**CLIL: Your lesson plan**

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| Topic/Lesson Title: Ignaz Semmelweis and the Importance of Hand Hygiene |
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| Aims/Goals or SWBATs (Students will be able to......)   * Understand the historical significance of Ignaz Semmelweis.      * Identify how hand hygiene impacts health and disease prevention. |
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| Age group: 15-16 |
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| Level: B1+ |
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| Time (Lesson duration): 45 mins |
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| Materials:  trailer about Semmelweis <https://www.youtube.com/watch?v=2rQWibxbImQ>  Short summary of his life:  <https://www.britannica.com/summary/Ignaz-Semmelweis>  <https://www.britannica.com/biography/Ignaz-Semmelweis> |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time \_5mins  frontal, questions to the students: Why do you think hand hygiene is important?  How often do you wash your hands?  How have your hand washing habits changed after Covid?  What do you know about Semmelweis? |
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| *What vocabulary could teachers focus on? What needs to be pre-taught?* Time \_\_\_\_\_5mins  physician, obstetric,  puerperal fever,  maternity,   midwives’ division,  mortality |
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| *What kinds of texts can students* ***listen*** *to or* ***read*** *to deepen their knowledge?* Time \_\_\_10\_\_\_  Students watch the trailer once with English subtitles.  Then, they get the text of the trailer and some time to read it and check the new words if necessary.  I play the trailer again.  Then they read out a sentence one by one. |
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| *What kinds of questions can students answer from the* ***listening*** *or* ***reading****? How many should they answer? What should they notice or analyze?* Time \_\_\_\_\_10  Students work in pairs. Each member of the pairs gets a text about either the summary of his importance or his biography.  They read their respective texts.  After 3-4 minutes they have to tell their partner about what they read. The listeners have to make notes. (they can make as many notes as they can or want)  Next, the texts will be collected from the students, but they can keep their notes. |
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| *What will students* ***speak*** *about in pairs or in small groups?* Time \_\_\_\_\_5  Then they will be divided into groups of four ( it is important to have 2 students who have read text A and 2 students who have read text B)  They can add more details to their notes in the form of a discussion. |
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| *What will students* ***write*** *about during class time or for homework?* Time \_\_\_\_7-8\_  Each group gets a quiz about the life and importance of Semmelweis and they have to complete it.  At the end of the quiz there are 2 open ended questions, e.g; why do you think his ideas were ignored in the beginning?  Can you think of any methods or inventions that were milestones in the history of humankind.  Then the groups have to exchange their completed quizzes and the teacher reads out the answers. |
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| *What are other follow up (or homework) activities that can be included?*  Do some research about Hungarian scientists and write a short text (100.150 words) including some biographical details and their invention. |
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