

CLIL Module Plan

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School					
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 type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Sport	Topic	Rugby		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class group involves 20 students including BES (behavioural and/or special needs disligment, foreigner students /with migratory backgroud) and "digital natives". The environment is not deviated as the school users have an overall good standard. Only a small share represented by fereigner students and adolescent suffering for onging parental divorce needs a special school environment. Regardless of their socio-pshychological status, students achieved B2 English level because they attended PET acheiving satisfying results. However their physical fitness is insufficient because of their strong attitude in gaming and passive lifestyle. On the other hand, they are quite good in "passive sport attendance" as they really like to whatch to team sport matches. The PE teacher is a young woman with a strong sportive experience as athlete and coach as well. Also she is able to implement lecture by using apps and technology. This is the first time they experience Physical Education in CLIL and some of them are quite exciting, others are scared. Some lessons provides a last part where students learn by doing some physical exercises because a deeper PA learning needs to physical experience too.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students alredy know the most common rules of rugby	Students are able to descrive sportive actions and make simple inferences. They are also able to write and speak according to the grammar baseline rules (third conditional and passive).

Timetable fit	<input checked="" type="radio"/> Module	Length 1 module made of 3 units composed by 2 lectures of 50 minutes each.
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Description of teaching and learning strategies	Three Close Reads (TCR), Cooperative Learning (Jig-Saw), Learning-by-doing, individual and group work, ICT tools, Flipped Classroom
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Overall Module Plan

Unit: 1 Introduction Unit length: 50' per lesson	Lesson 1 Why so many emotions?
	Lesson 2 The Baseline Rules, the Pitch and The Different Groupings
Unit: 2 How to Look and How to Play Together Unit length: 50' per lesson	Lesson 1 From the Start Kick to the Groupings - part 1
	Lesson 2 From the Start Kick to the Groupings - part 2
Unit: 3 From the Kick on the Pitch to the Passion of the Heart Unit length: 50' per lesson	Lesson 1 Fair-play and Gentlemen

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Why so many emotions?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35' for the theoretical part and 15' for the practical part	Identify emotions that are possible to experience by engaging rugby. Increase self-perception and empathy. Increase CALP. Verify and identify the main actions of the game.	This is the first and introductive lecture in CLIL. The teacher begins with a general conversation about how the students are doing, how they feel confident in speaking English and what or if they have expectation about this new experience. Then, teacher play the first video (video nr 1) that is quite emotional and motivational. Students do not know about what topic is going to be displayed yet. Once watched the video, students are grouped in 3 and teacher asks them to list the emotions experienced and the players' attitude. After that, teacher resume the results by using link The second activity consists in matching the list of specific terms of actions with the Italian translation (list nr 1). Then students must watch video nr 2 and select the players actions from the list. The students work in group again and the final	Skills	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	video nr 1 link link link link gym	Summative assessment, ongoing assessment, portfolio assessment (beginning), peer assessment				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Tackle – pull down - try – scrum - pull over - rack – touch down - maul – lineout – start kick – passage – goal – fault - fair play											
				Communicative structures Could you tell me what do you all know about rugby? What happens if I pass the ball backwards? What do you think about this sport? Do you know the players' role?							

work in group again and the final result is discussed among the group members before answering to the professor. After that the groups of students are invited to resume what they already know about rugby. Lastly, a moment of scaffolding is asked: each member of group asks to the other member 3 things they already know about rugby, 2 things they would like to know and 1 thing they would avoid experiencing. While two group members are involved in asking/replying activity, the third must to write down the results in a sheet that will be collected as the group worksheet for making following portfolio assessment. No roles are assigned to any group member yet. The practical part represents the conclusion of the class of the day. Students will play “ seven touches ” , a team game where each team has to pass the ball seven times to the belonging members before doing the try. The ball goes to the other team if the latter block the passage or if the ball touches the ground or overcome the end lines.

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The Baseline Rules, the Pitch and The Different Groupings
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	35' for the theoretical part and 15' for the practical part	Develop groups management and social skills. Resume concept results and Know these rugby laws and the pitch	This is the second introductory lecture in CLIL. The topic has been already identified. The teacher begins with a general conversation about what has been done in the first class. The groups of three students are called but this time each member has a role: "the manager" who defines what members have to do and mediates, "the recorder" who takes notes/sums up/writes the results, and "the showman" who presents the group's work to others/teacher. The worksheets were given to each manager of the group. Teacher asks to list 5 things that have been done in the previous class (list nr 2). Groups have to think about	Skills <div>L S R W</div> Key vocabulary From edpuzzle.com Communicative structures Could you tell me how the pitch is arranged? What happens if the player tackles above the neck? Do you know this rule? Can you identify the different parts of the pitch? Look at the line out. Where the ball is? Do you remember what did we do last class? Do you remember the best think you had?	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link link www.edpuzzle.com link	Ongoing assessment, formative assessment, portfolio assessment

Groups have to think about that for two minutes before starting to discuss it in the group. After that, the results are collected by [link](#)

Teacher gives students a check list where the outcomes of the lecture of the day are list (list nr 3). Teacher play the video tailored for the lecture of the day by using www.edpuzzle.com and list nr 4 Each group must learn a specific part of the video and at the end members of groups will be sorted in another group (Jig saw). Thus, each member of the group must note the key words about the section displayed, then “the writer” has to collect the answers and “the recorder” has to shows the results to the other groups once sorted out. Each section of this work must be completed in 6’. The work will be included in the portfolio. The class ends at the gym where the original group discuss about the pitch and the main law of rugby. If time is enough “seven touches” is played. Teacher play the video tailored for

the lecture of the day by using www.edpuzzle.com. Video nr 3 is the follow [link](#) Each group must learn a specific part of the video and at the end members of groups will be sorted in another group (Jig saw). Thus, each member of the group must note the key words about the section displayed, then “the writer” has to collect the answers and “the recorder” has to shows the results to

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	From the Start Kick to the Groupings - part 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	35' for the theoretical part and 15' for the practical part	Students confirm what they learnt in the last class They will be able to identify the play actions and "read" a game. Also they will be able to predict the opponent's actions , thus they will be able to make inferences. Students will be more able in metacognition and in self-evaluation mainly. Be more able to work in group →	Teacher asks to students to split the original groups and discuss about the last class. Each member of the group has to write 3 things learnt, 3 things really liked about the play and 1 didn't like about rugby. Afterward, teachers establishes the outcomes of the day by distributing a check list to each "manager" of the groups (list nr 5). Managers have to asks to the other group members about what they think about the outcomes anche if they fell to be able to achieve those outcomes. After that students must fill the gaps that are presented in the text that is possible to find in the link attached below. At the end of the activity, the main worksheet is shared among the groups and each of them will be evaluated	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link link link	ongoing assessment, self/peer assessment (formative assessment)
				<div>L S R W</div>			
				Key vocabulary try - tackle - kick - offline -endball line - scrum - rack - maul - scrum half - forwads -			

		<p>work in group - improve social skills</p>	<p>each of them will be evaluated according some criteria (list nr 6). The task is easy and it is designed in order to get to know the CLIL methodology quickly and easily. The final activity consists in looking at 25 seconds low speed video of a rugby match and lists every play actions. Each group member must respect the role already assignd (i.e. "the manager", "the recorder" and "the showman").</p>	<p>Communicative structures</p> <p>Could you tell me what the full back has done? What happen if a player pass the ball forward? What do you think about that play acion? In your opinion what the full back should have done? Do you know the players' role? Can you identify the differents between scrum, maul and rack? Look at the text, which word is the best to fill the gap?</p>		
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	From the Start Kick to the Groupings - part 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50'	Reinforce learning, improve self-perception and self-efficacy. Reinforce language specific vocabulary Reinforce social skills.	This lesson is quite similar to the last one in order to reinforce learning. Teacher asks to students to split the class in the original groups and discuss about the students' self-prception of achieving the same outcome that were mentioned last lessons (list nr . 3-5) Teacher asks to the already grouped students to discuss about the last classes. Each member of the group has to write 3 things has been learnt, 2 thinkshas been really liked about the play and 1 thing hasn't been like about rugby. Then, the "managers" must create a group together, as well as "writers" and "showmans" and they must repeat the assignment. Additionally, they have to discuss about the 3 strengths of their belonging group, 2 weaknesses and 1 solution that could improve the collaboration. Afterward, teacher establishes the outcomes of the day by distributing a check list to each "manager" of the groups (list nr 7)	Skills	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link link	self-assessment, peer-assessment (formative assessment).
				L S R W			
				Key vocabulary try - tackle - kick - offline -endball line - scrum - rack - maul - scrum half - forwads - etc...			

manager of the groups (list nr 1-7)
Thus managers goes back to their own group and have to asks to the others group members about what they think about the outcomes and if they feel to be able to achieve them, how they can do it and what are the attitudes they could improve. After that,"managers" invite their colleagues to think for 2 minutes about solutions that could improve their collaboration, then discuss about it together. The core of the class is going to be assigned. As the previous 25" video watching, students must analyze the main game actions but at this time they should focus their attention on the specific language and the improvements achieved. The "showmans" have to show their own group improvements according to the point list by the formative evaluation sheet (lists nr 3 -5)

Communicative structures

Could you tell me what that player do? What happens if I rise my voice in order to get your attention? What do you think about the kindness in collaboration? In my opinion your attitude could improve if... Do you know about the scrum? Can you identify the differents between scrums and maul? I agree because I think that self-perception is an important factor in social skills. Look at the video...

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Fair-play and Gentlemen
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50'	Students will be able to perform better self-introspections, to implement creativity, understand how much fair-play is so meaningfull in rugby. Also, they will able to work in group and be more self-confident about their social skills developed by the several assigments accomplished.	This is the last class and it is conducted by "flipped classroom" methodology. Before the lesson, students must watch the movie "Invictus" (in English version if possible). Then they answer a close anwer questiones about that focuses not only on the specific language but also (and mainly) on the fair-play and how rugby was important for the history of apartheid. This is the first part of the summative assessment. The second section of the summative assessment is about the group work. Students must answer about questions of real game situations shown by one pf the videos already watched in one of the previous classes where 3-4 tipical rugby actions are performed before an infringement where the fair-play is needed for a positive game experience . Before answering, students have to thing 2' before	Skills	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Invictus on Netflix meme generator free on Google Play link	Summative assessments Portfolio assessment
				L S R W			
				Key vocabulary fair-play, try - tackle - kick - offline -endball line - scrum - rack - maul - scrum half - forwads - racism - apartheid - Nelson Mandela - sharing - the value of sport - the value of rugby			

Students have to think 2 before finding the best solutions. As last but not least for importance assignment, teacher asks to groups to make a meme about rugby. Each showman has to giustify why the meme of the belonging group is the best of all. All the group assignments were recorder in the formative assessment sheet including the last and the whole will be included in each student's portfolio as well as the summative assessment (lists 3-5-7).

Communicative structures

Could you tell me your overall personal impression about rugby? What happens if ...? What do you think about the laws of rugby? In my opinion, why rugby is an inclusive sport? How do you fell when you make a try? How do you feel when an opponent offend/hurt you accidentally/on purpouse? Do you know when and how a scrum is made?Can you identify the different parts of...? I agree because... Look at the meme. Explain the reasons why yours is the best meme of all. What does it? what is the purpose ? what is the