

# CLIL Module Plan

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

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The project will be carried on my second class of the middle school, where I teach Italian, History and Geography. Students already know how to use all of the apps presented in the module. Students are used to working in groups or pairs. My class has 22 students (10 boys and 12 girls). There are 2 students with special learning needs: I usually provide differentiated materials to ensure their full participation and success in the learning activities, but this module will focus on peer to peer support and cooperation. For the majority of students, Italian is the mother tongue, but there are also some students who speak Italian as their L2.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Students know how to use research tools on Google Chrome, online apps and softwares. Students can work in pairs and groups. Students know basic English language structures. Students know how to talk about an European state and are familiar with specific concepts of: borders, landscape, climate, economy, population, cardinal points, physical and political features. Students are comfortable talking to classmates and adults. They are able to create manufactures (e.g. lapbooks). All students have previously studied Geography in CLIL methodology as part of the formative offer of the school.</p>	<p>English. The average level of language is between A1 and A2.</p>

<b>Timetable fit</b>	☉ Module	Length 9h
<b>Description of teaching and learning strategies</b>	<p>During the lessons I will use different approaches and methodologies to promote interaction, communication, and meaningful learning experiences, to let students reach their personal goals. By embracing diverse methodologies such as cooperative learning, peer tutoring, and project-based learning, students will build their personal learning and be the main actors of their own knowledge. At the end of the project, they will create some personalized travel brochures and then present them to the class, pretending to be a travel agency (role playing). Technologies will be incorporated in teaching: EdPuzzle (to edit videos and incorporate questions), Quizlet (to prepare games and introduce new topics), Canva (to make more interesting presentations), Youtube (to show authentic videos), Crossword Maker (to assess students at the end of the lesson), Google classroom (to upload materials and work in groups/pairs). All of my students know how to use all of these apps and are aware that everything they do in the class is part of the final assessment. The module will use scaffolding as main strategy, to help students carry out the tasks: pre-made sentences (to support language acquisition and expression), cloze text (to practice language comprehension and reinforce key vocabulary), sample products (provided to students as models for their own projects), sample questions. Nevertheless ongoing assessment is a crucial aspect of effective teaching, especially when working with diverse learners, so I will continue to adapt my teaching "by doing", based on the results of formative and summative evaluations.</p>	

# Overall Module Plan

<p><b>Unit: 1</b> Ireland <b>Unit length: 5h</b></p>	<p><b>Lesson 1</b> Warm up activity</p> <p><b>Lesson 2</b> Geography of Ireland</p> <p><b>Lesson 3</b> Main facts</p> <p><b>Lesson 4</b> Economy</p> <p><b>Lesson 5</b> Recap activity. Fun facts</p>
<p><b>Unit: 2</b> PBL_travel brochure <b>Unit length: 4h</b></p>	<p><b>Lesson 1</b> Let's do it!</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Warm up activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	By the end of the lesson, students will be able to discuss and identify cultural symbols of Ireland, demonstrating an understanding of their significance and cultural context.	The teacher introduces the activity by opening Quizlet, displaying a set of images with various symbols of Ireland. The teacher starts a brainstorming by asking students "What do you know about Ireland?" and "Can you name all the pictures?". This prompts students to recall and share their existing knowledge about Ireland and its cultural symbols. Students engage in a drag and drop activity on Quizlet, where they match each image with its corresponding term. After the discussion, students receive a photocopy with the images and the words used during the brainstorming session. In pairs, students work together to match each image with the correct term. The teacher verifies the correct answers with the class.	<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> Celtic harp, shamrock, emerald isle, Irish flag, Claddagh ring, Saint Patrick, Leprechaun, Guinness beer, Gaelic, hurling, Irish step dancing.</p> <p><b>Communicative structures</b> I think this is... Do you know what is that? I don't know</p>	L	<b>S</b>	R	W	<input checked="" 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"> <li>1.warm up activity.pdf</li> </ul> Quizlet: <a href="#">link</a>	Evaluate each pair's matching exercise, observe students' interactions and collaboration with their partners during the pair work activity.
L	<b>S</b>	R	W								

2	20'	<p>Listening comprehension: students will be able to listen to a video and answer questions based on the information presented.</p> <p>Knowledge acquisition: students will acquire new information about Ireland's landscape, borders, capital, cities, and population through the video.</p>	<p>The teacher introduces the activity: students will be watching the video "What is Ireland?", modified with Edpuzzle. After watching the video, students will be asked some basic questions about the content, such as: What is the capital of Ireland? Name one major city in Ireland. What are some geographical features of Ireland? Students will write down their answers on individual post-it notes. The teacher will conduct a class discussion to verify the correct answer.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1182 167 1523 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Borders, capital, inhabitants, currency, landscape, climate.</p> <p><b>Communicative structures</b> The correct answer is.... I don't think it's correct, the right one is ....</p>	L	S	R	W	<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><a href="#">link</a></p>	<p>Observe students' participation in collaborative discussions, paying attention to their level of engagement, contribution, and interaction with their peers (soft skills).</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Geography of Ireland
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	Students will acquire knowledge about the landscape and climate of Ireland, including key geographical features and other characteristics.	The teacher plays "What is Ireland?" on YouTube, with subtitles enabled for students to follow along easily. Subsequently, students will work in pairs, discussing and collaborating to answer some questions related to the video. The teacher will facilitate a class discussion where pairs share their answers and discuss their findings, explaining their choices.	<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> borders, surrounded by, cardinal points, capital, counties, inhabitants, rivers.</p> <p><b>Communicative structures</b> Ireland is located ... It's surrounded by ... The capital is... The longest rivers is.../ the highest mountain is...</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"> <li>• 2.video and questions.pdf</li> </ul> Youtube: <a href="#">link</a>	Formative assessment with correction in plenary to evaluate students' understanding of the video content and provide feedback.
L	S	R	W								

2	20'	Students will be able to recognize the main features of Ireland discussed in the video and correctly locate them on a map.	Students will be working in pairs to complete a blind map of Ireland without looking at any materials. They will add the main geographical features such as rivers, mountains, cities and borders. The teacher will conclude the activity by showing students the map of Ireland on Google Earth, in order to compare the blind maps created by students with the actual geography of Ireland.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Ocean, Sea, Channel, River</p> <p><b>Communicative structures</b> I think this is... In my opinion this could be ... I agree / I don't think so</p>	<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"> <li>• 3. map.pdf</li> </ul> <p>Google Earth: <a href="#">link</a></p>	Evaluate the accuracy of the blind maps created by each pair of students and provide feedback to students on their blind maps. Observe students and their ability to discuss and compare ideas, ensuring that they can collaborate and work effectively.
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Main facts
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	50'	<p>Reading comprehension: students will be able to read and comprehend a text about Irish territory, history, and population, demonstrating understanding of key concepts.</p> <p>Vocabulary acquisition: students will gain new specific vocabulary and will be able to identify synonyms for these terms.</p>	<p>The teacher will provide students with the text "Main facts". Students will read the text independently, focusing on understanding the main ideas, key details, and unfamiliar vocabulary. After the reading, students will work in pairs and complete the task "Match the definition", in order to find synonyms and to enhance comprehension of the most difficult words in the text. Subsequently, to assess student's comprehension, they will be coloring the map of Ireland based on information from the text. To conclude the activity and further assess comprehension, students can engage in a question-and-answer session, where they ask each other questions about the main facts of the text. The teacher will provide sample questions to guide this interactive discussion.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1196 165 1536 213"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Currency, Government, expanses, plains, meadows, mild, mainland, settle, uprisings.</p> <p><b>Communicative structures</b> Description of a territory and its features: the official language is ... the capital city is ... the longest river is ... the highest mountain is ...</p>	L	<b>S</b>	<b>R</b>	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• 4. main facts.pdf</li> </ul>	<p>Formative correction: review the results of the first two exercises by displaying them on the LIM. Ongoing monitoring and feedback: observe students' questions and interactions with their peers, assess students' pronunciation, fluency, vocabulary usage, and grammatical accuracy in their spoken responses and questions.</p>
L	<b>S</b>	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	4	<b>Title</b>	Economy
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	50'	<p>Students will be able to classify economic activities into the correct economic sector (primary, secondary, or tertiary). Students will demonstrate the ability to write coherent and informative texts about the economy of Ireland, using a pie chart as a visual aid and starting from sample sentences.</p>	<p>The teacher will briefly recap the economic sectors (primary, secondary, and tertiary), providing examples of activities that fall within each one. Then students will be completing an exercise to classify different economic activities (supported by images) into the appropriate sector: drag and drop activity. After students have completed the exercise, the teacher will facilitate a class discussion to review the correct classifications, providing feedback and clarification. In a second moment students will work in pairs: they will receive a pie chart representing the distribution of the three economic sectors in Ireland and they will be working together to write a short text about the economy of Ireland based on the information presented in the pie chart. The teacher will provide students with a set of key sentences to serve as a starting point or structure for their texts.</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Economic sectors (primary, secondary, tertiary) and activities (farming, agriculture, fishing, industry, services, tourism). GDP.</p> <p><b>Communicative structures</b> The most important sector of the Irish economy is ... The most important activity is ... Almost x% of GDP is produced from...</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>• 5.economy.pdf</p>	<p>Teacher will assess students' ability to synthesize information from the pie chart and express it coherently in written form. Teacher will evaluate the clarity, accuracy, and organization of students' texts, focusing on their understanding of the three economic sectors and their importance to Ireland's economy.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	5	<b>Title</b>	Recap activity. Fun facts
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50'	Students will develop their listening skills by watching a video and comprehending the information presented. Students will demonstrate the ability to remember and recall information encountered in previous lessons and activities related to Ireland.	Students will be watching a video about "7 fun facts about Ireland" with subtitles enabled to aid comprehension and played 2 times to review the content and reinforce their understanding. After that every student will receive a crossword puzzle that contains key words related to Ireland that they have encountered throughout the entire module.	<p><b>Skills</b></p> <p><b>L</b>   <b>S</b>   <b>R</b>   <b>W</b></p> <p><b>Key vocabulary</b> Shamrock, Claddagh ring, Gaelic, flag, Emerald Isle, Hurling.</p> <p><b>Communicative structures</b></p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• 6.crossword.pdf</li> </ul> Video: <a href="#">link</a> Crossword: <a href="#">link</a>	Assess students' listening comprehension skills by observing their engagement during the video viewing and their ability to extract key details and main ideas. Evaluate students' recall abilities through their completion of the crossword puzzle.

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Let's do it!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Understand how to create a travel brochure following the sample product.	Students will be working in small groups to create a travel brochure, pretending to be a travel agency (role-playing activity). The purpose of the activity is to showcase their knowledge and understanding of Ireland, while practicing their creativity and teamwork skills. The teacher will show students an example of a travel brochure for Ireland and describe the key elements that must be present in all the travel brochures.	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td><b>W</b></td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	L	<b>S</b>	R	<b>W</b>	<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"> <li>7.sample product.pdf</li> </ul>	
L	<b>S</b>	R	<b>W</b>								

2	180'	<p>By following this activity procedure, students will have the opportunity to engage in hands-on learning, apply their knowledge and skills in a real-world context, and showcase their creativity and teamwork abilities through the creation of travel brochures promoting tourism in Ireland.</p>	<p>The teacher will create the groups (3 students each) and explain the roles: project manager, graphic designer and content writer. Then the teacher will provide each group with the necessary materials and resources to create their travel brochure (paper, colored pencils, glue, scissors and access to computers, suggested websites). Once the travel brochures are completed, each group will present their brochure to the class. It's possible to transform the brochure's presentation into a contest, letting students be the jury and assigning a prize to the most captivating performance (token economy).</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Accommodation, transports, clothes, traditional dishes.</p> <p><b>Communicative structures</b> Describe a country and effectively inform tourists about the trip: - Don't miss the opportunity to visit... - Before you go you need to know that... - You must visit / eat / buy ... - Maybe you don't know some fun facts about Ireland ...</p>	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• 8.final product.pdf Website: <a href="#">link</a></p>	<p>Evaluate the brochures based on criteria such as creativity, content accuracy, visual appeal, and persuasive language. Provide feedback to each group, highlighting strengths and areas for improvement, and celebrate their achievements in successfully completing the activity.</p>
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