



CLIL for YEC Young European Citizens

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**Guide
Addressed
To
Teachers
on how
to Use
CLIL
in Primary
School**

for

**Innovative Activities
on Cross-Curricular
Topics:
European,
Intercultural
and Global
Citizenship,
Environment
and Basic
Financial
Education**

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Foreword

The *Guide addressed to teachers on how to use CLIL in Primary schools for innovative activities on cross-curricular topics: European, Intercultural and Global Citizenship, Environment, Basic Financial Education* aims to serve as a comprehensive introduction to the use of CLIL in Primary School to develop the broad cross-curricular areas (Citizenship, Environmental and Basic Financial Education), and is addressed to CLIL teachers who would like to develop topics in these areas in their lessons. It is closely linked to a collection of materials (18 PBL lesson plans - 36 hours) about these topics addressed to Primary School teachers who want to integrate language and content in their classroom activities using the **innovative methodologies** to apply CLIL in **Primary School** and to do so through project-based learning or PBL.

This Guide is a continuation of *The Teacher's Guide on CLIL Methodology in Primary Schools*, developed for the Erasmus+ funded project CLIL for CHILDREN. It was inspired by research into the needs and conditions of the partners from Italy, Portugal, Romania and Spain in a new Erasmus+ funded project called CLIL for Young European Citizen (CLIL4YEC). The main aim of CLIL4YEC is to promote the use of **Content and Language Integrated Learning (CLIL) in Primary School**, in order to develop **European and Global citizenship, Environment Conservation and Protection** and **Basic Financial Education**, three relevant issues for a better European integration and wellness and for sustainable living. In this project, CLIL moves a step forward, from integration of language learning and curricular subjects to cross-curricular and intercultural education for European Citizenship and the development of key competences and basic skills. There are broad, universally relevant global topics that are closely tied to the intercultural dimension. In this field, CLIL can open up new possibilities for Primary Education, e.g., virtual exchanges and online peer-to-peer collaboration across countries and cultural spaces, monitored by teachers and families.

The Guide is also developed from previous project products (available for download at <https://clil4yec.eu/intellectual-outputs/>), listed below.

- A State-of-the-Art Report about the use of CLIL to develop Citizenship Education, Environmental Education and Basic Financial Education in the above mentioned countries.
- A Census of OER's to be used for CLIL in Primary Schools for Cross-Curricular Activities on the Topics of European Citizenship, Environment, and Basic Financial Education.

- An online CLIL OER Repository with Sharing & Rating Functions.

There are many varied school frameworks across European countries. This Guide supports diversity of languages in CLIL, but it focuses on Primary Education (5 to 12 year-old students) and on English as the language of instruction. The Guide is addressed to in-service teachers (English teachers, generalist primary teachers and teachers involved in CLIL programmes) and it can be used by teachers involved in CLIL at their convenience. So, if you have been involved in some CLIL experiments or training in the past, you may wish to concentrate only on the parts of this Guide that are useful to your CLIL planning and monitoring. In contrast, if you are a novice teacher or have just recently started using the principles of CLIL, you may like to begin with *The Teacher's Guide on CLIL Methodology in Primary Schools* (<http://www.clil4children.eu/>).

The aim of this Guide is to list examples of good practice and provide practical examples in order to:

- 1) Help teachers plan CLIL learning activities with students.
- 2) Help teachers observe students' behaviour and learning.
- 3) Help teachers monitor the results of CLIL learning sequences.

The Guide is divided into two parts.

■ **Volume 1 of the Guide** covers the main theoretical principles and is divided into the following parts:

1. Introduction
2. CLIL and project-based learning (PBL)
3. Virtual exchanges
4. Families and other stakeholders' involvement
5. Putting the theory into practice: Planning project-based, CLIL lessons on cross-curricular topics including virtual exchanges and parents' and other stakeholders' involvement
6. One sample of a PBL lesson plan

■ **Volume 2 of the Guide includes the 18 PBL Lesson Plan Package** with teacher notes developed for the CLIL4YEC project by CLIL teachers, researchers, and teacher educators.

1 Introduction

As in the project C4C (CLIL for Children) developed by most of the partners in this strategic partnership (<http://www.cilil4children.eu/>), CLIL is here understood and referred to as a “dual-focus educational approach in which an additional language is used for teaching of both content and language” (Mehisto, Marsh, & Frigols, 2008, p. 3). In terms of the rationale for lesson structure, CLIL will be conceived as “an approach to foreign language teaching in which language instruction is organised around non-linguistic topics, themes and/or various subject matter rather than around linguistic lesson plans.” (Alba, 2009).

It could be said that CLIL promotes a holistic approach to teaching where specific disciplinary subjects (e.g., Science, History, Arts & Crafts or Civic Education and Citizenship) are more easily brought together and thus specialisation, more typical of higher educational stages, is avoided. This is why this project has decided to explore the application to CLIL of project-based learning, a particularly interesting educational methodology to stimulate the connection between the different subjects or topics of the curriculum. In this way, we will also attain another important objective of our project, i.e., to facilitate the connection between what is learned at school with the real world, all of which will be achieved by real language use. Project-based learning (from now on PBL) is especially appropriate for this project as we are working with cross-curricular areas, which particularly suit this type of approach.

Example: one PBL lesson plan developed in this project deals with the topic of taxes. Since it is quite complex content, the best way of approaching it and bringing it closer to the students is by relating it to their local and real context (e.g.: identifying something wrong in their community and realizing the tax money it requires). This way, students experience meaningful learning, while working with authentic language.

As you can see in this example, implementing PBL in CLIL settings can have numerous advantages for students learning content in a foreign language. For example, PBL can help children observe their local environment, identify the main problems happening there, think about solutions, or work out how a close institution like the town hall might be involved in providing solutions, which will probably mean suggesting that some money is used. Furthermore, it encourages the acquisition of different abilities needed in their daily life. As shown

by Krauss and Boss (2013), PBL promotes certain skills that will be useful to children in the long term. These ‘executive skills’ are the following:

Skills enhanced by project-based learning	Importance for students	Illustration referred to example above
Flexibility	Children become familiar with the idea that not always are there right or wrong answers: reality is complex.	The problem identified in their community may have different ways of being solved. Different proposals can be made.
Organisation	Children learn to participate in activities made up of different steps.	Before proposing a particular intervention, in our case, working out the money that is needed to improve something in their local community, students have to identify the problem, think about solutions and finally decide on how to make their proposal.
Self-control	Children learn how to control their own impulses as they need to collaborate with other students while at the same time, they have to pursue goals that are not immediate.	Before any proposal is made, students need to work with other students, and they need to agree on a final proposal. The whole process is going to take time.
Time management	Children learn to control their own schedule.	Since some steps of the project will be carried out of class, children are going to have to decide, with the help of the teacher and stakeholders, how to organize their work.
Metacognition	Children learn how to reflect about their own learning.	During the whole process, children will need to think about the knowledge and tools that they need to complete it.

Table 1 - Skills enhanced by project-based learning.

Apart from these skills and advantages that PBL has in educational settings, Kraichik & Blumenfeld (2006) also analysed PBL from a pedagogical perspective. According to these authors, PBL has been shown to incorporate elements that are now considered as part and parcel of a sound approach to teaching. These elements are the following.

- **Active construction of learning**

Every experienced teacher knows that children’s passive assimilation of information results in superficial learning, while an active approach by which children do (in what is usually called a constructivist approach) enhances and promotes learning that will last. “In project-based learning, students actively construct their knowledge by participating in real-world activities similar to those that experts engage in, to solve problems and develop artifacts” (Kraichik & Blumenfeld, 2006, p. 319).

- **Situated learning**

Learning that takes places in the abstract is less effective and less amenable to be transferred to other situations than learning connected explicitly to a context. With language occurs the same: it is in the association of a pattern with a specific context where second language thrives. This means that content and language are best learned if they are not presented in an isolated way, and they are related to a specific learning situation.

- **Social interaction**

All knowledge is shared and developing projects as a means to solve a problem are one of the best ways to promote interaction with other students, teachers and other members of the community. Working collaboratively enhances students’ curiosity and thirst for new knowledge especially when it relates the in-school world with their experiences out of school. In this project, stakeholder’s participation is highly valuable.

- **Cognitive development in relation to the use of technological tools**

Project-based learning emphasises the need to make use of helping aids or tools different from the ones traditionally employed in class. Particularly, it enhances the use of technology, whose main goals have been defined in relation to (Kraichik & Blumenfeld, 2006, p. 320):

- (1) accessing and collecting [...] data and information;
- (2) providing visualisation and data analysis tools [...];
- (3) allowing for collaboration and sharing of information across sites;
- (4) planning, building, and testing models;
- (5) developing multimedia documents that illustrate student understanding.

Besides, in our view, there is a fifth element: motivation. PBL offers children an indisputable motivating element. By choosing projects related to their own interests, students are more likely to become involved in the learning process. If adequately designed, projects bring ‘complex reality’ to the classroom and students feel challenged by the demands that such activities enhance. Placing students in realistic environments creates the conditions for long-term learning.

You can see examples of project-based techniques from designed PBL lesson plan that can be used in CLIL settings in section 2.2.3 - *Examples of techniques to be used in Project-Based Learning*.



2 CLIL and Project-Based Learning

2.1 Introduction

After more than 20 years of implementation in Europe, most people involved would not discuss the idea that CLIL entails much more than simply teaching content subjects in a foreign language. Adopting a CLIL approach implies a change in the methodological techniques used in our classes.

What few people have underlined is the particular suitability of a project-based approach to CLIL. To get away from the language and communication problems that may arise when teaching/learning abstract subjects (mathematics, natural sciences, physical education or any other subject), it is important to get back to the basic principle of ‘learning by doing’, i.e., of learning by being dynamically involved in activities whose context is going to make language and content use much more straightforward.

Example: when learning about plants and how to plant them (‘learning by doing’), students will learn the language they need for that specific topic. By actually planting a seed and explaining the process, vocabulary related to plants, oral communication skills and the language of procedures will be acquired.

This idea of learning by doing is not new. The concept of ‘learning by doing’ is strongly related to performing activities and creating products in real-life situations, instead of using already made representations of different realities.

Example: when learning about ‘fruits and vegetables’ instead of using flashcards or drawings, it would be advisable to use actual food (*realia*) and let students manipulate them.

As Long (2015, p. 68) citing authors from the 19th century, puts forward, ‘learning by doing’ in a real context follows a long tradition in education:

“By compelling our children to study real things from mere graphical representations, instead of making these things themselves, we compel them to waste the most precious time; we uselessly worry their minds; we accustom them to the worst methods of learning; we kill independent thought in the bud; and very seldom we succeed in conveying a real knowledge of what we are teaching. Superficiality, parrot-like repetition, slavishness and inertia of mind are the results of our

method of education. We do not teach our children how to learn". (Kropotkin 1890/1913, 1899/1985, p. 176)

2.2 Principles for project-based learning

Now that we are familiar with the concept of project-based learning, a question arises: **how can project-based teaching be described?** Here is a short and clear definition:

"In project-based learning, students gain important knowledge, skills, and dispositions by investigating open-ended questions to 'make meaning' that they transmit in purposeful ways."
(Krauss & Boss, 2013, p.5)

As you can see in the definition, PBL starts with a driving question that every student must give answer to. To do this, they have to do research, collect information and create a final product. Therefore, they have to work through projects. This leads us to the question of **what is a project?** According to Hedge (1993, p. 276), a project can be understood as an:

"(...) extended task which usually integrates language skills through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem solving, oral or written reporting, and display."

To make this definition clear, here is an example from Krauss & Boss (2013, p. 9) to illustrate what a project can be:

Example: Shopping on a Budget

"Middle-school students research the question, How does someone get the greatest bang for the buck when grocery shopping? With a partner, students devise a healthy 1-week meal plan for four based on USDA guidelines. Next, each partner selects a store, and they comparison shop to find the best price per unit for each ingredient or menu item. Based on their per-item and per-grocery basket comparison, teams reach a conclusion about the most affordable place to shop. They get bonus points if they figure out how to put coupons to work to lower their grocery bill."

2.2.1 Projects and the curriculum

Now that the project-based learning approach is understood and that the definition of project has been presented, it is time to study its connection with the curriculum.

There are many implications in the definition of project mentioned above, but perhaps the most important one being:

*“Projects **are** the curriculum—not an add-on—and through them, students develop important capabilities.” (Krauss & Boss, 2013, p.6)*

Projects are, therefore, like thematic teaching, i.e., the teaching organised around units of knowledge, in that they contribute to the overall learning goals of a CLIL section. They are not an additional activity to reinforce ‘serious’ content dealt with in other classes. However, if the attitudes of the stakeholders involved (sometimes teachers, sometimes parents, less frequently students) is not the appropriate one, projects can become superfluous learning activities. Some elements make it difficult to link projects and the curriculum. This is why it is common to regard projects at school as complementary activities and not as part of the curricular subjects. The following are some misconceptions about school projects.

- First, projects seem to contribute to a lack of control in what is learned, creating the impression that not all curricular contents are going to be covered.

Example: although it may seem that curricular contents are only taught in the school subjects, cross-curricular topics (such as Environmental Education) are part of the curriculum as they can be included across different subjects. Environmental Education projects are usually divided in short steps but include important content of subjects such as natural or social science. Most times, these projects represent complementary work to what has already been taught. However, in PBL, learning is done through all the stages of the project.

- Second, given this less tight control of the thematic content, project-based activities seem to be less rigorous. However, if well prepared, projects cannot only be controlled and rigorous, what is more important they can be relevant for learners because their knowledge and skills become memorable to them.

Example: in a project-based approach the process and the final product are taken into account in the assessment. To accurately measure learning outcomes carefully designed assessment tools are used. (See PBL lesson plan sample (6.1), assessment tools, page 45).

2.2.2 Some tips on how to use language in Project-Based Learning

When implementing PBL in CLIL settings, we should question what the role of language is and how we can best integrate language into projects. There are several reasons why project-based learning is particularly suitable for language learning. It is important to emphasise here the expression used, ‘language learning’, as it places students and learners at the centre stage of CLIL experiences. This means that language teaching will take a secondary role. This is best understood if we assume that not all language teaching becomes language learning and what is most important: the bulk of language learning happens outside language teaching.

To facilitate CLIL teachers planning and delivering a PBL lesson, some guidelines and tips on how to work on language are presented below.

- Since projects, if they want to be successful, need to be adapted and tailored to meet students’ needs, they provide a necessary ingredient in the process of language acquisition: comprehensible input. If students do not understand what they are required to do in the project, they will not be able to complete it. The use of projects means that no particular textbook or canonical text is used and therefore the opportunities for exposing students to a language that suits their current level will be greater. Teachers will be more prone to make language accessible at every stage of the project development since the active role of the students will make this imperative.

Tip: it is important to use authentic texts and materials when performing a lesson, to make language learning meaningful. However, materials must be adapted to the students’ needs and level, so they can be understood (providing comprehensible input). See IO2, for authentic OERs, and for some ideas on how to adapt them.

- Projects will shift the attention from language and structures *per se* to meaning and communication. The project has to be meaningful to students and content becomes paramount to carry out the activity. This ties in with one of the main postulates of Second Language Acquisition (from now on SLA) that argues that most language acquisition happens when the main focus of attention is placed on meaning.

Tip: since we are working with projects and the stress is placed on linguistic ‘skills’ and ‘functions’, there is no need to emphasize the form of the language (grammar structures). The emphasis must be placed on the meaning of the language and on communicating meaning. See language aims in PBL lesson plan sample (page 45).

- Given this focus on meaning, projects are going to provide an opportunity for the two types of knowledge that SLA researchers have demonstrated to be more lasting or more effective in the long run: incidental and implicit learning. Incidental learning is bound to happen when students are exposed to great amounts of input. Learning a language involves mastering many linguistic constructions, the majority of which fall outside our traditional structural syllabi. Real language use is not just the result of using a grammar book and a dictionary. Incidental learning is what we usually describe as ‘picking up’ the language. Implicit learning takes place when students are not really aware of all the language they are learning. We could say, exaggerating to make this more understandable, that students’ knowledge of a second language is what remains after they forget all the grammar they have been taught. Since in projects there is not much room for ‘teaching’, this will normally mean that students are going to benefit most from the implicit learning they will get by being exposed to natural language use.

Tip: working with vocabulary through reading or listening, instead of using long vocabulary lists which show the concepts in an isolated way. Learning vocabulary related to the project, and not only to a specific topic, will be an example of implicit learning.

- A good project will typically involve group work (or pair work), and this will enhance interaction. As interactionists have repeatedly indicated, it is only by real interaction that language learning can take place. It is not enough being exposed to the foreign language; it is necessary that the language is used in contexts which approximate as much as possible real life. Of particular importance will be both the interaction between the groups and the teacher or other expert users of the language, which they might have to resort to in carrying out the project, and the actual language production by learners, their output. Only when learners use language do they realise the gap between the way they use language and the way their expert interlocutor uses it. This awareness is much more important than explicit language teaching.

Tip: teachers should encourage activities related with productive skills (discussions, presentations, etc.) Furthermore, they should be part of these activities, acting as models for the students.

- Finally, it is interesting to note that, in spite of being exposed to the foreign language, some students may persist in making the same errors, some of which may hinder their ability to carry out their projects, either because they do not understand a particular construction or because they are not able to produce the language they need to communicate their results.

Tip: errors are a natural part of the learning process. However, teachers must provide guidance throughout the process, using materials and language adapted to the students' level in the receptive and productive skills.

2.2.3 Examples of techniques to be used in Project-Based Learning

In this section, some examples of techniques to use in a CLIL project-based approach are discussed. In addition, some extracts from PBL lesson plans will illustrate the different procedures.

First, strategies directly related to PBL regardless the educational context are presented. In order to plan an accurate project-based lesson it is advisable to follow these guidelines (Krajcik & Blumenfeld, 2006):

- **Learning by doing.** A PBL setting allows students to learn by doing and applying their own ideas. Thus, students engage in real world activities thereby allowing significant learning.

Example: PBL lesson plan “taxes”

A problem is identified in the community about tax money. Students propose different alternatives and write them in order to share them with their international peers.

- **Real context.** Students participate in real-world activities where they have to discuss and try to solve problems and offer solutions. Therefore, learning is situated in an authentic, real-world context.

Example: discussion in PBL lesson plan “animals and plants”

“What is an invasive species? Can you give an example? Is a butterfly an invasive species? Do you know any invasive species in our region? A discussion will be made about an invasive species in their region. T will raise awareness about it and explain that it is a threat to the community.”

- **Active learning.** While ‘learning by doing’, learners actively construct meaning based on their experiences and interaction in the world, achieving a deeper understanding.

Example: recording themselves in the PBL lesson plan sample “together in diversity”

Once the picture book has been created and with the help of the families (if possible), students’ voices will be recorded reading the captions.

- **Focusing on learners.** Since learners use their own experiences and interaction with the world to learn, they instantly become the centre of the learning process. Teachers act as supporters and materials are means of acquiring knowledge. In this way, learners are the protagonist and responsible for their learning (explore the world, observe, interact, take in new ideas, make connections, discuss).

Example: brainstorming from students’ previous knowledge in the PBL lesson plan “taxes”

Brainstorming (eliciting the topic): *What services do you use in your city? Do you go to school? Do you go to the hospital? Do you walk in the street? Do you go to the park? Who pays for these services? Is it expensive?*

T writes some general ideas on the board until the word ‘tax’ emerges.

- **Social interaction.** As learning takes place in the real world and interaction is a key aspect in human development, we should follow the same model in PBL, fostering communication among students. In this way, students develop understandings of principles and ideas through sharing, using, and debating ideas with others (researching questions, suggesting hypotheses, discussing, challenging others’ ideas, trying out new approaches, etc.).

**Example: discussion among student in the PBL lesson plan sample
“together in diversity”**

“(…) Students will be asked to share, in small groups, their descriptions of the picture. After that, the whole class would discuss and reconsider the captions previously written, deciding the order of the photos.”

- **Following a structure.** To implement PBL in a proper and organised way, it is essential for lesson planners to develop the following steps.

Step 1. Starting with a driving question, a problem to be solved.

Example: driving question in PBL lesson plan “animals and plants”

“How can you know what animals are born in “Extremadura”? What plants can you find here? Do you think we can find the same animals and plants all over the world?”

Step 2. Exploring the question posed by participating, interacting, and researching in an authentic environment. As students work with the driving question, they learn and apply important knowledge on the topic.

Example: research on the driving question of the PBL lesson plan “animals and plants”

“Students will take their field notebook and draw different animals and plants that they can see in the playground (or a park near the school).”

Step 3. Students, teachers, and the rest of stakeholders involved should engage in collaborative activities to find solutions to the initial problem. This mirrors the complex social environment in which we all take part.

Example: parents taking part in students' homework in the PBL lesson plan "animals and plants"

"Once the students have drawn the animals and plants they found in the playground, they will have to search for information about typical animals and plants that they can find in the region (with their families' help)"

Step 4. While engaged in the inquiry process, students should get scaffolding of content that will help them participate in complex activities that require teamwork and stakeholders' support.

Example: scaffolding through videos in the PBL lesson plan "animals and plants"

Videos as scaffolding for learning about endangered species:
<https://www.youtube.com/watch?v=RBdLFOJlvW8> and
invasive species:
<https://www.youtube.com/watch?v=cm5kgrf1g1M>

Step 5. Finally, learners come up with a tangible product related to the driving question (providing an answer, finding a solution, creating an alternative...). The aim of this final product is to share it publicly to the rest of the educational community and other stakeholders.

Example: sharing final product in the PBL lesson plan "animals and plants"

These notebooks will be gathered in the international forum where the teachers upload their students' pictures. In small groups, students will be asked to discuss the information presented and choose the most interesting animals and plants of the notebooks.

However, even though it is important to bear in mind these considerations, it must not be forgotten that we are following a CLIL approach. Therefore, some specific techniques for PBL in CLIL settings should be carried out, as we are learning content through an additional language. See the points below.

- **Use clear instructions for activities:** especially at lower stages where students are not confident with learning in a foreign language, we should carefully think about the language we are using in the class to give instructions.

Example: first you have to... then, you should... And finally... Please, follow these three steps (T writes instructions in the board).

- **Check understanding:** it is crucial that students understand the aim of the activity and know what they are required to do. Also, we should observe the students' responses systematically and give feedback constantly.

Example: did you understand? Do you know what you have to do now? That's perfect! Try again...

- **Provide a model of the process and final product:** it is important to show a concrete model of the product before students start working on their own.

Example: final product example in PBL lesson plan sample "animals and plants"

T shows a field notebook previously completed by him/her.

- **Use visuals:** graphs, maps, hands-on activities, using body language, and gestures can also help students better understand the concepts in a foreign language. Visuals can act as supporting tools for written and spoken texts.

Example: poster created by students in PBL lesson plan "taxes"

In groups, students create a poster to present information related to the topic.

- **Introducing reading techniques to facilitate researching activities:** skimming (reading to get specific information) and scanning (reading to get the main idea).

Example: asking for general ideas or specific details when researching at home.

- **Technology can be a great resource.** It can be motivating for students and a great source of authentic materials and resources. In IO2, you will find many Open Educational Resources (OERs) on the three cross-curricular areas, chosen by experienced CLIL teachers and researchers.

Example: OERs used in the PBL lesson plan “taxes”

https://europa.eu/taxedu/taxlandia_en
<https://europa.eu/!dV33gg>

- Since students are the main protagonists of the learning process, **it is essential to provide a confident learning space**, taking into account their interests, feelings and needs. Therefore, we must create an anxiety-free environment, especially as children are not using their mother tongue.

Example: allowing students to start speaking with their mother tongue (especially the younger ones).



3 Virtual Exchanges

This section is devoted to describing what Virtual Exchanges (VE) are and how they can complement project-based learning in a CLIL environment. As stated in the Foreword to this guide, virtual exchanges and online peer-to-peer collaboration across countries and cultural spaces, monitored by teachers, families and other stakeholders may open up new possibilities that tie in very well with the development of Citizenship, Environmental and Basic Financial education in Primary schools, particularly when approached from a CLIL perspective.

3.1 Definition

Virtual exchanges are used as part of some educational programmes that employ technology to allow geographically-separated people to interact and communicate with the aim of increasing mutual understanding, global citizenship, digital literacies and language learning. Virtual exchanges are often equated with telecollaboration.

However, the **EU-funded project EVALUATE** (<http://www.evaluateproject.eu/>) distinguishes from both terms:

Telecollaboration

A term commonly used in foreign language education to describe an approach to online learning which involves engaging learners in interaction and collaboration with classes in distant locations through online communication technologies under the guidance of teachers or trained facilitators

Virtual Exchange

A term that is similar to telecollaboration, although it is used in subject areas beyond foreign language education and often carries with it a different set of objectives.

3.2 Some important features of Virtual Exchanges

The EVALUATE project has also defined some of the main features of Virtual Exchanges.

Below you can find a summary of the most important features that VE in Primary Education should include.

1. Your virtual exchange should be located in a **Virtual Learning Environment** (VLE) such as Moodle or Google classroom. This is where students will find project instructions, some activities, some tools for interacting with one another, and a place to store all their products.
2. You should agree with your partner teacher which tools and VLE you and your students will be comfortable using.
3. Agree on competence development (age, language competence):
 - a. (Pedagogical-digital focus) E.g., Students will work with different technologies
 - b. (Intercultural focus) E.g., Students will learn to express curiosity about other children's traditions and worldviews
 - c. (Language focus) E.g., Students will learn to present themselves and their contexts online

Some of the PBL lesson plans designed for CLIL4YEC illustrate how VE can be included in project-based, CLIL lessons.

Example:

Using Trello (an international forum), a virtual exchange is carried out in the PBL lesson plan sample, where students can share feedback on their picture books.

4 Families and other stakeholders' involvement

This last section will be centred on how parents and other stakeholders take part in project-based CLIL lessons. Further information on families' involvement can be found in IO5 which consists of a *Guide Addressed to Teachers on How to Involve Pupil's Families and other Stakeholders in CLIL Activities for Citizenship Education, Environmental Education, and Financial Education* and its companion booklet *The Handbook CLIL for Cool Parents*. First, some tips for parents' involvement will be discussed, highlighting several approved recommendations made by the Council of the European Union. After that, the community's involvement will be discussed, bearing in mind the aforementioned recommendations too.

4.1 Parents

Parents are one of the key elements in the success of any school and CLIL programmes are not the exception to this rule. Different studies (cf. Pladevall-Ballester, 2015; Mehisto & Asser, 2007) have explored this aspect and have concluded that, in general, parents show a positive attitude towards CLIL programmes, although they also show a preoccupation with the fact that their implementation may affect their children's level in the content subjects. However, a recent study has shown that, in the context of the study, i.e. Andalusia (Spain), the less educated parents are the most satisfied with CLIL programmes and

“the least concerned about its potential detrimental effect on content learning even though they find that their children are struggling in English-taught subjects the most” (Barrios, 2019, p. 1).

They also have another concern that is generally acknowledged as it becomes evident from this quotation:

“Parents' main distress lies in their inability to help their children with homework, given that it is in English, and they would appreciate receiving more information on the bilingual programme.” (Barrios & Milla Lara, 2020, p. 63).

In the recently approved recommendations made by the **Council of the European Union** (C 189/22 Official Journal of the European Union 5.6.2019) there is a call to cooperate with parents in the process of language learning and obviously this appeal also refers to CLIL as one of the most efficient innovative practices enhancing language learning. Parents' involvement should particularly be encouraged within the project-based approach promoted in the activities proposed in the present document, although the burden of the projects should be basically borne by the schools.

Drawing on the long experience schools already have in involving parents in their activities, we propose the following recommendations for the development of projects.

- Make teachers aware of their role in the success of the projects.
 - Checking with students that the overall plan of the project is understood.
 - Using language that is clear and simple.
 - Creating an appropriate motivating context.
- Make projects family-friendly to be able to ensure parents' involvement. Some useful tips in this respect would be:
 - Maintain the families informed about the project.
 - Think about the ways to keep families informed without overwhelming them with information.
 - Organise an initial presentation of the project.

Example: in the PBL lesson plan sample, parents' involvement is suggested. Their help is crucial in some steps, such as when recording their children or helping them to find information. They help make the process smoother.

4.2 Community

The recommendations of the **Council of the European Union** (C 189/22 Official Journal of the European Union 5.6.2019) also talk about the “partnerships and links in the wider school environment to support language learning”. In our specific case, this is more than appropriate for their application to CLIL projects.

- “Develop partnerships with language centres/languages laboratories, public libraries, cultural centres or other cultural associations, universities and research centres in order to create more engaging learning environments, to enrich the uptake of languages and to improve and innovate teaching practice.

- Cooperation with employers in the region or beyond can help to increase the understanding of the importance of multilingual competence in working life and can help to ensure that multilingual competence gained effectively supports employability.
- Cross-border partnerships between education and training institutions in border regions could be encouraged. Mobility of students, teachers, trainers and administrative staff, as well as doctoral candidates and researchers could be facilitated by offering information and courses in the languages spoken in the neighbouring country. Promotion of multilingualism within these cross-border partnerships can prepare graduates to enter the labour market in both sides of the border.
- Promote cooperation between teacher education institutions.

(EU Council 2019 C 189/22, Annex, p. C189/22)

The application of these general principles to project implementation could:

- Establish a list of organisations in your community that could be helpful for the project in providing an appropriate context for the activities or as a source of information. Think about those organisations with which the school already has established links.
- Think about organisations from other countries which teachers can contact.
- Establish a list of things that could be performed in those organisations and how they can be connected to the CLIL project.
- Establish the most appropriate moments and/or means of communications where the connections with those organisations can be established.
- Devote some time in class to the organisations chosen: their goals, their activities.

- Determine whether people from those organisations can be invited to your school to talk about their expertise in a topic area.

Tip: if the community is involved, children's learning will be meaningful. It is a great way of linking what they are learning at school with their own reality.



5 Putting the theory into practice: planning project-based, CLIL lesson plans on cross-curricular topics including virtual exchanges and parents' and other stakeholders' involvement

This section is devoted to help CLIL teachers plan a project-based lesson in a CLIL environment. Virtual Exchanges and parents' and other stakeholders' involvement are also considered as important elements in the design of our projects. A template is provided, in which the main parts of a project are divided in a structured and clear way. After the template, some guidelines and scaffolding tips are offered. Finally, one PBL lesson plan sample is presented, which can act as a reference for CLIL teachers.

5.1 Sequence of our proposed planning

Table 2 introduces the template used for designing project-based lessons. Each section is analysed in further detailed below:

1. Introduction		
2. Contextualisation	Cross-curricular area	
	Topic/Subtopic	
	Age	
	Materials and resources	
	Virtual Exchange	
	Duration	
	Key Competences	
3. Aims of the lesson (4 Cs)	Content	
	Language & Communication	Vocabulary
		Skills
		Functions
	Culture	
	Cognition	
4. Sequence of steps	Description	
	Procedure	

	Resources and materials
5. Assessment	Rubric for the teacher
	Rubric for students

Table 2 - Outline for planning a CLIL project-based lesson

Now the different sections of the project are explained in detail.

Section 1. Introduction

This is the first step when designing a project-based lesson. We should start with a prompt/problem/desire that students need to solve or satisfy, which will then be the driving question. Additionally, it is crucial to have a clear description of the group of students that will be working with the lesson. It includes information about the age and grade of the students, the term where the project is going to be implemented, the specific topic that is going to be dealt with in the lessons, student's experience when learning in English, stakeholders' involvement and student's characteristics. Besides, it can also include a brief justification of the relevance of the selected topic.

Section 2. Contextualisation

The contextualisation aims at giving an overview of the lesson. It is divided into different subsections:

- Cross-curricular area: in this project we are working with three cross-curricular areas (Citizenship Education, Environmental Education and Basic Financial Education). Each project is related to one of these areas.
- Topic/Subtopic: depending on the cross-curricular area chosen, the topic should be specified, as well as the subtopic, to have a clear and concrete starting point.
- Age: students' age is included to design appropriate materials and activities. In this project there are three age groups (5-8, 8-10 and 10-12).
- Materials and resources: this sub-section lists all the materials and resources that will be needed throughout the project. In this way, teachers can see if the project is feasible according to their circumstances.

- Virtual Exchange: here it would be specified whether the lesson includes a virtual exchange. Promoting exchanges with partner schools is highly recommended in this project.
- Content subjects: as a cross-curricular project-based approach, each lesson is related to several school subjects to guarantee they follow the national curriculum.
- Key competences: there are seven key competences that the European Union encourages to develop during educational stages. Different projects may cover different competences.

Section 3. Aims of the lesson

By now, it must be clear that this CLIL4YEC is devoted to reflecting on how to teach following a CLIL approach. For this reason, when establishing the aims of a project-based lesson in CLIL, we have to differentiate between content aims and language aims.

The first thing to take into account when planning is the content aim. Once the content aim is chosen, the language aims are planned accordingly. It is to be remembered that the content objective is just as important as the linguistic one and that it is the content topic that predetermines the linguistic input in a given lesson. The linguistic objectives are divided into lexical objectives, skills and functions. Additionally, each lesson will include information on how its outcomes fit in the remaining 3 Cs of CLIL (communication, culture, cognition – Coyle et al., 2010). The exact scope of vocabulary is not specified for each lesson as it will largely depend on the materials available online and selected by the planners.

- Content aim: the content aim should be directly related to the topic and subtopic chosen within the curricular area.
- Language aims: language aims are usually more difficult to include and identify in content lessons. Thus, in CLIL4YEC we have divided language aims in different aspects to make it easier for CLIL teachers to analyse language features. As stated before, a distinction is made among vocabulary, skills, functions and the 4Cs.

Section 4. Sequence of steps

Once the contextualisation and the aims of the lesson are clear, it is time to move on to the actual activities. PBL lesson plans should include cross-curricular activities sequenced into steps that will be carried out in different moments of curricular subjects.

In CLIL4YEC, the project-based lesson plans are designed to be developed in two hours, over an approximate period of three weeks. This implies that the steps will be distributed in short periods of time (20-40 minutes each) in the different content subjects that fit the topic and/or cross curricular areas which are chosen by the teacher.

To develop the project-based approach, the topic will be introduced with a question to raise awareness about a problem that students need to discuss and try to solve, or a perceived need, a desire for change. This way, the procedure of solving the issue, providing a solution, and the final product will be assessed.

To facilitate the implementation of the steps in a CLIL environment, it is useful to make a distinction between the description of the activity, the procedure the teacher needs to follow and the resources and materials specific for the step of the project:

- description: it is the explanation for the teacher. In this section we can include the type of activity, the participants involved, the grouping and any relevant information to implement the project.
- Procedure: language guidelines for CLIL teachers to use during the development of the project. It can be divided into steps, so it is easier to follow. These are flexible ideas that aim to help with language use, which can be adapted to any context.
- Resources and materials: even though these are specified in the contextualisation, this section is included in every step, in order to facilitate the performance. It is very practical to include ready-to-use materials.

Section 5. Assessment

Stressing the assessment tools when planning project-based learning is crucial. It is important to include different types of evaluation tools: for teachers, for students (self-assessment grids, peer-assessment tools...).

For teachers, it can be useful to use a rubric with several assessment criteria, where the degree of achievement of the aims will be assessed. For students, a can-do statement rubric will be easier to follow, including some visual support. This rubric can be adapted to self-assessment or peer-assessment.

5.2 Guidelines for lesson planners

Additionally, these are some guidelines for the lesson planners to bear in mind, regardless of the cross-curricular area:

- Visuals are used to introduce the topic.
- Any materials linked to the projects need to be described and accompanied by a thumbnail print screen in case the link expires.
- Each lesson has an interactive element in the form of pair – group work.
- Each lesson includes an element of authentic material – video/text/song, etc.
- Each lesson contains at least one of the 4Cs of CLIL besides Content (Communication, Culture or Cognition).
- Each lesson is sequenced in steps.
- Lessons should follow a project-based approach.
- Information about the duration of each step is provided.
- Any visual/audio/video materials that are linked to the lesson must be OERs or original productions of the authors of this project.
- Each lesson includes a self-assessment grid for the learners in the form of ‘I can’ statements.
- The presence of virtual exchanges will be encouraged.
- Stakeholders’ involvement will be encouraged.
- Active participation is crucial when developing the PBL lessons.

To complement these guidelines, some scaffolding tips will be provided to facilitate the implementation of the projects. First, some basic theoretical connotations are pointed out about the concept of scaffolding. Then, some examples of scaffolding techniques to use in CLIL lessons are described.

The importance of scaffolding in education was first established in the context of bilingual programmes in the USA, where English Language Learners (ELL) have been shown (Echevarria et al., 2007; Gibbons, 2006, 2015) to greatly benefit from scaffolding strategies. This research has been instrumental in establishing useful conceptual distinctions, which have later been adopted in CLIL. Thus, the distinction between designed and spontaneous scaffolding highlights the different nature of the help provided to students according to whether they involve some sort of preparation or not. Obviously, in implementing our projects, spontaneous scaffolding is going to be the norm, although some sort of anticipation will also be required. In this anticipatory step we could establish some stages following what Gibbons (2006) and Llinares et al. (2012) suggest:

1. review and orientation.
2. Setting up of new activity (project).
3. Carrying out an activity (project).
4. Reflection on the activity (project).

The role of scaffolding in CLIL has recently been described in a recent survey on pedagogical practices by Dutch teachers, in which the teachers report to follow a different approach in their CLIL lessons, as opposed to their regular ones, particularly in what regards language and scaffolding aids, which they state to use more frequently (Kampen, Admiraal & Berry, 2018). From its inception, CLIL has perceived the importance of scaffolding in teaching practice (cf. Mehisto, Marsh & Frigols, 2008). Ellison (2018, p. 255) enumerates (citing Massler et al., 2011) some of the techniques teachers can use with young learners.

Planning

- Aims for the 4Cs (content, communication, cognition, culture).
- Anticipates language demands: language for/of/through learning.
- Builds on prior learning.

- Anticipates learning demands: appropriate sequencing of steps from lower to higher order thinking skills; linguistic and content demands balanced.
- Considers a variety of interaction patterns.

Materials

- Makes appropriate choices for developmental level (content and language).
- Uses visuals, realia, technology, and film to support learning.
- Language is supported (e.g., simplified, key words highlighted/underlined).
- Cognition is supported (e.g., use of diagrams, pictures which show relationships between key ideas).
- Materials are balanced in terms of language and cognitive demands.

Delivery of lesson

- Teacher's language
 - Models language accurately and clearly with good pronunciation.
 - Demonstrates knowledge of subject-specific language.
 - Translanguaging and codeswitching – can decide when to use L1 effectively.
- Teacher talk: modifying language
 - Modifies delivery.
 - Lengthens sounds.
 - Stresses key words.
 - Uses repetition.
 - Modifies vocabulary (e.g., use of synonyms/antonyms).
 - Organises input (e.g., signals/use of discourse markers).

- Uses a variety of questions to guide/develop understanding, support and check learning, promote thinking from lower order to higher order, e.g., guided display/convergent questions; declarative with rising intonation; tag questions; referential.

Communicative functions to support learning

- Gives clear instructions.
- Monitors and repairs.
- Backtracks when problems are encountered.
- Uses functional exponents appropriately for explaining, describing, emphasising, exemplifying, comparing, paraphrasing, summarising, consolidating – demonstrating again, reminding, repeating, reviewing.
- Uses comprehension checks for students to demonstrate an understanding of meaning and form.
- Uses variety of feedback techniques to check content message and language.
- Applies corrective strategies which support learning, e.g., facial expression, questions, auto/peer correction.
- Praises students' efforts.
- Establishes 'route' for the lesson, e.g., tells learners about the 'topic' at the beginning of the lesson.
- Establishes patterns of input/systematic routine in presentation and feedback.
- Exposes students to input at a challenging level.
- Explains concepts and processes in ways appropriate to the level of the class, using simple language and familiar/concrete examples.
- Breaks complex information into smaller simpler parts or clear steps.
- Pauses to enable thinking time.
- Uses body language, visuals, diagrams, gestures, realia to support understanding.
- Provides demonstrations with accompanying language.

- Elicits/draws on prior knowledge/experience.
- Supports lower order and higher order thinking skills such as remembering, understanding.
- Promotes applying, analysing, evaluating, creating.
- Provides an (or opportunities) opportunity to negotiate meaning.
- Provides opportunities for students to learn from and with each other.

Supporting language/communication

- Provides language of and for learning.
- Raises awareness of language form in speech and writing.
- Hints using initial letter or sound.
- Models key words in isolation and context.
- Echoes correct examples.
- Raises awareness of pronunciation and provides opportunities for practice, e.g., in mini-drills.
- Encourages students' productive use of language in class, pair and group work.
- Provides written models of language (key words/structures), e.g., in substitution tables.
- Allows children to use L1 to communicate when their L2 productive language is limited.

In addition, teachers should pay particular attention to the teachers' pedagogical strategies included in the following table (Alejo, Lucero, Schleppegrell & Sánchez, submitted) as well as the different scaffolding types:

<i>Teacher verbal pedagogical strategies</i>	<i>Type of scaffold Rojas et al., 2019</i>	<i>Rojas et al., 2019 Scaffolding function</i>	<i>Definition</i>	<i>Example</i>
Justification	Internal invasive: Scaffolds that directly elaborate elements of the correct and desired answer	Initiating reasoning: TT provides some of the needed premises so that students can complete the answer.	Discussing an idea previously read or spoken (usually starting with “because”).	(1) Because it’s quite difficult to glue it. (2) Because the object is the same
Recall or evocation	Regulatory: Guides, prepares or organises SS throughout <u>the process of preparing an answer, or explanation;</u> without providing elements that can shape it	Evokes previous knowledge: TT help SS to <u>remember the material</u> that was covered during a previous session	Eliciting previous knowledge or implicit information.	If you remember we work in different chemical changes
Repetition	Regulatory: Guides, prepares or organises SS throughout <u>the process of preparing an answer, or explanation;</u> without providing elements that can shape it	Highlighting: TT direct students to <u>highlight words or sentences, found within the text</u> being utilised, that they do not comprehend (this can be done before or after the text has been read aloud)	Repeating the ideas made public in the textbook without adding new information.	Clause taken from the text: Physical change can be reversible or irreversible. Clause taken from the teacher’s verbal discourse: So can you see the difference in the physical changes: Reversible and irreversible
Precision	Feedback-complement: scaffolds that are meant to <u>contribute</u> , in part or whole, to the <u>correct or desired answer.</u> As such, the teacher <u>elaborates specific content.</u>	Reformulating: TT reformulate responses given by students so as to adjust or express the answer in a more scientifically or rigorous form.	Completing the student’s utterance or textbook in order to reformulate the answer in a more adequate way.	Clause taken from the text: during the process of fermentation, the fungi produce alcohol. Clause taken from the teacher’s verbal discourse: Fungi or bacteria work in different temperature.
Exemplification	Feedback-complement: scaffolds that are meant to <u>contribute</u> , in part or whole, to the <u>correct or desired answer.</u> As such, the teacher <u>elaborates specific content.</u>	Adding: TT take advantage of a correct or desired answer offered by SS and add to it new ideas.	Presenting an example, model, analogy or anecdote regarding some concept or procedure.	So for example if I chop up one tree...
Summary	Regulatory: Guides, prepares or organises SS throughout <u>the process of preparing an answer, or explanation;</u> without providing elements that can shape it	Summarising: TT select, relate and integrate key ideas found within the reading with what has already been covered during other learning cycles.	Going over previous ideas.	Until now, we have seen three different ideas....
Assessment	Internal non-invasive: Scaffolds used to support SS through their <u>process of continuous searching and elaboration</u> of an adequate answer or explanation	Worm-out (one after the other) answers and explanations: TT ask SS to <u>complement</u> , change or search for a <u>more elaborate</u> or adequate answer.	Supervising the degree of comprehension by students, generating student answer.	What’s the matter?
Evaluation	Feedback-consolidate: scaffolds are meant to <u>evaluate the step</u> to explicitly signal <u>whether or not the</u> objective or correct answer has been reached or given	Confirming: TT ratify the answer given by the student in a more elaborate fashion	Accepting or rejecting of an answer without any further contribution.	Teacher: combustion, that’s right.

Table 3- Scaffolding



6 Sample of a PBL lesson plan

After having discussed some general ideas and tips on how to plan a PBL lesson, the topics that are being implemented in this project are displayed in the following table. In this guide, you can find one PBL lesson plan sample, which correspond to the one highlighted in the table below:

	Citizenship Education		Environmental Education		Financial Education	
	Subtopic 1 'Kindness and bullying'	Subtopic 2 'Together in diversity'	Subtopic 1 'Environmental disasters'	Subtopic 2 'Energy'	Subtopic 1 Saving and spending money	Subtopic 2 Barter and commerce
Younger group (5-8) <i>(self / family/ community)</i>	1.Kindness	4.Myself and the others	7.Threats to animals and plants	10.Green energy	13.Needs and wishes	16.Create a market
Intermediate group (8-10) <i>(school / national/ e-twinning)</i>	2.Bullying	5.Together in diversity	8.Pollution and environmental disasters	11.Transportation	14.Income and Savings	17.Story of money
Older group (10-12) <i>(global / transnational / virtual exchanges in a more global way)</i>	3.Cyber-Bullying	6.Human rights around the world	9.The 3 Rs: Recycling, reducing, reusing	12.Fair trade and responsible consumption	15.Bank / Banking	18.Taxes

Table 4 - Distribution of PBL lesson plans

Now that the topics are clear, the PBL lesson plan sample will be presented.

6.1 PBL Lesson Plan Sample: Together in diversity

PBL Lesson Plan Sample: Together in diversity

This PBL lesson plan is designed for CLIL groups in their 3rd and 4th year of Primary Education (age 8-10). The cross-curricular area is Citizenship Education, focusing specifically on the topic of ‘diversity’. This project is expected to be about 2 hours long, divided into sequenced steps to be developed in different curricular subjects along three weeks.

Students at this level can work in an autonomous way and feel confident when studying in English. They can understand simple texts and produce simple sentences in English. Families’ involvement is required.

1. CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (PBL Lesson Plan 5)	Age																									
<table border="1"> <tr> <td>Citizenship Education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Environmental Education</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Basic Financial Education</td> <td><input type="checkbox"/></td> </tr> </table>	Citizenship Education	<input checked="" type="checkbox"/>	Environmental Education	<input type="checkbox"/>	Basic Financial Education	<input type="checkbox"/>	<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Kindness & Bullying</td> <td>Together in diversity</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Kindness</td> <td>Myself and others</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bullying</td> <td>Together in diversity</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Cyberbullying</td> <td>Human Rights around the world</td> <td><input type="checkbox"/></td> </tr> </table> <p>Subtopic Title (PBL Lesson Plan 5):</p> <table border="1"> <tr> <td>Together in diversity</td> </tr> </table>	Kindness & Bullying	Together in diversity	<input type="checkbox"/>	Kindness	Myself and others	<input type="checkbox"/>	Bullying	Together in diversity	<input checked="" type="checkbox"/>	Cyberbullying	Human Rights around the world	<input type="checkbox"/>	Together in diversity	<table border="1"> <tr> <td>5-8 years old</td> <td><input type="checkbox"/></td> </tr> <tr> <td>8-10 years old</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>10-12 years old</td> <td><input type="checkbox"/></td> </tr> </table>	5-8 years old	<input type="checkbox"/>	8-10 years old	<input checked="" type="checkbox"/>	10-12 years old	<input type="checkbox"/>
Citizenship Education	<input checked="" type="checkbox"/>																										
Environmental Education	<input type="checkbox"/>																										
Basic Financial Education	<input type="checkbox"/>																										
Kindness & Bullying	Together in diversity	<input type="checkbox"/>																									
Kindness	Myself and others	<input type="checkbox"/>																									
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5-8 years old	<input type="checkbox"/>																										
8-10 years old	<input checked="" type="checkbox"/>																										
10-12 years old	<input type="checkbox"/>																										
What you need: materials and resources																											

- Paper, pencils, pens, felt-pens, computer, cardboard, camera.
- Resources:
 - PowToon: <https://www.powtoon.com/index/>
 - Genially: <https://www.genial.ly/es>
 - Movie Maker: <https://www.microsoft.com/en-us/p/movie-maker-10-free/9mvfq4lmz6c9?activetab=pivot:overviewtab>
 - International forum. For example: Trello (<https://trello.com/es>)
- Internet connection.

Does it include a Virtual Exchange with another class?

Yes	✓
No	

Duration

For the development of this **project**, you will need approximately 2 hours in class (and half an hour at home) divided into in several steps to be developed in different lessons over a period of 3 weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Social science / Social studies [Geography, History, etc.], Citizenship education / Personal development, Cross-curricular projects.

Introduction

This project has been designed to encourage education on civic values and intercultural competences through virtual exchanges with international students from different home countries. The aim is to share personal characteristics of themselves, their schools and their countries, in a multicultural context where unity in diversity is valued.

Relying on a project-based approach, it aims to provide children with the keys to think globally and contribute to the community's development. The focus is to investigate whether diversity is a positive and enriching value in our society, which students will need to discuss and reach a conclusion. This will be promoted from an intercultural perspective, encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from other cultures and foster values such as solidarity, empathy and non-discrimination.

Key competences	
Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific, and technological	✓

2. AIMS OF THE LESSON

Prompt: Are we all alike or different? How can we see diversity? What can we get from diversity? Is there anything that we all share? Do we have common goals? Which ones? Are there any advantages of belonging to a multicultural group?

a) CONTENT: to see themselves as members of a common social and multicultural group globally.	
b) LANGUAGE & COMMUNICATION	
Vocabulary	Personal characteristics (height, skin colour, eye colour.../personal traits: kind, shy, outgoing, active, lazy...) and vocabulary related to traditions in different countries (holidays, food, costumes, values, recipes...).
Skills	Listening To follow instructions. To understand short stories.
	Speaking To tell stories (spoken production).

		To communicate facts about their own characteristics and culture (spoken interaction).
	Reading	To read simple texts about cultural traditions.
	Writing	To write simple sentences. To create a story.
	Mediation	To recount the favourite parts of others' stories.
Function	To write a short story from previously discussed information.	
Communication	Discussion and debate about cultural aspects.	
c) COGNITION: Perception- Students locate in a map the different countries which participate in the virtual exchange.		
d) CULTURE: Students become familiar with other cultures and show respect for their values and traditions.		

3. SEQUENCE OF STEPS

STEP 1: WARM-UP (+/- 30 minutes) week 1	
Description	Brainstorming: T to all SS¹. This step is an introductory activity for the project which will help students situate on the topic. It aims to discuss personal characteristics and cultural habits.
Procedure	<ul style="list-style-type: none"> Discussion: <p>T: <i>Are you all alike? Do you have the same hair colour/ height/ skin colour? (Personal characteristics) Do you all speak the same languages? (Cultural characteristics).</i></p> <p>T: <i>Do all people share the same habits? Do all people have the same eating habits? Do they all eat with chopsticks? With a knife and fork? Do all children</i></p>

¹ T = teacher; SS= students.

	<p><i>play the same games? Do all children watch the same TV shows? Do they all go to school at the same time?</i> (Cultural habits)</p> <p>T writes some characteristics on the board or sticks them in the corner game. Then, SS have to identify themselves with one.</p> <ul style="list-style-type: none"> • Eliciting the topic: <p>T sets <u>project for homework</u>. Explore at home: a cultural habit of people in your country/hometown/place (e.g. eating lunch – time, place, type of food; games, favourite holidays – at the beach or in the mountains, etc.).</p> <p><i>T: Bring two pictures or photos to describe them. These pictures must show a cultural habit of people in our town or country. Ask your parents to help you.</i></p>
Resources and materials	Handout for families explaining what is expected from research and when it is going to be presented (Appendix I).
STEP 2: MYSELF AND OTHERS (+/- 30 minutes) week 2	
Description	<p>Discussion: T to whole group</p> <p>This activity aims to present the different photos that students chose at home. To do so, students will write a short caption describing their photos.</p> <p>After that, students will discuss the differences and similarities among their pictures.</p>
Procedure	<p><i>Let's write a small description for your photos so other children can understand what is happening.</i></p> <p>T write examples of captions in the blackboard: <i>in this photo, we can see.../ this photo was taken.../ this picture represents...</i></p>

	<p><i>Have you finished?</i></p> <p><i>Now, we are going to talk about the things that are different and similar in your pictures. What can you see?</i></p> <p>T divides the blackboard in two different parts and writes a list of similarities and differences.</p>
<p>Resources and materials</p>	<p>Photos (from home), paper (to write the captions) and pencils.</p>
<p>STEP 3: CREATE A PICTURE BOOK (+/- 30 minutes) week 2</p>	
<p>Description</p>	<p>Once the students have written their captions, they will present their pictures in small groups. This activity promotes group discussion since students will be asked to share, in small groups, their descriptions.</p> <p>After that, they will go back to their seats and the whole class will debate and reconsider the captions previously written, deciding the order of the photos. This way, a picture book will be created, and the photos would follow a logical sequence.</p> <p>Students stick their photos to a picture book and, with the help of the teacher rewrite captions, if necessary, to properly arrange the picture book.</p>
<p>Procedure</p>	<p><i>Okay children, now you have to divide into small groups. I will give you a number from 1 to 5. If you have number 1, sit here..., etc. You will have to share your photos and descriptions with your classmates.</i></p> <p><i>Now that we have seen all the pictures you can go back to your seat. Let's start writing our book...</i></p> <p><i>First, we have to decide the order of the photos... what do you think?...</i></p>

	<p><i>What order do you want to follow?...</i></p> <p><i>Do we need to change some captions? What should we put here?</i></p> <p><i>Do you think this caption is OK?</i></p>
Resources and materials	Photos, cardboard (to rewrite captions), album, picture book, colour pens, felt pens and glue.
STEP 4: LIGHTS, CAMERA, ACTION! (To do at home) week 2	
Description	<p>Once the picture book has been created and with the help of the families (if possible) students' voices will be recorded reading the captions. To do so, families will use their smartphone or computer. After, they will send the audio to the teacher by email.</p> <p>Once the video has been assembled (if a family member volunteers to assemble the video, it would be great), it will be uploaded to an international forum (Trello). It is an accessible way of sharing information with students from other countries.</p> <p>If parents are not able to record their children at home, the teacher will do so at school.</p>
Procedure	<p><i>I am going to start recording.</i></p> <p><i>Are you ready?</i></p> <p><i>Please, louder!</i></p> <p><i>You have to read your caption...</i></p> <p><i>Careful with the pronunciation!</i></p> <p><i>That's perfect!</i></p>
Resources and materials	<p><i>Possible tools for video making</i></p> <p>Powtoon: https://www.powtoon.com/index/</p> <p>Genially: https://www.genial.ly/es</p>

Movie Maker: <https://www.microsoft.com/en-us/p/movie-maker-10-free/9mvfq4lmz6c9?activetab=pivot:overviewtab>

International forum (Trello):

<https://trello.com/es>

Handout for the families (Appendix II).

STEP 5: TALES AROUND THE WORLD (+/- 30 minutes) week 3

Description

The next step consists in listening to their international peers' stories. In small groups, students will be asked to discuss the information presented and choose the most interesting aspects of the tales. Then, they will have to share their ideas and opinions, and with the help of the teacher write a message through Trello to their international peers.

Procedure

Now we are going to listen to your peers' stories. Listen carefully, after the story I will ask you some questions.

Did you like the story? Which was your favourite part?

Now you have to divide into small groups. I will give you a number from 1 to 5. If you have number 1, sit..., etc. you will have to share your opinions with your classmates. Tell them the most interesting aspects of the stories.

Have you finished?

Can group 1 tell me their favourite part?

	<p><i>Now, we have to log in to Trello. We are going to tell our international peers' what we liked the most about their stories.</i></p> <p>(T writes on the board some expressions to share opinions, and SS as a group write the messages)</p>
Resources and materials	Trello: http://trello.com

- Fast finishers can write a thank you note to the international peers and upload it to Trello.
- Remedial students will get the help of their group classmates, as they are working in teams.

4. ASSESSMENT

- Assessment tool: rubric for the teacher.

	0	5	10
STEP 1: WARM-UP	No participation or interest in the topic.	Little participation.	Active participation in the discussion, showing interest in the topic.
STEP 2: MYSELF AND OTHERS	Does not bring any photos. Little participation when sharing ideas about the similarities and differences of the pictures.	Brings photos of themselves. Participates in the discussion of similarities and differences using the mother tongue.	Brings photos about themselves, the region and the country. Active participation when discussing similarities and differences.
STEP 3: CREATE A PICTURE BOOK	No participation in the picture book.	Participates using only his/her mother tongue.	Active participation using accurate language for the captions.
STEP 4: LIGHTS, CAMARA, ACTION.	Does not participate in the recording.	Participates in the recording, reading the caption from the paper. Pronunciation is not always accurate.	Record his/her voice without reading from the paper, in a natural and spontaneous way.
STEP 5: TALES AROUND THE WORLD	No participation or interest in the topic nor in the forum.	Little participation in the discussion and in the forum.	Active participation in the discussion and in the forum, showing interest in the topic.

Can-do statement rubric for students (self-assessment and peer-assessment).

I CAN.....			
See myself in a social group			
See my personal characteristics			
Talk about my culture			
Show respect to other cultures			
Have interest about my peers' stories			
Understand short stories			
Choose my favourite part in a story			
Understand other traditions and values			
Write small descriptions for a photo			

Appendix 1

Dear families:

We are starting a new project and we need your help. Your children have to **bring two photos** that represent a cultural habit of people in your country/home town/place. It can be related to eating habits (time, place, type of food); traditional games, favourite holidays (place, time of the year, activities) or other cultural aspects that you would like to share. The aim of the activity is to create a picture book (including students' photos) that will represent our traditions and customs and show them to our international friends. Please, have these photos ready **by the end of his week** because children will be presenting them in the classroom.

Thank you so much!

Queridas familias:

Estamos empezando un proyecto nuevo y necesitamos vuestra ayuda. Vuestros hijos e hijas tienen que **traer dos fotos** que representen un hábito cultural de la gente en vuestro país/ciudad de origen/lugar. Pueda estar relacionada con hábitos alimenticios (hora, lugar, tipo de comida); juegos tradicionales; vacaciones preferidas (lugar, época del año, actividades) u otros aspectos culturales que os apetezca compartir. El objetivo de la actividad es crear un álbum de fotos (donde aparezcan las fotos de los niños y niñas) que represente las tradiciones y costumbres para enseñárselas a nuestros compañeros internacionales. Por favor, es importante que las fotos se traigan **para el final de esta semana** pues tendrán que presentarlas en clase.

¡Muchas gracias!

Appendix 2

Dear families:

As you already know, we are still working on our project and we would love to ask for your help again. We have been writing captions for the photos you selected, and we are trying to create a picture book. It would be great if you could **record your child reading the caption and send the audio by email (xxxxxxxxxxx@gmail.com)**. Please, send the audios **by the end of this week**.

Once again, thank you for your help!

Queridas familias:

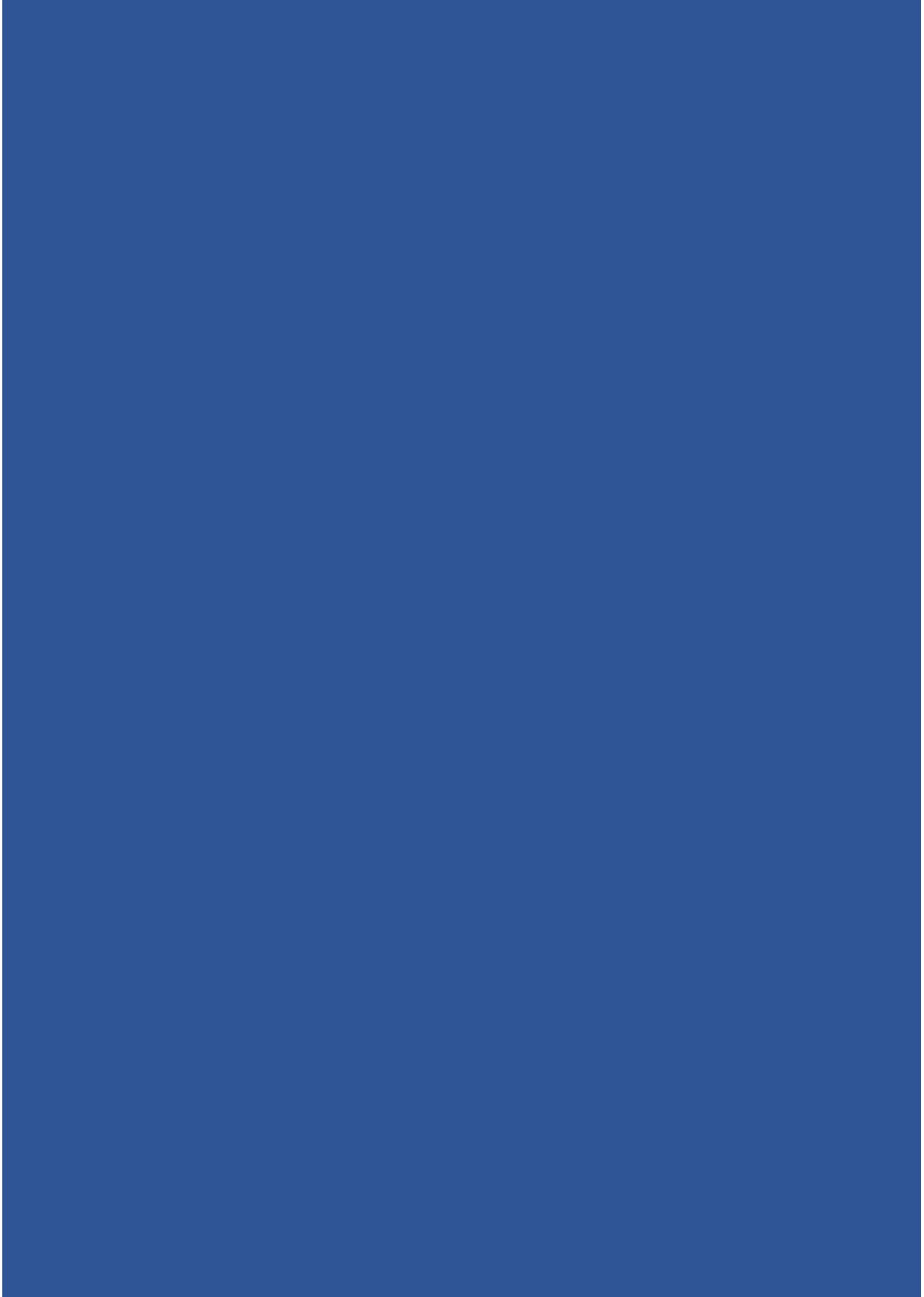
Como ya sabéis, todavía estamos trabajando en nuestro Proyecto y nos gustaría contar con vuestra ayuda de nuevo. Hemos estado escribiendo descripciones de las fotos que vosotros seleccionasteis y estamos intentando crear un álbum de fotos. Nos gustaría que **grabaseis a los niños y niñas leyendo la descripción de la foto y mandaseis el audio por correo electrónico a la siguiente dirección: xxxxxxxxxxxxx@gmail.com**. Por favor, mandad los audios **para el final de esta semana**.

Una vez más, ¡gracias por vuestra ayuda!

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This Guide aims to serve as a comprehensive introduction to the use of CLIL in Primary School to develop the broad cross-curricular areas (Citizenship, Environmental and Basic Financial Education), and is addressed to CLIL teachers who would like to develop topics in these areas in their lessons.