

Content and Language Integrated Learning (CLIL)

Handreichung zur Umsetzung von CLIL an
humanberuflichen Schulen

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**In Anlehnung an den Leitfaden der Bundesarbeitsgemeinschaft zur Entwicklung von
Methodenvielfalt mit CLIL an Höheren Technischen Lehranstalten und der Handreichung von CLIL
an Höheren land- und forstwirtschaftlichen Schulen**

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I. Wofür steht CLIL?

1. Begriffsschärfung

Unter CLIL versteht man die Verwendung der Fremdsprache zur integrativen Vermittlung von Lehrinhalten und Sprachkompetenz außerhalb des Sprachunterrichts unter Einbindung von Elementen der Fremdsprachendidaktik. Damit geht CLIL über die reine Verwendung von Englisch als Arbeitssprache hinaus.

Der CLIL-Unterricht soll in den humanberuflichen Schulen vorzugsweise von Lehrkräften fachtheoretischer und fachpraktischer Unterrichtsgegenstände übernommen werden, die im Rahmen ihrer beruflichen Erfahrung und Fortbildung fachspezifische fremdsprachliche Fähigkeiten und Fertigkeiten erworben haben. Es sind jedoch alle Lehrkräfte der allgemeinbildenden, wirtschaftlichen und fachtheoretischen sowie -praktischen Unterrichtsgegenstände zur Mitwirkung eingeladen.

2. Zielsetzung

Ziele dieses pädagogischen Konzeptes sind unter anderem größere Flexibilität und Gewandtheit von Schüler/innen im Umgang mit Fremdsprachen insbesondere im Fachbereich, die Förderung des für das selbstständige und unselbstständige Berufsleben erforderlichen Sprachwissens und die Fähigkeit der korrekten Sprachanwendung.

CLIL leistet somit auch einen wertvollen Beitrag zur Sicherung und Stärkung des Wirtschaftsstandortes Österreich sowie des österreichischen Tourismus.

Darüber hinaus trägt CLIL durch methodisch-didaktische Vielfalt und die veränderte Rolle der Lehrenden hin zum Coach zur Motivationssteigerung bei allen am Unterricht Beteiligten bei. Es bietet den Lernenden die Möglichkeit, bereits erworbene sprachliche Fertigkeiten anzuwenden und zu erweitern.

3. CLIL und CERTILINGUA

Certilingua ist ein europäisches Exzellenzlabel für Schulen, die durch bilinguale Sachfächer/ Fremdsprache als Arbeitssprache/CLIL/EMILE herausragende sprachliche Bildung ermöglichen.

Es wird von insgesamt 19 Partnerländern und -institutionen verliehen. Um dieses Exzellenzlabel zu erhalten, müssen die Schüler/innen unter Beweis stellen, dass sie

- zumindest zwei Fremdsprachen mündlich und schriftlich auf Niveau B2 des GeR¹ beherrschen.
- zumindest eine der beiden Sprachen erfolgreich in einem oder mehreren CLIL-Kursen verwendet haben,
- erfolgreich in den Lehrplänen verankerte oder zusätzliche Bildungsangebote zur europäischen und internationalen Dimension genutzt und die CertiLingua Exzellenzstandards für interkulturelle Kompetenzen erfüllt haben,
- über interkulturelle Handlungsfähigkeit verfügen, welche sie durch die Teilnahme an einem europäischen/internationalen Kooperationsprojekt nachgewiesen und in einer Fremdsprache dokumentiert haben.

Weitere Informationen zu CertiLingua: www.certilingua.net

¹ Gemeinsamer europäischer Referenzrahmen für Sprachen: lehren, lernen, beurteilen. Europarat, 2001.

II. Wie ist CLIL rechtlich verankert?

1. Verankerung im Lehrplan

Im aktuell geltenden Lehrplan ist die Möglichkeit und das Ausmaß von CLIL-Unterrichtseinheiten schulautonom freigestellt. Die genaue Aufteilung der CLIL-Stunden obliegt der jeweiligen Schulleitung. Die Gegenstände sind schulautonom (jährlich) festzulegen und dem Schulgemeinschaftsausschuss spätestens in der letzten Sitzung des vorangehenden Schuljahres vorzulegen.

Im Allgemeinen Bildungsziel werden generelle Ziele ausformuliert, die auch den Bildungs- und Lehrzielen von CLIL entsprechen.

ALLGEMEINES BILDUNGSZIEL

[...] Im Rahmen [dieser] Pflichtgegenstände erwerben die Schülerinnen und Schüler

- das für weiterführende Studien und für die eigenständige Weiterbildung erforderliche vertiefte, allgemeine und konzeptionelle Wissen sowie spezielle Kenntnisse und das zur Berufsausübung erforderliche Verständnis von Fachtheorie und Fachpraxis (Fachkompetenz);
- ein breites Spektrum von kognitiven und praktischen Fähigkeiten, um sich Informationen zu verschaffen und neues Wissen selbstständig anzueignen, um Phänomene und Prozesse zu analysieren, um mit praxisüblichen Verfahren und kreativen Eigenleistungen für Problemlösungen zu erreichen und um Entscheidungen herbeizuführen (Methodenkompetenz);
- die Fähigkeit, Sachverhalte adressatenbezogen darzustellen, eigene Lern- und Arbeitsprozesse auch unter nicht vorhersehbaren Bedingungen zu steuern und zu beaufsichtigen sowie Verantwortung für die Überprüfung und Entwicklung der eigenen Leistung und der Leistung anderer Personen zu übernehmen (Soziale und Personale Kompetenz, Kommunikative Kompetenz, Emotionale Kompetenz);

Die Absolventinnen und Absolventen ... können

- Sachverhalte des Alltags- und Berufslebens sowohl in deutscher als auch mindestens zwei Fremdsprachen in Wort und Schrift ausdrücken, argumentieren und situationsadäquat kommunizieren;

CLIL ist im kompetenzorientierten Lehrplan² rechtlich an konkret zwei Stellen verankert:

I. SCHULAUTONOME LEHRPLANBESTIMMUNGEN

Bestimmungen bezüglich Integriertes Fremdsprachenlernen (Content and Language Integrated Learning – CLIL)

Hinsichtlich der Möglichkeit integrierten Fremdsprachenlernens hat die Festlegung der Pflichtgegenstände (ausgenommen die Pflichtgegenstände „Deutsch“, „Englisch“, „Zweite lebende Fremdsprache“ und eine allenfalls schulautonom eingeführte weitere lebende Fremdsprache) und des Stundenausmaßes in den einzelnen Pflichtgegenständen und Jahrgängen durch schulautonome Lehrplanbestimmungen zu erfolgen. Der Unterricht hat in Abstimmung mit dem Pflichtgegenstand „Englisch“ bzw. „Zweite lebende Fremdsprache“ bzw. mit der schulautonom eingeführten lebenden Fremdsprache zu erfolgen. Unberührt bleibt die Möglichkeit der Verwendung einer lebenden Fremdsprache als Unterrichtssprache (Arbeitssprache) gemäß §16 Abs. 3 Schulunterrichtsgesetz.

II. DIDAKTISCHE GRUNDSÄTZE

Um gesellschaftlichen und globalen Entwicklungen Rechnung zu tragen, ist die Verwendung der Fremdsprache als Arbeitssprache oder Integriertes Fremdsprachenlernen (Content and Language Integrated Learning – CLIL) anzustreben. Integriertes Fremdsprachenlernen und -lehren hat so zu erfolgen, dass sowohl im fachlichen als auch im sprachlichen Bereich die Lernenden bei der Herausbildung von Wissen und Fähigkeiten einerseits, als auch sprachlicher und kommunikativer Kompetenzen andererseits unterstützt werden.

2. Leistungsbeurteilung

Die derzeit gültige Leistungsbeurteilungsverordnung³ sieht keine gesonderten Bestimmungen für CLIL vor. Für abschließende Prüfungen⁴ gilt die bestehende Bestimmung zur Verwendung einer Fremdsprache als Prüfungssprache:

² Siehe die entsprechenden Anlagen gemäß BGBl. II Nr. 340/2015 idgF

³ BGBl. Nr. 371/1974 idgF

⁴ Prüfungsordnung BMHS, BGBl. II Nr. 177/2012 idgF

Durchführung der mündlichen Prüfung (§ 23 Abs. 5 Prüfungsordnung BMHS):

Im Einvernehmen zwischen Prüferin und Prüfer sowie Prüfungskandidatin und Prüfungskandidat können mündliche Teilprüfungen, ausgenommen in sprachlichen Prüfungsgebieten, zur Gänze oder in wesentlichen Teilen in einer lebenden Fremdsprache abgehalten werden; in diesem Fall haben mangelnde Kenntnisse in der lebenden Fremdsprache bei der Beurteilung der Leistungen außer Betracht zu bleiben und ist die Verwendung der lebenden Fremdsprache (ohne Beurteilungsrelevanz) im Zeugnis über die abschließende Prüfung beim betreffenden Prüfungsgebiet zu vermerken.

III. Wie ist CLIL bundesweit organisiert?

1. CLIL-Support

Folgende Institutionen bieten Unterstützung für Lehrkräfte an humanberuflichen Schulen:

Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF)

Das Unterrichtsmodell CLIL hat sich aus der Verwendung von *Englisch als Arbeitssprache* (kurz EaA) entwickelt. Seit der Entwicklung der neuen Lehrplangeneration für die humanberuflichen Schulen verfolgt das BMBWF, Abteilung I/12, das Ziel, den Unterricht curricularer Sachinhalte in einer Fremdsprache (meist Englisch) zu forcieren.

CEBS

Das CEBS (Center für berufsbezogene Sprachen) des BMBWF stellt eine nationale Drehscheibe für CLIL in den berufsbildenden Schulen dar. Auf der Website www.cebs.at/clil werden grundsätzliche Informationen zu CLIL angeboten sowie Informationen zu Fortbildungsmöglichkeiten, Veranstaltungsberichte und exemplarische Lesson Plans aus einzelnen Unterrichtsgegenständen. Zu den Aufgaben des Kompetenzressorts CLIL im CEBS gehören u.a.

- die Konzepterstellung für (standortübergreifende) CLIL-Seminare, SCHILFs und SCHÜLFs,
- die Begleitung und Unterstützung der Implementierung von CLIL,
- die Vermittlung von Referenten/Referentinnen und Experten/Expertinnen für CLIL, z.B. für CLIL-Initiativen einzelner Bildungsdirektionen.

Der CLILvocBlog www.clilvoc.blog bietet eine Plattform zur Diskussion von FAQs zu CLIL an österreichischen BMHS, zur Beantwortung von Fragen aus der österreichischen CLIL-Community, zur Präsentation exemplarischer CLIL Lesson Plans sowie einzelner Elemente aus der Fremdsprachendidaktik und deren Möglichkeiten zur Einbettung in den CLIL-Unterricht.

Schulstandort: Schulleitung und Schulkoordination

Die Schulleitung ist für die Organisation und Durchführung von CLIL am Schulstandort verantwortlich und forciert diesen Prozess durch gezielte Personalplanung und -entwicklung.

Die Aufgabe der Schulkoordinator/inn/en besteht darin, Informationen zwischen dem Arbeitskreis und der CLIL-Kollegenschaft auszutauschen. Des Weiteren unterstützen sie die Schulleitung bei der Koordination der geforderten CLIL-Unterrichtseinheiten und Fortbildungsmaßnahmen.

CLIL-Lehrkräfte

Sie setzen CLIL – in Abstimmung mit den Lehrkräften der Fremdsprachen – im Unterricht ein und dokumentieren die CLIL-Lehreinheiten in geeigneter Form.

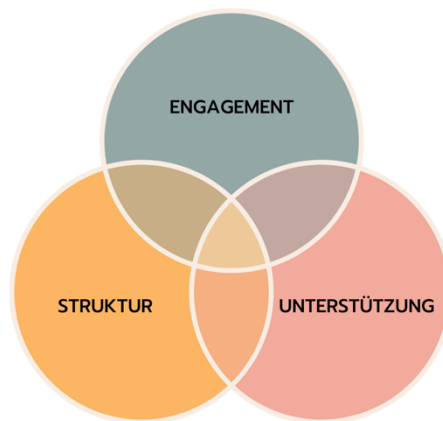
Lehrkräfte der Fremdsprachen

Sie unterstützen die CLIL-Lehrkräfte im Rahmen des Lehrplans und nützen Synergieeffekte in ihrem Unterricht.

IV. Wie wird CLIL am Standort umgesetzt?

1. Voraussetzungen für den Standort

Der nachhaltige Erfolg von CLIL an einem Standort bzw. im Bildungssystem hängt wesentlich von drei Faktoren ab:



Grafik CLIL an österreichischen HTLs⁵

Die Entwicklung von Strukturen und Unterstützung an den Standorten setzt voraus, dass sich alle beteiligten Parteien – Schulleitung, Lehrkräfte, Eltern und Schüler/innen – der wachsenden Bedeutung von Sprachkompetenzen bewusst sind.

Um eine erfolgreiche Umsetzung von CLIL zu gewährleisten, ist eine Berücksichtigung in der Personal- und Organisationsplanung durch die Schulleitung notwendig.

2. Schulorganisation

Empfohlen wird die Umsetzung von CLIL in ausbildungsspezifischen fachtheoretischen und fachpraktischen Pflichtgegenständen⁶ gemäß Lehrplan, um den Erwerb an Sprachkompetenz zu stärken.

⁵ vgl. Endbericht des Forschungsprojektes. Studie im Auftrag des damaligen bm:ukk vom Fachdidaktischen Zentrum Englisch am Institut für Anglistik und Amerikanistik der Universität Wien. Wien, Oktober 2008, S. 207.

⁶ Ausgenommen „Deutsch“, „Englisch“, „Zweite lebende Fremdsprache“ und eine allenfalls schulautonom eingeführte weitere lebende Fremdsprache

Dabei ist es zielführend, CLIL-Unterricht unter Einbeziehung des späteren Berufsumfeldes der Schüler/innen und der personellen Gegebenheiten in mehreren Unterrichtsgegenständen anzubieten. Um Kontinuität und Nachvollziehbarkeit gewährleisten zu können, wird jedoch empfohlen, ein gewisses Mindestmaß an Unterrichtseinheiten pro Gegenstand nicht zu unterschreiten. Dabei hat es sich bewährt, in 3-4 Unterrichtsgegenständen über das Schuljahr verteilt jeweils ca. 8-10 Unterrichtseinheiten als CLIL-Unterricht zu gestalten.

Eine Möglichkeit ist, CLIL-Methoden in lehrinhaltsverwandten Pflichtgegenständen (zB fachtheoretischer Gegenstand, Küchen- und Restaurantmanagement) anzuwenden. Pflichtgegenstände mit Gruppenteilungen eignen sich aufgrund der geringeren Schüler/innenzahl besonders gut.

Nach einer Erhebung der Personalressourcen sind folgende strukturelle Maßnahmen wünschenswert, um den Mehraufwand in der Vorbereitung effizient einsetzen zu können und gleichzeitig die Unterrichtsqualität durch Erfahrungsgewinn unmittelbar zu steigern:

- Kontinuität in der Lehrfächerverteilung
- Einsatz einer Lehrkraft in Paralleljahrgängen
- Vernetzung mit dem Ziel eines Erfahrungs- und Materialaustausches
- Zeitgerechte Einteilung in Absprache mit den jeweiligen Lehrkräften
- Fortbildung der CLIL-Lehrkräfte

Hilfreich ist auch die Verankerung der sogenannten *CLIL-Policy*. Dieses Dokument stellt die Intention jedes Schulstandortes dar, CLIL durchzuführen und dient als *Mission Statement* und Dokumentation für die Öffentlichkeit, Schüler/innen, Erziehungsberechtigten und Lehrenden. Die Veröffentlichung auf der Schul-Homepage wird empfohlen.

3. Zusammenarbeit der CLIL- und Fremdsprachenlehrenden

Um dem im Lehrplan verankerten Anspruch der Zusammenarbeit zwischen Fach- und Fremdsprachenlehrenden gerecht zu werden, ist die Schulleitung gefordert, unterstützende Maßnahmen in ihre strukturellen Überlegungen einfließen zu lassen.

Dies kann folgendermaßen erfolgen:

- Einsatz der/des Fremdsprachenassistentin/-assistenten auch im CLIL-Unterricht (Unterstützung bei der Unterrichtsplanung und/oder -durchführung als Co-Teacher).

- Organisation von schulinterner Lehrer/innenfortbildung (SCHILF) für Vor- und Nachbereitung von CLIL-Einheiten.
- Begleitung von Projektwochen ins fremdsprachige Ausland durch die CLIL-Lehrkräfte.
- Erfahrungsaustausch im Rahmen der Schulentwicklung (pädagogische Konferenzen) zur besseren Kommunikation.

4. Dokumentation

In der Lehrstoffverteilung sind CLIL-Stoffanteile festzulegen und den Schüler/innen bekannt zu geben. Die Abhaltung ist in geeigneter Form nachweislich zu dokumentieren (zB WebUntis).

5. CLIL-Fortbildung

Es ist hilfreich, wenn Schulen die Teilnahme an Fortbildungsmöglichkeiten an Pädagogischen Hochschulen, EU-geförderter Fortbildung im Ausland (zB Erasmus+) sowie diversen schulinternen und schulübergreifenden Fortbildungsveranstaltungen (SCHILF- und SCHÜLF-Seminare) aktiv fördern und unterstützen.

Schulinterne, aber auch schulübergreifende Hospitationsmöglichkeiten können in Absprache der betroffenen Lehrkräfte wahrgenommen werden.

An jedem Schulstandort ist nach Möglichkeit eine Fachbibliothek/Mediathek mit Fach- sowie CLIL-Literatur einzurichten.

6. Unterricht

Anregungen und Informationen für den Einsatz geeigneter Unterrichtsmethoden und -materialien sowie deren didaktische Aufbereitung (Arbeitsblätter, Stoffearbeitung, Gruppenarbeiten, Stundenwiederholungen, Tests etc.) findet man auf www.cebs.at/clil. Auch auf dem Portal Agrarschulen Österreich (<https://www.agrarschulen.at/unterrichtsmaterial>) im Bereich CLIL finden sich sehr gute Materialien.

CLIL-Unterricht bedeutet nicht, dass zu 100 % die Fremdsprache gesprochen werden muss. Die als CLIL dokumentierten Sequenzen sollen jedenfalls unter aktiver Beteiligung der Schüler/innen überwiegend in der Fremdsprache gehalten werden.

CLIL darf nicht mit Englisch als Arbeitssprache verwechselt werden, weil es die Verwendung von fremdsprachendidaktischen Elementen beinhaltet.⁷

Bei der Leistungsbeurteilung ist streng zwischen Sprach- und Fachkompetenz zu differenzieren. Mangelnde Sprachkompetenz darf nicht in die Leistungsbeurteilung einfließen und keinesfalls negativ bewertet werden. Empfohlen wird jedoch, fremdsprachliche Fachkompetenz als positiv verstärkenden Leistungsanreiz in der Leistungsbeurteilung zu berücksichtigen. Leistungsfeststellungen in Deutsch mit optionalen Zusatzfragen, die in der Fremdsprache gestellt und beantwortet werden, haben sich in der Umsetzung bewährt.

Die Sprache bei Leistungsfeststellungen darf auf Wunsch der Schüler/innen auch ausschließlich die Fremdsprache sein, jedoch müssen die Schüler/innen auf Wunsch jederzeit auf Deutsch wechseln können. Grundsätzlich müssen deshalb Aufgabenstellungen immer auch in deutscher Sprache vorliegen.

Die Zeugnisformularverordnung, BGBl. Nr. 415/1989 idgF, sieht keinen Vermerk bezüglich CLIL vor. (Im Zeugnis über die Reife- und Diplomprüfung kann beim Prüfungsgegenstand beispielsweise der Zusatz „in englischer Sprache“ angeführt werden.)

7. Fallbeispiele

Im Anhang 3 werden als Orientierungshilfe repräsentative Unterrichtsbeispiele vorgestellt. Diese Beispiele demonstrieren anhand einer „teacher’s version“ und einer „student’s version“ didaktische Methoden (*creating a mind-map; asking questions and presentation working in groups*).

Auf der Website www.cebs.at/clil sowie auf dem Portal Agrarschulen Österreich (<https://www.agrarschulen.at/unterrichtsmaterial>) finden sich im Bereich CLIL weitere digitale Lernpakete, Stundenvorbereitungen sowie Lehr- und Lernmaterialien.

⁷ Samples of Good Practice – Anhang 3

V. Frequently Asked Questions

1. **Ist CLIL rechtlich verpflichtend verankert?**

Nein. Der derzeit gültige Lehrplan sieht die Möglichkeit der schulautonomen Verankerung von CLIL vor, dh die Umsetzung bzgl. Durchführung und Stundenausmaß ist freiwillig. In Zukunft ist für die neue Lehrplangeneration der BHS ein verpflichtendes Ausmaß vorgesehen.

2. **Gibt es Unterrichtsgegenstände, die ausgenommen sind?**

Ja. Im Lehrplan sind die Pflichtgegenstände „Deutsch“, „Englisch“, „Zweite lebende Fremdsprache“ und eine allenfalls schulautonom eingeführte weitere lebende Fremdsprache ausgenommen.

3. **Gibt es gesetzliche Voraussetzungen, als CLIL-Lehrkraft unterrichten zu dürfen?**

Nein. Neben Freude an der Sprache sollten die wesentlichen fachspezifischen Inhalte des jeweiligen Unterrichtsgegenstandes im Sinne der Zielsetzung von CLIL vermittelt werden können.

4. **Ersetzt der CLIL-Unterricht den Fremdsprachenunterricht?**

Nein. CLIL ergänzt den Fremdsprachenunterricht im Sinne von Stärkung und Forcierung der Fremdsprachenkompetenz für die berufliche Praxis und für ein internationales Berufsfeld der Absolvent/inn/en. In den didaktischen Grundsätzen des Lehrplans wird dazu festgehalten: „[...] für den situationsadäquaten Einsatz von Sprache ... und deren Weiterentwicklung in Wort und Schrift sind alle Lehrkräfte verantwortlich.“

5. **Wird im Zuge der Leistungsbeurteilung auch die Sprachkompetenz bewertet?**

Nein. Für die Leistungsfeststellung und -beurteilung sind nur die fachlichen Kenntnisse der Schüler/innen im jeweiligen Unterrichtsgegenstand, nicht jedoch deren sprachliches Ausdrucksvermögen in der Fremdsprache heranzuziehen.

6. **Darf die Prüfungssprache ausschließlich die Fremdsprache sein?**

Ja. Jedoch nur auf Wunsch der Schüler/innen. Im Allgemeinen müssen Leistungsfeststellungen in deutscher Sprache durchgeführt werden. Sollte die Prüfung in der Fremdsprache abgelegt werden, sind ausschließlich die fachlichen Kenntnisse im jeweiligen Unterrichtsgegenstand heranzuziehen. Die Sprachrichtigkeit darf nicht Eingang in die Leistungsbeurteilung finden. Ein Wechsel von der Fremdsprache auf Deutsch auf Wunsch der Schüler/innen muss jederzeit möglich sein.

7. **Dürfen Angaben bei schriftlichen Leistungsfeststellungen in der Fremdsprache vorgelegt werden?**

Ja. Allerdings müssen die Aufgabenstellungen auch in deutscher Sprache bereitgehalten werden (siehe Frage 6). In der Praxis bewährt haben sich Aufgabenstellungen in der Fremdsprache als „Kür“ zum „Pflichtprogramm in deutscher Sprache“.

8. **Muss eine CLIL-Lehrkraft Sprachfehler im CLIL-Unterricht (bspw. bei Mitarbeitsprüfungen) korrigieren?**

Nein. Auffallende (Wiederholungs-)Fehler sollen ausgebessert, aber nicht gewertet werden (Fach- vor Sprachkompetenz). Es gilt dasselbe Prinzip wie bei der Korrektur von Arbeiten auf Deutsch.

9. **Kann der Einsatz von CLIL in einzelnen Unterrichtsgegenständen im Zeugnis vermerkt werden?**

Nein. Die Zeugnisformularverordnung sieht keinen Vermerk vor, es kann aber ein Zusatz bzgl. der Sprache angeführt werden

10. **Ist CLIL bereits ab dem I. Jahrgang möglich?**

Ja.

11. **Gibt es schulinterne CLIL-Ansprechpartner/innen und welche Aufgaben können wahrgenommen werden?**

Ja. Das BMBWF empfiehlt eine/n Schulkoordinator/in pro Standort, der die Schulleitung bei der Koordination der CLIL-Lehrkräfte, bei der Vorbereitung und Umsetzung der jeweiligen CLIL-SGA-Beschlüsse sowie bei der Erarbeitung von Implementierungsstrategien unterstützt.

12. **Ist die Zusammenarbeit zwischen CLIL-Lehrkräften und Fremdsprachenlehrer/innen geregelt?**

Ja. Der Lehrplan sieht eine Abstimmung des Unterrichts zwischen den CLIL- und Fremdsprachenlehrkräften vor. Im Sinne der Kompetenzsteigerung und Nachhaltigkeit ist eine Zusammenarbeit unerlässlich.

13. **Bedeutet „in Abstimmung mit ...“, dass eine wechselseitige Einholung von „Genehmigungen“ erforderlich ist?**

Nein. Jeder ist für die Umsetzung des Lehrplans des eigenen Unterrichtsgegenstandes eigenverantwortlich zuständig. Eine gegenseitige Beratung und Hilfestellung, eine informelle Abstimmung von Themen, gemeinsame Projekte etc. erleichtern allen Beteiligten das Erreichen des Lehrzieles und verbessern das Schulklima. Lehrenden-Teams – Fremdsprachenlehrkräfte mit CLIL-Lehrkräften – können sich im Sinne einer

professionellen Lerngemeinschaft der qualitätsvollen Weiterentwicklung des CLIL-Unterrichts widmen.

14. Heißt das, dass von Fremdsprachenlehrer/innen Korrekturarbeiten für CLIL erwartet werden dürfen?

Nein. Die Fremdsprachenlehrer/innen unterstützen die CLIL-Lehrkräfte im Rahmen des Lehrplans der jeweiligen Fremdsprache, insbesondere im beruflichen Themenbereich des Lehrstoffes (zB Beschreibung von Prozessen, Diagrammen, Abläufen etc.).

15. Darf die Fremdsprachenassistenz in den CLIL-Unterricht einbezogen werden?

Ja. Der Einsatz der/des Fremdsprachenassistentin/-assistenten ist auch im CLIL-Unterricht zur Unterstützung bei der Unterrichtsplanung und/oder -durchführung möglich.

16. Muss der Lehrplan erfüllt werden?

Ja. Der Lehrplan muss grundsätzlich erfüllt werden, lässt aber eine gewisse Schwerpunktsetzung und Flexibilität zu.

17. Ist mit CLIL ein Mehraufwand seitens der Unterrichtenden verbunden?

Ja. Insbesondere in der Anlaufphase ist mit einem Mehraufwand zu rechnen, der mit der Einarbeitung aktueller Entwicklungen in ein Unterrichtsfach vergleichbar ist.

18. Gibt es einen Unterschied zwischen CLIL und Fremdsprache als Arbeitssprache?

Ja. CLIL basiert zwar auf Konzepten zur Verwendung von Fremdsprache als Arbeitssprache, jedoch wesentlich erweitert um fremdsprachendidaktische Elemente im Unterricht.

19. Heißt CLIL, dass der Unterricht zu 100 % in der Fremdsprache erfolgen muss?

Nein. Es können auch einzelne Unterrichtssequenzen als CLIL-Unterricht gestaltet werden.

Anhang 1: CLIL Booster Library

Bei der nachstehenden Liste handelt es sich um eine exemplarische Auflistung (Stand 02/2023).

Ángeles Quiroga, María Ana de los: **The development of Critical Thinking through CLIL.**
Lambert, 2013. ISBN 978-3-659-45972-6

Badertscher, Hans; Bieri, Thomas: **Wissenserwerb im Content and Language Integrated Learning. Empirische Befunde und Interpretationen.** Haupt Verlag, 2009. ISBN 978-3-258-07443-6

Ball, Phil; Clegg, John; Kelly, Keith: **Putting CLIL into Practice. Oxford Handbooks for Language Teachers.** Oxford University Press, 2015. ISBN 978-0-19-442105-8

Bentley, Kay: **The TKT Course. CLIL Module.** Cambridge University Press, 2010. ISBN 978-0-521-15733-9

Breidbach, Stephan; Viebrock, Britta (eds.): **Content and Language Integrated Learning (CLIL) in Europe. Research Perspectives on Policy and Practice.** Peter Lang, 2013. ISBN 978-3-631-64400-3

Buhlmann, Rosemarie; Fearn, Anneliese: **Handbuch des fach- und berufsbezogenen Deutschunterrichts. DaF, DaZ, CLIL.** Frank & Timme, 2018. ISBN 978-3-7329-0013-8

Butzkamm, Wolfgang; Caldwell, John A.W.: **The Bilingual Reform. A Paradigm Shift in Foreign Language Teaching.** narr Studienbücher. narr Verlag, 2009. ISBN 978-3-8233-6492-4

Chadwick, Timothy: **Language Awareness in Teaching. A Toolkit for Content and Language Teachers.** Cambridge University Press, 2012. ISBN 978-1-107-61828-2

Coyle, Do; Hood, Philip; Marsh, David: **CLIL. Content and Language Integrated Learning.** Cambridge University Press, 2010. ISBN 978-0-521-13021-9

Coyle, Do; Meyer, Oliver: **Beyond CLIL. Pluriliteracies Teaching for Deeper Learning.** Cambridge University Press, 2021. ISBN 978-1-108-82372-2

Dale, Liz; Es, Wibo van der; Tanner, Rosie: **CLIL Skills.** European Platform, 2011. ISBN 978-90-70910-50-1 (Download: https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf)

Dale, Liz; Tanner, Rosie: **CLIL Activities. A resource for subject and language teachers.** Cambridge University Press, 2012. ISBN 978-0-521-14984-6

Deller, Sheelagh; Price, Christine: **Teaching Other Subjects Through English.** Oxford University Press, 2007. ISBN 987-0-1944-2578-0

Doff, Sabine (Hg.): **Bilingualer Sachfachunterricht in der Sekundarstufe. Eine Einführung.** narr Studienbücher. narr Verlag, 2010. ISBN 978-3-8233-6591-4

Genesee, Fred; Hamayan, Else: **CLIL in Context. Practical Guidance for Educators.** Cambridge, 2016. ISBN 978-1-316-60945-3

Hallet, Wolfgang; Königs, Frank G. (Hrsg.): **Handbuch Bilingualer Unterricht. Content and Language Integrated Learning.** Klett Kallmeyer, 2013. ISBN 978-3-7800-4902-5

Hemmi, Chantal; Banegas, Dario Luis (eds.): **International Perspectives on CLIL.** Palgrave Macmillan, 2021. ISBN 978-3-030-70094-2

Hill, David A.; Pulverness, Alan (eds.): **The Best of Both Worlds? International Aspects on CLIL.** Norwich, 2009.

Hönig, Ingrid: **Assessment in CLIL. theoretical and empirical research.** VDM, 2010. ISBN 978-3-639-26268-1

Klewitz, Bernd: **Content and Language Integrated Learning (CLIL): A Methodology of Bilingual Teaching.** ibidem, 2021. ISBN 978-3-8382-1513-6

Lasagabaster, David; Ruiz de Zarobe, Yolanda (eds.): **CLIL in Spain. Implementation, Results and Teacher Training.** Cambridge Scholars Publishing, 2010. ISBN 978-1-4438-1857-5

Llinares, Ana et al: **The Roles of Language in CLIL.** Cambridge, 2012. ISBN 978-0-521-15007-1

Londo, Maciej: **Optimising EMI in higher education through CLIL. Case Study at Vienna University of Technology.** AV Akademikerverlag, 2012. ISBN: 978-3-639-45819-0

Marsh, David; Meyer, Oliver (eds.): **Quality Interfaces. Examining Evidence & Exploring Solutions in CLIL.** Eichstaett Academic Press, 2012. ISBN 978-3-943318-05-0

McLoughlin, Amanda: **How to Write CLIL Materials.** ELT Teacher 2 Writer, 2021. ISBN 9-798715-620866

Mehisto, Peeter; Marsh, David; Frigols, María Jesús: **Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education.** Macmillan, 2008. ISBN 978-0-230-02719-0

Mehisto, Peeter: **Excellence in Bilingual Education. A Guide for School Principals.** Cambridge, 2012. ISBN 978-1-107-68147-7

Mehisto, Peeter: **CLIL Essentials for Secondary School Teachers.** Cambridge, 2017. ISBN 978-1-10840084-8

Perez Canado, María Luisa; Ojeda-Pinar, Borja: **Communicative Classroom Language for Bilingual Education**. Peter Lang, 2018. ISBN 978-3-0343-3350-4

Tampere, Kaire: **Content and Language Integrated Learning. Estonian CLIL Teacher Profile**. Lambert, 2010. ISBN 978-3-8383-7877-0

Tejkalova, Lenka: **Content and Language Integrated Learning. Strategies and motivation in CLIL**. VDM, 2009. ISBN: 978-3-639-12527-6

Wilhelmer, Nadja: **Content and Language Integrated Learning (CLIL). Teaching Mathematics in English**. VDM, 2008. ISBN 978-3-639-05721-8

Yi Lo, Yuen: **Professional Development of CLIL Teachers**. Springer, 2020. ISBN 978-981-15-2427-1

Anhang 2: Linksammlung

Bei der nachstehenden Liste handelt es sich um eine exemplarische Auflistung ohne jeglichen Anspruch auf Vollständigkeit.

Alle angeführten Links sind zum Zeitpunkt der Aktualisierung der Handreichung aktiv.

CLIL Sites

www.cebs.at/clil

www.cebs.at/service-angebote/clil/clil-training/

Global Sites

www.schule.at

www.ego4u.de

www.englisch-hilfen.de

www.learnenglish.org.uk

www.learnenglish.britishcouncil.org/

www.factworld.info

www.enchantedlearning.com

<https://www.khanacademy.org/>

News

www.britishcouncil.org

www.bbc.com

www.theguardian.com/international

www.telegraph.co.uk/

www.breakingnewsenglish.com/

Anhang 3: Samples of Good Practice

CLIL lesson plan 1⁸

School: HBLA Sitzenberg

Class: III. Jg.

Teacher: DIⁱⁿ Nina Maurer

Subject: Chemisches und biotechnologisches Laboratorium

Topic: Food safety

Activity type(s)/ Method	Wordle Read the text and summarise the important parts in a mind-map. WH-questions ⁹ Then students present it to each other and write down the WH-questions on the board. Video
Classroom format (group work, pair work ...)	11 students – 4 groups (3, 3, 3, 2)
Time	2 lessons á 50 minutes
Procedure (step 1, 2, 3, ...)	Pre-reading task a with word cloud. The students get the black and white version. They should search for words they don't know. Write down the most important words. Hand out the first part of the text and read the first abstract together. Discussion: Do you like to have hair in your soup? Do you like to find a mouse in your burger? Have you ever suffered from food poisoning? Form 4 groups. Group 1 reads part 1, group 2 reads part 2 ... of the text and summarise the important information in a mind-map. The students get back to the text and write down 3 WH-questions. They provide the correct answer to their questions. Then they present a summary of the text with the help of their mind-map to the group. Finally, they get in new groups of four and inform each other about the part of the text they have read. (group change: 2 to 3 times) Write the questions on the board. Answer the WH-questions. Watch the video and find the mistakes. The students must also correct the mistakes!

⁸ Zur Verfügung gestellt von DIⁱⁿ Nina Maurer.

⁹ WH-questions are questions with WH-question words (WHy, HoW etc.).

Resources (handout, book, ...) 	Handout brochure "Fight foodborne bacteria" https://www.food.gov.uk/business-industry/food-hygiene (17.11.22) https://www.fightbac.org/food-safety-basics/the-core-four-practices/ (17.11.22) https://youtu.be/IA8IW5abQTg (video) (17.11.22)
Content-related learning outcome 	HACCP – Hazard Analysis Critical Control Points is the topic of 6 lessons. They learn something about the importance of hygiene in food production. There are many points they must take into account to produce safe food. E.g. personal hygiene, waste storage, cleaning and disinfection of the working place and kitchenware, how to prevent the growing of pathogenic bacteria, pest control, food storage, room specifications, ... To check the cleanliness of the kitchen in school, they must perform some tests at the end of the lesson. So these CLIL lessons are only an introduction to this topic!
Language-related learning outcome 	Students can read for detail and summarise the most important information. Students can form sentences to describe the content and link the sentences in a logical way. Students can extract information from a text, filter facts and present these. Students can form questions to obtain missing information.

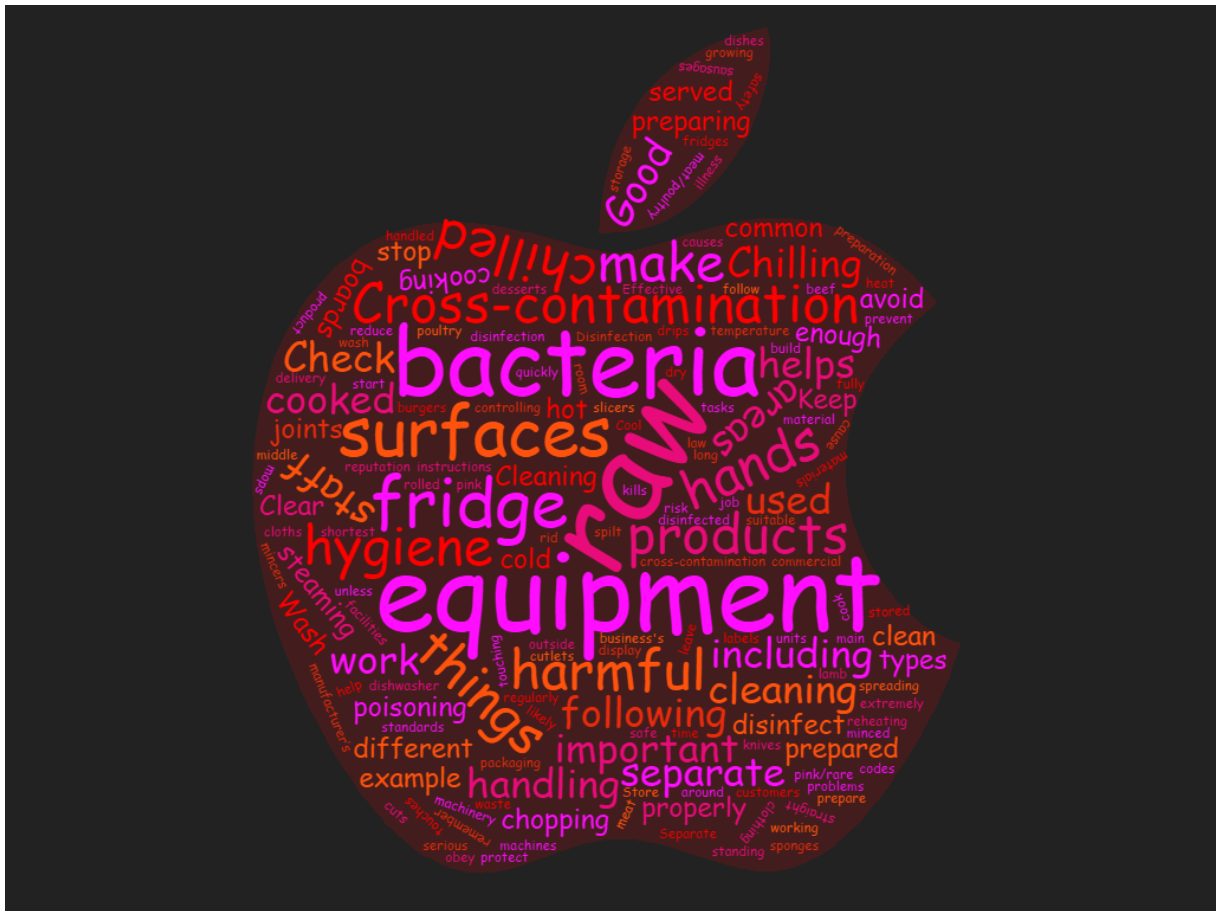


Abb. 1: <https://www.wordclouds.com/> (created by DI Nina Maurer)

fridge	Kühlschrank
cook	kochen
separate	trennen
clean	reinigen
meal	Mahlzeit, Gericht
surface	Oberfläche
cross-contamination	Kreuzkontamination; Querverschmutzung; gegenseitige Verunreinigung
kitchen	Küche
temperature	Temperatur
bacteria	Bakterien
chilled	gekühlt
chill	kühlen
chilling	Kühlung
equipment	Ausstattung
hygiene	Hygiene
staff	Personal
raw	roh
harmful	gesundheitsschädlich, gefährlich
disinfect	desinfizieren

Procedure step 1 and 2

Have a look at the word cloud. First make sure that you understand all the words. Look up any unknown words in an online dictionary. Then get in pairs and speculate what the lesson will be about.



Abb. 2: <https://www.wordclouds.com/> (created by DI Nina Maurer)

Procedure step 3

Food hygiene for businesses

Good food hygiene is essential for you to make or sell food that is safe to eat. It is very important for you and your staff to understand what good food hygiene is.

Good food hygiene: the 4 Cs

Good food hygiene helps you to:

- Obey the law
- Reduce the risk of food poisoning among your customers
- Protect your business's reputation

Good food hygiene is all about controlling harmful bacteria, which can cause serious illness. **BAC** (foodborne bacteria) could make you and those you care about sick. In fact, even though you can't see BAC - or smell him, or feel him - he and millions more like him may have already invaded the food you eat. But you have the power to Fight BAC! Foodborne illness can strike anyone. Some people are at a higher risk for developing foodborne illness, including pregnant women, young children, older adults and people with weakened immune systems. For these people the following four simple steps are critically important:

The four main things to remember for good hygiene are:

- **Cross-contamination (Separate)**
- **Cleaning**
- **Chilling**
- **Cooking**



These are known as the 4 Cs. They will help you prevent the most common food safety problems.

Quellennachweis Symbole:

https://www.flaticon.com/free-icon/snowflake_3915582

https://www.flaticon.com/de/kostenloses-icon/wassertropfen_850683?term=wassertropfen&related_id=850683

<https://www.flaticon.com/de/kostenloses->

[icon/topf_1051645?term=kochtopf&page=1&position=5&page=1&position=5&related_id=1051645&origin=search](https://www.flaticon.com/de/kostenloses-icon/topf_1051645?term=kochtopf&page=1&position=5&page=1&position=5&related_id=1051645&origin=search)
(17.11.22)

Procedure step 4, 5 and 6

Group 1



Form 4 groups. The first group reads part 1, the second group reads part 2, the third group reads part 3 and the fourth group reads part 4. While reading summarise the most important facts in a mind-map. Get back to the text and write down 3 to 4 *WH-questions*. Provide the correct answer to your questions. Then get together with a person who has read the same part as you. Compare your findings and add any missing information. Finally, get in groups of four and inform each other about the part of the text you have read. Write the questions on the board.

SEPARATE



Cross-contamination is when bacteria are spread between food, surfaces or equipment. It is most likely to happen when raw food touches (or drips onto) ready-to-eat food, equipment or surfaces. Don't cross-contaminate. Cross-contamination is how bacteria can be spread. When handling raw meat, poultry, seafood and eggs, keep these foods and their juices away from ready-to-eat foods. Always start with a clean scene - wash hands with warm water and soap. Wash cutting boards, dishes, countertops and utensils with hot soapy water.

Cross-contamination is one of the most common causes of food poisoning. Do the following things to avoid it:

- Clean and disinfect work surfaces, chopping boards and equipment thoroughly before you start preparing food and after you have used them to prepare raw food.
- Use different equipment (including chopping boards and knives) for raw meat/poultry and ready-to-eat food unless they can be heat disinfected in, for example, a commercial dishwasher.
- Wash your hands before preparing food.
- Wash your hands thoroughly after touching raw food.
- Keep raw and ready-to-eat food apart at all times, including packaging material for ready-to-eat food.
- Store raw food below ready-to-eat food in the fridge. If possible, use separate fridges for raw and ready-to-eat food.
- Provide separate working areas, storage facilities, clothing and staff for the handling of ready-to-eat food.
- Use separate machinery and equipment, such as vacuum packing machines, slicers and mincers, for raw and ready-to-eat food.
- Separate cleaning materials, including cloths, sponges and mops, should be used in areas where ready-to-eat foods are stored, handled and prepared.
- Make sure that your staff know how to avoid cross-contamination.

Group 2



Form 4 groups. The first group reads part 1, the second group reads part 2, the third group reads part 3 and the fourth group reads part 4. While reading summarise the most important facts in a mind-map. Get back to the text and write down 3 to 4 WH-questions. Provide the correct answer to your questions. Then get together with a person who has read the same part as you. Compare your findings and add any missing information. Finally, get in groups of four and inform each other about the part of the text you have read.

Write the questions on the board.

CLEAN



Effective cleaning gets rid of bacteria on hands, equipment and surfaces. So it helps to stop harmful bacteria from spreading onto food. You should do the following things: Wash hands and surfaces often. Bacteria can be spread throughout the kitchen and get onto hands, cutting boards, utensils, counter tops and food. To Fight BAC!, always:

- Make sure that all your staff wash and dry their hands thoroughly before handling food.
- Clean and disinfect food areas and equipment between different tasks, especially after handling raw food.
- Clear and clean as you go. Clear away used equipment, spilt food etc. as you work and clean work surfaces thoroughly.
- Use cleaning and disinfection products that are suitable for the job, and follow the manufacturer's instructions.
- Disinfection products should meet BS EN standards. Check product labels for either of these codes: BS EN 1276 or BS EN 13697.
- Do not let food waste build up.
- Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom, changing diapers and handling pets.
- Wash your cutting boards, dishes, utensils and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
- Consider using paper towels to clean up kitchen surfaces. If you use cloth towels wash them often in the hot cycle of your washing machine.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten.
- Rub firm-skin fruits and vegetables under running tap water or scrub with a clean vegetable brush while rinsing with running tap water.

Group 3



Form 4 groups. The first group reads part 1, the second group reads part 2, the third group reads part 3 and the fourth group reads part 4. While reading summarise the most important facts in a mind-map. Get back to the text and write down 3 to 4 WH-questions. Provide the correct answer to your questions. Then get together with a person who has read the same part as you. Compare your findings and add any missing information. Finally, get in groups of four and inform each other about the part of the text you have read. Write the questions on the board.

CHILL



Chilling food properly helps to stop harmful bacteria from growing. Some food needs to be kept chilled to keep it safe, for example food with a 'use by' date, cooked dishes and other ready-to-eat food such as prepared salads and desserts. It is very important not to leave these types of food standing around at room temperature. Refrigerate promptly Refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria. Do not over-stuff the refrigerator. Cold air must circulate to help keep food safe. Keeping a constant refrigerator temperature of 4°C or below is one of the most effective ways to reduce the risk of foodborne illness. Use an appliance thermometer to be sure the temperature is consistently 4°C or below. The freezer temperature should be -18°C or below. So, make sure you do the following things:

- Refrigerate or freeze meat, poultry, eggs and other perishables as soon as you get them home from the store.
- Never let raw meat, poultry, eggs, cooked food or cut fresh fruits or vegetables sit at room temperature more than two hours before putting them in the refrigerator or freezer (one hour when the temperature is above 30°C).
- Never defrost food at room temperature. Food must be kept at a safe temperature during thawing. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave. Food thawed in cold water or in the microwave should be cooked immediately.
- Always marinate food in the refrigerator.
- Divide large amounts of leftovers into shallow containers for quicker cooling in the refrigerator.
- Check chilled food on delivery to make sure it is cold enough.
- Put food that needs to be kept chilled in the fridge straight away.
- Cool cooked food as quickly as possible and then put it in the fridge.
- Keep chilled food out of the fridge for the shortest time possible during preparation.
- Check regularly that your fridge and display units are cold enough.
- Use or discard refrigerated food on a regular basis. Check USDA cold storage information at www.fightbac.org for optimum storage times.



**Kitchen
Thermometer**

Group 4

😊 Form 4 groups. The first group reads part 1, the second group reads part 2, the third group reads part 3 and the fourth group reads part 4. While reading summarise the most important facts in a mind-map. Get back to the text and write down 3 to 4 WH-questions. Provide the correct answer to your questions.

Then get together with a person who has read the same part as you. Compare your findings and add any missing information.

Finally, get in groups of four and inform each other about the part of the text you have read. Write the questions on the board.



Thorough cooking kills harmful bacteria in food. So it is extremely important to make sure that food is cooked properly. When cooking or reheating food, always check that it is steaming hot all the way through.

It is especially important to make sure that you thoroughly cook poultry, pork, rolled joints and products made from minced meat, such as burgers and sausages. This is because there could be bacteria in the middle of these types of products. They should not be served pink or rare and should be steaming hot all the way through. Whole cuts of beef and lamb, such as steaks, cutlets and whole joints, can be served pink/rare as long as they are fully sealed on the outside.

Cook to proper temperatures food is safely cooked when it reaches a high enough internal temperature to kill the harmful bacteria that cause illness.

- Use a food thermometer to measure the internal temperature of cooked foods. Make sure that meat, poultry, egg dishes, casseroles and other foods are cooked to the internal temperature shown in the chart on the back of this brochure.
- Cook ground meat or ground poultry until it reaches a safe internal temperature. Color is not a reliable indicator of doneness.
- Cook eggs until the yolk and white are firm. Only use recipes in which eggs are cooked or heated thoroughly.
- When cooking in a microwave oven, cover food, stir and rotate for even cooking. Food is done when it reaches the internal temperature shown on the back of this brochure.
- Bring sauces, soups and gravy to a boil when reheating



**Kitchen
Thermometer**

Procedure step 7

Watch the video and find the mistakes. What's wrong and how does it work correct?

Make a list of a minimum of ten mistakes!

<https://youtu.be/IA8IW5abQTg> (video) (17.11.22)

CLIL lesson plan 2

School: HLW
 Class: III. Jg
 Teacher: Mag.^a Felizitas Moll
 Subject: ERNG (III.-IV. Jahrgänge)
 Topic: Vegetarianism

Farbcode:

Blau hinterlegt = Bloom'sche Taxonomie angewandt

Grün hinterlegt = Scaffolding angewandt

Activity type(s)	Matching words and definitions Brainstorming and exchanging ideas (Think-Pair-Square) Watching a video, gap-filling and highlighting arguments Role-playing Describing infographics, comparing and contrasting, taking notes Follow-up: doing some research, writing a diet plan and justifying recommendations
Classroom format	Individual work Pair work/group work Whole class
Time	2-3 lessons
Procedure	1. Students match types of vegetarianism with simple definitions. (= understanding) 2. Students brainstorm reasons for becoming a vegetarian and share their ideas in pairs and groups of four. (= applying) 3. Students watch a video and do a gap-filling exercise while watching/listening. (= understanding) 4. Using given prompt cards, students prepare and role-play a discussion for/against a vegetarian lifestyle in groups of six. (= applying) 5. Students study and describe two different food pyramids and talk about any similarities and differences they notice. (= analysing, evaluating) Follow-up activities: Students research into the key nutrients for vegetarians and vegans. (= analysing) Students write a diet plan based on their previous research. (=evaluating, creating)
Resources	Video: "Vegans vs. Meat Eaters" (https://www.youtube.com/watch?v=sAN1J4PY6is) Adobe Stock 82942191 https://www.hsph.harvard.edu/nutritionsource/healthy-eating-pyramid/ Copyright © 2008. For more information about The Healthy Eating Pyramid, please

	see The Nutrition Source, Department of Nutrition, Harvard T.H. Chan School of Public Health, www.thenutritionsource.org , and Eat, Drink, and Be Healthy, by Walter C. Willett, M.D., and Patrick J. Skerrett (2005), Free Press/Simon & Schuster Inc.”
Content-related learning outcome	Students know the differences and similarities of various types of vegetarianism. Students know about pros and cons of veganism/eating. Follow-up: Students know about certain nutritional deficiencies and how to deal with them.
Language-related learning outcome	Students can watch a video and listen for detail. Following given prompt cards, students can role-play and argue for/against a certain lifestyle. Students can describe and compare information provided in different types of infographics. Follow-up: Students can carry out some task-based research and give (written) recommendations based on it.



1. Word matching: Types of vegetarianism

Match the type of vegetarianism with the definition. Highlight any unknown words!

vegan	eats a regular western diet without meat
ovo-vegetarian	eats a vegetarian diet plus fish
lacto-vegetarian	eats only food which can be harvested without harming the plant
ovo-lacto-vegetarian	adapts his/her eating habits to the situation: sometimes vegetarian, sometimes meat eater
pescatarian	eats only plant-based products and egg
flexitarian	eats only uncooked food
pudding-vegetarian	eats only plant-based products and dairy products
raw-food vegetarian	avoids meat, but eats eggs and dairy products
fruitarian	avoids all animal products

2. Think-Pair-Square: What makes people become a vegetarian?



- Brainstorm your own ideas. (Think)
- Share with a partner. (Pair)
- Share with a group of 4. (Square)
- Check with the PPT. Add any new information.

3. LISTENING: Vegans vs. Meat-eaters



Watch the video twice and fill in the gaps with appropriate words or phrases you hear. Then highlight 2 arguments for veganism and 2 arguments for eating meat.

What is a vegan?

A vegan is a person who follows a diet that contains no _____, _____, _____ or any other food that comes from animals. Vegetarians, on the other hand, generally still eat milk and eggs as part of their diet. Vegans also avoid using other animal products, such as _____ or _____.



How many are there?

Veganism is growing in popularity! In 2008, vegans only accounted for _____% of the world's population, while in 2015 it was already _____% (79% of these are women).

Vegans follow the dietary path of _____ (= animals like cows or deer, which feed only on plants), while meat-eaters are typically _____ (= eat anything).

Is veganism healthy?

People on a vegan diet tend to have a lower _____ than meat eaters or vegetarians. Some scientists have also suggested that vegans are less likely to develop rheumatoid arthritis, _____ or stroke. However, heart problems seem to be linked with processed meats rather than red meats. On the other hand, evolution shows that meat eating has led to the growth of a larger _____.! Furthermore, the protein from meat seems to be better usable for developing _____ mass than plant-based protein.

Does a vegan diet contain all the nutrients?

A vegan diet has certain vitamin deficiencies: _____ cannot be found in natural plant foods, so vegans need to take vitamins or consume fortified foods like soy milk or cereals. _____ fatty acids are also hard to find in a vegan diet. So a vegan diet is somewhat _____, but is it also unhealthy?

Do you have to become vegan?

In Okinawa, there are the most people who are _____. The people are generally vegans, but regularly eat small portions of meat and fish. This indicates that the optimal human diet does not have to be 100% _____.

4. SPEAKING 1: Role play

Arguing for/against a lifestyle

Preparation: 10'

Prepare your role. Get into the mindset of the person you are playing and find at least 5 good arguments for your lifestyle. Also try to find arguments that the other talkshow guests could have and try to refute them. You can use your book, the internet, or your notes from the video for support.

Talk: 15'

Get into groups of 6 people (mixes, all different roles). The talkmaster leads the discussion. Be prepared to introduce yourself, explain and defend your lifestyle and ask questions.

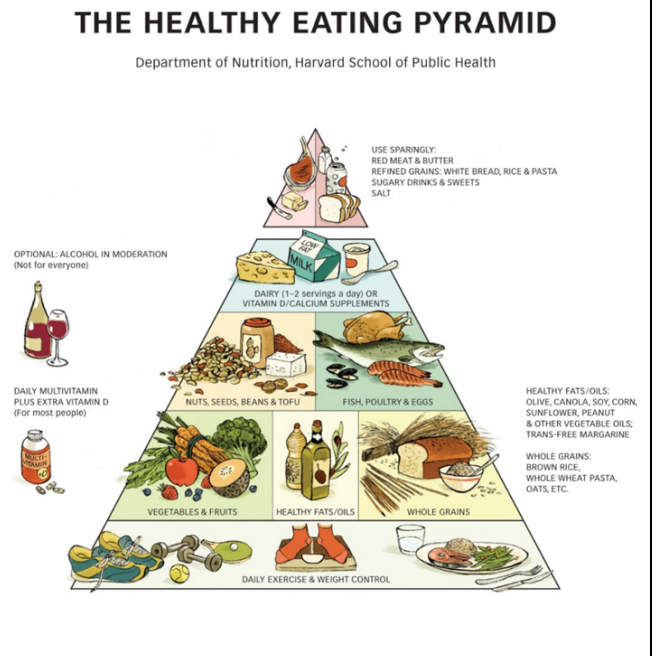
Maggie Meat You are the daughter of a famous butcher and practically grew up with a pair of sausages in your mouth. Meat is on your table every day and you don't see the harm – after all, people have been eating meat for centuries and lived well, haven't they?	Francine Fish After you have seen a documentary about mass meat production you have decided to stop eating it. However, you know about the value of protein and omega-3, so you decided to go for fish instead.	Viktor Vegetable You nearly died from a heart attack and have now decided to change your lifestyle. You know that vegetarians live longer and suffer fewer life-threatening diseases, so you want to encourage people to follow you.
Rita Raw You have chosen the extreme vegan lifestyle: raw food. Try to convince the others that meat (and other animal products) is not only murder but a threat to our environment.	Peter Pudding Pizza with chips, pudding and Red Bull? Sounds like a great breakfast to you! You don't care one tiny bit about what you eat, as long as it tastes good. Life is there for us to enjoy!	Talkmaster You ask the nasty questions! It is your job to find out what motivates your guests to follow their lifestyle and to incite some discussion among them. Prepare at least 10 interesting questions, open and close the discussion.

Language for arguing:

Giving opinion	Agreeing (+)	Disagreeing (-)
<i>In my opinion...</i> <i>In my view...</i> <i>As far as I'm concerned...</i> <i>The way I see it...</i> <i>To my mind...</i> <i>I (really) feel that...</i> <i>I (honestly) think that...</i>	<i>I agree (with you).</i> <i>I couldn't agree with you more.</i> <i>That's (so) true.</i> <i>I feel the same way.</i> <i>No doubt about it.</i> <i>Exactly.</i> <i>Absolutely.</i> <i>That's a good point!</i> <i>I'll say!</i> <i>I see your point (but)...</i>	<i>I (have to) disagree (with you).</i> <i>That's not true.</i> <i>I don't think so.</i> <i>I beg to differ.</i> <i>Not necessarily.</i> <i>That's not always the case.</i> <i>That's not the way I see it.</i> <i>I'm not so sure about that!</i> <i>I'd say the exact opposite!</i>

5. SPEAKING 2: Comparing and contrasting

a) Describing different food pyramids:

Person A	Person B
Describe the "Vegetarian Food Pyramid" to your partner in 5-6 full sentences.	Describe the "Healthy Eating Pyramid" to your partner in 5-6 full sentences.
 The Food Pyramid Vegetarian Drink 2lt per day of water Low fat/Non fat dairy Fortified alternative group: 2-3 Vegetables: 3-5 Fruit: 2-4 Grains: 6-11 Legumes, seeds, nuts: 2-3 Most alternative grains Number of servings AVOID SUGARS EAT WHOLE GRAINS EXERCISE EVERY DAY ADD NUTRIENTS USE SPARINGLY: Fats/Added sugars	 THE HEALTHY EATING PYRAMID Department of Nutrition, Harvard School of Public Health USE SPARINGLY: RED MEAT & BUTTER, REFINED GRAINS: WHITE BREAD, RICE & PASTA, SUGARY DRINKS & SWEETS, SALT OPTIONAL: ALCOHOL IN MODERATION (Not for everyone) DAILY MULTIVITAMIN PLUS EXTRA VITAMIN D (For most people) DAIRY (1-2 servings a day) OR VITAMIN D/CALCIUM SUPPLEMENTS NUTS, SEEDS, BEANS & TOFU FISH, POULTRY & EGGS VEGETABLES & FRUITS HEALTHY FATS/OILS WHOLE GRAINS DAILY EXERCISE & WEIGHT CONTROL HEALTHY FATS/OILS: OLIVE, CANOLA, SOY, CORN, SUNFLOWER, PEANUT & OTHER VEGETABLE OILS; TRANS-FREE MARGARINE WHOLE GRAINS: BROWN RICE, WHOLE WHEAT PASTA, OATS, ETC.

b) Comparing and contrasting

Look at the different food pyramids again. Compare them and tell your partner any similarities and differences you have noticed. Write at least **five** of them down. (full sentences!)

Language for describing and comparing:

Describing	Comparing
<i>The pyramid consists of steps/layers.</i> <i>Step/layer 1 is composed of/made up of/comprises...</i> <i>Above/below this step you find....</i> <i>The smallest/biggest amount of... can be found at the top/at the bottom/in the middle of the pyramid.</i> <i>... should be preferred. /... should be eaten moderately./... should be avoided.</i>	<i>The ... pyramid has more/less/fewer/no (than)...</i> <i>One similarity/difference is...</i> <i>The most obvious difference is...</i> <i>It is easy to see that...</i> <i>While the pyramid includes..., the ... pyramid...</i> <i>On the contrary/conversely/instead/...</i> <i>Similarly/likewise/equally/...</i>

Similarities and differences between pyramids:

6. FOLLOW-UP Activities

A) Research activity:

Find key nutrients for vegetarians and vegans, which might cause deficiencies in a vegetarian/vegan diet and suggest foods, which contain these nutrients.

B) Vegetarian diet plan:

Write a diet plan for a vegetarian OR vegan OR raw vegan person and justify which foods you chose (based on key nutrients).



1. Word matching: Types of vegetarianism

Match the type of vegetarianism to the definition. Highlight any unknown words!

vegan 1	eats a regular western diet without meat 7
ovo-vegetarian 2	eats a vegetarian diet plus fish 5
lacto-vegetarian 3	eats only food which can be harvested without harming the plant 9
ovo-lacto-vegetarian 4	adapts his/her eating habits to the situation: sometimes vegetarian, sometimes meat eater 6
pescatarian 5	eats only plant-based products and egg 2
flexitarian 6	eats only uncooked food 8
pudding-vegetarian 7	eats only plant-based products and dairy products 3
raw-food vegetarian 8	avoids meat, but eats eggs and dairy products 4
fruitarian 9	avoids all animal products 1

2. Think-Pair-Square: What makes people become a vegetarian?



- Brainstorm your own ideas. (Think)
- Share with a partner. (Pair)
- Share with a group of 4. (Square)
- Check with the PPT. Add any new information.

Possible ideas:

- Health reasons
- Environmental concerns
- Ethical concerns
- Dislike of meat
- Non-violent beliefs
- Compassion for animals
- economics

3. LISTENING: Vegans vs. Meat-eaters



Watch the video twice and fill in the gaps with appropriate words or phrases you hear. Then highlight 2 arguments for veganism and 2 arguments for eating meat.

What is a vegan?

A vegan is a person who follows a diet that contains no **animal meat, fish, eggs, dairy products** or any other food that comes from animals. Vegetarians, on the other hand, generally still eat milk and eggs as part of their diet. Vegans also avoid using other animal products, such as **honey** or **leather jackets**.

How many are there?

Veganism is growing in popularity! In 2008, vegans only accounted for **0,5%** of the world's population, while in 2015 it was already **2,5%**. (79% of these are women)

Vegans follow the dietary path of **herbivores** (= animals like cows or deer, which feed only on plants), while meat-eaters are typically **omnivores** (= eat anything).

Is veganism healthy?

People on a vegan diet tend to have a lower **body mass index** than meat eaters or vegetarians. Some scientists have also suggested that vegans are less likely to develop rheumatoid arthritis, **hypertension, heart disease** or stroke. However, heart problems seem to be linked with processed meats rather than red meats. On the other hand, evolution shows that meat eating has led to the growth of a larger **brain**! Furthermore, the protein from meat seems to be better usable for developing **muscle** mass than plant-based protein.

Does a vegan diet contain all the nutrients?

A vegan diet has certain vitamin deficiencies: **vitamin B12** cannot be found in natural plant foods, so vegans need to take vitamins or consume fortified foods like soy milk or cereals. **Omega 3** fatty acids are also hard to find in a vegan diet. So a vegan diet is somewhat **unnatural**, but is it also unhealthy?

Do you have to become vegan?

In Okinawa, there are the most people who are **over 100 years old**. The people are generally vegans, but regularly eat small portions of meat and fish. This indicates that the optimal human diet does not have to be 100% **vegan**.

CLIL lesson plan 3

School: HLF Krems

Class: IV. Jg

Teacher: Andreas Müller

Subject: BVW (IV. Jahrgang)

Topic: Doughnut economics

Recommendation: teachers are familiar with the concept of "Doughnut economics" by Kate Raworth

Farbcode:

Blau hinterlegt. = Bloom'sche Taxonomie angewandt

Grün = scaffolding

Activity type(s)	Finding words using Mentimeter Assigning terms Drawing a model Reading a text Matching countries to the right model Creating a PPT and presenting it to others
Classroom format	Individual work Pair work/group work Whole class (teacher centred)
Time	6 - 8 lessons
Procedure	1. Students read the text on human influence on planet Earth (individual work) and discuss the most important issues with a partner followed by choosing one and putting it on display. (= understanding) 2. Students brainstorm basic needs for human life (<i>Mentimeter – Word Cloud</i>). (= remembering) (individual work) 3. Students get the "blank" doughnut and the terms and have to put the terms either inside or outside the doughnut. (= understanding) (individual work). 4. Students listen to the teacher's explanations on the concept of doughnut economics and take notes. (= understanding) 5. Students draw a model of what they believe the global situation is. (= analysing, creating) (pair work). Afterwards the teacher shows the current global situation (https://goodlife.leeds.ac.uk/national-trends/country-trends/#WLD). 6. Students assign the right country to the right model. (= understanding) and check their answers on the Goodlife Leeds website. (Pair work) 7. Students read the text "Conclusions to the Doughnut economics model" and fill the gaps. (= understanding) (individual work)

	8. Group work: Students select a country (or any other country from goodlife.leeds.ac.uk), which policies are necessary for this country to move toward quadrant D? (= analysing)
Resources	https://www.kateraworth.com/2018/12/01/doing-the-doughnut-at-the-g20 https://goodlife.leeds.ac.uk/ www.menti.com <i>Doughnut economics</i> , Kate Raworth, Penguin, 2018 (reprint permitted)
Content-related learning outcome	• Students understand the basic needs of human life. • Students understand the planetary boundaries. • Students can describe and analyse the doughnut economics model. • Students can state policies to get a country into the safe area of the doughnut economics model.
Language-related learning outcome	• Students improve their discussion skills. • Students can extract information from a text. • Students can present information in a PPT.

Doughnut Economics

Task 1

Work in pairs.



Read the text below.



Discuss with your partner: Which of these issues is the most important one for you?
(You might want to use some of the language suggested below).

Decide with your partner which issue you would find most pressing. Write it on a post-it and put it on the flipchart.

LANGUAGE FOR DISCUSSIONS

GIVING YOUR OPINION	STATING FACTS	AGREEING / PARTLY AGREEING / DISAGREEING	DRAWING CONCLUSIONS
As far as I understand / can see I am certain / convinced that... I am of mixed opinion (about/on)... It seems to me that ...	There is no doubt that... The fact is that ... What it comes down to is that ...	I completely agree with ... That seems obvious, but... Under certain circumstances... I doubt whether... What I object to is...	It appears to be... Weighing up the pros and cons, I conclude that... I am most/very much concerned that...

The twenty-first-century challenge

The word 'economics' was coined by the philosopher Xenophon in Ancient Greece. Combining *oikos*, meaning household, with *nomos*, meaning rules or norms, he invented the art of household management, and it could not be more relevant today. This century we need some pretty insightful managers to guide our planetary household, and ones who are ready to pay attention to the needs of all of its inhabitants.

There have been extraordinary strides in human well-being over the past 60 years. The average child born on planet Earth in 1950 could expect to live just 48 years; today such a child can look forward to 71 years of life.⁶ Since 1990 alone, the number of people living in extreme income poverty – on less than \$1.90 a day – has fallen by more than half. Over two billion people have gained access to safe drinking water and toilets for the first time. All this while the human population has grown by almost 40%.⁷

That was the good news. The rest of the story, of course, has not turned out so well so far. Many millions of people still lead lives of extreme deprivation. Worldwide, one person in nine does not have enough to eat.⁸ In 2015 six million children under the age of five died, more than half of those deaths due to easy-to-treat conditions like diarrhoea and malaria.⁹ Two billion people live on less than \$3 a day and over 70 million young women and men are unable to find work.¹⁰ Deprivations such as these have been exacerbated by growing insecurities and inequalities. The 2008 financial crash sent shock waves through the global economy, robbing many millions of people of their jobs, homes, savings and security. Meanwhile, the world has become extraordinarily unequal: as of 2015 the world's richest 1% now own more wealth than all the other 99% put together.¹¹

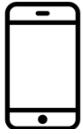
To these extremes of human circumstance, add the deepening degradation of our planetary home. Human activity is putting unprecedented stress on Earth's life-giving systems. Global average temperature has already risen by 0.8°C and we are on track for an increase of almost 4°C by 2100, threatening a scale and intensity of floods, droughts, storms and sea-level rise that humanity has never before witnessed.¹² Around 40% of the world's agricultural land is

now seriously degraded and by 2025 two out of three people worldwide will live in water-stressed regions.¹³ Meanwhile over 80% of the world's fisheries are fully or over-exploited and a refuse truck's worth of plastic is dumped into the ocean every minute: at this rate, by 2050 there will be more plastic than fish in the sea.¹⁴

These are already overwhelming facts, but growth projections add to the challenge ahead. Global population stands today at 7.3 billion and is expected to reach almost 10 billion by 2050, levelling off at around 11 billion by 2100.¹⁵ Global economic output is – if you believe business-as-usual projections – expected to grow by 3% per year from now until 2050, doubling the global economy in size by 2037 and almost trebling it by 2050.¹⁶ The global middle class – those spending between \$10 and \$100 a day – is set to expand rapidly, from 2 billion today to 5 billion by 2030, bringing a surge in demand for construction materials and consumer products.¹⁷ These are the trends that shape humanity's prospects at the start of the twenty-first century. So what kind of thinking do we need for the journey ahead?

Task 2

Work on your own.

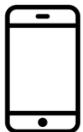


Take your smartphone. Brainstorm humans' basic needs on Mentimeter. (Your teacher will provide the link).



Task 3

Work on your own.

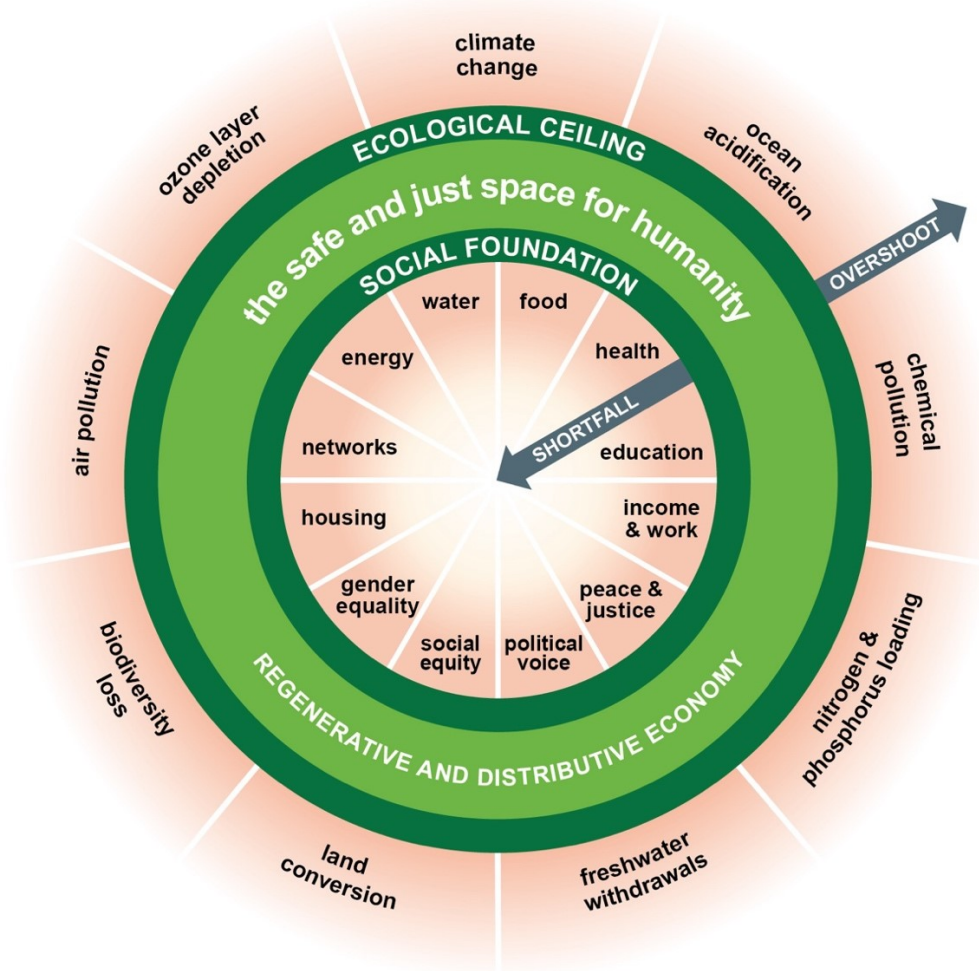


Do the online task: <https://learningapps.org/watch?v=pggu94yut23> (Find out, which terms define basic needs and which ones define planetary boundaries).

Task 4



Listen to your teacher explaining the model. **Take notes** of his/her explanations by adding them to the graph below.



Task 5

Work in pairs again.



Discuss the planetary situation in relation to the doughnut model.



Draw a doughnut according to how you think the global situation looks like. In which areas do you assume social shortfalls or ecological overshoots?

Task 6

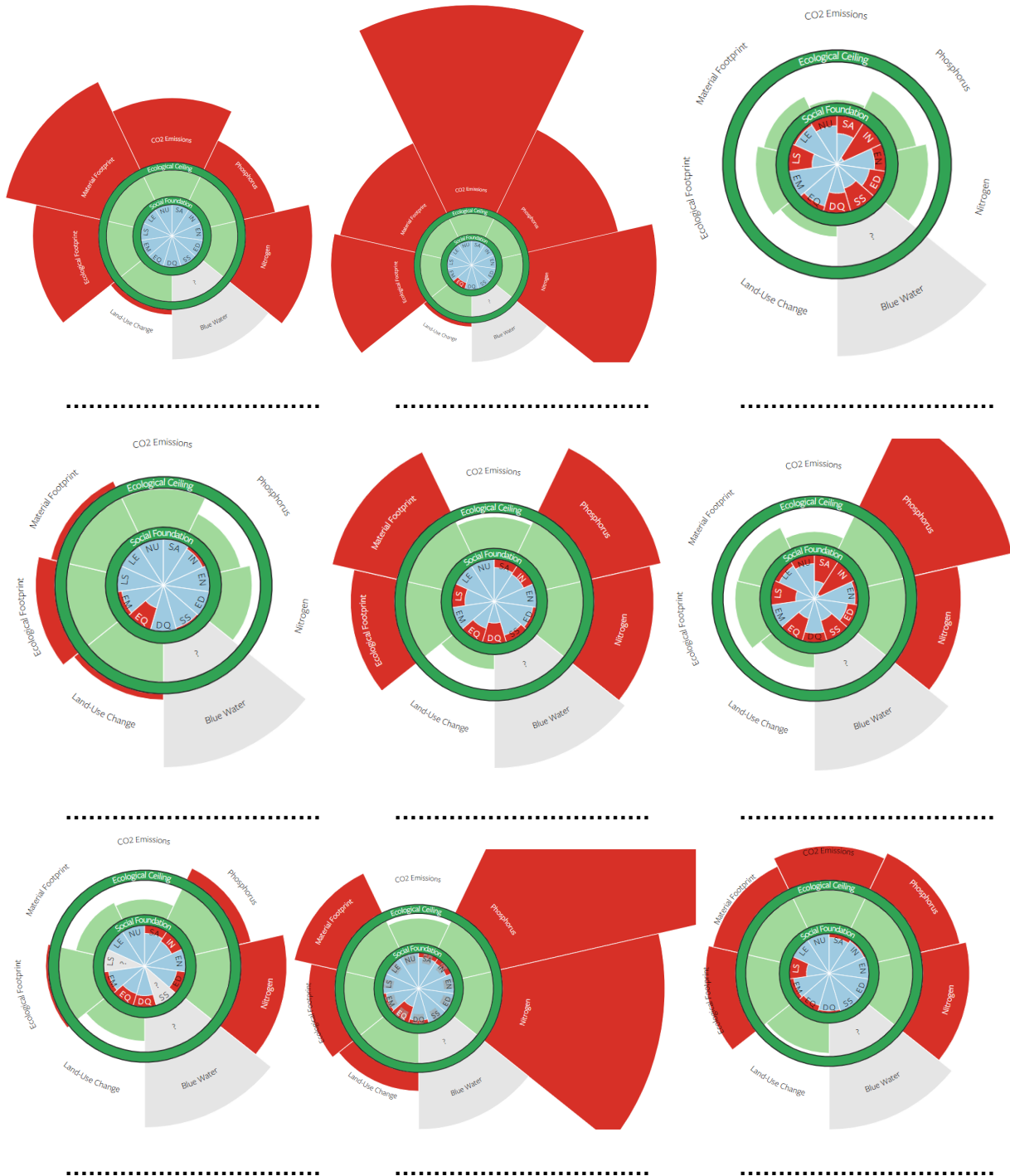
Continue with your partner.



Assign the following countries to the corresponding doughnut.

Check your answers here: <https://goodlife.leeds.ac.uk/national-trends/country-trends/#WLD> (select the right country and wait for the graph to change).

Austria Bangladesch Brazil Bulgaria China Costa Rica India Morocco USA



LS – Life Satisfaction IN – Income Poverty DQ – Democratic Quality	LE – Life Expectancy EN – Access to Energy EQ – Equality	NU – Nutrition ED – Education EM – Employment	SA – Sanitation SS – Social Support
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Quelle: <https://goodlife.leeds.ac.uk/national-trends/country-trends>

Task 7

Work on your own.

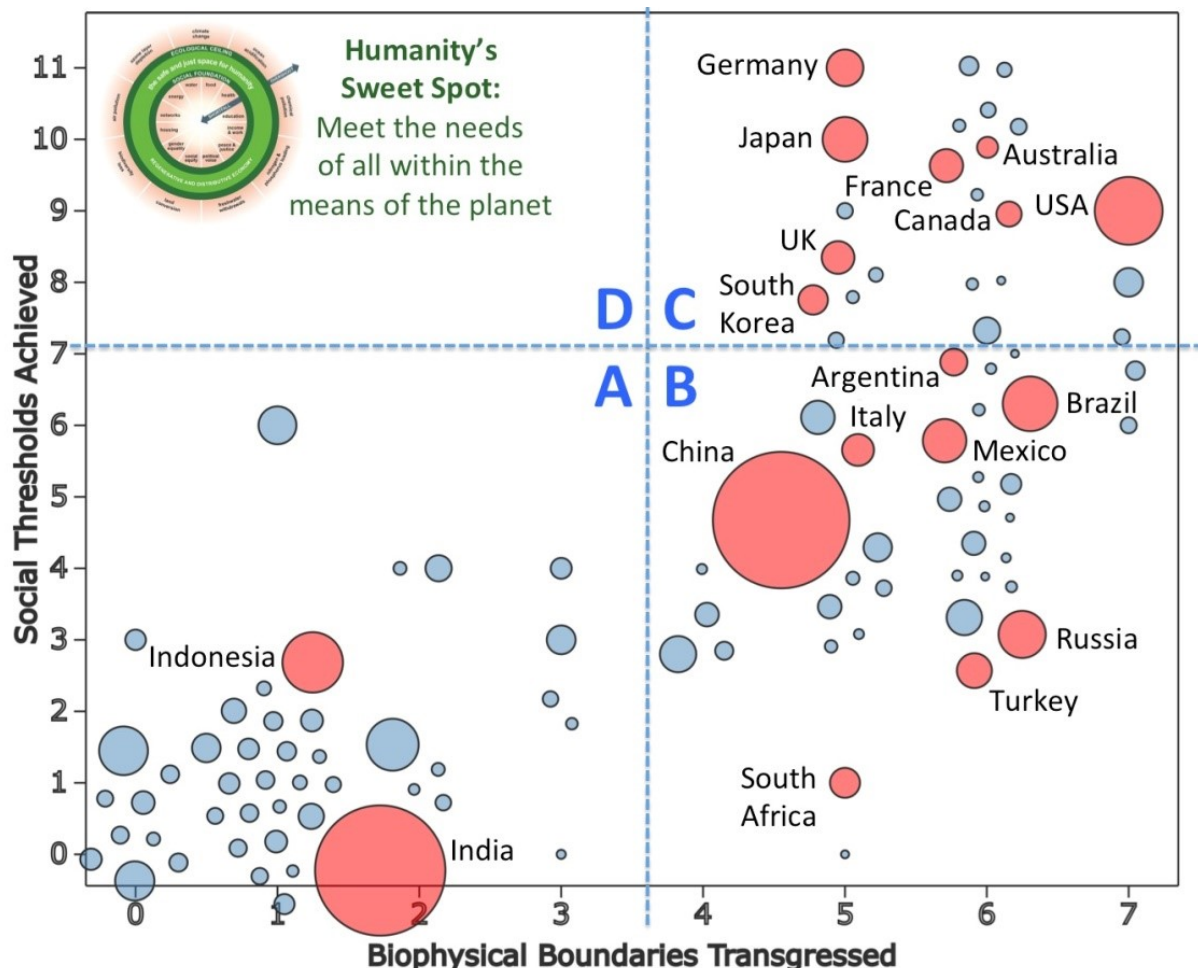


Read the following text and fill in the blanks then.

Conclusions of the Doughnut Economics Model

1. We are all developing countries now. The Doughnut challenge turns all countries – including every member of the G20 – into ‘developing countries’ because no country in the world can say that it is even close to meeting the needs of all of its people within the means of the planet. (If you are wondering which is that one country closer than the rest, it’s Vietnam – but is it heading for the Doughnut, or moving straight past it?)

2. New development pathways need new names. There are currently three broad clusters of countries making very different 21st century journeys, as labelled in the version of the diagram below:



A. Countries that are barely crossing any planetary boundaries, but are falling very far short on meeting people's needs, including G20 members India and Indonesia. The development path that these nations must now pursue has never taken before. Copying the degenerative industrial path of today's high-income countries (Group C), would most likely collapse Earth's life-supporting systems.

B. Many middle-income, ‘emerging’ economies – including G20 members like Brazil, Russia, China, Argentina and South Africa – are both falling short on social needs while already crossing biophysical boundaries. These countries are now making future-defining investments in urbanization, energy systems and transport networks. Will these infrastructural investments take them further away from the doughnut, or start bringing them towards it?

C. Today’s high-income countries – including G20 members like the US, UK, France, Germany and the EU 28 itself – cannot be called developed, given that their resource consumption is greatly overshooting Earth’s boundaries and, in the process, undermining prospects for all other countries. These high-income nations, too, are on an unprecedented developmental journey: to sustain good living standards while moving back within Earth’s biophysical boundaries.

D. No country is yet in sweet-spot cluster D (for Doughnut!) – so how many years until some are there, and which will make it there first?

Given that the labels ‘developing’ and ‘developed’ no longer make sense in the 21st century context, how can we best rename these four clusters of countries? In comments on this blog, and on Twitter, please do share suggestions for inventive and memorable names for these very different country clusters facing the Doughnut challenge. Naming is framing, so let’s rename and reframe the future of development...

3. Transformative goals demand transformative approaches. Given that none of these three development paths have been pursued before – let alone have yet been achieved – it would be bizarre to think that last century’s economic theories, policy prescriptions and business models would equip us for what lies ahead. Getting into the Doughnut is our generational challenge, and it demands transformational mindsets, models and action in economics, policymaking, and business.

Quelle: <https://www.kateraworth.com/2018/12/01/doing-the-doughnut-at-the-g20/> (24.10.2022)

Fill in the missing words:

The Doughnut Economics Model leads to a new on economics, quite different to the one have today. Concerning the Doughnut Economics Model, all countries in the world are countries.

In group C you can find most of the countries with a income. The challenge for these countries is to move within while at the same time not giving up

..... is the largest country in group B. These countries biophysical boundaries while at the same time on issues like food, water, medical care, democracy etc.

Most countries can be found in Group A. If they copy the development path, that in group C have taken in the past, it will Earth’s biosphere.

Getting into the of the doughnut is difficult because there is no to follow. We need a new for the 21st century.

Task 8

Work in groups of 3-4

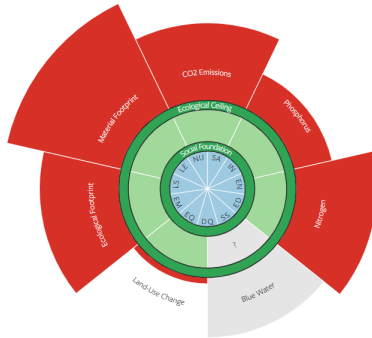
Select a country (or any other country from goodlife.leeds.ac.uk). Find out how their situation looks like. In your group decide on which policies would be necessary for this country to move toward quadrant D?



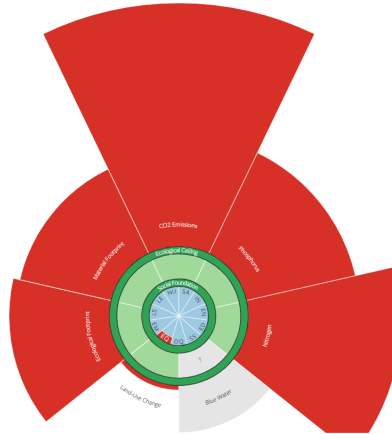
Create a Power Point Presentation and present your findings to the class.

Task 6 - KEY

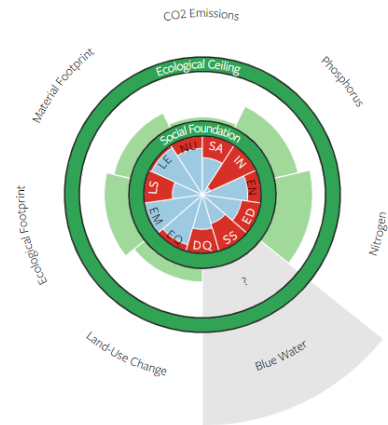
Austria



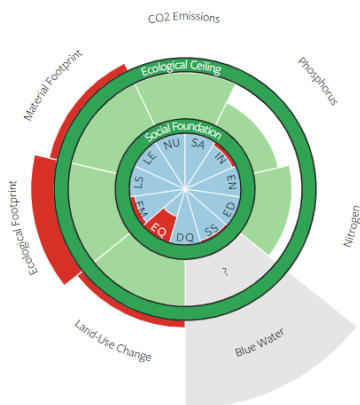
USA



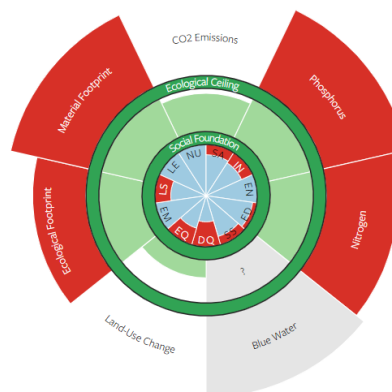
Bangladesh



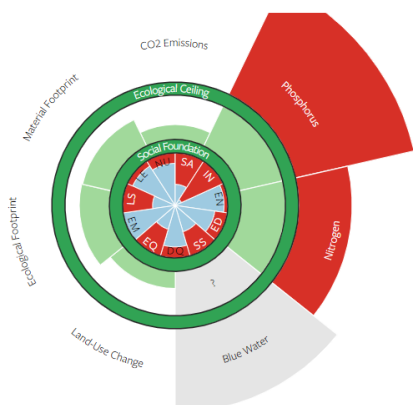
Costa Rica



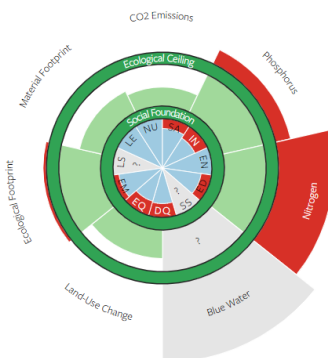
China



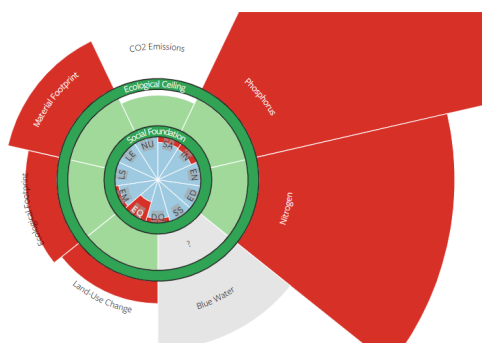
India



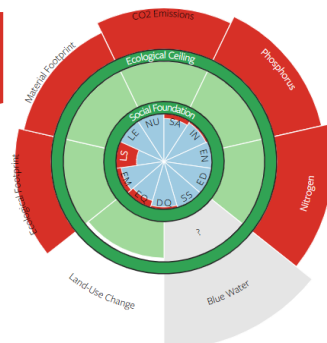
Morocco



Brazil



Bulgaria



Task 8 - KEY

Fill in the missing words (key):

The Doughnut Economics Model leads to a new view/sight on economics, quite different to the one we/scientists/politicians have today. Concerning the Doughnut Economics Model, all countries in the world are developing countries.

In group C you can find most of the countries with a high income. The challenge for these countries is to move within Earth's biophysical boundaries while at the same time not giving up good living standards.

China is the largest country in group B. These countries are crossing/exceeding biophysical boundaries while at the same time falling short on issues like food, water, medical care, democracy etc.

Most developing/African countries can be found in Group A. If they copy the development path, that industrial countries/countries in group C have taken in the past, it will collapse/ruin/damage Earth's biosphere.

Getting into the borders of the doughnut is difficult, because there is no example to follow. We need a new mindset/theory/business model for the 21st century.

References:

Icon Read by DinosoftLab, Icon Discuss by Seanau, Icon Smartphone by HideMaru, Icon lecture by Lastspark, Icon concept by Bahrul Ulum from Noun Project (CCBY3.0)

CLIL lesson plan 4

School: HLW Tulln
Class: II. Jg
Teacher: Mag. David Fuchs, MA
Subject: Ethik¹⁰ (II. Jahrgänge)
Topic: Diversity, Sex and Gender

Farbcode:

Blau hinterlegt. = Bloom'sche Taxonomie angewandt

Grün = scaffolding

Activity type(s)	Reading a text Discussing the text Analysing a picture Discussing a statement Describing & interpreting a song Writing a statement Describing and analysing a video
Classroom format	Individual work Pair work/group work Whole class/plenary (teacher centred)
Time	2-3 lessons
Procedure	1. Students read the text and fill the vocab grid. (= understanding) 2. Students each or in pairs interpret the picture (Tasks 4-5). (= analysing) 3. Groups of students draw a mindmap on the influence of gender roles on media and vice-versa. (= analysing) 4. Teacher gives information on Simone Beauvoir followed by a plenary discussion. (= understanding, analysing, evaluating) 5. Teacher plays the song "This is me". Students highlight new vocabulary as well as song lines they like. (= understanding) 6. Students write 3-4 sentences evaluating the song's mood. (= evaluating) 7. Students discuss what the artist wanted to say with their song. (= evaluating) 8. Students watch the song's video and summarise its content in 5-7 sentences. (= understanding) 9. Teacher guides a plenary discussion on the connection of the song's music, lyrics and the video. Students also try to find a connection between the song and Simone de Beauvoir's quote. (= analysing, evaluating)

¹⁰ CLIL in Ethik ist möglich vorbehaltlich allfälliger Änderungen in den neuen Lehrplänen. Religion ist lt. Lehrplan von CLIL ausgenommen.

Resources	Text by Plato: https://www.gutenberg.org/files/1600/1600-h/1600-h.htm (shortened & adapted). Picture by Simone de Beauvoir: Wikipedia Music Video: https://www.youtube.com/watch?v=CjxugyZCfuw
Content-related learning outcome	• Students can discuss the influence of media. • Students know about the difference between sex and gender. • Students know about gender roles. • Students can analyse a philosophical text. • Students can interpret different kinds of media.
Language-related learning outcome	• Students can understand an English text translated from ancient Greek. • Students can discuss a myth. • Students can speculate about the intentions of authors/artists. • Students can write short summaries. • Students can write short interpretations. • Students can exchange opinions on the topic

Read the text. Highlight words you don't understand and put them in the grid. Afterwards compare with your partner and make sure you know the meaning of the words you consider important.

MYTH¹¹ OF MAN-WOMAN

BY PLATO

The sexes were originally three, men, women, and the union of the two; and they were made round—having four hands, four feet, two faces on a round neck, and the rest to correspond. Terrible was their strength and swiftness; and they were essaying to scale heaven and attack the gods. Doubt reigned in the celestial councils; the gods were divided between the desire of quelling the pride of man and the fear of losing the sacrifices. At last Zeus hit upon an expedient. Let us cut them in two, he said; then they will only have half their strength, and we shall have twice as many sacrifices.

He spoke and split them as you might split an egg with a hair; and when this was done, he told Apollo to give their faces a twist and re-arrange their persons, taking out the wrinkles and tying the skin in a knot about the navel. The two halves went about looking for one another and were ready to die of hunger in one another's arms. Then Zeus invented an adjustment of the sexes, which enabled them to marry and go their way to the business of life. Now the characters of men differ accordingly as they are derived from the original man or the original woman, or the original man-woman. Those who come from the man-woman are lascivious and adulterous; those who come from the woman form female attachments; those who are a section of the male follow the male and embrace him, and in him all their desires centre. The pair are inseparable and live together in pure and manly affection; yet they cannot tell what they want of one another.

But if Hephaestus were to come to them with his instruments and propose that they should be melted into one and remain one here and hereafter, they would acknowledge that this was the very expression of their want. For love is the desire of the whole, and the pursuit of the whole is called love.

¹¹ A myth is a well-known story which was made up in the past to hyper natural events or to justify religious beliefs or social customs.

There is a famous Greek myth in which Icarus flew too near to the Sun.
<https://www.collinsdictionary.com/de/worterbuch/englisch/myth>

I have no idea what this word means	I am not quite sure what this word means	I know this word

Task 2 – work in pairs

Discuss

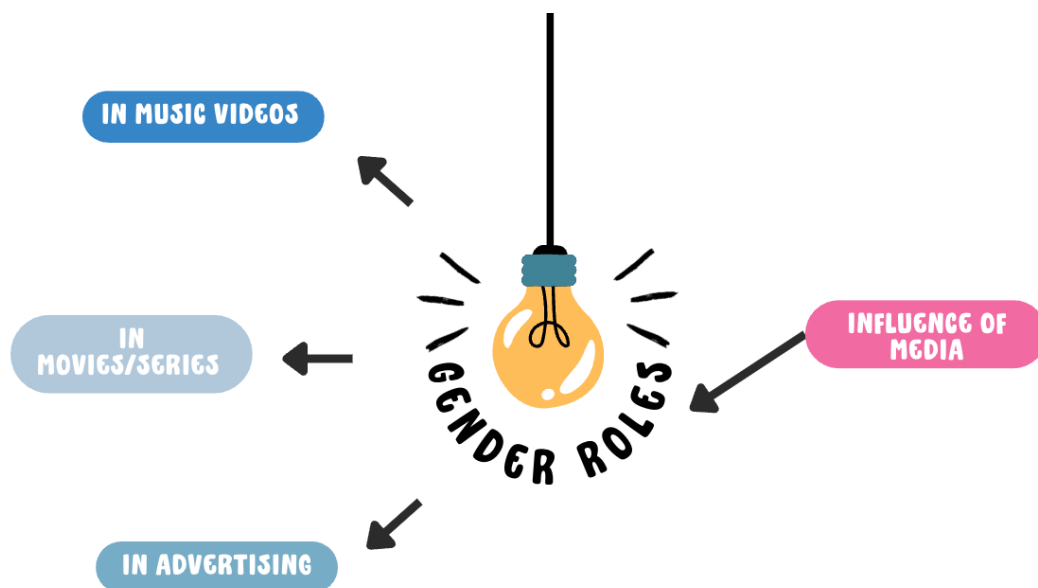
1. **Characterise** the described myth of man-woman.
2. **Analyse and discuss** the relationship between the sexes in the myth.

Language box:	
If you want to speculate about what happened in the past / how people saw things in the past, the following modal forms can be helpful:	
Should have + 3rd form <i>Should have done</i>	past unreal recommendation “hätte tun sollen”
Could have + 3rd form <i>Could have eaten</i>	past unreal ability “hätte essen können”
Might have + 3rd form <i>Might have organised</i>	past unreal small probability “hätte vielleicht organisieren können”
May have + 3rd form <i>May have bought</i>	past unreal possibility “hätte möglicherweise kaufen können” – extrem unsicher
e.g. <i>Plato could have wanted to...</i> <i>People might have thought that...</i>	

DRAMA QUEEN OR BAD BOY



1. Draw a mind map on the connection between gender roles and the media (on the left)
2. Analyse the influence of media when growing up (on the right)



Task 4 – PLENARY DISCUSSION



Your teacher will give you information on **Simone de Beauvoir** - a very important French female activist. She was also a philosopher, writer and social theorist.

Discuss this quote of her book "The Second Sex":

“

One is not
born, but
rather
becomes, a
woman"

**SIMONE DE
BEAUVOIR**



Task 5 – individual work



1. **Listen** to the song „This is me“ from the film „The Greatest Showman“ and do the tasks below.
2. **Highlight lines you don't understand** and add them to your personal vocab collection (e.g. Quizlet).
3. In a **second colour** highlight lines you really like.

I'm not a stranger to the dark Hide away, they say 'Cause we don't want your broken parts I've learned to be ashamed of all my scars		When the sharpest words wanna cut me 30 down Gonna send a flood, gonna drown them out I am brave, I am bruised I am who I'm meant to be, this is me
5 Run away, they say No one will love you as you are But I won't let them break me down to dust I know that there's a place for us For we are glorious		Look out 'cause here I come 35 And I'm marching on to the beat I drum I'm not scared to be seen I make no apologies, this is me
10 When the sharpest words wanna cut me down I'm gonna send a flood, gonna drown them out I am brave, I am bruised 15 I am who I'm meant to be, this is me		...This is me And I know that I deserve your love 40 There's nothing I'm not worthy of When the sharpest words wanna cut me down I'm gonna send a flood, gonna drown them out
Look out 'cause here I come And I'm marching on to the beat I drum I'm not scared to be seen I make no apologies, this is me	45	This is brave, this is proof This is who I'm meant to be, this is me
20 Another round of bullets hits my skin Well, fire away 'cause today, I won't let the shame sink in We are bursting through the barricades And reach above the sun (we are warriors)		Look out 'cause here I come (look out 'cause here I come)
25 Yeah, that's what we'll become		And I'm marching on to the beat I drum 50 (marching on, marching, marching on) I'm not scared to be seen I make no apologies, this is me
Won't let them break me down to dust I know that there's a place for us For we are glorious	55	I'm gonna send a flood Gonna drown them out (...this is me)

Task 6 – individual work



Go to the **Padlet** provided by your teacher. **Post** your description of the song's mood. Write minimum 3-4 sentences.

Task 7 – plenary DISCUSSION



Interpret the artist's message of this song. Support your arguments by quoting a line/some lines.

Task 8 – INDIVIDUAL WORK



Watch the song's video. **Describe** what you have seen in 5-7 sentences and **post** it in your group's **Teams channel**.

Task 9 – plenary DISCUSSION



Analyse the connection between song, lyrics and video.
Try to **find a connection between the meaning of the song and the quote of Simone de Beauvoir**.

Anhang 4: Empfehlung bei Einsatz des elektronischen Klassenbuches (WebUNTIS)

Vorgangsweise beim Eintrag ins elektronische Klassenbuch (Desktopversion):


Lehrstoff



Klicken Sie hier, um den Lehrstoff einzugeben.

Lehrform

Lehrform

CLIL

COOL



Auszug aus dem elektronischen Klassenbuch – CLIL-Stunden im Schuljahr 2016/17 aus einer HLFS:

Klasse	Lehrform	Datum	Anz. Std.	Fach	Lehrer	Lehrstoff
3A	Content and language integrated learning	20.01.2017	2	CBL	LUN	microscopy
3A	Content and language integrated learning	07.02.2017	2	REC	SOB	VW: Club of Rome and its actions - CLIL lesson
3A	Content and language integrated learning	08.02.2017	1	VW	SOB	CLIL: The Club of Rome: The 13 actions; worksheet, film, discussion in pairs
4E	Content and language integrated learning	15.02.2017	2	LQU	GAH	CLIL - managing tourism (Unit 7 p. 95 ff.)
4E	Content and language integrated learning	15.02.2017	1	BWR	WEI	Introduction Marketing
4E	Content and language integrated learning	16.02.2017	1	NTH	GAH	Australian Pig Production
5E	Content and language integrated learning	19.04.2017	1	VW	UNT	global economy, benefits and drawbacks
5U	Content and language integrated learning	26.09.2016	1	UGE	WEI	Referate: ASVG - GSVG; Erasmus for Young Entrepreneurs
5U	Content and language integrated learning	14.10.2016	1	VW	SOB	The magic polygon - lesson supported by english assistant Will.

