

CLIL Module Plan

Author(s)	Marta Manica; Rigas Raftopoulos				
School	I.C. Isera-Rovereto – Scuola Secondaria “A. Degasperi” Rovereto				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Educazione alla cittadinanza		Topic		Rights
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

Personal and social-cultural preconditions of all people involved	CEFR Level: A1 Previous CLIL experience: first semester Mother tongue: Italian Other mother tongue: local dialect, Spanish, Russian, Arab, Albanian The two classes are almost homogeneous. SEN students are two, one for each class. They follow the same program applied to the rest of the class, except for specific modifications I apply to certain activities and written statements (e.g., giving instructions in L1, using more images and pictures, using suitable font and layout, allowing longer time for activities).
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Students' prior knowledge, skills, competencies	Subject	Language
	<input type="checkbox"/> own general understanding of society and rules <input type="checkbox"/> explain roles in society <input type="checkbox"/> recognize, classify and compare simple and complex societies <input type="checkbox"/> exemplify basic needs of man <input type="checkbox"/> differentiate between rules and laws	<input type="checkbox"/> Vocabulary related to society <input type="checkbox"/> Vocabulary related to personal growth <input type="checkbox"/> Simple present, past simple

Timetable fit	<input checked="" type="radio"/> Module	Length 20 lessons, 20 hours
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Description of teaching and learning strategies	<p>Citizenship is a both challenging and delicate subject for young students and teachers. It needs a well-balanced mix of “frontal” and “student-centered” approach to introduce difficult themes and topics and at the same time to let students acquire, elaborate and “digest” them. Classroom activities have been as communicative as possible and students have been involved in information exchange and information gap activities, in reflection about their own learning and in learning strategy development. The most of lessons started with a brainstorming activity in order to recall previous knowledge, elicit key vocabulary and facilitate content and concept comprehension of proposed subject matters. Students have been asked to work individually, in pairs and in groups. A certain number of lessons has been run in the computer lab so to allow students to search for materials on the web, organize their resources, plan their own work and then present results to the whole classroom. Different forms of assessment have been considered throughout the module: “assessment for learning” (mainly through teacher evaluation rubrics which focused on both content knowledge/skills and language use), “assessment as learning” (monitoring and giving continuous feedback to students during their pair and group work) and “assessment through learning” (proposing students to self-assess their own learning, to assess their peers through proper rubrics and reflect on their learning process from the beginning of the module to the end).</p>
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Overall Module Plan

Unit: 1 From my world to the big world! Unit length: 1 h per lesson = 3 hours	Lesson 1 What is important to me?
	Lesson 2 Needs and wants
	Lesson 3 Rights
Unit: 2 The United Nations and Human Rights Unit length: 1 h per lesson = 4 hours	Lesson 1 The United Nations
	Lesson 2 Human Rights 1
	Lesson 3 Human Rights 2
	Lesson 4 Hot seat!
Unit: 3 The Universal Declaration of Human Rights Unit length: 1 h per lesson = 5 hours	Lesson 1 Why this Declaration?
	Lesson 2 Individual Rights: freedom and equality (artt. 1,2 - 3-11))
	Lesson 3 More rights! (artt. 11-21)
	Lesson 4 Even more rights! (artt. 22-30)
	Lesson 5 Choose your rights!

Unit: 4 From Human Rights to Children's Rights Unit length: 1 h per lesson = 4 hours	Lesson 1 A short history
	Lesson 2 Why Children's Rights?
	Lesson 3 United Nations Convention on the Rights of the Child (CRC)
	Lesson 4 CRC and Education (artt. 28,29)

Unit: 5 All children at school..or not? Unit length: 1 h per lesson = 4 hours	Lesson 1 Education is your right and duty!
	Lesson 2 UNESCO and children out of school
	Lesson 3 Struggling to go to school
	Lesson 4 Now it's up to you!

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What is important to me?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	• Students listen to the teacher and understand the didactic project presented. (LOTS)	The teacher introduces the module in general terms writing at the blackboard the unit titles and the lesson titles and explaining the overall path that will be followed during the course of the module. In other words, the teacher explicates the “analytical index” of the module. Students write on their copybooks the structure at the blackboard. They are given few minutes to read it carefully and ask questions, if necessary.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.					
				<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 Need, want, (human) right, declaration, convention, equality, value, precious, United Nations, freedom, equality, education, struggle,...											
				Communicative structures Can you repeat, please? This is clear/not very clear. What does ... mean? Can you explain it again? Language for classroom interaction.							

2	20	<ul style="list-style-type: none">• Students can reflect on what they want to learn.• Students can express their interests and wishes.	<p>The teacher invites the students to reflect in pairs on what they expect to learn by the end of the module and, at the same time, what they would like to learn about each Unit of the module (10 minutes). Then, the teacher asks them to share ideas through a collective brainstorming (the teacher writes at the centre of the board “my expectations and my curiosities” and the students contributions all around it. Students are expected to make a mind map on their copybooks on a blank page. This mind map will be fundamental at the end of the Unit, when students will have to compare it with what they will learn, highlighting with different colours (1) what has been accomplished (2) what has not been accomplished (3) what was not expected to be accomplished.</p>	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><div>Key vocabulary</div><div>See above, unit, lesson, interesting/interested, to know, to understand, to discover, to learn, curious,...</div></div><div><div>Communicative structures</div><div>I want to learn/know/understand... I am curious to know more about... I want to discover what... is/are I am interested in discovering more on... Language for classroom interaction.</div></div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input checked="" type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	Blackboard Notebooks.
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3	25	□ Students recall					
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3	23	<p>□ Students recall the content of the lesson (LOTS) □ Students summarize their knowledge (LOTS) □ Students are able to classify difficulties and complexities and limits in their learning attitude and behavior (LOTS) □ Students can make critical judgments on their level of comprehension of the progression from local/individual to global (HOTS) □ Life skills: decision making, critical thinking, interpersonal relationship.</p>	<p>Reflection activity: students are invited to reflect on their behaviour, knowledge and work attitude during the lesson. This activity is scaffolded as follows: students are divided into four-member groups and each group is provided with one large (A3) sheet of paper and a marker. Each group receives the instructions to divide its sheet into sections, with an area in the center and enough separate areas around to match the number of the members in the group. Teacher asks students to copy the questions written at the blackboard on their notebooks and to record answers of individual students within their assigned space in one of the outside sections. Teacher will provide time for each student in the group to share his/her answers with the group. Finally, teacher will ask groups to agree on the five most significant answers and to record them in the center of the paper sheet, ranking them in order of importance. Teacher will stress the fact that all group members agree on the top five answers.</p>	<table><tr><th colspan="4">Skills</th></tr><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table> <p>Key vocabulary See activities 1 and 2, confident, comprehension, question, activity, lesson, to change, to improve, to understand..</p> <p>Communicative structures I understand/don't understand what discussed today. I think I understand, but I still have a few questions... I am confident, I understand I completely understand A question I still have is.... Something I can do better next time is... Language for classroom interaction.</p>	Skills				L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>A3 sheets Markers.</p>
Skills														
L	S	R	W											

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Needs and wants
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	□ Recalling the basic needs of man from previous module (activating prior knowledge) (LOTS) □ Terminology (factual knowledge).	The teacher writes at the center of the blackboard the phrase “Basic needs of man are...” and asks students to raise their hands and to complete the phrase remembering what we have studied in the previous module. The teacher writes the students' suggestions at the blackboard. At the end of the activity the teacher asks students to copy the mind map onto their notebooks.	Skills <div>L S R W</div> Key vocabulary Society / community rules need basic Communicative structures I remember that... A basic need of man is... because...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard Notebooks.	

2	25	<p>□ Students can recall prior knowledge. (LOTS) □ Students are able to classify objects and ideas into needs and wants categories. (LOTS) □ Students are able to compare different desires and wishes. (LOTS) □ Students are able to make critical judgments (evaluate) about needs and wants in their lives. (HOTS)</p>	<p>Teacher distributes two worksheets to each pupil and asks one of them to read the introduction of worksheet “Wants vs Needs”. Teacher focuses on the language of the introduction, then gives the directions to complete the activities of the worksheet “Need or want?” (matching) and of the worksheet “Circles I need” (circle). Students have about twenty minutes to complete the activities. At the end, the teacher leads a correction of the activities.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Need (noun), want, food, hygiene, music, must, safe, coat, shirt, video games, medicine, candy, home, bed, toys, health, to spend money, shelter, clothes, cable tv, cell phone, education,... </div> <div> Communicative structures Can you help me? I’m not sure. I don’t understand. What does it mean? </div> </div>	<div> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U1_L2_ALL2.pdf U1_L2_ALL1 “Need or want?” matching activity U1_L2_ALL2 “Circles I need” circle activity. </div>	<p>Formative – written Matching activity and circling activity.</p>
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3	15	See activity 2.	Activity correction. Teacher asks students to read their answers to the activities. Teacher encourages students to say whether their answers on needs and rights are different and to express the reasons why they think something is a need or a want. Students participate to the activity and mark the points earned, completing the self-evaluation rubric.	<div data-bbox="1025 92 1375 209"> Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> </div> <div data-bbox="1025 252 1375 347"> Key vocabulary See activity 2 above. </div> <div data-bbox="1025 363 1375 730"> Communicative structures I think this is important, because... In my opinion this is a need/want, because... I agree/don't agree. I circled... Language for classroom interaction. </div>	<div data-bbox="1402 92 1583 379"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div data-bbox="1666 92 1924 172"> <ul style="list-style-type: none"> • U1_L2_ALL2.pdf • U1_L2_ALL3.doc </div> <div data-bbox="1615 196 1924 467"> U1_L2_ALL1 “Need or want?” matching activity U1_L2_ALL2 “Circles I need” circling activity U1_L2_ALL3 self-evaluation rubric </div>	
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4	10	See activity 2.	<p>Reflection activity. The teacher writes on the blackboard the following questions/sentences and then asks students to copy them out on their notebooks and to answer/complete them. The questions are: “In this lesson I learned...”, “The most difficult thing in this lesson was... because...” Teacher allows a few minutes for personal reflection and then leads a brief class discussion to share opinions and comments.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary See above, learn, important, opinion, comment,... </div> <div> Communicative structures The importance of this is... This is important because... This lesson I learned... The most difficult thing in this lesson was... because... Language for classroom interaction. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>		
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Rights
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	Students are able to retrieve information from previous knowledge.	Brainstorming. The teacher draws in the center of the blackboard the words “Rights” and asks pupils to brainstorm it.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.					
				<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 Right, opinion, important, necessary,...							
Communicative structures I think right means... I think a right is... Language for classroom interaction.											

2	30	<p>□ Students are able to analyze different definitions of the concept of “right”. (LOTS) □ Students are able to debate about what is common and what is different in each definition. (LOTS) □ Students are able to synthesize one shared definition of “right” on the base of the definitions given. (HOTS) □ Students are able to make generalizations. (HOTS)</p>	<p>The teacher divides the class into groups of three students and introduces the activity of the lesson. The teacher revise with the classroom the language structures needed to run the discussion into the groups later, using L1 if necessary to compare and contrast structures. Students divide in groups, read the instructions on the handout with different definitions of “right”, ask the teacher for clarifications if needed. Then they proceed with the group activity: they discuss and write their own group definition of the term to be completed using parts of the given definitions. They use a dictionary to look for unknown words. The teacher helps groups, monitors and gives advice.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Quality, adherence, obedience, authority, moral, duty, lawful, approval, just, honourable, entitlement, claim, prescriptive,... </div> <div> Communicative structures What do you think? What is your opinion? I think.../My opinion is... These definitions have in common... These definitions are different in... A good definition of “right” is... This is good/not good. I like it/don’t like it. I prefer... We can take/consider... Language for classroom interaction. </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> • U1_L3_ALL1.doc U1_L3_ALL1 definitions of “right” Dictionaries Paper and pens. </div>	
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3	20	See activity 2.	<p>The teacher asks the groups to choose a speaker to present to the whole class the result of their work. Each group shares its definition of “right”. At the end, the whole class is asked to write a common definition of “right”, starting from definitions provided by each group. One student comes to the blackboard to write. Students debate and agree on a shared definition of “right”. At the end, each student copies the definition at the board on his/her notebook.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <div>Key vocabulary</div> <div>See activities 1 and 2.</div> </div> <div> <div>Communicative structures</div> <div> The best definition is... I like/don't like... I prefer... I think... I agree/don't agree... This part is good/not good. In my opinion... Language for classroom interaction. </div> </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	Results of group work (definitions).	Formative – oral Class-evaluation and choice of best definition.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The United Nations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	-Students identify the key characteristics of an international organization (namely, to support and protect rights in the world through the intervention on several different fields). -Students acquire basic information and terminology on international organizations. - Students acquire knowledge on the U.N. areas of intervention.	The teacher introduces students to the content of this Unit by orally presenting the worksheet they will receive immediately later and highlighting the connections with the last lesson of the previous Unit (“Rights”): the topic of this lesson is the importance of the existence of an international organization which defends people's rights in the world. Students are encouraged to ask questions.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work						
				<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 Organisation, member, State, forum, to express, view, negotiation, agreement, to solve..											

				Communicative structures			
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What are the aims of the organisation? How does it work? Is there a representation of this organisation in our town? How can you be part of this organisation? How can we know what the organisation does? Does it have a website? Language for classroom interaction.

2	15	Students identify and express their curiosities about this topic	Teacher invites students to freely express what they expect and would like to learn about the content of this Unit. This activity may take the form of a brainstorming where teacher writes “my expectations, interests and curiosities” on the blackboard, and all around the students’ responses. Students are expected to take notes in the form of a mind map on their copybooks.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Curious, interested, attracted, connection between, relationship, about, expectation, right, organisation, country, people,...</div> <div>Communicative structures I would like to learn... I’m interested in... I’m curious about... I expect... Language for classroom interaction.</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	Blackboard, Notebooks	
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3	15	-Students read and understand a brief text entitled “The United Nations” - Students correctly use a dictionary to look for unknown word meanings	The teacher distributes photocopies of a worksheet entitled “The United Nations”. At the same time he projects the worksheet on the IWB. He/she reads the text aloud once. Students, in pairs, have about 10	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input checked="" type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	<div><div>• U2_L1_ALL1.doc</div><div>U2_L1_ALL1, IWB, Dictionaries</div></div>
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minutes to read and understand the text. They can use a dictionary.

Key vocabulary
Organisation, establish, member, forum, at present, opinion, proposal, dialogue, to host, negotiation, opportunity, agreement, to solve, to take action, issue, peace, security, climate, disarmament, terrorism, emergency, equality, gender, governance...

Communicative structures
What does it mean? I think it means... The meaning of this word is... Look it up in the dictionary. I don't understand. This is interesting/important. Language for classroom interaction.

4	15	Students evaluate their comprehension of the text by answering a set of questions.	Students, in pairs, are asked to answer a set of questions, to check their understanding of the text. They have about 15 minutes to answer the questions and self-evaluate their performance (self-evaluation rubric 1). Then the teacher will lead a class correction of the activity, and the students will evaluate their performance once more (self-evaluation rubric 2).	<div data-bbox="1025 92 1379 129"> Skills </div> <div data-bbox="1032 167 1373 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 247 1379 339"> Key vocabulary See above. </div> <div data-bbox="1025 362 1379 831"> Communicative structures The UN is... It was established in... It has... member states. It provides... The UN takes action on the issues of... I think... I agree/don't agree. I don't know. I am not sure. Language for classroom interaction. </div>	<div data-bbox="1402 92 1588 379"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div data-bbox="1612 92 1928 347"> <ul style="list-style-type: none"> • U2_L1_ALL2.doc U2_L1_ALL2 Comprehension self-assessment (questions) and self-evaluation rubrics. </div>	Formative – written Self-assessment (questions and rubrics).
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Human Rights 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	-Students activate prior content knowledge - Students manage basic terminology on rights	The teacher writes the words “human rights” on the blackboard and asks students to express their ideas and to recall appropriate information from previous lessons (see especially Unit 1 Lesson 3 “Rights”). Students recall the requested information and copy the words on their notebooks.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard, Notebooks.	Teacher monitors students' knowledge of both content and language				
				<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 Life, work, house, food, education, clothes, water, protection, assistance, moral, duty, obedience, lawful,...											
				Communicative structures I remember... I know... Human rights are... I think... I agree/don't agree... Language for classroom interaction.							

2	20	<p>-Students define what a human right is -Students analyze the concept of human right from different perspectives (moral principles and norms, lifetime, human behaviour) - Students practise content-related vocabulary</p>	<p>The teacher hands out the leaflet “Human Rights 1” and projects it on the IWB, describes its structure (a text with keywords in bold, a picture showing the universality of the concept of human rights, and a box with useful words). Then s/he presents the activity (a brainstorming), which focuses on the knowledge of subject content with the purpose of revisiting content language, developing the production of content vocabulary, oral fluency and accuracy. The teacher gives students 5 minutes to individually read the introduction, and then asks a student to read it aloud. Teacher and students comment the text and identify keywords and chunks (to be highlighted), so to understand clearly the text.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Dignity, equal, human being, culture, society, belief, dignity, right, duty, moral, principle, norm, birth, death, behavior, inalienable, everywhere, always, everyone, to take away.. </div> <div> Communicative structures What is...? What does... mean? I think... I agree/don't agree... Language for classroom interaction. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U2_L2_ALL1.doc • U2_L2_ALL2.doc <p>U2_L2_ALL1 “Human Rights 1” U2_L2_ALL2. Brainstorming activity IWB.</p> </div>	
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3	15	-Students are able to list the norms, values and rules that are at the basis of their behaviour towards others.	Students have about 10 minutes to complete the task in groups of three. They use the mind map (U2_L2_ALL2) to discuss shared rules and behaviour.	<div data-bbox="1025 92 1377 129"> Skills </div> <div data-bbox="1032 167 1370 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 247 1377 379"> Key vocabulary Norm, value, rule, behaviour, see above. </div> <div data-bbox="1025 402 1377 794"> Communicative structures With my friends I am... At home my behaviour is... When I am at school I am/behave... My behavior is different/the same... Language for classroom interaction. </div>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL2.doc U2_L2_ALL2 Brainstorming activity.	The teacher monitors group work
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4	15	Students are able to compare norms, values and rules.	Activity check. The teacher asks groups to share their answers and to explain how they chose norms, values and rules. Moreover he asks them to compare their choices with those of other groups.	<div data-bbox="1025 92 1375 129"> Skills </div> <div data-bbox="1025 165 1375 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 245 1375 576"> Key vocabulary Compare, opinion, better/worse, more/less, right/wrong, appropriate/not appropriate, important/not important... </div> <div data-bbox="1025 596 1375 959"> Communicative structures I think this is more/less appropriate/important than... In my opinion... This is better/worse than... I agree/don't agree. Language for classroom interaction. </div>	<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"> • U2_L2_ALL2.doc U2_L2_ALL2 Brainstorming activity.	Formative – oral Class discussion.
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Human Rights 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15	<p>-Students activate prior knowledge</p> <p>-Students manage basic terminology to structure correct sentences</p>	<p>Teacher asks students for what they remember from the last lesson: a word, a sentence, anything is useful. The teacher writes these words/sentences at the blackboard to generate a list of topics. As a follow-up task, when there are at least 10 to 15 topics at the blackboard, the teacher asks students to create sentences for at least three of the words that have just been mentioned. Pair work.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <p>Key vocabulary</p> <p>Life, work, house, food, education, clothes, water, protection, assistance, moral, duty, obedience, lawful, dignity, equal, human being, culture, society, belief, dignity, right, duty, moral, principle, norm, birth, death, behavior, inalienable, norm, value, rule,...</p> </div> <div> <p>Communicative structures</p> <p>I remember the word/sentence... I think... I don't remember... Language for classroom interaction.</p> </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	Blackboard, Paper.	<p>The teacher monitors knowledge and understanding of the content and correct use of topic-related language</p>
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2	20	<p>-Students understand the main features of human rights - Students use a dictionary to look for unknown words</p>	<p>The teacher hands out the worksheets “Human Rights 2” to the students. S/he describes the structure of the worksheet in terms of content (human rights and their features) and language (keywords and chunks in bold and highlighted). The teacher gives the students 10 minutes to read the text in pairs. They can use a dictionary for unknown words. Then s/he picks a student to read the text aloud. He asks the student to stop reading at each full stop and comment with the class what has just been read in terms of content and language, underlying the main features of human rights.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Innate, universal, inalienable, indivisible, interdependent, race, sex, nationality, ethnicity, language, religion, status, life, liberty/freedom, slavery, torture, regardless... </div> <div> Communicative structures What does...mean? Look up in the dictionary. I think it means... This is important/interesting. Language for classroom interaction. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U2_L3_ALL1.doc <p>U2_L3_ALL1 “Human Rights 2” text .</p>	
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3	20	-Students review and consolidate vocabulary	Crossword. The teacher hands out the worksheets with the crossword “Human Rights” and gives students 10-15 minutes to complete it. Pair work. At the end he/she leads a class correction of the activity, with self-evaluation.	<div data-bbox="1014 92 1355 129"> Skills </div> <div data-bbox="1014 165 1355 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1014 245 1355 336"> Key vocabulary See above. </div> <div data-bbox="1014 357 1355 715"> Communicative structures I think the right word is... This is the right/wrong word. Write down... This is wrong, let’s correct. Language for classroom interaction. </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	U2_L3_ALL2 Crossword and self-evaluation rubric.	Self-evaluation
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CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Hot seat!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Students are able to retrieve information from previous knowledge (see previous lessons).	The teacher reminds students that this is the final lesson on the topic of the United Nations and Human Rights. As first review activity he draws in the center of the blackboard the words “United Nations and Human Rights” and then asks students to brainstorm it.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary See lessons 1-3 of Unit 2. Communicative structures I remember... The main concepts of human rights are... The main features of The United Nations are... Language for classroom interaction.	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.	

2	45	<p>□ Students are able to accurately report on content facts. (LOTS) □ Students are able to develop communicative fluency. (LOTS) □ Students develop questioning skills. (HOTS) □ Students can manage specific details and elements related to the importance of the United Nations and of Human Rights (factual knowledge). □ Life skills: effective communication.</p>	<p>“Hot seat”. This activity has resulted as one of the most appreciated by students and the one in which they are really eager to take part both as at the central stage and as they who ask questions. In this case the game will be played in groups of four students. Two members of each group will ask questions and two members will answer, taking turns (the students who answer questions are allowed to consult with the other group members). Groups will have 15 minutes to prepare a set of questions on human rights and the United Nations, consulting the material collected during the previous lessons. Then, one group at the time will be on the “hot seat”, while the other take turns asking questions. Each group will be asked the same number of questions, and two points will be counted for each correct answer in English. L1 will be allowed for answers only: answers in Italian score one point. Teacher keeps scores at the blackboard.</p>	<table><tr><td colspan="4">Skills</td></tr><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr><tr><td colspan="4">Key vocabulary</td></tr><tr><td colspan="4">See lessons 1-3 of Unit 2.</td></tr><tr><td colspan="4">Communicative structures</td></tr><tr><td colspan="4">What is...? What are the main features of...? The main features of... are... What does... mean? It means... What are the most important...? The most important are... Do you know...? Can you tell me...? Do you remember...? Tell me... List... Language for classroom interaction.</td></tr></table>	Skills				L	S	R	W	Key vocabulary				See lessons 1-3 of Unit 2.				Communicative structures				What is...? What are the main features of...? The main features of... are... What does... mean? It means... What are the most important...? The most important are... Do you know...? Can you tell me...? Do you remember...? Tell me... List... Language for classroom interaction.				<p>■ Whole class ■ Group work □ Pair work □ Individual work</p>	<p>Paper Blackboard.</p>	<p>Formative – oral “Hot seat” (content knowledge, vocabulary knowledge and use).</p>
Skills																															
L	S	R	W																												
Key vocabulary																															
See lessons 1-3 of Unit 2.																															
Communicative structures																															
What is...? What are the main features of...? The main features of... are... What does... mean? It means... What are the most important...? The most important are... Do you know...? Can you tell me...? Do you remember...? Tell me... List... Language for classroom interaction.																															

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Why this Declaration?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10	<p>□ Students listen and understand the introduction to the lesson.</p>	<p>This lesson will take place in the computer lab or in the classroom with the portable rack, in order to complete Activity C, which comprehends a video to be watched. The teacher hands out the text (U3_L1_ALL1) and asks a student to read the introduction to this lesson, so to focus on both content and language (keywords and chunks in bold), with the help of the blue box, presenting a concise definition of the UDHR (Universal Declaration of Human Rights), and of the yellow box, presenting a list of “Useful word”. Students will be encouraged to ask questions.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Declaration, right, milestone, to proclaim, to address, to set out, to protect, universally, to state, to entitle, freedom </div> <div> Communicative structures This is interesting. What does...mean? Can you explain...? I didn't understand... Language for classroom interaction. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U3_L1_ALL1.doc <p>U3_L1_ALL1 “Why this declaration?” text.</p>	
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2	15	<p>□ Students are able to understand what the UDHR is. (LOTS) □ Students are able to understand the reasons why the UDHR was generated. (LOTS)</p>	<p>The teacher briefly introduces Activity A (fill-in-the-gaps activity) and Activity B (True or False). Students have about 10 minutes to complete the activities in pairs. At the end the teacher leads a quick class check and students mark points (self-evaluation).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary See above.</div> <div>Communicative structures I think... This is/is not the correct word. This is/is not correct. I agree/don't agree. Language for classroom interaction.</div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U3_L1_ALL2.doc <p>U3_L1_ALL2 Activities A,B and self-evaluation rubric.</p>	<p>Formative – written Fill-in-the-gaps and true/false activities.</p>
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3	30	<ul style="list-style-type: none"> • Students can select main information from a video and complete mind maps. • Students can justify their choices. 	<p>The teacher introduces Activity C (watch a video and summarise its contents in a mind map). Students watch a short video on YouTube about the UDHR and then complete the activity on their copybooks in pairs. They have about 15 minutes to complete the task. Then the teacher leads a whole-class session to share the students' works and to allow them to provide reasons for their choices (for including or not including specific contents in their mind maps).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary See above.</div> <div>Communicative structures I think this is important/not important. We need to include... I agree/don't agree. What do you think? I don't remember... Language for classroom interaction.</div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U3_L1_ALL3.doc <p>Video: “UDHR @70: Perspective” link U3_L1_ALL3 Activity C</p>	<p>Formative – oral Class check of mind maps.</p>
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Individual Rights: freedom and equality (artt. 1,2 - 3-11))
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	□ Students are able to retrieve information from the contents presented during the previous lesson. (LOTS)	Brainstorming. The teacher writes in the center of the blackboard the words “Human Rights” and asks students to brainstorm it.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.					
				<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 Right, duty, dignity, inalienable, moral principle, life, norm, value, rule, behavior,...											
				Communicative structures I know/I remember... The correct word is... I think... Language for classroom interaction.							

2	30	<p>□ Students are able to identify the main features of articles 1-11 of the UDHR. (LOTS) □ Students are able to understand the categorisation of human rights. (LOTS) □ Students are able to sequence the first category of the UDHR. (LOTS) □ Students are able to realise a visual representation of some of the rights. (HOTS)</p>	<p>The teacher asks a student to read the text of the handout “Individual rights: freedom and equality” (U3_L2_ALL1), so to focus both on content and language (keywords and chunks in bold). Then he introduces the activity related to the first 11 articles of the UDHR. Students in groups will read and understand the text (with the help of a dictionary), then they will draw a visual representation for the articles missing the picture. Students will use A4 sheets of paper and coloured pencils. At the end, each group will show its drawings to the classmates. Students will vote to choose the drawings which best express each article.</p>	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div>Key vocabulary Special categories, to promote, universally, belong to, dignity, liberty/freedom, equality, brotherhood, such as, prohibition, slavery, born, thoughts, to be treated, safety, to hurt, to torture, fairly (fair/unfair), to treat, law, prison, detainment, trial, to blame, innocent/guilty, to prove</div><div>Communicative structures I think... This word means... Let’s look it up in the dictionary! What do you suggest? What is your idea? What drawing expresses best the text? I think the best drawing is... Choose this colour! Let me help you! Language for classroom interaction.</div></div>	<div><div><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</div></div>	<div><div>• U3_L2_ALL1.doc</div><div>U3_L2_ALL1 UDHR, articles 1-11, text Dictionaries Paper and coloured pencils</div></div>	<div>Formative – practical Drawings for articles.</div>
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3	15	<ul style="list-style-type: none"> Students are able to express their opinions on articles 1-11 of the UDHR. 	<p>The teacher presents the students with a series of questions (U3_L2_ALL2) to help them reflect on articles 1-11 of the UDHR. Students ask and answer these questions. Pair work. (L1 allowed for answers).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary See above. </div> <div> Communicative structures See set of questions in U3_L2_ALL2 Language for classroom interaction </div> </div>	<div> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> U3_L2_ALL2.doc <p>U3_L2_ALL2 Set of questions.</p>	
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CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	More rights! (artt. 11-21)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	□ Students are able to express their opinion on the meanings of "freedom" and "right" (as concepts) and to compare and contrast the two terms. (LOTS)	The teacher writes on the blackboard the two terms "right" and "freedom". Students will be asked to remember the definition of right (previous unit) and to express their opinions on the meaning of freedom. Then they will compare what they wrote with a definition of freedom found online (a student will be chosen to do the online search and show the result on the IWB). At this point, students will be able to compare and contrast the two terms.	Skills <div>L S R W</div> Key vocabulary Right, freedom, liberty, ... Communicative structures Right means... Freedom means... I think... In my opinion... I agree, I don't agree. There is a difference. There is no difference. Language for classroom interaction.	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard Computer IWB.	

2	40	<p>□ Students are able to identify the main features of articles 12-21 of the UDHR. (LOTS) □ Students are able to produce new language (words and chunks) to describe a picture and a right. (HOTS) □ Students are able to realise a description of human rights using visuals (pictures) and text. (HOTS)</p>	<p>The teacher presents the text “More Rights!” (U3_L3_ALL1) focusing on the keywords in bold to understand the general meaning. Students are encouraged to ask questions. Then he/she reads the instructions for Activity A (U3_L3_ALL2, write the text for articles 13, 17 and 19, looking at the corresponding picture and using the words provided). Students have about 30 minutes to complete the task. Group work. At the end, the teacher leads a whole-class session to share the texts and to vote the most appropriate/successful texts. Students write the chosen texts in their notebooks.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary towards, constitutional, liberty, conscience, peaceful association, freedom, thought, privacy, to harm, to bother, frightened, to seek, to run away, nationality, marriage, to own, expression, to join, grown-up, leader, to travel, to wish, to own </div> <div> Communicative structures I think... The best word/phrase is... I suggest... Look for a better word. How can we use the words in the box? I agree/don't agree. Language for classroom interaction. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U3_L3_ALL1.doc • U3_L3_ALL2.doc <p>U3_L3_ALL1 “More Rights!” – text U3_L3_ALL2 word boxes for writing texts (articles 13, 17, 19) Paper and pens.</p>	<p>Formative – written Texts for articles.</p>
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CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Even more rights! (artt. 22-30)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Students are able to associate the titles of articles 1-21 of the UDHR to the corresponding pictures. (LOTS)	Review activity. The teacher presents the students with a poster where he has written the titles of the first 21 articles of the UDHR (and numbers from 22 to 30). He/she shows the students the pictures for each article (U3_L4_ALL1) and asks them to associate each picture to the correspondent article. Each picture correctly identified is pasted to the poster, next to its article.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U3_L4_ALL1.doc Poster U3_L4_ALL1 Pictures	Formative – practical Realization of poster (matching activity).				
				<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 Article, picture, associate, correct, incorrect											
				Communicative structures This picture is for article number... I can/cannot identify the corresponding article. I am/am not sure. I agree/don't agree. I think... Language for classroom interaction.							
2	15	Students are able to identify the main	Each student will be assigned either a title or a picture for one of	Skills	<input checked="" type="checkbox"/> Whole class	• U3_L4_ALL3.doc • U3_L4_ALL2.doc	Formative – practical Realization				

features of articles 22 to 30 of the UDHR. (LOTS) Students are able to associate the titles of articles 22-30 of the UDHR to the corresponding pictures. (LOTS)	articles 22-30. The teacher will read the text “Even more rights!”, stopping to explain meaning or to answer the students’ questions (only the teacher will have the handout with the text). Then he will read once more the definitions of each article, not in order, and students will have to raise their hand if they have the title or the picture for the article just read. Teacher will then say what article he has read and students will paste title and picture at the right place on the poster. At the end of the activity, each student will be given the handout with the complete text.	<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table> <div>Key vocabulary Economy, society, culture, healthcare to establish, to apply, to turn against, security, affordable, housing, medicine, education, childcare, ill, worker, fair, wage, trade union, rest, leisure, food, clothing, housing, adequate, responsibility, take away</div> <div>Communicative structures This picture is for article number... This description is for article number... I can/cannot identify the corresponding title/picture. I am/am not sure. I agree/don’t agree. I think... What does ... mean? Can you explain...? Language for classroom interaction.</div>	L	S	R	W	<div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	U3_L4_ALL2 “Even more rights!” – text Poster U3_L4_ALL3 Pictures and titles for articles 22-30.	of poster (matching activity).
L	S	R	W						

3	30	<p>□ Students are able to use knowledge accumulated during the previous lessons to produce a new right: text and picture. (HOTS)</p> <p>□ Students are able to make comments and give positive suggestions to their classmates. (HOTS)</p>	The teacher presents the group activity. Students will have about 20 minutes to design text and image of a newly “invented” right. At the end of the activity, groups will share their rights and comment on other groups’ works (group-evaluation, see evaluation rubric U3_L4_ALL4). Each group will paste its right and picture to a poster.	Skills <table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table> Key vocabulary <p>See entire unit.</p> Communicative structures <p>See entire unit.</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	<ul style="list-style-type: none">• U3_L4_ALL4.doc Materials provided during the unit U3_L4_ALL4 Instructions for the activity and peer-evaluation rubric Paper, pens, coloured pencils Poster.	Summative – written Realization of new right: text and picture.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Choose your rights!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Students are able to retrieve information from previous lessons and activities. (LOTS)	Activating prior knowledge. The teacher reminds students that this is the final lesson on Human Rights so, as first activity, he draws in the center of the blackboard the words “Universal Declaration of Human Rights” and asks pupils to brainstorm it.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Human rights, see previous lessons of unit Communicative structures I remember... I think...is very important. The most interesting thing is... I still have doubts on... Can you repeat...? I would like to talk more about... Language for classroom interaction.	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.	

2	10	<p>□ Students are able to compare different human rights on the base of their description. (HOTS) □ Students are able to evaluate the importance of human rights making critical judgments on the ground of their personal opinions. (HOTS) □ Students are able to handle the knowledge for the construction of categories. (conceptual knowledge) □ Life skills: decision making, effective communication, assertiveness.</p>	<p>Pyramid discussion. This is a negotiating activity where learners work together. The teacher tells students that this year the school wants to adopt and support five human rights from the declaration of the United Nations. Individually, learners choose the five they consider most appropriate to be promoted and supported at school. Each student then pairs up with a classmate to agree on five articles/rights they want to propose. The pairs then form groups of four and agree again on which five rights to support. Groups give feedback on their choices and the human rights which are selected most will be the ones supported by the school.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Important, appropriate, interesting, right, freedom, school,... see entire unit. </div> <div> Communicative structures The most important articles are... The more appropriate articles/rights for us are... I think/don't think we should support... I would like to support... Language for classroom interaction. </div> </div>	<div> <div> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div> </div>	<p>Paper, pens.</p>	
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3	35	<p>□ Students are able to evaluate the importance of human rights, making critical judgments on the ground of their personal opinions. (HOTS) □ Students are able to find practical ways to promote human rights at school. (HOTS) □ Life skills: decision making, effective communication, assertiveness.</p>	<p>The teacher introduces the next activity. Students will realise a poster listing the five human rights chosen by the class and ways of supporting and promoting these rights at school with practical everyday actions. Students work in groups. They have about 20 minutes. At the end, the teacher will lead a whole-class session to complete the poster. Students will read their suggestions and together will agree on what actions are most suitable to reach the goals. These actions will be written on the poster. Then they will commit to promote and support the rights chosen.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Important, general, useful, basic, vital, meaningful, see unit </div> <div> Communicative structures The best action to support this right is... We can promote this right by... I think... I prefer... because... I agree/don't agree with you because... I think you are right/wrong because... Language for classroom interaction. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	Poster Felt pens.	
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	A short history
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Students recall what children's rights are on the base of their previous knowledge of human rights.	This lesson will be done in the computer lab or in the classroom with the computer rack in order to complete activity A (web search). Activating prior knowledge. Teacher writes at the centre of the blackboard the phrase “children's rights” and asks students to say what they know or believe children's rights are.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Human rights. Communicative structures I think/In my opinion an important children’s right is...because...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<input type="checkbox"/> Blackboard <input type="checkbox"/> Notebook.	

2	50	<input type="checkbox"/> Students select the most basic information about historical events <input type="checkbox"/> Students compare	1) The teacher distributes the worksheet (U4_L1_ALL1) to the students and gives them 3 minutes to look at it carefully. The main concepts are	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	<input 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"> • U4_L1_ALL2.doc • U4_L1_ALL1.jpg U4_L1_ALL1 (Worksheet time-line of rights “From ancient Greece to our times”) U4_L1_ALL2	Group work (formative) assessment: the teacher monitors group web search (U4_L1_ALL2)
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information on one topic from different sources □ Students summarize information from encyclopedia □ Students manage knowledge of specific details about the history of human rights □ Students use the proper language to order facts on a time line □ Students share materials and cooperate to reach group goal

clarified together if needed. 2) The teacher presents the web search activity: divided in groups of 3 people, students have to look on the web for further information related to each step of the time-line. The goal is to write about 25-30 words for each step. Websites suggested: [link](#) [link](#) and [link](#) 3) Before starting the activity, the teacher also explains how the work will be assessed, showing the grid (U4_L1_ALL2) and discussing assessment criteria with the students: correctness of information choice/ accuracy of use of key vocabulary and linking words/active participation of group members. 3) At the end, each group compares its words to the those written by the other groups and tries to write down (for each step in the time-line) a couple of sentences to describe each timeline step. This

Key vocabulary

Poet, legislator, to abolish, death penalty, debt slavery, bill, to set out, inalienable, to hold, pursue.

Communicative structures

The importance of this is... This is more important because... This means that... First of all/secondly/ then.... Following this.... Next step is.... After that/Finally

(teacher's evaluation of group work).

		work can be finished at home as homework if necessary.				
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CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Why Children's Rights?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	□ Students recall information about the history of human and children's rights from the memory □ Students manage basic information such as terminology and specific elements about the history of those rights □ Students use the simple past	Teacher writes at the centre of the blackboard: “History of children's rights” and asks students to recall the knowledge from the previous lesson. The teacher checks students understanding of contents and revises the forms of simple past.	Skills	■ Whole class □ Group work □ Pair work □ Individual work	Blackboard.	Formative assessment: the teacher checks students understanding of contents and knowledge of simple past forms.				
				<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 To abolish, death penalty, debt slavery, bill, pursued.											
				Communicative structures Simple past							

2	15	<p>□ Students can understand and explain why children's rights exist □ Students understand the difference between human rights and children's rights</p>	<p>The teacher distributes the worksheet (U4_L2_ALL1) and projects it to the IWB. He asks one student to read out loud and slowly the worksheet content. Teacher elicits from the classroom the meaning of the keywords written in bold. The teacher invites students to focus on the two boxes and on the "Useful words".</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Child soldiers, child labour, to serve as, widespread reality, violations, weakest persons, UDHR, UN member States, new Declaration. </div> <div> Communicative structures Children's rights exist because... It was necessary to... Simple past forms </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U4_L2_ALL1.doc U4_L2_ALL1. </div>	
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3	25	<p>□ Students select main information from a text □ Students apply strategies to remember the needed information □ Students use the correct vocabulary and language structures to write sentences</p>	<p>In pairs. This is a multi-skill activity. 1) Students have 15 minutes to read through the worksheet's purple box (U4_L2_ALL3 - Source: link) and note down on their note book as much information as possible. 2) Students have other 10 minutes to answer the questions without watching at the worksheet (U4_L2_ALL2).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Rights, responsibilities, to sign, to talk about, individuals, development, freedom, justice, peace, care, protection, to play a role, dignity, tolerance, equality, solidarity, poorest. </div> <div> Communicative structures The Conventions begins by... + ing form, Children develop best if... Children should be.... </div> </div>	<div> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U4_L2_ALL3.docx • U4_L2_ALL2.pdf <p>U4_L2_ALL2 U4_L2_ALL3 (Source: link)</p>	<p>Teacher monitors students while they work in pairs and gives feedback when necessary.</p>
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4	5	Students compare their answers to their classmates'	Students discuss answers from previous activity (see Activity 3 above) in plenary.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary See above.	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative assessment: teacher checks students' content comprehension and new vocabulary knowledge through their answers.
5	5	Students understand general definitions about society and its rules	Homework. Students are given a text to read with a matching exercise (U4_L2_ALL4).	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary See above.	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U4_L2_ALL4.docx U4_L2_ALL4	Matching exercise to assess the text comprehension (U4_L2_ALL4).

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	United Nations Convention on the Rights of the Child (CRC)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20	Students gain deep understanding of children’s right through the United Nations’ CRC.	First, the teacher corrects in plenary the homework of the previous lesson. Then, s/he goes through the text of the Convention (U4_L3_ALL1) asking each student to read one of the listed rights and to paraphrase its meaning.	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U4_L3_ALL1.pdf</div> <div>U4_L3_ALL1</div>	
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Governments, race, religion, abilities, stay in contact, get back together, illegally, survive, right to life, care for, family ties, right to privacy, right to reliable information, look after, human dignity.			
				Communicative structures This article means/says that...			

2	20	<p>□ Students select information in a text □ Students cooperate with their group classmates</p>	<p>The students work in groups. They have to retrieve information from the text (U4_L3_ALL1) in order to complete Activity 1 (U4_L3_ALL2).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary</div> <div>See above.</div> <div>Communicative structures</div> <div>I think this right goes with article n....because... This is said in article n....</div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U4_L3_ALL1.pdf • U4_L3_ALL2.doc <p>U4_L3_ALL1 U4_L3_ALL2</p> </div>	<p>Teacher monitors group work</p>
3	5	<p>Students justify their choices.</p>	<p>The teacher checks students' comprehension asking them to justify the associations they made.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary</div> <div>See above.</div> <div>Communicative structures</div> <div>We associated this right with article n.... because... We think that this means that...</div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U4_L3_ALL1.pdf • U4_L3_ALL2.doc <p>See above: U4_L3_ALL1 U4_L3_ALL2</p> </div>	<p>Teacher gives feedback on associations and support a correct use of the language</p>

4	10	Students revise key vocabulary.	Activity 2. In groups, students revise key vocabulary through a domino game.	<div data-bbox="1025 92 1375 212"> Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> </div> <div data-bbox="1025 264 1375 595"> Key vocabulary equality, well-being, safe place, clothing, respect, care, protection, health, rest, education, abuse, exploitation government </div> <div data-bbox="1025 611 1375 762"> Communicative structures This goes with... </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L3_ALL2.doc U4_L3_ALL2	Teacher checks students' vocabulary knowledge through a domino game.
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CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	CRC and Education (artt. 28,29)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	- Students recall the content of the previous lesson about the United Nations’ Convention on children’s rights - Students focus on language structures needed	The teacher writes on the blackboard the phrase “Convention on the children’s rights” and asks students to raise their hands to say what they remember about the Convention. The teacher helps them revising the language structures needed. S/he writes whole sentences on the blackboard and focus their attention on specific language.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.					
				<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 Equality, well-being, safe place, respect, protection, health care, education, abuse, exploitation, government, right to life, care for											
				Communicative structures The Convention says that... One article of the convention states that...							

2	20	-Students understand the meaning of some articles of the Convention - Students analyse the difference of use of impersonal sentences	In pairs, students are asked to do Activity 2. At the end, students compare their answers with the whole class. The teacher helps them reflecting on impersonal sentences and asks for/suggests correspondences in L1.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary See above.	<input checked="" 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"> • U4_L4_ALL1.doc U4_L4_ALL1	The teacher monitors students' understanding through a T/F exercise.
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CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Education is your right and duty!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	□ Students gain awareness of what they know about the topic □ Students take active part in planning their own learning.	Teacher invites students to freely express what they expect to learn by the end of the unit and, at the same time, what they would like to learn about children and school in the world. This activity may take the form of a brainstorming where teacher writes at the centre of the board “my expectations and my curiosities” and, all around it, students’ responses. To facilitate students’ participation, this brainstorming can be first done in pairs and then with the whole class. Students are expected to draw	Skills	☑ Whole class □ Group work □ Pair work ☑ Individual work	• Blackboard • Notebooks	
				L S R W			
				Key vocabulary Education, Rights and duties, School, Obligations, Commitment Society			
				Communicative structures I would like to know... I am curious about... I would like to learn more about... I expect to...			

			<p>are expected to draw their own “mindmap of expectations” on their note book. This mindmap will be fundamental at the end of the Unit when students will compare it with what they will have actually learned, highlighting with different colours: (1) what has been accomplished (2) what has not been accomplished (3) what was not expected to be accomplished.</p>				
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2	15	<p>□ Students understand the importance of education in a complex world</p> <p>□ Students are able to differentiate between the two facets of education in terms of right/duty</p> <p>□ Students are able to understand the importance of education at school in terms of a process of personal growth and assumption of responsibilities</p>	<p>The teacher asks one student to read slowly and in a loud voice the introduction to the lesson. The teacher explains the meaning of the keywords and chunks in bold giving synonyms and examples for their use.</p>	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div>Key vocabulary To be obliged to, complex world, technology, free time, means of transportation, growth, development, improvement, collective welfare, simple society, learning process, to face the future, commitment, fair relationship, cooperation</div><div>Communicative structures</div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	<div><div>• U5_L1_ALL1.doc</div><div>U5_L1_ALL1</div></div>	
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3	20	- Students create a list of rights and duties related to their classroom environment - Students can reuse key vocabulary for a real task.	In pairs, students complete the table in Activity 1: they have to create a list of rights/duties related to their classroom life. At the end, they compare their lists with the whole class.	<div>Skills</div> <div><table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table></div> <div>Key vocabulary See above.</div> <div>Communicative structures My duties are... My rights are... I should... I should not...</div>	L	S	R	W	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U5_L1_ALL1.doc</div> <div>U5_L1_ALL1</div>	
L	S	R	W								

4	5	Students revise lesson contents and key language.	Homework. The teacher explains Activity 2: after revising the two pieces of text of this lesson, students have to complete the matching exercise.	<div><div>Skills</div><div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><div>Key vocabulary</div><div>Complex world, technology, free time, means of transportation, growth, development, improvement, simple society, learning process, commitment, cooperation</div></div><div><div>Communicative structures</div></div></div>	<div><div><div><input type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input checked="" type="checkbox"/> Individual work</div></div></div>	<div><div><div>• U5_L1_ALL1.doc</div><div>U5_L1_ALL1</div></div></div>	This lesson content and key language understanding is checked through a matching activity.
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CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	UNESCO and children out of school
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Students are able to retrieve information from memory.	The teacher first corrects the homework of lesson 1 with the whole class (matching exercise). Then, the teacher writes at the centre of the blackboard the phrase “Education is your right!” and asks students to express their ideas, to recall appropriate information from the previous lesson.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.					
				<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 Education, right, duty, social life, improvement...											
				Communicative structures Education is my right because... I have to go to school because... Should/have to							

2	10	<p>-Students make hypothesis on the reasons why so many children in the world are out of school</p> <p>-Students are able to classify children out of school according to the reasons why they are not at school</p>	<p>Group work. The teacher reads out the paragraph “Children out of school” and ask students to make hypothesis on the conditions of children who do not go to school as well as on the reason why they are out of school. S/he helps scaffolding language needed (key words and structures like I think that/in my opinion). They have to write their notes down. At the end, each group presents its hypothesis.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Rural areas, workers, disabled, soldiers </div> <div> Communicative structures I think that... In my opinion... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U5_L2_ALL1.doc U5_L2_ALL1 </div>	<p>The teacher monitors group work and participation and gives feedback.</p>
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3	20	<p>-Students understand UNESCO goals and commitment</p> <p>-Students make hypothesis analysing UNESCO logo</p>	<p>The teacher asks one student to start reading the introduction in the worksheet distributed to everyone and loaded at the IWB. He asks student to stop reading at each full stop and helps focus together on both content and language, also encouraging students to ask questions. At the end of the first two parts of text, the teacher focuses to the picture at the bottom-right corner of the worksheet (page 1), which represents the UNESCO logo, and asks students to make hypothesis on its shape (a Greek temple with the globe in the background) by recalling what just learned about UNESCO mission.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Dialogue, mutual understanding, quality education, task, hate, intolerance, to strengthen, bond, heritage, dignity, development </div> <div> Communicative structures First of all, secondly, then, following this, next, finally I think that/ I suppose that/In my opinion/ It could be... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U5_L2_ALL1.doc U5_L2_ALL1 </div>	
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4	15	Students reflect on their own learning	<p>Reflection activity. The teacher writes on the blackboard the following questions/sentences then asks students to copy them out on their notebooks and to answer/complete them. The questions are: "In this lesson I learned...", "The most difficult thing of this lesson was....because....". The teachers gives 5 minutes to do this reflection activity and them asks some of them to read out their answers and comments them with the class.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary See above. </div> <div> Communicative structures This lesson I learned..., The most difficult thing this lesson was....because.. </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	Self-assessment through reflection of what learned.
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CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	Struggling to go to school
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Students retrieve information from memory about the first human rights studied	This lesson will be carried out in the computer lab. Brainstorming. The teacher writes the phrase “UNESCO and children out of school” on the blackboard and asks students to express their ideas, to recall appropriate information from memory especially about the previous lesson.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Rural areas, poor children, children labour, etc Communicative structures Children don't go to school because...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.	

2	25	-Students extrapolate from the video needed information - Students review content knowledge through a different media - Students create a personal mindmap putting together pieces of different sources (worksheet, video and visual organizer).	Mindmapping. The teacher explains Activity 1: students in groups watch the video made by UNESCO “Children out of school” (link) with English subtitles. They have to take note while they watch it in order to extrapolate information they need to complete their mindmap. They can watch the video as many time as they need. They can also watch the materials used in the previous lessons to look for further details.	<div><div><div><div><div></div><div>L</div></div><div><div></div><div>S</div></div><div><div></div><div>R</div></div><div><div></div><div>W</div></div></div><div><div>Skills</div><div><div>Key vocabulary</div><div>Drop out, soldier, marginalized, rural areas, struggle</div></div><div><div>Communicative structures</div></div></div></div><div><div><input type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div></div>	<div><div><div>• U5_L3_ALL1.doc</div><div>Worksheet U5_L3_ALL1.</div></div></div>	The teacher monitors group work and gives help when needed
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3	25	<p>-Students self check their content understanding - Students correct/revise their work - Students can explain orally why children in the world are out of school - Students assess their classmates' work</p>	<p>The teacher explains students that their mind map (see Activity 2 above) will be evaluated through a peer assessment grid and shows them the grid. (U5_L3_ALL2). Then, s/he asks students: 1) to read the text (U5_L3_ALL1 page 2) 2) to check their mind map to see whether they have included all important details or if they need to add something 3) to exercise to explain their mind map to their classmates. At the end, the teacher asks students to describe their mindmap and to assess those of their classmates</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Overcrowded, shortage, fees, tuition, disabled, soldier, marginalized, fault, dangerous, sanitation </div> <div> Communicative structures The main reasons why children are out of school are... We can classify the causes into six different categories... This is important because... This is connected to this because... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> • U5_L3_ALL2.doc U5_L3_ALL2 </div>	Peer assessment of group work through a grid.
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CLIL Lesson Plan

Unit number	5	Lesson number	4	Title	Now it's up to you!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5	Students retrieve information from memory	The teacher reminds students that today is the final lesson on the topic "Children at school". As first activity s/he brainstorms knowledge and understanding, by writing “Children in and out of school” on the blackboard.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard.	
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				Key vocabulary See the complex of vocabulary in lessons 1 to 4.			
				Communicative structures			

2	45	-Students report on accurate content facts - Students develop communicative fluency - Students can ask questions	“Hot seat”. This activity has resulted as one of the most appreciated by students and the one in which they are really eager to take part both as the one who answer question (on the "hot seat") and as the one who	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><div>Key vocabulary</div><div>See the whole Unit 5.</div></div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	<div><div>• U5_L4_ALL1.doc</div><div>U5_L4_ALL1</div></div>	Summative assessment through a teacher rubric (U5_L4_ALL1).
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		<p>using correct syntax - Students can manage specific detail and elements related to the importance of Education and the UNESCO role</p>	<p>interviews. The teacher gives students 5 minutes to re-read on their notebooks the contents and activities related to Unit 5, then asks students to close their notebooks. The teacher asks for a volunteer to sit in the front of the class to answer classmates' questions on the whole Unit 5. During the whole lesson there might be from 10 to 15 students sitting on the "hot seat". The teacher collects lists of students who want to put questions to their peer on the "hot seat" and asks them to ask their questions, one by one. The use of L1 is allowed if they find it difficult to go on.</p>	<p>Communicative structures See the whole Unit 5.</p>			
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3	5	Students are able to monitor, reflect on and self assess their own learning.	Teacher asks students to go back to the “mindmap of expectations” they drawn at the beginning of lesson 1 of unit 5 and to compare what expected to what actually learned, highlighting with different colours: (1) what has been accomplished (2) what has not been accomplished (3) what was not expected to be accomplished.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Notebook.	Student self-assessment of learning process.
				L S R W			
				Key vocabulary			
				Communicative structures			