

CLIL Module Plan

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School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Religione		Topic		Anthropology
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Students groups and classes in both educational institutions are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in both schools involved they go from A1-2 (mainly in the first year) until B1 (in the second and third years) or even above (B2-C1) in the fifth year. In the previous years all groups involved have shown interest in CLIL modules, positively responding to the activities proposed, showing appreciation for a more active way of teaching and learning. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because thane main goal is to get trained and find a job.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	The prior knowledge of the students covers what has been learned in the primary and middle school. We can say for the first years it is very basic with a few exceptions.	A2 Present simple/Present continuous Future "going to" Simple past Connectors but and because Use of adjectives for describing Comparatives and superlatives There is there are Can for ability Like+ing

Timetable fit	<input checked="" type="radio"/> Module	Length 20 h
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Description of teaching and learning strategies

Methodological approaches: Task-Based Learning, Project-Based Learning, Cooperative Learning. Choices and strategies to promote interaction and communication during the lesson involving students: pair work, group work, plenary share. During the whole length of the module the teacher provides personal support to each student who needs it, and the support becomes even stronger when there are moments of co-teaching. Learning activities connected to expected learning outcomes: classwork and homework are both oriented towards the progressive growth of the students' personal skills in order to achieve the expected learning outcomes. Content and language input: the focus of the input is on authentic materials. Every activity is designed so that it can meet both a lower and a higher level of competence. The goal is to avoid boredom of more proficient students and overchallenging tasks for special needs kids. ICT learning tools and media: video, songs, slideshows. Materials to support content/procedure/paedagogical/language scaffolding: the guiding ppt contains procedural scaffolding such as timing for each activity, clearly written instructions, so that special needs kids are guided throughout the process to prevent confusion lack of information. Time managing: each activity is precisely timed and the guiding ppt shows the exact amount of minutes required by each activity so that every student can always keep an eye on time. An acoustic signal, an alarm are sounded each time an activity finishes. Differentiating measures and additional forms of consolidation of outcomes: special needs are catered for by constant scaffolding (as described above) and each activity is designed so that it can be approached at different levels. Special needs kids have the freedom to complete just one part of the whole task. Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch

Overall Module Plan

Unit: 1 Silence Unit length: 4 h	Lesson 1 Silence/1 - Launch
	Lesson 2 Silence/2
	Lesson 3 Silence/3
	Lesson 4 Silence/4
Unit: 2 Dialogue Unit length: 4 h	Lesson 1 Dialogue/1
	Lesson 2 Dialogue/2
	Lesson 3 Dialogue/3
	Lesson 4 Dialogue/4
Unit: 3 Relationship Unit length: 4 h	Lesson 1 Relationship/1
	Lesson 2 Relationship/2
	Lesson 3 Relationship/3
	Lesson 4 Relationship/4

Unit: 4 Interiority Unit length: 4 h	Lesson 1 Interiority/1
	Lesson 2 Interiority/2
	Lesson 3 Interiority/3
	Lesson 4 Interiority/4

Unit: 5 Community Unit length: 4 h	Lesson 1 Community/1
	Lesson 2 Community/2
	Lesson 3 Community/3
	Lesson 4 Community/4 - Conclusion

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Silence/1 - Launch
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>What is silence? Experience silence, impediments to communication and feelings Places of silence Thinking skills involved: remember, analyse, describe Life skills: empathy, self-awareness, interpersonal relations</p>	<p>15 minutes Launch: ppt that explains what we are going to do and it sets the ground of the module 2 minutes: loud music: communicate, if you can! link 5 minutes: Did you manage to communicate? Why and why not? link 10 minutes: How did you feel? link 6 minutes: Places of silence: 2 minutes mountain link, 2 minutes desert link, 2 minutes church link 12 minutes.: Which places do you associate with silence? Brainstorming in a trio</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings Communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 1_Silence observation.docx • 1_Silence.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Spidergraphs will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Silence/2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>Places of silence: is it possible to live an entire life in silence? Thinking skills involved: remember, analyse, describe, Life skills: empathy, self-awareness, interpersonal relations</p>	<p>15 minuti 1. Which places do you associate with silence? Round up brainstorming in a trio and write sentences about your ideas according to speaking frames (A church makes me think of silence because...I associate a forest with silence because...I feel that a desert can be associated with silence because...) 2 minutes: anagram listen-silent 5 min: link from: The great silence (P. Groening) 10 min: use the vocabulary provided and the speaking frames to describe what you saw. Work with a partner. In this scene I saw... I thought ...I felt.....I felt as if I was...I felt like a.../like flying... 2 min: Game: look your partner in the eyes for 2 minutes and 20 min.: on a sheet of paper describe how you felt (Max 75 words. Use the adjectives provided)</p>	<p>Skills</p> <table border="1" data-bbox="1003 165 1344 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2_Silence lesson observation.docx • 2_Silence lesson.pptx • 2_Silence vocabulary sentences video great silence.pdf • 2_Silence vocabulary work video great silence.pdf <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Sentences on post-its/flashcards will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Silence/3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>The meaning of silence</p> <p>Thinking skills involved: understand, analyse, create</p> <p>Life Skills: creative and critical thinking</p>	<p>15 minutes: After these activities and experiences you have had, now try to write an acronym about silence. You have two options: 1. Every letter in the word "Silence" will be a word 2. Every letter in the word "Silence" will be a word that in the end will be a full sentence</p> <p>15 minutes: Pair or team work towards a product: please remain in silence with your eyes closed and then put on paper in the form of a drawing or a sketch the meaning of silence.</p> <p>25 min: now you are ready to let your imagination flow. Try to invent a story where the protagonist is the silence: silence of a person, silence of God, silence of your conscience, or you can set your story in a silent setting.</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 3_Silence lesson observation.docx • 3_Silence lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written story about silence will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Silence/4
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 h	Reflection on this question: "Do you really see your friend/parents/teacher when you look at people or do you just see your own reflection?" Thinking skills involved: understand, analyse Life Skills: creative and critical thinking	2.10 min Video Suzanne Vega Tom's Diner (no music) link + activity gap filling 8 min.: activities: • Vocabulary: write down in your own language what you think the words corner, counter, funnies, reflection, midnight and picnic mean • Which is the best summary of the song? (three options) 10 min. - Talk to your partner and remember what you heard in the short video. What does it have to do with silence? 10 min. - "There's a woman/On the outside/Looking inside/Does she see	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 4_Silence feedback Silence.docx • 4_Silence lesson observation.docx • 4_Silence lesson.pptx • 4_Silence lyrics Suzanne Vega - Toms Diner.docx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Sentences will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.

inside, DOES SHE SEE me? No she does not/Really see me/Cause she sees/Her own reflection". Talk to your partner. Do you really see your friend/mother/teacher when you look at people or do you just see your own reflection? 20 min. - Homework to start in class: Write a letter to yourself saying how you felt and what you have learned so far. 2 min.: feedback - did you enjoy the activities about silence? + observations

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Dialogue/1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Reflect on dialogue and conflict Thinking skills involved: understand, analyse, create Life Skills: creative and critical thinking	6 min.: video “Day & Night” - Pixar 15 min.: speaking frame: talk to your partner and try to reconstruct the storyline. Draw 6 frames of storyboard to support your presentation. 20 min.: in pairs: on a sheet of paper try to answer to these questions: 1. Where does the conflict between Day & Night come from? 2. Think about the scene when Day & Night are hugging: what do you understand? 3. What is the moral of the short film? 4. What kind of dialogue is established between Day & Night? (BONUS)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 1_Dialogue lesson observation.docx • 1_Dialogue lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Written sentences will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Dialogue/2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Communication crisis and solutions Thinking skills involved: understand, evaluate, create Life Skills: critical thinking, problem solving, interpersonal relationship	2.17 min.: Video: link 10 min.: speaking frame/1 - Talk to your partner and remember what you saw in the short video. What does it have to do with communication and dialogue? 10 min.: Think about it! - Truman said sentences like: -«What are you talking about?» -«Who are you talking to?» -«What does it have to do with anything?» Talk to your partner. Are you able to have a real dialogue with your friends/parents/teachers or do you have problems of misunderstanding/lack of communication?	Skills <table border="1" style="margin-left: 20px;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary See uploaded material Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings	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"> • 2_Dialogue lesson observation.docx • 2_Dialogue lesson.pptx All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.	Tables will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
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of communication:
Why? 20 min.: Writing task - Our society is going through a communication crisis. Write a table with three columns identifying: - five situations of incommunicability -their causes -their solutions
10 min.: speaking frame/2 - Talk to your partner about what you have written. Have you noticed the same problems? What about the solutions?

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Dialogue/3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>How words create life (see John's Prologue)</p> <p>Thinking skills involved: understand, analyze, create</p> <p>Life Skills: self awareness, critical thinking, interpersonal relationship</p>	<p>3 min.: audiobook John's prologue - link 5 min: read carefully John 1,1 4 10 min.: with a partner - draw a spidergraph answering to the question What do WORD and LIFE have to do with dialogue? Remember to show the connections between the keywords.</p> <p>30 min.: writing - When I talk to my friends/parents/teachers how can I "create" life? How words are important to have a real communication? On a sheet of paper write your answer (150 words) 5 min.: speaking frame - Talk to your partner about what you have written.</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 3_Dialogue lesson observation.docx • 3_Dialogue lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Spidergraphs and written texts will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Dialogue/4
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	The unsaid in communication - Feedback and dialogue personal overview Thinking skills involved: remember, understand, analyze, create Life Skills: self awareness, critical thinking, interpersonal relationship	3.05 min: watch the animated short film link 15 min.: speaking frame - Often the “unsaid” has consequences and we are overwhelmed by our hate. Are you able to forgive people that hurt you? Do you recognize your faults? 30 min.: writing task - Write a letter to yourself saying how you felt and what you have learned so far about “Dialogue”. 5 min.: feedback activity about “Dialogue”	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</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"> • 4_Dialogue feedback Dialogue.docx • 4_Dialogue lesson observation.docx • 4_Dialogue lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Written letters will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Relationship/1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>The relationship with the world we live in</p> <p>Thinking skills involved: analyze, evaluate, create</p> <p>Life Skills: critical thinking, decision making, problem solving</p>	<p>5 min. : video “Pay it forward” - link 5 min.: guided reflection: «There’s a world out there and, even you decide you don’t want to meet it, it’s still going to hit you right in the face» The sentence we heard in the clip reminds us of our relationship with the world we live in. 15 min.: speaking frame – Let’s start to think about the world. Talk to your partner and try to answer to these questions: • What does the world mean to you? • What does the world expect of you? • One day you’ll be free... What if the world was a big disappointment? 15 min.: Writing task – The realm of possibility: what have you ever done to change the world?!? - With your partner think at one idea to change our school and how to put it into action. Write your plan on a sheet of paper 15 min.: discussion in class – compare you ideas about the writing task</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 1_Relationship lesson observation.docx • 1_Relationship lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written plans (how to change your school) will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Relationship/2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>Relationship and friendship</p> <p>Thinking skills involved: understand, analyze</p> <p>Life Skills: self-awareness, critical thinking, effective communication, interpersonal relationship</p>	<p>10 min: Addomesticami</p> <p>Piccolo Principe Video: link (min 1.12.50-1.21.09) - Listen to the audiobook following the text provided</p> <p>30 min.: writing - Work with your partner. On a sheet of paper answer to these questions: 1. Why is making friends important? 2. Is perseverance a good quality? Why or why not? 3. Are people able to see what is invisible with their heart? Why or why not?</p> <p>15 min.: speaking frame - Let's compare together what you have written.</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2_Relationship lesson observation.docx • 2_Relationship lesson vocabulary.docx • 2_Relationship lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written answers will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
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CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Relationship/3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Parable of the Pharisee and the Tax Collector analysis Thinking skills involved: understand, analyze Life Skills: critical thinking, interpersonal relationship	2.15 min.: video link (Parable of the Pharisee and the Tax Collector) 5 min.: Reading (Luke 18,9-14) 30 min.: writing task - Read again the parable and complete the table. Pay attention to all the the details 10 min.: speaking frame - Let's compare together what you have noticed	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 3_Relationship lesson observation.docx • 3_Relationship lesson vocabulary.docx • 3_Relationship lesson.pptx • 3_Relationship THE PARABLE OF THE PHARISEE AND THE TAX COLLECTOR tradotta.docx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Tables will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
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CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Relationship/4
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>Family relationship - how real is your forgiveness</p> <p>Thinking skills involved: understand, analyze, create</p> <p>Life Skills: critical thinking, self-awareness, interpersonal relationship</p>	<p>15 min.: Let's read it together! The parable of the Prodigal Son 4 min.: Watch the short video: link 25 min.: Writing - Read again the end of parable and try to focus on the older son's reaction. On a sheet of paper try to answer to these questions: 1. Why doesn't he want to enter the house and celebrate his brother's return? 2. Do you agree with him? Why or why not? 3. Try to finish the parable... What do you think the older son will do? 10 min.: speaking frame - Let's talk about your personal ending of the parable 1 min.: feedback</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1341 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 4_Relationship feedback Relationship.docx • 4_Relationship lesson observation.docx • 4_Relationship lesson parable prodigal son.docx • 4_Relationship lesson vocabulary.docx • 4_Relationship lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written answers will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Interiority/1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Happiness is only real when shared Thinking skills involved: understand, analyze Life Skills: critical thinking, self-awareness, inter/intrapersonal relationship	5 min.: Blurb of "Into the wild" 1.50 min.: What is happiness?: link 5 min.: Speaking frame/1 - Ron says to Chris: «If you forgive you love and if you love God's light shines on you». I think this sentence means.../ I strongly believe.../ I don't believe that.../I agree/don't agree with Ron/Chris, when he says.../they say... 5.30 min.: final scene - Happiness is only real when shared: link 5 min.: Speaking frame/2 - Chris writes these	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 1_Interiority lesson observation.docx • 1_Interiority lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Speaking activities will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
L	S	R	W								

Chris writes these words: «Happiness is only real when shared». I agree with Chris, because...I think that... I don't agree with Chris, because...I think that... For me happiness means... I would say happiness is.... 15 min.: after viewing - you and your partner will discuss what it means to discover who you are and your interiority. 10 min.: Let's share with the class what you've discussed with you partner 5 min.: talk to your partner and tell him/her what you've learned today

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Interiority/2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Divine law vs. human law Thinking skills involved: understand, analyze, create Life Skills: critical thinking, interpersonal relationship	5 min.: divide the sheet of paper in two parts. Title them with "I like" and "I don't like". Write the following words where they fit better. FAMILY - DISOBEY - LAW - BURY - PROMISE - TRAITOR - CRIME - PROUD - UNAFRAID - CONSEQUENCES - CONDEMN - STARVATION - LONELINESS - KILL. 5 min.: Speaking/Share with the class how you've divided the words. Explain the reasons of your choice. 10 min.: Reading/Let's read together Antigone's blurb. Use the summary and the comics provided. 5 min.: explanation of	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 2_Interiority Antigone.docx • 2_Interiority lesson observation.docx • 2_Interiority lesson.pdf <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Writing group activities will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
L	S	R	W								

		<p>5 min.: Explanation of the focus - Divine law vs. human law</p> <p>20 min.: Writing/In small groups (4 people) rewrite Antigone's tragedy, setting your story in the present and imagine another situation where interior law takes over human law. Give a title to your modern tragedy.</p> <p>10 min.: Speaking/sharing activity: tell the class what you've written.</p>				
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CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Interiority/3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Human soul description Thinking skills involved: understand, analyze, create Life Skills: critical thinking	5 min.: introduction 30 min.: Reading/Interior Castle passage 30 min.: How do you imagine the human soul? Work with your partner - Draw your interior castle and write words or short sentences explaining the details 10 min.: Speaking/Sharing activity	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 3_Interiority lesson interior Castle text.docx • 3_Interiority lesson observation.docx • 3_Interiority lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Drawing and descriptions will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	Interiority/4
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Being forever young: materialism and exterior qualities vs. the real me Thinking skills involved: understand, analyze Life Skills: critical thinking, self-awareness, inter/intrapersonal relationship	5 min.: Listen to the song “Forever young” link 20 min. writing activity - 5 minutes: work individually and think about the answer - 15 minutes: work with your partner and on a sheet of paper answer these questions: 1. Is the author saying that to be forever young you need to buy some products? 2. Does he focus on exterior qualities? 3. What does it mean to be young? 5 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 See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</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"> • 4_Interiority Forever Young.docx • 4_Interiority lesson observation.docx • 4_Interiority lesson.pptx • 4_Interiority noun grab vocabulary.docx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written texts/sentences will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

young: 5 min.:
Speaking/Share
your views with
the class 5 min.:
Noun grab activity
- Listen to the
song again and
grab the words on
the table, when
you hear them.
Whoever has the
most words wins.
[link](#) 10 min.:
Writing/Write
down as many
sentences as you
can using the
words you have
learned. - If your
sentences relate
to the content of
the module you
get 5 points each -
If your sentences
don't relate to the
content of the
module you get 2
points each 10
min.: Top 10
challenge - Let's
see how many
points you've
scored

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Community/1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	What does being part of a community mean? Relations between "home" and "community" Thinking skills involved: understand, analyze, create Life Skills: critical thinking, self-awareness, inter/intrapersonal relationship	2 min.: Video Freedom Writers: link 2 min.: Video Freedom Writers: link - Watch the video again following the transcription provided 15 min.: Writing/Work alone or with your partner and on a sheet of paper answer these questions: 1. What and where is home? 2. What does the word home have to do with being part of a community? 10 min.: Speaking/Share your answers with	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</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"> • 1_Community lesson Freedom Writers create your story.docx • 1_Community lesson I am home Freedom Writers.docx • 1_Community lesson observation.docx • 1_Community lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written texts/sentences will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution.</p> <p>The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

your answers with
the class 15 min.:
Writing/Now you
are Freedom
Writers! Create
you story about
belonging to a
community
Instructions: 1.
write a sentence
answering the
questions given by
the teacher (Who?
With whom?
When? Where?
What does he/she
do?); 2. fold over
the paper where
you have written,
so the other
people can't see;
3. pass the paper
to the person
sitting to your
right. 10 min:
speaking/sharing
activity: read the
stories to the class

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Community/2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 h	<p>Fears and solutions - community and sense of belonging</p> <p>Thinking skills involved: understand, analyze Life Skills: critical thinking, self- awareness, inter/intrapersonal relationship, problem solving</p>	<p>4.30 min.: video “The sense of belonging” link 5 min.: Focusing and speaking activity: We’ve seen that the protagonist’s deepest fear is “the sense of not belonging”. What does it mean? 15 min.: Writing/Write down what you’re most afraid of and why 15 min.: Speaking/ Share your fears with the class 15 min.: Work with your partner and, on a sheet of paper, write down as many solutions as you can to help people feeling part of a community (ex: class, church, family, group of friends,...)</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1339 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2_Community lesson observation.docx • 2_Community lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	<p>Written texts will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	Community/3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Advices to the future communities Thinking skills involved: understand, analyze, create Life Skills: critical thinking, self-awareness, inter/intrapersonal relationship	4.45 min.: Message in a bottle - The Police: video with link 5 min.: Reading: Let's read this passage of the song we've just listened to: Walked out this morning Don't believe what I saw A hundred billion bottles Washed up on the shore Seems I'm not alone at being alone A hundred billion castaways Looking for a home 20 min.: Writing: Imagine to write a message in a bottle to the future world. What would you write? What advices	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 3_Community lesson observation.docx • 3_Community lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Written messages will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
L	S	R	W								

What advice would you give to the men of the future to live well together as a community? 20 min.: Speaking: Sharing time: students in a circle - every student reads his own message to the class - Put your message in a bottle on the desk in the center of the classroom and form a circle - Pick a message - Form a circle - Read to the class the message - Discuss the advice you've received

CLIL Lesson Plan

Unit number	5	Lesson number	4	Title	Community/4 - Conclusion
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Driving question: how can we study religion from a different point of view? Module review and final feedback Thinking skills involved: remember, evaluate, create Life Skills: self awareness; critical thinking	10 min.: module review – pictures of us 20 min.: Writing/On a sheet of paper answer these questions: 1. Driving question: how can we study religion from a different point of view? 2. What have you learned during this module that you consider important for your life? 15 min.: Speaking/Share your feelings and make a few comments on what you've written 10 min.: Feedback activity/Let's work together: what are the keywords of the module?	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See uploaded material</p> <p>Communicative structures Descriptions of facts and feelings; communicating thoughts and feelings</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 4_Community lesson observation.docx • 4_Community lesson.pptx <p>All images, video and media used are under the creative common license, taken from what is published on the internet to avoid any type of copyright infringement.</p>	Written texts will be assessed in terms of completeness, relevance to the topic and the addition of a personal contribution. The language accuracy will be assessed by the language teacher.
L	S	R	W								