

CLIL Lesson: ISLAM and CHRISTIANITY

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Timing: 50'

Age of students: 12-13 years old

Context and Prior Knowledge: The learners have already been taught about Christianity in the previous sessions

Lesson Steps

1. 5'	Lead in and Connection to previous learning: Learners are introduced to the topic of the lesson. <i>During your latest History lessons, you've been talking about the most popular religion in the world, Christianity. Today we are going to talk about another very popular religion: Islam. We are going to talk about the basic characteristics of Islam and try to find out if there are any similarities and/or differences between Islam and Christianity (bold type words written on board for later reference)</i>
2. 5'	T shows SS video with an animated map showing how five of the biggest religions spread around the world, focusing on Christianity and Islam (https://www.youtube.com/watch?v=AvFl6UBZLv4). SS are asked to answer two Qs after watching the video: <i>Which of the two religions began first?</i> and <i>Which of the two has the most followers?</i> . Qs are written on board before viewing.
3. 15'	Learners are given a worksheet with a table where some information is missing (Worksheet One). SS are asked to work in pairs in order to fill in the missing information in the first column involving Christianity. Then they discuss their answers in their groups. Class discussion about the learners' answers. Then SS are asked to fill in the information in the second column about Islam after watching a relevant video ('What is Islam?' www.youtube.com/watch?v=mv2I9ROwwEs). Learners' answers are checked and discussed in class after the same procedure is followed (i.e. first pair then groupwork).
4. 15'	15 mins - After watching a video on the differences and similarities of the two religions ('Christianity VS Islam' https://www.youtube.com/watch?v=UZgFFxPMM1M), SS are asked to fill in a Venn diagram to visualize them. The SS are given a worksheet with key concepts to be used in the diagram (Worksheet Two) and some time to discuss their options with their pair. The Venn Diagram is filled in (on easel paper to be displayed in class) and SS are then asked to comment on the similarities they have noted. Then they are asked to go back to the bold type points written on board at the beginning of the session and check if they know the answers.

5. 5'	(if time left) to end the lesson on a happy note but also to send the message that all people are the same and should live in harmony, T shows learners https://www.youtube.com/watch?v=APijOwxNVIA
6.	Suggested extension: SS may be asked to write a paragraph about Islam based on the information filled in during the information transfer task in Step 2.