

Lesson plan Title

School	<input type="radio"/> Primary	<input checked="" type="radio"/> Middle	<input type="radio"/> High		
Year / Class	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject : geography	Topic: Climate and natural environment				
CLIL language	English				

Teacher / Teaching team profile	Teacher's role:	<input checked="" type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	Geography
		<input type="radio"/> Other: _____	
	Teacher's role:	<input type="radio"/> Main Teacher	Subject taught:
		<input checked="" type="radio"/> Co-teacher	English
		<input type="radio"/> Other: _____	

Student group profile (general)	CEFR Level:	<input checked="" type="radio"/> A1	<input checked="" type="radio"/> A2	<input type="radio"/> C1
		<input type="radio"/> B1	<input type="radio"/> B2	<input type="radio"/> C2
	<input checked="" type="radio"/> Experiences of CLIL	<input checked="" type="radio"/> Migrant background		
	<input type="radio"/> English mother tongue	<input checked="" type="radio"/> Special Educational Needs		
	<input type="radio"/> Other mother tongue	<input type="radio"/> Other: _____		

Timetable fit	<input checked="" type="radio"/> Module This lesson plan is related to two lessons (two hours)	Previous lessons: The learners learned to know and to comprehend the following aspects: - the definition of weather and climate; - the difference between weather and climate; - the three elements that weather and climate have in common: temperature, pressure/wind and humidity; - the factors that influence local and world climates.
		Future lessons: Future lessons will direct students to investigate the environmental challenges that our planet is facing because of climate change and to raise sustainable development issues. This is aimed at prompting students to understand these challenges and to take responsibility for their own actions towards the environment both on a personal, community and global level. The video "Climate change adaptation and mitigation" offers examples of actions that humans can take as individuals and as a society to adapt to and mitigate the impacts of climate change on natural and built environments. The learners listen to other three videos to increase their knowledge about the following aspects:

<p>Timetable fit</p>	<p>X Module</p> <p>This lesson plan is related to two lessons (two hours)</p>	<ul style="list-style-type: none"> - global climate change https://www3.epa.gov/climatechange/kids/ - climate change effects Glacial Water Source http://www.pbslearningmedia.org/resource/ttv10.sci.ess.watcyc.glacialwater/ - the Greenhouse effect http://www.bbc.co.uk/climate/evidence/greenhouse_effect_img.shtml http://www.clean-air-kids.org.uk/globalwarming.html <p>At school the students will investigate the issue of climate change in a group work, too; they will create a powerpoint presentation to explain what climate change is, what is causing it and its effects on our planet in the present and in the future; they will set up a mini school project to inform other students about climate change and its effects; they will encourage other students to take responsibility for their actions towards the environment and give them ideas of how this can be done.</p> <p>Take a Climate Change Expedition! https://www3.epa.gov/climatechange/kids/expeditions/index.html</p> <p>Also, the teacher can submit experiments and a quiz. http://www.watchknowlearn.org/Video.aspx?VideoID=38593&CategoryID=2546 http://www.watchknowlearn.org/Video.aspx?VideoID=38604&CategoryID=2546 http://ca.pbslearningmedia.org/resource/6a783177-ca8f-4fc3-b5d3-e166ad4479b7/6a783177-ca8f-4fc3-b5d3-e166ad4479b7/</p>
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<p>Resources & tools</p>	<p>Photo, lim, blackboard, Internet, coursebook (copies), video, file audio, flash cards, mind maps.</p>
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	Subject	Language
<p>Students' prior knowledge, skills, competencies</p>	<ul style="list-style-type: none"> - The learners know and comprehend the following aspects: the definition of weather and climate; the difference between weather and climate; the three elements that weather and climate have in common (temperature, pressure/wind and humidity); the factors that influence local and world climates; - The learners observe and describe places influenced from the weather and the climate; - The learners read and create pictures, photo and maps to comprehend and explain about the weather and the climate. 	<ul style="list-style-type: none"> - The learners listen to, comprehend and communicate using L2; - The learners learn the vocabulary and the expressions of the geography related to the climate: climate, weather, rain, snow, fog, storm, sunshine, wind, atmospheric pressure, temperature, humidity, time, period, cool, cloudy, sunny, hot, warm, thermometer, barometer, hygrometer, meteorology, high, low, altitude, latitude, equator, warm and cold ocean currents, landscape, orographic aspect; - The learners describe actions and facts in the present (simple present); - The learners express the cause and the consequence (because, I suppose that...); - The learners identify (this is... it has...); - The learners compare (comparatives/superlatives); - The learners make examples (for example, for instance); - The learners express ability (can/enable).

<p>Learning Outcomes expected for this lesson</p>	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i></p> <p><i>Cognitive competencies:</i></p> <ul style="list-style-type: none"> - to comprehend and to describe the factors that influence the climate and the climate changes that are modifying the earth; - to compare and analyse environments with different climates; - to read pictures, photos and maps to comprehend and explain the climate, the factors that influence it and the climate changes that are modifying the earth; - to know topics and problems about safeguarding the Earth, as a taste; - to analyse and to evaluate the climate changes that are modifying the earth, as a taste; - to give opinions about the impacts of the climate changes on the earth, as a taste; - to suggest possible solutions to save the earth (concept of sustainable development), as a taste. <p><i>Linguistic competencies:</i></p> <ul style="list-style-type: none"> - to listen to, to comprehend and to communicate using L2; - to learn the vocabulary and the expressions of the geography related to the climate (student's prior language) and the climate changes that are modifying the earth (high/low, global warming, drought, hurricanes, flash floods, seawake, rising sea level, retreating the glaciers, sustainable development, global climate change);
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	<ul style="list-style-type: none"> - to describe facts and ideas in the present (simple present); - to express cause and consequence (because, I suppose that...); - to identify (this is... it has...); - to compare (comparatives/superlatives); - to make examples (for example, for instance); - to express ability (can/enable); - to give your opinion and evaluate (I think that..., I agree that); - to suggest possible solutions for... (I hope that..., I suggest that...).
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<p>Methodology</p>	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p>The main teacher and the co –teacher support learners so that they can understand new content and develop new skills. Examples of scaffolding are:</p> <ul style="list-style-type: none"> - The main teacher and the co –teacher arrange the educational material and the home-work; - The main teacher and the co –teacher create interest and activate student’s prior knowledge providing recap, brainstorming and constructive feedback; - The main teacher and the co –teacher introduce new vocabulary; - The main teacher and the co –teacher introduce and explain the activities; - The main teacher and the co –teacher break down tasks into small steps, demonstrating tasks and providing before, during and after task support; - The main teacher and the co –teacher encourage examination and deduction of the ideas and of the links. - The main teacher and the co –teacher create a classroom where there is interaction and collaboration (pair work, group work/cooperative learning); - The main teacher and the co –teacher communicate, using gestures and modifying the tone of voice; - The main teacher and the co –teacher use visual organisers: video, photo, flash cards (all. 1) and realia (experiments) as speaking frames so that learners can work together to prepare explanations, comparisons or descriptions before presenting their ideas to the class.
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Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<p>1 Recaping the mind map “The climate” (homework)</p>	<p><i>What is the purpose of this activity of the lesson.</i></p> <p>- to recall the knowledge about the climate and the factors that influence it, using a mind map and answering the questions (homework);</p> <p>Other thinking skills: - to comprehend the factors that influence the climate;</p> <p>- to compare and to analyse environments with different climates;</p> <p>- to explain pictures about the climate and the factors that influence it.</p>	<p><i>What will happen during this stage of the lesson</i></p> <p>The main teacher and the co –teacher create interest and activate student’s prior knowledge providing the recap about the climate and the factors that influence it, using the mind map that the teachers and the learners have created during the previous lesson.</p> <p>The main teacher and the co –teacher encourage the learners to look at and to compare two pictures concerning two landscapes with different climates, even if they are in the same region/area: Abruzzo. The main teacher and the co –teacher encourage the learners to speak and to communicate the answers to the following questions (homework):</p>	<p><i>Competencies developed</i></p> <p>- to speak and to communicate recall of information about the climate and the factors that influence it (what, how);</p> <p>- to compare and to analyse environments with different climates (comparatives/superlatives);</p> <p>- to describe ideas in the present (simple present).</p>	<p>X Whole class</p> <ul style="list-style-type: none"> o Group work o Pair work o Individual work 	<p><i>What materials are used during the lesson?</i></p> <p>Flashcards, pictures, songs, PowerPoint, ICT tools, etc.</p> <p><i>All materials should be referenced clearly paying attention to the copyright rules</i></p> <p>Blackboard; Lim; mind map, pictures/photos, coursebook.</p>	<p><i>The timing of each activity should be as accurate as possible.</i></p> <p>10 minutes.</p>	<p><i>Assessment tools in relation to the learning outcomes of the lesson</i></p> <p>- Recap at the start of the lesson, using a mind map and a task support;</p> <p>- rubric of assessment of the content (the climate and the factors that influence it):</p> <ol style="list-style-type: none"> 1. shows a full understanding of the topic; 2. shows a good understanding of the topic; 3. shows a bit understanding of the topic; <p>- rubric of assessment of the subject specific vocabulary learned (language):</p> <ol style="list-style-type: none"> 1. 85%-100% very good; 2. 75%-85% good; 3. 60%-75% enough good;

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		1. In this case what are the factors that influence the climate? 2. Explain how the latitude and the distance from the sea affect the climate. 3. By what and how is the orographic aspect influenced?					4. under 60% not good.
2 Guessing the video “Climate change adaptation and mitigation” (the first part)	- to guess and to hypothesise nouns or questions related to the topic the learners are about to learn through the video “Climate change adaptation and mitigation”.	The main teacher and the co –teacher explain to the learners that they are going to play a guessing game to see how much they already know about the next topic. The main teacher and the co –teacher show a “word cloud” related to the topic of the video “Climate change adaptation and mitigation”. The learners look at the words and answer the following questions, working in pairs: Which words can you add to these? Which words do you know?	- to guess and to hypothesise new vocabulary; - to speak and to communicate about the climate and the climate changes;	<ul style="list-style-type: none"> o <i>Whole class</i> o <i>Group work</i> X <i>Pair work</i> o <i>Individual work</i> 	Blackboard; Lim; word cloud, course book.	20 minutes.	- Rubric of assessment of the language , using the task related to the visual support “word cloud”. New and learned subject specific vocabulary: 1. 85%-100% very good; 2. 75%-85% good; 3. 60%-75% enough good; 4. Under 60% not good.

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		<p>Which words don't you know? What do you think the video will be about? The learners communicate their answers.</p>					
<p>3 Watching the video "Climate change adaptation and mitigation" (the first part)".</p>	<p>- to comprehend the following topic: the climate changes and the impacts on the earth, completing a focus task as the learners listen to and look at the video "Climate change adaptation and mitigation".</p>	<p>The main teacher and the co-teacher explain to the learners that they are going to watch the video "Climate change adaptation and mitigation" (the first part)" and to comprehend it. They are going to read and fill in the following text: Our climate is continually Our earth is changing. In fact, climate change is transforming..... on Earth. The signs of these changes are all around us! On the earth seasons are changing. There are higher,</p>	<p>- to listen to the first part of the video; - to read a text that has got a subject- specific vocabulary, related to the climate changes. - to communicate the finding words in the text.</p>	<ul style="list-style-type: none"> ○ Whole class ○ Group work X Pair work or X Individual work 	<p>Blackboard; Lim; video, course book.</p>	<p>30 minutes</p>	<p>- Gap fill task related to the video. - Rubric of assessment related to the following aspect: the comprehension of the content (the climate changes and the impacts on the earth): 1. able to understand and to find almost all words about the topic (85%-100%); 2. able to understand and to find most words about the topic (75%-85%);</p>

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		<p>periods of extreme..... and periods of extreme</p> <p>Also, there are periods with a lot of rain and long periods without rain. There are storms and</p> <p>The glaciers are and..... is rising”.</p> <p><i>“Changing, sea level, hot, temperatures, rain, hurricanes, retreating, cold, life”.</i></p> <p>The main teacher and the co –teacher encourage the learners to speak and to communicate the finding words in the text.</p>					<p>3. able to understand and to find a few words about the topic (60%-75%);</p> <p>4. unable to understand and to find words about the topic (under 60%).</p>

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<p>4 Recapping the climate changes</p>	<p>- to memorize and to recall the vocabulary related to the climate changes, matching the climate change to the corresponding picture.</p>	<p>The main teacher and the co –teacher create interest and activate student’s prior knowledge, providing the recap about the climate changes. The learners work in pairs and match the climate change in the box to the corresponding picture. The main teacher and the co – teacher encourage the learners to speak and to communicate the matches that they have written.</p>	<p>- to speak and to communicate about the climate changes, recycling subject-specific vocabulary.</p>	<p><i>X Whole class (communication)</i> <i>o Group work</i> <i>X Pair work (task support)</i> <i>o Individual work</i></p>	<p>Blackboard; Lim; course book.</p>	<p>10 minutes.</p>	<p>- Recap at the start of the lesson, using a task support: matching; - rubric of assessment of the subject specific vocabulary learned about the climate changes: 1.85%-100% very good; 2.75%-85% good; 3.60%-75% enough good; 4.under 60% not good.</p>
<p>5 Listening to a message from space</p>	<p>- To comprehend and to understand the following topic: the climate changes and the impacts of climate change on the earth, completing a focus task as the learners listen to and look at the video.</p>	<p>The main teacher and the co –teacher explain to the learners that they are going to listen to a message from the space and to comprehend it. They are going to read the following text and to fill in the missing words: Hello, Hello, Hello... I am the Planet Earth where you live. I am very worried.</p>	<p>- to listen to a message from the space; - to read a text that has got a subject- specific vocabulary, related to the climate changes and to the impacts of climate change on the earth; - to communicate the finding words in the text.</p>	<p><i>X Whole class (communication)</i> <i>o Group work</i> <i>X Pair work (task support)</i> <i>o Individual work</i></p>	<p>audio support, lim, blackboard, coursebook.</p>	<p>20 minutes.</p>	<p>- Gap fill task related to the video. - Rubric of assessment related to the following aspect: the comprehension of the content (the climate changes and the impacts on the earth):</p>

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		<p>The climate is continually changing. I am changing. The signs are all around you! People’s activities are the main of these climate changes. If people don't act now, climate change will rapidly alter the earth where you live and your It is important that all people do actions to..... and to the impacts of climate change on the earth. For example, people need to find new types of sustainable</p> <p>The main teacher and the co –teacher encourage the learners to speak and to communicate the finding words in the text.</p>					<ol style="list-style-type: none"> 1. able to understand and to find almost all words about the topic (85%-100%); 2. able to understand and to find most words about the topic (75%-85%); 3. able to understand and to find a few words about the topic (60%-75%); 4. unable to understand and to find words about the topic (under 60%).

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<p>6 Watching the video “Climate change adaptation and mitigation” (the second part)</p>	<p>- to analyse and to evaluate the climate changes that are modifying the earth, developing opinions or decisions to save the earth (concept of sustainable development), watching the second part of the video “Climate change adaptation and mitigation”.</p>	<p>The main teacher and the co –teacher explain to the learners that they are going to watch the second part of video “Climate change adaptation and mitigation” and to comprehend it. Then the learners are going to answer the following questions: Which climate changes can you identify in the video? Who is responsible for these climate changes? What are the consequences on nature? Think of possible solutions. The main teacher and the co –teacher encourage the learners to speak and to</p>	<p>- to listen to the second part of the video that has got a subject-specific vocabulary, related to the climate changes and the actions that all people can do to adapt and to mitigate the impacts of climate change on the earth; - to communicate the possible solutions to adapt and to mitigate the impacts of climate change on the earth; - to speak and to communicate about the climate changes, recycling subject-specific vocabulary; to identify (this is... it has...); - to make examples (for example, for instance); - to express ability (can/enable);</p>	<ul style="list-style-type: none"> o <i>Whole class</i> X <i>Group work</i> o <i>Pair work</i> o <i>Individual work</i> 	<p>Blackboard; Lim; video, course book.</p>	<p>40 minutes.</p>	<p>Rubric of assessment of the following aspects: - work group: 1. is able to analyse and evaluate (in complete autonomy, with teacher’s support, isn’t able to); 2. is able to relate with other classmates (always, often, sometimes, never); 3. is able to work respecting his role (always, often, sometimes, never); - the communication: 1. speaks clearly and distinctly all</p>

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		communicate that they have written, working in group.	<ul style="list-style-type: none">- to express the cause and the consequence (because, I suppose that...);- to give your opinion and evaluate (I think that..., I agree that);- to suggest possible solutions for... (I hope that..., I suggest that...).				the time (95%-100%); 2. speaks clearly and distinctly most of the time(85%-94%); 3. often mumbles or cannot be understood.