

CLIL LEARNING UNIT – Lower Secondary School

Title	Healthy eating, healthy living https://sites.google.com/s/1RfxynhbYKy9Rnqr4II91UTZIMdgg9Vv/edit?ts=5d3e1865		Class 2nd year Lower secondary school
Subject(s) involved	English, Science, Statistics		Number of lessons 3
Teaching aims	Learning how to eat and live healthily and how to do a statistic survey		
Learning outcomes	What learners will be able to know by the end of the unit	<i>Learners will be able to know about the components of a well balanced diet and the importance of a healthy lifestyle. They will know about skeleton (bones), muscles and the heart.</i>	
	What learners will be able to do by the end of the unit	<i>Learners will be able to eat and live in a healthy way. They will know how to calculate media, moda and mediana to carry out a survey , how to gather the collected data and how to fill in a questionnaire.</i>	
	What learners will be able to be aware of by the end of the unit	<i>Learners will be aware of the importance of a healthy lifestyle.</i>	
Content	CLIL theme with possible crosscurricular links	Skeleton, muscles and heart; the use of statistics measures to collect data (Science and Maths/ statistics)	
Communication	Language of learning	Vocabulary: skeleton, muscles and heart; measures in statistics Structures: present simple, interrogative form Functions: recognizing and identifying the muscles and the bones, recognizing and identifying media, mediana and moda	
	Language for learning	Vocabulary: skeleton, muscles and heart; measures in statistics Structures: present simple, interrogative form Functions: reading a text, writing a questionnaire	
Cognition	Thinking skills development (LOTS and HOTS)	Knowledge / remembering the word banks Comprehension / understanding a healthy lifestyle Application/ applying (creating a questionnaire)	
Culture	Awareness of topic relevance to daily life	Learning the importance of a healthy lifestyle	

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Materials and resources	Tablet, Internet, reading and listening comprehensions, Whiteboard, power point presentation, worksheets, handouts.	
Assessment	Formative: on-going process Oral questions, games, questionnaire. Summative: types of written and oral tests Written test, questions, multiple choice, true/false.	

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

<https://sites.google.com/s/1RfxynhbYKy9Rnqr4II91UT'ZlMdgg9Vv/edit?ts=5d3e1865>

(here you can find the materials, the instructions and the final products).

Lesson 1

Title : The human skeleton/ Bones

Timing 2h

Activation of the unit	<p><i>How we create interest and raise motivation</i> The teacher shows an image (muscles) and asks the students what it is. Manzoni_s_activity1_Health . The students gather the answers and create a word bank. They listen to a text about muscles and fill in a worksheet. Manzoni_s_activity2_Health</p>	Interational Pattern *	Resources and Materials
Core activities Find out (input)	<p><i>A short description of each activity</i> <i>(observing, reading, selecting information, note taking, researching, ...)</i> <i>The students read a text about the human skeleton</i> (Manzoni_s_activity3_Health) and fulfil a given worksheet, (Manzoni_s_activity4_Healt) . <i>They read a short reading about the heart and create a word bank</i> (Manzoni_s_activity5_Health). <i>Then they play a game together about the human skeleton and the muscles (Human skeleton and muscles by Keith Kelly</i> <i>(www.onestopenglish.com)</i> Manzoni_s_activity6_Health. <i>Students with SEN (Special Educational Needs like dyslexia) will be given a simplified worksheet with a summary of the most important contents.</i></p>	W, G	White board, handouts, worksheets

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Lesson 2

Title : Healthy eating/ Healthy living

Timing 2h

Lead in of the lesson (warm up)	<i>How we create interest and raise motivation The students repeat what they read and saw during the first lesson.</i>	Interactional Pattern*	Resources and Materials
Core activities Sort out (input processing)	<p><i>A short description of each activity (sequencing, classifying, sorting...) They read/listen to an article about healthy eating and fulfil a food pyramid www.teachingenglish.org.uk/article/clil-pshe-healthy-eating (Manzoni_s_activity7_Health</i></p> <p><i>They read /listen to a video about healthy living and choose the questions for a questionnaire. Manzoni_s_activity8_Health At home they design a poster to promote healthy living. Manzoni_s_activity9_Health</i></p>	W, P, I	Handouts, worksheets, Internet

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Lesson 3

Title : Measures in Statistics

Timing 2 h

Lead in of the lesson (warm up)	<i>How we create interest and raise motivation The teacher shows the questionnaire which has been submitted to the whole school and the given answers. He/She explains media, moda and mediana, which are necessary to gather the collected data.</i>	Interactional Pattern*	Resources and Materials
Core activities Sort out 2 (input processing 2 if necessary)	<i>A short description of each activity (sequencing, classifying, sorting...) The students prepare some posters with the results of the questionnaire. Manzoni_s_activity10_Health</i>	W, G	Internet, Power point document

Assessment	<i>Summative assessment of the whole learning unit Oral and written questions about graphics and measures in statistics. Oral and written exercises about healthy eating and living.</i>
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**Whole class: W, groupwork: G, pairwork: P, individual work: I*