will</i> and <i>to be going to</i></li> <li>You formulated and uploaded a written comment (consisting of at least 5 sentences containing the future tense) on the usage of one of the inventions featured in the quiz</li> </ul>				

<p><b>LESSON PLAN: <i>Describe your product</i></b></p> <p><b>Pimp my product curriculum: Week 3, Lesson 9</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> Speaking/Grammar/Writing</p> <p>Kerndoel(en)</p> <ul style="list-style-type: none"> <li>• <b>Kerndoel 15</b> 15. De leerling leert in spreektaal anderen een beeld te geven van zijn dagelijks leven.</li> <li>• <b>Kerndoel 16</b> 16. De leerling leert standaardgesprekken te voeren om iets te kopen, inlichtingen te vragen en om hulp te vragen.</li> </ul>
<p><b>General information:</b></p> <p><b>Type of education:</b> VMBO</p> <p><b>Class:</b> 3GL</p> <p><b>Duration of lesson:</b> 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Pen and Paper</li> <li>➤ Coloured pieces of paper</li> <li>➤ Digital source for YouTube videos.</li> </ul>
<p><b>Learning objectives:</b> Can-do statements The students can...</p> <ul style="list-style-type: none"> <li>• give a mini presentation to their peers about what their product will look like and how they are planning to create it</li> <li>• Use the future tenses in order to give a mini presentation</li> <li>• Write a description of their product using the future tenses</li> <li>• ask one another questions to find out more about other products</li> </ul>		<p><b>Starting situation:</b> The students have had time to think about their products in groups and create an idea. They have watched some video clips to inspire them and with the use of a mood board now have a clear idea of what they want to create and present.</p>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
3 minutes	<p>Talk to students about what they will be doing today and write it down on the board:</p> <ul style="list-style-type: none"> <li>• Tips for public speaking (class)</li> <li>• Update on 'Pimp your product' writing/speaking (individual)</li> <li>• Share with your fellow students (group)</li> </ul>	

	Summarize (class)	
7 minutes	<p>Watch two videos with useful tips for public speaking:</p> <p><a href="http://www.youtube.com/watch?v=J_s1ps6SSlY">http://www.youtube.com/watch?v=J_s1ps6SSlY</a> (Eliminate "Um" and "Uh" from Your Public Speaking and Presentations )</p> <p><a href="http://www.youtube.com/watch?v=D5dptwyMytQ">http://www.youtube.com/watch?v=D5dptwyMytQ</a> (Calm your nerves before public speaking: Do the penguin!)</p>	<p>Watch the 2 very short videos. With the second video (do the penguin) students do have to follow the video and stand up so they can practice.</p> <p>In class students share any other useful tips for public speaking. Write these on their Facebook page for future reference.</p>
<b>Middle</b>		
12 minutes.	<p>Tell the students to write down what their group is planning on doing with their product. Give them a list of what must be included:</p> <ol style="list-style-type: none"> <li>1. Who will do what?</li> <li>2. What will it look like and what will it be called?</li> <li>3. How will they advertise it?</li> </ol> <p>Each answer for each question must contain at least 3 complete sentences.</p> <p>As this is an inductive grammar exercise, do not tell them to use 'will' or 'going to'. However, to ensure they do not keep it in the present tense it is useful to add '<i>You haven't done it yet, so do not use the past or present tense</i>'. They will figure it out from there.</p> <p>They will be doing this individually and it will be handed in to the teacher. The teacher can choose to read these to find out if each individual is contributing and knows what the plan is.</p>	<p>The students must write about what their group is planning on doing with their pimped product. They will explain who is doing what, what it will look like, how they will advertise it. They need to write at least 3 sentences for each question using the form 'will' or 'going to', but this will happen naturally as they must use a future tense. (see task guide)</p> <p>They must do this individually in silence.</p> <p>Students will then hand in their written sentences to the teacher and include their name on the paper (or laptop and email it, depending on the school).</p>
20 minutes	<p>Hand out different colours of paper (just a small piece) to each group member. Everybody with the same colour paper must sit together in a group. This way each group will have a representative of a product. In turns the expert tell the other students (using the future tense): what the plans are for their group's product, what it will look like, what it will called and who is doing what. The rest of the students in the group may ask questions to the group representative and should take notes.</p> <p>The teacher gives each table about 2-3 minutes (depending on size of class) minutes before the next person at the table must speak.</p> <p>As this is a task based exercise (to find out what other groups have created) the note taking is done so that at the end the teacher may ask students at random to tell a little bit about another group's product.</p>	<p>The student will have to display knowledge of the group's plans to advertise the product and what it is going to look like. They will each represent their group at another table and talk for 1-2 minutes. The rest of the students at the table make notes about each product and ask questions in any remaining time. (task guide)</p>



<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	Summarize what they have done today. E.g. Use the future tense, a short presentation, described their product. Ask the students to tell you what they did and why they think it is useful.	Students are asked what they did today. They must repeat and provide information on why it was useful. They will put this information on their Facebook page in writing. (see task guide)
3 minutes	End of lesson. Tell them what they need to prepare for the next lesson. They will start creating their products in class. Tell them to bring materials.	Students need to bring materials for the next lesson to put their products together. If they are not creating something physically but designing it digitally they must bring laptops.

### Appendix – Teacher’s materials

Intro:

Useful tips for public speaking:

(for when students do not come up with anything)

1. Don’t move around too much
2. Try standing behind a lectern or high table to steady yourself
3. Practice a few times beforehand
4. Do not make too many notes as they distract you, use Flashcards!
5. Good eye contact with audience.

<b>Title of Task – Describe your product (Week 3 – lesson 9)</b>				
CEF level – A2	products Reflection, speaking and writing.	Time 2 hours	Eng	Individual and group assignment
<p><b>Product:</b></p> <p>A. Public speaking tips B. Describe your product! C. Represent your product D. Reflect!</p>				
<p><b>Situation/setting</b></p> <p>A. You have watched some videos on how to relax before speaking publically and added a few tips of your own. B. You will describe what your product will look like. C. Represent! D. What did you do this lesson?</p>		<p><b>Tip</b></p> <p>A. Feel free to do some research on the Internet! B. Remember, you haven't made it yet. So use the 'will' or 'going to' verbs. C. Be clear about your product D. Make notes during the lesson on what you have done.</p>		
<p><b>Task</b></p> <p>A. Write some public speaking tips on your Facebook page. B. Describe in writing what you're planning on doing with your product. C. Represent your product to other groups D. Reflect on today's lesson</p>				
<p><b>Task info</b></p> <p>A. Note down a few public speaking tips and upload at least 3 to your Facebook page. B. Write 3 sentences including the 'will' or 'going to' verbs about what your product will look like. Include the following: 1. Who will do what? 2. What will it look like and what will it be called? 3. How will you advertise it? C. Join the people with the same colour in a group and act as representative of your group. Explain to the other students what your group is going to create. D. Reflect on what you learned today in class and put this on your Facebook page.</p>				
<b>General requirements</b>				

Where necessary (A, B, D) put everything on your Facebook page before the next lesson.

<p><b>LESSON PLAN: <i>Pimp your Product</i></b></p> <p><b>Pimp my product curriculum: Week 4, Lesson 10</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> Grammar, writing, speaking</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 15</b> <i>De leerling leert in spreektaal anderen een beeld te geven van zijn dagelijks leven.</i></li> <li>• <b>Kerdoel 16</b> <i>De leerling leert standaardgesprekken te voeren om iets te kopen, inlichtingen te vragen en om hulp te vragen.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Various objects brought from home. Things that could be considered boring. Such as a candle, glasses, comb etc. If you have no access to these kind of objects print out some pictures of uninteresting objects</li> <li>➤ Smartboard to show youtube video.</li> </ul>
<p><b>Learning objectives:</b> Can do statements The students can...</p> <ul style="list-style-type: none"> <li>• figure out the second conditional through a number of exercises</li> <li>• come up with a number of improvements on basic products and give their reasoning for the choices made</li> <li>• ask for help when needed in the target language</li> <li>• can communicate with their peers in the target language to create a product</li> </ul>		<p><b>Starting situation:</b> The students have already decided what product they want to pimp. They have brought materials with them to start pimping their own product. Students have some background knowledge of zero and first conditionals, but aren't that familiar with second conditionals yet.</p>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
	<b>Time</b>	
<b>Beginning (warming up)</b>		
5 minutes	<p>Today the students will be working on pimping their products. They will be working in groups again but also individually. Lesson plan for on board:</p> <ul style="list-style-type: none"> <li>• intro</li> <li>• Pimp random products</li> <li>• A bit of grammar</li> <li>• Work on your own products</li> </ul>	

5 minutes	<p>Compilation of second conditional sentences from the big bang theory. These are used as examples for the students. Tell them to pay close attention and see if they can figure out the pattern on their own.</p> <p><a href="http://www.youtube.com/watch?v=VJF9Gb3dGbc">http://www.youtube.com/watch?v=VJF9Gb3dGbc</a> (4 mins)</p> <p>Second conditional sentences in the big bang Theory.</p>	<p>Students consider in what instance a second conditional is used and note this down for themselves. We avoid the term 'second conditional' and tell them to make 'if... would' sentences just like the ones in the Big Bang theory.</p>
<b>Middle</b>		
10 minutes	<p>Teacher brings a number of items to class. These can be anything ranging from a pair of glasses to a plastic bottle. Whatever you have lying around the house will do. The students (in groups) each get a few items. Together they must decide how they would pimp the boring product. They can make a drawing or a design or write a description. Tell them it should be unlikely or impossible (foreshadowing the second conditional)</p>	<p>Students are faced with a number of objects. How would they pimp these products? They can do so by any means necessary; the more unlikely it would actually happen, the better, as this is relevant to the second conditional. They come up with crazy ideas and each group gets the chance to present one of the products and explain what they would change and what effect it would have. (see task guide)</p>
10 minutes	<p>Using the second conditional they must write down why they have changed a certain product. This is to be done individually. Teacher writes an example on the board to guide them:</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- It would be very useful if these glasses had a built-in camera.</li> <li>- If my phone had a built-in oven, I would bake cookies while in class</li> </ul> <p>Each group has 3 products for which they must write two sentences individually.</p>	<p>Students write down 2 sentences for each product explaining what they would change about the product and what result it would have. Tell them to write sentences similar to the example ones.</p>
5 minutes	<p>Students have probably figured out by now when to use the second conditional. Ask a few students if they have figured it out. Confirm if they are correct and ask for a few examples. At the end simply note down when the second conditional is used:</p> <ul style="list-style-type: none"> <li>- If something is unlikely</li> <li>- Time: Future</li> <li>- If something is impossible</li> <li>- Time: present</li> </ul>	<p>In class students try to explain what the second conditional is. Take notes on the second conditional. Correct own sentences if incorrect.</p>
10 minutes	<p>To work on creating their products and discussing them in groups. Anything that is not completed must be done outside of class. The teacher gives them the chance to work on the product so that the teacher can give guidance when needed. Must also encourage students to speak</p>	<p>Students spend 10 minutes working on creating their products. They can do this digitally (by making a 3D image if they are handy with computers) or by creating a tangible product. Must work together by speaking</p>

	English within groups and when asking for help.	English. (See task guide)
<b>End (evaluation, summary, planning for next lesson)</b>		
3 minutes	Summarize the lesson: - Ask students at random when the second conditional is used. - Ask a few students to demonstrate what they have made so far in class.	Tell the teacher about the second conditional and display to other students what they have made so far.
2 minutes	Discuss what will be done next lesson (making a video). Tell them to prepare by doing some research about how they made their product and bring notes about it. Also inform them to keep working on their products outside of class so that it will be finished within a week (they can then focus on the presentation).	Homework: Students must write down on their Facebook page: how they created their products and how they as an individual contributed to the product.

Should bringing objects be out of the question then some of these can be used to cut out and bring to class:





<b>Title of Task – Pimp your product (Week 4 – lesson 10)</b>				
CEF level – A2	products Speaking, creativity	Time 2-3 hours	Eng	group assignments
<p><b>Product:</b></p> <p>A. Pimp <i>these</i> products! B. Pimp <i>your</i> product!</p>				
<p><b>Situation/setting</b></p> <p>A. You are faced with a number of objects. How would you pimp these? B. You have some time to work on your own product in class</p>		<p><b>Tip</b></p> <p>A. Don't worry about how crazy it sounds, the more unlikely, the better! B. Divide the workload so you can work more efficiently</p>		
<p><b>Task</b></p> <p>A. Come up with ideas to make the boring objects more interesting. B. Spend time working on your own product.</p>				
<p><b>Task info</b></p> <p><b>A.</b></p> <ul style="list-style-type: none"> <li>- As a group, choose two items you want to pimp. Get somebody to write down what you have come up with</li> <li>- One person in the group tells the rest of the class something about what they have come up with using an 'If...would' sentence.</li> <li>- You have 10 minutes.</li> </ul> <p><b>B.</b></p> <ul style="list-style-type: none"> <li>- Get started creating your product if you haven't already.</li> <li>- You can create a 'tangible' (iets om vast te houden) product or create a 3D design digitally.</li> <li>- You have 10 minutes in class. The rest must be finished in your own time.</li> </ul>				
<p><b>General requirements</b></p> <p>Write down on your Facebook page how you as a group created the product and how you as an individual contributed to it.</p>				

<b>LESSON PLAN: <i>How It's Made... DIY</i></b>  <b>Pimp my product curriculum: week 4-Lesson 11</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> watching/listening, speaking, reading, writing  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11: Luistervaardigheid</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> <li>• <b>Kerdoel 17: Contact via internet</b> <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 12: uitbreiding woordenschat</b> <i>De leerling leert strategieën te gebruiken voor het uitbreiden van zijn Engelse woordenschat.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes	<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Paper</li> <li>➤ Prezi</li> </ul>	
<b>Learning objectives: Can-do statements</b>  The students can... <ul style="list-style-type: none"> <li>• Comprehend the main points in YouTube clips</li> <li>• can answer questions and exchange ideas about filmmaking</li> <li>• say what he likes/dislikes</li> <li>• agree/disagree with others</li> <li>• write very short, basic descriptions of a video</li> </ul>	<b>Starting situation:</b>	
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
10 minutes	Use the prezi: <a href="http://prezi.com/mxtuhzfvigzk/pimp-my-product-lesson-11/">http://prezi.com/mxtuhzfvigzk/pimp-my-product-lesson-11/</a>  Show the students the introduction. This is a clip on YouTube: How It's Made – Chocolate	The students will watch How It's Made about chocolate.



	<a href="http://www.youtube.com/watch?v=Ye78F3-CuXY">http://www.youtube.com/watch?v=Ye78F3-CuXY</a> ( 4.51) You will ask the following questions: <ul style="list-style-type: none"> <li>• What product is being made?</li> <li>• In what way have they filmed it?</li> <li>• What techniques have they used?</li> <li>• What steps of the production have they shown?</li> </ul>	Afterwards they will have a discussion about some questions. This will be a discussion with the whole group.
<b>Middle</b>		
10 minutes	Continue your prezi. Attend your students on the assignment. They will have to write down the different techniques, shots and angles. <a href="http://www.youtube.com/watch?v=ATDnFr25JG8">http://www.youtube.com/watch?v=ATDnFr25JG8</a> Film Techniques and Examples (5.02) establishing shot, long shot, extreme long shot, eye level shot, medium shot, medium close up, close up high angle, low angle, Dutch tilt, wide angle backlighting, accelerated motion, decelerated motion, dolly shot, zoom, split screen	Write down the different shots and angles that are mentioned in the YouTube clip. Watch the clip about film techniques and examples.
15 minutes		Talk about the different shots and angles in your own group: What do they mean with...? Which techniques could be useful for your film?
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	Continue the prezi. Watch the clip about the history of filmmaking <a href="http://www.youtube.com/watch?v=EZJjg17cf_k">http://www.youtube.com/watch?v=EZJjg17cf_k</a> (5.00)	Watch the clip
10 minutes	Let the group start with the outline of their own film Give the homework: Create and edit the video about your product. Share this	Start creating an outline for your own video about your product. Explain and name the different techniques you decide to use.

	and your outline on your website.	
	Next lesson will be about peer feedback on your videos.	

**Appendix I: overview of (smart)board or powerpoint**

The prezi that belong to this lesson is added

<http://prezi.com/mxtuhzfvigzk/pimp-my-product-lesson-11/>

Title of task: <b>How It's Made... DIY</b> (week 4 - lesson 11)				
CEF level A2	Products: video	Time 3 hours	Eng	Group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>A video about your own pimped product</li> </ul>				
<b>Situation/setting</b>  You know how products are filmed in How It's Made. You also pimped your product. Now it's time to make your own How It's Made video.		<b>Tip</b> <ul style="list-style-type: none"> <li>You can always look at the prezi again to listen and watch the different ways of filming and angles again.  <a href="http://prezi.com/mxtuhzfvigzk/pimp-my-product-lesson-11/">http://prezi.com/mxtuhzfvigzk/pimp-my-product-lesson-11/</a> </li> <li>You can also watch the different YouTube clips again.</li> </ul>		
<b>Task</b> Create an outline for your video and make your own video.				
<b>Task info</b> <ol style="list-style-type: none"> <li>Look at the YouTube clip about How It's Made-Chocolate and answer the questions.</li> <li>Write down the different techniques, shots and angles that you see in <a href="http://www.youtube.com/watch?v=ATDnFr25JG8">http://www.youtube.com/watch?v=ATDnFr25JG8</a> Film Techniques and Examples (5.02)</li> <li>Decide which techniques and angles are useful to make a video of your product.</li> <li>Create an outline for your own video. Explain and name the different techniques you decide to use.</li> <li>Create and edit the video about your pimped product. (homework)</li> <li>Share this video and the outline on your website.</li> <li>Don't forget vlogging.....</li> </ol>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>A video on your website</li> <li>The outline on your website</li> </ul>				

<p><b>LESSON PLAN: <i>The best of “How it’s made”</i></b></p> <p><b>Pimp my product curriculum: week 4-Lesson 12</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> watching / listening, speaking, writing</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 12: Woordenschat verwerven</b> <i>De leerling leert strategieën te gebruiken voor het uitbreiden van zijn Engelse woordenschat.</i></li> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 17: Contact via internet</b> <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Laptops</li> </ul>	
<p><b>Learning objectives: Can-do statements</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• Can say what he/she likes and dislikes</li> <li>• Can agree and disagree with others.</li> <li>• Give and receive feedback in a constructive way.</li> </ul>	<p><b>Starting situation:</b></p> <p>Students have created their own product’s How it’s Made video and uploaded it to the Facebook page.</p>	
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
5 minutes	<p>The teacher asks students how they feel about their videos</p> <p>The teacher asks the students to think of at least one compliment they would like to give another member of their group and share this compliment with the rest of the class.</p>	Students give each other compliments.
7 minutes	<p>The teacher asks the students (in groups) to write down as many ways of expressing their opinions and ways of giving advice as they can.</p> <p>The teacher asks the students what they have come up with and makes a list of the ways to say what you think</p>	<p>Students write down phrases like <i>I like...</i> and <i>I think...</i> etc.</p> <p>Students share their lists with the teacher, thus making a rather long and complete list.</p>

	and giving advice on the white board.	
<b>Middle</b>		
3 minutes	The teacher gives the students the rules for giving feedback and explains that they are going to watch the videos together and give each other feedback. The idea is to use some of the phrases on the white board. Each video receives feedback from each group, but only from 1 person in that group (representing the whole group).	Students listen attentively and have a quick look at the rules for giving feedback.
30 minutes	The teacher shows the students each video (on the Facebook page) and asks each group for their feedback. Each group immediately places a tip and a top as a comment on the video on the facebook page, still using some of the phrases on the board.	Students watch the videos and formulate and post a tip and a top on each video.
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	The teacher asks the students to take a good look at the tips and tops their video received and write a short (approximately 100 words) evaluation of the own video. Students are to post this on their facebook page.  The next lesson will be on logos and slogans.	Homework is a written evaluation of own video, using the tips and tops received in class.

Rules for giving and receiving feedback:

- Be specific when saying you like a part of the video, say which part that is and what you like about it
- When giving a tip, describe another way of tackling something instead of saying what you didn't like about the video
- When receiving feedback verbally, try to rephrase the tip and top and check whether you have understood correctly
- Be polite!

Quiz:

<http://www.surveymonkey.com/s.aspx?sm=F3y25GEmk%2btvNrWNjx2Jjw%3d%3d>

Title of task: <b>The best of 'How it's Made'</b> (week 4 - lesson 12)				
CEF level A2	Product: Tips and tops Feedback evaluation	Time 0,5 hour	Eng	Group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>• Tips and tops on the other groups' videos posted on their Facebook page</li> <li>• A written evaluation of the feedback received to own video</li> </ul>				
<b>Situation/setting</b>  You have all uploaded your own 'How it's Made' video to your facebook page. We are now ready to watch the videos and learn how to give and receive feedback.		<b>Tip</b>  Giving feedback can be quite difficult. Be careful not to be negative, always give someone a compliment first. Remember, giving feedback is not the same as stating your own opinion and expecting someone to agree with you.		
<b>Task</b>  Watch the videos and give and receive constructive feedback.				
<b>Task info</b> <ul style="list-style-type: none"> <li>• Think of ways to give your opinion, to say what you think of something and express agreement / disagreement, the class will make a list of the findings</li> <li>• When watching the videos, keep in mind the rules for giving feedback</li> <li>• Give each video a tip and a top, using phrases the class has come up with and the rules for giving feedback. Post your tip and top on the group's facebook page</li> <li>• Write an evaluation (about 100 words) on the tips and tops your video received and post it on your facebook page</li> </ul>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>• You contributed to the list of 'How to state your opinion...' in your class</li> <li>• Your group gave feedback (a tip and a top) to the other groups' videos and posted it on the facebook page</li> <li>• Write and post an evaluation of the tips and tops your video received</li> </ul>				

<b>LESSON PLAN: <i>Good logo, great slogan</i></b>  <b>Week 5 - lesson 13: Logo, slogan &amp; social media</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>Jolly Ferwerda - 1608458</li> <li>Réka Brendel-Kovács - 1611031</li> <li>Jolanda Lannagan - 1614357</li> <li>Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> Vocabulary and writing  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li><b>Kerdoel 14: Omgaan met informatiebronnen</b> <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes		<b>Materials:</b> <ul style="list-style-type: none"> <li>Laptop</li> </ul>
<b>Learning objectives:</b>  The students can... <ul style="list-style-type: none"> <li>can write a series of simple phrases and sentences</li> <li>can write short, simple imaginary texts about a product</li> </ul>		<b>Starting situation:</b> <ul style="list-style-type: none"> <li>The students have finished pimping their product and will focus on promoting their product during the coming lessons.</li> </ul>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
15 min.	The teacher shows the Prezi on the smart board and asks the students to shout out the brand that goes along with the logo that is shown.  <a href="http://prezi.com/xomve9qas53p/can-you-guess-the-logos/">http://prezi.com/xomve9qas53p/can-you-guess-the-logos/</a>  After guessing all 30 logos, the teacher shows nine slogans of famous brands:  <a href="http://prezi.com/wz8z8kf3d3ay/famous-slogans/">http://prezi.com/wz8z8kf3d3ay/famous-slogans/</a>  Teacher asks students why it is important to have a good logo and slogan.	The students watch a Prezi and guess different brands by seeing only its logo.          Students watch another Prezi with nine slogans and think about the importance of logos and slogans within their group.
<b>Middle</b>		
30 min.	The teacher explains the task to the student. The teacher reminds the student to find the task guide on the project's site:	The students will design a logo and think of a slogan for their product.

	<a href="http://pimpmyproduct.weebly.com/">http://pimpmyproduct.weebly.com/</a> (Week 5 - lesson 13 'Good logo, great slogan') Teacher walks around and help students where needed.	
<b>End (evaluation, summary, planning for next lesson)</b>		
5 min.	Teacher explains the homework.	The students will upload their logo and slogan on the group's Facebook page.  Individually, the students will visit three pages of other groups. They will think of something positive to comment on all three pages.

### Appendix I: overview of (smart)board or powerpoint

There is a task guide for students that goes along with this teacher's lesson plan.

Prezi 1: 'Can you guess the logos???'

<http://prezi.com/xomve9qas53p/can-you-guess-the-logos/>

Prezi 2: 'Famous slogans'

<http://prezi.com/wz8z8kf3d3ay/famous-slogans/>

### Appendix II: assignment + key

#### Key to Prezi 'Can you guess the logos???'

1. Nike - Just do it
2. Ferrari
3. Facebook
4. Reebok
5. Veronica
6. Pringles
7. Renault
8. Disneyland
9. SBS6
10. Twitter
11. Peugeot
12. BlackBerry
13. Lays
14. Xbox
15. Converse



16. Burger King
17. Net 5
18. F.C. Barcelona
19. Starbucks
20. Comedy Cental
21. McDonalds - *I'm loving it*
22. Apple - *Think different*
23. Play Station
24. Pinterest
25. Adidas
26. Nickelodeon
27. Kentucky Fried Chicken - *Finger Lickin' Good*
28. Mercedes-Benz
29. Puma
30. Instagam

Title of task: <b>Good logo, great slogan (week 5 - lesson 13)</b>				
CEF level A2	Products: Logo and slogan	Time 1,5 hours	Eng	Group assignment
<b>Products:</b> <ul style="list-style-type: none"> <li>• Logo</li> <li>• Slogan</li> </ul>				
<b>Situation/setting</b>  You have finished the design and the product has been pimped. Now it is time to promote your product. To start this process, you will design a logo and think of a slogan for your pimped product.		<b>Tip</b>  You can always look at the Prezis that were shown during class again to get some inspiration: <ul style="list-style-type: none"> <li>• <a href="http://prezi.com/xomve9qas53p/can-you-guess-the-logos/">http://prezi.com/xomve9qas53p/can-you-guess-the-logos/</a></li> <li>• <a href="http://prezi.com/wz8z8kf3d3ay/famous-slogans/">http://prezi.com/wz8z8kf3d3ay/famous-slogans/</a></li> </ul> Or go on YouTube and find helpful tips on creating a logo: <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=milq3KDJio">http://www.youtube.com/watch?v=milq3KDJio</a></li> </ul> Or tips on creating a catchy slogan: <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=b6p_MDg9gY">http://www.youtube.com/watch?v=b6p_MDg9gY</a></li> </ul>		
<b>Task</b>  Design a logo and think of a slogan for your product.				
<b>Task info</b>  <ol style="list-style-type: none"> <li>1. Divide the tasks in your group</li> <li>2. Design a logo for your pimped product</li> <li>3. Think of a slogan that suits your product and logo</li> </ol>				
<b>General requirements</b>  The group created a logo and a slogan for the product. Upload the logo and product on the group's Facebook page				

<b>LESSON PLAN: <i>Let's get social!</i></b>  <b>Week 5 - lesson 14: Putting Social Media out there</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>Jolly Ferwerda - 1608458</li> <li>Réka Brendel-Kovács - 1611031</li> <li>Jolanda Lannagan - 1614357</li> <li>Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> Vocabulary, spoken interaction and writing.  <b>Kerndoel(en):</b> <ul style="list-style-type: none"> <li><b>Kerndoel 17: Contact via internet</b>  <i>De leerling leert informeel contact in het Engels te onderhouden via e-mail, brief en chatten.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes		<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Laptop</li> </ul>
<b>Learning objectives:</b>  The students can... <ul style="list-style-type: none"> <li>can explain what they like or dislike about something</li> <li>can set up different social media accounts</li> <li>can write short messages about a product</li> </ul>		<b>Starting situation:</b> The students have pimped their product, designed a logo and thought of a slogan for it. During this lesson the students will promote their product through different social media.
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
5 min	Teacher shows a YouTube video.  'Social Media Video 2013' 3.51 min.  <a href="http://www.youtube.com/watch?v=QUCfFchw1w">http://www.youtube.com/watch?v=QUCfFchw1w</a>  After watching the video, teacher asks class what kind of social media they use.	The students will watch a video about social media. After this, they tell the teacher which social media they use.
10 min	Teacher asks the groups to talk about the benefits of social media and let them decide on which social media they will put into use to promote their product. (for all intensive purposes we've gone with Facebook throughout our curriculum, though it could be any form of social media)	The students will talk about the benefits of social media and decide which social media they will use to promote their product.
<b>Middle</b>		
30 min.	The teacher explains the task to the student. The teacher reminds the student to find the task guide on the project's site:  <a href="http://pimpmyproduct.weebly.com/">http://pimpmyproduct.weebly.com/</a>	The students will create several social media accounts and put this into use to promote their product.

(Week 5 - lesson 14 'Let's get social!')

Teacher walks around and help students where needed.

**End (evaluation, summary, planning for next lesson)**

5 min.

Teacher explains the homework.  
Teacher also explains that the number of likes of the (new) created Facebook page, number of followers on Twitter and number, number of likes on Instagram photos, number of pinned photos on Pinterest etc. will be taken into consideration for the final mark at the end of the lesson series. (as bonus points)

The students will put all social media to use and promote their pimped product.

Title of task: <b>Let's get social!</b> (week 5 - lesson 14)				
CEF level A2	Products: Social media accounts	Time 2 hours	Eng	Individual and group assignment
<p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• Social media accounts</li> <li>• Promoting product</li> </ul>				
<p><b>Situation/setting</b></p> <p>You have finished pimping your product, you have designed a logo and thought of a slogan. Now you will be setting up social media and use this to promote your product.</p>		<p><b>Tip</b></p> <p>You are allowed to use any social media of your own choice. Here are a few options:</p> <ul style="list-style-type: none"> <li>• Facebook (create a new page for your product, this will be different than your group's Facebook page)</li> <li>• Twitter</li> <li>• Instagram</li> <li>• YouTube</li> <li>• Pinterest</li> <li>• etc.</li> </ul>		
<p><b>Task</b></p> <p>Create at least two social media accounts to promote your product.</p>				
<p><b>Task info</b></p> <ol style="list-style-type: none"> <li>1. Decide on which social media you will use to promote your product</li> <li>2. Divide the tasks and set up the accounts</li> <li>3. Make sure that you use your logo and (if possible) your slogan</li> </ol>				
<p><b>General requirements</b></p> <ul style="list-style-type: none"> <li>• The group has created several social media accounts</li> <li>• Upload the links to your social media accounts on your group's Facebook page</li> <li>• Put your social media account to use. Upload photos, videos, update you status etc. to 'win' as much friends, followers, pins and likes as you can</li> </ul>				

<b>LESSON PLAN: <i>Script writing</i></b>  <b>Pimp my product curriculum: Week 5, Lesson 15</b>  <b>Names &amp; student numbers:</b> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<b>Subject information:</b>  <b>Subject:</b> English  <b>Subject area:</b> Listening, writing, speaking  <b>Kerdoel(en):</b> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> </ul>
<b>General information:</b>  Type of education: VMBO  Class: 3GL  Duration of lesson: 50 minutes		<b>Materials:</b> <ul style="list-style-type: none"> <li>➤ Smartboard for prezi</li> <li>➤ Large sheets of paper and colored pens for brainstorming</li> </ul>
<b>Learning objectives:</b> Can do statements The students can... <ul style="list-style-type: none"> <li>• watch a commercial and pick out what it's selling</li> <li>• brainstorm on ideas for their own scripts</li> <li>• set a goal for themselves for the commercial</li> <li>• write their own script for a 30 second commercial</li> <li>• provide useful feedback to peers</li> </ul>		<b>Starting situation:</b> Students know they need a short commercial to present their product. They have already decided on their product and created it.
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
	<b>Time</b>	
<b>Beginning (warming up)</b>		
5 minutes	Tell the students they are going to prepare for their commercial today by making a script. The teacher will give them useful tips and opportunities to practice making scripts.  Ask a student to explain what a script is and for what else they can be used for (e.g. movies, tv series, music videos)	Write down what a script is and come up with some uses for a script.
<b>Middle</b>		
20 minutes	Show Prezi: <a href="http://prezi.com/bmndcq5gariy/untitled-prezi/">http://prezi.com/bmndcq5gariy/untitled-prezi/</a>  Students start of by watching some examples of commercials and the different styles. In class ask students	Watch Prezi: Some inspiration: Students share in class what the commercial was about and whether it was effective.

	<p>what product the commercial was selling. Depending on your class you can choose 2 or 3 instead of showing all 4 if you notice they are taking a while to figure out the commercial (6 mins)</p> <p>Hands out a sheet for the students to brainstorm for their own commercial script (6 mins)</p> <p>Go through the tips and goals for the commercials and ask them whether they think the title picture in the prezi is a good advertisement (8 mins)</p>	<p>Do a quick 2 minute brainstorm to write down as much as possible on a big sheet of paper. Then one member of the group spends about 1 minute telling the rest of the class what they came up with. (see task guide)</p>
15 minutes	<p>Tell the students to write their own scripts in groups. Walk around to guide them and ensure they are speaking English. Provide tips and ideas but do not write the script for them.</p>	<p>In groups write down a script using the brainstorm sheets with ideas on it. Write it on paper or on the laptop. (see task guide)</p> <p>Make sure everybody plays an equal role in the advert (get somebody to film if they do not want to be on camera, or provide all the props and sounds)</p>
5 minutes	<p>Give each group the chance to read out their 30 second script to the rest of the students. The rest of the students have to write down a good point and a point to improve on for that group.</p>	<p>Each group reads out their 30 second script to the rest of the students who will then each write a good point and a point of improvement for the other group's script and place these on the group's Facebook page. (see task guide)</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
5 minutes	<p>Round off the lesson by telling the students they will need their scripts for next lesson after the weekend. Homework for the weekend is to shoot the commercial and to upload it to their social media site so that we can watch them in class.</p> <p>Go through and answer any questions on the requirements for the video (see key)</p>	<p>Ask questions about the commercial if they are unsure.</p>

**Appendix - Materials:**

**Prezi on writing commercial scripts:**

<http://prezi.com/bmndcq5gariy/untitled-prezi/>

**KEY:**

Requirements for video

- 30 seconds
- Must be in English
- Appropriate language and images
- Must show the product at least once (if it is digital, then show an image of it)

Title of Task – <b>Script writing</b> ( <i>Week 5 – lesson 15</i> )				
CEF level – A2	products Writing a script and providing feedback.	Time 2.5 hours	Eng	group Individual
<p><b>Products:</b></p> <p>A. Brainstorm! B. Write your own script C. Feedback</p>				
<p><b>Situation/setting</b></p> <p>A. You have just watched a prezi on commercial. Brainstorm about everything you want in your own commercial. B. You now have the tools to write your own script. C. Provide feedback to other groups.</p>		<p><b>Tip</b></p> <p>A. Write down anything and everything that comes to mind. B. Use the tips in the prezi <a href="http://prezi.com/bmndcq5gariy/untitled-prezi/">http://prezi.com/bmndcq5gariy/untitled-prezi/</a> to help you write the script. C. Be honest, but make the feedback useful for the other group.</p>		
<p><b>Task</b></p> <p>A. Brainstorm for your own script B. Write your own script for a 30 second commercial C. Provide useful feedback for the other groups</p>				
<p><b>Task info</b></p> <p>A. - On a large sheet of paper write down as many words and ideas as you can come up with for your commercial. The more the better! B. - Divide the roles among the group for who will do what in the commercial - Write a script for a commercial that will last around 30 seconds. - Upload the script to your social media page when it is completed C. Provide 1 tip, and 1 top for each group and post these on the other group’s Facebook page.</p>				
<p><b>General requirements</b></p> <p>For your script (commercial)</p> <ul style="list-style-type: none"> <li>- Must write a script for a commercial of 20-40 seconds and film the commercial</li> <li>- Must contain English language</li> <li>- Use appropriate language and images</li> <li>- Must show the product at least once (if it is digital, then show an image of it)</li> <li>- Post the script (as a group) on your Facebook page before the next lesson</li> <li>- Post the commercial on your Facebook page before the next lesson</li> </ul>				



<p><b>LESSON PLAN: <i>Show your commercial</i></b></p> <p><b>Pimp my product curriculum: Week 6, Lesson 16</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> Vocabulary/reading/speaking</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 12</b> <i>De leerling leert strategieën te gebruiken voor het uitbreiden van zijn Engelse woordenschat.</i></li> <li>• <b>Kerdoel 13</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 14</b> <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i></li> <li>• <b>Kerdoel 16</b> <i>De leerling leert standaardgesprekken te voeren om iets te kopen, inlichtingen te vragen en omhulp te vragen.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Smartboard for Word cloud and to display videos</li> <li>➤ Articles to hand out</li> </ul>
<p><b>Learning objectives:</b> Can do statements The students can...</p> <ul style="list-style-type: none"> <li>• indicate their role in shooting the commercial</li> <li>• read a text and pick out valuable information</li> <li>• look up words and use fellow students to find out more</li> <li>• contribute tips for the rest of the class</li> </ul>		<p><b>Starting situation:</b> The students have now created their own commercials and have uploaded them to their social media sites so that the class can view them.</p>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
	<b>Time</b>	
<b>Beginning (warming up)</b>		
3 minutes	<p>What the activities are for today's lessons:</p> <ul style="list-style-type: none"> <li>- Short introduction</li> <li>- Show your videos</li> <li>- Talk about the role of each person in the group</li> <li>- Vocab exercises! (in pairs)</li> <li>- Start promoting!</li> </ul>	Listen to what will happen this lesson

7 mins	<p>Article on promoting videos online (see appendix)</p> <p>Get students to read this article. When done, ask if they can think of any other tips their fellow students could use.</p> <p>Get them to write these on the board.</p>	<p>Students read the article to help them promote their videos online. Student must write down one tip (that they didn't find in the article) and write it down. Then share with the class.</p>
<b>Middle</b>		
9 minutes	<p>The students have to show their videos. Each group goes up one at a time. Shows their video. Each student must say what they contributed to the commercial (how they were involved etc.)</p>	<p>The students get up in groups and present their video. On their Facebook page they must comment what their role was in making the commercial.</p>
19 minutes	<p>Show a word cloud. Get students in pairs to write down as many words that they recognize as possible. Make them translate the words into Dutch. Depending on the level of your students you can input any words on <a href="http://www.wordle.net">www.wordle.net</a> in order to create a word cloud (10 minutes)</p> <p>Word Cloud: See appendix</p> <p>When time is up tell the students to walk around and find out what other students have found that they might not have found and write them down. (5 minutes)</p> <p>Anything they did not find they should look up in a dictionary or online. (5 minutes)</p> <p>When the time is up find out who has the most words. This is the winning pair, who will receive a social media 'vote/like' for their group from the teacher as a reward.</p>	<p>Look at the word cloud and note down as many things as they recognize. Translate these words into Dutch. Work in pairs.</p> <p>When time-up is given walk around the classroom to find out if your fellow students have any words that you do not have.</p> <p>E.g 'I have advertising, do you?' 'It means....' By means of an information gap exercise they expand their own list of words. Go back in pairs and compare.</p>
9 minutes	<p>Start advertising the commercial.</p> <p>Give students some time to promote their commercial through means of social media or peers.</p> <p>Teacher monitors the activity and gives advice on promoting their commercials.</p>	<p>Students get behind laptops and start coming up with ideas to promote their videos online. They can do some research on the internet and use the article they read about how they can best promote their product.</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
3 minutes	<p>Round up the lesson by encouraging students to promote their videos outside of class. Next time their product really must be finalized and they need to start practicing their presentation.</p>	<p>Check website for homework</p>

## APPENDIX

### Key:

#### Word cloud Vocab:

VLOG – Video BLOG

BLOG – Een website waar iemand of een groep zijn meningen plaatst, of informatie of foto's.

Presentation - Presentatie

Advertisement - Reclame

Campaign - Campagne

Mood board – Een soort knip en plak bord voor ideeën.

Creation - Creatie

Close-up – Een gezichts shot met camera of video

Camera Angle – Camera hoek

Lens - Lens

Product - Product

Script - Manuscript

Commercial - Reclame

Target Audience - Doelgroep

Promoting - bevorderen

Brand - merk

Slogan - motto

Editor – redacteur, editor

Leaflet - brochure

Online community – online gemeenschap

Graphics – grafiek, afbeeldingen

Tangible product – tastbaar, materieel product

Digital product – Digitaal product

Jingle – reclame deuntje

Orientated - georiënteerde

Article - artikel

Pimp – wijzigen, opleuken

Invention - uitvinding

Fabric- stof

Radiance - uitstraling

Envy - jaloers

Purity - zuiverheid

Mourning - rouw

Fear - angst

Feedback - terugkoppeling

Goal - doel

Objective - doel

Image – beeld, foto

Progress - vooruitgang

Personal Experience – persoonlijk ervaring

Description – omschrijving



**Article on how to promote your video online (abridged version)**

[http://socialtimes.com/promote-online-videos\\_b18414](http://socialtimes.com/promote-online-videos_b18414)

When you upload a video to the web you can cross your fingers and wish on a star that it will become an instant viral hit, but odds are you will have to do a bit of promotion to help get things moving if you want to get the big views. Fortunately, it doesn't take a huge amount of time or effort to promote your videos across the web.

What are friends for if not to help you out? There's a good chance you already have a Facebook and Twitter account. Use these sites to promote yourself! If you've just uploaded a new video then post a link to your Facebook account and tweet about your new video on Twitter. Your friends are want to know what you are up to and what new projects you are working on – otherwise they wouldn't be a part of your Facebook network or following you on Twitter.

Share your videos on any social bookmarking sites you are a member of as well, such as Stumble Upon. Ask your friends and contacts to share your video with their friends if they like it, and do the same for them when they share links with you.

When you post videos on Facebook and Twitter you start building your base of views. Your friends will watch the videos because they know you and, if they enjoy your content, they might even share it with their own networks. Just keep in mind that you don't want to take a spammy approach to your friends. Posting a link to your newest video on your own Facebook wall is fine, but when you start posting your video to all your friends' walls or tagging all your friends in your videos it can get real old real fast, and could lose you some friends. However, share subtly and your personal social networks can be a great beginning to spreading your videos online.

Title of Task – <b>Show your commercial!</b> ( <i>Week 6 – lesson 16</i> )				
CEF level – A2	products Your role in the commercial (writing) Reproducing vocabulary	Time 1 hour	Eng	pairs Individual
<p><b>Products:</b></p> <p>A. Your role in the commercial B. Vocab exercise</p>				
<p><b>Situation/setting</b></p> <p>A. You have shown the commercial to the rest of the class and must provide some information on your role. B. You have just been presented with a word cloud, full of vocab you have learnt so far.</p>		<p><b>Tip</b></p> <p>A. Don't be too modest! B. Feel free to use the dictionary or look online!</p>		
<p><b>Task</b></p> <p>A. On your Facebook page write down how you have contributed to the commercial B. Find as many definitions of words as possible</p>				
<p><b>Task info</b></p> <p><b>A.</b></p> <ul style="list-style-type: none"> <li>- Write down what your role was in creating the commercial</li> <li>- Place this on your Facebook page so everybody knows how much work you did!</li> </ul> <p><b>B.</b></p> <ul style="list-style-type: none"> <li>- Look at the word cloud and write down as many words as you can recognize (3 minutes)</li> <li>- In pairs, translate these words into Dutch (5 minutes)</li> <li>- Walk around the classroom to find out if other students have the words you are missing. Find as many possible! (5 minutes)</li> <li>- Go back in pairs and compare what your partner has found to what you have found. (3 minutes)</li> <li>- The pair with the most words gets a like/vote for their product from the teacher for their group. Each vote counts!</li> </ul>				
<p><b>General requirements</b></p> <p>Write at least 3 sentences about your contribution to the commercial (scriptwriting and actual filming)</p>				

<p><b>LESSON PLAN: <i>Almost there...</i></b></p> <p><b>Pimp my product curriculum: week 6-Lesson 17</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>		<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> listening and speaking</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 13: Lezen en luisteren</b> <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i></li> <li>• <b>Kerdoel 14: Omgaan met informatiebronnen</b> <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i></li> </ul>
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Laptops</li> <li>➤ Paper</li> </ul>
<p><b>Learning objectives: Can-do statements</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• Follow and understand the short presentations of the other groups</li> <li>• Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way</li> <li>• Finalize everything for the final presentation and feel confident about its success.</li> </ul>		<p><b>Starting situation:</b></p> <p>The students chose and pimped a product, created a Facebook page, recorded and posted vlogs and videos, wrote evaluations and other materials and are in the final stages of preparing for their presentations.</p>
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>
<b>Beginning (warming up)</b>		
5 minutes	Teacher sums up the past weeks' activities and asks students to check whether they have completed all their homework assignments.	While the teacher sums up all the activities, the students check their Facebook pages and make sure everything is where it should be.
3 minutes	The teacher asks the students to prepare for a short speeddate with another group. 2 members from each group go to another group and ask questions about the product and the presentation. The point of this 'date' is to see whether all groups have and know everything they need.	Students get ready for the dates, the groups prepare questions they would like to ask another group.

<b>Middle</b>		
20 minutes	The speed dates take place, each date lasting 3 minutes and 2 minutes for taking notes, swapping roles and getting to another group.	Students ask other groups interesting questions, report back to their own groups, get inspired, swap roles and date another group.
18 minutes	<p>The teacher asks the students whether they heard anything that makes them want to change anything about the presentation they have prepared.</p> <p>The rest of this class is for finalizing the presentation and tips and feedback from the teacher.</p>	<p>Students think about whether they have to change or add anything to their presentations.</p> <p>Students spend the rest of their time finalizing everything for the next lesson.</p>
<b>End (evaluation, summary, planning for next lesson)</b>		
4 minutes	The next lesson is the final presentation! Good luck to all the students.	Students have to present their pimped product next time.



Title of task: <b>Almost there...</b> ( <i>week 6 - lesson 17</i> )				
CEF level: A2	Product: A speeddate and presentation	Time 1,5 hours	Eng	Group assignment
<b>Product:</b> <ul style="list-style-type: none"> <li>• Speeddate</li> <li>• Presentation</li> </ul>				
<b>Situation/setting</b>  You are almost there, this is the final lesson before the presentation. This is the last chance to get feedback on your product, presentation and Facebook page.		<b>Tip</b>  You have done an incredible amount of work and achieved a lot. It is now time to cross the t's and dot the i's. Do a dry run of your presentation to check whether it's perfect and enjoy!		
<b>Task</b>  Speed date with the other groups and finalize your presentation.				
<b>Task info</b> <ol style="list-style-type: none"> <li>1. Check whether your Facebook page is complete, have you uploaded all the assignments?</li> <li>2. Prepare a speed date: half your group is going on a date and the other half stays with your own presentation. The half that stays tells about your own presentation, the half that goes finds out as much as they can about the other groups' presentations. Don't forget to swap roles!</li> <li>3. Time to get back together: did you gain any new insights? Is there anything you would like to change / add?</li> <li>4. Finalize your presentation and make sure you divide the things that still have to be finished</li> </ol>				
<b>General requirements</b> <ul style="list-style-type: none"> <li>• In a speed date session you explain to other groups what you are presenting next time and you listen to their explanations.</li> <li>• You finalize your own presentation for the next lesson</li> </ul>				

<p><b>LESSON PLAN: <i>Present your product</i></b></p> <p><b>Pimp my product curriculum: week 6-Lesson 18</b></p> <p><b>Names &amp; student numbers:</b></p> <ul style="list-style-type: none"> <li>• Jolly Ferwerda - 1608458</li> <li>• Réka Brendel-Kovács - 1611031</li> <li>• Jolanda Lannagan - 1614357</li> <li>• Bao-Nhi Vu - 1503814</li> </ul>	<p><b>Subject information:</b></p> <p><b>Subject:</b> English</p> <p><b>Subject area:</b> speaking, listening</p> <p><b>Kerdoel(en):</b></p> <ul style="list-style-type: none"> <li>• <b>Kerdoel 11: Luistervaardigheid</b> <i>De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.</i></li> <li>• <b>Kerdoel 15: spreekvaardigheid</b> <i>De leerling leert in spreektaal anderen een beeld te geven van zijn dagelijks leven.</i></li> </ul>	
<p><b>General information:</b></p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes (or more lessons if necessary)</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>➤ Smartboard</li> <li>➤ Paper</li> <li>➤ Presentation rubric</li> </ul>	
<p><b>Learning objectives: Can-do statements</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>• give a prepared, straightforward presentation about their pimped product which is clear enough to be followed without much difficulty, and in which the main points are explained coherently</li> <li>• Take follow up questions</li> <li>• Can briefly give reasons and explanations for opinions, plans and actions</li> <li>• Follow a lecture about a pimped product, provided that the presentation is straightforward and clearly structured</li> </ul>	<p><b>Starting situation:</b></p> <p>The students have been working towards this presentation for six weeks. All the assignments they did are visible on their website and in their vlogs. In this final presentation it all adds up.</p> <p>It is possible to do this final presentation in your own class but there is also the possibility to do this with the whole year group or even with parents.</p> <p>The rubric has to be filled by the teacher but there is also the possibility to let other students or parents do the grading.</p>	
<p><b>Time</b></p>	<p><b>Teacher activity</b></p>	<p><b>Student activity</b></p>
	<p>You will have to provide the right space to do these presentations. It all depends on the size of the group that will listen to these presentations.</p>	

15 minutes/presentation	Each presentation can take about ten minutes. This means that every presentation will take about 15 minutes including the preparation.	The students will give their presentations in groups of four.  Each presentation can take up to ten minutes.
5 minutes		Students will ask questions and give feedback on the presentation.

Title of task: <b>Present your product</b> (week 6 - lesson 18)				
CEF level A2	Products: presentation	Time 1 hour	Eng	Group assignment
<p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• A presentation about your pimped product.</li> </ul>				
<p><b>Situation/setting</b></p> <p>It's time to show your pimped product and the way you got there to the audience!</p>		<p><b>Tip</b></p> <ul style="list-style-type: none"> <li>• Use all your materials and social media in your presentation.</li> <li>• Time-management: make sure your presentation takes about ten minutes.</li> </ul>		
<p><b>Task</b></p> <p>Present you Pimped Product to the audience</p>				
<p><b>Task info</b></p>				
<p><b>General requirements</b></p> <ul style="list-style-type: none"> <li>• Look at the rubric to see what the requirements are</li> <li>• 5 minutes for preparation, 10 minutes for final presentation</li> <li>• Must be in English</li> </ul>				

# Pimp My Product Presentation

Names:

	Absolutely Awesome 10 pts	Awesome 7 pts	Okay... 5 pts	Ehhh... 3 pts
<b>Organization</b>	Absolutely Awesome  Student presents information in logical, interesting sequence which audience can follow.	Awesome  Student presents information in logical sequence which audience can follow.	Okay...  Audience has difficulty following presentation because student jumps around.	Ehhh...  Audience cannot understand presentation because there is no sequence of information.
<b>Subject Knowledge</b>	Absolutely Awesome  Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Awesome  Student is at ease with expected answers to all questions, but fails to elaborate.	Okay...  Student is uncomfortable with information and is able to answer only rudimentary questions.	Ehhh...  Student does not have grasp of information; student cannot answer questions about subject.
<b>Graphics</b>	Absolutely Awesome  The website is perfect and their embedded video is clear, interesting and logical.	Awesome  The website is good and their embedded video is clear and logical.	Okay...  The website is good and their embedded video is not clear or logical.	Ehhh...  The website and the video aren't well built or interesting at all.
<b>Mechanics</b>	Absolutely Awesome  Presentation has no misspellings or grammatical errors.	Awesome  Presentation has no more than two misspellings and/or grammatical errors.	Okay...  Presentation has three misspellings and/or grammatical errors.	Ehhh...  Student's presentation has four or more spelling errors and/or grammatical errors.
<b>Eye Contact</b>	Absolutely Awesome  Student maintains eye contact with audience, seldom returning to notes.	Awesome  Student maintains eye contact most of the time but frequently returns to notes.	Okay...  Student occasionally uses eye contact, but still reads most of report.	Ehhh...  Student reads all of report with no eye contact.
<b>Elocution</b>	Absolutely Awesome  Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Awesome  Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Okay...  Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Ehhh...  Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.
<b>Social Media</b>	Absolutely Awesome  The group has at least 5 vlogs on their website, they have placed photos and all the other assignments on their website. They have a lot of likes and pinned photo's. Their website looks cool!	Awesome  The groups has placed most of the materials on their website and have a lot of likes and pinned photos. The website looks great!	Okay...  The group hasn't placed all the materials on the website. They don't have a lot of likes and pinned photos. Their website looks okay.	Ehhh...  There are few or none materials on the website. They don't have a lot of likes or pinned photos. The website looks terrible.

This rubric can also be used online.

<http://www.rcampus.com/rubricshowc.cfm?code=T99365&sp=yes>