

# CLIL Module Plan

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<b>School</b>	Istituto Comprensivo Cavalese				
<b>School Grade</b>	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Sport	<b>Topic</b>	Acrosport		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The class group is very heterogeneous. The linguistic level of the class is A1. There are three student DSA and two student with different mother tongue. The class is lively and noisy, but the student are motivated and they actively participate in the lesson. The first lesson takes place in classroom, while the following lessons take place in the Gym. During the lessons there is only the physical education teacher. The class has already done the module on the human body.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	Equilibrium - Posture - Joint mobility - teamwork.	Give direction regarding the position of body parts. Describe a coreography.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 3 lessons of 60 minutes and 1 lesson of 2 hour (5 h)
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<b>Description of teaching and learning strategies</b>	<p>Methodological approach: Cooperative learning, encourage works group using collaborative approach and peer feedback. ICT Learning Tools: LIM to present the topic of this Module and mobile phone to help student study the choreography. Active participation: The videos chosen to present the topic have the purpose of encourage participation of the students. Give time to ask questions, encourage interactive listening and speaking, give positive feedback and encourage self-reflection on the activity.</p>
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# Overall Module Plan

<b>Unit: 1</b> Acrosport <b>Unit length:</b> 2 lesson 2(h)	<b>Lesson 1</b> "What is Acrosport?"
	<b>Lesson 2</b> Acrosport and security
<b>Unit: 2</b> Acrosport coreography <b>Unit length:</b> 2 lessons (3h)	<b>Lesson 1</b> Coreography
	<b>Lesson 2</b> Evaluation

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	"What is Acrosport?"
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	15	Students learn what acrosport is, where they can do it and what they need to do it.	The teacher introduce the topic with two video. The first video shows students a short choreography with simple acrosport positions. The second one shows a spectacular choreography with very complex acrosport positions. While students are watching the videos they have to find the characteristics of this sport. The two videos contain only images and not words. Then the teacher introduces a brainstorming activity about what students have seen (“what is acrosport?”, what are the key element of acrosport?”).	<p><b>Skills</b></p> <table border="1" data-bbox="931 165 1272 210"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Acrobatic gymnastic - choreography - flexibility - balance - people pyramids.</p> <p><b>Communicative structures</b> In my opinion the acrosport is... I agree/i don't agree with....the acrosport is... The material we need to do acrosport are...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	LIM First video: <a href="http://www.vimeo.com/258812891">www.vimeo.com/258812891</a> Second Video: <a href="http://www.youtube.com/watch?v=feFV7tzigD4">www.youtube.com/watch?v=feFV7tzigD4</a>	Initial evaluation to assess the degree of knowledge regarding this topic.
L	<b>S</b>	R	W								

2	15	The roles in acrosport: Base - Top-Helper.	If it has not already emerged in brainstorming, the teacher explains that there are three roles in the acrosport and gives a worksheet to the students. In this activity students read the description of roles, and then complete the first exercise of the sheet, putting the words - adjectives and physics characteristics - in the right box. Students complete the task in pairs and review it in group. The teacher walks around the class to help the student.	<p><b>Skills</b></p> <table border="1" data-bbox="931 165 1272 213"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b> Base - top - helper</p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	<b>W</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• THE ROLES OF ACROSPORT.docx</li> </ul> <p>Worksheet "The roles of acrosport"</p>	Formative assessment: The teacher evaluates the work of group.
L	S	<b>R</b>	<b>W</b>								

3	20	The main position of the Base and the Top.	The teacher gives students some pictures that show the main positions of the Base and the Top. In group students have to try to copy those positions in turn. Students who are not trying give other students direction to improve the positions. For this task the teacher gives them a word bank with useful word learned in the previous lessons.	<p><b>Skills</b></p> <table border="1" data-bbox="931 165 1272 210"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  On all four - Sitting down - On your kness - Lying on the floor - Lying in back/on side - Prone position - Crouch - On tiptoe - Facing/face to face - Back to back- In pairs - Make a row - Backwards -Forwards</p> <p><b>Communicative structures</b>  Put your hands... over your head/in front of you. Put yourself... in pair/back to back.</p>	L	<b>S</b>	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"> <li>• Words bank.docx</li> </ul> Pictures available on the website <a href="http://www.acrosport.roudneff.com">www.acrosport.roudneff.com</a> Words Bank	Formative assessment: the teacher checks if the students remember the words learned in the previous module "The human body".
L	<b>S</b>	R	W								

4	10	Review role and physics characteristics for the next lesson.	The teacher with the help of the students summarizes the topic on the board. To homework students have to describe their physics characteristics to identify their possible role in Acrosport.	<p><b>Skills</b></p> <table border="1" data-bbox="931 165 1272 210"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> The base.....and he has these characteristics:.....</p>	L	<b>S</b>	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"> <li>• THE ROLES OF ACROSPORT.docx</li> </ul> <p>Blackboard - Worksheet "The roles of acrosport".</p>	
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Acrosport and security
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Review the homework and the argument of the last lesson.	The teacher starts the lesson with the correction of the homework. Students present their physical characteristics and their possible role in turn.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Base - top -helper - physical characteristics.</p> <p><b>Communicative structures</b> I am thin/tall/.....so my possible role is base/helper/top.</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative assessment: The teacher checks if the students have learned the topic of the previous lesson.
L	<b>S</b>	R	W								



2	15	The security	<p>The teacher introduces the topic of the lesson, which is safety. He explains the basic rules to be able to carry out the activity safely. Then gives students a sheet with these rules. When students have learned the rules the teacher divide the class in groups. The group complete the exercise on the worksheet. In this exercise they have to put in order the actions for doing a human pyramid the safely.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="929 167 1272 215"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> construction - stabilization - ending.</p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• SAFETY WARNING.docx</p> <p>Worksheet "Safety warning".</p>	<p>Formative assessment: The teacher checks if the students have understood the rules for doing acrosports safely.</p>
L	S	<b>R</b>	W								

3	25	Acrosport	<p>The teacher gives the students some flashcards with the images of the acrosport positions, from the simplest to the most complicates. Each group decides how to divide the roles and then tries to execute the positions.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="929 1077 1272 1125"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> I will do the base/the top because....</p>	L	<b>S</b>	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Mats - Pictures available on the website <a href="http://www.acrosport.roudneff.com">www.acrosport.roudneff.com</a></p>	
L	<b>S</b>	R	W								

4	10	Peer feedback	Each group goes around the gym watching other students working and giving them feedback.	<p><b>Skills</b></p> <table border="1" data-bbox="931 165 1272 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> In our opinion the position is correct/isn't correct because...</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	Mats - Pictures available on the website <a href="http://www.acrosport.roudneff.com">www.acrosport.roudneff.com</a>	Peer assessment.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Coreography
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	15	Give and receive directions	<p>Students prepare the gym for the activity and then the teacher introduce the game. Students are divided into groups of four chosen by the teacher based on their physical and athletic characteristics. Each group receives an image but only two students of the group can see that. The images represent some positions of acrosport. Students should try to give directions in English to classmates who cannot see the image. The team that will succeed in making its position as similar as possible to that of the image will receive a point from the teacher. The team with the most points wins the game. For each image the two couples of the group exchange each other. Students will be able to use a word bank with useful words and phrases.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1115 167 1456 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Base - Top - Helper - On all four - Sitting down - On your kness - Lying on the floor - Lying in back/on side - Prone position - Crouch - On tiptoe - Facing/face to face - Back to back- In pairs - Make a row - Backwards -Forwards</p> <p><b>Communicative structures</b>  "Roberto" is the top and "Francesco" is the base. The base is on all four position. the top is..... Put your right hand....</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"> <li>• Words bank.docx</li> </ul> <p>Mats - pictures - words bank.</p>	
L	S	R	W								

2	80	The student invent an acrosport coreography.	Always divided into the same groups, students prepare a small choreography. In this choreography the students can insert a combination of acrosport positions and other elements to their liking, like somersaults, verticals or simple dance movements. Each group will have to write a short description of the sequence of exercises. If they want they can choose a musical base for their choreography. The teacher rotates between the groups to help the students. The students can use a mobile phone to film the choreography to study it at home. The choreography and its description will be evaluated in the next lesson.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Musical base - coreography - sequence of exercise.</p> <p><b>Communicative structures</b> In the first position the base is.....,the top is....and the helper is.....</p>	<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"> <li>• Words bank.docx</li> </ul> <p>Mats - word bank - cellular phones - stereo.</p>	
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3	20	Revision of the work	Each group present briefly their choreography to the class. The classmates and the teacher can help the group with some feedbacks.	<p><b>Skills</b></p> <table border="1" data-bbox="1115 167 1456 215"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Base - Top - Helper - On all four - Sitting down - On your kness - Lying on the floor - Lying in back/on side - Prone position - Crouch - On tiptoe - Facing/face to face - Back to back- In pairs - Make a row - Backwards -Forwards</p> <p><b>Communicative structures</b>  This is our coreography. In the first position the base....., the top....., the helper.</p>	L	<b>S</b>	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"> <li>• Words bank.docx</li> </ul> Mats - words bank - stereo.	Formative and peer assessment: the teacher and the classmates evaluate the work of group.
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	Introducing evaluation.	Students prepare the gym for the activity and then the teacher present the lesson. Each group present its choreography. The teacher will evaluate how the group worked and if the choreography was performed correctly.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></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		
L	S	R	W								

2	50	The groups present their coreography.	The groups presents their choreography and give the description to the teacher.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Mats - stereo	Summative assessment: The teacher considers how the group worked, which is the result of the coreography and if its discription is correct.
				L S R W			
				<b>Key vocabulary</b>			
				<b>Communicative structures</b>			

3	5	Satisfaction questionnaire and self-assestment	Students complete a satisfaction questionnaire and a self-assestment about the activity.	<b>Skills</b>	<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"> <li>• Self assessment and questionnaire..docx</li> </ul> Satisfaction questionnaire. Self assesstment.	Self assesstment - satisfaction questionnaire.
				L S R W			
				<b>Key vocabulary</b>			
				<b>Communicative structures</b>			