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**Slow down, Move your body, Improve your diet,
Learn for life, and Enjoy school time
S.M.I.L.E.**

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P.E. Teachers**

School **I.I.S. P. SRAFFA Crema**

Country **Italy**

In Italy CLIL is compulsory in secondary schools specializing in modern languages, in secondary schools specializing in classic / scientific subjects and in technical schools. Moreover it is highly recommended, though not compulsory yet, in vocational schools.

At IIS P. Sraffa (a technical/vocational secondary school in Crema) there is a CLIL team and English and subject teachers have been involved in CLIL activities for more than 8 years.

In 2008 the school joined a Leonardo da Vinci VETPRO project (Skills to CLIL 2) promoted by IIS Malignani – Udine. The approach to CLIL methodology was mild and made subject teachers feel at ease. They started to think about what they were requested to do, began to attend language courses offered by my school and to prepare short lessons in English.

Later some subject and English teachers took part in Comenius in-service training courses on CLIL methodology promoted by the University of Rovaniemi – Finland. They also read books on CLIL methodology like Uncovering CLIL by D. Marsh, P. Mehisto, M.J. Frigols.

Moreover the school had the great opportunity to become partner in another valuable Leonardo da Vinci VETPRO project coordinated by ITC Romanazzi – Bari. Thanks to well planned activities that included a language course, an exam to get a language certificate, a methodology course, the TKT CLIL exam and a one-week period of training in a British university, the teachers involved managed to “build” well-structured CLIL modules that were and still are implemented in our classes.

At a later stage to enhance their knowledge and competences some teachers attended the online CLIL course by Ca’ Foscari University in Venice. The project ended in October 2013 with a CLIL conference in two locations: Bari and Crema. The conferences were very useful for the schools of the province and in Bari also of the region. Teachers were given useful hints about the methodology and how to progress.

For other 2 years the school promoted a CLIL course opened to teachers from other schools.

Currently the school offers language courses for teachers.

Anyway better support from the school management and stakeholders would be needed in a school where the policy has lately shifted towards technological innovation rather than technology-enhanced teaching supported by methodological innovation.

At IIS P. Sraffa subject and English teachers work together to plan CLIL modules so that they are the result of a double point of view and the stress is both on content and language.

The implementation of CLIL modules always involves the use of technologies. The school has a language laboratory outfitted with computers and headphones and four ICT laboratories. In some classrooms there are Interactive Whiteboards and in all classrooms it is always possible to book a computer with a projector.

When a teacher plans a CLIL module the activities are carried out either in a classroom with IWB or in one of the labs.

Activities include the use of computers or smartphones in groups to brainstorm, to make presentations using varied ICT tools, mind maps, posters, webquests, graphs, ebooks, emagazines or to make videos. Some activities are recorded and later discussed by the CLIL team to improve their teaching methods.

eTwinning is also used and projects on various subjects are carried out.

Involving pupils in a vocational school in activities where the use of technologies is required is not easy. They are not so digital natives as we might expect. So the CLIL teacher has the additional task of teaching them how to use a computer in a way that is different from what they usually do (for example Facebook).

Anyway our pupils enjoy CLIL modules and like being involved in this kind of lessons. At first they are puzzled because they are used to teacher-led classes. What bewilders them is not only the use of technologies but also the fact they are asked to be more active. They have to leave the safe zone of quiet passiveness they have during traditional lessons and have to take action but when they get more confident it's amazing what they are able to do.

Write about what you learnt during the project as regards:

A. CLIL Modules in terms of :

- 1) new teaching strategy
- 2) CLIL approach
- 3) Working with technology
- 4) Time Management
- 5) Motivation of your students

CLIL Module 1

Module 1 was planned to make students discover traditional sports and games of their region and country to be able to compare them with the ones from other European countries and find out those similarities that like a thread connect people all over Europe.

The implementation required the cooperation between the English teachers and the P.E. teachers. The latter had mainly the task of guiding the pupils in their search for sports and games played in the past through interviews with their parents and grandparents and of making the pupils try them in the gym. The former acted as facilitators while the students divided into groups in the ICT labs drew up a description of the games and sports and made posters which were used together with the material from the partner schools to make an ebook about traditional sports and games from each country of the partnership.

Apart from a class that had been involved in CLIL modules for two years, the other four classes involved in the project experienced for the first time the CLIL approach and it took more time than planned to ease them into it but the feedback was positive.

The learners enjoyed investigating and discovering how their parents and grandparents used to spend their free time when they were young. The creation of posters with specific ICT tools turned out to be easy and engaging and an exhibition to show them was organised.

Anyway it must be pointed out that the warm-up activities involved the joint presence of the P.E. teacher and the English teacher and this meant organizing the P.E. lessons in a lab and extra hours for the English teachers.

CLIL Module 2

Module 2 was mainly carried through by L1 / History teachers with the required level of English and the English teachers just supported their action in the last steps during the production of the articles about Sport in Rome and Sport in the Middle Ages. It was the first time most of the learners had been involved in a webquest to collect information about a topic and that they had been asked to use a social media for education because the instructions and the links were posted onto the Facebook group of the project. They also had to comply with the format of an article and the maximum number of words accepted for each column and they were allowed some extra time to write the articles without just copying and pasting. It was something completely new and challenging but the teachers managed to scaffold the activities so that the pupils coped with them.

The collection of articles from all the partner school was used to make an emagazine about Sport in History.

CLIL Module 3

With Module 3 the combination of CLIL lessons and meetings with experts and champions began. The implementation again involved the cooperation between the Science teacher, the L1 / History teachers and the L2 teachers.

The students were introduced to the most significant aspects of individual sports, how they impact how body organs work and the psychological and physical effects they have on an individual's development. Subsequently they worked in groups to write emails to champions to collect actual evidence. Scaffolding was given through hints on how to draft a formal letter. When the groups got the letters in response they had to translate the emails sent and received into English.

Everyone was assigned a task and included. The work required the use of ICT labs where the pupils had free access to the Internet and online dictionaries. The goal of being independent, responsible, and cooperative was reached by the students during the production and translation of their messages, whereas the process of translation of the letters received required support from the English teachers and it was slower though in the end satisfactory. The letters of the champions from the countries of the partnership were then used to make an ebook.

Getting in touch via email with champions and being appreciated made the pupils feel proud of their work and commitment. The opportunity to meet some of them in person enriched the experience even more. The interaction of the school with the local authorities (the City Council and the Police) and the Sports champions gave the opportunity to go beyond the walls of the classrooms and connect with the world outside them.

As a result of the activities the students were also invited to write down their thoughts and feelings about the importance of respect and acceptance in the form of short poems they used to send tweets. They thus started using Twitter for educational purposes, a social media they were not familiar with.

The P.E. teachers were involved as well as they had to plan and implement a set of practical lessons based on individual sports which intertwined with the activities of the module.

CLIL Module 4

The implementation of module 4 was the result of the cooperation between the English teachers and the P.E. teachers. Team sports like football, basketball, and volleyball were played in the gym and interviews with popular team sport champions were organised and recorded. The videos were then edited, the interviews translated, and subtitles added by the students, a demanding task which required extra time. It must be highlighted that the groups could work together only at school since the students don't live in town but they come from different villages.

The interviews from all the partner schools were made into a video that shows how champions from different countries share the same feelings about sport.

The classes discussed about team sports and compared them to individual sports and jotted down ideas which were turned into a questionnaire used by the whole S.M.I.L.E. group because it was posted onto the Facebook group and filled in by the students from all the partner schools. The CLIL module focused on making the

groups reflect upon the importance of respect for rules and fair play in games and life to elaborate suggestions for a set of guidelines.

The enhancement of critical thinking and creativity ran through the whole module.

At the end of the first year of the project the school organised a conference together with Panathlon Crema to highlight once again the educational value of sport.

CLIL Module 5

Module 5 was devised and implemented by the English teachers and the Science teachers. It revolved around doping in sport and “free time” doping with reference to soft drugs. The CLIL activities embedded with an experiment of flipped lesson about the different types of drugs and their effects focused on group work and discussions about the use of drugs in sport, the role of WADA in each country, the drawing up of anti-doping slogans, and the preparation of articles about champions involved in doping.

The organisation of the activities in the groups and the division of tasks among the members were better than in the previous modules and the students were more responsible. The flipped lesson bewildered them but most of them accepted the challenge and managed to accomplish the activities.

To draw up the articles each group dealt with a specific topic and then they merged the parts and edited the resulting think piece together. The articles were uploaded onto an emagazine in collaboration with the European mates of the partner schools.

Two meetings with experts were organised: a sports doctor talked about the dangers of doping and a social worker explained the legal consequences of the use of recreational drugs.

A PBL activity about the use of drugs was carried out in the class of the Health and Social Care Course involved in the project.

As for sport the students were trained for a relay race which took place during the mobility in our town.

CLIL Module 6

Before starting Module 6 a meeting with a champion with international experience was organised and the importance of developing resilience to cope better with life was emphasized.

A set of activities involving non-traditional sports in schools (bowling, rugby, baseball, sailing, table tennis ...) was started and continued until the end of the project.

With Module 6 the stress was placed on the combination of physical activity with a healthy diet. A flipped lesson about the Milan Charter was also brought about. The topic was appealing since good nutrition is part of the curriculum. The CLIL activities focused on making the students reflect on how to design the steps of a physical activity pyramid and a healthy balanced local diet pyramid and on collecting typical traditional recipes to be improved with healthier ingredients if necessary. The best recipes were selected and five of them were completed with the recording of videos in the school kitchen lab where the students showed how to prepare local dishes.

Planning and making movies which resembled cooking programmes made them feel proud and increased motivation.

The recipes and videos were uploaded to cooperatively make an ebook together with the students of the partner schools.

A meeting with a doctor about the importance of a healthy diet to prevent the onset of life-threatening diseases was set up.

CLIL Module 7

Module 7 was planned to guide the pupils to reflect on the work done with particular reference to non-traditional activities and the use of technology in education. The students were let free to debate on the topic. In groups they discussed videos, and analysed a text before sharing their ideas with the rest of the class. They came up with the opinion that blending books, technology, traditional and non-traditional learning may be the best solution. They were not conditioned by what they saw or read and expressed their opinion freely and independently basing their judgement on their experience.

A further step was the drafting of a report on the project where the pupils had to recall what they had done. The groups used the website of the project and the eTwinning project “Crossing Borders” to help them remember and the outcome was the result of a discussion among all the members of the groups.

At the end of the project it appeared clear that the learners’ language, content and transferable skills had improved as well as their ability to think critically.

They also planned a commercial to promote non-traditional learning as a trial for the final spot of the project and they had to rely on the competences acquired in making videos and their enhanced creativity.

B. eTwinning activities in terms of :

- new teaching strategy
- CLIL approach
- Working with technology
- Time Management
- Motivation of your students

The eTwinning project “Crossing Borders” had the aim of making the students introduce their countries from different perspectives: language, culture, traditions, lifestyle, and understand the meaning of being European citizens.

The pupils used various ICT tools to prepare the materials, the activities were short compared to the ones in the CLIL modules and easy. They were implemented by the English teachers during their lessons and required the booking of an ICT lab to allow the learners to work in groups using the suggested digital assets. Several videos were recorded on different topics but above all to teach European mates some bites of the Italian language.

The lessons about the European Union combined with a visit to the local Europe Direct Centre and a meeting and workshop about the study, work, volunteer opportunities within the European Union were particularly motivating and help build a better sense of belonging to a supranational organisation and reinforce the concept of European citizenship.

C. Transnational meetings in terms of:

- sharing ideas
- planning
- discussing
- finding solutions

The project was complex and the transnational meetings were necessary to discuss and jointly plan when and how to do the activities so as to work on specific topics in

the same period and be able to share ideas, compare results, and produce the expected materials. Meeting face to face certainly enabled the partnership to find the best solutions for the implementation of the project.

D. Mobility weeks you took part in, as regards:

- new teaching strategy
- CLIL approach
- Working with technology
- Time Management
- Motivation of your students
- sport activities
- cultural programme

Mobility to Bari, South Italy – February 2016

Mobility to Bialystok, Poland – April 2016

Mobility to Istanbul -Turkey – May 2016

Mobility to Crema , North Italy – November 2016

Mobility to Moreni, Romania – February 2017

Mobility to Latvia – April 2017

The meetings of students and teachers in the partner schools gave added value to the educational path giving it a concrete European dimension.

- The teachers had the opportunity to see how the schools in various European countries are organized, how project activities were carried out by the partners and to reflect on how they were implementing them. The result was an exchange of views and an exchange of good practices.

- The students had the opportunity to

- attend overview classes with European peers and share views, materials or products, and debate on common themes they had dealt with during the implementation of the CLIL / learner-centred modules;
- work together in international teams to make common tangible products using ICT tools;
- participate in sports events merging with students from the partner schools;
- open their mind to new realities they had virtually discovered through the eTwinning project and the contacts with Europe Direct points;
- experiment what being European means: citizens of different nations that belong to the same community.

It was very important for the students to personally meet the European friends they had established strong ties with thanks to the project activities and to discuss about the positive aspects and shortcomings of this experience, and the presence of social media in education.

Moreover students and teachers not only improved their fluency in L2 (English) but they also learnt the basics of the languages of the partner countries thanks to activities in the eTwinning project.

As a whole the direct contacts helped students and teachers develop an attitude of open-mindedness, tolerance, respect for differences, multiculturalism and cooperation in multinational teams.

All the participating partners had the task of hosting a learning activity in their own country. The hosting school provided the necessary information, arranged the accommodation, organised the activities according to the schedule, and supervised the achievement of the final products. All the final products were made together

using materials produced by the classes involved during the implementation of the CLIL/learner-centred modules in order to ensure their European value.

Answer the following questions in relation to the Mobility experience:

What difficulties (language and integration problems) did you have in integrating in a foreign country and how did you sort them out?

No difficulties arose during the mobilities.

Answer the following questions about the whole project:

What difficulties did you have in carrying out the assigned tasks during the whole project and how did you face and overcome them?

The main difficulty was due to the moving of a lot of teachers involved in the project to other schools at the end of the first year. The remaining teachers had to take charge of all the project classes.

Moreover the management of the school underwent significant transformations and this required adapting the educational activities to the new rules and regulation.

Anyway after an initial period of adjustment the coordinator managed to redistribute tasks and the activities were carried out as planned.

What satisfactions and positive impressions did you get?

From the Project

The project had a positive impact on the students' motivation, behaviour and educational outcomes. Sport proved an appropriate means to transmit values to learners, and to boost resilience and self-esteem to help them face difficulties at school and in life.

From the CLIL Modules

The CLIL modules broke the pattern of the usual teacher-led lessons to shift the focus to the learners and to the importance of enhancing higher order thinking skills rather than memorizing and remembering.

From the Mobility week you took part in

The mobilities were carefully planned to meet the requirements of the project. Introductory activities with icebreakers, overview classes, international group work sessions in ICT labs, sports activities, cultural and language exchange were fundamental aspects of each meeting and contribute to strengthen ties among the participants.

From the eTwinning project

The eTwinning project gave a great opportunity to introduce the pupils to the main aspects of the culture and traditions and to the basics of the language of the partner

countries. It also allowed to engage the students in discussions about current issues concerning the European Union and to create contacts with the Europe Direct Centre of the Province which will be fruitful for future cooperation.

The work done was based on a learner-centred approach so that the pupils were able to express their creativity.

What influence will this experience have on your future?

This experience was valuable in terms of improvement of:

- coordinating skills at local, national and European level;
- technology-enhanced teaching;
- CLIL module implementation;
- connection with local authorities and organisations in different fields to enhance the education system in terms of competence development;
- teaching practice based on new approaches;
- helping students face their difficulties and overcome them.

It will certainly impact the way lessons will be planned in the future with a bias towards competence-based education and training.