

CLIL Module Plan

Author(s)	prof. Annina Guerretta				
School	ITET Fontana				
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	Economia	Topic	Financial Education		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class consists of 11 students, some of whom have previous experience with CLIL methodology. As they are tackling the subject for the first time this year, their 'technical/specific' vocabulary is still basic and rather limited in both Italian and English; Most of the students showed a good level of comprehension but showed obvious difficulties with speaking skills. They are very attentive, curious, and certainly well motivated students during the lesson.</p>
--	---

Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students already know the meaning of savings, investment, production, and consumption, but do not know how to analyze the relationship between them. They are unable to assess the importance of finance as a means of reducing mismatches between income and expenditure or as a means of securing greater future income</p>	<p>Present, past, future, modal verbs, conditional forms- Report verbs; economic language/technical terminology, basic economic vocabulary. To be able to listen and understand the main concepts. Knowing how to read and understand the main concepts/meanings of a new text. Being able to express an opinion. For taking notes while listening. To simply answer open questions</p>

Timetable fit	<input checked="" type="radio"/> Module	Length Module length: 6 lessons of 50 minuts
----------------------	---	--

Description of teaching and learning strategies

Different teaching and learning strategies are used to address the topic: games to familiarise oneself with specific terms and create an active learning environment; watching short films to listen to perfect pronunciation of the terms and memorising them; short final texts to check comprehension and acquisition of the content and language learned The lessons are introduced by explaining the objective and the expected learning outcomes. Scaffolding, the focus of the lesson and final checks and assessments- Vocabulary knowledge with subject-specific terms, focus on key points and critical aspects of the topic then, are necessary elements for preliminary work. With a first activity, the beginning of the development of the lesson focus, using different tools, an association activity between terms and meanings is carried out. activity of association between terms and meanings that involves students both individually and in groups in order to allow or facilitate the assimilation of the topic and to fix the topic in memory. assimilation of the topic and fix technical terminology in memory. During this 'activity-based learning' phase, students are also asked to complete a supervised practice phase, in which they may have to give some definitions and repeat the target elements through choral and individual drilling, fill in the blanks or match the halves of sentences. These types of exercises require students to remember previous knowledge by using the language correctly and help them feel more comfortable. At the same time, students begin to familiarise themselves with new words (enrich their vocabulary) and concepts; The work is carried out gradually from LOTS to HOTS. In a second activity students search with flipped classroom strategy studying a topic using specific information on released texts, or watching short videos on the internet, the aim is to facilitate peer learning, reinforce and consolidate topics and knowledge. In a subsequent activity the student is asked

Overall Module Plan

Unit: 1 What is income? How many types of income do you know? Unit length: 1-2 hours	Lesson 1 Introduction to the income and employment
	Lesson 2 income from employment/ income from self-employment/Property income
	Lesson 3 income from employment/ income from self-employment/Property income
Unit: 2 Save money? Why? Unit length: 1-2 hours	Lesson 1 Savings and investment
	Lesson 2 money and payment instruments
	Lesson 3 Assesing

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction to the income and employment
--------------------	---	----------------------	---	--------------	---

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Activating subject knowledge. Extrapolating and retrieving previous knowledge to understand new concepts such as income and expenditure planning	To arouse curiosity by presenting the topic and learning outcomes of the lesson Three words within a puzzle to be put together: INCOME - EXPENDITURE- PLANNING On the blackboard three questions: What do I know about income? what is wages? what is planning?	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary earnings, product of a country, enterprises, expenditure, income, needs, work, planning....</p> <p>Communicative structures What is income? Where does the word income come from? what is wages? what is earnings? what are expenses? what is planning?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	LIM Lesson plan, puzzle (link) Handouts: warm-up an individual worksheet, created by the teacher	Listening, reading, and writing ability Teacher's feedback

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	income from employment/ income from self-employment/Property income
--------------------	---	----------------------	---	--------------	---

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hour	Warm-up activity with vocabulary recall from the last lesson Understand what is meant by the term of income Discussion on the situations illustrated in the video/article Select useful keywords/phrases to classify different types of income	shows short videos on the characteristics of different types of income, their viewing aims to suggest some points for reflection and discussion on..... worksheet to each student: students are given a list of words encountered in the short videos, they have to complete a text by filling in the blanks with the correct word from the list. At the end of the task, the teacher has the students read out their sentences in turn and invites the whole class to discuss any discrepancies with their results.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary income, assets, state, enterprises, financial system, goods, production, demand, supply</p> <p>Communicative structures Money may come from..... the gain is the result of..... the different types of income depend on.....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	video (link) worksheet created by the teacher	Checking for understanding Listening, reading and writing ability
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	income from employment/ income from self-employment/Property income
--------------------	---	----------------------	---	--------------	---

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Remember and reproduce what learned in the previous lesson. Reorganize and highlight information in an end product (poster, PowerPoint) in order to expose the obtained results	Presentation of a short video on taxes with short stops to answer questions. Students are then divided into small groups according to their abilities and have research on the different taxes applied in our country, they have to compare fiscal capacity and wealth. The results are to be organized, summarised in a poster or power point and presented to the class	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary income, assets, state, enterprises, financial system, goods, production, demand, supply</p> <p>Communicative structures Money may come from the gain is the result of the different types of income depend on</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	video (link) The students are divided into small groups and search for the material on the Internet using the telephone or the interactive whiteboard. The material will be used to carry out their task	Listening, reading, and writing ability Teacher's feedback
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Savings and investment
--------------------	---	----------------------	---	--------------	------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hour	To activate learners' prior knowledge of the topic Extrapolating and retrieving previous knowledge to understand new concepts such as planning income and expenditure in order to save and invest	Brainstorming Three questions on the blackboard: What is saving? What is the purpose of saving? What can I do with my savings? The students will work in pairs, they will be assigned a hypothetical sum of money and through an exercise with various activities they will do a portfolio test. The activities will include: a) creating a pyramid with one's needs; b) satisfying one's needs with the money received; c) using the savings obtained by looking for a low-risk investment. Final comparison of savings and investments with the various returns obtained.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary savings, earnings, purchasing power, primary and secondary needs</p> <p>Communicative structures My needs are..... I managed to save money..... With my savings after careful evaluation on the market</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	worksheet created by the teacher, internet wordwall	Listening, reading and writing ability Teacher's feedback
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	money and payment instruments
--------------------	---	----------------------	---	--------------	-------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hour	Brainstorming with a short video knowledge about the birth of money; transition from barter to currency; transition from minted money to crypto value;	After a short warm-up, students watch short videos and comment on them with the teacher. Using IT tools, the students, divided into small groups, searched for similar videos and created a short presentation on the timeline. Each group identified its representative who showed the class the chosen video and the reason for the choice	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary currency, crypto value, digital money,</p> <p>Communicative structures Currency is a unit of account.... with barter there was a double coincidence of needs.... the first forms of currency-commerce were established.....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	video (link)	Listening reading and writing ability
L	S	R	W								

2	1	Brainstorming bank money and alternative payment instruments.	After a short warm-up, students watch short videos and comment on them with the teacher. Students work in pairs, have to search for a video on a payment instrument of their choice and then explain the advantages and disadvantages of that instrument. The students are divided into two teams and take it in turns to create questions to put to the other team. The answers will be placed in a maze from which the other team will emerge only when the answers are correct. Time is of the essence.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary credit card, debit card, virtual currency, current account</p> <p>Communicative structures credit card advantages are..... a current account allows me..... virtual currency differs from.....</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Wordwall: link edpuzzle (link)	Listening reading and writing ability
---	---	---	--	--	---	--	---------------------------------------

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Assesing
--------------------	---	----------------------	---	--------------	----------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Recall of all learned key terms Applying knowledge about the functions of money and different sources of income to guide financial decisions "how to do it in practice" . Planning one's savings and then investing	Students create an app in which they have to assume that they have an income from..... use the income..... save and invest it all with planning Giving and receiving feedback from classmates	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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		The final assessment consists of checking the written and listening presentation of the app.
L	S	R	W								