

🎓 Pop CLIL Lesson "The Science of Danger"

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Pop CLIL Subject:

Natural Sciences

Secondary Focus:

Elemental Forces & Chemical Reactions

Song Used:

"Gone Gone Gone" by David Guetta, Teddy Swims & Tones and I



Description

This is an energetic, visually grounded lesson that uses the vivid metaphors in "Gone Gone Gone" to teach basic Natural Science concepts. Students will explore "Elemental Forces" (Fire, Water, Reactions) to understand how we describe compatibility and danger.

A Note on the BEAT+ Method: This lesson was crafted using the MUSIC+ Framework, a core component of the BEAT+ Method. POP CLIL is a new application of MUSIC+, extending its song-based learning system into academic content areas such as science, literature, and sociology. This ensures the lesson remains deeply engaging while integrating real curricular knowledge.. [Click here to learn more about the full BEAT+ Method.](#)

Details

- **Language level:** A2 (Elementary)
- **Learner type:** Teens and Adults
- **Skills:** Nature vocabulary, Comparative imagery, Simple Past vs. Present.
- **Topic:** Elements, Chemical Reactions, Animal Instincts.
- **Materials:** [Google Slides](#), [worksheet](#), [Assessment Pack](#).
- **Duration:** Approximately 50-60 minutes.

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Objectives

- **Understand** basic Natural Science concepts (elements, reactions, instincts) through the song's metaphors.
- **Identify and classify** vocabulary related to nature, actions, and feelings using the song lyrics.
- **Explain connections** between simple scientific facts and lyric meanings through pair-work discussion.

Step-by-Step Instructions

Step 1 – The Lab Experiment – Motivation+ (10 min)



First, display two images side-by-side (slide 1). One image shows oil floating on water, and the other shows a moth flying into a candle flame.

Ask about the oil and water: "*Do they mix? Are they friends?*"

Then, ask about the moth and fire: "*Is this safe or dangerous?*"

Introduce the lesson by saying: "*Today, we will explore the science of danger. We'll see how some things just don't mix well.*"

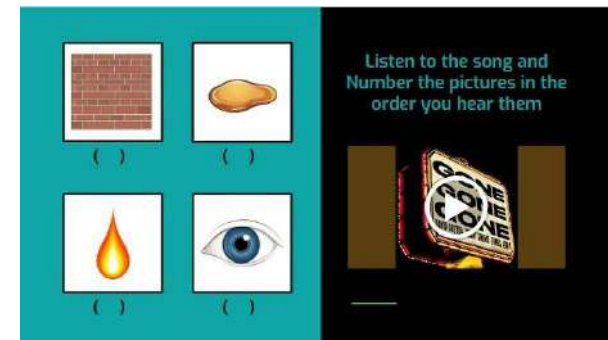
Step 2 – The Field Study – Understanding+ (10 min)

Play the song "Gone Gone Gone" for the class (slide 2).

Next, distribute a worksheet featuring four images (or use slide 3): a wall, a flame, oil, and an eye.

Tell students to "*listen to the song. Number the pictures in the order you hear them.*"

The Lyric Sequence: "We were fire..." (Line 1) "Like oil in the ocean..." (Line 2) "...eyes closed in the dark" (Line 3) "Headed for a wall..." (Line 4)





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Step 3 – Nature Vocab – Skills+ (15 min)

Hand out the worksheet with the song lyrics with the exercises to each student.

Explain that they are scientists today, and their task is to sort words from the song into the correct categories:

- **Nature Things:** Fire, Oil, Ocean, Flame
- **Actions:** Run, Scream, Drive
- **Feelings:** Madness, Pain, Love

As they work, clarify key vocabulary:

- **Tame:** To stop something from being wild or out of control.
- **Flame:** The hot, bright part of a fire.
- **Mark:** A scratch or scar left after hitting something.

Focus on the line "Like oil in the ocean." Explain that in science, oil stays on top and doesn't mix deeply with water.

Then, ask: "*Do the two people in the song feel connected or separated, like oil and water?*"

Step 4 – The Lab Partners – Interaction+ (10 min)

Divide students into pairs for a collaborative activity in part C of the worksheet..

Part C - The Lab Partners - Work in pairs. Read the science facts. Find the matching lyrics in the song and write what they mean.

(1) FACT 1 (Physics): "A fast object cannot stop easily. It will hit the wall hard."

- **Matches Lyric:** _____
- **Meaning:** _____

(2) FACT 2 (Chemistry): "Oil and water are different. They never mix. They always stay apart."

- **Matches Lyric:** _____
- **Meaning:** _____

(3) FACT 3 (Biology): "Some insects love the light. They fly to the fire, but the fire burns them."

- **Matches Lyric:** _____
- **Meaning:** _____

Answers:

Fact 1 Lyric Match: "Headed for a wall, full speed... about to leave a mark." Discussion: They are moving too fast and will crash. Fact 2 (Chemistry): Lyric Match: "Like oil in the ocean... no way to put out the flame." Discussion: They are too different and cannot be together. Fact 3 (Biology): Lyric Match: "We loved a lot, like a moth to a flame." Discussion: The attraction is strong, but it hurts them.

