

# CLIL Module Plan

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<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Scienze	<b>Topic</b>		Climate Change	
<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 consists of 22 students of the 1st grade. There are 12 girls and 8 boys. Five of them are students with special needs. Everybody is mother tongue students and all students have an A2 English level. All of them had prior experiences with CLIL in the middle school. The class is generally collaborative and motivated. An interactive whiteboard (IWB) and a blackboard are available in the class. Each student owns a tablet provided by the school. The teacher is a science teacher from the 1st to the 5th grade. She has a C1 English level certification. Last years she planned some CLIL module with an English teacher.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Atmosphere, gases, weather and climate, pollution To be able to read and interpret maps and graphs; To remember, order, elaborate data; To collaborate and cooperate with classmates</p>	<p>Present, past, future, modal verbs Scientific language generally related to laboratory, graphs, atmosphere, weather and climate; To be able to understand the main concepts of a video/speech/text</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 11 hours
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**Description of teaching and learning strategies**

Methodological approaches are chosen in order to concentrate on development of scientific enquiry skills. In particular, Cooperative learning allows students to collaborate and help each other. Practical laboratory activities and Process Oriented Guided-Inquiry Learning (POGIL) permit to students to learning by doing and to study like scientists. Moreover, with POGIL, students work cooperatively in self-managed teams, using carefully designed materials, that guide them to build new understandings while they simultaneously develop key process skills, including critical thinking, problem solving, and collaboration. Generally lesson are composed by three step: the first activity is a brainstorming or a warm up, in order to activate prior knowledge and stimulate interest. The second activity is the focus of the lesson in which students work in groups and learn the topic. Here different activities are alternating (videos, text, experiment,...) in order to maintain interest and exercise different language and social skills. The last activity is the plenary, in which students can check their work, summarise concepts and connect them with previous knowledge. Regarding to assessment, during all the lessons a formative informal assessment of students' participation and cooperation is provided in order to monitoring students' progress. In class, activities are supported by lim. Each student has a tablet to take note, look for information on the web, watch and create videos, take pictures,.... All the materials are shared on classroom platform.

# Overall Module Plan

<b>Unit: 1</b> Introduction <b>Unit length:</b> 3 hours	<b>Lesson 1</b> Introduction and vocabulary
	<b>Lesson 2</b> Case-study
	<b>Lesson 3</b> Evidence of Climate Change
<b>Unit: 2</b> Causes and effects <b>Unit length:</b> 4 hours	<b>Lesson 1</b> CO2 emissions
	<b>Lesson 2</b> Black Carbon
	<b>Lesson 3</b> Impacts
<b>Unit: 3</b> Solutions <b>Unit length:</b> 4 hours	<b>Lesson 1</b> Mitigation and adaptation strategies
	<b>Lesson 2</b> Our carbon footprint
	<b>Lesson 3</b> Let's change our behaviour

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Introduction and vocabulary
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Activating prior knowledge	BRAINSTORMING ACTIVITY Students write 3-5 words about the topic (also in L1 if needed) on a piece of paper / post-it and one by one they stick them on the blackboard (version 2: the same activity could be done using site Mentimeter. In that case students write words in that site using cell phone).	<b>Skills</b> <table border="1" style="margin-left: 20px;"> <tr> <td style="background-color: black; color: white;">L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> //	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	//	Formative informal assessment of students' participation
L	S	R	W								
				<b>Communicative structures</b> Could you tell me? What do you think about...? Do you know...? Why did you choose ...?							

2	25 minutes	Students should know the main keywords about the topic. Students should be able to organize their own prior knowledge	FOCUS Teacher gives to students cards with keywords and definitions. Students should match each others.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> greenhouse gases, greenhouse effect, solar radiation, fossil fuel, carbon dioxide emission, climate, weather, global warming, climate change</p> <p><b>Communicative structures</b> Could you tell me? Do you know...? What does .... mean?</p>	<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"> <li>• U1_L1_ALL 1.docx</li> </ul> <p>U1_L1_ALL 1.doc Task 1: wordbox</p> <p>Teacher should cut out each keyword and definition in order to prepare cards before the lesson.</p>	Formative informal assessment of students' collaborative work,
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3	15 minutes	Consolidating vocabulary	PLENARY Teacher shows on the LIM the correct matches and elicits the meaning of keywords. Students check their own answers and paste cards on their exercise book.	<p><b>Skills</b></p> <table border="1" data-bbox="1108 167 1444 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The same of the prior activity.</p> <p><b>Communicative structures</b> Could you tell me? Do you know...? What does .... mean?</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"> <li>• U1_L1_ALL 1.docx</li> </ul> <p>The same of the prior activity.</p>	Self assessment.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Case-study
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	Students be aware of the importance of this topic for our life.	Teacher gives to students a worksheet with a test about climate change. Students read the text, put paragraphs in the correct order and give titles to the text and to each paragraph.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> sea level rise, Core samples, tide gauge, satellite measurements, melting glaciers, polar ice caps</p> <p><b>Communicative structures</b> Do you know...? What does .... mean? In my opinion... Do you know...? I agree because...</p>	L	<b>S</b>	<b>R</b>	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>• U1_L2_ALL 1.docx</li> </ul> U1_L2_ALL 1.doc Task 2: case-study Before the lesson teacher should cut out each paragraph in order to prepare cards.	Formative informal assessment of students' collaborative work.
L	<b>S</b>	<b>R</b>	W								

2	25 minutes	Consolidating vocabulary. Stimulating curiosity.	Teacher shows the correct answers and sum up the case study interacting with learners. Learners participate to the discussion giving their opinions about the topic.	<p><b>Skills</b></p> <table border="1" data-bbox="1106 165 1447 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The same of the prior activity.</p> <p><b>Communicative structures</b> Could you tell me... Do you know...? What does ... mean? In my opinion... Do you know...? I agree because... What happens if...? What do you think about...?</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"> <li>• U1_L2_ALL 1.docx</li> </ul> <p>The same of the prior activity.</p>	<p>Self assessment. Formative informal assessment of students' participation.</p>
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Evidence of Climate Change
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 minutes	Students should know information about: trend of temperature variation and proxy data. Students should be able to make sense of graphs and data as well as discern the validity of the data. Students should be aware of the extremely speed of nowadays climate change instead of change in the past.	This activity will explore the evidence that scientists have collected to support global climate change. Students work cooperatively in self-managed teams, using carefully the materials (text and graphs) to answer the questions provided. Teacher moves through the class and helps students if necessary.	<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> Temperature, average, evidence, proxy data, graph</p> <p><b>Communicative structures</b> Could you tell me? What happens if...? In my opinion... Do you know...? Look at the graph...</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>• U1_L3_ALL1.pdf</li> </ul> U1_L3_ALL1.doc Task 3: Pogil activity	Formative informal assessment of students' collaborative work and their results.
L	<b>S</b>	R	W								

2	15 minutes	Students should be able to explain their results and share informations.	PLENARY Teacher sums up the main concepts interacting with students in order to give them the opportunity to use and consolidate new vocabulary.	<p><b>Skills</b></p> <table border="1" data-bbox="1032 164 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The same of the prior activity.</p> <p><b>Communicative structures</b> The same of the prior activity.</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	The same of the prior activity.	Self assessment. Formative informal assessment of students' participation.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	CO2 emissions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Activating prior knowledge.	BRAINSTORMING ACTIVITY Students write 3-5 words about the topic (also in L1 if needed) on a piece of paper / post-it and one by one they stick them on the blackboard (version 2: the same activity could be done using site Mentimeter. In that case students write words in that site using cell phone).	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> // <b>Communicative structures</b> Could you tell me? What do you think about...? Do you know...? Why didi you choose ...?	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	//	Formative informal assessment of students' participation.
L	S	R	W								

2	25 min	Students should know the causes of climate change. Students should be able to recognize sources of CO2 emissions. Students should be aware of human impacts and responsibility.	FOCUS Students watch a video about causes of climate change and try to answer to some questions during the video (they can use English subtitles). In groups they draw a concept map about CO2 emissions (they can go back to the video if needed).	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> greenhouse gases, carbon dioxide emissions, greenhouse effect, solar radiation, fossil fuel, deforestation, volcanic eruption.</p> <p><b>Communicative structures</b> present simple, present continuous, to be going to, What happens if...? What do you think about...? In my opinion... Do you know...?</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	video: <a href="#">link</a>	performance assessment
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3	15 min	To sum up and check. Students should be able to use new vocabulary. Students explain the causes of climate change, in particular the sources of CO2 emissions. Students reflect on human impacts and responsibilities.	PLENARY Teacher shows on the LIM the source of CO2 emissions and elicits the meaning of keywords. Students check their own answers.	<p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The same of the prior activity.</p> <p><b>Communicative structures</b> What happens if...? What do you think about...? Do you know...?</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	The same of the prior activity.	Self assessment. Formative informal assessment of students' participation.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Black Carbon
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Students know what is Black Carbon, its sources and its role in global warming.	WARM UP: students watch a video about Black Carbon in order to introduce the problem and give keywords	<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> soot, black carbon, albedo, fossil fuels, coal, cookstoves</p> <p><b>Communicative structures</b> present continuous</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	video at this link: <a href="#">link</a>	//
L	S	R	W								

2	65 min	Students can collect, display, analyze and share data from a simply model.	<p><b>LAB ACTIVITY AND DATA ANALYSIS</b></p> <p>Inquiry-based and hands-on laboratory investigation. Students work in groups of 3. They read the procedure before beginning the investigation (see students worksheet) and then, they apply it. Teacher monitors student progress during data collection. Teacher assists them in creating a multi-line graph that includes all 4 sets of data using a computer-based graphing program.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1182 165 1525 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> data collection, independent and dependent variable, x-axis and y-axis, absorption, reflection and radiation</p> <p><b>Communicative structures</b> comparatives, reporting verbs</p>	L	S	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>	students worksheet: <a href="#">link</a>	formative assesment on lab skills (control an experiment, collect data, display data, analyze data, and work as a team)
L	S	R	W								

3	20 min	Students be aware of the relationship between the amount of black carbon on the Earth's surface and the amount of energy absorbed by the Earth's surface.	SUMMARY Students share their results with the class and discuss them in reference to the topic of black carbon and whether or not their results support what is taking place on a global scale. Discussion on how to limit black carbon emissions.	<p><b>Skills</b></p> <table border="1" data-bbox="1182 167 1525 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The same of the prior activity</p> <p><b>Communicative structures</b> Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the graph...</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	The same of the prior activity	Formative assessment about abilities to articulate the results and to use the correct terminology.
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	Impacts
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Students reflect on their prior knowledge and organise it in a logical structure	JIGSAW - step 1 Teacher divides the class in 8 groups and assign to each one a specific topic. In each group students discuss about impacts of climate change on their particular topic. After that students check results of their discussion with the information given by the teacher and underline the causes-effects relations.	<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> wildlife, weather, climate, oceans, ice cap and glaciers, human health, agriculture, tourism, sea level rise, flood, drought, disease</p> <p><b>Communicative structures</b> frequency adverbs comparatives and superlatives, related to ... due to ... as a result ...</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>• U2_L3_ALL1.docx</li> </ul> students worksheet, text at this link: <a href="#">link</a>	Teacher observes students during class discussion. Formative informal assessment of students' participation and collaborative work.
L	S	R	W								

2	20 minutes	Students share information with peer. Students can find cause effect relationship between events.	JIGSAW - step 2 Students are divided in groups of 8 people (one for each previous topic). Students explain impacts about its topic to the other member of the group. All together they make a concept map with a global view of effects of climate change.	<b>Skills</b>	<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>• U2_L3_ALL1.docx</li> </ul> The same of the prior activity	Teacher observes during class discussion. Formative informal assessment of students' collaborative work. Performance assessment of the concept map.					
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W	<b>Key vocabulary</b> The same of the prior activity
				L				S	R	W		
<b>Communicative structures</b> The same of the prior activity												

3	10 minutes	Students should be able to explain their results and share informations	PLENARY Teacher sums up the main concepts interacting with students in order to give them the opportunity to use and consolidate new vocabulary	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	The same of the prior activity	Self assessment. Formative informal assessment of students' participation.					
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W	<b>Key vocabulary</b> The same of the prior activity
				L				S	R	W		
<b>Communicative structures</b> The same of the prior activity												

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Mitigation and adaptation strategies
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Activating prior knowledge.	BRAINSTORMING ACTIVITY Students write 3-5 words about the topic (also in L1 if needed) on a piece of paper / post-it and one by one they stick them on the blackboard (version 2: the same activity could be done using site Mentimeter. In that case students write words in that site using cell phone).	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> // <b>Communicative structures</b> Could you tell me? What do you think about...? Do you know...? Why did you choose ...?	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	//	Formative informal assessment of students' participation
L	S	R	W								

2	25 minutes	Students should recognize mitigation and adaptation strategies	A worksheet with a list of strategies is provided to the students. Students work in pairs and try to separate them in mitigation or adaptation strategies looking the video. Moreover they give a definition of the two terms.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> mitigation, adaptation, hazard, ecosystem, storm, renewable, sustainable, biofuels</p> <p><b>Communicative structures</b> first and second conditional Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... to be going to</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"> <li>• U3_L1_ALL1.docx</li> </ul> <p>U3_L1_ALL1.docx: worksheet</p>	Self assessment. Formative informal assessment.
L	S	R	W								

3	15 minutes	Students should be able to explain their results and share informations. Students can give examples of different kind of strategies.	PLENARY Teacher sums up the main concepts interacting with students in order to give them the opportunity to use and consolidate new vocabulary	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The same of the prior activity</p> <p><b>Communicative structures</b> The same of the prior activity</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"> <li>• U3_L1_ALL1.docx</li> </ul> <p>The same of the prior activity</p>	<p>Self assessment. Formative informal assessment of students' participation.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Our carbon footprint
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 minutes	Students reflect on their lifestyle and on the effects on the environment.	Students answer to a series of questions about their lifestyle (transport, food, home, use, waste).	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> carbon footprint, sustainability</p> <p><b>Communicative structures</b> instead of, frequency adverbs, How much..., how many ...</p>	L	S	<b>R</b>	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Carbon footprint calculators site : <a href="#">link</a>	//
L	S	<b>R</b>	W								

2	15 minutes	Students can share their results and compare them with classmates.	PLENARY Teacher collects the results and makes a diagram to show the class footprint. Students share their results with the class and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1182 164 1525 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Carbon footprint, sustainability</p> <p><b>Communicative structures</b> Could you tell me? In my opinion... I agree because... What do you think about...?</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	Link to use to insert students results: <a href="#">link</a>	Formative informal assessment of students' participation
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	Let's change our behaviour
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	70 minutes	Students should be able to take actions to reduce climate change and its impacts. Students should be aware that everyone can be part of the solution. Students can communicate accurate information in a creative way.	Students are divided in groups. Each group should plan a project to sensitise teenagers about climate change and in particular to promote some actions that they can do personally about climate change (They can choose the technique they prefer like poster, article, video,...). Teacher moves between the groups and give them tips if necessary	<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> recycle, reuse, save energy, sustainable</p> <p><b>Communicative structures</b> modal verbs, In my opinion... I agree because... let's ...</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>• U3_L3_ALL1.docx</li> </ul>	Formative informal assessment of students' collaborative work. Performance assessment.
L	S	R	W								



2	30 minutes	Students should be able to highlight pros and cons of a project	PLENARY Each group share and join its project with the class. Teacher stimulate a discussion about the projects. Teacher show a video to sum up and conclude the module.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <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> modal verbs, pros and cons, reporting verbs, instead of, in order to, firstly, secondly, on one hand..on the other hand...</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	video - link <a href="#">link</a>	Formative informal assessment of students' participation.
L	S	R	W								