

## CLIL LEARNING UNIT – Lower Secondary School

<b>Title</b>	<b>Ancient and Modern Olympic Games</b> <a href="https://sites.google.com/view/geographyloddo/geography?authuser=0">https://sites.google.com/view/geographyloddo/geography?authuser=0</a>		<b>Class</b>	2nd year of a lower secondary school
<b>Subject(s) involved</b>	English, Geography		<b>Number of lessons</b>	3
<b>Teaching aims</b>	Learning the differences and similarities of ancient and modern Olympic Games			
<b>Learning outcomes</b>	What learners will be able to <b>know</b> by the end of the unit	<i>Learners will be able to know about the influence of ancient Greece, the importance of Philosophy, Art , language and sports activities in English.</i>		
	What learners will be able to <b>do</b> by the end of the unit	<i>Learners will be able to compare ancient and modern Olympic games, describe the importance of Greece in ancient times in English</i>		
	What learners will be able to <b>be aware of</b> by the end of the unit	<i>Learners will be aware of the importance of “mens sana in corpore sano”, in the present and in the past.</i>		
<b>Content</b>	CLIL theme with possible crosscurricular links	Ancient Greece, Olympic Games (geography, sports activities).		
<b>Communication</b>	Language <b>of</b> learning	Vocabulary about sports activities and the characteristics of the country (Art, Philosophy, cities) Structures: present and past simple Functions: knowing the main characteristics of Ancient Greece and being able to explain them; comparing ancient and modern Olympic Games		
	Language <b>for</b> learning	Vocabulary: different sports, characteristics of the country Structures: present and past simple Functions: comparing		
<b>Cognition</b>	Thinking skills development (LOTS and HOTS)	Knowledge, remembering the acquired facts and the words given and applying (creating a Venn diagramm). Comprehension, understanding a text about Greece.		

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		Application, applying the description to another diagram
<b>Culture</b>	Awareness of topic relevance to daily life	Lerning about the importance of sports activities in the past and in the present
<b>Materials and resources</b>	Geography book, ancient maps, videos, texts, links, handouts. The material is collected using Google Sites. <a href="https://sites.google.com/view/geographyloddo/geography?authuser=0">https://sites.google.com/view/geographyloddo/geography?authuser=0</a>	
<b>Assessment</b>	Formative: on-going process Oral and written questions, reading and listening comprehensions  Summative: types of written and oral tests Written test (questions, multiple choice, true/false, Venn Diagramm)	

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- FIND OUT (INPUT)
- SORT OUT (INPUT PROCESSING)
- OUTPUT (SPEAKING AND WRITING TO PRESENT THE NEW PRODUCT/INDIVIDUAL/GROUPWORK)
- ASSESSMENT (SUMMATIVE ASSESSMENT OF THE UNIT)

These steps will be developed during a certain number of lessons each teacher will plan.

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### LESSON PLAN

Lesson 1

**Title : What do the five rings represent?**

Timing 1 h

<p><b>Activation of the unit</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher shows an image, the students watch and guess the content.</i>  <i>The teacher shows a world map and five rings (Manzoni_s_activity1_Olympicgames) and asks what the map shows.</i>  <i>The students answer the question and make a list of the answers (brainstorming).</i></p>	<p><b>Interactional Pattern*</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Find out (input)</b></p>	<p><i>A short description of each activity (observing, reading, selecting information, note taking, researching, ...)</i>  <i>The teacher shows a map of Ancient Greece(Manzoni_s_activity2_Olympicgames) and asks some questions about bordering countries and seas, (activate pre-knowledge).</i>  <i>The teacher shows another map of Ancient Greece (Manzoni_s_activity3_Olympicgames) asks the students to read the names on the map (seas, mountains, major cities). They can't read the names. She enlarges the image and asks the students why they can't read the names on the map. They recognize the Greek alphabet and the teacher asks if they have already used the letters of the Greek alphabet. She shows them the Greek alphabet (Manzoni_s_activity4_Olympicgames), she collects the answers and let them sing the Greek alphabet song(Manzoni_s_activity5_Olympicgames).</i></p>	<p><b>W, G, I</b></p>	<p><b>Internet White board</b></p>

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### LESSON PLAN

Lesson 2                      Title : The importance of Greece in ancient times

Timing 2 h

<b>Lead in of the lesson (warm up)</b>	<i>How we create interest and raise motivation The teacher asks the students about the five rings , the borders of Greece and the importance of ancient Greece.</i>	<b>Interactional Pattern *</b>	<b>Resources and Materials</b>
<b>Core activities</b>  <b>Sort out (input processing)</b>	<i>A short description of each activity (sequencing, classifying, sorting...) The students listen to or read a text and complete the requested quiz (Manzoni_s_activity6_Olympicgames). They work in groups. Then they watch a video and answer the requested questions (Manzoni_s_activity7_Olympicgames) . They work in pairs. The teacher writes some words on the whiteboard, the students create a word bank.</i>	<b>W, G, P</b>	<b>Text, video, word bank</b>

### LESSON PLAN

Lesson 3 /                      Title Let's go to Olympia, Greece.

Timing 2 h

<b>Lead in of the lesson (warm up)</b>	<i>How we create interest and raise motivation The teachers makes some questions related to the previous lessons.</i>	<b>Interactional Pattern *</b>	<b>Resources and Materials</b>
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<b>Core activities</b>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i></p> <p><i>The students search on the given sites for some information about the Ancient and Modern Olympic Games (Manzoni_s_activity8_Olympicgames).</i></p> <p><i>They compare and contrast them using a Venn Diagram. The teacher gives the students two worksheets (one for weaker students) and the link to useful web sites.</i></p> <p><i>They work in groups and at the end she also shows three handouts.</i></p> <p><b>Group work : organize a trip to Olympia, using the given links.</b></p>	<b>W, G</b>	<b>Internet, Venn Diagram, Worksheets, Handouts</b>
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<b>Assessment</b>	<p><i>Summative assessment of the whole learning unit</i></p> <p><i>Written test ( Link to the test on our Google Site).</i></p>
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**\*Whole class: W, groupwork: G, pairwork: P, individual work: I**