

CLIL Module Plan

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School	C.I.S. e F.P. - G. VERONESI - ROVERETO				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Sport	Topic	THE LOCOMOTOR SYSTEM		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This lesson plan is for the class 3A mechatronics, from the school "Centro di Istruzione Scolastica e Formazione Professionale G. Veronesi". The class consists of 18 young boys. Language level: A2/B1. There are some foreign guys: one comes from Pakistan and speaks a good english; two are from Marocco and have also a good english level. In this class there are a lot of active sportsmen. Four of them play football in local teams, one is a ski racer and three usually go to the gym to train themselves. Only a student does not practice any kind of sport. For these reasons the class is really motivated in this subject, and they are really active when we go down to the gym. The guys are used to work in groups or in teams, as in this school every class has every year to create or to build something (new ideas as robots, automated machinery, etc.). For this reason every class is divided in 3 or 4 groups, where students work together during these projects, which is called "Design Thinking".</p> <p>TEACHER: • 26 years old; • Sports practiced: alpine skiing, cycling; • English level: C1; I always interact with my students and I do the exercises and play with them, so they are really motivated to practice the sports proposed during the lessons. Many students are interested in physycal training (some of them use to go to the gym), and that's the reason why I chose to develop the topic of the locomotor system and its movements in CLIL. It is the first time that we work in CLIL.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	During Science's lessons, especially at the middle school, students have adressed the topic of the human body. During this module we will see in more detail the locomotor system and focusing on the muscles and its training.	It is the first time that students do a CLIL experience. They studied the human body in Italian. Only few of them know something in english related to the locomotor system as some terms are used by those who go to train in the gym

Timetable fit	☉ Module	Length 5 hours
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Description of teaching and learning strategies	<p>For this module there will be both theoretical and practical lessons. The structure of the lessons will be similar. INTRODUCTION: - It could be a brainstorming to activate prior knowledges, or a summary of what said to previous lessons; - Combination of mental and physiscal WARM-UP (exercises where they have to explain and demostrate something); - Introduction of the new topic. WORKING PHASE: - Group works to promote interaction and communication, in order to involve students and increase STUDENTS TALKING TIME; - Learning activities connected to expected learning outcomes; - Physical exercises where students have to demonstrate and correct the mistakes of others. RAP UP PHASE/CONSOLIDATION: - Questions of the teacher; practical demostrations. --> LOTS. - Propose an example of training --> HOTS. At the end of the module, it will be done a written test as summative assessment. It will last 1 hour and will be built with link activity, multiple choice questions and gap texts. There will be used these methodological approaches: - LANGUAGE: as it is the first CLIL experience for these guys, it will be necessary to give them some language imputs, using L1, especially for learning some specific vocabulary. In some activities scaffolding will be necessary to make them develop sentences related to the task. - MATERIALS: Some materials will be used to support content of the lessons, especially images (for example images of muscles with their name in english as a reminder list). - ICT TOOLS: Mentimeter; Programme: "Locomotor Apparatus - Anathomy and Radiology" - Macromedia Projector.</p>
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Overall Module Plan

<p>Unit: 1 THE LOCOMOTOR SYSTEM Unit length: 2 hours</p>	<p>Lesson 1 BONES, JOINTS AND MUSCLES</p>
	<p>Lesson 2 GROUPS EXPOSITIONS</p>
<p>Unit: 2 JOINTS AND MOVEMENTS Unit length: 2 hours</p>	<p>Lesson 1 THE 6 PRINCIPAL JOINTS</p>
<p>Unit: 3 MUSCLES Unit length: 1 hour</p>	<p>Lesson 1 WHO GENERATES THE MOVEMENT?</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	BONES, JOINTS AND MUSCLES
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	<p>Activate prior knowledge: - Write some specific terms about the locomotor system (LOTS)</p> <p>- Classify them into groups: muscles, bones and joints will be the three principal groups - Learn new specific terms in english</p>	<p>BRAINSTORMING: In class, students have to write all what they know about our locomotor system, using the ICT TOOL: "Mentimeter". They can write it both in italian and in english. Than, together, we will translate every term in english. After that we will divide and classify specific terms into three groups.</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary LOCOMOTOR SYSTEM Upper limbs Lower limbs Joints Bones Muscles Human body Back Tendons Ligaments Hip Shoulder Knee Elbow Ankle Movements Cartilage</p> <p>Communicative structures Write on your tablet specific words that you know about locomotor system.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>link</p>	<p>Read and discuss written words, delete non-relevant words and classify specific words into groups.</p>
L	S	R	W								

2	40'	<p>- Acquire specific information and terms about the three main components of the locomotor system: bones, muscles and joints - Work in a large group and share the tasks - Become familiar with the specific terms</p>	<p>In groups of students do a research on the three main components of the locomotor system. Group 1: Bones Group 2: Joints Group 3: Muscles During the first 5 minutes the teacher explains giving the directions to carry out the research, projecting a ppt presentation (>TTT). Students must find the main features of the system they are analyzing. Groups have to create a PPT presentation with images, descriptions and what they find about their argument. Students can finish their work at home.</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1487 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary scapula humerus femur kneecap vertebral column knee shoulder hip elbow ankle quadriceps abdominal deltoid biceps triceps</p> <p>Communicative structures The are composed by.... The principal joints are.... The principal muscles are.... The principal bones are... The main function of..... is.....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• PPT LESSON 1.pptx</p> <p>The Slides to show to students, which indicates what they have to do.</p>	<p>During the group work the teacher checks the work passing between the desks. Assessment will be done during lesson 2, when students have to expose their work (>STT).</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	GROUPS EXPOSITIONS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	45'	to learn functions and features of bones, joints and muscles to learn specific terms of the musculoskeletal system Language outcomes: to develop speaking skills; to build sentences; to ask questions;	Each group has 10 minutes to expose their work. Each student has to speak; they can read what they have written on their slides. During the expositions, the other students have to write down some questions to do at the end of the exposition. Each group has 5 minutes to answer their classmates' questions. (100% STT)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary cartilage tendons ligaments femur scapula deltoid quadriceps shoulder knee ribs rotation adduction abduction vocabulary of lesson 1</p> <p>Communicative structures In this picture you can see.... Thanks to we can we can move our..... thanks to</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Each group can use the interactive multimedia whiteboard to present their PPT	To answer the classmates' questions. The teacher corrects both the formulation of the questions and the answers from the groups
L	S	R	W								

2	15'	To fix the concepts and reorder them.	The teacher takes stock of the situation, summarizing and emphasizing the main concepts (>TTT). Students have to take notes.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary see activity 1</p> <p>Communicative structures</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	blackboard	To verify if everything is clear or if there are any doubts about what has been studied until now.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	THE 6 PRINCIPAL JOINTS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	45 minutes	To learn which are the main joints of the human body, what are their components and how they work. To use the tool to search for information To write the main elements of the joints Language outcomes: To produce sentences The passive form	The class is divided into 6 groups. Each group has a joint to analyze, which are: ankle, knee, hip, backbone, shoulder, elbow. Students will have to use the anatomy program "Locomotor apparatus - Anatomy and Radiology" to find out the components and functions of the assigned joint. The program will be used completely in English. Each group will have to complete two slides showing the information found, which they will then exhibit to the class. They have to put in descriptions, images or short videos.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rotate flex extend abduct adduce hip bone femur tibia scapula cartilage synovial fluid ligament tendon</p> <p>Communicative structures The is composed by Thanks to we can The movements that can be done by are</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"> PPT JOINTS.pptx <p>The ppt given to each group with the slides to fill out 6 Computers or tablets PC program "Locomotor apparatus - Anatomy and Radiology"</p>	During the group work the teacher checks the work passing between the desks.
L	S	R	W								

2	50 minutes	To learn which are the main joints of the human body, what are their components and how they work. Language outcomes: To produce sentences The passive form Improve speaking skills	Each group has 7-8 minutes to expose their work. They have to talk about their joint, illustrating the components through images and keywords. Then they will go to explain and demonstrate all the movements that this joint can do. The other students must do the movements together with them.	<p>Skills</p> <table border="1" data-bbox="1093 167 1429 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rotate flex extend abduct adduce hip bone femur tibia scapula cartilage synovial fluid ligament tendon</p> <p>Communicative structures The is composed by Thanks to we can The movements that can be done by are</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	PC, interactive multimedia whiteboard	The teacher corrects students' work and assesses the clarity of the presentation.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	WHO GENERATES THE MOVEMENT?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Activate prior knowledge Specific vocabulary in english: name of muscles	The students say the names of the muscles they know (also in Italian) and the teacher writes them on the board and eventually translates them into English. All together they must learn the correct pronunciation of the term.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary gastrocnemius tibial quadriceps hamstring gluteus large backbone deltoid trapeze pectoral brachial biceps brachial triceps</p> <p>Communicative structures</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	Blackboard	Check the pronunciation
L	S	R	W								

2	25 minutes	<p>To learn which muscles move the main joints, studied during the previous lesson. To learn the function of the main muscles of the human body.</p> <p>LANGUAGE OUTCOMES: To learn specific terms. The passive form.</p>	<p>Using the program "Locomotor apparatus - Anatomy and Radiology" the teacher explains which are the main muscles that make the various joints move. The teacher shows also videos about the movement of the joints. Students must take notes. (> TTT) At the end of the activity a summary sheet with the names of the main muscles of the human body will be given to students; this will be useful for them to study at home.</p>	<p>Skills</p> <table border="1" data-bbox="1010 164 1352 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see activity 1</p> <p>Communicative structures The.... is moved by Rotation / extension.. can be done by....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • muscles of human body.jpg <p>Summative sheet with muscles' name PC program "Locomotor apparatus - Anatomy and Radiology" Interactive multimedia whiteboard</p>	<p>The assessment will be done during the next activity.</p>
L	S	R	W								

3	20 minutes	To be able to connect the muscle to the moving joint.	Students will find 12 tickets, with the name of a muscle or the name of a joint, scattered around the class. Students are divided into 4 teams. They will have to walk around the class, find tickets, remember the written name and return to the captain to build the pairs. The first team to finish all pairings wins.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ankle knee hip backbone shoulder elbow quadriceps tibial gluteus large backbone deltoid brachial triceps</p> <p>Communicative structures</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"> • Activity 3 - assessment.docx <p>Small notes scattered around the class. Sheet and pen</p>	Check if the couplings are correct.
L	S	R	W								