

# 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>	Altro - Scienze Motorie		<b>Topic</b>	Body and movement in Ancient Greece	
<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 is composed of 11 students (8 boys and 3 girls) with higher than average language and technology skills, as they were tested and selected to attend an experimental course of 4-year duration (instead of the usual 5 years). Among them, two come from mixed families and can speak other languages in addition to Italian and English (Romanian and Albanian). They are very motivated and they know how to work in pairs or in group. They are sociable, involved and curious to experiment the CLIL methodology. No certified Special Educational Needs. Some of these students need to develop their self-esteem. Two of them are very shy and they need to practice conversation and speaking. Despite being Year 1, the average CEFR level of the class is a B2. Most of their subjects are taught in English all year round (apart from English as a discipline, they do CLIL in Art History, History and Geography, Physics, Physical Education).</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Students will know already the history of Ancient Greece , especially from 1000 B.C. to 146 B.C. (Homeric period, classical period, Alexandrine period) They will be familiar with Greek deities and ancient Greek lifestyle.</p>	<p>English has been boosted by the language teacher in order to support the intense CLIL experience in diverse subjects. Present simple; Present continuous; Present perfect; Present perfect continuous; Past simple; Past continuous; Past perfect; Past perfect continuous; Futures; 1st and 2nd Conditional; Passive; Modal verbs; Superlative and comparatives; Lexis and grammar expressing similarities and differences; To describe, compare and contrast ideas; To express opinions; To take part in a discussion; Vocab and synonyms.</p>

<b>Timetable fit</b>	© Module	Length 10 hours
<b>Description of teaching and learning strategies</b>	<p>This module is part of a 30 hour co-planning on Ancient Greece that covers the subjects of History of Art, Geo-History and Physical Education. To motivate students by speaking English with enthusiasm the breakout of the lesson will be: a song, an observation of pictures, blue sky thinking , a game or a clip from a video. Blue sky thinking → their observations are written on the blackboard. To guess the images and their link to topic/moments. To play a game in 2 team (for example T/F game with some questions or crossword). To read a text and answer the questions. Cooperative learning (work in pair or in group). Guided discovery. Bloom’s Taxonomy questions Communication, culture, cognition, communication.</p>	

# Overall Module Plan

<b>Unit: 1</b> Sport & beauty standards in Ancient Greece <b>Unit length:</b> Two lessons (3 h)	<b>Lesson 1</b> Sport in Ancient Greece I
	<b>Lesson 2</b> Sport in Ancient Greece II
<b>Unit: 2</b> Olympic Games I <b>Unit length:</b> Two lessons (4 h)	<b>Lesson 1</b> The Olympic Games I
	<b>Lesson 2</b> How to train like an Olympian
<b>Unit: 3</b> Olympic Games II & Sparta <b>Unit length:</b> Two lessons (3 h)	<b>Lesson 1</b> The Olympic Games II
	<b>Lesson 2</b> The Spartans - Adventure PE

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Sport in Ancient Greece I
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	By the end of this activity Ss will know what sport disciplines were common in Ancient Greece and what meaning had sport and movement back then. Introduce the topic "Sport/movement in Ancient Greece" and draw on previous knowledge.	Blue sky thinking. Students, together with the teacher will share all the info they know about sport/ movement in ancient Greece. The teacher will elicit from the students the different reasons people practiced sport and the most common disciplines. For example: Dance - religious/ symbolic; Running, throwing (discus, javelin), fighting, boxing, archery - war The teacher will write on the	<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> Throwing, race, shooting, dancing, running, fighting, archery, chariot race</p> <p><b>Communicative structures</b> Interrogative forms - How do you say....in English?</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>U1_L1_ALL1_Sport in ancient Greece_Board.docx</li> </ul> <p>Attachments: U1_L1_ALL1_Sport in ancient Greece_Board</p> <p>This file shows what the board in class should look like after the activity, when the majority of the information is elicited. Ss should copy those notes individually on their notebooks, so to have a base to start thinking and developing ideas for following activities.</p>	The teacher will observe how involved the Ss are, what input they give to the activity and what their background knowledge is. He/she will also make sure Ss have a copy of the information discussed in class.
L	<b>S</b>	R	W								

			<p>will write on the blackboard and students on their notebooks. The teacher will elicit as much as possible from the whole class, trying to guide them, so to cover all the info that has been prepared and that they will need afterwards.</p>			
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2	30 minutes	By the end of this activity Ss will be familiar with the majority of Olympian gods and goddesses.	<p>The teacher will quickly tell Ss how important religion was in Ancient Greek's daily life. Some deities were particularly important for sport and ceremonies. Ss in pairs (and one group of 3) will start the first activity of word search (U1_L1_ALL2 greekgods wordsearch) They will have 5 minutes to do the activity without any help.</p>	<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> God, goddess, deity, war, wisdom, forge, blacksmith</p> <p><b>Communicative structures</b> Who is he/she? He/she is.... He/she is the god/goddess of.... Protects, looks after, inspire....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U1_L1_ALL2 greekgods wordsearch.docx</li> <li>• U1_L1_ALL3 greekgods crossword.docx</li> <li>• U1_L1_ALL4 Teacher Rubric for Group Work.docx</li> </ul> <p>First activity: U1_L1_ALL2 greekgods wordsearch (solutions on page2) PC or electronic board - this is a British Museum link to a page with the description of the Olympian gods. Wikipedia might work just as good. (<a href="#">link</a>) Second activity:</p>	On going assessment: the teacher observes and transcribes on his/her notebook information about students' observations. (see Teacher Rubric for Group Work. Attachment: U1_L1_ALL4 Teacher Rubric for Group Work)
L	S	R	W								

			<p>Afterwards they will be able to use the classroom electronic board (or PC) to look for some hints</p> <p>Activity 1: 10 minutes in total + 5 for feedback</p> <p>The second activity will be still done in pairs, but Ss will have to switch partner. This will help Ss share more information and knowledge with their peers.</p> <p>The second activity is a crossword (U1_L1_ALL3 greekgods crossword)</p> <p>Activity 2: 10 minutes in total + 5 for feedback</p>		<p>U1_L1_ALL3 greekgods crossword (solutions on page 2. note* 4 across to be ignored)</p>	
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3	45 minutes	With this activity the teacher will stimulate Ss to ask themselves some key questions to understand fully	The teacher will ask Ss: "What is beauty?" Ss will discuss first in small groups (3 groups for the class) After 5	<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>	L	<b>S</b>	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	<ul style="list-style-type: none"> <li>• U1_L1_ALL5_Video 1 worksheet.docx</li> </ul> <p>Video: Beautiful_Ancient Greeks - BBC video about the concept of beauty in ancient</p>	On going assessment: the teacher observes and transcribes on his/her notebook
L	<b>S</b>	R	W								

the concept of physical and spiritual/ethical beauty in the Classical Greek period.

minutes each group will write on the board their definition The teacher will try to elicit (if it hasn't come out yet) the concept of beauty that includes inner beauty as well as exterior beauty and will write on the board: καλός και ἀγαθός (Kalòs kai agatòs) Check if Ss can understand this on their own and then write the Latin: "mens sana in corpore sano" (10minutes) The teacher will then give each student a copy of the worksheet U1\_L1\_ALL5\_Video 1 worksheet, for them to read and face new vocabulary (10 minutes) During the video Ss will listen and complete the worksheet, so to

### **Key vocabulary**

καλός και ἀγαθός (Kalòs kai agatòs) To be beautiful/handsome is to be ethically good. Good and beautiful. We could say Romans had something similar: "mens sana in corpore sano"

### **Communicative structures**

Past simple Present simple 1st conditional (if you are thin people will consider you're beautiful)

Greece. [link](#) Worksheet: U1\_L1\_ALL5\_Video 1 worksheet

information about students' observations. Ss will write their notes and answer the question of their worksheet. Ss will have a first moment of feedback with their peers and then with the teacher.

have some written notes about the activity and a personal database about those concepts. (20 minutes) After Ss have watched the video and individually tried to answer the questions they'll have 5 minutes to compare their answers with their previous groups and then have a feedback with the entire class and the teacher - final 10 minutes



4	5 minutes	Revise the lesson.	<p>The whole class will then discuss the answer to the questions about the video. The teacher will elicit Ss to discuss about what new information they got from it, if any, and ask Ss if they find similarities to today. The teacher shows a “Let’s recap!”: sign on the whiteboard: -3 pieces of information that were new to you; - 2 items of information that you would like to remember - 1 open question</p>	<p><b>Skills</b></p> <table border="1" data-bbox="987 165 1328 212"> <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></p>	L	<b>S</b>	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>On going assessment: the teacher observes and transcribes on his notebook information about students’ observations.</p>
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Sport in Ancient Greece II
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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 minutes	See what is the starting point in Ss mind and find a way to define different beauty standards. Introduce the topic “Beauty standards” and draw on previous ideas.	Blue sky thinking. Students, together with the teacher will share their ideas about beauty standards. If there are different beauty standards between men and women, or if we talk about different areas: fashion, sport, etc.. The teacher will show Ss some pictures and will ask them if they know those people what they think about their body. The teacher has to make sure Ss articulate properly their thought and opinions: suggesting forms that highlight what they’re saying is their own personal opinion and not necessarily true or false, (particularly important when talking about body image).	<p><b>Skills</b></p> <table border="1" data-bbox="958 164 1303 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Body shape, fit, fat, toned, muscular, lazy, tall, big, strong, harmonious...</p> <p><b>Communicative structures</b> Describe beauty: I think.... I believe..... In my opinion.... Do you think she/he is beautiful? Why/why not?</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>• U1_L2_ALL1_Ideal beauty in sports.pdf</li> <li>• U1_L2_ALL1_Ideal beauty in sports.pptx</li> </ul> <p>Attachments: U1_L2_ALL1_Ideal beauty in sports This file presents Ss with some artistic picture of two very different athletes: Roberto Bolle (ballet dancer) and Serena Williams (tennis player).</p>	The teacher will observe how involved the Ss are, what input they give to the activity and what their background knowledge is. He/she will also make sure Ss have a copy of the information discussed in class.
L	<b>S</b>	R	W								

2	30 minutes	Aim of this activity is to point out that in sport, like	Ss will work in small groups (3) Each group will have 3 pictures to look at. The bottom	<p><b>Skills</b></p> <table border="1" data-bbox="958 1393 1303 1441"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work	<ul style="list-style-type: none"> <li>• U1_L1_ALL4_Teacher Rubric for Group Work.docx</li> <li>• U1_L2_ALL2_Perfect</li> </ul>	On going assessment: the teacher observes and transcribes
L	S	R	W								

in everyday life, there's no such thing as "the perfect body". Every top athlete has the perfect body for what he/she does. Hopefully Ss could transfer this concept into their lives. "Guess who does what?"

part will be cut out, so they'll see only the people not the description of who they are, their height and their weight. First the teacher will ask them: "who do you think are they?" and will try to elicit the correct answer. [They're all olympians photographed by Howard Schatz, for his book "Athlete"] 5 minutes Then Ss will receive the bottom part of the picture, individually cut, so to have on each piece the name of only one athlete. Each group will have the pieces of paper related to their athletes. Together in group they should match the name, (discipline, height and weight) to the appropriate picture. 20 minutes Final feedback 5 minutes The teacher and Ss will quickly check the correct match.

### Key vocabulary

Pounds and inches vs Kg and cm

### Communicative structures

I think he/she is.... because he/she is: tall, short, big, small, muscular, lean.. Modal verbs: Could, should.

- Pair work
- Individual work

Body.pdf

First activity:  
U1\_L2\_ALL2\_Perfect Body  
Print in colour the pages and cut the bottom part (with name, height, weight and discipline of the athletes) Just have a pounds (lbs) - Kilograms (kg), and inches - centimetres conversion scale on the PC or electronic board Eg: [link](#)  
[link](#)

on his/her notebook information about students' discussion. (see Teacher Rubric for Group Work)

3	5 minutes	Revise the lesson	<p>Very important in this part of the lesson is the final feedback. As body image is a very delicate topic, especially at this young age, it is essential that the main focus should be on how “perfect” bodies can be very different from each other. Top olympians have amazing bodies and their physical performances are the proof of it, but they could not be suitable for some distorted beauty standards some people might have.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="963 167 1303 215"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Body shape, fit, fat, toned, muscular, lazy, tall, big, strong, harmonious...</p> <p><b>Communicative structures</b></p>	L	<b>S</b>	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>		<p>On going assessment: the teacher observes and transcribes on his/her notebook information about students' observations.</p>
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	The Olympic Games I
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	40 minutes	By the end of this activity Ss will have a deeper knowledge about the Olympic Games in the Ancient Greece. The video will help them figure what sport might look like back then.	The Teacher will let Ss recall what they learnt about the Olympic Games (5 minutes) The teacher will give each student a copy of the worksheet U2_L1_ALL1_Video 2 worksheet, for them to read and face new vocabulary (10 minutes) During the video Ss will listen and complete the worksheet, so to have some written notes about the activity and a personal database	<p><b>Skills</b></p> <p><b>L S R W</b></p> <p><b>Key vocabulary</b> Throwing, race, shooting, dancing, running, fighting, archery, chariot race, Shantytown (baraccopoli), track and field events.</p> <p><b>Communicative structures</b></p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>U2_L1_ALL1_Video 2 worksheet.docx</li> </ul> <p>Video: This video shows the history of the ancient Olympic Games, with many info about the city of Olympia, the religious ceremonies and the evolution of the game throughout more than 900 years. <a href="#">link</a> Attachments: U2_L1_ALL1_Video 2 worksheet In this worksheet Ss will have some questions about the video, so to stay more focused and extract some key information about the old Olympic Games.</p>	The teacher will observe how involved the Ss are, what input they give to the activity and what their background knowledge is. He/she will also make sure Ss have a copy, corrected of the worksheet.

			<p>personal database about those concepts. (20 minutes) After Ss have watched the video and individually tried to answer the questions they'll have 5 minutes to compare their answers in pairs and then have a feedback with the entire class and the teacher - final 10 minutes</p>			
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2	20 minutes	<p>The track &amp; field stadium This activity will help Ss know in detail the features of a real athletics stadium</p>	<p>The teacher will elicit from Ss what are the main discipline and athletics today, making sure they know the difference between track events (running) and field events (jumping, throwing) 7 minutes Ss in pairs (and a group of three) will sit in the gym. They'll have a picture</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Track, field, running, jumping, throwing, hurdles, steeplechase, pole vault, shot put, hammer, lane, relay, baton</p>	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U2_L1_ALL2_Athletics.docx</li> <li>• U2_L1_ALL3_Track and field blank.jpg</li> <li>• U2_L1_ALL4 track field stadium1.jpg</li> <li>• U2_L1_ALL5 tack field stadium2.jpg</li> </ul> <p>Activity to be done in the gym. A whiteboard with markers In this attachment what the board should look like: U2_L1_ALL2_Athletics In this attachment what the stadium without features looks like: U2_L1_ALL3_Track and field blank This is how a track &amp; field stadium with all its features</p>	<p>On going assessment: the teacher observes and transcribes on his/her notebook information about students' observations. (see Teacher Rubric for Group Work U1_L1_ALL4_Teacher Rubric for Group Work)</p>
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			<p>with a track &amp; field stadium, but nothing will be written on it. Around the gym there will be four pictures (two different types, but Ss won't know until they start) of a stadium with all the features written on them. When the teacher will give the start one student per group will run and try to get as many information as possible and then complete the picture they have. Only one S at the time can stand up. When the first one has returned then another one can go. 12 minutes will be given to complete the task.</p>	<p><b>Communicative structures</b></p>		<p>looks like (here both pictures that Ss will be presented with):  U2_L1_ALL4 track  field_stadium1 U2_L1_ALL5 tack  field_stadium2</p>	
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3	20 minutes	Practical feedback at the	Ss will now continue their discovery of the	<p><b>Skills</b></p>	<input type="checkbox"/> Whole class	Track & field stadium	The teacher will make sure every group has a very
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		track & field stadium	track and field stadium. They will be in the same pairs (group) of the previous activity and they'll have 15 minutes to go around the track and the field to observe and write down all the features, observing the lines on the ground and the different marks. The teacher will highlight the fact that on the track there are many lines, and on the side of the track there are several tags to mark starting points (100m, 200m, etc), starting points on the curve, hurdle spots, etc... Final 5 minutes for a feedback with the teacher	<div style="border: 1px solid black; display: flex; justify-content: space-around; padding: 2px;"> <span>L</span> <span>S</span> <span>R</span> <span style="background-color: black; color: white;">W</span> </div> <p><b>Key vocabulary</b> Technical vocabulary previously used</p> <p><b>Communicative structures</b></p>	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		accurate final picture, at least with the most important features and information about the stadium.
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4	25 minutes	Running - endurance	Ss will now practice an	<b>Skills</b>		Stopwatch, whistle	On going assessment: the
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minutes

Endurance  
Interval  
training

practice an interval training routine focused on building endurance. This type of workout is called Pyramid running interval training. It's better to use this technique, especially with people not used to running, as the workout is more varied and less boring than a simple 20' -25' steady run/jog. As Pre-requisite the teacher will remind them to keep their heart rate between 140-160 bmp. Every time there is a recovery moment Ss will check their heart rate. If it's too high or too low they'll need to adjust their pace in the following set. Total body response 3' running 1' active recovery (light ioa

L	S	R	W
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**Key vocabulary**  
heart rate, pace,  
jog, run

**Communicative structures**

- Whole class
- Group work
- Pair work
- Individual work

assessment. the teacher observes and transcribes on his notebook information about students' effort and performance.

		or power walk) 4' running 1'30" active recovery 5' running 2' active recovery 4' running 1'30" active recovery 3' running 1' active recovery			
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	How to train like an Olympian
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	At the end of this activity Ss should come up with some ideas of exercises and together with the teacher create a circuit with 20 stations.	The teacher will elicit Ss to tell them what they think should be a workout of an olympian! What parts of the body should be involved in a training? What abilities should they focus on? 2 minutes Ss will have 4 minutes. Each pair will come up with 2-3 exercises that will become part of a “total body circuit”. Ss will also give an explanation on why they chose their exercises	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Strength, upper body, lower body, abs, core,</p> <p><b>Communicative structures</b></p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Whiteboard, markers	The teacher will observe how involved the Ss are, what input they give to the activity.

			<p>then exercises (eg. Push ups to work on upper body strength...) 4 minutes for a feedback with all the Ss and the teacher. Pre-requisite - Ss will already know about strength, power, speed, flexibility and some basic exercises how to train those abilities.</p>			
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2	30 minutes	By the end of this activity Ss will have worked with the majority of their muscles group. Working with their own personal body weight is the most simple yet effective way to have	<p>Circuit training - cardio and strength Every exercise will be done for only 20" with 40" of recovery. At first it will be very easy, but as the minutes pass the combination of cardio and intense muscle work will start to get on Ss. If necessary adjust working/recovery time based on</p>	<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> Crunches/sit ups Push ups Jumping jacks Mountain climbers Hip raises Calf raises Lunges Burpees</p> <p><b>Communicative structures</b></p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U2_L2_ALL1_circuit training.docx</li> <li>• U2_L2_ALL1_circuit training.pdf</li> </ul> <p>Gym, Mats, Steps, Resistance bands, Stopwatch, Whistle On the following attachment the details of the circuit: U2_L2_ALL1_circuit training</p>	On going observation
L	S	R	W								

		<p>a total body workout. If we alternate exercise that will let the heart rate rise (eg. jumping jacks) with exercises that focus on some specific muscular groups (eg. Legs, arms, abdominals) we can have excellent results for cardio as well as muscle conditioning.</p>	<p>the class. Before starting the circuit with the timing the teacher will have to make sure Ss have been presented with the exercises, understood them and master the technique, in order to prevent unnecessary pain or even injuries. Explanation will take around 10 minutes</p>			
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3	15 minutes	<p>Stretching Although the previous activity was not very long, it was a very high intensity workout. In order to</p>	<p>Ss must always focus on “listening” to their bodies. Everyone is different, so it’s essential that the teacher will make sure correct posture</p>	<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> ROM (Range of Motion) Parts of the body, muscles.</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"> <li>• U2_L2_ALL2_stretching.docx</li> <li>• U2_L2_ALL2_stretching.pdf</li> </ul> <p>This attachments show some examples of stretching exercises: U2_L2_ALL2_stretching</p>	On going observation
L	S	R	W								

		prevent cramps, pain and eventual injury stretching is essential.	will be held at all time. The ROM (Range of Motion) of the joint involved is not important as long as the stretching is "felt" , it will be efficient for that person. The teacher will name and point at different parts of the body and wait for Ss to come up with some good stretching exercise. If necessary he/she will go ahead and mime, eliciting Ss to name the exercise.	<b>Communicative structures</b>		
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4	45 minutes	In this part of the lesson Ss will personally try one of the oldest athletics discipline: the long	Ss will do a general warm.up activity - 5 minutes slow jog - followed by some specific drills used in athletics training. *Note	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Strides Drills Long jump Take off board Valid/null jump	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Athletics stadium On this video some examples of exercises for track & field warm up drills: <a href="#">link</a>	On going observation
L	<b>S</b>	R	W								

the long jump They'll familiarise with the three stages of the jump: preparatory run, take off and landing.

training. Note. The teacher will let Ss watch the video ([link](#)) at home and then will ask them to recall as many drills as possible in order to do a great warm up 20 minutes in total Drills will be done in order to prepare the muscles, the joints and also to work on specific movements of the long jump. Ss will try first few strides, so to feel how much and how fast they can accelerate. 5 minutes Then they'll practice few take off steps. They should try alternating both legs, so to see which one will be more comfortable to do the actual jump with. 5

### **Communicative structures**



		<p>minutes Ss will now combine all the skills they've practiced and do 5 full jumps each. While they're not jumping Ss will take turns and do the measurements. 15 minutes</p>				
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	The Olympic Games II
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 minutes	The focus of this activity is to make sure all the information about the Olympic Games are now fully assimilated by the Ss. Listening to an extract about the Olympic games it's done in order to reinforce previous concepts.	The Teacher will let Ss recall what they learnt about the Olympic Games and will note on the board everything they can come up with. They won't be able to use notes from the previous lesson for the first 5 minutes! Then the teacher will ask them to get the worksheet Ss already have about the Olympic Games (U2_L1_ALL1_Video 2 worksheet ) in order to get a better picture. (15 minutes) The teacher will give each student a copy of the U3_L1_ALL2_The Olympic races	<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> Throwing, race, shooting, dancing, running, fighting, archery, chariot race, pankration</p> <p><b>Communicative structures</b> Used to... (there used to be foot races, chariot races...) Past simple Past continuous</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U3_L1_ALL2_Olympic races worksheet.docx</li> <li>• U3_L1_ALL1_The Olympic races.mp3.zip</li> </ul> <p>Attachments: Audio Track - U3_L1_ALL1_The Olympic races U3_L1_ALL2_The Olympic races worksheet In this worksheet Ss will have to fill in some blanks. There will be key information about the old Olympic Games.</p>	he teacher will observe how involved the Ss are, what input they give to the activity and what their background knowledge is. He/she will also make sure Ss have a copy, corrected of the worksheet.
L	S	R	W								

Olympic races  
worksheet, for them to  
read and face new  
vocabulary (5 minutes)  
Ss will listen and  
complete the  
worksheet, so to have  
some written notes  
about the activity and  
a personal database  
on those concepts. (10  
minutes) After Ss have  
listened to the track  
and individually tried  
to answer the  
questions they'll have  
5 minutes to compare  
their answers in pairs  
and then have a  
feedback with the  
entire class and the  
teacher - final 5  
minutes

2	10 minutes	<p>Final feedback In this final activity the teacher will be a spectator. Ss now will have an thorough knowledge of the old Olympic Games and will be able to talk about them.</p>	<p>The teacher will ask Ss to gather their ideas based on all the information about the Olympic Games in the classical era. The final 10 minutes of the lesson Ss, taking turns, they'll recap the topic.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="952 167 1294 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Throwing, race, shooting, dancing, running, fighting, archery, chariot race, pankration, strength, beauty..</p> <p><b>Communicative structures</b> Past simple, past continuous, passive forms</p>	L	<b>S</b>	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>		<p>The teacher will take notes about what Ss are talking about. How accurate their language is, if they can use new vocabulary appropriately.</p>
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	The Spartans - Adventure PE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	By the end of this activity Ss will have a good idea of the Spartan education. The video will help them figure what the life of a Spartan boy, destined to be a warrior, might have been.	The Teacher will ask Ss what they think when she mentions Sparta and what the adjective Spartan makes them think about. (15 minutes) The teacher will give each student a copy of the U3_L2_ALL1_video 3 worksheet, for them to read and face new vocabulary (10 minutes) During the video Ss will listen and complete the worksheet, so to have some written notes about the	<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> Warrior, military, discipline, strengthen, whip, struggles, weapons, helot (servant, slave),..</p> <p><b>Communicative structures</b> Past simple, past continuous, passive forms</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>U3_L2_ALL1_video 3 worksheet.docx</li> </ul> <p>Board and markers Video: This video shows how boys and men were educated and trained in Sparta. The Spartan Education - Ancient History #03 - See U in History <a href="#">link</a> Attachments: U3_L2_ALL1_video 3 worksheet In this worksheet Ss will have some questions about the video, so to stay more focused and extract some key information about the Spartan education.</p>	The teacher will observe how involved the Ss are, what input they give to the activity and what their background knowledge is. He/she will also make sure Ss have a copy, corrected of the worksheet.
L	S	R	W								

			<p>notes about the activity and a personal database about those concepts. The video will be played twice, as there are many questions and the language might be challenging (15 minutes) After Ss have watched the video and individually tried to answer the questions they'll have 5 minutes to compare their answers in pairs and then have a feedback with the entire class and the teacher - final 10 minutes</p>			
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2	20 minutes	Adventure PE For Spartans the city was more important than their own family. Warriors	Now in the gym to try something new... The exercise on the wall ladders will be lots of fun for Ss. Ss will be tied in pairs at the wrist with a skipping rope and will climb	<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> Wall ladder, swap, climb, tied,</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_L2_ALL2_wall ladder.pdf</li> </ul> <p>Board and markers to keep the scores Wall ladders (or stall bars, or wall bars) at least 4 in a row, better if 6. In this video we can see how the activity on the wall ladder might start: <a href="#">link</a> Mats</p>	On going assessment: the teacher observes how much Ss are involved and will value their coordination, communication and teamwork.
L	S	R	W								

trusted each other without any doubts. In this activities Ss will learn how to work together and to trust each other.

on the wall ladder. One pair will travel from right to left, another pair in the opposite direction. When the teacher whistles Ss will need to switch places. One person will stay closer to the wall, while the other will try to stay away from the wall, to allow the partner to pass under and swap places. When the two pairs meet, they will need to keep going their way while trying to avoid the other couple. So they'll have to decide who's going above and who's going underneath. The team who has completed the course in the shortest time and with no faults will score a point.

**Communicative structures**  
Imperatives

Skipping ropes Whistle  
Stopwatch Attachment  
U3\_L2\_ALL2\_wall ladder for some extra visual aids.

3	20 minutes	Blindfolded obstacle course This might be the hardest challenge of all. Trust will be the key. Ss will learn to rely on each other.	Ss will face two identical obstacle courses. The activity will be done simultaneously by two pairs. Ss will have the possibility of looking at the course, then they'll choose who will be blindfolded and who will guide the other one. The teacher will explain which way to go around the course. The team who has completed the course in the shortest time and with no faults will score a point.	<p><b>Skills</b></p> <table border="1" data-bbox="891 167 1234 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Right, left, straight ahead, stop, slowly, duck, crawl</p> <p><b>Communicative structures</b> Imperatives</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_L2_ALL3_blindfolded course.pdf</li> </ul> <p>Cones, Sticks, Whistle, Hoops, Hurdles, Stopwatch Attachment  U3_L2_ALL3_blindfolded course for some extra visual aids. In the attachment there's only one course. The teacher will need to have two set up in the gym.</p>	On going observation of Ss interaction between each other.
L	S	R	W								



4	10 minutes	<p>Balance beam fight. To finish the Spartan challenge Ss will do the final “warrior fight”! Because for this challenge Ss will be in two teams and not in pairs the teacher will split the class in 2. Each person will “carry” with him/herself the points awarded in the previous challenges</p>	<p>Ss will be divided in two teams. One person for each team will challenge an opponent. A point is scored every time one person falls on the floor. Each match/fight will end when one team gets to 5 points. There will be 5 “fights” in total.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="891 167 1234 215"> <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	<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>	<ul style="list-style-type: none"> <li>• U3_L3_ALL4_Warrior fight.pdf</li> </ul> <p>Balance beam, Mats, Sticks covered with soft yoga mats  You can recreate a similar scenario of the one in the attachment (U3_L3_ALL4_Warrior fight) by using a low balance beam and placing mats underneath. Wooden sticks can be used if wrapped with soft yoga mats. Pool noodles could be another option.</p>	<p>The teacher will make sure Ss respect the rules and their opponents!</p>
L	S	R	W								