Integrating CLIL Module 6: Planning

TASK: Adapting a lesson plan

This task is to help you understand how a lesson plan created for learners in an English-speaking school could be adapted for CLIL. **Read all of the instructions before starting.**

**IMPORTANT NOTE ABOUT ADAPTING LESSONS:** it’s OK to focus on the **elements of the lesson** which you think are suitable for your class. However, be careful **not to over-simplify the content**, the content objectives must compliment the learning expectations and standards for your subject.

1. **Study the lesson materials for your type of school then answer the questions.**

Primary school lesson plan: Art, [Super Sculptures](https://drive.google.com/drive/folders/1xFy9SpjocWvSFLtr3JiEegkUccXij_3f?usp=drive_link) from St. Hugh’s primary school

Secondary school lesson plan: History or Geography - choose from the options in [this folder](https://drive.google.com/drive/folders/1GlUBJuUEqCGP8jkLpgJJwWVaYAdBTqQX?usp=drive_link)

| Lesson title: |
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| What are the content learning objectives? |
| What is the important language? Write key vocabulary and phrases, thinking about the language level of your class. |

1. **What are the steps of the lesson for the teacher and the learners?**

Write a short description of each step in the table below, for example:

*Step one: Teacher shows a picture and asks a question*

*Step two: Learners think about the question in pairs then share answers.*

1. **For each step of the lesson, make notes in the table (next page) about how it could be adapted for CLIL. Use these questions to help you.**

* Can this be adapted for your CLIL class or is it better to leave it out?
* How will learners/the teacher use language?
* Does the language need to be adapted? How?
* What scaffolding is needed to help the students with language, interaction and thinking? \*

\*this could be pre-teaching vocabulary, using graphic organisers, language games, teacher support *etc.*

Remember the **three categories of scaffolding** we talked about in module 3: **verbal** (what you say and you say it), **procedural** (how you do things, e.g. flipped classroom, group work, staged activities) and **instructional** (presentation of tasks e.g graphic organisers, images).

1. **When you’ve completed tasks 1-3, create a CLIL version of this lesson using this** [**lesson planning template**](https://docs.google.com/document/d/1Nzy_24M3Ng_5yzy3j8ALo-HnSKGgMPtn/edit?usp=drive_link&ouid=115194839094974432119&rtpof=true&sd=true)**. Make a note: what materials (slides, worksheets *etc*) will you need to adapt?**
2. **Reflection**

| Could you use this lesson with your class? Do you think this is a helpful way to prepare CLIL materials? What are the advantages/disadvantages?  Find more lessons to adapt here. Some are free, you just need to register <https://www.tes.com/> |
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| **Lesson steps** | **Adapting for CLIL** |
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