

# CLIL Module Plan

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<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
<b>Subject</b>	Altro - 2023	<b>Topic</b>	GAT - Gestione ambiente e Territorio		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	The class consist in 20 students who have two years of previous experience with Clil methodology. Currently, they will have an hour a week in Clil Biotechnology and this 23 hours module. They are well-motivated, curious, and maybe a little scared about the use of English.
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	They are tackling the subject for the first time, but their technical /specific vocabulary is quite good in Italian because they use it in other subjects (Biotechnology, Vegetable Production, Livestock Production, and Agrarian Economy).	Their language level ranges from B1 to a solid B2. They show a good level of reading and writing skills. They have to improve their speaking skills and comprehension from natives.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 25 x 50' + 4x50' final assesment
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**Description of teaching and learning strategies**

The methodological approach is mainly Task-Based Learning. Students need to have a connected laptop in all the lessons. In the classroom, there is a projector and a good sound system. The teacher provides materials through Google Classroom. The Student Guide for every lesson must be printed and saved in the student ring binder. The Student Guides is a scaffolding tool and also, is useful for individual study. In order to improve pronunciation and fluency, in the Student Guides there is a link to the audio version and phonetic transcription. Students are asked to read aloud the text several times and check new words on the IPA transcription. That helps them to acquire collocations and get more confident. Students with special needs, like dyslexia, can use Reader tools (e.g. Specify App, Alfa Reader) and of course, change the document format. Most of the material is available in different formats (text, audio...). The time for each activity is fixed and students are told about that in advance. The documents used are taken from real (EU Commission, EU Parliament). The general topic is the same in all the lessons so the vocabulary doesn't change too much. Throughout the classes, the documents studied become longer, and students can add new collocations to those already studied. In all the lessons students have to speak, explain, and rearrange contents in a crescendo of difficulty. At the end of the Units, Students play a custom card game, so they train to use the vocabulary and collocation in an engaging way. During lessons, students can interact with classmates, helping each other to improve their own skills. That allowed a longer time for speaking training. At the end of the single lesson, the teacher asks some students to share the result with the whole class, paying attention that all students do that at least one time during the Module. This is important to give students feedback and to assess the improvement of each student. Students don't know who will be asked

# Overall Module Plan

<b>Unit: 1</b> We want a sustainability word. <b>Unit length:</b> 10 school hours (10x50')	<b>Lesson 1</b> ONU - Agenda 2030
	<b>Lesson 2</b> Green Deal Eu and Farm to Fork Strategy
	<b>Lesson 3</b> Lets practice and assessment
<b>Unit: 2</b> It is not so easy ... <b>Unit length:</b> 15 school hours (15x50') + final assesment(4x 50')	<b>Lesson 1</b> F2F Unfair EU competition and use of pesticides
	<b>Lesson 2</b> Impact assessment of EC 2030 Green Deal Targets for sustainable crop production
	<b>Lesson 3</b> Lets practice. Play on Stage and assessment

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	ONU - Agenda 2030
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	LotS: students remember Agenda 2030 and its goals and can contextualize them to their experience (Trentino Province).	Introduction: 10' with Mentimeter, the teacher shows the 17 goals of Agenda 2030 and asks students to put them in order according to what students think is important to Trentino's province. After voting, the teacher asks why they choose those goals. 5' with Mentimeter, the teacher asks students to write the words they remember from the 17 goals and shares and comments on the word clouds.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b>            No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequality, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace and Justice Strong Institutions, Partnerships to achieve the Goal</p>	L	S	R	<b>W</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Mentimeter (activation): <a href="#">link</a> esempio attività 1 mentimeter: <a href="#">link</a>	How many words do students write into the word cloud?
L	S	R	<b>W</b>								

				<b>Communicative structures</b> ---		
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2	30'	<p>LOTS: students understand the documents provided, summarize and report them (orally). Students can understand facts and ideas by organizing, summarizing, translating, giving descriptions, and</p>	<p>Students are divided into groups of 4. Each student has to read the document about one goal (Why it matters) and, using Infographic provided, has to explain to the other 3 students of the group what he/she has understood. (10' to read, and 5' x4 to explain). The chosen goals are 12, 13, 15 and 17.</p>	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table>	L	<b>S</b>	<b>R</b>	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<p>- documents why it matters and infographics about goals 12, 13, 15, 17: <a href="#">link</a> - Student's guide : <a href="#">link</a></p>	<p>- peer evaluation on clearness, the richness of vocabulary and content.          - self-evaluation and learning</p>
L	<b>S</b>	<b>R</b>	W								

stating the main ideas. HOTS: students find connections between dates in an infographic and the aim of the goal, students can HOTS: students find connections between dates in an infographic and the aim of the goal

**Key vocabulary**

to protect STH to restore STH to promote STH the sustainable use of terrestrial ecosystems, to sustainably manage forests, to combat desertification, to halt STH to reverse land degradation to halt biodiversity loss to ensure sustainable consumption and production patterns to strengthen the means of implementation to revitalize the Global Partnership for Sustainable Development to take urgent action to combat climate change and its impacts

**Communicative structures**

process evaluation on how many goals students can remember (at least 8) and how many they can describe. Document used for the evaluation [link](#)

3	50'	<p>LOTS: students can explain the definition of Sustainable development, the precautionary principle, and the polluter pays principle.</p>	<p>- teacher ask students to summarize the results of the previous class (5 minutes). - teacher says that Sustainable Development Goals (17 SDGs) are interconnected and ask students to watch the video to discover how they are interconnected. - 3' cast the video "Sustainable Development Goals" <a href="#">link</a> . - 3' short discussion about "wedding cake of SDGs - 5' Individually, students read a selected part from Opinion of the European Economic and Social Committee on 'Reflection Paper "'Towards a Sustainable Europe by 2030"'. <a href="#">link</a> 20' In pairs, then they answer the questions and note down some keywords. What is this paper? Who adopt it, and when? What is Sustainable development? What are the three pillars? What are the precautionary principle and the polluter pays principle? What is the fourth dimension of sustainable development? 10' restitution to the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1227 165 1568 210"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Sustainable development, the precautionary principle, the polluter pays principle</p> <p><b>Communicative structures</b></p>	L	<b>S</b>	<b>R</b>	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>- UE lex web site: <a href="#">link</a> - video "Sustainable Development Goals" <a href="#">link</a> . - Student guide document: <a href="#">link</a></p>	<p>Self-evaluation at the end of the document: <a href="#">link</a></p>
L	<b>S</b>	<b>R</b>	W								

4	50'	<p>Lots: Students know the process of passing a law in the EU, and know the rule of the Parliament, Council and Commission. Students know the "Six priority objectives" of UE and the conditions</p>	<p>Students work individually, using the document "1.4 How to achieve Sustainable Develop?". During the activity, they have to answer some questions about the Eu Institutions, the process of approving a law, and the content of the "EU environment action programme to 2030". They have 10 minutes to confront their work with another student and, then think about some examples of these concepts in Trentino Agriculture. The activity is</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1227 1157 1568 1201"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table>	L	S	<b>R</b>	<b>W</b>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>- UE lex web site: <a href="#">link</a> - Documents for students: <a href="#">link</a></p>	<p>--</p>
L	S	<b>R</b>	<b>W</b>								

needed to achieve the priority objectives.  
Language outcomes:  
Students can summarize a text.  
Hots: Students know how to apply general concepts about sustainability to a reality they know.

concluded by sharing the result with the whole class.

**Key vocabulary**

to attain STH greenhouse gas emission reduction  
target climate neutrality to enhance the ability to do to adapt by doing  
strengthening resilience to reduce vulnerability move towards STH regenerative growth model to detach economic growth from STH environmental degradation to transition faster to a circular economy. zero pollution of the air, water and soil to protect the health and well-being of Europeans. to protect, preserve and restore biodiversity by doing to improve the state of ecosystems and the environment to combat desertification and soil degradation. to reduce environmental and climate pressures from production and consumption

**Communicative structures**



# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Green Deal Eu and Farm to Fork Strategy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	<p>Lots: Students know what is the Green Deal EU, Students Know the aim of Green Deal EU, and Students understand that Green Deal is a process that constantly involves new policies and roles. Hots: Students relate concepts they have read to the reality they know.</p>	<p>15' Resume of previous notions (Teacher asks students "what is sustainable development?" using Mentimeter) and introduces the activity. 25' Students work in pairs, navigate in Eu Commission website <a href="#">link</a>, watch the video and fill out the document. 10' restitution to the whole class.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>            environmental degradation, to be an existential threat to SB, to overcome challenges, to transform into a resource-efficient economy, net emissions of greenhouse gases by 2050, economic growth decoupled from resource use, no person and no place left behind, to be a lifeline out of STH,</p> <p><b>Communicative structures</b></p>	L	S	R	W	<p><input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input checked="" type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>student's guide:  <a href="#">link</a> web site <a href="#">link</a></p>	<p>Evaluation of the content (richness and accuracy) and the language by the teacher using a scale from 0 to 5.</p>
L	S	R	W								

2	50'	<p>LOTS: students know the aim of F2F and can explain it HOTS: students can discuss F2F implications</p>	<p>Students watch a short video about Farm to Fork Strategy (F2F) and navigate to the official website <a href="#">link</a> and alone, answer the question " Why is in their opinion F2F called the heart of Eu Green Deal. Then they areas the fact sheet <a href="#">link</a> and answer the question " which aim of Commission do you think is the most difficult to achieve and why?". After that, they have 15 minutes to work in groups of 5/6 and confront the answers and discuss them (one of them moderates the discussion). The third part consists of the presentation of the complete answer to the class by one of each group chosen by the teacher. For the activity, students have a guiding document <a href="#">link</a></p>	<p><b>Skills</b></p> <p>L <b>S</b> R W</p> <p><b>Key vocabulary</b> To make sure Europeans get healthy, affordable and sustainable food, To tackle climate change, To protect the environment and preserve biodiversity, To increase organic farming, Fair economic to return in the food chain</p> <p><b>Communicative structures</b></p>	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>web site <a href="#">link</a> , fact sheet <a href="#">link</a> , student' guide: <a href="#">link</a></p>	<p>The teacher evaluates the final presentations.</p>
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3	50'	<p>Lots: Students know and can explain the main actions of Farm to Fork Strategies Hots. Students can learn by themself new words and collocations from a document.</p>	<p>25' Students read the F2F Action Plan <a href="#">link</a> and in pair have to create a cognitive map. The scaffolding document is provided <a href="#">link</a> . Students write their explanations on the document. 15' In pairs students try to explain the actions, using the map. 10' Some of them, chosen by the teacher, explain the action to the class. The teacher evaluates the written explanations.</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>F2F Action Plan <a href="#">link</a> , Student's guide <a href="#">link</a></p>	<p>Formative evaluation of: - Explanation to the class, the teacher gives feedback - Written parts</p>
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Lets practice and assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50' + 50'	Students can speak about sustainability, fluently and using a wide vocabulary.	Students in groups of 4 / 5 play the card game "I wanna be a good farmer" (instruction in <a href="#">link</a> ). It is a game where students are in an informal contest, and to win they have to make sentences with the words extracted from the text they already learn. Like the most successful game, to win is necessary to be lucky, not just good, so all the students could win (some cards allow exchanging cards and positions with other players). Student will play 2 times (50' +50')	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> see the list of 700 words</p> <p><b>Communicative structures</b></p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	game instruction: <a href="#">link</a> content functional cards to print: <a href="#">link</a>	Teacher evaluation: all students are speaking, all students have fun. Peer evaluation about using a lot of cards in the correct way.
L	<b>S</b>	R	W								

2	50' + 50'	Students improve their speaking skills and get aware of their level of content. The teacher understands the level achieved by students.	Each student takes 30 cards from the deck (content cards used in the previous lesson <a href="#">link</a> ). Student has some minutes to think, and then he/she makes a short speech (about 3-4 minutes) using the most number of words from the cards. To accelerate, during the speech, the next student takes the cards and thinks about them.	<p><b>Skills</b></p> <table border="1" data-bbox="1256 165 1601 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Content cards from <a href="#">link</a>	The teacher evaluates the speech by considering how many words are used, the content, fluency and accuracy.
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	F2F Unfair EU competition and use of pesticides
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	LOTs: understand the main problems related to the achievement of the EU Commission's objectives	30' - Students watch at least three times the Euronews video <a href="#">link</a> and then, answer the question on the student document <a href="#">link</a> . 15' - Teacher distributes pages 3 and 4 of the student document, with the text and vocabulary. Students can check their answers, read the text with phonetic transcription and memorize vocabulary.	<p><b>Skills</b></p> <table border="1"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> to cut STH use in half by ... as part of its latest plan on sustainability and biodiversity. to be legally binding to be replaced with alternatives crop rotation precision farming to prohibit STH used sensitive areas like STH to submit regular reports on their progress funds would also be available over the next ... years to cover the costs of any requirements. to be already opposing the proposals the timing is wrong given the current food crisis the time is completely inappropriate to</p>	<b>L</b>	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	video EuroNews: <a href="#">link</a> Student's guide: <a href="#">link</a>	Self-assessment, confronting own answers with the text.
<b>L</b>	S	R	W								

make a proposal we are again in a debate the plans include a mandatory nature restoration target the Commissioner in charge of the proposal to be a win-win for everyone to live in a myth that acting for nature and restoring nature is just costs and no benefits the impact assessment shows that one invested euro brings eight euros of benefits to reverse the decline of pollinators like bees to restore ecosystems naturally

**Communicative structures**

2	50' + 50' at home	<p>Lots: students can understand the topics and the point of view in a discussion.</p> <p>Hots: students can learn new words e collocations by real.</p>	<p>Using the student document 1/3 <a href="#">link</a> First part - 15 minutes Students watch the video “Question Time (Commission) Reducing the use of pesticides and strengthening consumer protection 06.06.2022” (video from 21'09" till 21'13" <a href="#">link</a>) - 3 times without subtitles - and write down notes about what they have understood. Second part -15 minutes Students send notes by Metimeter to the board and share them with the whole class. Discussion in the class. Third part - 5 minutes Students write an abstract of the video Using the Students document 2/3 <a href="#">link</a> Fourth part - 15 minutes in class and finishing it at home. Students read the transcription five times using IPA transcription. Then, they underline the vocabulary that is interesting to them. Transcription <a href="#">link</a></p>	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>Student's guide 1/3 <a href="#">link</a>  Student's guide 2/3 <a href="#">link</a>  Student's guide 3/3 <a href="#">link</a>  Question Time (Commission) Reducing the use of pesticides and strengthening consumer protection 06.06.2022 video from 21:09:14 till 21:13:30 <a href="#">link</a>  transcription <a href="#">link</a></p>	<p>Self-evaluation: the following week, the teacher gives students the list of vocabulary they should know (<a href="#">link</a>) so everyone can check how consolidated his language knowledge is.</p>
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3	50'	<p>Lots: students can use the web to search information.</p> <p>Hots: students can make a speech reporting facts and opinions.</p>	<p>Using the Student's Guide <a href="#">link</a>, students work in pair for ten minutes and answer the questions: What is Question Time? Who is Stella Kyriakides? Who is Billy Kelleher and what is Renew? The answers will be discussed with the whole class. Then they have 30' to create a cognitive map and prepare a speech, trying to explain the topic of the discussion like a journalist.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1196 165 1538 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> no new vocabulary</p> <p><b>Communicative structures</b> conditional structures</p>	L	<b>S</b>	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>student's guide <a href="#">link</a></p>	<p>informal peer evaluation within the couple</p>
L	<b>S</b>	R	W								

4	50'	<p>Students can make a good 3 minutes speech</p>	<p>Students make the previous speech within a group of 4 or 5 people. Each student has three-minute for the speech, and the others help him/her to improve, through peer evaluation (<a href="#">Criteria link</a>). At the end of the 30', the teacher will send to each student the peer evaluation results. Then students have 10' to work alone and improve the speech and in the end, four students, chosen by the teacher make their speech to the whole class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1196 676 1538 722"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	<b>S</b>	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>student's guide <a href="#">link</a></p>	<p>peer evaluation and teacher evaluation (for 4 students)</p>
L	<b>S</b>	R	W								



5	50'	Students are fluent and have good pronunciation.	Students watch a video ( <a href="#">link</a> ) about the Farm to Fork Strategy. They have a document ( <a href="#">link</a> ) with the transcription, the IPA transcription and an "italiocco" translation (= translation of every single word in Italian, so the structure of the sentences is in English). In that document, some sounds are underlined in order to help students with pronunciation. Students read aloud the text and check the pronunciation in IPA part (5 times) and then read the "italiocco part" with eyes and translate it in English (10 times). Five students chosen by the teacher will perform in class as they are the EU Commissioner; the teacher will ask them how the EU Commission intends to address the limitation of the use of pesticides.	<b>Skills</b> <div style="border: 1px solid black; display: flex; justify-content: space-around; padding: 2px;"> <span>L</span> <span>S</span> <span>R</span> <span>W</span> </div> <b>Key vocabulary</b>  <b>Communicative structures</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work	video <a href="#">link</a> student's guide <a href="#">link</a>	Formative evaluation Four or five students chosen by the teacher perform as EU Commissioner. Evaluation of vocabulary used and fluency.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Impact assessment of EC 2030 Green Deal Targets for sustainable crop production
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Students can find useful information on the web and can report them correctly to the class.	The activity consists of 3 parts: Part 1: 10' - individual work Students look at the Wageningen University web page <a href="#">link</a> and answer the question "What's the aim of this research output?" Part 2: 30' - Work in pairs Students open the paper Impact Assessment of EC 2030 Green Deal Targets for Sustainable Crop Production <a href="#">link</a> and read the contents index, and on pages 6 and 7, the "Introduction", "Main Results", and "Table 1". They answer the questions "What are ILUC1 and ILUC 2? Can you explain them?", " What are the consequences of the F2F strategy for apple cultivation in Trentino?" Part 3: 10' Restitution to the class. 4 students chosen by the teacher, report to the class what they have found. The teacher gives feedback about the content and language used. Students integrate their answers with the new items from the discussion.	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Student's guide <a href="#">link</a> , Web page Impact assessment <a href="#">link</a> , Report <a href="#">link</a> , Audio 1 <a href="#">link</a> , Audio 2 <a href="#">link</a>	Feedback by the teacher in the third part.
L	S	R	W								

2	50' + 50' + 50'	Students can understand a technical report, can explain the meaning of that to classmates, and can present a topic without having read it before (only have listened it).	Materials needed: paper Impact Assessment of EC 2030 Green Deal Targets for Sustainable Crop Production <a href="#">link</a> presentation: <a href="#">link</a> The methodology used: jigsaw <a href="#">link</a> Students are divided into 3 groups of 7 people. In the group, each student will be assigned an issue. The issues are related to specific slides, created by the authors of the report. The aim of the group work is to be able to do the whole presentation for the class. Step 1 - 5 minutes The composition of the group is decided by the teacher; the group decides on the student expert for each part (more info is in the student document <a href="#">link</a> ). Step 2 - 20 minutes Individual work Each student, individually, studies his own segment, reading the slides assigned and finding information about it in the report. The student becomes an “expert” in the segment. Step 3 - 25 minutes Expert students form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment. They have 30 minutes to discuss the main points of their segment and to rehearse the presentations they will make to their group. Step 4 - 70 minutes Group work Students come in original groups of seven. Each expert has 10 minutes to explain to the others his segment. They write down notes and can ask questions. step 5 - 30 minutes Several students (6-8 depending on time), chosen by the teacher between un-experts, are asked to make the presentation of a segment for the whole class. Students can use their note sheets during the presentation. The teacher gives some feedback about the contents and language used.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Student's guide <a href="#">link</a> , Paper <a href="#">link</a> , Presentation <a href="#">link</a>	Peer evaluation: each student evaluates the presentation of each expert in his group, about clearness, completeness, and richness of vocabulary. Self-evaluation: about content and fluency Evaluation of the activity to the teacher. The teacher collects all the results of the evaluation (on the last page of the Student's Guide) and takes them into account for the next activities.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	Lets practice. Play on Stage and assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50' +50'	Students can speak about sustainability, European policies and strategies, fluently and using a wide vocabulary.	Students in groups of 4 / 5 play the card game "I wanna be a good farmer" (instruction in <a href="#">link</a> ). It is a game where students are in an informal contest, and to win they have to make sentences with the words extracted from the text they already learn. Like the most successful game, to win is necessary to be lucky, not just good, so all the students could win (some cards allow exchanging cards and positions with other players). Students will play 2 times (50' +50') The structure of the game is already known by students, but the words and collocations, are different.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  revenues tend to decline ..  with regard to sth a positive impact on biodiversity an increased need for innovations around the alternatives in the context of genetically modified as part of its latest plan on sustainability and biodiversity. causing an increase in trade dependency consider the pros and cons of contribution to 'zero-hunger' SDG could be perceived as could help significantly create a competitive disadvantage creating jobs and attracting</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	list of cards. <a href="#">link</a> , rules of the game; <a href="#">link</a>	Teacher evaluation: all students are speaking, and all students have fun. Peer evaluation about using a lot of cards in the correct way.
L	<b>S</b>	R	W								

young farmers crop  
rotation first climate-neutral  
continent by 2050 for a  
framework for a ... funds  
would also be available  
over the next ... years  
generates a decrease of  
the supply having everyone  
on board i am just  
wondering i welcome that  
impacts of reduction of  
pesticides and nutrients  
improve animal welfare  
improve people's health  
improve people's quality of  
life in previous times in the  
years ahead in view of  
escalating food costs in  
what we actually intend to  
replace pesticides with.  
increase organic area  
under farming indirect land-  
use effects inflationary  
pressures leave no one  
behind making  
fundamental decisions  
around sth mitigation  
strategies more  
sustainable in the long  
term more sustainable in  
the mid-term need further  
potential trade-offs  
precision farming reduce  
excess fertilisation  
research reverse  
biodiversity loss right

				<p>throughout the process to sth sensitive areas like sth shorten the breeding process sustainable food system the commissioner in charge of the proposal the decline in yields the drop in yields and production by farmers the estimated indirect land use change the estimated yield level the expected cost declines the impact assessment shows that one invested euro brings eight euros of benefits the implementing the reduction targets the market challenges the plans include a mandatory nature restoration target the resilience of crop production the spikes in food the time is completely inappropriate the timing is wrong given the current food crisis there will be some replacements this is a si</p>			
				<p><b>Communicative structures</b></p>			

2	3 x 50 minutes	Students can identify the	title: Audition at the European Parliament The task: "Imagine that Hon Herbert Dorfmann <a href="#">/link</a>	<b>Skills</b>		Student's	written test, oral
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minutes +  
4x 50  
minutes for  
final  
presentation

identify the  
implication of  
European  
policies and  
strategies in  
their rural  
areas. They  
can evaluate  
the  
consequences,  
sort them by  
priority and  
find solutions.  
They can  
discuss  
environmental  
issues,  
assuming both  
of the points of  
view - the  
farmer and the  
citizens in a  
personal way.

task. Imagine that non member Dorffmann ([link](#)) asks the four of you to speak at the European Parliament's Committee on Agriculture and Rural Development about your views on the Farm to Fork Strategy as young farmers in a mountain area. You have 15/20 minutes." The students already met Dorffmann in Unit 2 Lesson 1 Activity 1. Now they must analyze their contest and evaluate what would be the consequences of the farm to Fork Strategy. They need to put into practice the knowledge they have learned in the other subjects and in this course. Groups of four are formed by the teacher considering to have a different level of language and content skills in each group. First step - brainstorming (20 minutes) In the group, students discuss the topic (from their personal experiences and what they have learned in the other school subjects (business economics, marketing, vegetable and livestock production, product transformation, biotechnology...), Respond to "What are your personal points of view?" Second step 15 minutes - Group work Students assign a topic to each member, considering that they must explain their views on the Farm to Fork application in their area and, in the end, give recommendations. Third step -10' + 50' next time + work at home - Individual work Students create the test for the audition. Fourth step - 50' - group work Students rehearse the oral presentation, every member gives some advice to improve. Then they send the test of their presentation to the teacher for evaluation. Fifth step - 200 minutes - Play on Stage On the audition day, every group present its work to the whole class and to a jury. The members of the jury are teachers

L S R W

### Key vocabulary

### Communicative structures

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

guide [link](#)

oral  
presentation  
and  
interventions  
during the  
hearings will  
be evaluated  
by teachers  
on the jury.  
Language  
evaluation:  
by the  
language  
teacher using  
language B2  
criteria.  
Content  
evaluation:  
evaluated by  
teachers of  
technical  
disciplines  
using  
Ministerial  
skills  
evaluation  
criteria  
teachers will  
use the  
ministerial  
criteria for the  
final exams,  
considering  
the text, the  
speech, and  
the  
participation

to a jury. The members of the jury are teachers of technical disciplines and the English language teacher. The other students play the role of the European Parliament's Committee on Agriculture and Rural Development.

participation in the debate. Using the Ministerial criteria is very important to connect the Unit to the "traditional school" and it is a sort of proof of the professional achievements of the students.