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

Students acquired IT skills concerning digital poster creating.

The theme motivated the students to select Internet materials for their articles and work in teams to edit them.

Participation in sport activities and meeting famous sportspeople motivated students to set high goals not only at sports but also in academic performance.

We managed to plan the activities in time.

CLIL Module 2

Sports in History

The content of the module gave students the chance to improve their reading skills as the theme caught students' interest.

Students got experienced working in a team making e- books, e- magazines, animated interviews as the work demanded work on writing the texts, editing, designing the book cover. IT skills to format, select the visuals were learned. The tasks were time-consuming as students and teachers had to acquire new skills.

CLIL Module 3

Benefits of Individual Sports

Students wrote e-letters to famous sportsmen in their native language or in English and then they were translated from Latvian into English or vice versa thus improving translation skills. Sportsmen were drawn and the drawings added to their biographies. Students had an opportunity to combine their visual art and ICT skills whereas we co-operated with art and sports teachers. This module did not require new IT skills.

CLIL Module 4

Team Sports and Sportsmanships

Students enhanced their creativity compiling questionnaires to sportspeople, organisational skills organising meetings with sportspeople, writing guidelines for fair play and tips on boosting self-esteem, thus promoting personal growth.

A new challenge was to create poems about respect and acceptance in sport. Everyone could find the poems on Twitter and comment them. It was easy to work as everyone enjoyed group work.

CLIL Module 5

Doping

Students were involved in making anti-doping slogans. They had to learn to create slogan texts which differ from article texts or poem texts.

Students got acquainted with doping cases in their countries and the consequences. Videos which contained information on doping substances were watched in class.

The language was complicated and demanded more time to complete the tasks.

Students wrote articles about the doping issues. This material made students apply their biology knowledge. Several sportsmen who had been involved in doping scandals were chosen in order to write articles about these cases, adding students' comment. Opinions were first exchanged in groups, then summarised in written form. Teachers used individualisation and differentiation as the tasks were divided among several groups.

CLIL Module 6

Physical Activities and Healthy Balanced Sustainable Diet

In order to work out suggestions on healthy nutrition students used the module materials and applied their knowledge taught to them in biology and home economics lessons. Additionally they researched the Internet sources and made Sport Activity and Healthy Diet Pyramids which were presented at sports or English lessons. English and sports teachers co-operated when students' activities and presentations were planned and evaluated.

ICT skills had to be applied also interviewing classmates and processing the data which were analyzed. Results were presented in groups. Although the tasks were challenging and time-consuming, we accomplished them ahead of time because each group member focused on some part of the tasks. We also co-operated with home economics teacher who organized Recipe Competition "My Christmas Treat". National food recipes were presented just before Christmas holidays.

CLIL Module 7

Non-Traditional Learning

Students were involved in group discussions about the education system in the country, about its drawbacks and the ways how to change it to make it more attractive for learners.

IT skills helped students to cope with a new task type – making a commercial. Technologies were used to make videos on non-traditional ways of teaching and learning. Teachers worked only as advisors and there was no need for their help as students have become more independent and teachers have learnt to trust them more.

A. Etwinning activities in terms of:

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

Various forms of activities and final products were chosen by students and teachers such as

- Articles about gender equality, culture, Song and Dance Festivals in Latvia, Europe Direct centres in Latvia;
- Digital presentations about culture (Architecture, Churches in Bauska, Music Festivals in Latvia, Art and Literature, Celebrities, etc.);
- Videos on Religions in the World and Studying Abroad;
- Excursion to Europe Direct Information Centre.

Students were allowed to choose the themes independently, less teachers' advice was necessary. In 2017 students were invited to participate in online discussion – Forum about Migration to the European Union on 27 March and about Refugees on 27 April. A mixed group from different classes was formed in March, but all students were involved in writing the questions. The students who joined mobility took part in forum in April. The next forum discussion Pros and Cons of the EU is planned in May.

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

Students proved their abilities to work in groups making e- magazine and e- book on sports history. Students acquainted their peers with the most characteristic games in their countries, actively demonstrating them and actively participating and involving others. Students and teachers also had cultural experience – nicely organized trips around the city.

Mobility to Byalystock, Poland – April 2016

Even more new technologies were used and both teachers and students had to cope with the tools they had not used before (e.g. Madmagz, Avatar). We overcame these difficulties helping each other, also while filling in the SurveyMonkey. As the students were motivated they saved the time allocated to the tasks and could enjoy sport activities and cultural programme.

Mobility to Istanbul, Turkey – May 2016

IT skills had to be used to make animated interviews. Students also have TWITTER account to share their experiences and feelings about the project activities. Amazing cultural and sports activities program. Group work and team work was the main method.

Mobility to Crema, North Italy – November 2016

As more attention was paid to sports activities the teachers could spend time exchanging experiences. The final products were made using anti-doping slogans written at each school so a lot of students had taken part in this initiative.

Mobility to Moreni, Romania – February 2017

Students participating made posters, multi-lingual picture dictionary, cartoon strips and questionnaires. Teachers provided help if it was necessary. All the tasks were completed on time. The presentation of the recipes and videos showed how creative students had been and it was good except for the sound – unfortunately there was no equipment to ensure sound quality.

Mobility to Latvia – April 2017

It was a real challenge to cope with the different perception of time among participants, but the students were responsive and helpful. Their work in groups improved with every day as they got to know each other better and managed to carry out the envisaged tasks. They even showed initiative in forming another team involving all the countries and finished the video about Healthy Lifestyle which was started in Romania.

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?

We did not have any language or integration problems in the countries we visited during the above mentioned mobilities as the students, our colleagues from other countries and local people were very friendly and open.

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 only difficulty was connected with time because we had to combine the themes that are in our secondary school curriculum with the project themes which required more time as usual. It was easier in cases when the themes coincided. Nevertheless, we managed to implement the project due to effective cooperation and planning.

What satisfactions and positive impressions did you get?

From the Project

It was quite exciting to work with students who were more motivated than an average student would be, were eager to do the tasks and work in groups. We succeeded in developing the foreign language and ICT competences as the project provided versatile tasks and activities. The project has been beneficial both to students and teachers.

From the CLIL Modules

We had an opportunity to apply the knowledge we had acquired in different foreign language courses, including methodology as regards CLIL, in practice. The themes chosen are useful not only for study but also for real life and life-long learning.

From the Mobility week you took part in

It is admirable how well students and teachers from different countries and cultures can work together, reaching a common goal. So we have come to conclusion that language definitely is not a barrier but a tool in building understanding among nations.

From the eTwinning project

It helped to have a closer look at the global problems that should be solved in the nearest future and also encouraged students to get acquainted with cultural heritage of their country fostering students' cultural awareness. They were ready to get involved in online discussions as well as used ICT effectively. The project has also widened participants' knowledge and understanding about European citizenship.

What influence will this experience have on your future?

Being involved in Erasmus + Project S.M.I.L.E. has fostered the use of ICT more often so we are going to continue doing it. We will be using non-traditional teaching methods in order to provide opportunities for students to improve their foreign language skills and self-evaluation and peer evaluation will also be part of the study process. Methods to be used in the future will include blended learning and flipped classroom as well.