

CLIL Lesson: Geography

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Timing: 90 mins (1x50 and 1x40 mins)

Age of students: 10-11 years old

Level: B1/B2

Context and Prior Knowledge: Prior to this lesson students were taught about the structure of the Earth and about different occurrences in nature, including natural disasters caused by weather. During this lesson students will link their prior knowledge to the current topic on tectonic plates and boundaries and more specifically, how they affect our world.

Lesson Steps (For this lesson it is important that students are in mixed ability groups assigned by the teacher, in order for every child to be supported by the teacher and/or their peers if needed)

<p>1. 8 mins 0-8'</p>	<p><u>Lead in and Connection to previous learning:</u> On the board T has already written:</p> <ul style="list-style-type: none"> • <i>What are natural disasters?</i> • <i>How are they caused?</i> • <i>How do they affect mankind or the environment?</i> <p>Ss are asked to write down the answers on the paper they have in front of them and not share their answers. (3 mins) Teacher to now use Tectonic Boundaries powerpoint. T to start off by linking climate to natural disasters (ie tornadoes, droughts and floods). Slide 3 <i>Can changes in climate cause natural disasters? Which ones can you think of?</i> Slide 4 <i>Can natural disasters only occur by the changes in climate?</i> T to talk briefly about natural disasters we can feel below our feet without mentioning tectonic plates yet. T to show video of a fault rupture caused by an earthquake in New Zealand making sure they focus on the sounds they can hear. Kaikoura Earthquake 2016: Papatea Fault Rupture- https://www.youtube.com/watch?v=EDnjsVH2jxU&feature=youtu.be</p> <p>Ss to share their answers to the first question- What are natural disasters?</p>
<p>2. 5mins 8-13'</p>	<p><u>New concept:</u> T to mention that some natural disasters that we feel from the ground occur from the tectonic plates and their boundaries (Slide 5). T to show tectonic plates map and ask about the difference between that one and a normal map (Slide 6). <i>Can you name the layers of the Earth?</i> <i>What are tectonic plates and where can we find them?</i></p>

<p>3.</p> <p>15mins</p> <p>13-28'</p>	<p><u>Build up to activity:</u> T or S to distribute Notes, Worksheet and Map (colour or black/white as a challenge) to the class and children are encouraged to fill in the table if <u>they hear the information they need.</u></p> <p>T to then focus on the boundaries that can be seen on the map (Slide 6).</p> <p><i>How are tectonic plates connected/linked?</i></p> <p><i>What are tectonic boundaries?</i></p> <p><i>What natural disasters do these cause?</i></p> <p>Discuss the three different types of tectonic boundaries: convergent (Slide 7), divergent (Slide 8) and transform (Slide 9). For the convergent and divergent sections ask Ss to read through their notes and name the sub-types for each category. Ss to examine the map they have been given and try to identify the different tectonic boundaries.</p>
<p>4.</p> <p>10 mins</p> <p>28- 38'</p>	<p>Ss to answer the second question- How are they caused?</p> <p>Ss to then check their worksheet to see whether or not they still have gaps and then feedback using peer assessment. Ss to swap worksheets with the person next to them and with a coloured pen they should correct or fill in gaps once the class has shared the answer.</p> <p>Ss to answer the third question- How they affect mankind or the environment?</p>
<p>5.</p> <p>12mins</p> <p>38-50'</p>	<p><u>Main activity/Poster making:</u></p> <p>T will have already handed out A3 (or larger) papers and colouring pens/markers if Ss don't have any.</p> <p>In groups the children will create posters based on the tectonic boundaries. Children will have to read through the notes and decide how they will create their poster and who is responsible for what part. Reminder of working together as a team.</p> <p>For this activity, T may choose to have all groups presenting <u>all</u> tectonic boundaries on a poster or each group focusing on a different part.</p> <p>The posters should be simple but creative and have their own designs and information based on the notes they have been given.</p>

<p>6. NEXT LESSON (40mins)</p>	<p><u>Presentation:</u> Each group to present their work to the rest of the class. The rest of the groups need to be prepared to give feedback after the presentations focusing on things that were very good and things that need improvement. Ss will use the feedback worksheet on their table and each student should do this anonymously. Encourage Ss to give at least one positive and one negative, not one <u>or</u> the other showing that they might have done a really good job but there's always room for improvement. Each presentation is between 5-8 mins (if the class is small then they can have longer time) depending on the number of students and feedback time after each presentation is 2 mins. The presenting group also have to do a self-assessment which will be handed to them once they have finished their presentation.</p>
<p>Extra</p>	<p>It would be beneficial (for both the students and the teacher) if the teacher collects all the evaluation sheets in the end and create a document for each student with the results of peer, self and teacher assessments. This will support each student understand the importance of evaluation and what they can do next time to make their work even better.</p>

Sources (images and information of PPT and Map):

- <https://www.learner.org/interactives/dynamicearth/slip2.html>
- <https://www.photosforclass.com/> (Slide 3)
- Leggi il Firenzepost [[CC BY 3.0](https://creativecommons.org/licenses/by/3.0/)], [via Wikimedia Commons](https://commons.wikimedia.org/wiki/File:2016_Amatrice_earthquake.jpg) <https://www.youtube.com/watch?v=G1Q3HSJTay8>
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