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

Teacher/s **Cerri Maria Angela (food science teacher)**

School **IIS P. Sraffa Crema**

Country **Italy**

**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

Successful Content and Language Integrated Learning requires teachers to engage in alternative ways of planning their teaching for effective learning.

Subject topics/syllabus must be adapted for teaching in the target language to allow students to explore the subject from a different perspective whilst improving their foreign language skills.

Thus scheduling a module involves both language teachers and subject teachers planning together, and to renew one's educational approach.

I detected interest and motivation among the pupils but I encountered logistical problems.

It was necessary to form groups, to foster communication and collaboration, to focus on the fact that the class is a not natural learning environment and that the purpose of the activities is not to inform but to develop the skills and competences related to the content that is conveyed. The teacher leads, monitors, guides learning more than informing, and acts as a facilitator.

Our students are not so used to working in groups and the gradual introduction of a learner-centred technology-enhanced approach is the best way to motivate pupils. Technology integration to CLIL classes can be very important to involve all students and develop basic and transversal skills using innovative methods.

### **CLIL Module 3**

In this module students acquired the ability to correlate each organ system with its function identifying which of them are involved when engaging in a particular type of sport.

Moreover debating on the pros and cons of individual sports they grasped the concept of how they support the harmonious mental and physical development of an individual.

The warm-up session based on listening to a song and watching a funny video contributed to set the atmosphere and facilitated the understanding of a difficult science topic.

The pupils worked willingly showing a lot of interest.

### **CLIL Module 5 Doping**

In module 5 the pupils discussed about the meaning of doping and they discovered the existence of an international organization (WADA) that fights against doping.

The introductory session was followed by a flipped lesson on the Facebook group which was the most appreciated part of the module.

The learners had a scientific explanation of what performance-enhancing substances are and their possible medical use, but the focus was on the effects of performance-enhancing drug abuse.

Moreover the students were given a list of websites to look for information about national sports champions involved in a doping scandal to reflect on the dangerousness of doping and draw their conclusions.

#### **CLIL Module 6 Physical activity and Healthy Balanced Sustainable Diets**

The interesting part of this module was the creation of a Flipped lesson that contributed to guide the students build on their knowledge about food, and nutrients to develop the necessary skills to plan healthy sustainable diets. the social and cultural value of food. In groups they analysed the Milan Charter that identifies the major challenge related to food as "combating undernutrition, malnutrition and waste" and points out the social and cultural value of food. Making reference to the hints contained in the charter the students were positively involved in collecting local healthy sustainable recipes and recording videos where some of the recipes were explained. The result was a wonderful integration between eating healthily and local tradition.

##### ***A. Transnational meetings in terms of:***

- sharing ideas
- planning
- discussing
- finding solutions

I think that the transnational meetings were organized well because we had time to plan and discuss important issues of the project.

##### ***B. 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 Byalistock, 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***

I took part in a week mobility in Bari, Turkey; Crema, Romania and Latvia.

The mobilities were a great opportunity to visit foreign countries above all for those pupils who rarely have the chance to travel abroad and get to know different cultures and traditions.

In all schools the hospitality was fantastic, the perfect atmosphere to involve pupils and teachers in interesting sports activities.

The students proved very proud to present their CLIL module products and I appreciated how creatively the final products were made, and how students tried to collaborate to get the best results .

Also the cultural programmes were well organized and were appealing for both students and teachers.

***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?

I had no problems related to language or lifestyle.

***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?

What satisfactions and positive impressions did you get?

From the Project

The aims of the project were to: - attract pupils to school; - improve pupils' school performance; - make pupils accept rules and respect themselves and others; enhance students' awareness of being EU citizens; - develop pupils' ability to plan, think critically and be creative; - implement up-to-date teaching strategies and exchange good practices. I think the activities were all well-structured and implemented in order to meet the set goals.

From the CLIL Modules

The only difficulty was to involve and try to convince the teacher class staff that pupils had to dedicate some school time for this important project.

From the Mobility week you took part in

The opportunity to visit European schools and get in touch with different education systems enriched me and improved my competences.

What influence will this experience have on your future?

Working in an Erasmus team is very motivating and makes you want to change your teaching strategies.

I am a subject teacher and the CLIL approach is challenging but thanks to the project I improved my analytical and problem solving skills and the ability to plan and organise a CLIL module.

I enhanced my communication skills and the ability to adapt and act in new situations working with people from other countries developing intercultural competences.

The reinforcement of the sense of European citizenship was part of the aims of the project and it was certainly met, but I also realized that it is important for our students to acquire competences that will enable them to get ahead in today's society.