

PLANNING A CLIL LESSON

First ...

- Identify the content knowledge and skills to be taught
- Consider stages of the lesson
- Sequence of series of CLIL lessons

Focus on learners, so ...

... use learning outcomes = what most learners should be able to know, do and be aware of as a result of the learning experience

Outcomes can be ...

... end of lesson

... end of a series of lessons

... end of unit or module (part of a course)

Outcomes must be ...

... achievable

... measurable

Outcomes can ...

... focus on learning to learn (e.g. “be able to give peer feedback to help improve another’s work)

Examples of learning outcomes

Subject	Should know...	Be able to ...	Be aware ...
<i>Art</i>	that perspective is a way of showing the 3-D world in two dimensions	demonstrate perspective in a landscape	that the further away things are, the smaller they look
<i>Geography</i>	that maps use a range of different scales from local to global	measure distances using scale maps	that there are satellite images to interpret on the Internet
<i>Maths</i>	that sequences of numbers are arranged according to a rule	complete a series of different sequences and explain the rules	that sequences are found in the natural world
<i>Science</i>	how to conduct a fair test	show tht only one factor is changed during an experiment	Of the importance of fair testing

(From: Kay Bentley: TKT Course, CUP, 2010)

ADVANTAGES OF USING LEARNING OUTCOMES

For teachers, learning outcomes ...

- **help describe courses clearly**
- **provide continuity**
- **focus on entire class, group and individual needs**
- **guide them in designing the tasks**
- **can be used as a checklist for feedback**
- **make assessment clear**

For learners, learning outcomes ...

- **are focused on them**
- **show them what should be achieved**
- **help them have goals to meet**
- **help them check their own progress**
- **Allow for differentiation, that is they make provisions for less able and more able learners**

When planning, teachers must ...

Take into consideration these questions:

- What are my teaching aims?
- What will my learners know and be able to do after the lesson that they didn't know or couldn't do before it?
- What subject content will they review and what will be new?
- What communication will there be?
- Which thinking and learning skills will be developed?
- What tasks will learners do?

- **What language support must I provide ...**
 - ... for communication of content?
 - ... for thinking?
 - ... for learning?
- **What materials do I need ...**
 - ...for presentation of content?
 - ...to support the tasks?
- **Are there cross-curricular (interdisciplinary) links?**
Internet links?
- **How will learning be evaluated?**

Sometimes, it is convenient to plan around ...

COMPETENCES

so that learners have opportunities to demonstrate / use them in various curricular subjects

Competences are ...

knowledge, skills and attitudes for learning across the curriculum, not only in one subject

Sometimes called “Can-do” statements

Examples of competences

<i>Competence</i>	<i>Description</i>
Communicative	Can express and interpret facts orally and in writing
Linguistic	Can use language to observe and analyze
Artistic	Can understand and value different artistic forms of expression
Digital	Can communicate using ICT
Mathematical	Can reason and solve problems mathematically
Social	Can understand the social context where they live and cooperate with others

From: Kay Bentley, TKT Course, CUP 2010)

At the beginning of a lesson, CLIL learners...

- Should produce already-known content language in a warm-up or brainstorming activity so as to...

activate prior knowledge

This ...

- helps them understand new knowledge and vocabulary elements ($i + 1$)
- encourages them to produce content language from the beginning of the lesson

Here, if necessary, L1 can be used “sparingly”, but then translate into L2

At the end of the lesson ...

Learners will benefit from a **plenary** where they ask questions about what they have learned:

Examples of questions:

“Tell me 3 things you have learned today.”

“What was new?”

“What was different?”

“What was surprising?”

“What more would you like to know?”

Some L1 can be used here if CLIL is new for learners

Example of planning

Content: Introduction to magnetism: materials and their properties
Teaching aims: to enable learners to understand that different materials have different properties; to develop learners' abilities to group materials and to predict, observe and record findings of an experiment; to raise learners' awareness of magnetism

Learning outcomes

Know:

the names of some materials and their properties
that some materials are magnetic and some are not

Be able to:

classify materials according to different criteria using a Venn diagram
make predictions
observe and record findings

Be aware:

that some materials have iron (fe) in them
of how to cooperate in a group

Assessment

Can the learners ...

identify and name properties of a range of materials?

sort materials into different groups and state classification?

make predictions?

record findings accurately?

cooperate in a group?

Communication

Vocabulary

Revisited: familiar classroom objects

fabric, glass, metal, paper, plastic, wood

New: *paper clip, jar, envelope, straw, bottle top*

soft ↔ hard smooth ↔ rough

transparent ↔ opaque light ↔ heavy

flexible ↔ rigid natural ↔ manufactured

magnetic ↔ non-magnetic

Structures:

(I think) it's ... (I think) they're ...

It will stick ↔ It won't stick

Functions:

describing materials

'will' prediction

Examples of communication

pointing to and naming materials

labelling materials

sharing ideas about properties, then reporting
classifications

stating which objects are magnetic / will stick
to the magnet

Cognition

identifying objects and properties of the objects
comparing different materials
classifying materials
predicting and reasoning

Examples of cognition

sorting materials into two different groups
(see Venn diagrams below)
classifying (range of properties)
guessing and then explaining why some materials are magnetic

Citizenship

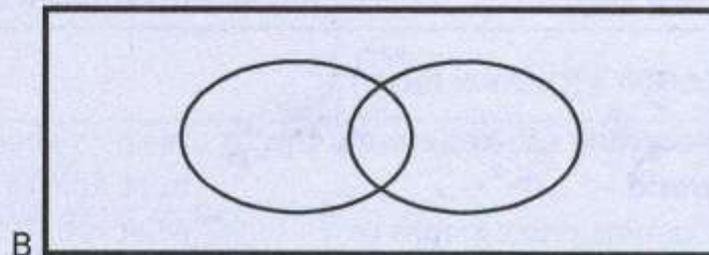
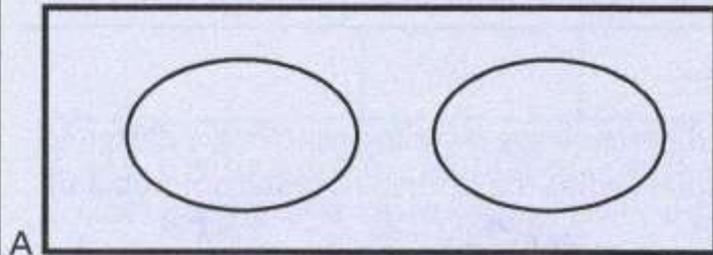
be aware of recycling issues

Example of citizenship

separating magnetic and non-magnetic objects into different bins

Resources

3–4 bags of 10–12 objects (at least half of which are known to the learners), magnets
Drawings of two Venn diagrams on board:



Worksheets + differentiated worksheets for less able learners
Vocabulary cards

Procedure

- Whole class:** Activate prior knowledge of materials. Learners look around the classroom and 'point to something made of ...'
- Groups:** Sort materials from bags into two different groups using the Venn diagrams.
Sort materials according to properties given (adjectives and opposites):
predict which objects are magnetic and which are non-magnetic
check predictions using magnets
Feed back ideas. Were there any surprises?
- Individually:** Learners record observations on worksheets.
- Whole class:** Final plenary: TPR – some learners act as magnets, some are materials – who sticks?
- Differentiation:** Additional vocabulary cards and gap-fill sentences.
- Follow-up:** Investigate and separate school rubbish for recycling.

Planning a series of CLIL lessons

Lesson 2

Recycling materials

- What can be recycled?
- What materials can be reused?
- How can we reduce our waste?

Learning outcomes

- to know that some materials can be recycled and some reused
- to be able to identify and sort materials which can be reused
- to be aware of reducing waste at school and at home

Lesson 3 (cross-curricular link)

Geography map work

Decide where you would place a new recycling centre in your local area

Learning outcomes

- to know how to interpret a large-scale map of the local area
- to be able to identify places on the map and suitable places for locating a recycling centre
- to be aware of the importance of suitable locations

Lesson 4 (cultural focus)

Recycling centres around the world

Examine photographs of different centres in order to compare and contrast them

Learning outcomes

- to know about different ways recycling centres are designed
- to be able to explain what the centres have in common and what is different
- to be aware of how to express ideas confidently

Lesson 5 (cross-curricular link)

Art and literacy and ICT

- Design a recycling bin (shape, materials) using IT
- Create a poster to advertize the recycling centre

Learning outcomes

- to know how to communicate using different forms of artistic expression
- to be able to use IT to communicate ideas
- to be aware of persuasive techniques