



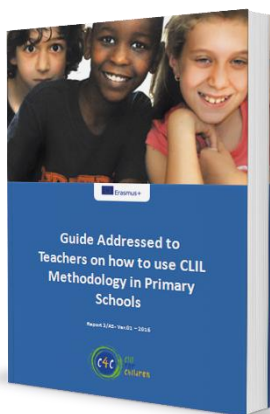
# A Resources Pack to Implement CLIL in Primary Schools!

C4C - CLIL for Children Newsletter, March 2017

## The CLIL for Children (C4C) Project

The aim of the C4C project is to support primary school teachers with a **comprehensive training program for CLIL teaching**. The project is developing a series of digital Publications, CLIL materials, and lesson plans for teaching Science, Mathematics and Geography, as well as an online course for teachers on how to use CLIL methodology in primary schools. A piloting activity four partner countries involved in the project will be managed by the teachers participating in a Mobility for teachers and other training activities.

*Guide Addressed to Teachers on how to use CLIL Methodology in primary schools*



The Guide is inspired by local research into the needs and conditions in partner countries in an Erasmus+ funded project called **C4C - CLIL for CHILDREN**: Italy, Poland, Portugal and Romania.

C4C Questionnaire respondents indicated that they would appreciate being provided with an easily accessible course on CLIL methodology that would offer a comprehensive training on how to develop primary school CLIL materials and lesson plans effectively.

The Guide adopts a **hands-on approach and demonstrates through practical examples** how to develop CLIL materials and lesson plans, specifically designed for primary school use.

In some European countries, 'primary school education' refers to teaching and learning situations in which, for the most part, one teacher teaches all 'subjects' to their own class or a group of children aged up to 12. In certain contexts, such education already includes the notion of subject areas taught independently, as is the case, for example, with primary CLIL teaching in some countries.

Teaching in primary schools is often topic or project-based, among other models, and the teacher draws implicitly on different disciplines and 'subjects' to render children's 'meeting with the world' in a more systematic manner.

Find out more at  
[www.clil4children.eu](http://www.clil4children.eu)

Strategic Partnerships (Key Action 2) ~ Project number: 2015-1-IT02-KA201-015017. This publication was supported by the Erasmus+ Programme of the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein.



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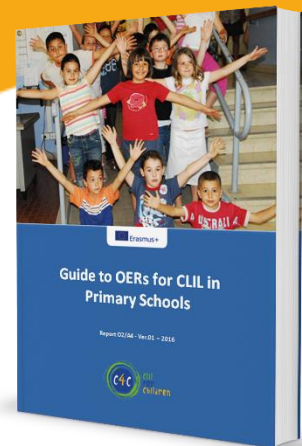
## State-of-art Report on the use of CLIL methodology in primary schools

This **Report** collects information on current experience and state of the art in using CLIL methodology in primary schools in partner countries, and in general in the EU. The information collected is desk research and questionnaire-based.

C4C offers a **review of theories developed on this topic** (books, articles in scholarly journals, online articles, etc.). Every main method selected (with a related supporting theory) has been described in a separate chapter. Each method has been discussed from a number of perspectives, including:

- optimum age range and group dimension of children,
- the overall level of complexity in application,
- the amount of training requested by teachers,
- the equipment required,
- expected results, and
- online and paper-based sources of information on the methodology.

One section of the study contains a **narrative by each partner of their current methodology(s) for promoting CLIL**. Moreover, a number of examples of good practice have been selected. This Report includes a description of the results obtained by a questionnaire-based **survey**.



## Guide to the OER (Open Educational Resources) for CLIL in primary schools

The Guide to OERs for CLIL in primary schools comprises materials created by combined effort of four C4C partners to collect and evaluate 90 Open Educational Resources (OERs) for teaching English through CLIL in primary schools (children aged 5 to 12 or attending grades 1 to 6, depending on their country) in a variety of European countries, namely: Czech Republic, Italy, Germany, Poland, Portugal, Romania, and Spain. C4C partners assessed CLIL OERs for Science, Geography and Mathematics in terms of their quality and used some of them for teaching materials and publications developed within the project.

Thus, the survey on OERs in the countries mentioned above was carried out by keeping in mind the need for selecting and identifying several types of resources and materials:

- useful resources for **training** and professional development of the CLIL teacher,
- resources for **planning** CLIL courses and lessons, and
- resources for **designing** classroom materials.

Many organizations in each one of the aforementioned countries, along with online-based organizations, offer pools of resources for primary and secondary CLIL education, including a number of European consortia, EU-funded projects, the British Council, and many primary and secondary schools. However, as agreed, the C4C Guide to OERs not only explored these pools of Open Resources for CLIL, but selected from them **both lesson plans and resources**, according to topics for CLIL in Science, Geography and Mathematics and described and rated for the use of pre and in-service teachers, teacher trainers and students.

C4C materials can be downloaded from [www.clil4children.eu](http://www.clil4children.eu)

# A Resources Pack to Implement CLIL in Primary Schools!

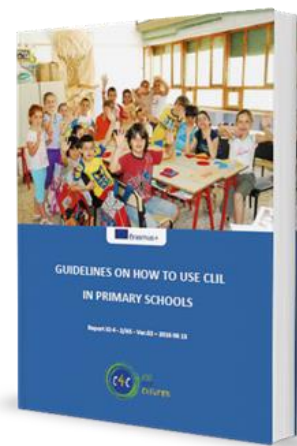
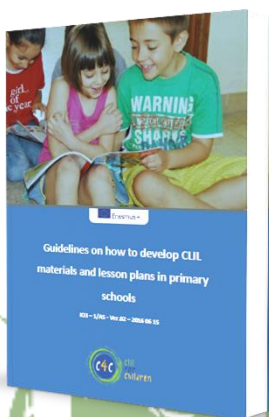


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## *Guidelines on how to develop CLIL materials and lesson plans in primary schools*

The aim of these Guidelines is to provide guidance to teachers with a view to helping them design CLIL lessons and teaching materials.

The first section outlines the general design and content distribution within the C4C project, while the second outlines a set of rules and principles to follow while designing lesson plans and materials for children. The final part comprises a lesson plan template and a sample lesson plan with references to all external materials used.



## *Guidelines on how to use CLIL in primary schools*

CLIL methodology entails a specific educational approach based on the integrated learning of content and a foreign language, the latter of which is acquired through subject-related contents provided in such a way as to encourage learning. Special attention is paid to the learning skills, as they are paramount to an efficient linguistic and communicative learning.

For this reason, the CLIL approach is grounded in good practice in education and CLIL cannot be separated from standard good practice in education (see *Mehisto, Marsh and Frigols 2008\**).

CLIL is a value-added, as opposed to subtractive, approach that seeks to enrich the learning environment.

*\* Mehisto, P., Marsh, D., Frigols, M.J. (2008). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. Oxford: Macmillan Education.*

All these materials in  
[www.clil4children.eu](http://www.clil4children.eu)





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## Meetings & Activities in 2016 and 2017

### September 2016

The second Partners' meeting took place on 7-8 September 2016 in Terni. Partners discussed issues related to the Guide addressed for teachers, the planning of the face-to-face training, the organization of the blended mobility for teachers in Poland.

### October-November 2016

Teachers taking part in the face-to-face training and researchers were actively involved in designing C4C CLIL lesson plans and teaching materials targeted at children aged 8-9, on the following content subject areas:

- Science: The World of Plants, the World of Animals
- Geography : The World around Us
- Mathematics: The World of Numbers, the World of Shapes and Units

### November 2016

C4C partners participated in the Mobility for teachers in Lodz, Poland. Its aim was to train teachers in CLIL for primary education during seminars and workshops, as well as design 15 C4C lesson plan package with teaching materials for students.

### November - December 2016

Teachers and researchers exchanged ideas and comments on the CLIL lessons designed during the Mobility in Lodz to improve their quality and meet educational needs of primary school children.

### January – February 2017

The teachers involved in the C4C project, who are supposed to be trained online rather than face-to-face, start the C4C online course which is based on the Guide and the two set of Guidelines for teachers.

## LODZ (Poland) MOBILITY FOR TEACHERS

at the Faculty of Philology, Department of Pragmatics, University of Lodz, Poland

This Mobility for teachers, an integral part of the **C4C training programme**, took place on 14-18 November 2017 in Lodz, Poland and it has been organized and managed by the partners at the Department of Pragmatics, Faculty of Philology, University of Lodz. It was a great opportunity to attend seminars and workshops, share experiences, discuss CLIL-oriented topics, try out CLIL techniques in designing CLIL lessons and teaching materials. The participants also had a chance to visit Polish partner school's - **Szkoła Podstawowa nr 199** – premises and observe two showcase CLIL lessons. Seminars and workshops, as well as CLIL lesson observation at the Szkoła Podstawowa nr 199 premises were recorded and are part of the C4C online course..



For more information visit  
[www.clil4children.eu](http://www.clil4children.eu)

From February to June 2017, teachers from our partner schools, who were involved in CLIL training and Mobility for teachers in Lodz, will carry out *piloting activities* to test, experiment with, and adapt the C4C lesson plans and teaching materials for Science, Mathematics, and Geography to their local curricula and specific educational needs.

### The C4C - CLIL for Children Consortium:

- The Language Center, Todi (Italy)
- Direzione Didattica, Todi (Italy)
- Direzione Didattica Aldo Moro, Terni (Italy)
- Giunti O.S. Psychometrics, Florence (Italy)
- The Castelo Branco Polytechnic Institute (IPCIB), Castelo Branco (Portugal)
- Faculty of Education Sciences (FSEd), University of Pitesti (Romania)
- Faculty of Philology, Depart. of Pragmatics, University of Lodz (Poland)
- Agrupamento de Escolas Gardunha e Xisto, Fundão (Portugal)
- "Alexandru Davila" School, Pitesti (Romania)
- Szkoła Podstawowa nr 199, Lodz (Poland)

