

CLIL Module Plan

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School	Liceo Russell Cles				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Scienze umane		Topic		Pedagogy
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>My class: 19 female student most of them have pre-intermediate level, some of them have b2 level certificated, one student has lower level and a block on language. In this class we have 3 students with special needs (dsa) and 3 with a migratory background. Some of them had a good previous experiences in Clil, only one student had a bad experience. Indeed she believe now, that the clil methodology does not work well in general. These lessons are based on a active comprehension and learning through the visual lesson, observation of some pictures or brainstorming. Learn-centred. In these particular lessons, the teacher speaking time is quantitatively limited and focused mostly in giving instructions, supporting language and correcting possible mistakes. Trying to motivate students by speaking English with enthusiasm. The students have to follow, almost by themselves, clear instructions and they have to do many various tasks concerning the topic but also they have to communicate. At least one student in turn after the given time has to report and to explain the answers in plenary, either at the whiteboard or orally or also comparing it with another group. In particular, especially during the work, students have to work in pair and in small groups.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Most students will : be able to analyse the modern didactic perspective be able to explain the details of the problem solving, role playing, how many methods they know such as Montessori, Piaget etc. orally.</p>	<p>In order to develop this module, students use their previous knowledge of language functions such as expressing hypothesis, making comparisons, speculating and deducting, giving advice and reporting. Moreover they have already worked with their language teacher on conditionals, passive forms, relative clauses, phrasal verbs and word formation.</p>

Timetable fit	© Module	Length 20 - 100 min. each
Description of teaching and learning strategies	<p>I'm going to use group work and task based learning. I will be focusing on communication through warm up activities (analysis of images, brainstorming, charts to fill in) and discussion activities (such as a video followed by questions). I'm going to engage students in a group discussion where each student has to contribute with relevant ideas. Scaffolding will be provided for shy students or students that are not willing to talk. Every group activity will be followed by teacher's feedback given on their summary or report of the group work. I'm also going to improve their interaction in order to develop speculating skills, which are cognitively demanding. We will work on the 4 skills because my input will be written (texts, charts, documents, reports) and oral (videos, talks). Every student will have a diary on board so they can take a note about the information of different/new approaches to teaching.</p>	

Overall Module Plan

Unit: 1 TEACHING METHODOLOGIES - A REFLECTION Unit length: 20	Lesson 1 Why does the teacher use different methods ? Introduction to pedagogy
	Lesson 2 HIP HOP ED - A lot of methods
	Lesson 3 MASTERY LEARNING
	Lesson 4 Bloom's Theory
	Lesson 5 Attachment Theory - Bowlby
	Lesson 6 Different teaching methods
	Lesson 7 What is debate
	Lesson 8 PIAGET/MONTESSORI/DEWEY
	Lesson 9 Neill and Summerhill school
	Lesson 10 Conclusion - Final test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Why does the teacher use different methods ? Introduction to pedagogy		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10' warm up + 15' answer some questions	To refresh their knowledge: Brainstorming about Pedagogy and education Students are expected to express their opinion on what pedagogy is and if it is worth studying it, providing evidence, making hypothesis and report them in plenary. They will learn how to work in team, furthermore critical thinking coherence and creativity in communication through the words of Mandela " education is the most powerful weapon which you can use to change the world"	t.: refers to daily topic ss: explain for building a list of word - and they will do a logbook T: do some question about the topic ss:Ask and answer questions	<p>Skills</p> <table border="1" data-bbox="1016 164 1359 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Assimilation, Knowledge, Skills, Slave, Sophist</p> <p>Communicative structures How many methods do you know? What is education? Are education and schooling synonyms? What was a paidagogos's job in ancient Greece? Why are teaching strategies different? Scanning a text for specific information.</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"> Lesson 1 .pdf <p>On whiteboard t: riproduce the questions and remind the roles of a good interaction</p>	ss: self assessment t: while passing by, will become aware of the degree of comprehension of her students
L	S	R	W								

2	25' core lesson	To describe what method in your school is used To know some different method to access prior knowledge of major Pedagoqe to ask for clarification if they do not something to predict a new method of teaching, to collaborate cooperatively to draw conclusions	t: divides students in pairs taking into account their skills t: gives instruction to the Ss in order to answer to the Activity 1 ss: riding and trying to understand what they have red. work in pairs to collaborate cooperatively and providing personal opinion on a given subject - writing a brief summary	<p>Skills</p> <table border="1" data-bbox="1016 164 1359 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary manners, learn, behavior, ability, information, gain knowledge of</p> <p>Communicative structures to use content-related and scientific vocabulary to use the language of speculation and cause & effect</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"> • _KEYS - MODULE PEDAGOGY.pdf • Lesson 1 .pdf <p>Task 1 lesson 1</p>	<p>Self assessment: Ss compare their answers and they monitor their own opinions and decide how well they have done their work</p>
L	S	R	W								

3	25' core lesson 10' revision	To know other different teaching styles and how they affect students	t: divides students in small groups about 4 people, give them short readings about different teaching styles ss: they have to read well, understand and underline the words that they do not know. ss: explain in the group orally what they understood jigsaw	<p>Skills</p> <table border="1" data-bbox="1016 165 1361 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Advise, Assessment, Demographics, Lecture</p> <p>Communicative structures selecting relevant information while reading, sharing the information to their colleagues in small group. agreeing and disagreeing...</p>	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"> • GRID - module pedagogy .pdf • Lesson 1 .pdf <p>Task 2 lesson 1</p>	<p>Self assessment to ask for clarification ss: Self evaluation group (at the end of Task 2) T: uses a personal grid (see grid 1)</p>
L	S	R	W								

4	15' conclusion	to sum up	T: reminds very quickly the content ss: take some notes on their logbook ss: do some questions	<p>Skills</p> <table border="1" data-bbox="1016 165 1359 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary T: reminds very quickly the content ss: take some notes on their logbook ss: do some questions</p> <p>Communicative structures Listening and make a conclusion</p>	L	S	R	W	<input 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"> • Lesson 1 .pdf 	T: reports about evaluation group grids
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	HIP HOP ED - A lot of methods
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	To refresh their knowledge and organise ideas consider others' views and ideas develop creative thinking processes. ss: will know some different methods like hip hop education and flipped classroom as an example and then find others through a research in cooperative.	t.: refers to day topic ss: explain for building a list of word - logbook Ask and answer questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rap, apply, flip, increase, share, tool</p> <p>Communicative structures Can you recall some key words? How would you explain why there are many different methods teachers use to teach?</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"> Lesson 2 .pdf <p>On whiteboard teacher will remind roles of working about logbook, key words of previous lesson</p>	self assessment - ss: remember last lesson, can answer some questions
L	S	R	W								

2	35' core lesson	T: will show same example to stimulate student to think in different way and point out some questions. Have you ever done in the past some lesson like hip - hop education? What is your opinion about the use of different education like this?	ss: watching a video about flipped classroom, they have to discuss about it if they are agree or disagree	<p>Skills</p> <table border="1" data-bbox="1048 167 1386 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary lecture, listen, focus on, motivation, application</p> <p>Communicative structures to use content-related and scientific vocabulary to use the language of speculation and cause & effect relative clauses are introduced by a relative pronoun.</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"> • Lesson 2 .pdf <p>Task 3 lesson 2</p>	Self assessment to ask for clarification
L	S	R	W								

3	30' core lesson 2 10' revision	T: do questions to improve their critical thinking ss: answers the questions in pairs, then ss sum up some their own conclusion. ss: will write down a report before anwer.	reading, underline new words, write on logbook new minings	<p>Skills</p> <table border="1" data-bbox="1048 167 1384 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary facilitator, notions, concepts, informal learning</p> <p>Communicative structures to present and defend their opinion by making judgements about information.</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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 2 .pdf <p>task 4 lesson 2</p>	Teacher grid 1
L	S	R	W								

4	15' conclusion	Ss: using a logbook they have to research a different new definition and keep it in mind or try to memorize	Ss: Identifying the right definition in flipped classroom context	<p>Skills</p> <table border="1" data-bbox="1048 884 1384 932"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary build</p> <p>Communicative structures If closes hypothetical closes basic understanding of facts and ideas</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"> • Lesson 2 .pdf <p>logbook laptop to research information Task: reflection</p>	During their work teacher will observe the student and will help them if they find some difficulties
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	MASTERY LEARNING
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	Teacher reminds students a variety of methods and explain how flipped classroom have become so important.	t.: refers to day topic ss: explain for building a list of word t.: asks some questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary mastery learning</p> <p>Communicative structures collocation</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"> Lesson 3..pdf <p>On whiteboard teacher will remind roles of working about logbook, key words of previous lesson</p>	ss: self assesement
L	S	R	W								

2	30' core lesson	Find information about mastery learning and demonstrate to know how it is so important. Make a comparison between mastery learning and traditional method.	work in pair read the text discuss and sum up underline new words	<p>Skills</p> <table border="1" data-bbox="1048 167 1384 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary mastery learning, apply, model, implement in large, materials, tools, feedback, motivation, esteem</p> <p>Communicative structures if closes, prediction</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"> • GRID - module pedagogy .pdf • Lesson 3..pdf <p>Task 1 lesson 3</p>	T: grid n. 1
L	S	R	W								

3	15' core lesson	to know how it is so important technology in teaching	ss: have to read a short information sheet	<p>Skills</p> <table border="1" data-bbox="1048 167 1384 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary information technology, multimedia</p> <p>Communicative structures simple present imperative</p>	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"> • Lesson 3..pdf <p>Task 2 lesson 3</p>	
L	S	R	W								

4	30' core lesson 10' revision	To find knowledge about motivation theories	group work searches the web for some information	<p>Skills</p> <table border="1" data-bbox="1048 707 1384 754"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Need-Satisfaction Theories motivation factors need for Achievement</p> <p>Communicative structures collocation if close prediction</p>	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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 3..pdf <p>Task 3 e Task 4 lesson 3</p>	T: grid 1 and grid 3
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Bloom's Theory
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	To refresh their knowledge and organize ideas consider others' views and ideas	t.: refers to day topic ss: explain for building a list of word - logbook	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures simple past make hypothesis	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"> Lesson 4..pdf on whiteboard lesson 4	self assessment
L	S	R	W								

2	30' core lesson	to improve knowledge about the Bloom's Theory	research on web in group of two student write information on their note, in a well organize mode.	<p>Skills</p> <table border="1" data-bbox="1048 164 1384 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary hierarchical models, educational learning objectives, levels of complexity, specificity</p> <p>Communicative structures used to passive forms</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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 4..pdf <p>Task 1 lesson 4</p>	Grid n. 6 Type 1
L	S	R	W								

3	60 core lesson	using Bloom's taxonomy, do a question for a lesson plan (age 8 - primary school): focus them on certain specific items, such as: find a topic decide the activity predict some questions summarize and share information	jigsaw activity - group of 4 t: divides students in small groups about 4 people, give them short readings about different teaching During their work teacher will observe the student and will help them if they find some difficulties	<p>Skills</p> <table border="1" data-bbox="1048 817 1384 865"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary sensory domain, cognitive domain objectives, assessments, activities, taxonomy, psychomotor model</p> <p>Communicative structures prediction, make hypothesis</p>	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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 4..pdf <p>Task 2 lesson 4</p>	Teacher grid n. 3 project work, grid n. 1 group work
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Attachment Theory - Bowlby
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	To refresh their knowledge and organize ideas consider others' views and ideas develop creative thinking processes.	t.: refers to daily topics: explain for building a list of words - and they will do a logbook T: do some question about the topic ss:Ask and answer questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary classify, evaluation, synthesis, analysis, application, comprehension, knowledge</p> <p>Communicative structures Can you recall some key words? How would you explain why teachers can use Bloom's taxonomy?</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"> Lesson 5..pdf <p>On whiteboard teacher will remind roles of working about logbook, key words of previous lesson</p>	self assessment - ss: remember last lesson, can answer some questions
L	S	R	W								

2	30' core lesson	to give suitable study method to find new content in the original text	<p>ss: can demonstrate basic understanding of fact about the original text on attachment behavioral response reading original text by Bowlby - A secure base - identify keys words pointing out new words, try to guess the meaning/look up the dictionary</p>	<p>Skills</p> <table border="1" data-bbox="1048 165 1384 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary attachment, behavioral, secure, care-giving, social role, self-reliant, healthy, anxiety, frustration, friction, shame, guilt, severe, parenthood, development, adolescents,</p> <p>Communicative structures collocation</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"> • GRID - module pedagogy .pdf • Lesson 5..pdf <p>Task 1 lesson 5</p>	Teacher grid n. 1
L	S	R	W								

3	15' core lesson	<p>ss: discuss about a case study, make a prediction planning an educational project ss: can think in a different way by combining previous elements in a new proposing creative solutions</p>	<p>T: explains how to focus on data of case study ss: try to imagine being a team of educator and discuss in pairs (role play)</p>	<p>Skills</p> <table border="1" data-bbox="1048 963 1384 1011"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary secure base</p> <p>Communicative structures make hypothesis, if closes, imperative</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"> • GRID - module pedagogy .pdf • Lesson 5..pdf <p>every student have a sheet text task 2 lesson 5</p>	T. grid n. 1
L	S	R	W								

4	30' core lesson	Make a educational teaching program - educational project	ss: plan their project discussing and reflecting on the possible solution then they decide what to put into practice t: during their work teacher will observe the student and will help them if they find some difficulties	Skills <table border="1" data-bbox="1048 204 1384 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary social program, social needs, personal needs Communicative structures simple present should, could, might	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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 5..pdf Task 3 lesson 5	T. grid 3
L	S	R	W								

5	10' conclusion	ss: report in plenary their educational program, orally	every group share their plan in plenary section orally and paste the sheet with the plan on the blackboard	Skills <table border="1" data-bbox="1048 742 1384 790"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures simple past	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"> • GRID - module pedagogy .pdf • Lesson 5..pdf personal student sheet (plan)	self student assessment - grid 2
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Different teaching methods
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5' warm up	T: sums up to have a connection with past lessons	t.: refers to day topic ss: explain to build a list of words Ask and answer questions	Skills <table border="1" data-bbox="1048 651 1388 699"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> Lesson 6..pdf on whiteboard lesson 6	self assessment
L	S	R	W								

2	90' core lesson	to collaborate cooperatively to draw conclusions to improve their knowledge, 5 groups of 4 student are formed, each group receives part of a text on problem solving, work group, lecture, jigsaw, debate.	jigsaw activity - read the text underline new words try to guess the meaning/look up the dictionary discuss and summarise the content of each piece share your information and conclusion with the other groups (orally) summarize the content of the other groups Each group has different activities to put into practice/ to experiment	<p>Skills</p> <table border="1" data-bbox="1048 167 1388 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary participants, develops communication, critical thinking, argumentation skills, alternative viewpoints, membership, political debate, agree/disagree, jigsaw technique, lecture</p> <p>Communicative structures to use content-related and scientific vocabulary to use the language of speculation and cause & effect to use collocation</p>	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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 6..pdf <p>every student has different work sheet prepared by the teacher task 1 lesson 6</p>	T: grid 1 ss: grid 2
L	S	R	W								

3	5' conclusion	to sum up to wrap up	T: give them a feedback about their work following the assessment grid 1	<p>Skills</p> <table border="1" data-bbox="1048 165 1386 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures should/shouldn't could/couldn't</p>	L	S	R	W	<input 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"> • GRID - module pedagogy .pdf • Lesson 6..pdf <p>report grid by teacher</p>	grid 1
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	What is debate
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5' warm up	To refresh their knowledge recall existing knowledge and organise ideas.	t.: refers to daily topic give them the information about procedure for their work t: explains how to build a list of lessial terms	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures simple past collocation Ask questions wh questions: What, How, When, Where, Which, Who, Why</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"> Lesson 7.pdf 	self assessment
L	S	R	W								

2	10' core lesson	T: explains how to focus on data and what should the student do to make a good Debate	Teacher gives them roles to make a Debate T: share with students the assessment grid 4	<p>Skills</p> <table border="1" data-bbox="1070 164 1415 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary content, style, strategy, agreeing sentences</p> <p>Communicative structures modals if close</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"> • GRID - module pedagogy .pdf • Lesson 7.pdf <p>Teacher shows on the whiteboard what should the student focus on On the whiteboard it will remain throughout the debate agreeing sentences - lesson 7: called Teacher's role.</p>	T: grid 4
L	S	R	W								

3	30' core lesson	Debate activity - speaking activity To improve fluency Checking out right solution survey	Task 1: students choose a topic (10 min.) Task 2: students have 20 minutes to prepare a topic (finding pro and cons)	<p>Skills</p> <table border="1" data-bbox="1070 920 1415 968"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary specific scientific vocabulary of topic.</p> <p>Communicative structures agreeing sentences "I totally disagree!" "No way!" "I couldn't agree less!", " I totally agree!" "Absolutely!" "I couldn't agree more!"</p>	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"> • GRID - module pedagogy .pdf • Lesson 7.pdf <p>laptop Teacher's role - lesson 7 - on whiteboard</p>	self assessment
L	S	R	W								

4	15' core lesson	actively experience the debate To improve speaking scientific subject studied languages (Human Science)	T: divides the class in two groups, each group has to choose their players. T: remind teacher's role Every student has a task: such as judge, listener, speaker, prompter	<p>Skills</p> <table border="1" data-bbox="1070 204 1415 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary all the words that have been studied in previous lessons</p> <p>Communicative structures 5 WAYS TO AGREE/DISAGREE</p>	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"> • GRID - module pedagogy .pdf • Lesson 7.pdf <p>teacher's role on whiteboard - lesson 7</p>	grid 4
L	S	R	W								

5	30' core lesson + 5' feedback	Debate second part, different topics: actively experience the debate To improve speaking scientific subject studied languages (Human Science)	T: divides the class in two groups, each group has to choose their players. T: remind teacher's role Every student has a task: such as judge, listener, speaker, prompter	<p>Skills</p> <table border="1" data-bbox="1070 783 1415 831"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	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"> • GRID - module pedagogy .pdf • Lesson 7.pdf 	grid 4
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	PIAGET/MONTESSORI/DEWEY
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	To integrate information in a different way by visualizing knowledge To consider different paradigm of education by Piaget, Montessori e Dewey	work group project T: divides class in three groups, explain what they have to do, draws the name of the author from which to make presentation from a dark bag. (10 min)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary drowing, lecture, ppt, digital poster</p> <p>Communicative structures simple present - giving information</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"> Lesson 8.pdf on whiteboard - lesson 8	
L	S	R	W								

2	30' core lesson	ss: search the web for some information about the author ss: analyse and use the information sheet prepared by teacher	The class is divided into three work groups and activates the research action.	<p>Skills</p> <table border="1" data-bbox="1093 164 1464 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary lecture, listen, focus on, motivation, application, facilitator, notions, concepts, informal learning, dynamic system, Assimilation, Accommodation, cognitive development, Sensorimotor, concrete, Preoperational, Formal Operations,</p> <p>Communicative structures to use content-related and scientific vocabulary to use the language of speculation and cause & effect relative clauses are introduced by a relative pronoun.</p>	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"> • GRID - module pedagogy .pdf • Lesson 8.pdf <p>ss: have many tools - laptop, video, paper script, they will decide in totally free option how to use</p>	Teacher grid n. 1 and n. 3
L	S	R	W								

3	60' core lesson	ss: to make their project, constructing, designing and planning ss: report in planary their group work	ss: how they can do presentation: (60 min inclusive of exposure) lecture ppt digital poster	<p>Skills</p> <table border="1" data-bbox="1093 164 1462 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary brush up the previous words</p> <p>Communicative structures If closes hypothetical closes basic understanding of facts and ideas</p>	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"> • GRID - module pedagogy .pdf • Lesson 8.pdf <p>each groop has tools - lesson 8</p>	<p>Teacher grid 5 Teacher grid 4 Student grid 2</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Neill and Summerhill school
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	45' core lesson	To create a personal critical thinking through the vision of different educational experiences such as SummerHill school in UK	ss: Watch this short video clip about Summerhill school and answer the T/F table - (20 minute video not more)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary aims of schools teacher/student roles improvement in knowledge creativity activity teaching method</p> <p>Communicative structures to use the language of speculation and cause & effect modal verbs present perfect e prediction</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"> • _KEYS - MODULE PEDAGOGY.pdf • Lesson 9.pdf Task 1 - lesson 9	self assesment
L	S	R	W								

2	10' core lesson	to improve their speaking and make judgemnt about different method	ss: discuss with partner, making judgements on answering questions, orally	<p>Skills</p> <table border="1" data-bbox="1048 165 1386 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary They must use all the aquired vocabulary in the form</p> <p>Communicative structures making hypothesis should/could</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"> • Lesson 9.pdf <p>Task 2 - lesson 9</p>	self assessment
L	S	R	W								
3	45' core lesson	to compere differet method of teaching	ss: Working in pairs, search the web for some information about the theory of A. S Neill, and the classical system school in UK. Than select all different types of schools, compare and contrast them on certain specific items, such as: aims of schools teacher/student roles improvement in knowledge creativity activity teaching method ss:write on the table pro and cons	<p>Skills</p> <table border="1" data-bbox="1048 762 1386 809"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures simple present</p>	L	S	R	W	<input 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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 9.pdf <p>Task 3 - lesson 9</p>	GRID 6 TYPE 1
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	Conclusion - Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	80' core lesson	ss: test their knowledge ss: remind previous information	ss:complete the table ss: draw a mind map about Teaching strategy	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • _KEYS - MODULE PEDAGOGY.pdf • GRID - module pedagogy .pdf • Lesson 10.pdf Task 1 - lesson 10 - Final test	T. grid n. 6 Type and 2
L	S	R	W								
2	20' conclusion and feedback	to conclude and consider Clil as a different teaching method too. to riflect on what the student had improved	T. gives a feedback about Clil method	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures schould/could have... If I were...	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"> • Lesson 10.pdf Final question on whiteboard - lesson 10	self assessment
L	S	R	W								