SUGGESTIONS FOR A CLIL SESSION		
Title of Mini- Module		
Teacher/Teachers		
CERF LEVEL		
Time		
Subject and content		
Time needed		
Materials		
Web resources		
Tools and Instruments		

DECISIONS TO BE TAKEN
How to introduce the module (alone or with language teacher)
Who presents it?
Does the subject teacher work alone? If yes, what collaboration with the language teacher?
What strong points to underline'
Eventual troubleshooting

MODULE
How many units/lessons will the module consist of?
What materials are provided as support to learning
(It will consist of a series of lessons that will be supported by a power point)

Will SS be provided with materials during and at the end of the lesson/s?
(At the end of each lessons SS will be handed in a photocopy with the printed form of the slides shown.)

During the lessons SS will be also provided texts and different materials useful as well as the URLs of resources used.

Objectives of the Module
State clear objectives to be reached

State content to be learnt in terms of
- **Topics**
- **Problem**
- **Microlanguage**
- **Procedures**
- **Activities to be carried out**

STATE CLASS MANAGEMENT
What kind of teaching approach will be used?
What kind of activities and management? (Teacher's role during the different steps)

ILLUSTRATE THE DIFFERENT STEPS OF LESSONS and PROVIDE RATIONALE for each

EX: POSSIBLE STEPS

I) **BRAINSTORMING ACTIVITY** (Time: 5-10 minuti). **RATIONALE**
Teacher gains a more detailed idea of SS previous Knowledge/perception on topic and can therefore better provide guide/support/stimuli in the next steps of the lesson/s

2) INTRODUCTION OF NEW INPUT
Visual and audio support is always useful both in terms of cognitive support and in terms of language practice. Visual students and auditory students will receive benefit.

INPUT INTRODUCTION ACTIVITY/Activities
Explain if you will be using, images, textbook, listening activities, reading, a video, … and provide rationale

3) FROM INPUT/UNDERSTANDING TO PRODUCTION

N.B. In case the topic/content/subject you are dealing with requires **a manipulative step of the learning –teaching process t**his will be the phase to organize and monitor it.**

4) EVENTUAL REMEDIAL WORK – REINFOCEMENT or FOLLOW UP
A session is meant for further reinforcement if needed, to revise content already dealt with, to give SS the opportunity to expand their knowledge (a web search on a specific ecosystem, generating a video suitable to illustrate the relevant points to be created in a collaborative work session, other …)

5) ASSESSMENT/SELF ASSESSMENT TEST