




# CLIL Cuisine

## No tech activating formats for starting (CLIL) teachers

### 1 Designing a CLIL-lesson plan

#### 1.1 A three-meal course (Source: "Klaar voor CLIL" – Acco)

<b>Starter</b> 	<b>Activating prior knowledge</b>
<b>Main course</b> 	<b>Input</b>  <b>Processing</b>  <b>Output</b>
<b>Dessert</b> 	<b>Reflection</b>

### 2 Activating formats

#### 2.1 Why "activating formats" in CLIL?

- Because the pupils are **actively** involved in the learning process.
- Because **every** pupil gets involved.
- Because the "**content**" sticks in a stronger way.
- Because pupils have to use the target "**language**".
- Because the pupils experience the benefits of working and learning **together**.
- Because it is a way to learn "**brain friendly**".

## 2.2 A few focus areas

- Choose the appropriate format to suit your **objectives**.
  - Will you be working on content, language, attitudes?
  - Or on a combination of these?
- **Preparation** and practical **organisation** are very important.
  - Which materials will you need?
  - How will you have the pupils work? (individually, in pairs, groups ...)
  - How much time will you spend on the format? “Set the time, not the task.” (Penny Ur)
- Giving the proper **instructions** is crucial. Some activities are more complicated to explain than to just do them.

## 2.3 Examples (a personal selection)

### 2.3.1 For “starters” (activating prior knowledge)

#### Guessing the lesson

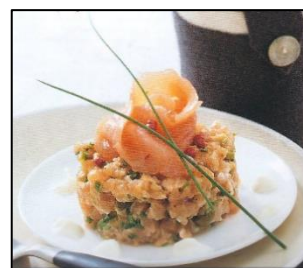
Are the pupils able to guess the topic of your lesson by means of some clues? This is the format’s main question.

Provide 10 words as clues on the board or on a presentation slide (e.g. in a word cloud). The pupils should already (nearly) know these words or be able to guess their meaning.

Let the pupils look at the words and ask very specific questions in the target language. What do the pupils think the lesson will be about? Which words do they (not) know? Are they able to guess the meaning of the words they don’t know?

Afterwards, you could have the pupils choose one word individually. They write a definition for this word and read it out loud. The other pupils have to find out which word is being described.

*Example on PowerPoint: “Shapes”*



#### Green and red cards

In this activity, pupils have to decide whether some statements on the lesson topic are true or false. So, you will have to provide a list with true and false sentences. The content of the statements needs to be part of the lesson’s topic. You will also need a green and a red cardboard card for every pupil. Make sure the cards are solid, so you can re-use them.

You could read the statements out loud (listening comprehension) or beam them on a screen (reading). When the pupils think the statement is true, they hold up the green card. The red card is put up, when they think the sentence is false.

After each statement, you can discuss the pupils’ choices, but you could also wait until the end of the lesson. Then, you can just do the activity again. In this way, you are able to check if the pupils have learnt something about the topic.

*Example on PowerPoint: “Classifying animals”*

## **Find someone who ...**

You will have to prepare a grid with a question in every cell. Every question should have a connection with the lesson topic. The pupils walk around in the classroom with their grids and find a partner. They ask him one of the questions. The partner answers or tells the first pupil that he doesn't know the answer. If the partner is able to reply, the other pupil writes down this answer in the grid. The partner checks this answer and puts his signature in the cell. Next, roles are reversed.

After this, every pupil finds a new partner. The activity continues till all cells in the grid contain an answer or until someone has four answers in a row.

This format can also be used with the "main course" in order to check comprehension.

*Example on PowerPoint*

## **Brainstorming**

A popular activity. Divide the class into groups of four or five pupils. In every team, you appoint an "organiser" and a "secretary". You give each group a sheet of paper on which the secretary has to write down the subject or question you want them to brainstorm about.

The organiser makes sure everyone gets the opportunity to give ideas. He could e.g. have every group member speak in clockwise direction turn. The secretary takes down all the ideas in a word web or a mind map.

A nice variant is working with a "spy" in each group. When the brainstorming process is declining, the spies can just have a peek at what the other teams have.

## **Think, pair, share**

This simple variant of brainstorming can be used to find answers to very specific questions. The pupils however now get the time to think about an answer individually first, before sharing their ideas with their neighbour. Finally, a number of pupils share their answers in larger groups or with the rest of the class.

For CLIL-pupils, it is really important to get the chance to look for language they need to formulate an answer. By giving them individual thinking time, this activity offers them an opportunity to do so.

## **Finish the sentence**

For this format you need to think of a keyword on (an aspect of) your topic. It should be a word that can be used at the beginning of a sentence, it should also be quite concrete. Moreover, the pupils should already have some prior knowledge of it.

At the beginning of the lesson/activity, you write down the word ten times on the blackboard as the start of a sentence. You could also beam it or use a worksheet. The pupils have to complete every sentence individually. In this way, you will get to know what they already know about the topic.

Next, pair up the pupils. They compare their sentences and check each other's, in terms of both content and language. Finally, elicit some answers from the whole class, picking up the ideas that are useful to reach the objectives of your lesson.

*Example on PowerPoint: "The brain is ..."*

### 2.3.2 To accompany the “main course” (input – processing – output)



#### Numbered heads

This is a very easy way to make sure every individual pupil really co-operates when working in groups.

At the beginning of the task, give each pupil a number. In addition, tell them that a random number will have to report, discuss or answer the questions as a representative for the group. This will definitely stimulate pupils to think and participate in a very active way.

*Example: “You have five minutes to discuss the three main causes of the Second World War. Afterwards, I’ll pick a number, that person will have to tell the class what you have got.”*

#### Expert groups

This is a very efficient format, it requires however some preparation and definitely a perfect planning.

You will need four different texts (A, B, C & D). The texts should be of about similar length and deal with different aspects of the lesson topic. You also need to prepare a set of questions about the topic which cover the information in all four texts equally.

Divide the class into groups of four. Each team gets one of the four texts and the questions. The pupils should try and answer the questions that are related to their own text first. They can also try to guess the answers to the other questions. Do tell the pupils they all need to write down the answers, since they will be working in different groups afterwards. Also, set a strict time limit at this stage.

Next, divide the class in new teams of four; make sure that each group is made up of one pupil who has read text A, one of text B, one of text C and one of text D. They now exchange information and should be able to complete all of the questions.

With this format, it is essential to consider how you will divide the class into groups in advance.

*Example on PowerPoint: texts about Darwin*

#### Scrambled eggs

In this activity, the pupils focus on a topic by putting the words of a sentence into the right order. Individually, in pairs or small groups, the pupils are given a set of words; from these words they have to create one sentence or question and share it with the class. You could give the words on paper slips, so the pupils can actually put them into the correct order. You can also beam the words and let the pupils write down the sentence or the question.

Once they have completed the task, you can start a talk about the topic. If the sentence was a question, you will probably continue by trying to find the right answer.

*Example on PowerPoint.*

## Odd one out

In this format, the pupils discuss which word is the odd one out. Scan a chapter in your course book and select groups of four words, concepts or ideas which can be connected in several ways. There should not be one obvious odd one out in the groups of four, there could be different possibilities. Divide the class into groups of three and give each team a copy of the grid you have prepared with the sets of four words. Ask them to circle the word they consider to be the odd one out. They should also write down their reason in the last column. Afterwards, the groups need to explain in turn which words they have chosen, they should also explain why they have done so.

### Example

				<i>Reason</i>
table	chair	bed	sofa	
red	blue	yellow	white	
scissors	knife	saw	scalpel	
tape measure	ruler	calliper	compass	
oils	watercolours	crayons	charcoal	

*Bron: CLIL Activities, CUP*

## Snake

There is also some preparation work for this activity. You will need to pick 10 to 15 words or concepts that have been covered. Next, you have to prepare cards that are divided into two halves. On the left side you write down the definition of one of the selected words, on the right side you write down another word or concept. On the next card you write down the definition of the latter word on the left and another word on the right. Continue like this until all words and definitions have been used.

Divide the class into groups of four. Every team gets a set of cards which are distributed among the individual members. They can only look at their own cards and must not show them to the other group members.

One pupil starts the game by reading a definition and putting this card in the middle of the group. The pupil who has the card with the matching word, mentions it and reads the definition on the other side of the card. He then puts his card next to the other one. The game continues until all cards have been laid and the "snake" has been finished.

*Example: "Geography"*

### 2.3.3 For “dessert” (reflection)

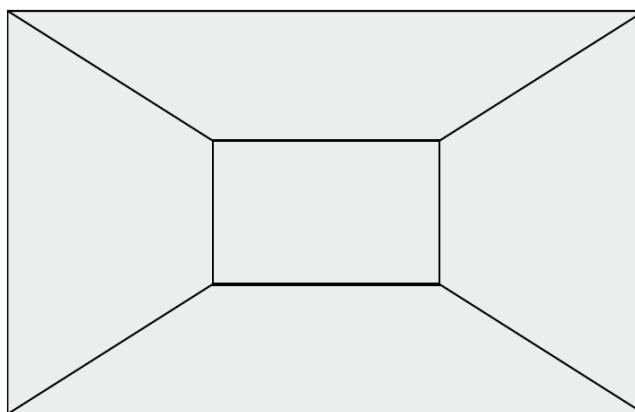
#### Placemat

This is a very interesting format. Pupils individually write down their opinion, then compare it with other pupils’ ideas and comment on them. Again there is some preparation work. You will need a large sheet of paper (minimal A3-size) for every four pupils. Divide every sheet into different parts like in the picture below. In the rectangle in the middle, write down the topic or question you would like the pupils to reflect on.



The pupils have to sit in groups of (max.) four. Ask them to use a different colour to write in their own “corner” of the “placemat”. They are not allowed to talk while doing this. You could provide a bilingual dictionary for each group; in that way, pupils are able to look up words they don’t know. When every pupil has finished writing, the placemat is turned in a clockwise direction. At this stage, every pupil reads what another one has written and adds remarks or comment. You could provide extra questions at this point. Finally, you put all the answers of all groups together and come to a conclusion.

This activity can also be used with the “main course” in order to write down opinions on a topic, e.g. for Religious Education.



*Example on PowerPoint: “Why teach CLIL?”*

#### Carrousel (inner and outer circle)

This format can be used to evaluate a task or a lesson. With the “main course”, it might be useful when discussing a question, a problem or a statement.

Put the pupils into two circles, an inner and an outer one. Make sure the members of both circles face each other and have a partner.

For a limited time, the partners share information, opinions or answers. Keeping an eye on the time is really important at this stage. When time is up, the outer circle moves up one (or two, or three) place(s), so everyone has another partner.

You could provide some extra scaffolding by giving the pupils a card with extra questions or some useful vocabulary.

*Example: “What have you learnt today?”*

## **Post-it-parade**

A nice way to end a lesson or a chapter is the so-called “Post-it-parade”.

Give the pupils a Post-it-note, on which they write down their opinion on a (reflective) question. Ask them to stick the notes on the board or on a poster paper. You could hang this poster next to the classroom door. The question is written on the paper and the pupils put their notes on it when they leave the classroom.

You might also want to ask more questions. You could then give the pupils Post-it-notes in different colours. The pupils then stick these on separate poster papers, each one with another question. The questions could be answered namelessly, but you might also ask the pupils to put their name on the notes.

*Example: “What have you learnt today?”*