Spolufinancováno z programu Evropské unie Erasmus+

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Na základě inspirace z mobility *Latest Digital, ICT & AI Solutions for Educators: Transform Teaching with Technology, Chat GPT, DeepSeek, Multimedia, Storytelling, Game-Based Learning & Smart Assessment Strategies, Split, Croatia,* která byla uskutečněna na základě tohoto projektu, byla vytvořena příprava pro výuku nejazykových předmětů v anglickém jazyce.

Data and Their Evaluation (with CLIL elements)

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Lesson Plan for Computer Science – 6th Grade

Duration: 45 minutes
Topic: Data and Their Evaluation
Teaching Approach: CLIL + active digital learning
Lesson Type: Introductory lesson to data interpretation and evaluation

Lesson Objectives

Students will:

- understand that data can be collected, displayed, interpreted and evaluated,
- read and interpret different types of graphs,
- identify patterns and trends in data,
- explain simple conclusions based on visualized data,
- practice English vocabulary related to data and graphs.

Useful CLIL Sentence Frames

- "The graph shows…"
- "The highest value is…"
- "The lowest value is…"
- "There is an increase/decrease…"
- "I think this happened because…"
- "The data tells us that…"

Materials

- projector / interactive board,
- **computers** or tablets,
- **Google Classroom**,
- Canva presentation or **Google Slides**,
- mini whiteboards or paper,
- prepared graphs and charts.

Lesson Structure

1. Warm-up Activity – "What Can Data Tell Us?" (5 min)

Show students two simple visuals:

- one random list of numbers,
- one colourful graph with the same data.

Ask:

- "Which is easier to understand?"
- "Why do people use graphs?"
- "What information can we get quickly?"

Short discussion:

Lead students to the idea that:

Data becomes useful when we organize and evaluate it.

3. Main Activity – "Data Detectives" (25 min)

Students work in pairs and each pair receives:

- 2–3 different graphs/charts or use only Google Slides
    - bar chart,
    - pie chart,
    - simple line graph.

Task:

Students answer:

1. What does the graph show?
2. Which value is the highest?
3. Which value is the lowest?
4. What trend can you see?

Add interpretation questions:

- Ex.: "Would the graph look different in winter/summer?"

This moves students from reading data → evaluating data.

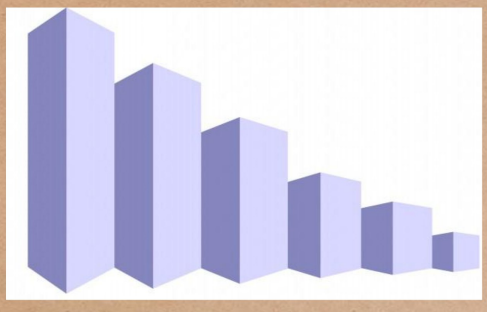
4. Reflection and Exit Ticket (2 min)

Students finish these sentences:

- *"Today I learned that data…"*
- *"Graphs help people…"*
- *"One interesting thing about data was…"*

Optional digital exit ticket:
Google Forms / Slido.

Reading and Interpreting Data



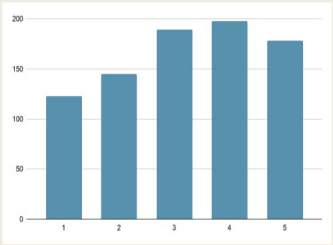
Lesson Objectives

- • Read and interpret graphs
- • Identify trends and patterns
- • Evaluate data
- • Use English ICT vocabulary

Warm-up: What Can Data Tell Us?

- **Which is easier to understand?**

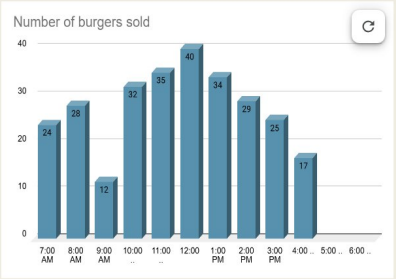
- 123, 145, 189, 201, 178
- OR
- A graph with the same data?



Data Detectives – Pair Work

- **1. What does the graph show?**
- **2. Which value is the highest?**
- **3. Which value is the lowest?**
- **4. What trend can you see?**
- **5. What conclusion can you make?**

1. How many burgers are sold between 8:00am and 9:00pm?
2. How many more burgers are sold between 12:00pm and 1:00pm than between 9:00am and 10:00am ?
3. Which times of the day are most burgers sold? Why do you think this is?



Reflection

- **Finish the sentence:**

- • Today I learned that data...
- • Graphs help people...
- • One interesting thing was...



Data helps us understand the world.