

PLANNING ATTIVITA' CLIL

Disciplina: Diritto ed Economia politica

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Classe: V LES

A.S. 2016/2017

1- OBIETTIVI SPECIFICI DI APPRENDIMENTO QUINTO ANNO LES

INDICAZIONI NAZIONALI NUOVI LICEI

DIRITTO ED ECONOMIA POLITICA

Lo studente del Liceo Economico Sociale al termine del quinto anno:

“...affronta a padroneggia i temi...del federalismo e della globalizzazione, che connotano l'evoluzione delle forme di Stato nell'età moderna. **Le regole sono analizzate nel contesto del diritto internazionale e delle sue istituzioni,** con particolare attenzione al processo di integrazione europea. Lo sguardo si allarga ad un'**analisi comparata: delle istituzioni giuridiche che si delineano nel mondo; delle nuove forme di lex mercatoria;** del problema dello sviluppo sostenibile in una dimensione di patto sociale intergenerazionale”.

2- OBIETTIVI DEL DOCENTE

Individuare lo Stato italiano come parte della comunità internazionale, capire il ruolo di alcune Istituzioni internazionali per affrontare e tentare di risolvere le problematiche attuali che coinvolgono l'umanità.

3- PREREQUISITI

Content

- ✦ conoscere il concetto di diritto e delle sue partizioni
- ✦ conoscere il concetto di Stato e dei suoi elementi costitutivi
- ✦ conoscere le Forme di Stato e di governo
- ✦ riconoscere il valore delle diverse Fonti di produzione del diritto

- ⤴ conoscere le relazioni fra gli organi costituzionali
- ⤴ inquadrare i caratteri essenziali del fenomeno della globalizzazione

Language

- ⤴ strutture verbali dei tempi presente, passato
- ⤴ struttura della frase affermativa, negativa, interrogativa
- ⤴ frase ipotetica
- ⤴ lessico disciplinare di base

4- COMPETENZE DISCIPLINARI

Content

L'attività Clil porterà gli studenti a:

- ⤴ comprendere la differenza fra dimensione giuridica statale e sovranazionale
- ⤴ saper individuare esempi di fenomeni (problemi globali) la cui soluzione va oltre il potere normativo dei singoli Stati
- ⤴ comprendere il valore attuale della *lex mercatoria*
- ⤴ individuare il ruolo di alcune Istituzioni internazionali della giurisprudenza internazionale

Language

L'attività Clil porterà gli studenti a:

- ➔ **Culture:** acquisire la consapevolezza di essere parte di una comunità internazionale che condivide valori ed obiettivi. Conoscere attraverso lo strumento della lingua straniera, contesti nel mondo caratterizzati da un assetto critico dal punto di vista politico-economico
- ➔ **Communication:** sviluppare le abilità di comunicazione orale in L2 in particolare volte a: descrivere, esprimere opinioni, discutere in gruppo.
- ➔ **Cognition:** effettuare comparazioni, effettuare ipotesi, svolgere attività di *problem solving*.

5- CLIL PLANNING

Short presentation for the class:

WHAT? TOPIC: International bodies and global law

WHEN? We'll need 7 hours to develop this topic

WHERE? In our classroom, or in the "Orange room" (our language lab)

Syllabus

Lesson 1	Fundamental principles of the Italian Constitution
Lesson 2	Being part of the International community.
Lesson 3	The main International bodies.
Lesson 4	Do we really need an International law?
Lesson 5+6	Follow up: Global problems, case study and conclusion.
Last lesson	Final assessment.

Lesson 1-Fundamental principles of the Italian Constitution

A) Warm up: Connections

See on the Internet : [The Italian Constitutionhttps://www.senato.it/.../costituzione_inglese.pdf](https://www.senato.it/.../costituzione_inglese.pdf)

✧ work in pairs: Connect as follows

Art 1	E	A- Freedom of religion
Art 2	...	B- Protection of landscape-wealth
Art 3		C- Labour
Art 4		D- Decentralization
Art 5		E- Democracy
Art 6		F- Right to asylum
Art 7		G- Linguistic minorities
Art 8		H- No war
Art 9		I- Pluralism
Art 10		L- Flag
Art 11		M- Equality
Art 12		N- Lateran Pacts

Short brainstorming to check the results

B) Main activity :

✧ work in pairs: each group will be given one of the 12 articles of the Fundamental principles. They read it, underlining the key words. The words will be divided in two groups:

-**useful common expression** (e.g. Phrasal verbs) They'll be written in **green**

-**specific meaning words**.....They'll be written in **blue** (see art 1 and 2 of the Italian Constitution)

- ⤴ In plenary: each group reads its article and writes on the IWB (Interactive white board) the key-words.

documents

CONSTITUTION OF THE ITALIAN REPUBLIC

FUNDAMENTAL PRINCIPLES

Art. 1

Italy is a **democratic Republic** **founded on** labour.

Sovereignty belongs to the people and is **exercised by** the people in the forms and within the limits of the **Constitution**.

Art. 2

The Republic **recognises** and **guarantees** the inviolable **rights** of the person, both as an individual and in the social groups where human personality is expressed.

The Republic expects that the **fundamental duties** of political, economic and social **solidarity** be **fulfilled**.

.....

C) **Conclusion**: At the end the page will be saved on a dropbox folder and printed.

This activity will be useful to start to build up the glossary.

Lesson 2- Being part of the International community

A) Warm up- Do you remember? Review of the glossary

B) Main activities-The principle of internationalism

- ✦ Work in pairs -the teacher gives the students a “*Question sheet*”

Answer these questions in your group:

- Is Italy **open** or **not open** to the international community?
- What articles of the Fundamental principles can help you to answer this question?
- Can you find out other Constitutions which set out the internationalism principle?

- ✦ Brainstorming: Explaining the meaning of the articles 10 and 11. of the Italian Constitution and of the correspondent part of other Constitutions (see parts underlined in orange)

Art. 10

The Italian legal system conforms to the generally recognised principles of international law.

The legal status of foreigners is regulated by law in conformity with international provisions and treaties.

A foreigner who, in his home country, is denied the actual exercise of the democratic freedoms guaranteed by the Italian constitution shall be entitled to the right of asylum under the conditions established by law. A foreigner may not be extradited for a political offence.

Art. 11

Italy rejects war as an instrument of aggression against the freedom of other peoples and as a means for the settlement of international disputes. Italy agrees, on conditions of equality with other States, to the limitations of sovereignty that may be necessary to a world order ensuring peace and justice among the Nations. Italy promotes and encourages international organisations furthering such ends.

C) Conclusion: Italy is open to the international law and takes part in the main international organization.

Lesson 3- The main International bodies

BEFORE STARTING: *one step behind*

The students are asked to explain the main conclusion of the previous activity. The issue of the international community will come up in discussion. The teacher will introduce the issue of the international bodies.

A) Warm up: Do you know the main International organization? Look at these pictures.

⤴ Brainstorming: Do you know these buildings?



After a few minutes the teacher shows the students the following logos, the students will match them with the pictures.



At the end of the brainstorming the matching will be printed.

B) Main activities What role do these organizations play?

✧ In groups. Complete the chart, collecting information from the Internet.

See on the Internet :

www.un.org/en/

<http://europa.eu/>

www.imf.org/

<https://www.icc-cpi.int/>

	UN	EU	IMF	ICC
	United Nations	European Union	International Monetary Fund	International Criminal Court
Question 1 Where is it?				
Question 2 When was it set up?				I
Question 3 Why was it set up? Explain its mission				
Question 4 How is it organized? Short explanation of the bodies for each one				

✧ In plenary: After the given time, the teacher will ask one or two speakers for each group to explain the results of their work

C) Conclusion. Now we know some of the most important international organizations, their main role in the international community and their rules.....but in your opinion.....
do we need them? Or would it be better for a State to be completely independent?

Try to answer this **HOT QUESTION** for our next lesson.

Lesson 4- Do we really need an international law?

BEFORE STARTING: *one step behind*

The students are asked to explain the main conclusion of the previous activity. Then the **HOT QUESTION** will come up.

A) Warm up: Do we need an international community? Or would it be better for a State to be completely independent?

- ⤴ Brainstorming: The students answer the HOT QUESTION, then the teacher introduces them to the concept of *lex mercatoria*, by showing this picture.



By Quentin Metsys-**Moneychanger with his wife**: 1514

You can see it at [Louvre](https://www.louvre.fr/en/oeuvre-notre/monnayeur-et-sa-femme) Museum (Paris)

The teacher explains that the people who first felt the need of a common law were the merchants in the Renaissance. A short definition of the original meaning of *Lex mercatoria* may be found in the following web site.

See on the Internet :

<http://www.thefreedictionary.com/Lex+Mercatoria>

B) Main activities Understanding the concept of *new lex mercatoria* as far as the human rights are concerned

- ✦ Work in pairs: read the following text, trying to understand what “**new lex mercatoria**” means. **WRITE** an essay using about 100 words.

See on the Internet :

<http://jids.oxfordjournals.org/content/6/3/455.full>

Title of the article

Adding Human Rights Punch to the New Lex Mercatoria: The Impact of the UN Guiding Principles on Business and Human Rights on Commercial Legal Practice

- ✦ In plenary: discussion about the current meaning of *new lex mercatoria*. Human rights need to be protected on an international level, because sometimes who commits the crime is the State.

(if there is enough time)

- ✦ Individual activity: Update your glossary

(otherwise)

Conclusion: the need to create a common set of rules was felt at first for commercial purposes. Nowadays this need is closely connected with the issue of protecting human rights at a global level. Now the teacher asks the students to answer the HOT question...

To review the content of this activity see the textbook (on page 136)

Lesson 5 /6- Follow up: Global problems- case study and conclusion

BEFORE STARTING: *one step behind*

The students are asked to explain the main conclusion of the previous activity.

A) Warm up: Do you care...?

- △ In plenary: the teacher presents each group with some pictures (and some connected articles) and asks them to think about how they are connected with our topic (global issues, the role of the international community)

Four topics are presented:

ENVIRONMENT – REFUGEES – DISCRIMINATIONS – TERRORISM

Each topic will be assigned to a group. For each one the teacher has prepared pictures or some links for **reading** or **listening** activities.

The students will see the following materials on a DRIVE folder.

Group 1 - ENVIRONMENT

READING

1) COP 21: UN climate change conference | Paris

<http://www.theguardian.com/environment/cop-21-un-climate-change-conference-paris>

2) [China's 'airpocalypse' kills 350,000 to 500,000 each year - Telegraph](http://www.telegraph.co.uk) www.telegraph.co.uk

China air pollution



Arctic thaw.....



Water pollution Guanabara Bay in Rio de Janeiro

3) [Brazil dismisses Rio 2016 Olympics water pollution worries - BBC News](http://www.bbc.co.uk) www.bbc.co.uk

LISTENING

Al Gore: New thinking on the climate crisis

http://www.ted.com/talks/al_gore_s_new_thinking_on_the_climate_crisis

Group 2 - REFUGEES

The world's best photos of 2015



see <http://www.aljazeera.com/>

UP- Black and white photo of refugee infant being passed under a razor-wire fence on Hungary-Serbia border **wins top prize.**

DOWN: refugees children (the 2nd classified)



READING

About who is a refugee: <http://www.unhcr.org/pages/49c3646c125.htm>

[Refugees | World news | The Guardian](#) www.theguardian.com/world/refugees

LISTENING

How to help refugees rebuild their world TEDGlobal 2014 · 16:08 · Filmed Oct 2014

https://www.ted.com/.../melissa_fleming_let_s_help...

Group 3 DISCRIMINATIONS

gender discrimination



<https://www.youtube.com/watch?v=t2CbKa9gkJw>

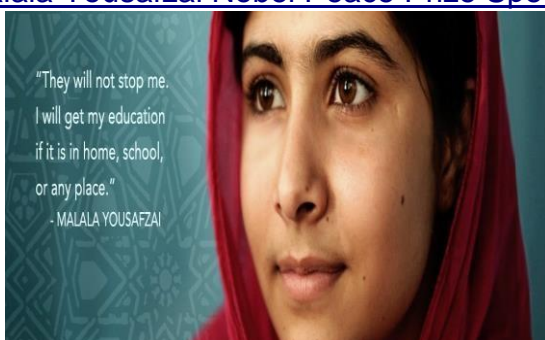
This video was **produced by the class IV G LES** as final assessment of a Clil activity. It won the 3rd prize at the Competition “Meeting dei diritti umani” – Florence 2015)

www.amnesty.org



LISTENING

[Malala Yousafzai Nobel Peace Prize Speech – YouTube](https://www.youtube.com/watch?v=Ujz30011160) www.youtube.com



racial discrimination

yesterday....



READING

www.history.com/topics/apartheid

<http://www.history.com/topics/world-war-ii/the-holocaust>

and today.....Another olochaust occurred in Rwanda



READING

Rwanda: How the genocide happened <http://www.bbc.com/news/world-africa-13431486>

LISTENING

1) about the genocide in Rwanda [http //unict.unmict.org/](http://unict.unmict.org/)

[United Nations Mechanism for International Criminal Tribunals](http://www.unmict.org/)

Legacy website of the International Criminal Tribunal for Rwanda

[Rwanda Genocide BBC Documentary National Geographic](http://www.bbc.com/news/world-africa-13431486)

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

Group 4: TERRORISM



The Twin Towers attack



ISIS militants preparing to execute a group of Ethiopian Christians in Libya



90 people died inside the Bataclan Theatre

READING

1) [FBI — Terrorism Definition](https://www.fbi.gov/.../terrorism/terrorism-definitio...)

<https://www.fbi.gov/.../terrorism/terrorism-definitio...>

2) Because of terrorism many countries are asking to revise the Schengen, see....



Europe moves to end passport-free travel in migrant row

<http://www.theguardian.com>

France and Italy push for reform of Schengen treaty

<http://www.bbc.com/news/world-europe>

LISTENING

1) [Understanding Terrorism and the Terrorist Threat - Coursera](#)

<https://www.coursera.org/course/understandingterror>

2) **Loretta Napoleoni: The intricate economics of terrorism**

https://www.ted.com/talks/loretta_napoleoni_the_intricate_economics_of_terrorism

The students are asked to examine this material.

They don't have to listen /read everything!

B) Main activity

⤴ In plenary: Our last question was: Do you care?

The **quote** on the website of the UN gives an answer

It's your world!

The teacher explains that in the past thanks to the international community's support, several problems have been solved. Then the time line concerning **the genocide in Rwanda** will be presented, it may be an useful **guide-line** to develop their final workgroup.

<http://www.un.org/en/preventgenocide/rwanda/timeline-wide.shtml#0>

⤴ In groups: the students are asked to choose an issue among the following:

1. **environmental protection**
2. **refugees**
3. **discriminations**
4. **terrorism**
5. **other....**

For the final assessment they will produce a text/presentation sharing the content among the members of the group The teacher explains the headlines:

Content of the group work:

1. Why is **ENVIRONMENT/REFUGEES/DISCRIMINATIONS/TERRORISM** a global issue?
2. Explain the problem of ENVIRONMENT/ REFUGEES/ DISCRIMINATIONS/ TERRORISM using a multimodal methodology
3. What is the international community doing to solve this problem?
(Or what did it do or didn't do)
4. Pay special attention to International documents (Resolutions, Conventions, Agreements, Sentences) which have been adopted by the analyzed Institutions and explain their role and their limits.
5. What can you do to support the solution of these dramatic problems?

The students are asked to answer with a critical approach

The students choose their group's issue, to develop according to the headlines given by the teacher. They are given a week to collect information by themselves. After that the teacher checks their work in progress.

They have one more week, before presenting their work to the class and then they are evaluated.

Last lesson - Final assessment

Final assessment

- ⤴ Oral presentations (10 minutes for each group)
- ⤴ Each student must have his own part to expose
- ⤴ They are suggested to use a multimodal and critical approach
- ⤴ They'll be assessed using the following grid

Name	Content	Language	Multimodality	Critical approach	Partecipation during the whole activity	Final Mark
	max 7 points	max 5 points	max 3 points	max 3 points	max 2 points	max 20 points

Explanation of each tool:

Content mark:

1-2: the content is scarcely developed/there are many mistakes or missed issues

3-4: the content is enough but the issue is not completely developed

5-6: the content is complete but there are some mistakes or missed concepts

7: fully developed content

Language mark:

1-2: the student uses just a little of the English language/only or mainly reads on the whiteboard

3: the student doesn't read and tries to speak in English even if he/she makes a lot of mistakes

4: the student speaks quite fluently, with some mistakes

5: the student speaks fluently using a specific language

Multimodality

- 1: the presentation is totally written
- 2: some multimodal instruments have been used but the result is not very clear
- 3: multimodal instruments are complete and well used.

Critical approach:

- 1: the presentation is not original, no personal references have been used
- 2: there are some personal reflections
- 3: the issues is developed with a critical approach

Partecipation during the whole activity

- 1: irregular/passive partecipation
- 2: regular/active partecipation

At the end of the whole activity the Teaching team (if it is present) should evaluate all the process. Finding out the weaknesses and underlying the strenghts would be useful for the next **CLIL PLANNING** activity. Students should also be involved in this evaluation process.

Stefania Nesi