

4ο Πανελλήνιο Εκπαιδευτικό
Συνέδριο
Κεντρικής Μακεδονίας
(πρώην Ημαθίας)

«Αξιοποίηση των Τ.Π.Ε. στη Διδακτική
Πράξη»

**DESIGNS FOR
PRIMARY CLIL:
Approaching
Environmental Studies
& Geography in English**

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Young Learners & CLIL

YLs actively acquire a language by constructing meaning and their foreign language learning depends on experience (Cameron, 2001)

YLs brain is more adaptable

YLs have fewer negative attitudes to foreign languages and cultures (Brumfit, 1991)

Children learn things and facts about the real world through language (Snow, Met & Genesee, 1989)



Young Learners & CLIL

Content is interesting and of some value to the learner and therefore worth learning (Snow, Met & Genesee 1989, 202)

CLIL represents the currently prominent educational framework of socio-cultural constructivism (Cook 1997, 224)



Young Learners & CLIL

THE GENERAL GOALS OF THE GREEK PRIMARY SCHOOL ENGLISH LANGUAGE CURRICULUM

1. To meet the needs imposed upon Greek EFL learners by the current national and international state of affairs
2. To assist the development of learners' personalities through enhancing their knowledge and developing communication and learning strategies
3. To assist learners' emotional development as well as the development of their cognitive skills, their initiative, creativity and critical thinking
4. To promote life-long learning by emphasizing learning how to learn

Adapted from The Greek Primary School Foreign Languages Curriculum-English (FEK 303 & 304/13-03-2003, pp 353-366)

Which CLIL model?

Overarching Goal

- Additive: cognitively challenging, meaningful education and some type of bilingualism

Academic Goal

- Higher functional proficiency in a second prestige language, academic achievement and familiarisation with the additional culture

Language Use

- Language used as medium and target of instruction; topic dictates the language items to be taught (content-obligatory)

Pedagogical Emphasis

- Integration of language and content, topic knowledge, functional fluency , skills and strategies

Contrasting CLIL with a standard mainstream EFL programme

- Complete the following table with the terms below:
fluency, communicative, medium, relevant, academic, overt, cognitively, subject, accuracy

	Standard EFL	CLIL
Overarching goal	additive: _____ competence in an additional language	additive: _____ challenging, meaningful education and some type of bilingualism
_____ goal	learning an additional language and becoming familiar with an additional culture	higher functional proficiency in a second prestige language, academic achievement and familiarisation with the additional culture
Language use	additional language taught as _____	language(s) used as _____ and target of instruction
Instructional use of language	uses target language mostly	uses two or more languages
Support for mother tongue	support not _____	_____ support, instruction also in mother tongue
Pedagogical emphasis	explicit language instruction, _____	integration of language and content, functional _____

The four Cs

The CLIL concept is based around 4 principles of learning known as **the 4Cs**:

content ■ cognition ■ culture ■ communication

- *Please read the ideas associated with the teaching and learning context of CLIL and match each of them with one of the four principles:*

A. _____

Temporal and quantitative increase in FL usage
Functional and process language
Informal and natural language development
Language is not only a tool of instruction but an important tool in the learners' thinking process

B. _____

Socio-cultural factors
FL opens a wider view to other kinds of societies and cultures which Ls interpret in a personal way
Functional language
Chunks
Pragmatic context of use

C. _____

Strategy building
Scaffolding of learning activities
The thinking and learning processes of content (Understanding, using and applying)
special learning discovery settings
Learner support to perform to the best of their abilities

D. _____

The thinking and learning process of the content taught
Diversity of resources (topic, content and meaning schemes)
Synchronizing language and content objectives
Subject-specific vocabulary

*CLIL
Programme*

Classroom methodology



CLIL
Programme

Classroom methodology



Content & Culture

Tasks which activate Schematic, Contextual & Systemic Knowledge

Classroom methodology



Content & Culture

(perspectives, practices & products)

Tasks which activate Schematic, Contextual & Systemic Knowledge

Start with **content**. Define it. What will I teach? What will they learn? What are my teaching aims/objectives? What are the learning outcomes? □

What are the **cultural implications** of the topic? How does the CLIL context allow for "value added"? What about otherness and self? How does this connect with all the Cs e.g. the products a culture creates, shares & transmits , patterns of social interaction etc ?

Classroom methodology



Cognition

Explore the kind of thinking skills you can develop according to content: □

- What kind of questions should I ask in order to go beyond "display" questions? □
- Which tasks will I develop to encourage higher order thinking? What are the language (communication) as well as the content implications?
- Which thinking skills will we concentrate on which are appropriate for the content?

Tasks

- ✓ Jigsaw reading /video input tasks
- ✓ Visual organisers (tree-diagram, cause-effect diagram) for comprehension of content
- ✓ Glossary (word categories)
- ✓ Language Focus (The topic dictates this. e.g. passive voice to describe a process)

Classroom methodology

Communication

- ✓ Functional language - Varied form of interaction
- ✓ Presentation & negotiation skills
- ✓ Writing skills

Analysing

Link content with communication: □

- What language do they need to work with the content?
 - □ Any specialised vocabulary and phrases?
 - □ What kind of talk will they engage in?
 - □ Will I need to check out key grammatical coverage of a particular tense or feature? (e.g. comparatives and superlatives)
 - □ What about the language of tasks and classroom activities? What about discussion and debate?

Advance Organisers

K	
W	
L	
H	

K=What I already know W=What I want to know L= What I have learnt H=How I have learnt this

CLIL
Programme

Experiencing Tasks

Discussion

Problem
solving

game

role play

ranking

survey

quiz

improvisation

narration

CLIL
Programme

Task Prompts

Q-aire

Word
Cloud

Word List

Mystery
Object

Graphic
Organiser

Images

Quiz
Questions

Gapped
Text

Oral
narration

CLILing the Environment! Teaching Environmental Studies through CLIL



Aims

- Students become sensitive about current environmental problems; express their opinion regarding major causes of environmental pollution; offer suggestions / possible solutions to these problems.
- Students can use cause and effect linkers to describe the effects of pollution.
- Students can work cooperatively in groups.
- Students practise and enhance their ICT skills.
- Students use the English language in a non-linguistic context

Class Profile

- 24 students in D' Class (8 boys and 16 girls)
- Elementary (A2) level English learners
- Have enough of the key vocabulary to discuss environment **but** their writing is imprecise therefore needs work/cause and effect linkers: new to most students

Duration

eight (8) 45minute teaching sessions

Anticipated problems for students

- Slow to start the brainstorm **so** some information on the classroom whiteboard to help
- Unsure of key vocabulary in the video extracts **so** a matching definition and word task done prior to watching

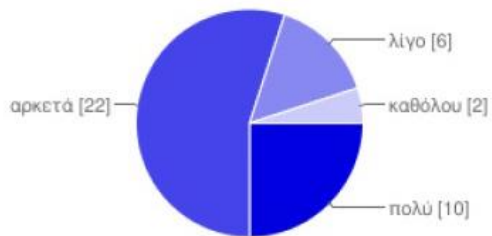
Materials used

- The Environmental Studies Student's Book (D Class, Primary School)
- Sheets of blank paper (A3)
- Worksheets
- Video extracts
- A computer
- A whiteboard
- An overhead projector

**ΑΡΧΙΚΟ
ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ
(ΕΡΩΤΗΣΕΙΣ -
ΑΠΟΤΕΛΕΣΜΑΤΑ)**

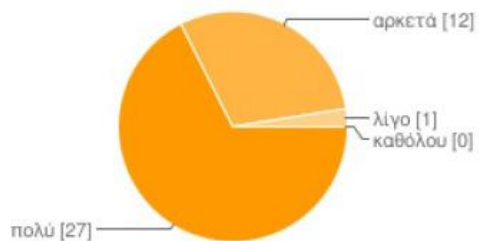
**TEACHING THROUGH
CLIL**

1. Η Μελέτη Περιβάλλοντος είναι ένα _____ ενδιαφέρον μάθημα.



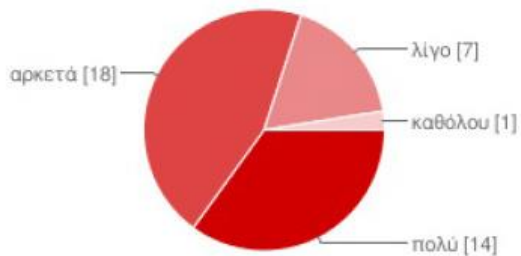
πολύ	10	25%
αρκετά	22	55%
λίγο	6	15%
καθόλου	2	5%

2. Η Μελέτη Περιβάλλοντος είναι ένα _____ εύκολο μάθημα.



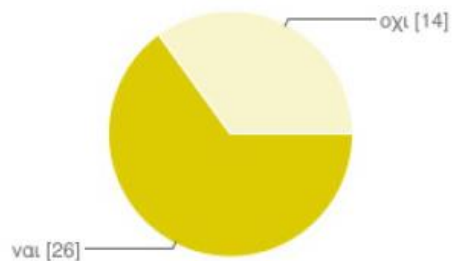
πολύ	27	67.5%
αρκετά	12	30%
λίγο	1	2.5%
καθόλου	0	0%

3. Με τις γνώσεις που αποκτώ από το μάθημα της Μελέτης Περιβάλλοντος μπορώ να απαντώ καλύτερα στα ερωτήματά μου σχετικά με τον άνθρωπο και το περιβάλλον.



πολύ	14	35%
αρκετά	18	45%
λίγο	7	17.5%
καθόλου	1	2.5%

4. Έχω αναζητήσει περισσότερες πληροφορίες για ένα θέμα που διδάχθηκα στο μάθημα.

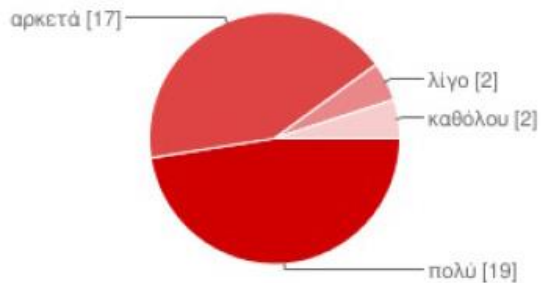


ναι	26	65%
όχι	14	35%

5. Αν η απάντηση είναι ναι, ποια πηγή χρησιμοποίησες;

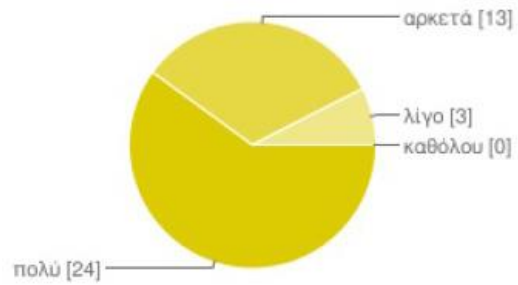
- διαδίκτυο 23
- βιβλία 13
- εγκυκλοπαίδεια 7
- περιοδικά 4

6α. Τα Αγγλικά είναι ένα μάθημα ενδιαφέρον.



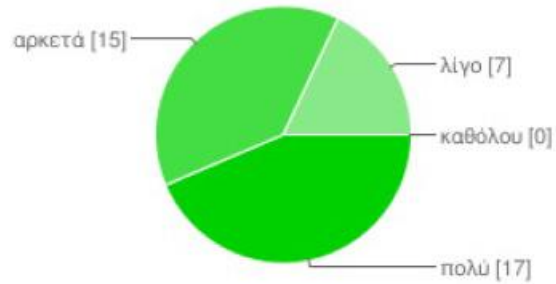
πολύ	19	47.5%
αρκετά	17	42.5%
λίγο	2	5%
καθόλου	2	5%

6β. Τα Αγγλικά είναι ένα μάθημα ωραίο.



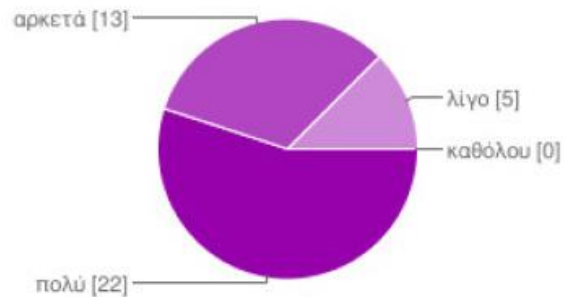
πολύ	24	60%
αρκετά	13	32.5%
λίγο	3	7.5%
καθόλου	0	0%

6γ. Τα Αγγλικά είναι ένα μάθημα εύκολο.



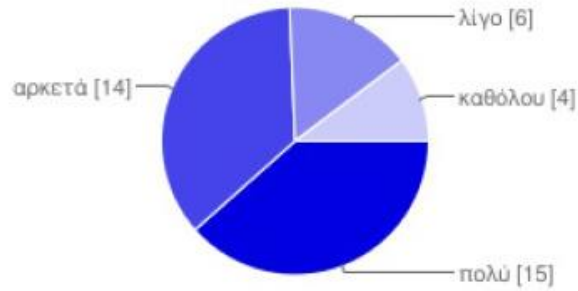
πολύ	17	43.6%
αρκετά	15	38.5%
λίγο	7	17.9%
καθόλου	0	0%

6δ. Τα Αγγλικά είναι ένα μάθημα ευχάριστο.



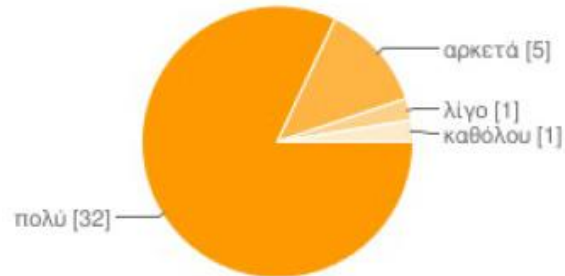
πολύ	22	55%
αρκετά	13	32.5%
λίγο	5	12.5%
καθόλου	0	0%

6ε. Τα Αγγλικά είναι ένα μάθημα ελκυστικό.



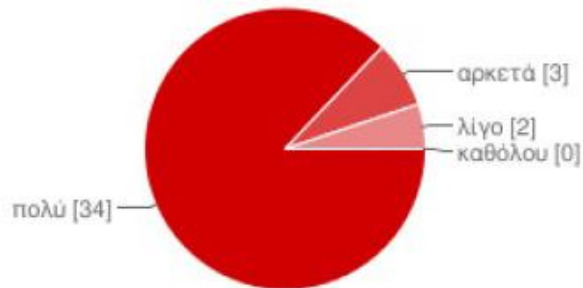
πολύ	15	38.5%
αρκετά	14	35.9%
λίγο	6	15.4%
καθόλου	4	10.3%

6στ. Τα Αγγλικά είναι ένα μάθημα σημαντικό.



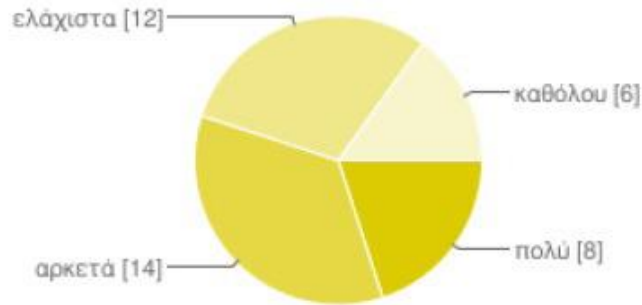
πολύ	32	82.1%
αρκετά	5	12.8%
λίγο	1	2.6%
καθόλου	1	2.6%

6ζ. Τα Αγγλικά είναι ένα μάθημα χρήσιμο.



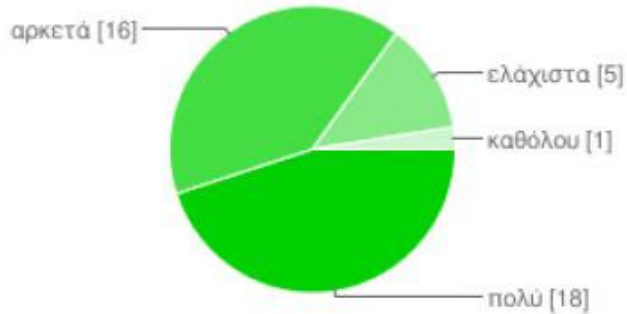
πολύ	34	87.2%
αρκετά	3	7.7%
λίγο	2	5.1%
καθόλου	0	0%

7. Θεωρώ ότι είναι εύκολο να διδάσκεται το μάθημα της Μελέτης Περιβάλλοντος στην Αγγλική Γλώσσα.



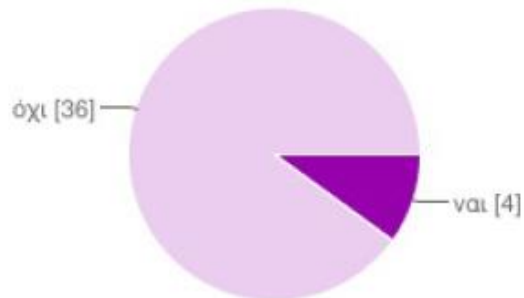
πολύ	8	20%
αρκετά	14	35%
ελάχιστα	12	30%
καθόλου	6	15%

8. Θεωρώ είναι ενδιαφέρον να διδάσκεται το μάθημα της Μελέτης Περιβάλλοντος στην Αγγλική Γλώσσα.



πολύ	18	45%
αρκετά	16	40%
ελάχιστα	5	12.5%
καθόλου	1	2.5%

9. Έχεις διαβάσει ή παρακολουθήσει κάτι για το μάθημα της Μελέτης Περιβάλλοντος στα Αγγλικά;



ναι	4	10%
όχι	36	90%

10. Αν ναι, τι ακριβώς;

- βίντεο για το περιβάλλον
- ντοκιμαντέρ

11. Πιστεύω ότι η εκμάθηση της Μελέτης Περιβάλλοντος στα Αγγλικά θα με βοηθήσει ώστε να:

- εξοικειωθώ με τη γλώσσα **35**
- ταξιδέψω σε άλλες χώρες **32**
- προσεγγίζω περισσότερες πηγές πληροφόρησης (π.χ. βιβλία, ντοκιμαντέρ στα Αγγλικά) **31**
- χρησιμοποιώ αυτά που μαθαίνω στην καθημερινή ζωή **30**
- κάνω εργασίες πιο εύκολα **29**

**ΜΕΛΕΤΗ
ΠΕΡΙΒΑΛΛΟΝΤΟΣ
Δ' ΔΗΜΟΤΙΚΟΥ
ΕΝΟΤΗΤΑ 3: Η
ΦΥΣΗ ΕΙΝΑΙ ΤΟ
ΣΠΙΤΙ ΜΑΣ**

**TEACHING THROUGH
CLIL**

ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Brainstorming activity

Using **Tagxedo** (www.tagxedo.com), create a wordcloud on **Environmental Pollution**. Choose your own shape, colour and theme and include at least 15 relevant words/phrases.

ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

This is planet Earth.



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

The **Earth** has got many problems. We must help the **Earth**.



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

The **environment** is in danger.
What are the **problems**? Think!



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Air pollution



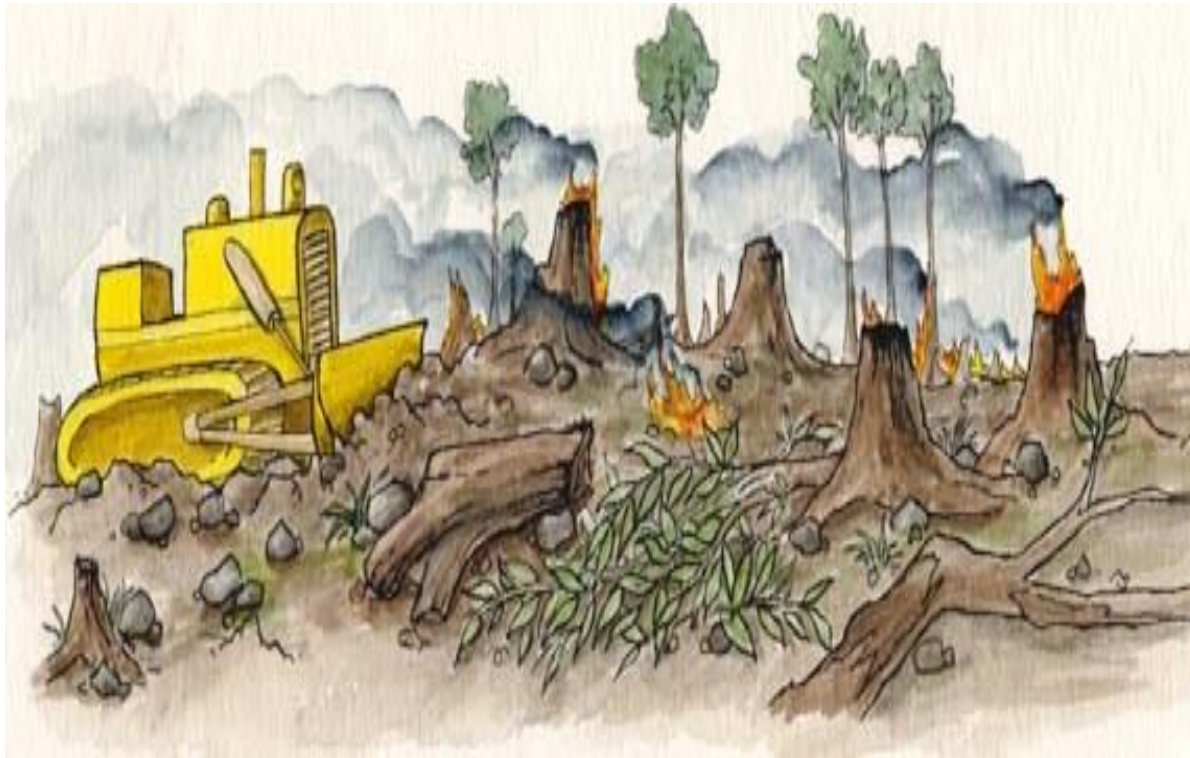
ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Animals die.



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

People cut down or burn trees; forests die, too.



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

There is a lot of rubbish.



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Sea pollution



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Water pollution



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

There is little water on Earth.



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Pollution is a big, serious problem.



Pollution

YouTube: «What is Pollution & Its Types and Prevention» (up to 5:15)

<https://www.youtube.com/watch?v=5FWvbui6ook>

ACTIVITY ONE

STUDENT NAME: _____

WORKSHEET

You are going to watch a short video about pollution.



«What is Pollution & Its Types and Prevention (EVS Lesson for Kids)»

<https://youtu.be/3FWWbu6eok>

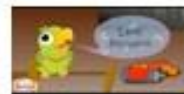
As you watch, draw lines and match the pictures and the words below.



loud noise



factory smoke



car fumes



cutting down trees



throw rubbish on the ground



throw rubbish in water



ACTIVITY TWO

Using **ToonDoo** (<http://www.toondoo.com/>), create a short cartoon strip about air pollution in your neighbourhood.

ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Comic Strip - Students' sample answer



ΚΕΦΑΛΑΙΟ 5: ΕΜΕΙΣ ΚΑΙ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Assign Homework - Leaflets A, B, C

GROUP A - NAMES: _____

AIR POLLUTION

Go to your nearest street and watch: How do people pollute the air?

Take photos, draw pictures, write.



GROUP B - NAMES: _____

AIR POLLUTION

Ask people (family, friends, neighbours) about air pollution in your

city. Write your questions and their answers.

*Possible questions: Is the air clean in our city? What pollutes the air?

What are the problems of air pollution for people, plants and animals?








GROUP C - NAMES: _____

AIR POLLUTION

Watch your city central street for 15 minutes. Complete.

Street Name: _____

Date: _____ Time: 15 minutes

Type of vehicle	Number of vehicles
Bike 	
Motorbike 	
Car (one person in it) 	
Car (many people in it)	
Truck 	
Bus 	



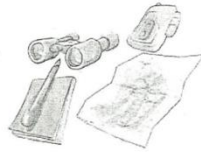
SAMPLE STUDENT ANSWERS

GROUP A - NAMES: Angelina, Myrto, Anna, Zenia, Vicky, Helen

AIR POLLUTION

Go to your central street and watch: How do people pollute the air?

Take photos, draw pictures, write.



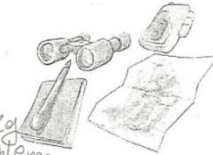
GROUP A - NAMES: Angelina, Vicky, Myrto, Helen, Zenia, Anna

AIR POLLUTION

Go to your central street and watch: How do people pollute the air?

Take photos, draw pictures, write.

επιβλαβή
στην
σώμας
της υγείας



In my street there is a big problem. The rubbish is the problem. The dust bins are always fill in with rubbish and the smell is hopeless. The mayor of Piraeus must take action for the health of all people. Also there are many cars in my street so there are many car fumes and that causes air pollution. We haven't got many trees so it is necessary to plant trees.



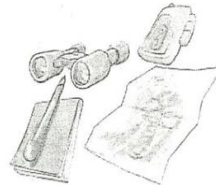
SAMPLE STUDENT ANSWERS

GROUP B - NAMES: Thanos Tselikis, Seelios Tzihla,
Jim Dimitrakoulou John Kavalieros Jim Sokos
Seelios Koussouridakis AIR POLLUTION

Ask people (family, friends, neighbours) about air pollution in your city. Write your questions and their answers.

*Possible questions: Is the air clean in our city?, What pollutes the air?.

What are the problems of air pollution for people, plants and animals?



Is the air clean in our city?
 Yes, the is clean in our city

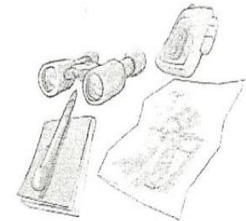
What pollutes the air?
 The pollutes is fumes, rubbish, paper and fire

What are the problems of air pollution for people, plants and animals?
 The problems of air pollution for people, plants and animals is illness, danger and destructions.






GROUP C - NAMES: Panagiotis Kyriasis

AIR POLLUTION

Watch your city central street for 15 minutes. Complete.



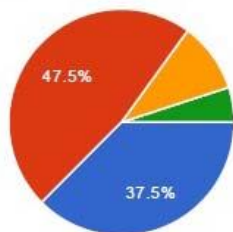
Street Name: Vasilpas Georgiou
 Date: 18/1/15 Time: 15 minutes

Type of vehicle	Number of vehicles
Bike 	5
Motorbike 	40
Car (one person in it) 	100
Car (many people in it)	30
Truck 	3
Bus 	20

**ΤΕΛΙΚΟ
ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ
(ΕΡΩΤΗΣΕΙΣ -
ΑΠΟΤΕΛΕΣΜΑΤΑ)**

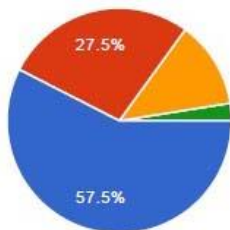
**TEACHING THROUGH
CLIL**

1. Η Μελέτη Περιβάλλοντος είναι ένα _____ ενδιαφέρον μάθημα.



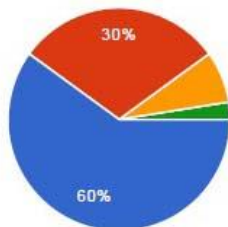
πολύ	15	37.5%
αρκετά	19	47.5%
λίγο	4	10%
καθόλου	2	5%

2. Η Μελέτη Περιβάλλοντος είναι ένα _____ εύκολο μάθημα.



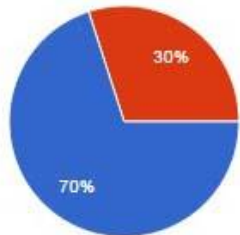
πολύ	23	57.5%
αρκετά	11	27.5%
λίγο	5	12.5%
καθόλου	1	2.5%

3. Με τις γνώσεις που αποκτώ από το μάθημα της Μελέτης Περιβάλλοντος μπορώ να απαντώ καλύτερα στα ερωτήματά μου σχετικά με τον άνθρωπο και το περιβάλλον.



πολύ	24	60%
αρκετά	12	30%
λίγο	3	7.5%
καθόλου	1	2.5%

4. Αναζητήσα περισσότερες πληροφορίες για ένα θέμα που διδάχθηκα στο μάθημα.

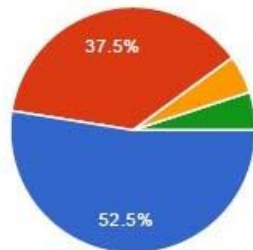


ναι	28	70%
όχι	12	30%

5. Αν η απάντηση είναι ναι, ποια πηγή χρησιμοποίησες;

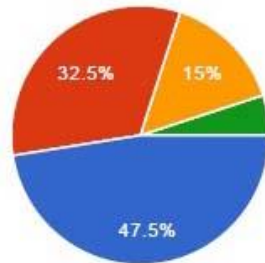
- διαδίκτυο **25**
- βιβλία **17**
- συνέντευξη **10**
- εγκυκλοπαίδεια **6**
- περιοδικά **4**
- σημειώσεις **2**

6α. Τα Αγγλικά είναι ένα μάθημα ενδιαφέρον.



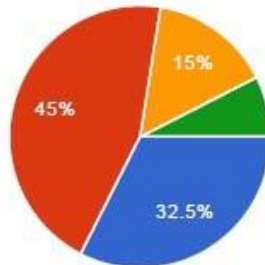
πολύ	21	52.5%
αρκετά	15	37.5%
λίγο	2	5%
καθόλου	2	5%

6β. Τα Αγγλικά είναι ένα μάθημα ευχάριστο.



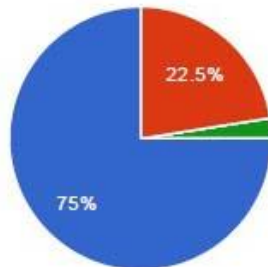
πολύ	19	47.5%
αρκετά	13	32.5%
λίγο	6	15%
καθόλου	2	5%

6γ. Τα Αγγλικά είναι ένα μάθημα ελκυστικό.



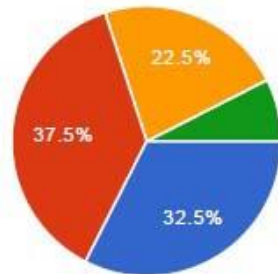
πολύ	13	32.5%
αρκετά	18	45%
λίγο	6	15%
καθόλου	3	7.5%

6δ. Τα Αγγλικά είναι ένα μάθημα σημαντικό/χρήσιμο.



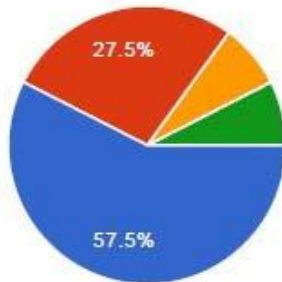
πολύ	30	75%
αρκετά	9	22.5%
λίγο	0	0%
καθόλου	1	2.5%

7. Θεωρώ ότι είναι εύκολο να διδάσκεται το μάθημα της Μελέτης Περιβάλλοντος στην Αγγλική Γλώσσα.



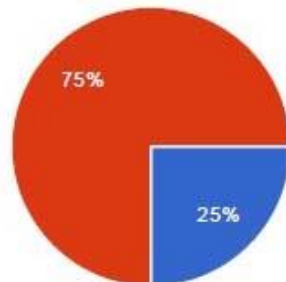
πολύ	13	32.5%
αρκετά	15	37.5%
ελάχιστα	9	22.5%
καθόλου	3	7.5%

8. Θεωρώ είναι ενδιαφέρον να διδάσκεται το μάθημα της Μελέτης Περιβάλλοντος στην Αγγλική Γλώσσα.



πολύ	23	57.5%
αρκετά	11	27.5%
ελάχιστα	3	7.5%
καθόλου	3	7.5%

9. Έχεις διαβάσει ή παρακολουθήσει κάτι για το μάθημα της Μελέτης Περιβάλλοντος στα Αγγλικά;



ναι	10	25%
όχι	30	75%

10. Αν ναι, τι ακριβώς:

- βίντεο για το περιβάλλον, τη φύση και τη μόλυνση
- ντοκιμαντέρ
- φυλλάδια
- τραγούδια

11. Πιστεύω ότι η εκμάθηση της Μελέτης Περιβάλλοντος στα Αγγλικά θα με βοηθήσει ώστε να:

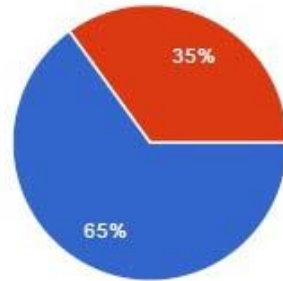
- εξοικειωθώ με τη γλώσσα **36**
- προσεγγίζω περισσότερες πηγές πληροφόρησης (π.χ. βιβλία, ντοκιμαντέρ στα Αγγλικά) **33**
- κάνω εργασίες πιο εύκολα **29**
- μαθαίνω παίζοντας **25**
- ταξιδέψω σε άλλες χώρες **24**
- χρησιμοποιώ αυτά που μαθαίνω στην καθημερινή ζωή **9**

12. Ποια / Ποιες δραστηριότητες θεωρείς ως πιο ευχάριστες και χρήσιμες κατά τη διδασκαλία της Μελέτης

Περιβάλλοντος στην Αγγλική Γλώσσα:

- ψηφιακά παιχνίδια **29**
- βίντεο από το διαδίκτυο **27**
- διαδραστικές ασκήσεις από το βιβλίο της Μελέτης Περιβάλλοντος **25**
- δημιουργία ψηφιακής περιβαλλοντικής ιστορίας **25**
- τραγούδια **23**
- φύλλα εργασίας για το σπίτι **14**

13. Θα ήθελες μελλοντικά να διδαχθείς κάποιο άλλο σχολικό μάθημα με τον ίδιο τρόπο:



ναι 26 65%

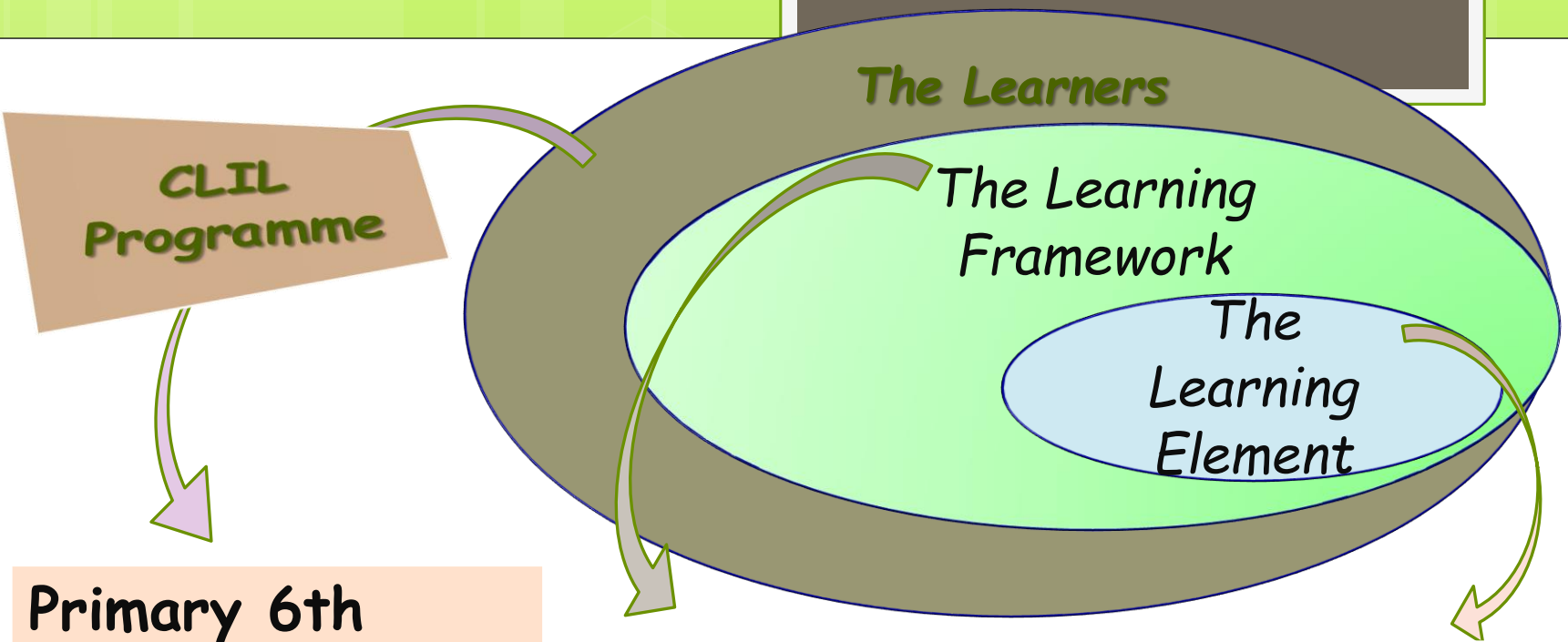
όχι 14 35%

14. Αν ναι, ποιο / ποια:

- Ιστορία
- Μαθηματικά
- Γλώσσα
- Κοινωνική και Πολιτική Αγωγή
- Όλα

Approaching Geography in English





CLIL Programme

Primary 6th Grade pupils (52 pupils)

One 45' lesson of Geography in English per week over a period of six months

Primary School Geography Curriculum

Multimodal input from diverse resources

CLIL Principles
Cognition
Content
Culture
Communication

Learning By Design
Task-Based Approach

Classroom methodology

Activities which foster independence risk-taking and inquisitiveness They take shape by learners' own experiences and allow for varied learner identity engagement:



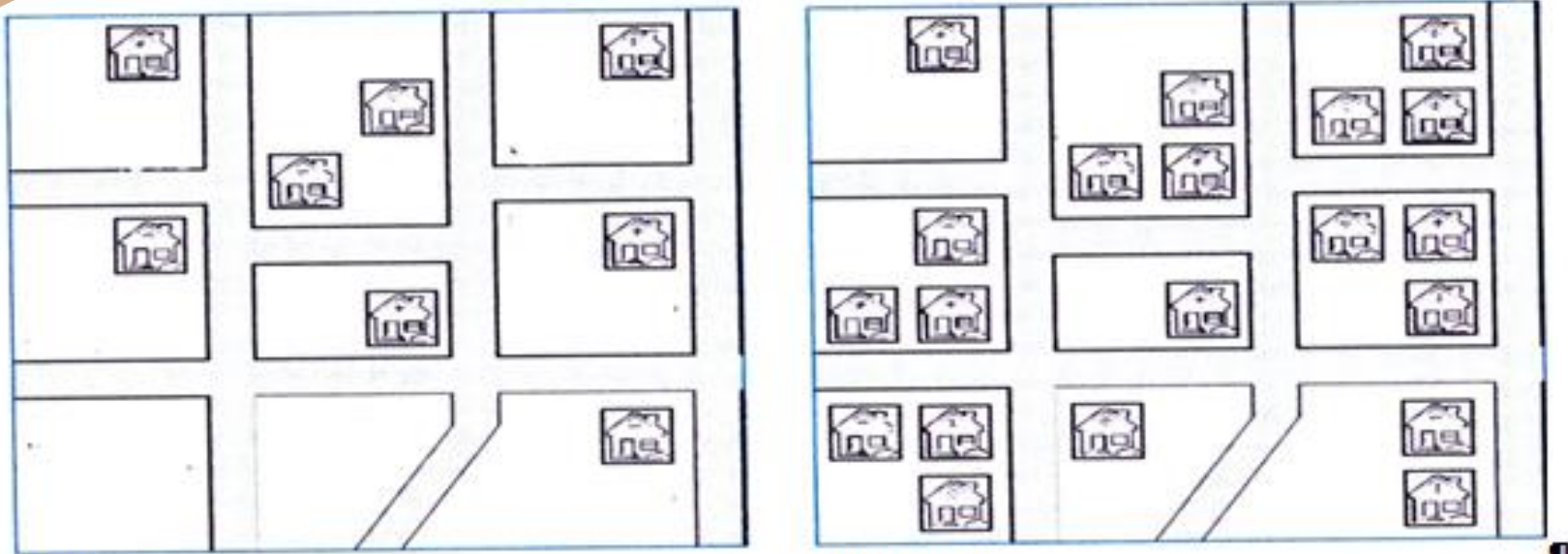
Applying

Learners have to create their own maps (unit 1-5) either using on line applications or bringing in class their own materials (even unique materials such as beans, strings).

Learners research a topic and develop their own presentations, write articles, reports and blog posts on questions arising from class discussions.

Lesson 18 - Population Growth ¶

Count the number of houses in Zografos area and Kallipolis area. ¶



Zografos.....Kallipolis¶

No of houses in Zografos = No of houses in Kallipolis = ¶

¶
2. → If 4 people live in each of the houses, how many people live in each area? ¶

No of people in Zografos = ¶

No of people in Kallipolis = ¶

Please complete the table and watch the video to check your ideas.

Lesson 18_ Population Growth ¶

¶

<i>Reasons for setting up HOME</i>	<i>E n v i r o n m e n t a l</i>	<i>P e r s o n a l</i>	<i>¶</i>
¶	1¶	1¶	¶
¶	2¶	2¶	¶
¶	3¶	3¶	¶

¶

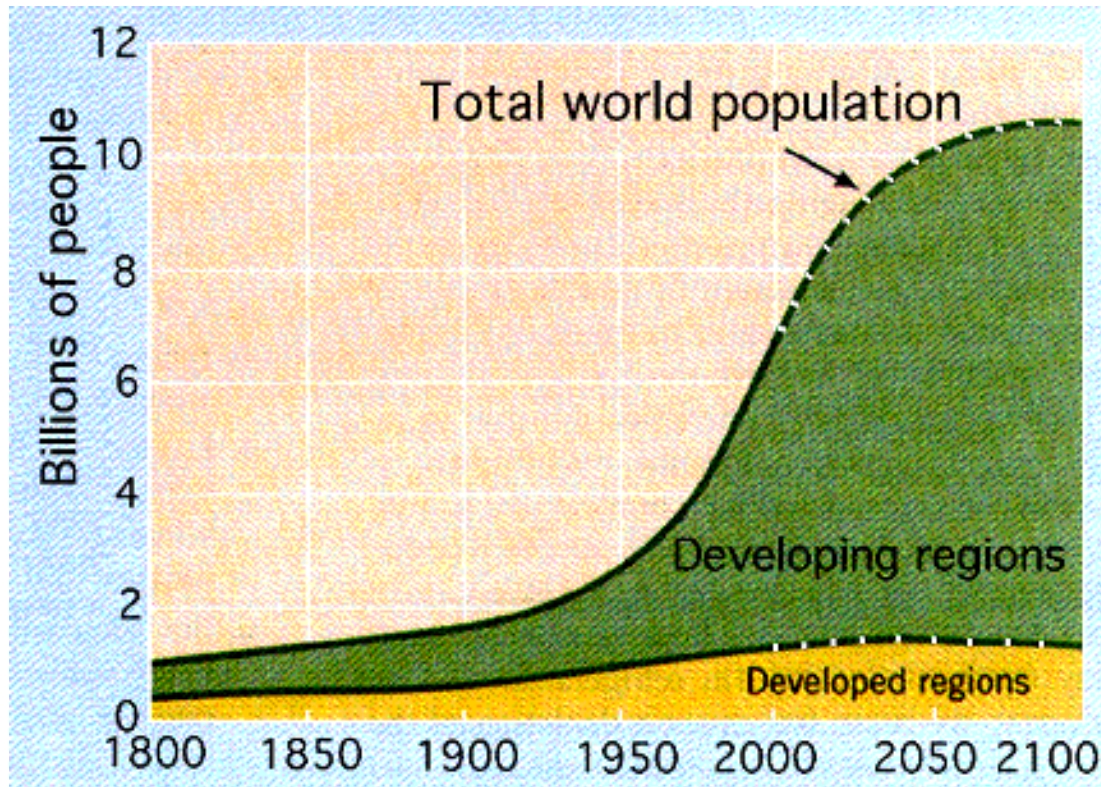
3. → Study the tables and see what information you missed out on. Which factors are the most important. ¶

→ in your opinion. Prioritise on a scale from 1 to 6. ¶

1=most important.....6=least important ¶

Population Change

The world's population is growing very rapidly. In **1820** the world's population reached **1 billion**. **Today**, it is about **7 billion** people.



This rapid growth in population has been called **a population explosion**.

CLIL
Programme

Task Prompts

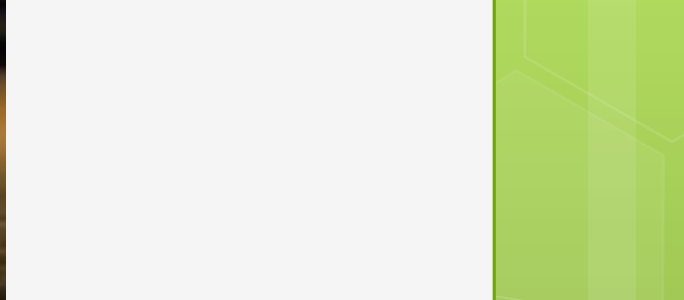
Pupils play the population circle game



Pupils present their research findings using a voice tool

The screenshot shows the Voki website interface. At the top, there are two main steps: 1. Create a Speaking Character and Add Your Voice, and 2. Publish and Share with friends. Below this, there is a section for creating a character, featuring a cartoon avatar of a young man with brown hair and a red jacket. To the right of the avatar, there are options to 'Share Your Voki' and 'Send To A Friend'. Below the avatar, there are buttons for 'Edit Your Voki' and 'Create New Voki'. On the right side of the interface, there is a section for sharing the Voki, including a dropdown menu to 'Set the size for your Voki' (currently set to Medium (200 x 267)), social media sharing icons (Facebook, Twitter, Google+, WordPress, Blogger), and a section for copying a permalink. At the bottom of the interface, there is a code block for embedding the Voki on a webpage and a checkbox for 'Use HTTPS to embed in a secure page'. A footer note states: 'Voki is intended for non-commercial use. For more info, see our Terms of Use. To use avatars for business, please visit SitePal.com.'

<http://www.voki.com/pickup.php?scid=12569627&height=267&width=200>





- Desert
- Savanna
- Tundra
- Ice cap

<https://www.youtube.com/watch?v=mUHN4Y0x2LI>

Lesson 20 - Desert Ecosystems

¶

Task A

¶

When you say the word desert which words spring to mind?

¶

¶

..... sand

¶

¶

¶

¶

¶



Task B

¶

Match the words with their definitions.

¶

1. nomads → → the amount of plant and animal life in a specific habitat

¶

2. harsh climate → → extremely cold or hot temperatures

¶

3. biodiversity → → farmers who travel around

¶

4. precipitation → → a place in a desert where there is water and plants and trees and sometimes a village or town

¶

5. arid → → it happens when strong winds blow and rub away stones

¶

6. oasis → → the amount of rainfall or snowfall in a place during one year

¶

Polar Regions

Unit 21

What are Polar regions?

Polar lands are very cold areas covered with thick layers of ice. They play an important role in the world's weather and marine ecosystems. Very few people live in these areas because of the extreme cold, their remoteness and the lack of resources such as food and trees.



Antarctica

Where are Polar Regions found?



Arctic



Multimodal representation of content - multi-modal meaning making environments

Pupils become aware & make sense of a multiplicity of communication channels

Lesson 24 - Europe (Identity, Location)

¶

Task A

In Greek history, Homer first uses the name **Europe** to characterise the land stretching from **Corinth Strait** to **Thrace**.

Aeschylus first names the known western world of his time **Europe**.

¶



Can you label these European countries on our map? Write the correct numbers in the circles.



European Countries

- | | | | |
|-------------|------------|--------------|--------------------|
| 1. Austria | 5. Germany | 9. Norway | 13. Spain |
| 2. Bulgaria | 6. Greece | 10. Poland | 14. Sweden |
| 3. Finland | 7. Ireland | 11. Portugal | 15. Ukraine |
| 4. France | 8. Italy | 12. Romania | 16. United Kingdom |

You can also colour in the map!



Paint my Europe

Choose which game to play:

EU countries

Spot the country of some European paintings and read the children's stories on mobility

EU country flags

Spot the country flag of some European landmarks and see the children's artworks

www.27plus1.tk


Assessment

- 1. Self/Peer/Teacher-rating forms at the end of their lesson and update their progress diaries and personal diaries accordingly.**
- 2. Rubrics to provide specific comments on their peers' work based on which they work on planning, organizing and revising it.**


Pupils' views and feedback about the

TEACHING CONTEXT
Double click any image on this wall to add a virtual post-it note or link, or to upload an image of a teaching context (eg. a classroom). If you want to upload an image from your computer, click the "arrow" icon and if you want to give a link for your image, click the chain icon.

Thalia
Students need field experiences to connect theory and principles with the real world. It's also a chance to meet professionals and hear about their work first-hand. In this photo, students are learning about water pollution.




Anastasia
Schools have to provide field experiences and combine them with real life values such as volunteering. The photo shows a 17 year old Greek student, who decided to spend two weeks during her summer vacation, providing voluntarily work to an orphanage in Nepal. The educational process reaches to climax when it combines learning with providing help to the community. This is the definition of active citizenship.




Ilana
Children learn by actively experiencing, participating and undertaking tasks assigned to them. They feel responsible and proud for the good impacts their actions can have in and outside the school community. In this photo they teach us traffic safety and good traffic behaviour (I having brought their bikes at school, demonstrating safe cycling to the rest of the pupils of 6th primary of Athens).



Galina
New ideas and a safe atmosphere without the fear of mistakes connect the classroom into a mini-lab where creativity and inspiration can be promoted and highlighted.




Yvonne
Young learners, first graders especially just arriving from nursery school, need to feel welcome in a new teaching context. Bulletin boards in the classroom help towards that goal. Since this year's 4th Grade, Greek teacher calls her pupils "little birds", we constructed this board during our English class (little birds, we constructed this board from the internet). I think it contributes to a happier atmosphere in class.



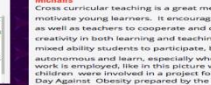
Maria
I fear and I forget. I see and I understand. According to the Chinese proverb, brooding learners, especially young ones, with ample opportunities to put any kind of knowledge they acquire into practice, no matter what subject they are being taught, is the key to learning. Multiple representations which appeal to a variety of senses, can maximize input and help learners move from memorising, which will actually fade away and gradually disappear, to associating what it is they are learning with what they already know.




Anita
Integration of technology motivates students and can provide them with opportunities of real life communication and collaboration. In this photo our interactive board offered a group of first graders the chance to share the same board with our Italian partners and cooperate in order to draw some fruit together. The Greek learners stored their drawings and the Italian ones completed them.




Michela
Cross curricular teaching is a great method to motivate young learners. It encourages students as well as teachers to cooperate and develop their creativity in both learning and teaching. It allows mixed ability students to participate, become more autonomous and learn, especially when project work is employed. See in this picture where the children were involved in a project for the World Day Against Obesity prepared by the I.C. teacher and I in our school.



Mari Karolina R. Aristotle
What a great difference eTwinning makes! I started using eTwinning in 2005, making the most out of the platform offered for cooperation among teachers, students and schools. Thanks to eTwinning my teaching methodology was improved, my pupils were a lot more interested in the subject and both of us were using ICT tools which we didn't know they even existed. As shown in the image below, the teaching context moved from books and a blackboard to a multitude of online resources used as the chance to find other learners, communicate, share resources and collaborate through the eTwinning platform. I think the following sentence actually epitomizes what eTwinning can do in a teaching context: "eTwinning offers a unique opportunity for teachers and learners with the opportunity to acquire both knowledge and skills". (Leo, an ex-student of mine actually helped with the drawing. I'm rather helpless when it comes to the visual arts).



Mari Karolina R.
A healthy classroom environment involves a classroom culture which allows children to develop a set of personal and social competences such as the ability of the child to be aware of his own emotions and patterns of behaviour; to manage negative or destructive emotions effectively, and to share in positive relationships and experiences with others in a way that enhances learning and life satisfaction. David Caruso has said that "EQ is not the opposite of intelligence, it is the unique intersection of both. Life satisfaction derives from the development of emotional behaviour, and emotions affect flow and what children learn, we should educate the heart as well as the mind. As our own Aristotle said, not educating the heart along with educating the mind would be no education at all."



Natalia
When was the last time that you felt that you were not good enough? Well, it has happened to me several times... That's why I think that kids learn by achieving a goal at a time which gives them confidence that will boost them onto the next one. Every kid should have the right to feel an "achiever" and not get frustrated by the demands of the textbook or the level of the rest of the class. As teachers we can really make this happen and soon we'll see the students' participation. I don't believe teachers are threatened by the use of technology in class. On the contrary, teachers can act as facilitators, offering a flexible learning path to their students.




ROSEMARIE - LEARNER AUTONOMY
I believe that if we want to move away from traditional so-called teacher-centred approach of teaching, we should find ways to encourage student autonomy in the class. Students should be trained to acknowledge own strengths and weaknesses and take of their learning if we want to turn them into autonomous, independent learners and dynamic, responsible individuals.



Veseliki Ch.
I strongly believe that a friendly classroom environment along with the motivation provided by it can engage us in the learning process more actively. I was also intrigued by the seating arrangements in this particular photo, as I think that leaving our desks from time to time can really relax us and offer them alternative experiences.



Harry
The best way to teach the colors to young children, is to have them use these colors. So whenever I want to teach this subject I make sure I have my markers with me and ask my students to have theirs so I make photographs of a flower with many details and ask my students to paint each petal the same color that I paint it... Every time we use the color we say it aloud so we use all multiple intelligences. We teach it, we use it, we pronounce the word, we hear the word... If all these work together, I believe that it is easier for the students to retain the words for each color in their minds... Using multiple intelligences in class helps students in general, and especially in remembering things.




APRILITA
Here is what we did in class with my class 6 students at the 28th Primary School of Sirogionis in order to consolidate the vocabulary (Food) and the grammar (countable and uncountable nouns) of Unit 2. We made a mille-feuille and ate it as well! What we tried to do is put our knowledge into practice which is the key to the learning process. It was a very unique experience for them, they enjoyed it a lot, and I am sure they won't forget... Our classes are full of life and this activity appealed to all of them. I strongly recommend it!



Constancia A.
This picture represents the 21st century classroom. The use of tablets can not boost students' motivation, enhance material being taught and adapt to all learning styles. Alternative teaching techniques can be used such as the process more challenging and increase students' participation. I don't believe teachers are threatened by the use of technology in class. On the contrary, teachers can act as facilitators, offering a flexible learning path to their students.



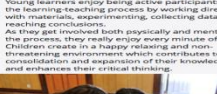
Constancia F.
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Georgina
Teaching can be more challenging and off connected with real life values and situations. It is better achieved when pupils input they've been taught in the classroom. In my pupils are eating fruits and healthy snack break on a day of the week. They've decided a "fruits day" while working on a project about eating and well-being.



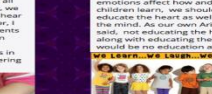
Erappella
Hands-on learning is an enjoyable and effective form of learning which provides a real life context. Young learners enjoy being active participants in the learning teaching process by working directly with materials, experimenting, collecting data and reaching conclusions. As they get involved both physically and mentally in the process, they really enjoy every minute of it. Children create in a happy relaxing and non-threatening environment which contributes to the consolidation and expansion of their knowledge and enhances their critical thinking.



Maria Rofina
An eTwinning project is something that my students just love participating in! Bringing an international dimension to children's education has never been more important if we are to prepare them for life in the 21st century. The most important advantages for my students include an increased motivation, as they have an audience for their work in a school in another country, enhanced key skills, including ICT use, communication and foreign language skills and a greater cultural awareness through direct contact with peers in other countries. Here is an example of my students presenting our school to their Italian friends.



Simon
Since children learn by doing, it's motivating and effective for them to get involved with role-playing. You don't need a lot of resources. The cross-curricular aspect is present, too, with links to numeracy and social skills building. Above all, it's non-threatening, fun and useful.



Maria Rad
This is what the words "ideal teaching context" mean for me: students and teachers, equally happy and satisfied, working in collaboration in a relaxed, non-threatening atmosphere while being as close to nature as possible. Laptops and tablets can be non-helpful as they can be very distracting, especially when it comes to young learners. I think that the world can also be very interesting and fun. I think that the world with their senses rather than being explored, it can be someone else's.



Isabella
Individual and differentiated learning. A child and productive teaching context, where children, through the use of new technologies and a variety of teaching techniques, can work in groups, alone or in pairs according to their needs, their learning styles and the lesson's objectives. All these elements interact to achieve the lesson's aims and make the learning experience interesting and fun.



Angelia
Multimediality. Multiple intelligences. Pupils working on folk songs and rhymes, providing their versions by words which they have also learnt and cultured. I believe that engaging young learners in reconstructing songs in such a way is a systematic and effective introduction to multiple representations of meaning they encounter through ICT.



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DOUBLE CLICK OR DRAG A FILE ANYWHERE TO POST SOMETHING.

Evaluation of the Primary CLIL programme

Quantitative Evaluation

Learning Geography In English was:	interesting	a good language experience	difficult
always	81%	79%	14%
sometimes	19%	21%	24%
never	0%	0%	62%

Main Benefits

- ✓ Opportunity to work with authentic materials presented via a multiplicity of communication channels, media types and technologies in order to embed content and context.
- ✓ Building up learner confidence in using the language
- ✓ Development of both the lower and higher order skills outlined in Bloom's revised taxonomy and involvement in conditions of pragmatic language use.
- ✓ ICT skills

Evaluation of the Primary CLIL programme

Challenges:

- management and adaptation of resources (enhanced by lack of official textbooks or guidelines)
- limited collaboration opportunities (no time allocated for subject and language teachers to meet at the school)
- the governmental support of summative assessment schemes rather formative ones.

Σας ευχαριστούμε!

Thank you!