

## CLIL snapshots

Many teachers have inspired us to write this book. Below we provide some snapshots of 'CLIL moments'. These classroom scenes show motivated learners and teachers actively engaged in CLIL. They illustrate the wide variety of activities we have seen in our visits to CLIL schools. They also show just how inventive CLIL teachers can be in their daily interactions with learners, and how creative and stimulated learners can be when learning in CLIL lessons. These are some of the practical classroom activities which have informed and inspired us in the writing of this book.

### **Activating: China (geography)**

A geography teacher is starting work on the topic of China with her class of 14- to 15-year-olds. She asks all the learners to bring in any recent quality newspapers and news magazines from home – either in their first language or in the language in which they are learning. She also brings some copies to the class herself. At the start of the lesson, she asks her learners to write down, in the language in which they are learning, at least five things they know about China. She divides the class into pairs and gives each pair one second language and one first language newspaper or magazine. She asks the pairs to find any articles on China and to write down each headline of the articles they find. As the learners work, she hangs up four posters on the walls around the classroom, each one with a different title: 'Economic issues', 'Political issues', 'Historical/social issues' and 'Environmental issues'. She then asks the learners to write the headlines they have found on the most relevant poster. Next, as a class, they discuss two aspects of the headlines written in the second language: firstly, whether they are placed in the most appropriate category, and secondly, whether there are any headlines which don't fit into any of the categories. She asks the learners to refer back to their initial list of five things they know about China to see if any of their points have been missed in the headlines. They have. She asks the learners to say which new category might be added; the class decides to add an extra category: Cultural issues.

### **Guiding understanding: sources on the Romans (history)**

A history teacher wants his class of 12- to 13-year-olds to learn about Roman reactions to the lifestyle and ways of warfare they encountered when they invaded Britain and the Iberian peninsula. He uses photocopies of illustrations and eyewitness accounts by Romans. These include drawings of houses, everyday objects, people dressed for battle and weapons, and short accounts from primary sources by Roman authors. He divides the class into pairs and asks the learners to skim the illustrations and texts and discuss if they were describing lifestyle or ways of warfare. He gives each pair two A3 sheets of card, a blue one headed 'Warfare' and a yellow one headed 'Lifestyle'. He then asks the learners to cut up the texts and illustrations, pasting all those to do with lifestyle on the yellow cards, and all those on the subject of warfare on the blue cards. He then gives the learners a graphic organiser: a table with four columns headed 1. Text/illustration, 2. Lifestyle, 3. Warfare, 4. Objective/subjective. He asks the learners to complete the table, summarising the information from each text or illustration and deciding for each one whether the information in it is objective or subjective. Finally, he asks the learners to note down five key words to describe lifestyle and five key words to describe ways of warfare.

**Focus on language: animal poem poster (general science)**

At the end of a unit on classification, a biology teacher asks her 12- to 13-year-old learners to create a 'poem poster' on their favourite invertebrate or vertebrate animal. The requirements for the poster include the use of scientifically accurate and relevant information about the animal they choose, illustrations and a poem of twelve lines describing the animal. The scientific information includes the animal's classification, its main body features, its natural habitat, its feeding habits, its way of reproducing, its natural enemies, environmental adaptations and any threats to its survival. On the back of the poster, learners are asked to list their resources. The teacher introduces the poster with an example she has made herself and asks the learners to find all the adjectives she has used in the poem. She then gives the learners a list of words used to describe the features of animals and asks them to find any words which are not adjectives. The learners make colourful, creative posters and original poems about many different animals – a dolphin, a tiger, an elephant, a mole – which illustrate clearly that they have learned valuable biology knowledge and skills about classification. Here are two examples, including the learners' original errors, created by learners at van den Capellen school in Zwolle, the Netherlands.

**African elephant**

African elephants are very big  
 And they are also a little bit thick  
 Tusks, so are called their two teeth  
 Fruits, flowers, roots and grasses is what they eat  
 The women are pregnant for two years  
 And they also have very big ears  
 An elephant's tusk is a union of the upper lip and nose  
 Elephant's live together very close  
 Were they live is the savannah  
 You have the Asian and the Africana  
 People poach on the ivory of the beast  
 And when they are 71 they have mostly been deceased

**The Tiger**

Sneaking trough the woods,  
 Ready to take their prey,  
 Sneaking trough the woods,  
 Deadly, yes, they are,  
 Sneaking trough the woods,  
 Very big and strong  
 Sneaking trough the woods,  
 Two pairs of legs, no wings  
 Sneaking trough the woods,  
 A head, sharp teeths,  
 Sneaking trough the woods,  
 A fat, long tail,  
 Sneaking trough the woods,  
 Hunters looking for him,  
 Sneaking trough the woods,  
 It's the tiger!

**Focus on speaking: Lego® bricks and horses (biology)**

A biology teacher has a practical idea to encourage his 14- to 15-year-old learners to speak. He gives learners Lego bricks and horses to demonstrate their understanding of homeostasis – how the pancreas regulates glucose in the blood. He uses this activity to consolidate what learners have already learned about homeostasis. In groups of four learners get a pile of coloured Lego bricks and horses; the bricks represent food entering the body. The white bricks represent glucose in the food, and the horses represent the messengers the body sends to different organs in order to maintain the sugar balance. Each of the four learners receives a role: digestive system (stomach), transport system (blood), pancreas or liver. The learners then use the Lego bricks to demonstrate and explain to each other how the body maintains its blood-sugar levels. They first practise in groups, and then present the process to the class.

Learner A: (stomach)	I am the digestive system. The food (holds stuck together coloured Lego bricks) enters the stomach, and I break it down into different bits (gives broken up bits of Lego to circulatory system – learner B).
Learner B: (blood)	I am the circulatory system. I transport the different bits, including the sugar (white Lego bricks) around the body (gives white bricks to pancreas – learner C).
Learner C: (pancreas)	I am the pancreas. I notice that there is a lot of sugar (white Lego bricks) in the blood. I send insulin (a brown Lego horse) to the liver to say that there is a lot of sugar in the blood (gives brown horse to liver – learner D).
Learner D: (liver)	I am the liver. The insulin makes me (and the muscles) store the sugar (puts white Lego bricks on brown horse).
Learner C: (pancreas)	I am the pancreas. I notice that there is very little sugar in the blood. I send glucagen (white horse) to the liver (gives white horse to liver – learner D).
Learner D: (liver)	I am the liver. I release some sugar into the blood (takes white Lego bricks from brown horse and gives to circulatory system – learner B).

**Focus on writing: Sahara brochure (geography)**

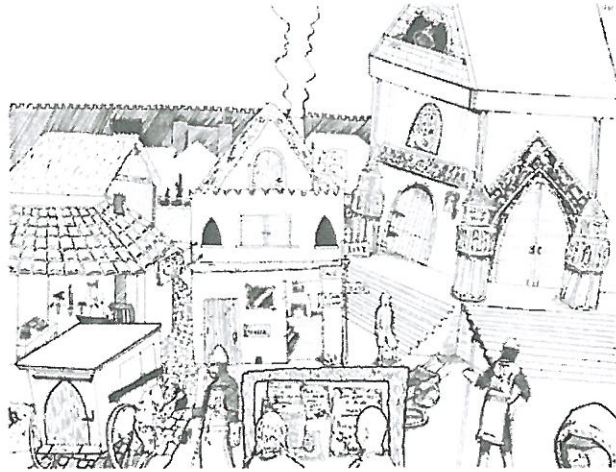
At the end of a unit on deserts, a geography teacher asks her 13- to 14-year-old learners to do a mini-project: to produce an illustrated brochure for an expedition through the Sahara desert. In groups of four they gather information from the Internet to create a brochure containing the following information: an introduction to the destination, a map of the route (avoiding conflict zones), a paragraph on landscape, culture and people, a packing list (including reasons why each item is helpful in the desert), a risk assessment chart on hazards and ways of avoiding them, a food web of plants and animals, a sample diary excerpt from a previous participant and a conclusion. Learners produce imaginative brochures. Below is a sample of some original writing – including their errors!

**Extract from brochure on the Sahara**

We will move through the lands Libya, Egypt and Sudan to reach our end: the city Khartoum. We are travelling east after we all reach Tripoli. At the intersecting point of the Nile right above Cairo, the pyramid Khufu can be seen. When we arrive at Cairo, we will go further south along the river Nile. After a little while we will change our course and head out for the magnificent oasis Ai-Fayyum, where we stay for two days and rest. Then we will move on along the Nile and reach Khartoum.

**Assessment, review and feedback: using multiple intelligences (history)**

A history teacher is applying multiple intelligence theory to his ways of assessing. He gives his 13- to 14-year-old learners a choice about how to display their knowledge and skills about historical change between 1350 and 1600 and creates assignments for them which aim to appeal to different intelligences. Some write a rap about it (musical and linguistic intelligences); some write an essay (linguistic and logical intelligences); some make drawings (visual-spatial and bodily-physical intelligences); some work together on their assessment (interpersonal intelligence) and others choose to work alone (intrapersonal intelligence). Here is an example of two beautifully drawn comparative posters drawn by a learner who is not very strong, linguistically. He spent many extra hours creating these posters and was extremely motivated by the idea of being able to show his understanding visually. The posters show, in an amazing amount of detail, not only his skill as an artist, but also his depth of understanding of the changes during this historical period.

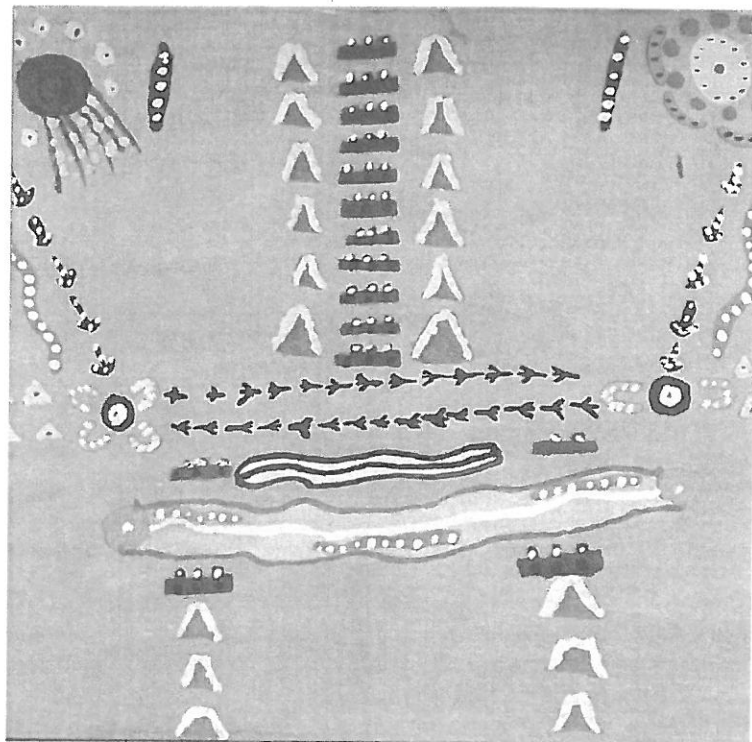


Posters showing historical change from 1350 to 1600

### Team teaching (art, design and technology)

As part of an art project, learners in their first year of CLIL have produced some aboriginal paintings, using aboriginal techniques, colours and symbols to tell their own modern Dreamtime stories. Their art is framed and the paintings and the artistic statements are exhibited at school. For example, one learner's aboriginal painting shows the story of how she fell off her bicycle when she was small; another about driving to a shopping centre; another about a family reunion. To accompany their aboriginal art, learners work in their language lessons on writing an artistic statement to explain their work. During one of the last lessons, both the language teacher and the art teacher are present: the language teacher helps learners work on their artistic statements and the art teacher supports their artwork. Here is an example of a painting and its accompanying artistic statement. (NB This is the learners' original work, including errors!)

#### Artistic statement



This painting is about a group of aboriginals. This group is divided in women and men. The children of both groups want to play with each other. But the parents believe that if the children don't see each other they will become stronger.

There is only one way which the children can try to see each other; A river with snakes. Everyday the children try to cross the river. Once it was done without being attacked by snakes.