

**CLIL Lesson 1:** Art/History (focusing more on History) - A classical hero versus a modern hero (Hercules and his Labours and an imaginary reference to the present)

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**Timing:** 50 minutes

**Age of students:** 8 years (all learners bring an apron)

**Context and Prior Knowledge:** The learners have already the following knowledge in Greek Mythology: *The Creation of the World, The Olympic Gods, Hercules Feats, The first 4 Labours of Hercules*

For a good success of the lesson a careful planning and classroom preparation is advisable so there will not be any unnecessary waiting times during the lesson.

**Classroom preparation:** 10-15 minutes (see sheet n°3 and sheet n°5)

### Lesson Steps

<p>1. [5 minutes] [0-5]</p>	<p><b>Lead in and Connection to previous learning</b> (activity: whole class): Learners sitting in a half circle to the whiteboard. Teacher tells the learners that we are dealing with heroes and superheroes today. Teacher writes some keywords (<i>a Greek Hero-qualities-important objects-enemy-tasks-friend and ally</i>) on the board and the learners add the information they remember from the previous history lessons. (see sheet n° 4: Refreshing of prior knowledge)</p>
<p>2. [10 minutes] [5-15]</p>	<p><b>Hercules-representations in art with photocopies of paintings and sculptures of classical, Renaissance and Baroque periods</b> (activity: discussion with the whole class): Teacher asks 3 questions: “What do you think, when did Hercules live?” - “What do you think, did Hercules really exist?” – “What do you think, why do we know about Hercules?”  Possible keywords of the learner’s answers could be: <i>in the past – in ancient Greek times – it is myth ...</i>  Teacher writes the answers on the whiteboard. Teacher might have to give inputs for the 3. question to arrive to the following answers: oral tradition, written tradition and tradition by art  Now Teacher shows some photocopies of Hercules-representations in art (printed photocopies of the pictures of sheet n° 3 - Imagery for the collage: Hercules - a classical hero and his labours).  Teacher asks questions: “What do you see?” - “Is this a sculpture or a painting?” – “What material is it made of?” - “Which artwork do you like the most?”. Teacher writes new words on the whiteboard  Learners reply and attach the reproductions with a magnet to the right keyword on the whiteboard (see sheet n° 4: Refreshing of prior knowledge)</p>
<p>3. [25 minutes] [15-40]</p>	<p><b>Thematic activity run</b> (activity: in groups): The class gets divided into 4 groups (depending on the class size 2-5 learners per group). All learners put on an apron. Each thematic activity has a duration of 5 minutes. Change of activity is announced by a <i>gong or an other musical instrument that dates back to ancient Greek times</i></p>

	sequence of the activity run: see sheet n° 5: Hercules-thematic activity run
4. [10 minutes] [40-50]	<p><b>conclusion</b> (activity: whole class and invitation for individual research at home): Learners are invited to wash their hands if necessary and to sit back into the half circle to the whiteboard. Teacher has collected the Learner's sheets from the activity-table n° 4 and leads a feedback class-discussion about the content of the sheet:</p> <p><i>Imagine if Hercules would live today...</i></p> <ol style="list-style-type: none"> <li>1. <i>Question: Who is a HERO for you today? (girls and women can be heroes too)</i></li> <li>2. <i>Question: What is a "Labour" for you today?</i></li> </ol> <p><i>Think about real life, movies or cartoons.</i></p> <p>For homework Learners are invited to search for an illustration or photo of a <b>modern hero</b> and a <b>contemporary "Labour"</b> (a negative aspect or danger of our time). They can use internet or illustrated magazines. Teacher tells them that these illustrations are going to be used for the next lesson.</p>