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Erasmus+ Programme
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Italy's Dissemination Activities

Erasmus+ CLIL4CH

MAIN DISSEMINATION ACTIVITIES



AMELIE PROJECT QUESTIONNAIRE

14th February 2023

2

LOCAL NEWSPAPER

10th May 2023

4

1

DEPARTMENTAL PRESENTATION

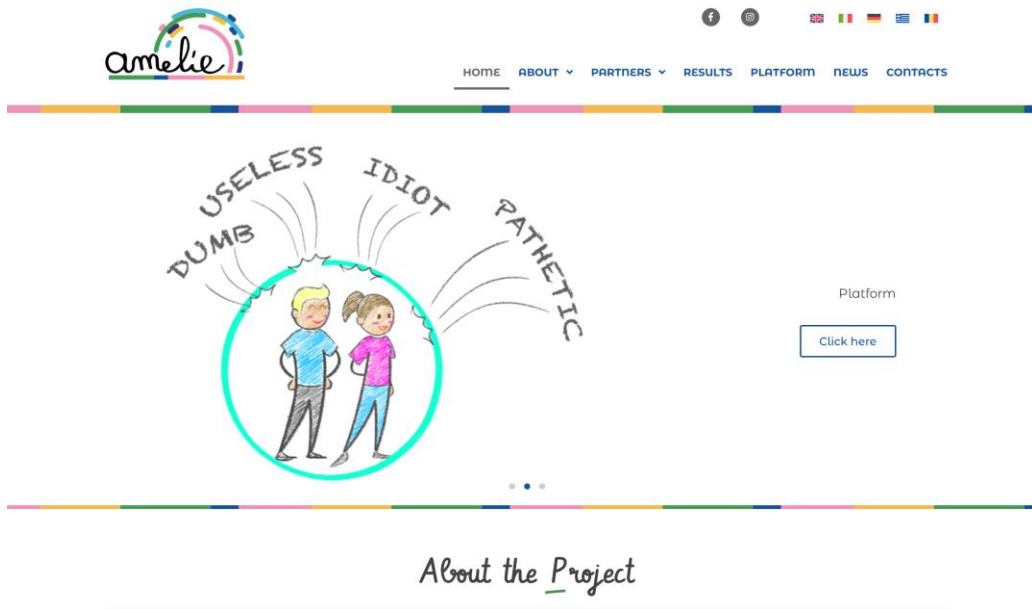
2nd May 2023

3

MULTIPLIER EVENT

19th May 2023

Amelie Project Questionnaire



In February 2023, through a questionnaire, we shared our work on the design and implementation of CLIL lessons on the topic of tolerance, non-violent communication and stereotypes with Amelie Project, another EU funded project to counter online hate speech.

www.amelieproject.eu

2. WORKSHEETS AND IMPLEMENTED ACTIVITIES

2.1 Number of worksheets

Please, indicate how many worksheets you used.

1 response

More than 10

2.2 Selected worksheets

Please, indicate which worksheets you used.

1 response

We used worksheets some on paper but mainly digital, using apps like Wordwall or Google Modules.
Worksheets included: matching activities, cloze tests, quizzes, reading material, peer and self-assessment questionnaires.

2.3 Implemented activities

Please, indicate how you used the selected worksheets in your teaching. Briefly describe the context of your implementation, specifying: what subject(s) you chose to implement the worksheet(s) in, the size of the group, how long did it take to realise the activity, what was the structure of the activity. If you implemented the worksheet(s) together with other colleagues, please also describe your experience in collaborating with teachers of other subjects in your classroom (maximum 200 words).

1 response

Over the course of January and February 2023 we implemented at an experimental level, a series of CLIL

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1 response

Over the course of January and February 2023 we implemented at an experimental level, a series of CLIL lessons for Human Sciences on the topics of tolerance and communication. The learning unit included 10 hours of teaching plus some individual study and was divided into three areas (a two-hour lesson on stereotypes, a four-hour lesson on hate speech and a four-hour class on kindness).

The worksheets for the first class included a quiz to test pre-existing knowledge, a matching activity with examples of common stereotypes, and the creation of a Padlet wall summarising the concept of stereotypes. The lesson ended with a feedback questionnaire on Google Documents, and students were resubmitted with the initial quiz on stereotypes. A reading on tolerance in Word was provided as homework.

In the second lesson, students were given a paper worksheet where they had to answer open questions using the second conditional and expressing feelings (vocabulary).

In the third class, students had excerpts from an English children's book, a quiz on Wordwall with concept check questions, a Canva presentation and a peer assessment questionnaire.

The support of the Special Needs teacher was invaluable to ensure inclusion as in the class one student had a medium cognitive impairment, while three students had SENs (dyslexia).

2.4 Learning outcomes achieved

Please, describe the main learning outcomes you achieved with the implementation of the worksheet(s). Tell us about anything that supports your case for achieving these learning outcomes. For example, student comments, or any other evidence that illustrates the benefits and impact of using these worksheets (maximum 200 words).

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1 response

The worksheets for the first class included a quiz to test pre-existing knowledge, a matching activity with examples of common stereotypes, and the creation of a Padlet wall summarising the concept of stereotypes. The lesson ended with a feedback questionnaire on Google Documents, and students were resubmitted with the initial quiz on stereotypes. A reading on tolerance in Word was provided as homework.

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In the third class, students had excerpts from an English children's book, a quiz on Wordwall with concept check questions, a Canva presentation and a peer assessment questionnaire.

The support of the Special Needs teacher was invaluable to ensure inclusion as in the class one student had a medium cognitive impairment, while three students had SENs (dyslexia).

The presence of an English teacher with a C2 level of English and a CLIL qualification who guided the class was an added value. The other English teacher ran a couple of preparatory language classes. The Human Science teacher was there to provide her insight on the subject, correct misunderstandings and make links with curricular topics already dealt with in the class. The collaboration of the four teachers improved as the implementation phase developed.

2.4 Learning outcomes achieved

Please, describe the main learning outcomes you achieved with the implementation of the worksheet(s). Tell us about anything that supports your case for achieving these learning outcomes. For example, student comments, or any other evidence that illustrates the benefits and impact of using these worksheets (maximum 200 words).

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Please, describe the main learning outcomes you achieved with the implementation of the worksheet(s). Tell us about anything that supports your case for achieving these learning outcomes. For example, student comments, or any other evidence that illustrates the benefits and impact of using these worksheets (maximum 200 words).

1 response

The main learning outcomes were: acquisition of a new vocabulary on the topic of stereotypes, tolerance, diversity and kindness, ability to express a wide range of emotions, appreciation of gratitude, and development of empathy.

2.5 Teachers' satisfaction

Are you satisfied with the activities carried out with the worksheets? If not, please tell us why.

1 response

Yes, I was mostly satisfied with the students' participation, interest and commitment, and very satisfied with their performance. Only a handful of students had difficulties with the language, but their interest and results improved as the project developed.

2.6 Students' satisfaction

Were the students satisfied with the activities carried out?

1 response

The students' feedback was generally very positive, and this was confirmed by the self-assessment questionnaires and the results of the final assessments.

3.1 Problems

Have you experienced problems implementing worksheets in your teaching? If so, please provide as many details as possible.

1 response

When using online worksheets, you are always faced with a double issue: the familiarity of the students with the use of a specific app or software and technical problems. The reality is that the technology is not there yet, and schools often don't have a technician readily available to solve technical issues. So, online worksheet sometimes end being time-consuming.

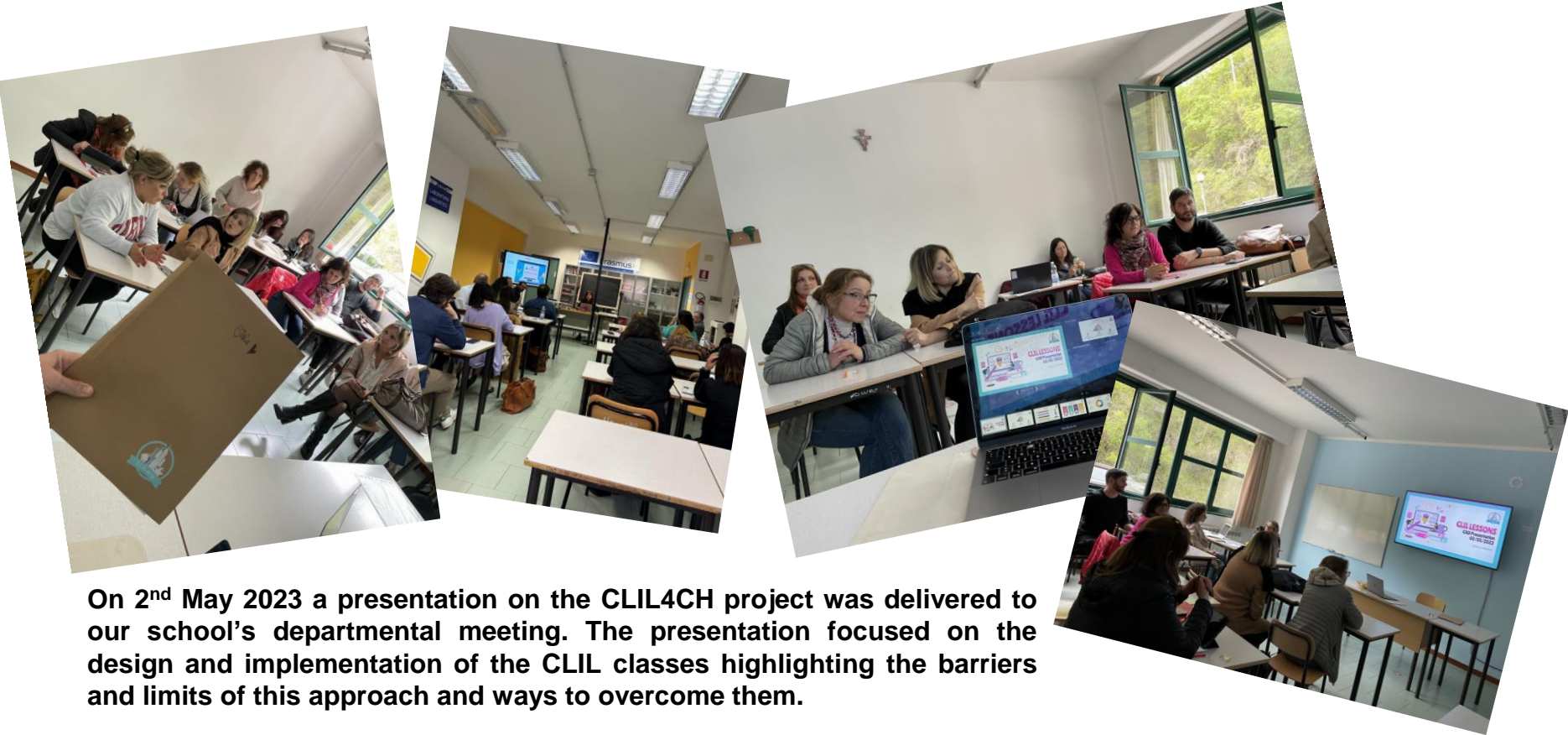
3.2 Suggestions

Do you have any suggestion for improving worksheets or their use in teaching? Please, provide as many details as possible.

1 response

It would be useful to have worksheets and handouts in both formats, digital and paper-based and they should be provided with examples, models or keys. It would be great to have solutions with explanations to improve self-assessment and metacognitive skills.

Departmental Meeting Presentation



On 2nd May 2023 a presentation on the CLIL4CH project was delivered to our school's departmental meeting. The presentation focused on the design and implementation of the CLIL classes highlighting the barriers and limits of this approach and ways to overcome them.

List of Attendees



ERASMUS+ KAZ01
STRATEGIC PARTNERSHIP PROJECT



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ERASMUS+ KAZ01
STRATEGIC PARTNERSHIP PROJECT



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Departmental Meeting 02 May 2023

Name of the project: "21" century skills and CLIL for learning about Cultural heritage" CUL4CH
Project Nr. 2020-1-RS01-KAZ01-065422

Place: I.O. Dante Alighieri Nocera Umbra, Istituto Sigismondi, via Septempedana snc, Nocera Umbra, PG

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CLIL4CH ON THE ITALIAN NEWSPAPER

**Following the Italian
LLT from 2nd to 9th
May 2023, *La Nazione*,
a cross-regional
newspaper workshop
to a CLIL class and
two cultural visits**

NOCERA UMBRA

Studenti stranieri a lezione di Dante

NOCERA UMBRA - L'Istituto 'Dante Alighieri' ha ospitato dieci studenti dalla Serbia e dalla Romania a conclusione del progetto 'Erasmus+'. Gli studenti hanno alloggiato nelle famiglie dei ragazzi e ogni giorno sono stati impegnati in attività in lingua inglese riguardanti il patrimonio culturale italiano. Il tema della settimana è stato Dante Alighieri e già nel primo giorno, dopo alcune attività di conoscenza, i ragazzi hanno seguito una lezione sul Poeta e in particolare sul Canto V dell'Inferno. La lezione è stata ispirazione per il laboratorio di digital storytelling, che si è tenuto nei giorni successivi con la guida di un esperto esterno e che ha visto i ragazzi cimentarsi nella realizzazione di due cortometraggi sul tema dell'amicizia e del tradimento. Le riprese video sono state effettuate nel centro storico di Nocera Umbra.

Multiplier Event

On 19th May 2023 a Multiplier Event took place in the public library of Nocera Umbra. Over 30 attendees took part in the event. An overview of the CLIL4CH project was presented, followed by a presentation on the CLIL methodology and how it was implemented in our school as an experimentation.



FURTHER DISSEMINATION ACTIVITIES



1

Sigismondi Web Radio Interviews during LTT in Italy

2

Newsletter sent out to 25 schools on 1st February 2023

3

School exhibition on 3rd May 2023

4

School's social media: FB and IG



Web Radio Interviews

During the LTT in Italy the guest students from Serbia and Romania were interviewed at the School Web Radio by our Italian students



CLIL Newsletter 1

have a teacher with a C1/C2 level of English leading the class was an added value in this project because the risk and accusation often addressed to CLIL is the over-simplification of contents. On the other hand, the students' linguistic competences could represent a barrier if limited. To overcome this issue, preparatory English language classes could be employed. In addition, the curricular teacher could be shadowed by the English teacher in class.

We chose to implement these CLIL classes in a first **Licco** (9th grade), composed of 15 students, one of whom with medium cognitive impairment and three of whom with Special Educational Needs (SENs): two with dyslexia and one coming from a disadvantaged environment. A CLIL lesson has double learning objectives related to content and language, defined through the so-called four "Cs": Content, Cognitive, Cultural and Communicative aims, focused on the acquisition of new vocabulary and linguistic production skills, abilities which appear to be the most deficient in our school according to our lower and upper secondary school language teachers' feedback. In the same way, the assessment will be integrated (linguistic and content-oriented) and mainly formative, considering correction of activities, interest in discussions, participation in interactions, feedback and self or peer assessment.

On the CLIL4CH website, everyone is welcome to download the CLIL e-textbook created by the project partners on the abovementioned topics and on other topics like, for example, the role of women in science, as well as tutorials on how to design an e-textbook, which includes digital and interactive lesson plans.

In the next newsletter, I shall present the lessons' objectives and methodologies in more detail and share the outcomes of these ten hours of CLIL lessons.

Thank-you

Silvia Segatori

**English Language Teacher – Support Teacher – Trinity and Cambridge Certification
Trainer – Coordinator Erasmus+ Project CLIL4CH – Coordinator of Erasmus+ Project
Munschools.**

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Silvia Segatori

**English Language Teacher – Support Teacher – Trinity and Cambridge Certification
Trainer – Coordinator Erasmus+ Project CLIL4CH – Coordinator of Erasmus+ Project
Munschools.**

CLIL Newsletter 2

CLIL METHODOLOGY NEWSLETTER 2

Over the course of January and February 2023 our Italian school (Sigismondi Institute in Nocera Umbra, PG) implemented, at an experimental level, a series of CLIL lessons on Human Sciences on the topics of tolerance and communication. This Learning Unit (LU) included ten hours of teaching plus some individual study and was divided into three areas: a two-hour lesson on stereotypes; a four-hour lesson on hate speech and emotions; and a four-hour class on kindness and gratitude.

We chose to experiment these CLIL classes in a first Liceo (9th grade), composed of 15 students, one of whom with medium cognitive impairment and three of whom with Special Educational Needs (SENs): namely, two with dyslexia and one coming from a disadvantaged socio-economic environment.

A variety of worksheets and Information and Communication Technologies (ICTs) were employed in class. More specifically, in the first one a quiz to test pre-existing knowledge and a matching activity with examples of common stereotypes were used. It followed a final assignment: the creation of an online poster, using the software Padlet, summarising the main concepts acquired. The lesson ended with a feedback questionnaire on Google Documents, and students were resubmitted with the initial quiz to assess progress. A reading on tolerance in word format was provided as homework. In the second class, students were given a paper worksheet where they had to answer questions using hypothetical clauses and expressing feelings. In the third class, they were provided with excerpts from an English children's book and a quiz on Wordwall with concept check questions. They were finally assigned a Canva presentation and a peer assessment questionnaire.

The support of the special needs teacher was invaluable to ensure inclusion as the cognitive effort required in a CLIL class by students with special educational needs, especially those with cognitive impairment, is mammoth. CLIL classes ought to be led by subject and not language teachers, but since the chosen topics also fell into the discipline of civic education, they were

taught by an English teacher with a C2 CEFR level and a CLIL qualification, which was an added value. A second English teacher ran a few preparatory language classes, and this was essential to overcome the limited language knowledge barrier. The human sciences teacher was also there to provide her insight on the subject, correct misunderstandings and make links with curricular topics already dealt with in class.

The main learning outcomes were the acquisition of new vocabulary, the ability to discern and express a wide range of emotions, the appreciation of the values of gratitude and kindness, and the development of empathy and compassion.

We were mostly satisfied with the students' participation, interest, and commitment, as well as with their performance. Only a handful of students had some difficulties with the language, but their interest and results improved as the project developed. The students' feedback was generally positive, and this was confirmed by the self-assessment questionnaires and the results of the final assessments.

We hope to be able to extend this practice across our comprehensive institute and to make it a stable custom.

Thanks for your attention

Silvia Segatori

**English Language Teacher – Support Teacher – Trinity and Cambridge Certification
Trainer – Coordinator Erasmus+ Project CLIL4CH – Coordinator of Erasmus+ Project
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School Exhibition

On 3rd May students and parents of our school were invited to take part to the CLIL4CH mobility exhibitions. It was an occasion to share the project and answer questions about Erasmus+ projects.



CLIL4CH on Social Media



CLIL for Cultural Heritage



Publicato da Silvia Segatori

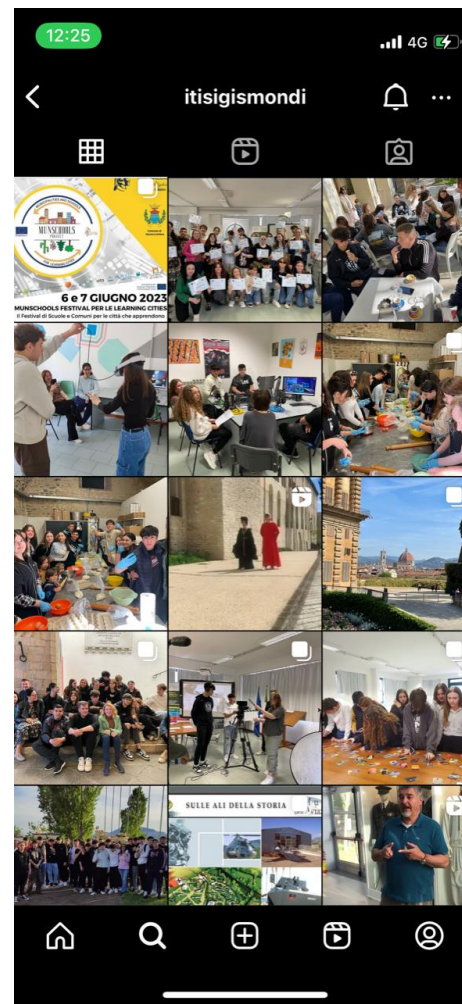
Adesso · 🌐

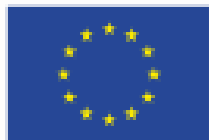
Last LTT in Nocera Umbra, Italy from 2nd to 9th May 2023 - A week rich of activities and art including ice breaking activities, an Italian cooking class, a Digital Storytelling workshop, web radio interviews, Creadig lab, visits to Florence and Perugia, CLIL lesson on Dante and, of course, lots of ice cream 🍦



Vedi insight

Metti in evidenza un post





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THANKS
for your attention!