

## CLIL lesson plan\_ Gori V. [teachers' copy]

Topic: Sport and Democracy in ancient Greek society

Lesson Title: **The Olympic and the Heraean Games**

Subjects: History, P.E., Civics, Maths, Science and Arts

Vehicular use of language: English

Involved Teachers: colleagues teaching English, History, P.E., Maths, Science and Arts

Aims:

- facilitate pupils' engagement and participation in lessons by using some challenging inputs, such as didactic materials in foreign languages and physical exercises;
- improve all the involved subjects knowledge itself;
- encourage governance, metacognitive practices, learning by experiencing, problem solving, peer-to-peer education and maieutical learning;
- raise students' awareness of fair behaviors, gender equality policies and other civic issues.

Goals:

- enhance students' listening and comprehension skills by watching short videos in L2;
- improve reading comprehension by using video subtitles and texts with images;
- develop speaking fluency through peer-to-peer dialogues on favourite sports, fair behaviours and Olympics;
- practice writing (producing short personal texts) about the here planned P.E. school activities, on Olympics, or any other types of sports-related topics.

SWBATs:

- Learn new English words and broaden their knowledge of ancient Greek history, habits, Calendar, etc. by watching videos in L2 (helped by subtitles, related texts and exercises);
- read texts dealing with topics they only partially know: pupils have already studied Spartan and Athenian societies with their History teacher, but not Olympics yet;
- understand the general information on the main topic (Olympics);
- talk to mates about their favorite sports or other related topics (including Olympics);
- possibly, reflect on social equity issue and potentially argue (at a basic level) about the characteristics of democracy and fair behaviors;
- write a short text on personal sport experience, hobbies, favorite football team, etc.

Age group: 10-11 (first term of last primary school year in Italy)

Level: A1-A2

Time (Lesson duration): 10h in five days (of "A multidisciplinary week" project)

- 1h 50' lesson + 10' break [in a standard History class duration of 2h];
- 1h 50' follow up + 10' break [during the next 2h English class];
- 1h 30' practicum (at the gym) + 20' to go-back and change [in P.E.]
- 1h 40' lessons + 10' break + 10' feedback survey [within Science & Maths lessons]
- 2h workshop and, possibly, contributions to "end of the year party" decoration [in Arts]

Materials: Videos, texts, images, video quizzes, exercises.

Tools: LIM, PC, speakers, teaching apps, worksheets, pens, pencils, etc. + gym equipment.

Methodology: peer-to-peer, brainstorming, metacognitive reflection on language use and grammar, CLIL (learning new contents by watching/reading/speaking/writing in English), flipped classroom model and learning by doing (included physical practicum).

## 1<sup>st</sup> DAY: DURING HISTORY CLASS [time 2h']

Lead-in *What's going to happen here to introduce your students to the topic?* Time 10'

Induction activity: teachers will give the students a Pretest sheet and invite them to watch a short Italian sketches selection from an old cartoon: a "Little Pollon" episode on Olympics, containing some historical errors.

[ACTIVITY n. 1, Induction video: <https://youtu.be/WA3JOudSAxo> ]

Pre-test: after the first viewing, students will read the test Italian version questions and watch the video again. Finally, they will take the test on modern Olympics Games and ancient Greek Olympics only with what they already know from their lives and what they got from the induction video. [ACTIVITY n. 2, Pre-test]

Expected output: they should actually recall their personal knowledge and experiences on the topic: that would be external to school learning, as they have not studied Olympics yet!

*What can students predict or do to get started with the lesson?* Time 10'

Brainstorming: teachers will invite students to tell what they already know about the topic: even if not studied at school yet, they could have already watched modern Olympic Games on tv or talked with their families and friends about, etc. Pupils would express their knowledge on the issue and teachers would write down all the information (key words, main ideas, doubts, fake news, personal opinions and any other interesting observations) on the blackboard.

*What vocabulary could teachers focus on? What needs to be pre-taught?* Time for the duration of the entire class 0'

Nothing needs to be pre-taught, as the approach is a mix of learning by experiencing, maieutical method, soft flipped classroom model and peer-to-peer education. Vocabulary will arise during the lessons development and from the translated students' initial contributions.

*What kinds of texts can students **listen** to or **read** to deepen their knowledge?* Time 45'

Input texts and related activities:

- a) after pre-testing, students will watch once the **videos** below [ACTIVITY 3, videos: about 10']  
video 1: <https://www.youtube.com/watch?v=5CMdCArrLSc> (English >> Italian) 2' 47"  
video 2: <https://www.youtube.com/watch?v=KTrWQOztqoo> (English subtitles) 3' 26"  
video 3: <https://www.youtube.com/watch?v=VdHHus8lgYA> (English or Italian subtitles) 3' 19"
- b) Then, students will receive an equipped with pictures **worksheet** on Olympics and Hereaen Games in English. They will read and discuss in groups of three members, to try to get the content better. If they need and wish, they can take some notes or create concept maps. They will be not allowed to use dictionary or web sources, but the wider range of resources they have (to deepen their knowledge or to clarify doubts and to catch the meanings) will be the peer group itself: some mates could understand few words, others some paragraphs; somebody else could already know a piece of different or further information from personal life or school books... and that would be how "the resulting insight/problem solving process is more than the sum of single words and individual notions each pupil knows" (see insight and Gestalt theory). [ACTIVITY n. 4, worksheet]. About 15' later...
- c) the groups will be allowed to **mix and discuss** for other 10' [PEER TO PEER DISCUSSION].
- d) After the groups reading and discussion and the videos viewings, during a **plenary reading**<sup>1</sup>, teachers will evaluate and correct the pronunciation and the stress for all the sentences read by each pupil from the worksheet. It will be asked if there are any doubts, further questions, etc. In case, they will be answered and even translated, if required [10'].

<sup>1</sup>The plenary reading can also be used as a school reading test, like other evaluation activities.

What kinds of questions can students answer from the **listening or reading**? How many should they answer? What should they notice or analyze? Time 20'

AFTER A 10' BREAK...

Written output tests:

Students will read a text in English and, individually, will **fill in the blanks** with suitable words, in order to establish the new notions. [ACTIVITY n. 5, cloze test<sup>2</sup>] 10'

Students will be given the first sheet again, but this time they will take the **Post-test**: it will be exactly the same of the Pre-test, but in English. [ACTIVITY n. 6, Post-test<sup>3</sup>] 10'

<sup>2,3</sup> The cloze test and the Post-test can also be used as school written tests, both for History and English subjects.

[In case, use the CLOZE RATING SCALE and the CORRECTION TEMPLATE to compare Pre-test vs Post-test scores]

What will students **speak** about in pairs or in small groups? Time 25'

Oral output test:

Students are invited to participate actively with personal contributions by **discussing**<sup>4</sup> their hobbies and interests, the sport opportunities they have nowadays and what would it be in the past. Teachers will observe how do they interact and will evaluate their oral skills.

They would do into little groups first (10'), then they will elect a **spokesperson**<sup>5</sup> to present the content in plenary (10'). Teachers can evaluate students' oral skills again.

Finally, teachers will **explain the homework** (flipped classroom model). 5'

<sup>4,5</sup> Group discussion and plenary speech can also be used as school oral tests, both for History and English subjects.

**2<sup>nd</sup> DAY: DURING ENGLISH CLASS** [time 2h']

What will students **write** about during class time or for **homework**? Time ? (pupils' homework)

For homework<sup>6</sup>, without any kind of "external" source (parents, relatives, friends, web, dictionary, etc.), students will **write a short text** dealing with their favorite sports or the best Olympics disciplines according to them. It will be also required to express what they have been more struck by, across the lesson.

<sup>6</sup> This writing work cannot be used as a written test for proper scholastic evaluation, as we cannot control the potential bias given by parental interference in pupils' papers. However, it is a good metacognitive job material.

What are other homework and follow-up activities that can be included? Time \_? (teachers' homework) + 30' + 30' + 15' + 10' BREAK + 10' + 15' + 10'

Teachers' homework: the collected pupils' papers will be **transcribed** at home by the English and History teachers on a Word sheet, avoiding sentences repetitions, without grammar checker.

Follow-up activities:

- during the next English lesson, the homework will be corrected by the students themselves first, as all the transcribed texts will be **projected** on a maxi screen anonymously: the teachers will **write exactly what suggested** by the pupils about the content as well as the grammar use (sentence by sentence, for each text) [PUPILS' REVISIONS, 30'];
- eventually, if needed, teachers will **review** the original sentences as well as the suggested ones and will correct any errors in the content, use of English or grammar [TEACHERS' REVISION 30'].

- Students will copy both the incorrect sentences and the corrected ones on their exercise books from the maxi screen [PUPILS' TRANSCRIPTION 15'].

*After a 10' BREAK...*

Conclusions: the remaining first ideas, sentences and words (arisen during the induction brainstorming), will be better **established** and, in case, translated by the English teacher. 10'

Learning support: Teachers will show the students where to find emergent grammar rules into the English book and the exercise book (to practice) 15' and the History units into the primary school textbook (to study) 10'. During this time, teachers will also give exercises for homework.

### 3<sup>rd</sup> DAY: LEARNING BY DOING, DURING P.E. CLASS [time 2h']

**CONTENT TO BE PLANNED BY THE P.E. TEACHER**

*Other thoughts about this lesson plan: Practicum [Time 10' + 1h 40' + 10']*

- 10' to go to the gym and change.
- 1h 30' Olympics oriented P.E. lesson: the P.E. teacher will prepare **physical exercises**<sup>7</sup> inspired (as much as possible) by the ancient/modern Olympics Games patterns and do with the pupils "in palestra". Rules explanation, commands and instructions will be given in English.
- 10' to change and go back to the classroom.

<sup>7</sup> *The exercises can also be used as P.E. evaluation tests.*

### 4<sup>th</sup> DAY: ARTS [time 2h']

**CONTENT TO BE PLANNED BY THE ARTS TEACHER AND, IN CASE, BY AN EXTERNAL EXPERT**

*Other thoughts about this lesson plan: possible multidisciplinary extension 1. Time \_55' + 10' BREAK + 55'\_*

- The Arts teacher could plan some activities<sup>8</sup> inspired by the ancient/modern Olympics Games. For instance, pupils could **draw** their favorite Olympic event, a chiton, etc. [55'].

*10' BREAK*

- The lesson can be assisted by an external expert, for example a **fine arts** master: in fact, pupils can also make a ceramic plate, a small plaster statue, etc. to decorate school premises or to show in a final sport event during the end of the school year party [55'].

During these lessons, instructions will be given in English (for instance, "use the fine brush to paint the athletes");

<sup>8</sup> *The drawings and the fine arts products can also be used as school subject evaluation items.*

### 5<sup>th</sup> DAY: MATHS AND SCIENCE [time 2h']

**CONTENT TO BE PLANNED BY THE SCIENCE AND MATHS TEACHERS**

*Other thoughts about this lesson plan: possible multidisciplinary extension 2 Time \_\_ 1h 35' + 10' BREAK + 15'\_\_*

- The teachers of Science and Maths could plan a participated lesson on the **Greek Calendar**, dealing with the Olympics as time unit too; working on the "history timeline" and do some Maths exercises giving instructions in English. They could explain the different world calendars and deepen the Greek Calendar evolution to the Romans' and the modern one. During the lesson teachers could observe and evaluate how do pupils calculate, etc. [1h 30']
- During the last 5', Science and Maths teachers can give homework.
- After a 10' BREAK, pupils will answer **a satisfaction questionnaire and a suggestions card** on the whole project<sup>9</sup>. [ACTIVITY n. 7, questionnaire] 20'

<sup>9</sup> *The satisfaction questionnaire and suggestions card will be used to improve the professional practice.*