

Author: name and surname

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Lesson plan Title: Treatment for dehydrated skin

School	<input type="radio"/> Primary <input type="radio"/> Middle <input type="radio"/> High
Year / Class	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Subject: BEAUTY THERAPY	Topic: FACIAL TREATMENT
CLIL language	ENGLISH

Teacher / Teaching team profile	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: BEAUTY THERAPY
	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: _____

Student group profile (general)	CEFR Level: <input type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2
	<input type="radio"/> Experiences of CLIL <input type="radio"/> Migrant background <input type="radio"/> English mother tongue <input type="radio"/> Special Educational Needs : ____ <input type="radio"/> Other mother tongue <input type="radio"/> Other: _____

Timetable fit	<input type="radio"/> Module <input type="radio"/> Lesson	Previous lessons: face treatment and face massage, different skin types, cosmetic products and active ingredients for dehydrated skin. link with science (the skin).
		Future lessons: role-playing "beauty therapists and customers" (the class is divided into two groups) the beauty therapists have to present and explain the treatment, the customers ask information about the treatment (about the duration and price). Further study of other skin blemishes.

Resources & tools	<ul style="list-style-type: none"> • Power point presentation, • video, • worksheet for the different tasks and activities, • glossary.
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	Subject	Language
Students' prior knowledge, skills, competencies	The students have been studying the anatomy of the skin in science and also the practical skills needed to perform the facial treatment. They have to develop their knowledge and ability to perform, choose and explain the right treatment for a specific skin type (for this lesson- dehydrated skin)	Some students have a good language level (A2), others need more support and thinking time to do the tasks. The students develop content and language knowledge (technical vocabulary, sequencing, present tense verbs, etc.)

Learning Outcomes expected for this lesson	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i></p> <p>To know more about facial treatment and specific products</p> <p>To be able to identify common blemishes and the right solution for them.</p> <p>To be able to explain the various stages of the treatment in order to relax the customer and obtain the best final result.</p> <p>To be able to describe the effect of a facial treatment to the customer and to be aware of the importance of recommending a treatment for dehydrated skin in order to maintain the appearance and the health of the skin.</p>
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Methodology	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p>The teacher is able to integrate language and content when he can explain the subject in L2 with simple sentences at the same language level of the students.</p> <p>The teacher has to prepare specific materials in the L2. It is easier if the lesson is in a laboratory because for the learners it is less difficult to perform something than to explain it, e.g. customer/beauty therapist role play</p> <p>In this lesson I do the first step in class to provide the students with the necessary vocabulary and knowledge to be able to successfully carry out the second step (role playing in the laboratory).</p>
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Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1	<p><i>What is the purpose of this activity of the lesson.</i></p> <p>Teacher's introduction: presentation of the focus lesson, description of the activity</p>	<p><i>What will happen during this stage of the lesson</i></p>	<p><i>Competencies developed</i></p> <p>The students listen to the teacher's explanation</p>	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	<p><i>What materials are used during the lesson?</i> Flashcards, pictures, songs, PowerPoint, ICT tools, etc. <i>All materials should be referenced clearly paying attention to the copyright rules</i></p> <p>Power Point</p>	<p><i>The timing of each activity should be as accurate as possible</i></p> <p>10 minutes.</p>	<p><i>Assessment tools in relation to the learning outcomes of the lesson</i></p> <p>Students feedback about understanding the aim of the lesson</p>
2	<p>Link to science The students learn about the skin in science but need to have a good knowledge to be able to choose the right facial treatments At the end of the video they have to do TASK 1</p>	<p>Watch a video about the skin Remembering and identifying the parts of the skin (match word labels to the picture)</p>	<p>Vocabulary: specific sectorial language</p>	<p>At first: Whole class After the video the students work in pairs to complete TASK 1</p>	<p>Power Point (What you need to know about the skin)+Video https://youtu.be/d-IJhAWrsm0 +TASK 1 (write the right names of the skin parts in the box)</p>	<p>5+5 minutes.</p>	<p>The students have acquired <i>all, most, some</i> or <i>only a few</i> basic concepts of the topic</p>
3	<p>Focus on common skin blemishes, how to recognise them and the best treatment for dehydrated skin</p>	<p>Write the English names for the blemishes on a piece of paper</p>	<p>Vocabulary: specific sectorial language The students find a box below the text in the slides with the specific word meanings</p>	<p>Individual work</p>	<p>Power Point presentation</p>	<p>10 minutes.</p>	<p><i>Excellent, good or sufficient</i> structured and correct writing</p>

4	The most important active ingredient for dehydrated skin and its functions.	The students recognise the ingredients used in the cosmetic product and understand its functions. TASK 2 gap fill.	Vocabulary: specific sectorial language Develop content	Pair work	Power Point Presentation + worksheet TASK 2	10 minutes.	The students can give examples of products with active ingredients for dehydrated skin
5	How to perform a hydrating treatment, which products you need and how to apply them. Procedure of the treatment	The students need to know the specific verbs used in the treatment. TASK 3 translation. Translate the verbs using the explanation + Put the procedure of the treatment in the correct order TASK 4 (sequence actions chronologically)	Develop language content	Pair work	Power Point Presentation worksheet TASK 3 + worksheet TASK 4	15+10 minutes.	The students recognise the different steps of the treatment and put them in the right sequence
6	Create a glossary: the students have to create a specific glossary with all the sectorial words learnt during the lesson	Remembering and identifying TASK 5	Develop language content	Group work	Power Point Presentation worksheet TASK 5	10 minutes.	<i>Excellent, good or sufficient</i> structured and correct writing
7	CONCLUSION (whole class review)	Interaction with the other students	Develop communicative competences and confidence	Whole class		20 minutes.	The students are able to express the contents with an appropriate use of professional lexicon.