

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Educazione alla cittadinanza	Topic		The power of kindness in being part of a community	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The project will be carried out in a fourth-grade class with 19 students (10 females and 9 males). The students have different socio-cultural and linguistic backgrounds. The majority of the students has not Italian as their mother tongue and they speak different languages at home. A lot of them speak dialect too. There are three students with educational special needs. One of them needs specific support in organizing the work but can autonomously follow CLIL lessons thanks to the scaffolding included in this methodology. The second student with special needs is exonerated from English lessons but she attends Art in CLIL. As in all the other lessons, she needs specific support in organizing and carrying out the work in simple sequences. The multisensoriality of CLIL inputs helps her follow the lessons but she needs simplified materials and work. The third student with special needs cannot stay in the classroom during the lesson due to Covid restrictions but she takes part in the projects making manual artistic creations related to the topic and sharing them with her classmates in specific moments at the end of the project. The students have different English levels but all of the them are highly motivated and they participate a lot. Non-CLIL lessons are generally teacher centered but students are getting used to switching to group or pair work and reflection in group during English and CLIL lessons. Students have one lesson per week of Art in CLIL and two lessons of English (one lesson consists of 60 minutes). So far we have carried out some projects (one of them in cooperation with the German teacher) which involved a CLIL approach and bringing our work outside the school. Students enjoyed these projects a lot.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students are getting used to switching to group or pair work during English and CLIL lessons and working with a CLIL approach. They are really curious and interested in Art. They enjoy making artistic creations and knowing about the history of Art. They also like speaking in English and reflecting on this new language. During this year the students have already carried out a project as part of the subject Citizenship. This project was carried out in cooperation with the German teacher and focused on discussing and reflecting on a social issue and leaving a social impact through artistic creations brought outside the school. The students enjoyed the project a lot.</p>	<p>In reference to kindness, to celebrate the World Kindness Day on November 13th 2020 the students made a Wish Tree based on the Installation art by Yoko Ono. The students also worked on the final lines of a poem related to hope and to bringing hope through being kind. During this work a glossary related to this topic was built. Therefore the students are familiar with words and structures related to kind and positive actions. The students are also familiar with some words related to Art and artistic creations (e.g. materials and actions to follow the work in steps).</p>

Timetable fit	<p>☉ Module</p>	<p>Length Length 7 lessons of 60 minutes each and 1 lesson of two hours</p>
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Description of teaching and learning strategies	<p>The main methodological approach that will be used during the module is project-based learning. In fact, the goal of the project is to make students reflect on the power of kindness in everyday life and how kindness and a positive attitude can make a significant difference in their lives and other people's lives, especially during this time of social distancing. Through a task-based learning approach the students will reflect on kindness and get to know "The Kindness rocks project", which is a wide-spread movement in the USA and other parts of the world. The students will have to find a way to make that project alive in their community. In the tasks cooperative learning will be valued. Conversation and communication in the group work will be supported with specific substitution tables. Linguistic inputs will be supported mainly with pictures and videos. Throughout the module the students will work on the topic with different kinds of materials and activities: watching videos, reading picture books about kindness, exploring the website of the American project, building a visual glossary about kindness and games about kindness. These activities will be carried out with the use of ICT and specific digital tools for teaching to support the understanding of the content, revise the vocabulary and assess. During group work, videos, storytelling and websites exploration the students will be given a chart or quiz to help them focus on the main points of the content or the process of an artistic task.</p>
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Overall Module Plan

<p>Unit: 1 What is Kindness? Unit length: 2 lessons (60 minutes each)</p>	<p>Lesson 1 Kindness is contagious</p> <p>Lesson 2 A glossary about Kindness</p> <p>Lesson 3 How can you be Kind?</p> <p>Lesson 4 Be the "I" in Kind</p>
<p>Unit: 2 Kindness rocks! Unit length: 2 lessons (1 of 60 minutes, 1 of two hours)</p>	<p>Lesson 1 The Kindness rocks project</p> <p>Lesson 2 Ready to color the world!</p>
<p>Unit: 3 Be Kind! Unit length: 2 lessons (60 minutes each)</p>	<p>Lesson 1 The Kindness game and the final assessment</p> <p>Lesson 2 The Kindness game and the self-assessment</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Kindness is contagious
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The students understand the key moments of a video about kindness and its power of being contagious.	The teacher introduces the activity telling the students that they are going to do a special project. To start the project they will watch a video with no audio that they will explore later. The teacher doesn't give any clue about the topic of the video. The video shows with a visual metaphor the concept that Kindness can change our and other people's lives in a contagious way. The last seconds of the video, which explain the whole message of the video, will be shown in activity three. After watching the video once, the teacher gives the students an handout with a multiple-choice quiz on the video. The students re-	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Help, Feelings, Kindness, quiz, answer, question, color</p> <p>Communicative structures Can you read question number...please? What is the right answer? The right answer is....</p>	L	S	R	W	<input checked="" 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"> • U1_L1_ALL1.pdf • U1_L1_ALL2.pdf <p>-In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Video "Color Your World With Kindness" by BetterWorldians Foundation -Video "Color Your World With Kindness" by BetterWorldians Foundation edited</p>	The teacher observes how the students react to the video and how they participate while answering and revising the quiz.
L	S	R	W								

			<p>video. The students re watch the video. This time the video has been edited with EdPuzzle to add some questions which underline the key moments related to the whole meaning of the video. The students answer the questions individually while watching the video. The teacher reads the questions and the options aloud to help the students understand the meaning of the questions and answers through miming and pictures. At the end of the video the teacher asks the students to read aloud the questions and the right answers one by one. While revising the quiz, the teacher shows the screenshots of the video which shows the right answers. The teacher also writes on the board the necessary communicative structures to interact while revising the video.</p>			<p>with EdPuzzle. - Handout with the quiz "U1_L1_ALL2".</p>	
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2	10 minutes	The students analyze the key moments of	After revising the quiz and focusing on the key moments of the video, the teacher uses the presentation to guide a	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U1_L1_ALL2.pdf <p>-In every lesson the teacher uses a</p>	While presenting the options through miming and
L	S	R	W								

		<p>the video to identify the topic.</p>	<p>reflection on the topic of the video. The teacher asks the students what the topic of the video might be. The teacher gives some options to choose from (single words with pictures to scaffold the language). One option is completely wrong, one option is probable and one is the appropriate one. The students have to analyze the key moments, choose one option and write the option on their handout. The teacher asks every student their answer and takes note on the board. The teacher also writes on the board the necessary communicative structures. After receiving all the answers, the students explain (in Italian) why they chose that option. This will lead to a group reflection on the two similar options to understand why one option is more appropriate than the other (in reference to other activities related to hope that the students did in the past).</p>	<p>Key vocabulary Kindness, Hope, Topic.</p> <p>Communicative structures What is the topic of the video? Write down your word! I think the topic of the video is... Why do you think is the topic?</p>	<p><input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Handout to write down the topic of the video "U1_L1_ALL2".</p>	<p>the pictures, the teacher observes the level of interaction of the students. The teacher also observes if the students understand the meaning of "topic" and the task in general by the answers that they give.</p>
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10 minutes

The students analyze the key moments of the video to identify the message.

After focusing on the key moments and identifying the topic of the video, the teacher uses the presentation to guide a reflection on the message of the video. The teacher shows the students the final part of the video where the whole meaning is shown with a visual and written metaphor (coloring the world through kindness - kindness is contagious). The teacher reads the final lines of the video and asks the students what the lines mean word by word. All together the students translate the lines. The teacher asks the students what the message of the video might be. The teacher writes on the board the necessary communicative structures (she also gives examples to help the students understand the meaning) and collect the answers of the students guiding the reflection (the answers can be in Italian). After collecting the answers, the teacher shows two pictures that show and explain the

Skills

L	S	R	W
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Key vocabulary

Kindness, contagious, help, feelings, message.

Communicative structures

What does mean? It means... What is the message of the video? I think the message of the video is...

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

- U1_L1_ALL1.pdf
- U1_L1_ALL2.pdf

- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Handout to write down the message of the video "U1_L1_ALL2".

The teacher observes the level of participation while translating the lines and identifying the message. The teacher also observes if the students understand the meaning of "message" and the task in general by the answers that they give.

			whole message of the video (which is also written). The students write down on their handout the message of the video in English.			
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4	10 minutes	The students analyze the key moments, the topic and the message of the video to identify the title of the video (create).	After reflecting on the key moments, the topic and the message of the video, the students have to identify the title of the video. The teacher asks the students what the title of the video might be. The teacher gives some options to choose from (three expressions with pictures to scaffold the language). One option is completely wrong, one option is probable and one is the appropriate one. The students choose one option and write the option on their handout. The teacher asks every student their answer and takes note on the board. The teacher also writes on the board the necessary communicative structures. After receiving all the answers, the students explain (in Italian) why they chose that option. This will lead to a group reflection on the two similar	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Be kind, smile, feelings, title, kindness.	L	S	R	W	<input checked="" 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"> • U1_L1_ALL1.pdf • U1_L1_ALL2.pdf - In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Handout to write down the title of the video "U1_L1_ALL2".	While presenting the options through miming and the pictures, the teacher observes the level of interactions of the students. The teacher also observes if the students understand the meaning of "title" and the task in general by the answers that they give.
L	S	R	W								

		options to understand why one option is more appropriate than the other (in reference to other activities related to hope that the students did in the past).				
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	A glossary about Kindness
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The students remember the concept that kindness is contagious and recognize through a story different ways of being kind.	The teacher uses the presentation to recall what they did in the previous lesson, especially the message of the video about kindness. In this way the students recall the concept that kindness is contagious. Then the teacher reads aloud "The Kindness book" by Todd Parr. The story is shown on the interactive board in order for the students to see the pictures that scaffold the language. During the storytelling the teacher mimes the actions related to kindness that are mentioned in the book.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Kindness, hug, smile, contagious, say hello, say thank you, say sorry, help, listen.</p> <p>Communicative structures What do you see in the picture? I see..., What is kindness? Kindness is...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - "The Kindness book" by Todd Parr</p>	While recalling the message of the video, the teacher observes the level of interactions of the students and asks questions related to the previous lesson. The teacher also observes if the students can follow during the storytelling.
L	S	R	W								

2	30 minutes	The students understand different ways of being kind in the everyday life.	The teacher shows a word cloud made of some words related to kindness and the book that they have just read. Some of these words are already known by the students. The teacher reads the words and asks for the meaning to recall the students' prior knowledge. The teacher uses mime to support the students. The teacher gives the students an handout which is used to build a glossary about kindness. In the handout there are some pictures taken from the book which explain the meaning of the words. The students build the glossary by answering a quiz made with Wordwall (one question for each student) and matching every picture to the word that explains the content of the picture.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, glossary, kindness.</p> <p>Communicative structures What does....mean? It means..., What is....? It is..., What picture is it? It is picture number...</p>	<input checked="" 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"> • U1_L1_ALL1.pdf • U1_L2_ALL3.jpg • U1_L2_ALL4.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Word cloud made with wordart.com about kindness U1_L2_ALL3. - Wordwall quiz about words related to kindness (see the glossary in the presentation). - Handout to build the glossary U1_L2_ALL4.</p>	The teacher observes the level of interaction when she shows the word cloud and asks for the meaning. The teacher checks the answers of the students during the quiz.
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	How can you be Kind?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 minutes	The students understand that kindness is contagious because people can be kind to us and we can be kind to people and because of the positive feelings related to being kind and receiving kind acts.	The teacher shows on the interactive board some pictures taken from "The kindness book" by Todd Parr and asks the students to write on the board the words they recall from the previous lesson. Then using the presentation the teacher makes the students reflect on the fact that kindness is contagious because people can be kind to us and we can be kind to people and that kindness makes us and people around us feel good. To do so the teacher stimulates the students with some questions and possible answers (with pictures) shown on the interactive board.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, glossary, kindness, feelings, contagious.</p> <p>Communicative structures How much is being kind? It is free, Kindness is easy, How do you feel...? I feel..., People can be kind to me, I can be kind to people.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case there are the pictures from "The kindness book" by Todd Parr for the warm up and the scaffolding for the discussion).</p>	The teacher observes the level of interaction during the discussion and asks questions that involve using the vocabulary which has already been presented in the previous lessons.
L	S	R	W								

2	30 minutes	The students apply the concept of kindness being contagious to their life.	The teacher gives the students an handout with two tasks related to the previous discussion. In task 1 the students have to think and draw a moment when someone was kind to them and write how they felt in receiving a kind act. They also have to write one or more words from the glossary which explain that kind action. In task 2 the students have to think and draw a moment when they were kind to someone and write how they felt in being kind. Using the glossary they also have to answer the question "How can you be kind? I can...." in reference to the situation they were kind. This structure is already familiar to the students because they worked with a similar structure in a previous project.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, glossary, kindness.</p> <p>Communicative structures How do you feel...? I feel...., People can be kind to me, I can be kind to people, How can you be kind? I can...</p>	L	S	R	W	<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"> • U1_L1_ALL1.pdf • U1_L3_ALL5.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Handout for the individual activity U1_L3_ALL5.</p>	The teacher observes the students while they are working individually and asks them questions about what they are drawing. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the tasks.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Be the "I" in Kind
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The students analyze different situations of the everyday life and evaluate how they can be kind in those situations.	To start the lesson the teacher uses the presentation to recall what they did in the previous lesson. Then the students are divided in pairs and they have to tell each other the moments they drew about when they were kind and when they received a kind act. They also have to share how they felt in those situations. The specific moments are told in Italian. After telling what happened in those moments, the student who was listening (the journalist) asks "How can you be kind? How do you feel?" in reference to the situation related to being kind. The other student	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, glossary, kindness.</p> <p>Communicative structures How can you be kind? I can...How do you feel....? I feel...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U1_L4_ALL6.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case there are the pictures for the reflection in pairs). - Substitution table to scaffold the discussion U1_L4_ALL6.</p>	The teacher observes and listens to the students while they are working in pairs. The teacher also asks them questions to revise the communicative structures and the vocabulary involved in the task.
L	S	R	W								

			<p>kind. The other student (the speaker) answers "I can..., I feel...". Then they swap roles. After this sharing, the teacher shows on the interactive board different pictures. The students divided in pairs have to think and tell how they can be kind in the situation shown in the picture and how they feel using the vocabulary in the glossary and the communicative structures previously used. During the discussion the students are given a substitution table to scaffold the language.</p>			
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2	30 minutes	The students recognize the words from the glossary and create an artistic work out of them to color their school with kindness and be contagious.	The teacher gives every student a letter to form the sentence "Be kind!" and other words related to kindness (from the glossary). The students color and decorate the letters. After that the teacher divides the students in groups according to the letters they have (every group forms a word/sentence). The students have to guess the word they can	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U1_L4_ALL7.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in</p>	The teacher observes the discussion in the groups while building the words and choosing a place in the school. The teacher checks if the students guess the words and remember the meaning.
L	S	R	W								

form with their letters and line up in order. The communicative structures (with pictures) are shown on the interactive board in order to support the discussion in the groups. The teacher asks the meaning of each word. The letters of each word/sentence are stuck together on a string. After that, using the presentation the teacher recalls the concept that kindness is contagious and the students have to choose a place in their school to spread their kind words and "color" their school with kindness.

Key vocabulary

Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, glossary, kindness, alphabet letters, places in the school, ordinal numbers

Communicative structures

Color your letter!, What kind word is it?, I think it is (parola del glossary), I agree/ I don't agree, This is letter number..., What does... mean?, How can you color your school with kindness?, Choose a place in your school, What place do you choose? I choose...

this case the presentation contains the scaffolding for the discussion). - Printable with the letters U1_L4_ALL7.

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The Kindness rocks project
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The students understand the content of a video about the Kindness Rocks Project and apply what they have learned about kindness to understand the goal of this international project.	The teacher shows to the students a short video with no audio about the Kindness Rocks Project. During the video the students have to take some notes about what they see and what attracts their attention. After watching the video, the teacher helps the students focus on the key moments of the video in order to introduce the vocabulary and the procedure about kindness rocks painting by asking specific questions on what people do in the video. The teacher uses the presentation to show the communicative structures (with pictures) for the discussion and support students in answering in	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Collect rocks, paint the rocks, write on the rocks, choose some kind words, leave the rocks around, color the world</p> <p>Communicative structures What do you see in the video? I see..., What do people do? People..., What do people write on the rocks?, Why do people leave the rocks around?, How do you feel when you find a kindness rock?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case there is the scaffolding for the discussion about the video). - Video "The Kindness Rocks Project" by The Kindness Rocks Project - Webpage of The Kindness Rocks Project</p>	The teacher observes the level of interaction during the discussion and asks specific questions about the video.
L	S	R	W								

			<p>students in answering in English. Then the teacher asks why people leave the rocks around to lead the students to the fact that kindness is contagious. The teacher also asks how people feel when they find a kindness rock. The teacher presents the webpage of the Kindness Rocks Project to show the students some examples of kindness rocks and the slogan of the project.</p>			
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2	30 minutes	<p>The students recall the key moments of the video about kindness rocks painting and use these pieces of information to organize their work to take part in the Kindness Rocks Project.</p>	<p>The teacher shows the students the final part of the previous video where they ask people to take part in the Kindness Rocks Project. Recalling the activity in lesson 4 Unit 1 where the students found a way to spread kindness in their school, the teacher proposes to bring kindness outside the school by joining the Kindness Rocks Project. The students are divided in pairs and are given an handout with all the steps in disorder to take part in the project. The students read the steps aloud and following</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Collect a rock, choose a kind word from the glossary, decorate the rock, write on the rock, leave your rock around and color the world</p> <p>Communicative structures What number is it? I think it is number..., I agree / I don't agree</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U2_L1_ALL8.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case the presentation contains the scaffolding for the discussion). -</p>	<p>The teacher observes and listens to the students while they are working in pairs and asks specific questions related to the steps. The teacher observes the level of interaction during the interactive games and the answers the students</p>
L	S	R	W								

an interactive game on the board (made with LearningApps) they have to match the steps to the pictures that explain the content. In this way they revise the meaning of each step previously seen during the discussion about the video. After that, working in pairs the students have to put the steps in order by numbering them. Every student reads one step at a time and says what number they think it is. The teacher shows on the interactive board the scaffolding to support the discussion. To correct the exercise the whole class do an interactive game (made with LearningApps) where they have to put the steps in order.

Interactive game made with LearningApps to revise the meaning of the steps of The Kindness Rocks Project (see the presentation to see the steps). - Handout with the exercise of putting the steps in order "U2_L1_ALL8". - Interactive game made with LearningApps to put the steps in the right order (see the presentation to see the steps).

give.

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Ready to color the world!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	The students get ready to create their kindness rocks by understanding the materials they need.	The teacher uses the presentation to show the pictures (and the names) of the materials the students will need to create their kindness rocks. Every time the teacher calls for a material the students have to check if they have it on their desk and show it to the teacher. During the activity the teacher uses the presentation also to show the scaffolding for the communicative structures.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rock, paint, paint brush, to do list, kindness glossary.</p> <p>Communicative structures Have you got...? Yes, I have / No, I haven't.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case the presentation contains the scaffolding for the discussion).</p>	The teacher observes the level of interaction during the activity of checking the materials and asks specific questions to the students about the material using the communicative structures.
L	S	R	W								

2	1 hour and 45 minutes	The students integrate the information	After checking the materials, the teacher	<p>Skills</p>	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U2_L1_ALL8.pdf 	The teacher observes if the students recall
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they have about the project and the reflections they developed about kindness to create their kindness rocks.

moves to step number two which consists of choosing the kind word to write on the rock. Using pictures, which recall briefly the activities the students did, the teacher draws the students' attention to the special mission they are carrying out and the importance of choosing a word they believe in (the students can use the glossary). The teacher lets the students a few minutes to think of the word they want to spread in the world. After that, the teacher asks every student what word they chose. The teacher uses the presentation to scaffold the production in English. The students write their word on an handout which will become the ID of their kindness rock. Then the teacher moves to step number three and shows the students some examples of Kindness rocks. The teacher draws the

L	S	R	W
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Key vocabulary

Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in yourself, kindness + specific words related to the decorations that the students choose

Communicative structures

What kind word do you choose? / What decoration do you choose? I choose....

- Group work
- Pair work
- Individual work

- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case the presentation contains the scaffolding for the discussion). - Handout to make the ID of the kindness rock U2_L1_ALL8.

the meaning of the words in the glossary and find a connection between the meaning and the decoration they chose.

students' attention to the decorations and the fact that they are connected to the word written on the rock. The students have a few minutes to choose a decoration for their rock related to the word they chose. After that, the teacher asks every student how they are going to decorate the rock and writes everything down on the board. The teacher uses the presentation to scaffold the production in English. The students write the decoration they chose on the handout. The students create their kindness rock. Once they have finished, they leave the rock in a special place they decide.

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The Kindness game and the final assessment		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 minutes	The students examine and use the reflections about kindness that they developed during the module to play the Kindness game.	The teacher presents the rules to play the Kindness game. The teacher uses the presentation to scaffold the language with some pictures. In this game every student picks the name of a classmate and for three days they will be a special kind mate to them without letting them know. Everyday they have to write down on an handout their special kind actions to keep track and reflect on how the game is going. Before picking the names, the students recall with a brainstorming the words of the glossary that explain how they can be kind in the game.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, rules, kind mate, be kind!</p> <p>Communicative structures The game rules are...., Have you got any questions?, Pick a note!, You are kind mate to..., How can you be kind? I can....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U3_L1_ALL9.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case the presentation contains the scaffolding for the the game rules and the input for the brainstorming). - Handout to keep track of the kind actions during the game "U3_L1_ALL9".</p>	The teacher observes the level of interaction during the brainstorming and while presenting the rules.
L	S	R	W								

2	30 minutes	The students remember the words related to kindness and use them to answer the question "How can you be kind?" when analyzing and judging specific situations.	The teacher gives the students an handout with three exercises as a summative test. Exercises number 1 and 2 focus on the vocabulary about kindness whereas exercise number 3 focuses on the structure "How can you be kind? I can..." and on analyzing and judging some situations where kindness can positively affect the people involved. The students have to analyze the pictures and answer the question "How can you be kind? I can..." using the words of the glossary from exercise number 2.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hug, love, smile, bring hope, say sorry, say thank you, say hello, include, respect the nature, respect the animals, help, listen, believe in myself, kindness.</p> <p>Communicative structures How can you be kind? I can..., Match the kindness words to the pictures. Find 7 words about kindness and write them. Look at the pictures and use the words from exercise number 2 to answer the question.</p>	L	S	R	W	<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"> • U1_L1_ALL1.pdf • U3_L2_ALL10.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1". - Handout with the exercises for the test U3_L1_ALL10.</p>	The teacher gives three exercises on the vocabulary, the structures and the skills related to the topic as a summative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The Kindness game and the self- assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The students examine their experience of the kindness game (self-assessment and reflection) in reference to what they have learned about kindness.	The teacher asks each student who they were kind mates of. While revealing the couples of the game, the teacher asks if it was difficult or easy to be kind mates, how the game went and how they felt. The students use the notes they took during the three days (U3_L1_ALL9) to answer and reflect on their experience. The teachers uses the presentation to scaffold the discussion.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Kind mate, game, rules, kind actions</p> <p>Communicative structures Who are you kind mate to? I am kind mate to..., Are you satisfied? Yes / No / So and so... How is the kindness game? It is easy / difficult, How did you feel? Bad / Good</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf <p>- In every lesson the teacher uses a presentation to guide the reflection and the activities. The presentation is updated every lesson with the new content it is therefore in one single file attached as "U1_L1_ALL1" (in this case the presentation contains the scaffolding for the discussion).</p>	The teacher observes the level of interactions during the discussion and how the students respond to the game.
L	S	R	W								
2	30 minutes	The students self evaluate their	The teacher gives the students a self-assessment survey to register if their awareness of kindness and its role in	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U3_L2_ALL11.pdf <p>- In every lesson the teacher uses a</p>	The teacher gives a self-assessment survey to register the
L	S	R	W								

awareness of kindness and its power and the perception they have about their involvement in the game and the entire module.

their lives has increased since the project started, if the kindness game was easy or difficult, if they are satisfied about how it went and how they felt, how they think they worked during the module, how much they liked the project and what they learnt. The teacher uses pictures to scaffold the language and reads the questions aloud one by one to support the students while answering. After the self-assessment the teacher concludes with a quote and a picture that summarize the content of the entire module.

Key vocabulary

Self-assessment, questions, yes / no / so and so, good/bad, easy/difficult

Communicative structures

Listen and answer the questions, Are you satisfied? Yes / No / So and so... How is the kindness game? It is easy / difficult, How did you feel? Bad / Good, Are you more aware of kindness and its power?, Did you work hard during the project?, Did you like the project?, What did you learn with the project?

- Pair work
- Individual work

presentation to guide the reflection and the activities. The presentation is updated every lesson it is therefore in one single file attached as "U1_L1_ALL1" (in this case the presentation contains the structures for the self-assessment, the final quote and picture). - Handout with the self-assessment U3_L2_ALL11.

students' awareness of kindness and its power and the perception they have about their involvement in the game and the entire module.

