

Metodologia CLIL nelle scienze motorie: spunti pratici per la didattica

Trento - Liceo Da Vinci
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Our plan for the day

9am Introduce ourselves

9:20-9:45 Overview of CLIL keywords, CLIL methodologies and strategies

9:45-10:30 Basketball Lesson Planning

10:30-11:10 Teachers give one-one-one lessons to students on Basketball

11:10-12:00 Return to Classroom

- Feedback - what worked? what did not? why?
- Adapting to different age groups, language levels

12:00-13:00 Lunch Break

13:00-14:15 Baseball & Flag Football Lesson planning

- Introduce the sports
- have groups brainstorm, research, try out the worksheets

14:15-15:00

- Try out in the gym
- Feedback

Icebreakers and introductions

STAND UP AND STAND IN A CIRCLE

FIRST ROUND

When you receive the tennis ball, say your name out aloud.

SECOND TIME AROUND

Throw the ball to a partner and say their name out aloud.



Icebreakers and introductions



Describe yourself in just 4 words.

You can choose nouns, adjectives, or verbs to recall physical or character traits, the subject you teach, a favourite song, what annoys you or makes you feel good...

My attempt:

- love
- art history
- CLIL
- balance

Find a partner and discuss.

CLIL keywords

scaffold
describe **questions**
ideas clarify
concept **support**
define subject
content **explain**

Are we all
familiar with
these keywords?

Strategies and methodologies

Remember: a good CLIL lesson is a box. A good CLIL module is made up of these boxes and it's a box itself.

What 3 parts are ALWAYS necessary?

Think, pair, share.



TPR

Total Physical Response (TPR) is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It uses physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress.

Total Physical Response (TPR) may be used to teach many types of vocabulary but **works best when teaching vocabulary connected with action**. It is an effective strategy to use with English Language Learners as well as with native speakers when learning new words.

TPR

1. Prepare

Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

2. Teacher Modeling

Say the new vocabulary word for the students. As you do this, use gestures, facial expressions, props or body movement to illustrate the meaning of the word.

3. Student Modeling

Have student volunteers mimic the same gestures, facial expressions, use of props or body movement modeled as you say the word.

4. Student Participation

Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the word.

5. Writing

Write the word or phrase where all students can see it so that students can make the connection between oral and written words.

6. Repetition and Practice

Teach the next word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words.

VARIATIONS

TPR Circles

Organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. This person then stands behind the teacher and watches for the student who does the action last. Eventually there is only one student, he or she is the winner.

TPR Sounds

The teacher will first get the students to do the actions connected with each vocabulary word. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

TPR Simon Says

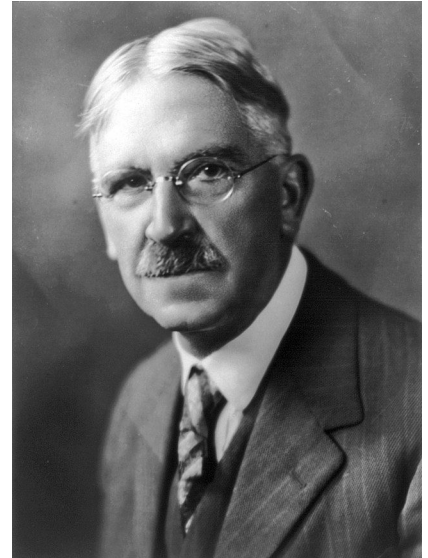
Play Simon Says. The teacher gives a command and students should only do it if the teacher "Simon says..." at the start. The teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if the teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

Learning by doing

“Education is not preparation for life; education is life itself”
John Dewey (1859-1952)

Dewey's educational philosophy was based on four core principles: utility, interest, experience, and integration.

John Dewey believed that not only students learn, but teachers also learn from the students. When teachers and students, both learn from each other, together they create extra value for themselves.



TBL

Task-based learning is an approach to language learning where learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used.

Example

Encourage group work

Group work can provide a great opportunity for students of different levels to learn from each other (Treko 2013).

- levelled groups
- mix levels within a group.

Both are valid options. When? Why?

Think of how students would benefit from each situation, then share with your partner.

Use self-assessment tools

Provide students with a “can-do” checklist – or have them create their own.

A list of statements intended to track progress, focusing on different ways students can apply their language skills, i.e.

“I can talk about the football game,” or “I can understand a match commentary.”

Can you think of a checklist for your subject-matter?

Write down two statements and share with your partner.

Teaching American sports

We have uploaded different materials on Classroom (songs to create an immersive environment, useful vocabulary, lesson plans, videos, worksheets, games, slides, etc.) regarding three sports:

Basketball - Baseball - Flag Football

Open them on your phones and have a look at the first sport, the one you all are most comfortable with: basketball.

Plan and try out a Basketball CLIL activity

Call to action:

in pairs/groups of three, you have 30 minutes to plan a CLIL Basketball activity

We will then move to the gym, where a real class is waiting for us.

Each group will have two/three students to try out their activity.

Basketball Activity Feedback

Think-Pair-Share:

What competencies and skills have you enhanced?

What problems arose (In a levelled group? In a mixed group?)

How can you help your students?

Discovering American sports

Flag Football and Baseball

You are the students now!

1. Brainstorm: what do you think this sport is?
2. Watch the video and complete the worksheet. Do you have a better understanding of what the rules are?
3. Webquest: surf the internet and answer the questions.
4. Let's go back to the gym and try it out!

EXIT TICKET

Think about

3 key words you will remember

2 new items you learned

1 question

Stand up, find a partner you haven't talked to today and share

Thank you!