CLIL Lesson: Civics Education - Family Tree

Developer: Anamaria Marchidanu, Romania
Timing: 50min
Age of students: 11- 12 years old       English Level A2-B1
Context and Prior Knowledge: Students should have already discussed about the basic meaning of the word "family" and about family members.

Lesson Steps

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| 1. Warming up and introducing the subject<br><br>5min | Lead in and Connection to previous learning:<br>The train station activity (a wide space is necessary for this activity): the SS will be invited to get on an invisible train. They will have to follow the conductor, and get off the train at specific stations accordingly to the instructions (when the train stops, the kids will have to get off the train on their right or left side (creating 2 groups), depending on the name of the station -> cat person on the left vs dog person on the right; reading books vs playing games; a pizza person vs a spaghetti person; person who has brothers or sisters vs person who doesn't have brothers or sisters; people who have less than 3 cousins vs people who have more than 4 cousins; students who live with their grandparents vs students who live only with their parents ). The next destination will be the same for everybody – all students will get off the train at "Family tree" station. |
| 2.<br>Analogy between a tree and its component parts and a family tree.<br><br>5min | Students are asked about the meaning of the word "tree". The teacher draws a tree on the whiteboard. Ss are asked to name the parts of a tree (roots, trunk, tree top/crown, branches, twigs, leaves). Then the teacher puts a name of a person at the top of the trunk that divides into 2 big branches that further on divide too into other 2 branches and so one. Ss are prompted to see the analogy between the branches and the parents (and the parents of the person's parent and so on) thus building a tree, the Family tree of that person. |
| 3.<br>Revision of the family members<br><br>5min | Revising the family members through a crossword (worksheet 1, that the teacher built before the class). While the Ss solve the crossword T projects/draws the crossword on the whiteboard. Ss come and write the solution on the whiteboard. |
| 4.<br>Building a family tree<br><br>10 min | Students have to build a family tree (and are given Worksheet 2), while listening to a story. Students are asked to imagine that they are Stefana (the main character of the story). The T reads the story (Teaching item 3) and the Ss listen carefully and build Stefana's family tree. The T asks a question ( What is the name of Stefana's sister?). The student who answers correctly, formulates another question to find out the name of another family member. Another student answers and he/she will ask the next question. |
| 5.<br>Communicating in English to build the family tree of a colleague<br><br>10 min | The T puts Ss into pairs. They are given Worksheet4. Ss ask information (in English) in order to build the colleague's family tree (including cousins, uncles, aunts). Feedback will be given at the end, when everybody checks the correctness of his/her family tree.<br>T may ask questions. Did you find anything surprising or funny? Did you find a colleague who had more than 3 siblings? Is there someone who is an only child? Ss are shown different examples of families (Teaching item 5). |
| 6.<br>Other type of families<br><br>11 min | Ss are asked whether members of a family are similar/ are the same in one or more ways? They are asked to exemplify ways in which they are similar to other members of their family. Their answers are classified into physical features and moral/psychological/personality characteristics.<br>Students are divided in groups. They are given cut-out words (Teaching item 6). Ss have to |

| | group the ones that are similar. Meanwhile the T draws a big tree (with an empty tree crown) on the whiteboard. When Ss finish categorising the words the T asks them to present the groups. The teacher has the cut out words in large format (Teaching item 7) and places (with magnets/adhesive tape) them within the tree crown contour (similar words in the same area). Ss are told that all the words they arranged represent a greeting (Good morning! Good day! Good afternoon!) in 11 different languages and what is now on the whiteboard represents 5 major linguistic families in Europe (Hellenic, Slavic, Baltic, Germanic and Latin- see Teaching item 6). The teacher writes their name above each group, and writes Europe at the top of the tree. The T mentions that what there are also other languages that were not included in the linguistic groups on the whiteboard, as well as other linguistic families that are spoken in Europe and that are not mentioned in this lesson. The T and the Ss make an analogy between linguistic families and family trees/families (e.g members might look alike; members might have similarities, but some differences too; families might be bigger like The Germanic family, or smaller like the Hellenic family.) Students are asked to close their eyes, a couple of them are asked to name at least 2 linguistic families. |
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| 7 Ending and homework 4min | Closing activity and homework: SS will get on the invisible train, but there will be only one station (on the left, will get off the SS who now know how to build a family tree, and on the right the ones who still don't). Regardless of their position (because they will have the help) Ss are given the homework to build their own family tree, helped by their parents, where they should include as many relatives as possible. |

Source list:

Worksheet 2 -https://thedyslexicstudent.files.wordpress.com/2015/03/family-tree-clip-art-color-page-likrgjdat.jpeg

Worksheet 4 - enchanted learning.com
https://www.google.ro/search?q=enchanted+learning.com+tree&rlz=1C1SFXN_enRO502RO502&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj9iJ2Xg9fXAhWRpaQKHQzKDm4Q_AUICigB&biw=1280&bih=863#imgdii=NQ6nNAO4bvn-eM:&imgrc=JOW97wCQl0-71M:

Teaching item 5

-https://www.google.ro/imgres?imgurl=https%3A%2F%2Fcf.ltkcdn.net%2Ffamily%2Fimages%2Fstd%2F204193-675x450 multigenerationfamily.jpg&imgrefurl=http%3A%2F%2Ffamily.lovetoknow.com%2Fchinese-family-values&docid=Wgvf5ceWPlZ9LM&tbnid=GAkHkslkO6XsWM%3A&vet=10ahUKEwiegIShzc3YAhUBiaYKHQ9_CAEQMwiGAignMCc..i&w=675&h=450&bih=863&biw=1280&q=family&ved=0ahUKEwiegIShzc3YAhUBiaYKHQ9_CAEQMwiGAignMCc&iact=mrc&uact=8

-http://www.dailymail.co.uk/femail/article-1164869/The-Why-parents-choosing-single-child-family.html

-https://www.crosswalk.com/family/parenting/large-families-blessings-or-burdens-11632780.html

-https://www.jubilantstewards.com/how-you-hurt-your-family/