

CLIL Lesson: The Digestive System

Developer: Katingo Vati

Timing: 60 minutes

Age of students: 10-11

Context and Prior Knowledge: Students have already learned about the muscular, skeletal, circulatory and respiratory systems.

English Level: B1/B2

Lesson Steps

<p>1. 10mins 0-10</p>	<p>Quick recap of previous lessons. <i>What are the different systems in our bodies that we have talked about up until now?</i> Encourage students to share some pieces of information they remember from each topic then link to new topic. <i>Can we see all of our organs? Name some organs that you cannot see but you know that they are inside your body.</i></p>
<p>2. 7mins 11-18</p>	<p><u>Introduction</u> Show students The Digestive System -Dr Binocs video <a href="https://www.youtube.com/watch?v=ZBZWgrfZFbU">https://www.youtube.com/watch?v=ZBZWgrfZFbU</a> Stop at certain points to ask questions to make sure children understand and re-enforce learning. <i>What stage of the digestive system is this? What organs can we see here? Why is this organ important?</i></p>
<p>3. 10mins 19-29</p>	<p><u>Time to label (Worksheet 1)</u> Hand out <b>Worksheet 1</b> and ask students to label the organs of the human digestive system.</p>
<p>4. 15mins 30-45</p>	<p><u>Group activity/project: To make the digestive system</u> (3 groups of 3 but you can organize it depending on the size of your class) <b>I gave the students different materials crepe paper, pipe cleaners, card paper, balloons etc</b> In their groups they have to make a replica of the digestive system using the given materials. They will have the same picture as <b>Worksheet 1</b> on the board as a guide. Remind students to label the organs. Tell students that they have 15 minutes to create their poster. T to remind them that it is important to share the props and responsibilities. Each student to have a specific role in the group and they should co-ordinate between themselves.</p>

<p>5. 9 mins 46-55</p>	<p><u>Presentation</u> Groups to present their project and the other groups as well as the teacher will give feedback. In the end the project can be displayed in the classroom.</p>
<p>6. 5mins</p>	<p>Homework Assignment- <b>Worksheet 2</b> (research) and <b>Worksheet 3</b> (Journey description/Creative writing) T to explain both worksheets and assign them as homework. For <b>Worksheet 2</b> students should be reminded that they can use relevant books or the Internet as long as they include the bibliography. For <b>Worksheet 3</b> they need to write a story based on the journey of a piece of food. They should include the 5 senses and give clues as to which organ they are going through i.e. squeezing through a tight tube (could be the esophagus).</p>

### Sources

<https://www.youtube.com/watch?v=ZBZWgrfZFbU>

<a href="/wiki/User:LadyofHats" title="User:LadyofHats">LadyofHats</a> [Public domain], <a href="https://commons.wikimedia.org/wiki/File:Digestive\_system\_without\_labels.svg">via Wikimedia Commons</a>