

## LESSON PLAN: Planning a trekking experience on the surrounding mountains.

<b>School level</b>	Middle school
<b>Class</b>	First class
<b>Subject</b>	Geography
<b>Topic</b>	Cartographic and organizational competencies
<b>CLIL language</b>	English

<b>Student group profile</b>	Number of components: 14 students.
	English level: A1.
	Strengths: small homogeneous for provenance group and deep-rooted in the territory.
	Weaknesses: 1 student with breathing problems.

<b>Timetable fit</b>	Single lesson (50')	Previous lessons: module on cartography.
		<p>Following lesson: sensory landscape. Students, after the excursion in their territory, will work on landscape description focusing on different sensory approaches. The language required will be:</p> <ul style="list-style-type: none"> <li>• adjectives connected with senses;</li> <li>• comparatives;</li> <li>• specific vocabulary connected with wood elements.</li> </ul>

<b>Resources and tools</b>	<ul style="list-style-type: none"> <li>• Computers;</li> <li>• Website for digital mapping (<a href="http://www.outdooractive.com/">http://www.outdooractive.com/</a>);</li> <li>• information sheets;</li> <li>• LIM.</li> </ul>
----------------------------	---

<b>Students' prior knowledge, skills, competencies</b>	<u>Subject</u>	<u>Language</u>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• basic elements of cartography: scales, contour lines, coordinates, map orientation;</li> <li>• different types of cartographic representations.</li> </ul> <p><b>Skills and competencies:</b></p> <ul style="list-style-type: none"> <li>• know how to read a map using coordinates, scales, symbology and cardinal directions;</li> <li>• know how to use coordinates to find a point on a map;</li> <li>• know how to use a reduction scales and how to calculate distances;</li> <li>• read and compare different types of visual organizer (line graph, bar chart, pie chart) and deduct useful information.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• cartographic specific vocabulary (i.e. <i>cardinal points, latitude, longitude, scale, contour lines, altitude, ...</i>);</li> <li>• use of present tense.</li> </ul> <p><b>Skills and competencies:</b></p> <ul style="list-style-type: none"> <li>• know how to give information of a location;</li> <li>• know how to do a description;</li> <li>• know how to collaborate with peers;</li> <li>• can interact with others using a simple language.</li> </ul>

<b>Learning Outcomes expected for this lesson</b>	<p><b>Content:</b> Students will:</p> <ul style="list-style-type: none"> <li>• be able to choose the best path to reach a place considering: length, environmental conditions, slope and physical condition of the students;</li> <li>• be able to recognize specific aspect of the environment where they live by reading a map.</li> </ul> <p><b>Cognitive:</b> Students will be:</p> <ul style="list-style-type: none"> <li>• aware of the importance to plan accurately an excursion in their natural environment;</li> <li>• aware to pay attention to different schoolmates' needs.</li> </ul> <p><b>Culture:</b> Students will learn to relate with their environment looking at it in a different and more conscious way.</p> <p><b>Communication:</b> At the end of the lesson the students will be able to:</p> <ul style="list-style-type: none"> <li>• explain their opinion and preferences;</li> <li>• formulate simple phrases using comparatives.</li> </ul>
---	--

## Methodology

First of all the teacher activates prior knowledge stimulating the student's spontaneous participation with questions on subject vocabulary and concepts; all the students individually fill in a worksheet on the main subject vocabulary just revised.

Then the teacher presents the aim of the lesson and what students have to do, clarifying the main steps and the aims of the work. The teacher checks for comprehension by asking to the students to repeat what they have to do.

During the group activities, students have to apply personal knowledge of the landscape (cultural part) and cartographic subject knowledge to find a shared answer to questions on an assigned path.

Then they have to decide who is going to explain different aspects of their path to the whole class. The teacher gives help, advice and positive feedback to students and stimulates communication in the foreign langu.

At the end, during the group sharing activity, students have to present the main characteristics of their route using scaffolding provided by the teacher, explain their opinion and motivate their choice by taking into consideration morphological, environmental (climatic conditions) and participants' physical conditions point of view.

The teacher guides the discussion on advantages and disadvantages of each single path and a route is decided.

Activity	Activity Aims	Activity Procedure	Language	Interaction	Materials	Timing	Assessment
1	Stimulate students' prior knowledge	- Teacher stimulates prior knowledge with questions; - students work individually on a revision form	Subject specific language	Whole class	Revision worksheet with fill in/ labelling exercises.  <a href="#">See Worksheet 1.</a>	6'	Performance assessment: oral revision on the work.
2	New topic and team work presentation	Listening to teacher explanation; then put in order a list of actions to do.	Listen to the teacher, read and comprehend easy procedures	Whole class	Worksheet with ordering exercise.  <a href="#">See Worksheet 2, exercise 1.</a>	6'	Performance assessment: students retell in their own words what they have to do.
3	- Work in groups to track on an information map the assigned path. Start and arrival are given.  - Reading, comprehension and analysis of a visual organizer.	Team work in team of 3- 4 students. Each group tracks on the map and analyses the assigned path.	Cartographic specific vocabulary, read and comprehend questions, present tense.	Group work, communication with peers to individuate characteristics of the path.	Web site <a href="http://www.outdooractive.com">www.outdooractive.com</a>  Worksheet with questions to analyze path characteristics.  <a href="#">See:</a> - <a href="#">Worksheet 2, exercises 2 and 3;</a> - <a href="#">Worksheet 2b.</a>	20'	Formative assessment: the teacher checks collaboration skills and communication.
4	Presentation of the characteristics of each path.	Each group presents the characteristics of the assigned path; the teacher and the other groups fill in a grid with paths characteristics.	Speaking using specific vocabulary and present tense.	Individual work: each member of the group illustrates an aspect of the analyzed path.	Whiteboard, worksheet with fill in table.  <a href="#">See Worksheet 3, exercise 1.</a>	10'	Formative assessment: the teacher assesses the use of subject specific vocabulary and content comprehension (difference in level and slope).

<b>5</b>	Selection of the best fitting path for the class.	<ul style="list-style-type: none"> <li>- definition of the main characteristics to consider for the path selection;</li> <li>- comparison of the different opinions;</li> <li>- final selection.</li> </ul>	Speaking: giving and justify opinions, use of comparatives, discussing, expressing a preference, agree/disagree	Whole class: the teacher guides the discussion.	Scaffolding Worksheet with substitution table for giving and justifying opinions and for comparatives  LIM.  <a href="#">See Worksheet 3.</a>	15'	Performance assessment: the teacher assesses the whole work and gives feedback
<b>6</b>	Consolidating informations with homework; self-assessment	Each student writes a short and easy text to motivate the final selection made by the class	Writing: give opinions, use of comparatives	Individual work	Worksheet with language frame; self assessment grid.  <a href="#">See Worksheet 4.</a>		Self- assessment: students reflect on what they have learnt and how they worked in groups

#### Suggestions:

A nice way to stimulate interaction in English could be to use Jigsaw technique to organize activity three and four but the number of the students must fit exactly with the number of route.