

## DIDACTIC UNIT 1: WORKSHOP TOOLS USED WITH WOOD

### 1. **FIRST STEPS**

Previously in this research, we saw how the 4Cs Curriculum provides a useful guide for the overall planning of a unit of work. Now, the 3As tool is used for a more detailed lesson planning. Although there is some overlap between the tools, the aims of each stage are significantly different.

Stages	Focus	Activities
Analyse	The content focus must be defined. It includes such contents as key words, phrases, grammatical functions for concept formation and comprehension.	Each lesson begins with a warm-up activity to activate learner's previous knowledge. It includes such tasks as vocabulary, brainstorm of ideas, etc.
Add	The focus is on the learner. This includes classroom talks, learner strategies, and discussions. This is a crucial stage in which both the content and the language must be truly integrated.	This stage comprises a wide variety of tasks. To illustrate, underlining key words, both skimming and scanning, yes/no questions, etc.
Apply	At this stage, tasks are at the core of the learning process to help learners extend their cognitive skills.	It includes more autonomous tasks; summarising a text, identifying similarities and differences, and in general any cognitively demanding activity.

### 2. **HOW DID WE START**

- a. We informed parents and the school administration
- b. We also introduced it to pupils and initiated it through a presentation about English in the world around us.
- c. Activities that establish and maintain a safe atmosphere:
  - ✓ Percentage of L1 VS L2
  - ✓ Gradual increase of L2
  - ✓ Routines
  - ✓ Gradual introduction of key subject content language
- d. Activities that offer linguistic scaffolding and allow for working with content
  - ✓ Use of body language
  - ✓ Recycling language
  - ✓ Supporting through visuals
  - ✓ Frequent comprehension checks



- ✓ Adjusting questions and tasks

### Session 1

#### Analyse

1. How much do you know about tools and technological materials?

The image shows two blue ribbon banners at the top, one labeled 'TOOLS' and one labeled 'MATERIALS'. Below each banner is a large, empty, rounded rectangular box with an orange border, intended for students to write their knowledge about tools and materials respectively.

2. Warm – up activity. Answer the following questions in pairs. Then, the teacher comments on ideas with the class as a whole. (This activity combines low order with high order questions).

- What does “tool” mean?
- What does “workshop” means?
- What does “technological materials” means?
- Is “technology” and “ITC” the same things?


**Add**


3. Choose the correct alternative. Try to explain why


- What tool would you use to cut wood? Saw / screwdriver / hammer
- What tool would you use to make a hole? Scissors / drill / pliers
- What kind of material would you use to build a piano? Metal /plastic /wood
- What kind of material is used in bottles of water? Metal /plastic /wood


**Apply**


Gradual introduction of key subjects: Flashcard activities: Make groups of different kind of tools according for what are they used to. Choose the name for each picture:


**Cut (5)** 


  
Coping saw


  
\_\_\_\_\_


  
\_\_\_\_\_


  
\_\_\_\_\_


  
\_\_\_\_\_

**Drill (4)** 

  
\_\_\_\_\_

  
Eyelet punch plier

  
Hole punch

  
\_\_\_\_\_

handsaw

Compass cutter

Paper drill

Hand drill

File

Glue gun

Hammer

Vise

Cutting board

Safety ruler

**Session 2**

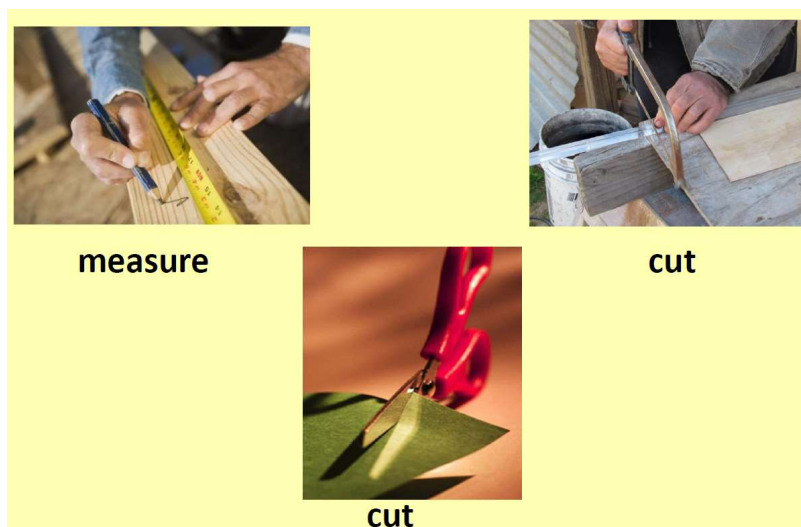
**Analyse**

4. Bingo game: the teacher will show the student a tool and they will have to choose its name between several cards:

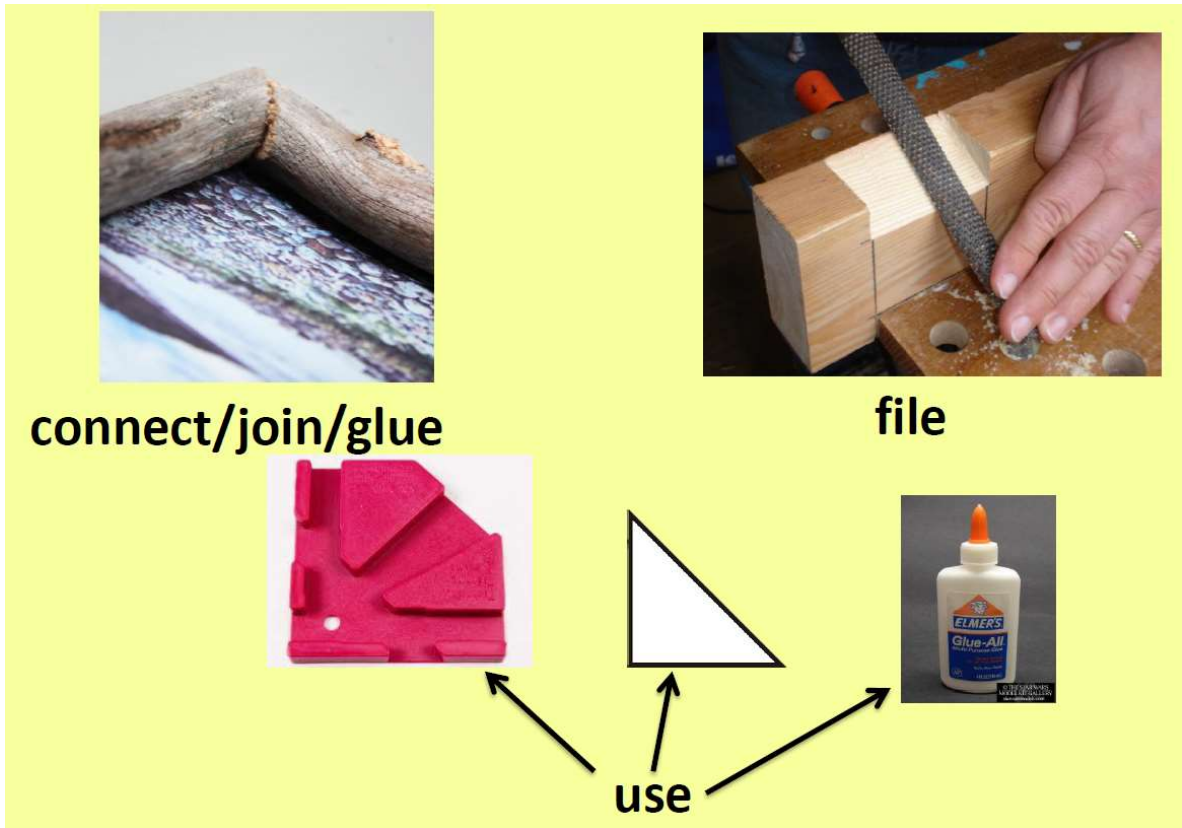
<b><u>Bingo game</u> - Design and Technology Tools</b>				
MEASURING-RULER	CUTTING-BOARD	PAPER-DRILL	SNIPS	WIRE STRIPPER
SANDPAPER	COMPASS-CUTTER	HOLE-PUNCH	HAMMER	COPING -SAW
SCISSORS	WISE	<b>Park Bench</b> <small>Free Space</small>	FILE	METAL-SAFETY-RULER
HANSAW	SCREWDRIVER	GLUE-GUN	TRY-SQUARE	G-CLAMP
HAND-DRILL	WORK-BENCH	DOUBLE-SIDED-BENCH-HOOK	EYELET-PUNCH-PLIER	WOOD-GLUE

**Add**

5. Offering linguistic scaffolding: make pictures to hold them around the classroom. Examples:







The collage features four images on a yellow background. Top left: A close-up of two wooden logs joined together. Top right: A hand using a metal file to smooth a wooden block. Bottom left: A red 3D-printed part with a triangular cutout. Bottom right: A bottle of Elmer's Glue-All. In the center, a white triangle is shown with three arrows pointing from the word 'use' below it to the red part, the triangle itself, and the glue bottle.

connect/join/glue

file

use

**Apply**

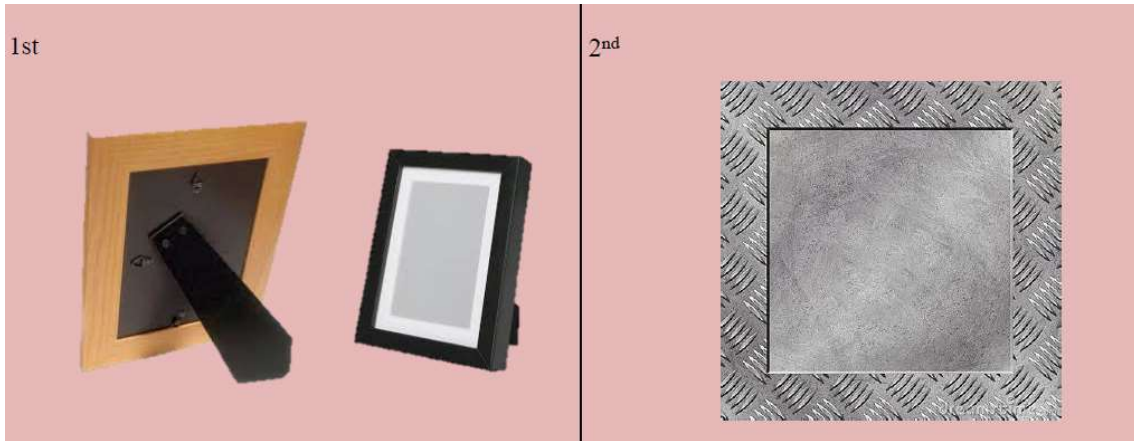
6. Watch a video about “Tools used to woodworking” and try to identify the name of the different tools and what are they used for. (Yes/No questions will be given to those students with more learning difficulties)

<https://www.youtube.com/watch?v=3pc-nnAykTQ>

**Session 3**

**Analyse**

7. Draw how each photo frame looks like and how it stands



**Add**

8. Circle the right answer:

<ul style="list-style-type: none"> <li>• It is made of <b>metal/ plastic/ wood/ glass.</b></li> <li>• It looks <b>nice/ very nice/ bad.</b></li> <li>• It stands <b>well/ very well/ not very well.</b></li> <li>• It is <b>easy/ difficult</b> to use.</li> <li>• You can find it <b>at school/ home/ work.</b></li> </ul>	<ul style="list-style-type: none"> <li>• It is made of <b>metal/ plastic/ wood/ glass.</b></li> <li>• It looks <b>nice/ very nice/ bad.</b></li> <li>• It stands <b>well/ very well/ not very well.</b></li> <li>• It is <b>easy/ difficult</b> to use.</li> <li>• You can find it <b>at school/ home/ work.</b></li> </ul>
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**Apply**

9. Identify photo frame parts:

