

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary	<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Subject	Scienze	Topic	Earth	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The second primary class consists of 21 pupils and has comprehensive teaching resources, including blackboards, interactive whiteboards, books, multimedia materials and spaces for group work. The weekly programme includes two hours of English and four hours of CLIL, covering a wide range of subjects such as music, motor education, art and science. This diversification offers students multiple learning opportunities. Within the class, there are several anthropic and socio-cultural factors to consider. For example, two students come from a Romanian migrant background, which implies the need to consider their specific language and cultural needs in teaching. In addition, there are two students with autism spectrum disorders, which requires special attention to their individual needs. The teacher has strong pedagogical and linguistic skills, able to teach both English and other subjects effectively. A support teacher is always present in the classroom to assist students with special needs. The average level of the Common European Framework of Reference (CEFR) is pre-A1, indicating that students have basic English language skills, although their abilities may vary considerably. The teacher can adapt her teaching to meet the individual needs of the students, ensuring an inclusive and stimulating environment for all students.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students are already familiar with some key concepts related to nature and the environment, such as water, land, air, plants, animals, etc. This prior knowledge is used as a starting point to explore more complex concepts related to Earth Day, such as nature conservation, recycling, pollution and renewable energy.</p>	<p>Students have a prior knowledge of English terms associated with the environment, such as 'water', 'Earth', 'tree', 'flower', and similar. These terms form the linguistic basis for the Earth Day teaching unit. Through the integration of these language skills, students will be encouraged not only to consolidate their English vocabulary, but also to expand it further as they explore fundamental concepts related to environmental sustainability.</p>

Timetable fit	◎ Module	Length 5 lessons of one hour each
Description of teaching and learning strategies	<p>Methodological approaches: Task-based learning: Students will be involved in practical, hands-on activities related to Earth Day, such as designing a card on the importance of doing good practices. Cooperative learning: Group activities, such as teamwork and games, will foster collaboration and exchange of ideas among students. Experiential learning: Students will participate in experiments and hands-on activities that put them in direct contact with environmental concepts, thus promoting more meaningful learning. Choices and strategies to promote interaction and communication: Use of class discussions: Students will be encouraged to share their opinions and ideas on the topics covered during the lesson. Brainstorming activities: Stimulating the creativity and participation of all students in generating new ideas and solutions. Group work: Fostering collaboration among students through group activities that will see them engaged in solving problems and creating shared products. Teaching activities linked to the expected learning outcomes: Creation of an information card on environmental conservation. Conducting scientific experiments to understand concepts such as the importance of saving leftovers. Realisation of educational games, such as memory, to consolidate English vocabulary related to the environment. Language content and input: Presentation of new vocabulary and expressions through short sentences and interactive videos. Use of visual aids, such as pictures and videos, to facilitate understanding of concepts and enrich students' vocabulary. ICT learning tools: Access to online resources, such as instructional videos and interactive quizzes, to enrich the teaching and learning process. Choice of media: Use of multimedia materials, such as video, audio and images, to make lessons more engaging and stimulating for students. Selection of authentic texts and materials that reflect real and current situations related to environmental sustainability.</p>	

Overall Module Plan

Unit: 1 Earth Day Unit length: 5 h	Lesson 1 lesson 1 - Save the Earth
	Lesson 2 lesson 2 - Good habits
	Lesson 3 lesson 3 - I can, I can't
	Lesson 4 lesson 4 - Happy Earth Day
	Lesson 5 lesson 5 - Self-assessment

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	lesson 1 - Save the Earth
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 m	The difference between nature and pollution.	The class watches the video 'One Earth' and then does individual work, trying to work out whether the images refer to nature or pollution.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary nature pollution</p> <p>Communicative structures Today we are going to talk about... Circle with the green/red colour the images of nature/pollution</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	lesson 1 link	assessment of understanding
L	S	R	W								

2	15 m	understand what the topic of pollution and the Earth is about	The student does individual work, drawing something that particularly struck him from the video he saw.	<p>Skills</p> <table border="1" data-bbox="1258 165 1599 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Earth</p> <p>Communicative structures Now it is your turn... Take your pencil and draw...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	no materials needed	assessment of understanding
L	S	R	W								

3	35 m	Discuss the video and brainstorm the most important words.	The class discusses the video and analyses the most important words using a simple English sentence.	<p>Skills</p> <table border="1" data-bbox="1258 772 1599 818"> <tr> <td>L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary nature smog pollution fresh water fresch air car litter animal</p> <p>Communicative structures I think...is important.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	no materials needed	assessment of understanding
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	lesson 2 - Good habits
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 m	Learn through the memory game some good actions to save the Earth	The class is divided into small groups and the teacher distributes the memory	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary turn off the light recycle plant tree save leftovers save water use both sides of the paper</p> <p>Communicative structures Now we will play memory... Everyone turns over two cards by verbalising...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • lesson 2 memory.pdf • lesson 2 memory.zip 	evaluation of understanding and relational work in small groups
L	S	R	W								

2	40 m	Through the experiment, the students learn how new food can be created from waste.	The teacher prepares the carrot scraps and the class completes the experiment	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary carrot scraps bowl water</p> <p>Communicative structures Today we will try an experiment... Put the scraps in a bowl and add water...</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • lesson 2 experiment.pdf 	assessment of understanding
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	lesson 3 - I can, I can't
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 m	Understand the video on World Earth Day	The teacher shows the video to the class, which was previously edited with Edpuzzle. The students have to answer the questions.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Earth Day pollution - CO2 cycling recycling plant trees</p> <p>Communicative structures Today we will watch a video... Pay attention and answer the questions...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • lesson 3.pdf link	assessment of understanding
L	S	R	W								

2	20 m	Understand what can and cannot be done to help the Earth.	The children cut out the pictures and paste them on the table in the right place.	<p>Skills</p> <table border="1" data-bbox="1160 165 1505 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary recycle cut tree waste water drive walk save water litter plant tree save leftovers use plastic</p> <p>Communicative structures Cut and paste images in the right place...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • lesson 3 images.pdf • lesson 3 images.zip 	assessment of understanding and pair work in completing the task
L	S	R	W								

3	20 m	Repeat and verbalise good and bad actions to save the Earth.	Through the use of short sentences, students verbalise what they can and cannot do to help planet Earth.	<p>Skills</p> <table border="1" data-bbox="1160 853 1505 900"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary I can I can't</p> <p>Communicative structures Repeat to your partner what you can and can't do.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		assessment of understanding
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	lesson 4 - Happy Earth Day
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 h 30 m	Repeat and consolidate basic vocabulary for Earth Day	By manipulating materials, the children create an original artefact.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Earth Day turn off the light recycle plant tree save leftovers save water use both sides of the paper</p> <p>Communicative structures Today we create an Earth Day card... cut the... and glue it on the card...</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> lesson 4 Happy Erath Day card.pdf 	assessment of understanding

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	lesson 5 - Self-assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 m	The children reflect on their personal experience and feelings throughout the unit on Earth day	The teacher hands out the final self-assessment to be completed by the children.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary self-reflection feeling plus improve</p> <p>Communicative structures Complete the self-assessment form... reflect and think about your achievements...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • lesson 5 self-assessment.pdf 	assessment of understanding and learning outcomes achieved
L	S	R	W								