

Erasmus+



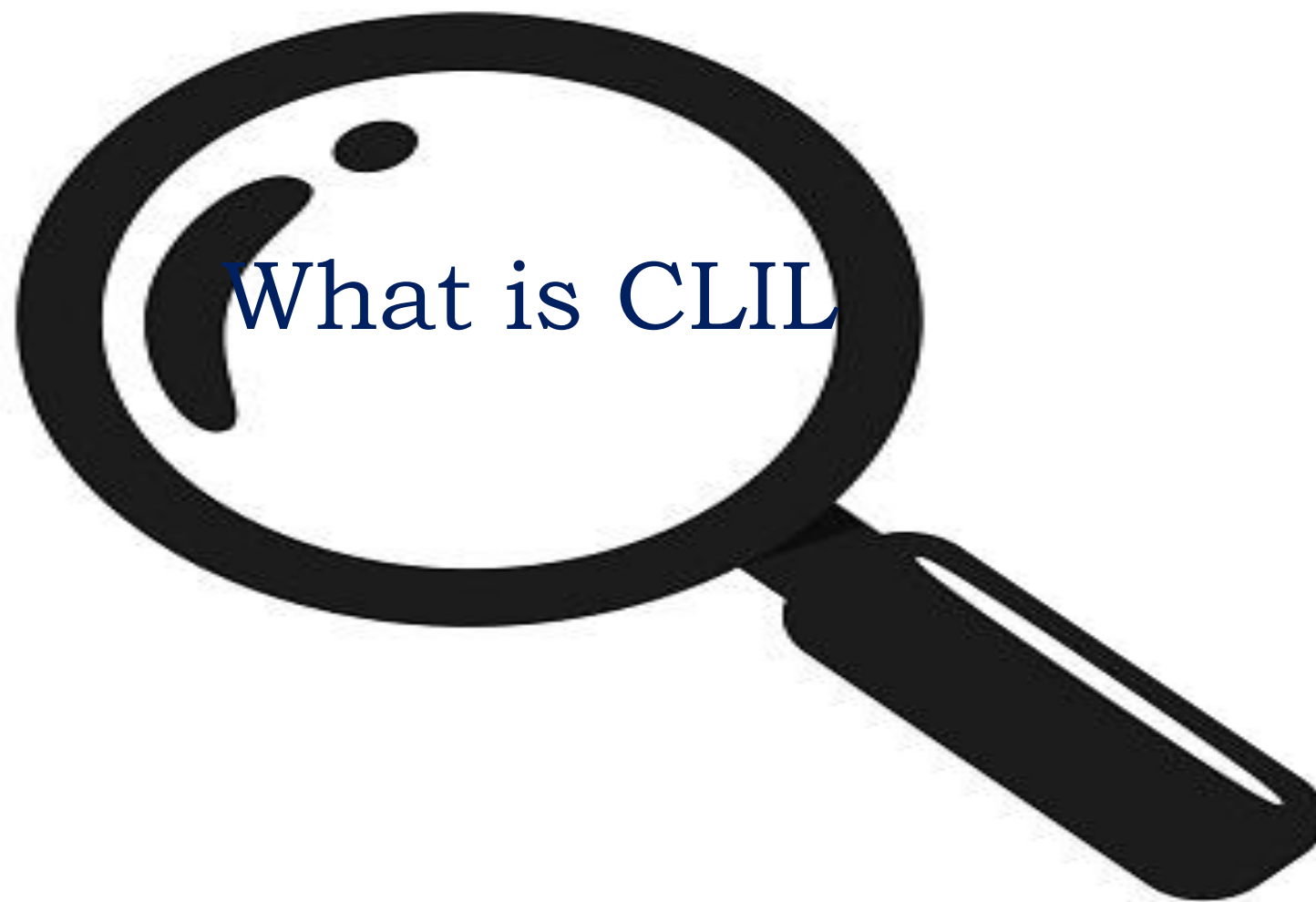
MOBILITA' ERASMUS
MALTA 12-16 GIUGNO 2023

«CLIL-PRATICAL METHODOLOGY FOR
TEACHERS WORKING WITH CLIL»



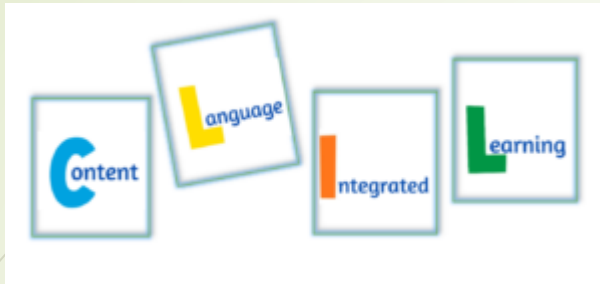


Content and Language Integrated Learning.



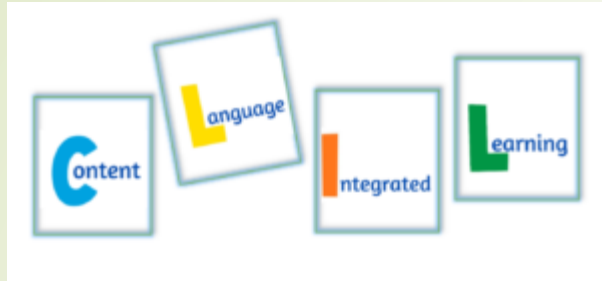
What is CLIL





- Approccio metodologico rivolto all'apprendimento integrato di competenze linguistico-comunicative e disciplinari in lingua straniera.

(MIUR)



What do I want?

Quali sono i miei obiettivi?

Voglio che la dimensione CLIL renda la mia classe uno spazio stimolante, interattivo e motivante.

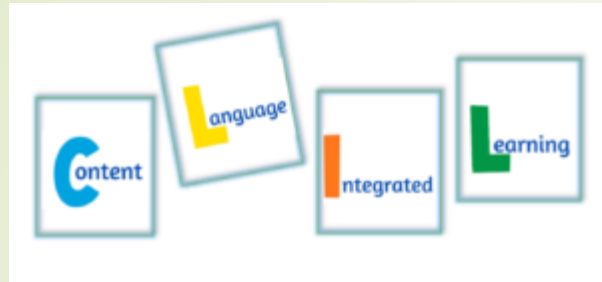
Voglio che gli studenti traggano vantaggio dal CLIL sviluppando una maggiore comprensione e conoscenza interculturale attraverso l'uso della lingua straniera.

Voglio una lezione attiva in cui gli alunni cooperano e costruiscono insieme il loro percorso di conoscenze.

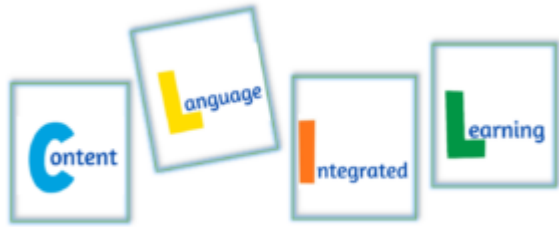
The 5 Cs: basic of CLIL teaching

Quando gli insegnanti progettano una lezione CLIL devono considerare 5 aspetti



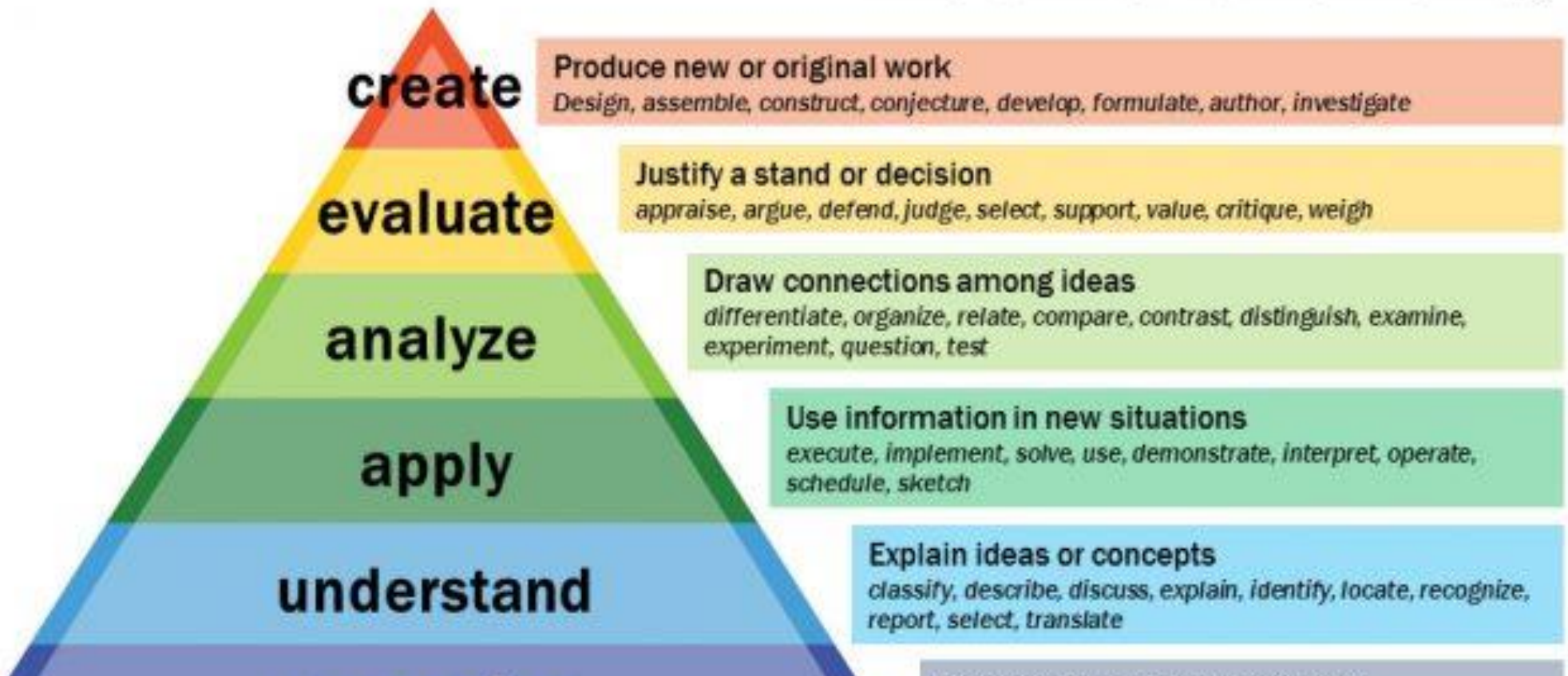


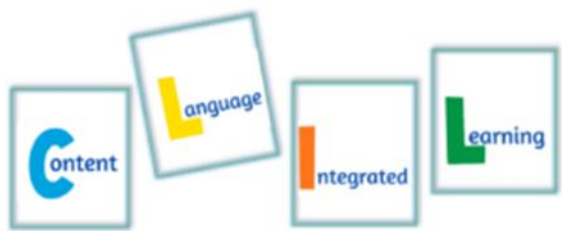
- **Content** : contenuti disciplinari che voglio insegnare a partire dalle conoscenze possedute dagli alunni.
- **Communication**: uso della lingua per imparare mentre si impara a usare la lingua
- **Community**: approccio centrato sullo studente; aumento della consapevolezza della propria cultura e di come essa si relaziona con le altre culture
- **Competence**: conoscenze e abilità possedute dallo studente alla fine della lezione sia a livello disciplinare che linguistico.
- **Cognition** : imparare a comprendere, ricordare le informazioni e spiegarle. Imparare anche ad applicare



The cognitive process dimension

Bloom's Taxonomy





COMMUNITY:

- Incontro /confronto con sportivi e medici
- organizzazione di giochi e competizioni

CONTENT:

- Tipi di sport
- Conoscenza delle diverse regole degli sport
- benefici per la salute e il benessere

COMPETENCE

- praticare lo sport
- fair play

SPORTS ACTIVITIES

COMMUNICATION

- vocaboli specifici
- questionario sugli sport praticati

COGNITION

- brainstorming
- vantaggi e svantaggi dei diversi sport
- video



CONTENT

SCIENCE / ENVIRONMENT

Where does your electricity come from?

How does it affect the environment?

How can we reduce the electricity we use?



COMMUNITY



COMMUNITY

- to be able to discuss energy use
- know why we should reduce energy use
- make informed choices for their use of energy at home

COGNITION

- creating a Pro/Con table
- analysing impact on environment
- evaluation way to reduce their energy use

ENERGY

ACTIVITIES

- 1) Remembering: Linguistic
 - Create a list of words that you associate with electrical energy and its production
- 2) Understanding: Linguistic / Naturalist
 - Group words into 2 of the 5 categories below. The discuss in groups and add to your list
 - a) what is energy & how do we use it?
 - b) Methods of production
 - c) Environmental impacts
 - d) Energy saving
 - e) Other

- 3) Applying: Naturalist
 - Using list 6) Method of Deduction, create a T-Chart for the programs of each method in your groups. (hold class discussion one time)
- 4) Analyzing:
 - with help from your pro/con table and the class discussion analyse each each method which method do you think is the best, and which method the worst - justify your answer

- 5) Evaluation: Interpersonal
 - "Saving energy at home" In your groups discuss the methods you use at home, or know it, to save energy.
 - Choose the 3 "best" methods that you would recommend (based on energy saving cost, amount of effort etc.) and create
- 6) Create: Spatial
 - Make an advertisement poster of your 3 ideas to use at school to tell your ideas to your peer



CONTENT

1. Name the emotions: happy, angry, afraid
2. Recall student 1, 2, 3, 4
3. Recall colours: Blue, Pink, Orange, Green

COMMUNICATION



What's working?

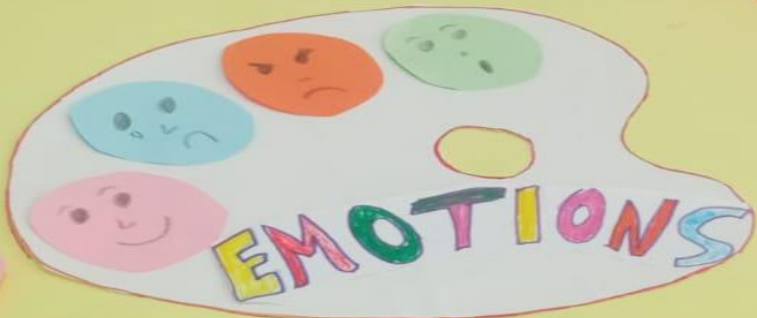
1. Use the phrases: "I am happy", "I am sad", "I am angry", "I am afraid"
2. Ask questions: "How does 'happy' feel?", "Associate with..."



COMPETENCES

Develop the skills of...
 - Recognise the...
 - Understand the...
 - Express the...
 - Listen to the...
 - Show respect to the...
 - Describe the...
 - Create a...
 - Evaluate the...
 - Reflect on the...

Group Song!



ASSESSMENT

COGNITION

- Recognise situations that make you feel happy, sad, angry, afraid by matching the situation (picture) with the appropriate (emotion) card with your partner.

COMMUNITY / CULTURE

Develop awareness of self and own feelings
 Develop awareness of feelings of others
 Social awareness
 All feelings are accepted.

Content

Types of families
 - Types of families
 - The broader family
 - Things they do
 - Traditions
 - Family traditions
 - Food

Family



COMMUNICATION

BICS

CLP

Competence

Community

Songs

Assessment

Content	***	**	*	0
Name of best class?				
Team work				
Group work				
Understanding of the				
different types of				
community				
Compare				
All families are				
equal				

COGNITION

Give me 5 animals you know!
 List your family members!

Let's play a game:
 - hot seat
 - card game
 - 200 game

Let's sing!

Put cards in order the T. says
 Show me what I'm saying.

Create a family tree!
 a house with the family members!
 Include each members' favorite activity.

Present your family to the others
 - small groups
 - class

Draw & compare your family.

Story books about families from other cultures

open days to parents - parents of other cultures to talk to children

drama / role play

Types of Cells



COGNITION

- Macro and Microscopic cells using images captured by microscopes
- Draw diagrams of cellular organelles
- Interpret images that show cellular structures
- Debate the similarities and differences of structural features of prokaryotic and eukaryotic cells
- Draw comparative diagrams of prokaryotic and eukaryotic cells

INTRODUCTION

- Give a general introduction of importance of cells and their characteristics
- Give detailed introduction about cell theory
- Give theoretical introduction about structure of cells

CULTURE

- Recognize and accept that all living things have the same chemical, structural and functional units despite the varieties of organisms
- Present the basic concepts of cell theory correctly in both oral and written forms
- Be rigorous in experimental work
- Reflect on the consequences of the differences between prokaryotic and eukaryotic cell
- Value the fundamental importance of cell reduction in maintaining life

MATERIALS

- Book and activity book
- Language with interesting science links
- Computers and mobile phones to search information
- Recorders, video, the tube with microscopes
- Science journals
- Science laboratory materials like microscope and the diatomic lens
- Prepare the Google screenshot
- Final Task: Show a poster about presentation in group of three
- Debate duration of each presentation
- Group of 3 members

COMPETENCES

- Competence in knowledge and interaction with the physical world
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences

TRAINING OBJECTIVES

- Know about the different levels of biological organization
- Value the importance of cell theory related to living things
- Explain cellular functions
- Describe the components of the nucleus



...ment ... to ...

Below expectations information did not include details of to the topic. Information did not come from a reliable source.

Finally listened to shared ideas with or helped other team members. Was not a team player.

More than half the presentation not directly on the topic.

CLASSIFICATION of VERTEBRATE ANIMALS

CONTENT

- CATEGORIES
- HABITATS
- CHARACTERISTICS

COMMUNICATION

BICS

- present simple tense to describe the animals (there is / there are...)
- language for asking and asking questions
- adjectives describing animals

CALP

- specific vocabulary linked to the topic

ASSESSMENT

SPECIFIC VOCABULARY	EXCELLENT		GOOD		OK		NEEDS IMPROVEMENT
	CONCEPT	WORKING IN A GROUP	CONCEPT	WORKING IN A GROUP	CONCEPT	WORKING IN A GROUP	
knows how to use all the new vocabulary	can explain the topic perfectly	the student cooperates perfectly	knows most of new vocabulary	can explain the topic well	the student cooperates well	knows only some of new vocabulary	knows only few new vocabulary words / cannot explain
			can give a satisfactory explanation	the student cooperates well	the student cooperates partly		

COGNITION

- describe and compare animals
- put animals into specific categories
- evaluate how global warming can influence the animals and habitat
- imagine ideas how to protect animals and their habitats

PROCEDURAL SCAFFOLDING

- pairing / grouping students
- co-operative group techniques
- figure reading

SCAFFOLDING TOOLS

- mind maps, tree diagrams
- binary keys, tables, time-line
- use video clips

VERBAL SCAFFOLDING

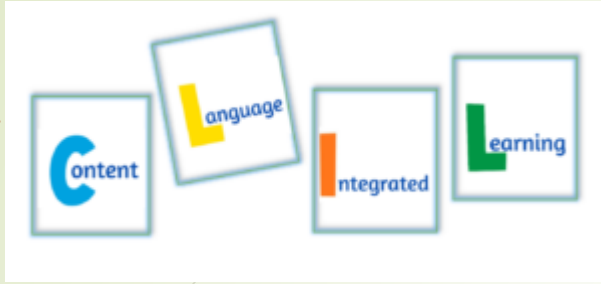
- recycling vocabulary

Competence

- be able to describe and compare animals
- be able to recognise differences in habitats where animals live
- be able to use English speaking about animals
- be able to work in group
- be able to complete tasks

Culture

- go to small forests and observe animals and see the observations
- see the forest and small plants and small animals
- visit a museum



Introduction to CLIL: the 4 C's

Content

Language

Integrated

Learning

Information Map

INDEX OF PLACES IN MALTA

A

- Airport F6
- Ander C4
- Ardar E4
- Bahar id-Cagħaq D5
- Balzan D5
- Birkirkara E5
- Blv id-Dornel F6
- Brazzibugħa F6
- Bugħlija / Għwira C4
- Buwinward D4
- Bużkatt E4
- Corinthia Palace E5
- Cospicua E5
- Dingli E4
- Fgura E6
- Floriana E5
- Għadira C4
- Għajni Tuffieħa D3
- Għargħur D5
- Għar Lapsi F4
- Gurġa / Għaxaq F6
- Qalra E5
- Hal Far F6
- Hammun E5
- Kalatrana E6
- Kalkara E5
- Kirkop F5
- Lija E5
- Lunz E5
- Manoel Island D5
- Marta / Cirkewwa C3
- Marsa E5
- Marsaxlokk E6
- Marsaxlokk F6
- Mellieħa C4
- Mġdina E4
- Mqarr D4
- Moata D4
- Mqabba F5
- Maida E5
- Miarka E4
- Naxxar D5
- Peola E6
- Piatak D5
- Qormi E5
- Qrendi F5
- Rabat E4
- Safi F5
- San Anton Gardens E5
- San Gwann D5
- Senglea E5
- Siġġiewi F4
- Siema Savoy D5
- Siema D5
- St. Andrew's D5
- St. Julian's D5
- St. Luke's Hospital E5
- St. Lucia E5
- St. Paul's Bay D4
- St. Thomas Bay E5
- St. Venere E5
- St. Vincent de Paula E5
- Ta' Ġianni D5
- Ta' Gali E4
- Tarxien E5
- University D5
- Valletta Bus Terminus E5
- Vitoriosa E5
- Xerxes C4
- Xgħajra E6
- Yacht Marina E5
- Zabbar E5
- Zebbug E4
- Zejram E5
- Zurrieq F5

B

C

D

E

F

GOZO

- Dewġa A2
- Għajnsiela B3
- Għarb A2
- Għasri A2
- San Lawrence A2
- Santa Lucia B2
- Xgħajra A2
- Xewkija B2
- Xlendi B2
- Zabbug A2

COMINO

MALTA

Places of Interest & Buildings in VALLETTA

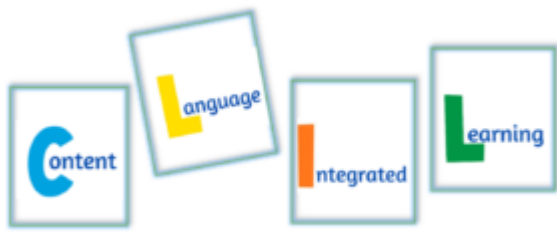
- Angeli Botanical Gardens
- Auberge of Aragon
- Auberge of Bavaria
- Auberge of Castile & Leon
- Auberge of Italy
- Auberge of Provence
- Casa Rocca Piccola
- Colegiata Church
- George Cross Wartime Experience
- Grand Harbour
- Grand Masters' Palace & Armoury
- Hastings Gardens
- Lascaris War Rooms
- Lower Barrakka Gardens
- Manoel Theatre / Museum
- Mediterranean Conference Centre
- National Museum of Archaeology
- National Museum of Fine Arts
- National Library
- Our Lady of Mount Carmel Church
- Palace of the Grand Masters
- R. A. F. Memorial
- Sacred Island
- Serge Bell Memorial
- St. John's Co-Cathedral
- St. Paul's Anglican Pro-Cathedral
- St. Paul's Shipwreck
- The Great Siege of Malta & The Knights of St. John
- The Knights Hospitalliers
- The Malta Experience
- The Toy Museum
- Upper Barrakka Gardens
- War Museum

Places of Interest & Buildings in MALTA & GOZO

- Ancient Museum
- Azure Window
- Blue Grotto
- Buskett Gardens
- Calypso's Cave
- Carl Busk "Clapham Junction"
- Domino Blue Lagoon
- Esplanade
- Fort Chambray
- Fort Manoel
- Fort St. Elmo
- Fort St. Angelo
- Fort St. Rocco
- Fort Rinella (The World Largest Cannon)
- Fort St. Lucian
- Funġus Rock
- Ggantija Prehistoric Temples
- Għar Dalam
- Għar Hassan
- Gozo Cathedral / Citadel
- Gozo Heritage
- Gozo Museum
- Hagar Qim Prehistoric Temples
- Hypogeum Temples
- Inquisitor's Palace
- Malta National Aquarium
- Marsa Race Course
- Marsaxlokk Fishing Village
- Mdina Dungeons
- Mdina Cathedral & Museum
- Medieval Times Attraction
- MonteKristo Prehistoric Temples
- MonteKristo Estate
- Mosta Dome
- National Stadium
- Norman House
- Palazzo Costanzo
- Popeye Film Set
- Roman Baths of Għajni Tuffieħa
- Roman Villa
- San Anton Gardens
- Selmun Palace
- Skorba Temples
- St. Agatha's Catacombs
- St. Paul's Shipwreck Chapel
- St. Paul's Catacombs
- St. Paul's Grotto
- Tales of the Silent City
- Ta' Qal Crafts Village
- Ta' Pirru Church
- Tarxien Temples
- The Cathedral / Museum
- The Malta Experience
- The Museum of Natural History
- The Knights of Malta Attraction
- The Limestone Heritage
- Ventola Castle
- Vitoriosa Maritime Museum
- Wignacourt Tower
- Xgħajra (Stalactite Cave)

GRAFFITI design house

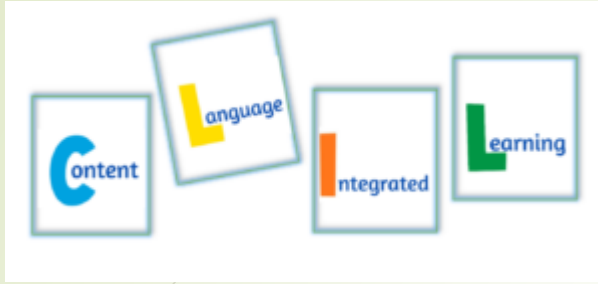
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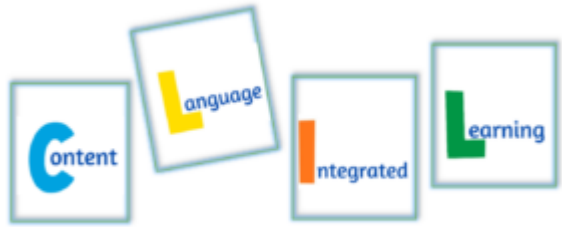


La Valletta Panorama



Le mura di Rabat





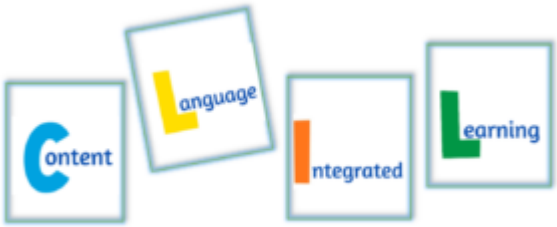
Caravaggio Decollazione di San Giovanni» Cattedrale-La Valletta

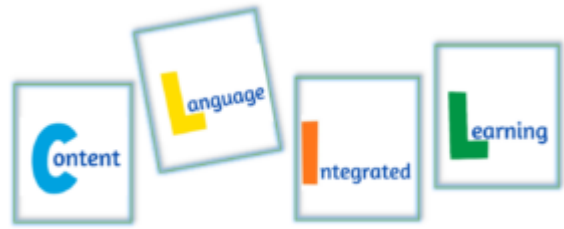




St. Julian's

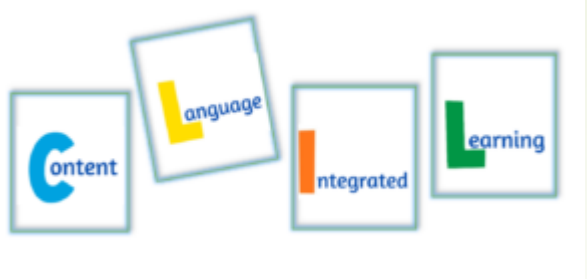






Executive training institute malta





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