



**Guide Addressed to
Teachers on**

How to Involve Pupils' Families and other Stakeholders in CLIL Activities

**for Citizenship Education, Environmental Education, and Financial
Education**

The Handbook for Parents

CLIL FOR COOL PARENTS

20 questions that everybody would like to ask

CLIL for Young European Citizens



Guide Addressed to Teachers on How to Involve Pupils' Families (and other Stakeholders) in CLIL Activities for Citizenship Education, Environmental Education, and Financial Education. HANDBOOK - The Handbook for Parents - CLIL FOR COOL PARENTS - 20 questions that everybody would like to ask CLIL for Young European Citizens

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This booklet is a user-friendly guide to support parents, grandparents, carers and students' families involved in the CLIL for YEC programme.

As you know children are naturally curious and want to explore the world around them. They love sharing their experiences with you as they continuously seek your approval and support. Knowing that parents are actively involved in their learning helps children feel acknowledged and loved. Research confirms that getting involved in your children's education has shown to dramatically increase their academic success.

Through this project we aim to encourage you and your children to work together and explore as learners different learning scenarios outside the classroom, at home and with the community. It is both a learning and discovery experience that will bring you closer together and help you better understand your child's aptitudes, strengths and personality. You will reflect and start a discussion on some current and crucial topics that help them understand current important issues that affect **their future and** open up your children's minds.

Welcome to CLIL with a new international and innovative approach, paving the way to a better future!

CLIL for Young European Citizens

1 What is CLIL?

CLIL is an educational approach to foreign language learning that has been around for many years and has a consolidated use in many schools throughout Europe.

CLIL stands for Content and Language Integrated Learning, which means a subject or topic is taught using a foreign language, which in this case is English.

CLIL helps students learn English **indirectly** while learning the content of their lesson. They use English to learn, talk about a variety of topics such as global issues, social problems, the environment or budgeting, and then focus on how to take action in their schools and communities to bring about changes.

CLIL promotes a **natural use of English** that can boost children's motivation towards learning languages. This way students who already study English at school, for example, have the opportunity to put language into practice in a real and functional context and communicate in English in realistic situations.

Children through CLIL are encouraged to use and experiment with language by focusing on communication for action rather than just grammatical correctness: language for the sake of language.

CLIL offers children the opportunity to prepare for their future and be ready to use English in an international context for future school projects or career opportunities.

2 What are the topics covered by CLIL for YEC and their importance?

CLIL for YEC covers the following topics in English.

- 1 **Citizenship Education** - Put into practice and engage with what respect means, and understand how to become global citizens
- 2 **Environmental Education** - Explore and learn how to take action to protect the environment
- 3 **Financial Education** - Think of ways to save and use money to benefit the community.

Through CLIL for YEC your children will learn and think about **sustainable issues**, which are all relevant and important for their future. Through these topics they will gain an insight into what matters today in the world and connect it to their daily experiences. They will focus on how to be more eco-friendly locally and share their experiences internationally.

Through active games and project work they will understand how these topics/areas have an effect on the world.

They will feel like **active citizens** in a global world where diversity, the environment and financial issues matter, are all interconnected and affect our daily lives. In other words, your children will take the lessons learnt at school outside the classroom and convert them into actions that affect the community around them.

3 Why should parents be involved in this project?

Research proves that when parents take part in their children's education, students are more engaged, motivated and eager to participate in classroom activities therefore their academic performance increases therefore parent involvement is vital. Children always look up to their parents, so seeing you take an active interest in what they do and get involved in school matters, makes them feel that school is meaningful and important. Also knowing you are going to be at their side by helping them carry out tasks will create a stronger bond and create a better relationship between parent-child.

Our project is designed to help parents support their children through a series of activities in a simple but practical manner. You will see what your children are learning at school and they will tell you what activities you need to do with them. The materials will be parent friendly and you will receive support from teachers throughout the project.

Here are some example of how you can participate:

- helping with activities like producing or collecting materials with your children for fundraising events
- playing some games with your child or carrying out a simple experiment at home
- doing outdoor activities like re-greening the town or nurturing a vegetable garden
- accompanying children on school outings with teachers
- creating resources and distributing materials for special projects
- volunteering in classrooms

-
- coming in as guest speakers and sharing your know-how like how to prepare traditional dishes, look after a pet, play a sport, etc.
 - supporting and organizing school initiatives that can help get other parents involved

Volume 2 of this Handbook will provide specific activities you can do with your child.

1 What is the international perspective?

English, as we know, is one of the main languages used internationally to facilitate interaction between people all over the world from diverse linguistic and cultural backgrounds. CLIL for YEC has specifically an **international perspective**, therefore English is used as a communicative tool.

Your children will be exposed to materials and many **authentic resources** in English designed for children and then required to use these resources in a variety of situations outside the classroom through:

- Community actions - create bilingual notices, videos, posters for the community related to the topics of the lessons;
- Virtual exchanges with other children of their age from other schools or from parts of the world.

The language will be adjusted to their age and level to favour a mutual exchange of ideas and values in an international community.

2 What kind of language will children be expected to use?

For instance, students will learn to use simple structures and respond to simple instructions that they are already familiar with. It includes the language they have already learnt during their English lessons that is simple but functional for communication and social interaction.

For example, they will need to understand when the teachers give them instructions and respond by expressing their preferences, wishes and opinions without worrying about grammatical correctness.

Here are some examples of Classroom English

Understanding instructions: "Write your answer on the table" / "Watch the video and match the words with the pictures".

They will respond by using different structures

- 1 *I can* (to express possibilities)
- 2 *It is good / bad.* (to express opinions)
- 3 *I like and I don't likeI think / I don't think.....* (to express preferences)
- 4 *I need .../I would like.../I want...* (to express wishes)
- 5 *We must.....* (to express obligation)

The language used depends on the students' level of English.

They will be introduced to **new vocabulary** through images and other visual information such as videos, storybooks, as well as movement, rhymes and songs to help children understand the content of the lessons.

Children will be encouraged to go out of their comfort zone and experiment with the language freely. Grammatical correctness, as mentioned, is not a priority, but fluency is. Children are given the opportunity to use their intuition, creativity, body language and personal style to get the message across.

They will be experimenting with English through a series of **tasks** or activities.

They will be asked lots of questions and allowed to answer in a variety of ways, in a broken English or if they are not ready to speak also non-linguistically, through body language and other non-verbal forms.

They will also learn to use and understand **new vocabulary** connected to the topics: words like *pollution, environment, floods, kindness and savings*

Depending on their level of English, they will be encouraged to formulate more complex forms of language such as *“People must follow the rules”*; *“we need to protect the environment”* *“Let's stop natural disasters”*.

They will learn to feel more comfortable with English by focusing on the general meaning rather than translation. They will be trying to get the message across without worrying about individual words and grammar.

They will learn through stories or other sources about sustainability and then they will need to reflect before presenting their ideas and beliefs regarding the topic.

4 What activities or tasks will they do in class?

They will work in groups and use visual and graphic sources of information such as picture books, animation, posters, videos and they will fill in tables/charts with information, identify key words in a text, create a storyboard, make flashcards, play games to revise vocabulary, etc.

They will read, watch a video, draw, listen, calculate, write short texts and do tasks and activities that will help them understand the lesson content and learn the vocabulary because they can see, hear and interpret what is being presented to them by the teacher.

They will have to solve problems, think of solutions and create materials for the school and community that represent their thoughts and ideas on how to make this a better world, all themes connected with sustainability.

All activities are suited to the age and language level of the children.

They will carry out a series of tasks during these lessons such as:

- do a game to learn the key vocabulary of the lessons related to a specific topic
- watch a video and fill in a table
- match the picture to the text or reorder a text or images
- create an e-book with the description or prepare mini presentations, posters and much more
- present their materials to the classmates, the community and to other schools.

5 What will they learn through these lessons?

Your children will gain an international understanding of world matters based on current global issues as set out in 2015 in an important document signed worldwide by politicians and governments: *Transforming our world. The 2030 Agenda for Sustainable Development* — commonly known as the Global Goals for 2030 which covers everything from health and education to peace and justice.

The lessons cover some of these themes:

Citizenship - Kindness, bullying, courage for others, and self-care

Environmental issues - The 3 Rs of recycling, re-greening our towns, reusing, and natural disasters

Financial education- Being responsible consumers: local markets, saving, banking, bartering, and making ethical choices.

Other values embedded are openness to cultural otherness, respect, civic mindedness, and responsibility. European identities, traditions and finding commonalities, appreciation of cultural diversity at economic, social, and cultural levels.

6 Why do I need to help my children as I am not a teacher?

You are not a trained teacher, however you can still make a big difference. One-on-one learning is extremely beneficial for kids where the focus is just on their individual needs and skills. The CLIL YEC has created a series of mini projects covering citizenship, environmental issues and financial topics. You will be given resources, strategies, and a range of activities through this project so you know exactly what you can do with them. Children will be encouraged to be creative thinkers, and, with your support, they will need to find solutions, which they then need to present in English to the class and later to their counterparts on the project.

By discussing children's choices and looking for solutions together you start having a conversation about sustainability and this is how you become educators. It will help you share a learning experience with your kids outside the classroom setting and take the classroom into the world.

7 Why should they be global citizens?

For example, your child will learn about Children's Rights, natural disasters, the Global development Goals for 2030. They will become aware of global issues and want to act as responsible and active world citizens using English. These lessons will allow your children to take learning outside the classroom and interact:

- locally, with the local community, the local authorities, museums, libraries, industries,
- internationally, with other children of the same age and compare their communities with theirs.

8 How can children understand these topics?

CLIL means flexibility with regard to the use of English in the classroom. Teachers, based on the children's level and ability, will decide whether to conduct the lessons wholly or partially in English, which means explaining concepts in their native language and then switching to English to carry out the tasks. Teachers will decide accordingly how much English they can use with their class.

Children are not alone, as they will elaborate the information presented during the lesson and work collaboratively in groups or pairs to support each other during the lessons. They will carry out a series of tasks and at the end create materials like writing a list of rules for the school, collect items to raise money or create a storyboard about important social issues.

9 What happens if my child is shy and lacks confidence with English?

CLIL caters for all types of students.

Since the focus is not on grammatical correctness but on **communication**, children can communicate their ideas and thoughts in a safe inclusive environment without having to worry about making mistakes.

Students can see, hear, and interpret what is being presented to them by the teacher and communicate the meaning in linguistic and non-linguistic forms where, as mentioned, communication and being able to interact with others is key.

Children will carry out tasks with the guidance of their teachers and in groups so as to take the pressure off the individual performance.

Without worrying about translation children will actively and naturally use English to carry out activities by focusing directly on the tasks themselves (such as: watch videos, write brief summaries, fill in tables and do experiments).

Tasks are designed to incorporate different learning styles so all children, with their own particular preference for different types of activities, can participate to the lesson at their own pace (for example there will be activities for students who are quiet and like drawing and, action, movement, games and songs for those who are active)

This hands-on approach is very practical and fun because it is different from a traditional English lesson. It allows even the most intimidated or shy student to join in and enjoy the experience.

10 What will I as a parent have to do specifically?

We know you care about your children's education and that you are very busy so we have thought of some very easy online activities that you can do with your children. You will find more detailed instructions in **Volume 2** of the Handbook.

Therefore all you need to do is be curious and take an interest in what they do.

- Ask your kids about they are doing at school
- Listen to your children
- Praise them
- Find time for them
- Ask if they can show/tell you what they need to do
- Follow this Handbook.

Tips to reinforce parent-child relationship

Talk with your child about what is happening at school. As mentioned, ask them about activities, programs, what they are learning or what they found interesting or fun in their day. Ask your child about their school day and what he/she learnt in English, look at their notebooks or material posted on media by the teacher. And ask your child what games or activities that need to be done. Give lots of praise even if the work is not perfect. Avoid negative words like '*It's wrong*' or '*You did not understand*'. It's important as you talk with your child to help them believe in themselves, and to have the confidence to know that they can succeed.

11 What kind of activities will I have to do?

These are easy and adaptable activities. You don't need to be an expert, you don't need special resources and you can fit them around your schedule, and you don't need to be able to speak English.

Through these activities you can explore concepts like self-care, peace, home and community in simple ways. Many of the activities foster an appreciation of nature and the importance of protecting it.

These activities aim to inspire a hopeful, positive outlook on our world today and the future. Feel free to adapt them to suit your context and get creative – the most important thing is that you enjoy the process and enjoy spending fun time with your kids. Watch them learn with you!

You may be required depending on the mini project, for example, to help your children at home to:

- take pictures or draw something and send material via WhatsApp or email to the teacher
- put captions into the correct order to create a storyboard
- play an online game
- find pictures online or in a magazine to take to school
- find or collect objects or make/ complete a questionnaire or write a list
- support them digitally when making a presentation/ creating an eBook
- listen to a song, poem or a story

When other stakeholders are involved in the project you may be asked to:

- visit a website or a location
- help organize an event

Outdoor activities that require your support for the CLIL for YEC lessons may involve:

- cooking a recipe
- bartering old toys or collecting items for a fundraising event
- planting trees or nurturing a vegetable garden
- shopping at the local market or checking prices at the supermarket
- walking around town / country / park and making notes about something
- creating posters or notices to put around the town
- organising an event

For specific guidelines on what you can do see **Volume 2** of this handbook.

12 What can I do if I have a low level of English?

Parent support is crucial because children at this age want and enjoy doing activities with their parents or members of their families. Even if you do not have a good level of English you can still support your child. You will be required to do some simple online activities with your children such as **go over their classwork** and help them **prepare materials** for their virtual exchanges. It will be easy, and you will be given instructions. In **Volume 2** you will find some suggestions and tips on how to help your child.

Parents set an example. Your emotional and physical support helps children know you care regardless of your language level. In this guide we want to involve you in the learning process, which can be beneficial not only for your child, but also for you.

Your child could actually support you by sharing what they have learnt at school and wanting to teach you the vocabulary they have learnt during the lesson. If you are unsure of a word you can go with your child online or use any other app and look for the translation, find out the meaning, as well as listen to the correct pronunciation.

There are also **other benefits**:

You may even end up finding the motivation to learn or improve your English not only to help your children, but also for personal reasons. You should not worry about their English, but you should see these lessons as an opportunity to improve or even learn some English in a non-formal context.

It can also be seen as an opportunity to improve your digital skills as well as your child's together as a family. Since children need to be guided in the use of the internet, learning to use it to build responsibly as a research tool is crucial.

13 What is meant by virtual exchanges?

The lessons will also promote **virtual exchanges** where your child will be able to interact on a safe platform with other schools with children of their age so as to share and compare their experiences in English to feel part of an international community of people. The school will provide you with access and information about the specific nature of these, so you are fully aware who and when these exchanges will take place and you will be able to participate with your child.

14 Are virtual exchanges safe?

The platforms used by the school for virtual exchanges are safe. However, it is always important to be careful and check when children use the Internet. Schools can provide you with more information and put you in contact with a member of staff in charge of these virtual exchange programs.

Children will be asked to connect with other schools and students internationally in a safe environment at school. The school will organize through a platform cultural exchanges with children from other partner schools part of the project or other organizations. These exchanges will require students to prepare materials about sustainability, the environment, and financial issues to share with other students. You as parents can help your children create materials or find resources for these cultural exchanges on sustainability issues. Parents will be informed of the nature of the exchanges.

15 How much time do I need to dedicate to the project?

You can dedicate as much time as you wish to your children and the project. Once you get started you will end up wanting to do more because it involves spending quality time and having fun with your children. Bear in mind that these are fun, interesting and easy activities.

Here are some ideas that can be easily fitted into your **weekly routine**:

You can find time, for example, in the evening or on a rainy day to play an online game, do an experiment at home, help your children colour or make an object with recycled materials, bake, even read or watch a video, or do a quiz.

At the **weekend outdoors** on a sunny day you can:

Collect items around the neighbourhood or grow something in the garden in a pot, do exercise together or a sport, or any other leisure activity together.

Visit a museum or art gallery, charity shop or shop for local produce.

At home **in the evening**:

Ask specific questions to find out more about your child's lessons – instead of 'yes' or 'no' questions, try **open questions** that encourage discussion: "How was your lesson?", "Show me what activities you did at school". Enquire what your child's favourite activity was that day.

Try to make connections between what your child is learning at school and your home life. You can try to ask these questions in English or in your native language: Look at an image and ask "*How do you say this in English?*" or if that does not work: "*Is this a **bin** in English?*", "*Where should I throw this bottle?*", "*Where can we buy local apples?*".

Talk with your child about social or cultural issues, or big ideas – discussion like this encourages critical thinking, fosters curiosity about how things work, creates enthusiasm for learning and provides an opportunity to turn thoughts into language. You should ask to watch a video or listen to a story that your child has viewed at school and reflect on its message together.

16 What other support can I have as a parent or educator if I get stuck?

The CLIL for YEC lessons provide a study plan with carefully described activities and tasks to do at home. There will be meetings and email or social media exchanges between parents and teachers to keep you informed. The school uses different channels to support you, such as:

1. The school website - check the link to CLIL for YEC where you can find more information.
2. Class representatives and parents association who can communicate directly with you and keep you informed on school events or meetings.
3. A CLIL for YEC meeting will be organized prior to the beginning of the lessons to present the materials, slide presentations, short videos resources or a list of further reading resources for parents to view as a follow up.

You will be given a list of activities to choose from (see question 21) and the teachers involved in the project will be happy to collect feedback and offer you any kind of support you need.

Just have fun with your kids.

17 What will my child be able to do at the end of the project?

At the end of the project your child will feel part of an international community, will want to learn more about the world around them and will be more confident about their English and ready to move on to greater issues. He/she will be ready to explore issues in more depth and want to discuss with you their meaning and implications.

Competences and skills that will be developed through CLIL for YEC:

- improved level of English
- extended vocabulary range to talk about the environment, citizenship, and financial awareness
- better overall communicative skills and greater confidence thanks to virtual exchanges with students from other partner schools
- enhanced motivation through task based activities
- stronger personal confidence by feeling an active citizen and involved in community action
- better parent-child relationships and bonding
- sense of belonging to a community of learners and so a more positive attitude to school
- increased social awareness and curiosity about social issues

18 How can I use the eCourse?

The eCourse is simply an online version of this Guide. It is designed to be more user friendly and it allows you to navigate more easily through the questions to find the answer you are looking for. It is colourful and interactive so it can be explored with your children in a fun way. You can access this through the following link that you can find on our website CLIL for YEC or else <https://view.genial.ly/6078a600e9b5e00db703e7fa>







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