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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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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 Traditional sports and games

CLIL Module 2 Sports in History

Only a few groups of students had already been involved in CLIL activities, so the main problem for us was managing time: the module took more time than we had planned. On the positive side, students appreciated the use of ICT tools esp. the webquest, which developed their teamwork skills and allowed them to learn how to manage group work effectively. Using ICTs also enhanced the students' motivation. Students also appreciated the new tools and methodologies we used. As teachers, we valued the interaction we could create among students and students-teachers, which helped build up a better cohesion in the class group. Students who were also involved in mobilities especially appreciated the value of English as a communication tool.

CLIL Module 3 The benefits of individual sports

As Literature teachers, we were involved in some activities like writing letters to sportspeople and planning Twitter chats. A 'traditional' activity like letter writing became a meaningful and involving one, because the students themselves planned the questions to ask and wrote the texts, experimenting a cross-curricular activity and practising their written English in a motivating context. Using a social media like Twitter proved to be an effective lesson on how to use these tools for education or for effective communication, which is also a very important message we wanted to give. Students were directly involved, teachers being just facilitators, and this helped develop cooperating skills

CLIL Module 4 Team sports and sportsmanship

CLIL Module 5 Doping

CLIL Module 6 Physical activity and Healthy Balanced Sustainable Diets

CLIL Module 7 Non traditional learning

We were involved in some activities of the module (mainly lesson 2 and 3), which enabled students to discuss most of the new methodologies we have implemented during the project, as well as their educational value. At first, some students were puzzled by non-traditional methodologies, as they are used to teacher-centred lessons. But gradually they have discovered how a more active role during lessons can actually help their learning.

A. Etwinning activities in terms of :

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

Some students had already been involved in eTwinning projects in the past. We as teachers guided them with activities on European history and institutions, including some PPT presentations and discussions before the visits to Europe Direct offices. Students also participated in Forums after some discussions we held during classes. eTwinning has proved to be an effective communicating tool, as it enables students to use English in a real, meaningful context.

B. Transnational meetings in terms of:

- **sharing ideas**
- **planning**
- **discussing**
- **finding solutions**

Among this group of teachers, only Ms Fusar Poli has participated in every transnational meeting. These meetings have provided an important opportunity for teachers to discuss every part of the project, in terms of organizing activities, defining objectives, finding solutions to problems. Transnational meetings enable teachers to work in an international team: different school systems or even school calendars can be a problem sometimes, when it comes to organizing a European project. But this can also turn into a learning opportunity, as it enhances cooperative and managing skills among teachers. Besides, it is a way to share good practices and learn about European education approaches.

C. 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

Ms Elena Fusar Poli has participated in every mobility.

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 (Elena Fusar Poli) haven't experienced any difficulty during my mobility experiences. English was used during school activities and excursions/sport activities, and as for everyday life, I tried to learn some words in Romanian and Polish to be better understood. On the whole, I have always met helpful people and I had no problems in integrating in foreign countries.

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 project has involved many students and teachers at my school, and the schedule of activities has usually been quite tight. Time managing has probably been the main problem, especially because project activities has had to be carried out along with 'normal' activities (curricular lessons) with no extra hours for students. We have tried to link the project activities to our curricula as much as possible, finding opportunities to deepen some topics and introduce new, relevant ones. The cooperative approach has sometimes been difficult to implement, as students (but teachers as well!) sometimes find it hard to get directly involved. But in the long run, it has been very motivating for students, as well as being an important experience in order to value their competences. The project has given international visibility to our school and provided our students with a valuable intercultural experience.

From the CLIL Modules

Once again, time has been the main problem: the implementation of CLIL modules usually takes up much more time than planned. Some of our students have already been involved in CLIL activities in the past so it's not a new methodology to them, on the whole they appreciate the chance to work in teams and have a bigger responsibility in their learning process, thus valuing different abilities and competences. They are also interested in using various ICT tools. Besides, CLIL activities enhance different learning styles and abilities so we could get less motivated students involved.

From the Mobility week you took part in

Mobilities have always been a wonderful learning and sharing experience. Technical problems have sometimes affected our carrying out the scheduled activities, but through discussion and teamwork we have usually managed to overcome them. Excursions and sport activities have been widely appreciated and they were very useful in order to learn about the partner country, as well as build up a positive relationship among the groups.

From the eTwinning project

Regarding the activities we have participated in, we didn't experience relevant difficulties. Activities were clearly organized and students could be easily involved. eTwinning platform has already been used by our school for different project and it has always proved to be an interesting way to enhance communicating and team working skills among students, in a meaningful and interesting context.

What influence will this experience have on your future?

We might go on working on European projects (being them Erasmus+ or eTwinning), but first of all we will surely go on implementing CLIL modules in our classes, and introducing more ICTs and web-based activities in our everyday lessons. For most of us, the project has been a motivating factor in order to perfect our English skills.