

CLIL Lesson: Civics – What is more important than physical appearance?

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Timing: 50min

Age of students: 10-11, grade 4 (it can go higher).

Context and Prior Knowledge: Previously to the lesson, students are asked to rate the importance of how we look on a scale of 1(not important at all) to 10 (the most important thing).-Teaching item 1

Lesson Steps

<p>1. Step 1</p> <p>10min</p>	<p>Ss are told that today they are going to discuss about things that are important, for us, as human beings. But before that the teacher wants to see that Ss are focused and present and she/he introduces a warm-up activity. Children have to listen very carefully! Ppt slide2</p> <ul style="list-style-type: none"> <li>• On GO - children must stop still.</li> <li>• On STOP - children must move around the space either walking or running.</li> <li>• On UP - children must sit or lay down.</li> <li>• On DOWN - children must stretch up to the ceiling</li> </ul> <p>The teacher alternates between commands until most students correctly respond to the teacher's commands.</p> <p>Ss are divided into 3 groups and are invited to think and describe on a piece of paper the ideal – a) friend; b) parent; c) teacher.(Teaching item 2) -4min</p> <p>Their ideas are presented, key words are noted on the blackboard. Students reflect on whether there are common things among the 3 descriptions and whether the elements of the descriptions are related to physical/personality/moral aspects (if some are more predominant). Physical/personality/moral aspects are defined if necessary.</p>
<p>2. Step 2</p> <p>7min</p>	<p>Needed – pens, adhesive tape, and sheets of paper</p> <p>All students (in a circle –all facing the back of the one in front) are asked to take a piece of paper and some adhesive tape and stick the paper on to the back of their colleagues, so in the end everyone has a paper on their back. Then everybody is instructed to write anonymously on the papers of the classmates things they appreciate about them – it might be something Ss like about the others, about what they do, about the relationship they have.</p> <p>Everyone should have a pen. Everyone should write on everyone's back 1-2 things.</p> <p>Then, they detach and read their own papers.</p>
<p>3. Step 3</p> <p>15 min</p>	<p>Students are put to read their own papers and 1-2 examples from the papers are given for the following categories: ppt slide 3</p> <p>a) intelligence, skills and creativity</p> <p>b) kindness, empathy and altruism</p>

	<p>c) effort/hard work and ambition/perseverance</p> <p>d) honesty, fair-play behaviour and correctness</p> <p>e) physical appearance/looks</p> <p>f) communication, courageousness (being brave) , having initiatives/ideas.</p> <p>The teacher asks every student to thoroughly read their descriptions and put for each element the category it belongs to (clever –a; helpful –b, nice hair –e etc) and in the end to count the “a”s, “b”s, “c”s,”d”s,”e”s and “f”s.</p> <p>Students are asked which category appears more often in their description. What do they feel about that? What is their opinion about the importance of that category?</p>
<p>4. Step 4</p> <p>13 min</p>	<p>Nowadays people seem to overlook/forget some of the categories discussed earlier and focus a lot on looks. Supporting evidence –ppt slide 4</p> <p>But in fact, looks/physical appearance are/is quite relative =&gt; What might be considered beautiful in some countries, might not be in other countries.–ppt starting with slide 5.</p> <p>Students are asked to guess (a or b) where does each beauty standard belong to(after their answer the image on each slide is shown).</p> <p>Ss are asked if they found anything unexpected. If they personally considered some beauty standard to be not that beautiful. Or healthy. Ss are asked if they thing there is general definition of beauty =&gt; Beauty is subjective, relative. Should it be considered one of the most important thing or other characteristics are more important?</p>
<p>8</p> <p>5min</p>	<p>T gives students their answers (importance scales) and (considering what has been discussed) ask them if they would answer the same or differently and why.</p> <p>What title would the Ss give to the lesson?</p> <p>Homework –Imagine you have to give up part of your qualities and you are allowed to keep only 3. Which would you keep and why?</p>