

Content and Language Integrated Learning

Mentor: Ms. Marilena Beltramini

Mentee: XXXX

ACTIVITY N.1 - problem solving

Create f a CLIL lesson)→ to become aware of the following steps:

- Identify content and language
- Identify objectives
- Organise content into different significant parts: each step will pursue a specific goal
- Design activities and tasks for practice (vocabulary - content - structures - functions)

Activities should include: listening, reading, speaking and writing.

Let's discuss the passage/text with image/s that you selected to use in your CLIL lesson.
Therefore consider:

- 1) target class
- 2) reason why you chose it
- 3) the content you expect students to learn
- 4) the language students are expected to use and to learn in terms of vocabulary, syntax, micro-language, other, ...?
- 4) the students' prerequisites to recall in order for the new input to find the best accommodation
- 5) the concept/s, information, other you want to reinforce, learn, assess
- 6) the class management you consider useful for your learning outcomes to take place
- 7) the language skill/s that should be more practiced
- 8) how the new learning will connect with the previous and next part of your syllabus
- 9) the test and assessment you plan to carry out
- 10) if are you going to have the students write a log book of the unit. If yes, why? If not, why?

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1. CLIL LESSON PLAN

CLIL lesson PLAN	
Content	LET'S SAVE THE (H)EART(H)! - Agenda 2030
Target Class	First class - Istituto Tecnico Economico Turistico High School 11 students (3 SNE students - 4 males 7 females)
Duration	6 hours - 2nd term
Receptive and Productive Activities involved	reading, listening, writing, speaking
Tasks	<ul style="list-style-type: none">- introducing micro-language relating to SUSTAINABLE DEVELOPMENT - AGENDA 2030- consolidating grammar rules (passive form)
Learning Settings	tools: videos, songs, web journals articles, grammarbook
	space: classroom, english labs
Activities pacing	<ol style="list-style-type: none">1. warming up (briefing) (1 hour);2. group activity (4 hours)3. feedback (debriefing) (1 hour)
Planning Lesson Method	EAS (references: Pier Cesare Rivoltella), episode of situated learning
Assessment	<p><i>Ab initio</i>: oral test: we will create a checklist in order to focus the attention on the following assessment topics:</p> <ul style="list-style-type: none">- English grammar skills level (rates: low, intermediate, high)- Motivation regarding sustainability world problems- Potential Team Effectiveness <p><i>In itinere</i>: LogBook - noting the progress of each student</p> <p><i>In summa</i>: assessment grid according to Blooms' Taxonomy</p>
student's prerequisites	<p>what students must have known</p> <p>→ the cardinal numbers, the English passive form; the irregular verbs</p> <p>→ something about "sustainability" (using brainstorming, Alex Osborn)</p>

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	→ how to work in team according to the Cooperative Learning technique (Johnson & Johnson's theory)
step 1: warming up	<p>The warming up's aim is to explain to students</p> <ul style="list-style-type: none">what they should know at the beginning relating to language,what they are going to do and how they are going to work,and what skills they should achieve after the CLIL lessons.
step 2: cooperative learning activity	<p>AGENDA 2030 - CLIL</p> <p>https://youtu.be/ql8tl51hk30?si=hSBzFdKT4m6GT-N0</p> <p>In this phase we will introduce the core of our CLIL action:</p> <ul style="list-style-type: none">- what Agenda 2030 is- The Agenda 2030 seventeen's goals <p>For this aim students will be informed by the teacher through information about</p> <ul style="list-style-type: none">- the purpose of the activity:<ul style="list-style-type: none">- to know new words referring the law and the economic field of Sustainability, (listening/speaking activity)- to enrich english language introducing idiomatic sentences (reading/writing activity) referring to the social semantic field- to apply the passive forms in formal contest <p>In small groups:</p> <ul style="list-style-type: none">- students will work for producing a MANIFESTO relating to one of the Agenda 2030's 17 goals and a short text explaining why do they choose that specific goal how can they act for achieving it in everydaylife
step 3: debriefing	<ol style="list-style-type: none">1) Each group will present their teamwork (10 minutes per group); (speaking activity)2) question time: the other team students will ask a question about the topic developed (5 minutes) (listening and speaking activity)3) Teacher will revise the work and correct mistakes. He/she will value each student according to the following test grid table

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		remembering and understanding	Applying	analysing, evaluating and creating	communications of results
learning outcomes	%				
English vocabulary improvement (micro- language)	40	A/B/C/D/E	A/B/C/D/E	A/B/C/D/E	A/B/C/D/E
English Grammar rules	40	A/B/C/D/E	A/B/C/D/E	A/B/C/D/E	A/B/C/D/E
Team working skills	20	A/B/C/D/E	A/B/C/D/E	A/B/C/D/E	A/B/C/D/E

Legenda A=9-10; B=7-8; C: 6-7 D:5-6 E: >5

2. Student's Feedback

students' outcomes	feedback <ul style="list-style-type: none">- exit ticket every lessons (doubts and troubles about the activity)- log book about the CLIL lesson experience: what was working well? What abilities were we lacking? How can we overcome them? What prizes are within reach? What difficulties did we face?
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