



INCLUDE

Integrated Content and Language via a Unified Digital Environment Integrated Content and Language via a Unified Digital Environment

Good practices reflecting the 4
INCLUDE characteristics

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Criteria

Multimodality

- ✓ 'can do' attitudes
- ✓ critical skills
- ✓ age appropriateness
- ✓ personal fulfilment
- ✓ platform independent tools
- ✓ collaborative tools
- ✓ interactive tools
- ✓ external links

Europeanity

- ✓ approach in science, arts, technology etc
- ✓ European culture, history, geography, etc
- ✓ social activism
- ✓ understanding of diversity
- ✓ participation in European dialogue

Transversal skills / key competences

- ✓ critical and innovative thinking
- ✓ personal and interpersonal skills/attitudes
- ✓ information processing/ICT competences
- ✓ autonomous learning
- ✓ global competences
- ✓ awareness of sustainability
- ✓ resilience, promotion of change

CLIL

- ✓ 4Cs (Content, Communication, Cognition, Culture)
- ✓ communication in real life contexts
- ✓ contextualized grammar
- ✓ scaffolding techniques

Multimodality – Example 1

Italy: From the First industrial Revolution to the ICT

5th teaching period

1st Activity: Web search and creation of a game

Time: 30'

Type of activity: Use of digital tools

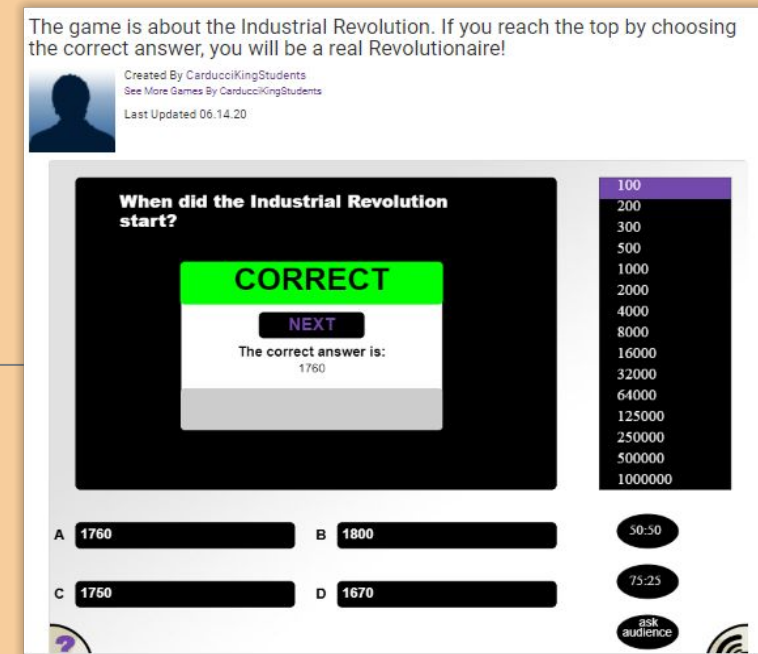
Students do research on the web in order to find a website useful for the creation of the game.

They find this website <https://www.wisc-online.com/>

The Wisc-Online open educational resource library contains over 2800 learning objects that are freely accessible to teachers and students at no cost and under a Creative Commons license for use in any classroom or online application.

This website only requires subscription to create a game.

Students decide to create a profile in order to start the creation of the game.



2nd Activity: Web search and creation of a game

Time: 30'

Type of activity: Use of digital tools

Students create the game and choose a name based on the television game show “*Who wants to be a millionaire?*”

They name it *Who wants to be a Revolutionaire?*

The game of course is about the Industrial Revolution. If you reach the top by choosing the correct answer, you will be a real Revolutionaire!

The game is open to everyone by clicking on the following link:

<https://www.wisc-online.com/users/carduccikingstudents/games/74124/who-wants-to-be-a-revolutionaire>

Multimodality – Example 2

Greece: Tourism in Europe

Brainstorming activity (asynchronous, before the beginning of the 1st teaching period): students are provided with a collaborative [mind map](#) and some questions to consider regarding tourism. Students collaborate and fill in the mind map with as many ideas as possible having the following questions in mind:

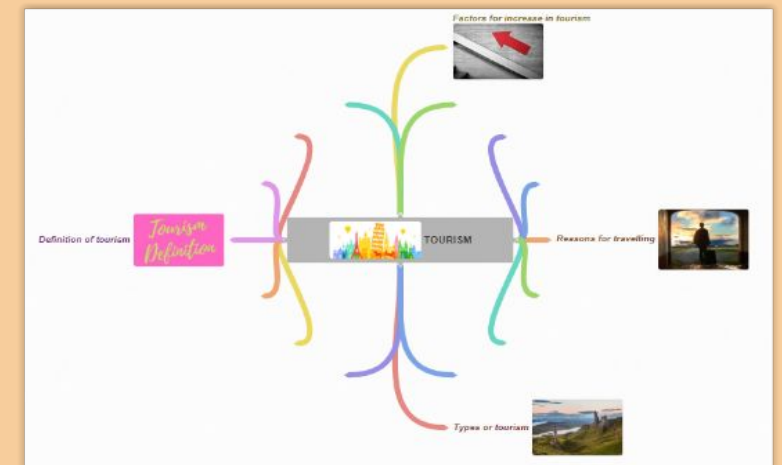
How would you define tourism?

Why do people travel?

Why is tourism on the increase in the recent years?

What types of tourism do you know?

The teacher comments on their ideas, before coming to class.



EUROPE TRAVEL

Alternative tourism

2. Prerequisites for sustainable tourism development.

The infographic consists of four numbered points, each with a hand icon below it. The hand icons are colored to match their respective points: blue for 01, pink for 02, light pink for 03, and orange for 04. A black callout box with a white hand cursor icon points to the text 'Fill in the blanks.' in the 03 point.

- 01**
To be environmentally tolerant in the long run.
- 02**
To bring sustainable economic benefits in areas under development.
- 03**
To be ethically local societies.
Fill in the blanks.
- 04**
To ensure the sustainability of the natural and cultural capital for future generations

2nd Activity:

Time: 15'-20'

Type of activity: video projection and discussion

Class organisation: whole class

Actions/Tasks: the students watch a [video](#) created by the teacher and ask for clarifications. The video provides information about alternative tourism and sustainable tourism development. The teacher asks comprehension questions and also emphasizes words that are commonly used together (collocations: alternative tourism, conventional tourism, sustainable development, e.t.c.).

Alternatively the video could be used in the computer lab or asynchronously with interactive questions by using H5P ([interactive video](#))

Multimodality aspects in the examples

- ❑ 'can do' attitudes
- ❑ ability to identify and set goals, and motivate themselves
- ❑ confidence to pursue and succeed in learning
- ❑ sense of initiative
- ❑ enhance critical thinking
- ❑ digital materials meet students' age and capabilities
- ❑ enhance and widen students' personal fulfillment
- ❑ material created is stand-alone and platform independent
- ❑ collaborative tools are used (mind map, game platform)
- ❑ use of interactive tools (H5P, game)
- ❑ use of external links (youtube)

Transversal Skills/Competences – Example 1

Spain: The effects of forces

3rd teaching period

1st Activity: Hooke's law

Time: 35'

Type of activity: experimental practice

Class organisation: groups of 3 or 4

Actions/Tasks: teacher introduces how we are going to check Hooke's law.

Students work in group and complete their lab report till collect experimental data.

2nd Activity: Hooke's law

Time: 15'

Type of activity: digital data processing

Class organisation: class work

Actions/Tasks: students start their spreadsheet.

Activity Sheet 3. Hooke's Law	UNIT 2. The effects of forces						
PROCEDURE							
<p>1. To start with, hang the weight holder and submit the spring to no stress. Determine the original length ($l_0 = \dots\dots\dots$).</p>							
<p>2. A mass ($m_1 = \dots\dots\dots$) is insert using the weight holder and measure the final length ($l_1 = \dots\dots\dots$).</p>							
<p>3. Add a second mass ($m_2 = m_1 + \dots\dots\dots = \dots\dots\dots$) and measure the final length ($l_2 = \dots\dots\dots$).</p>							
<p>4. Repeat this step and write all the values on the next table.</p>							
<table border="1"><thead><tr><th>Mass (g)</th><th>Length (cm)</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>		Mass (g)	Length (cm)				
Mass (g)	Length (cm)						

4th teaching period

1st Activity: Hooke's law

Time: 20'

Type of activity: creating a chart on a digital tool

Class organisation: class work

Actions/Tasks: following the instructions of the teacher, students follow data processing in order to create a chart on a digital tool for checking Hooke's law.

2nd Activity: Hooke's law

Time: 15'

Type of activity: share and discussion the results

Class organisation: group work

Actions/Tasks: students that belong to the same experimental group, discuss their results and share their conclusions with the other groups.

Hooke's law

Experiment	mass (g)	Wight (N)	length (cm)	extension (cm)	x (m)
0	0	0	42,3		
1	1	20	48,2		
2	2	30	51,5		
3	3	35	53,7		
4	4	40	56		
5	5	42	57,8		
6	6	44	59,4		
7	7	45	60,1		
8	8	46	60,9		

- numbers with 2 or 3 decimals
- alignment
- font, bold, underlined
- ...

Transversal Skills/Competences – Example 2

Romania: Every drop counts

1st Teaching Period

2nd Activity

Time: 20 min

Type of activity: [video](#) presentation

What is water footprint and why is it important?

The difference between what we want and what we need

Class organization: classwork

Actions/Tasks: The teacher shows an educational video “What is your water footprint” that has connection to the topic, explaining the concept of water footprint. Teacher asks students to fill in a task sheet related to the quantity of water needed to produce beef, pork, cheese, and fruit, a smartphone, a tyre or a ton of cement. The terms consumption and waste are explained.

Attention is drawn to the statement “Knowing your water footprint and making an effort to reduce it can really make a difference”



3rd Activity

Time: 15 min

Type of activity: filling in a worksheet

Class organization: groupwork

Actions/Tasks: Students are asked to calculate the amount of water consumed in 24 hours (i.e. washing their hands, having a shower, drinking a glass of water, brushing their teeth, flushing the toilet, having a shower, etc.). These topics are explored on www.watercalculator.org. They need to trace their footprint and cut the piece of paper or cardboard which they will then write on every activity with the amount of water used. They may recall that it is not their household's indoor or outdoor water used but rather their virtual water used and particularly their diet – that makes up most of their water footprint. Teacher explains that for most people diet is the biggest consumer of virtual water. In fact, in a typical person's water footprint it is known that approximately two thirds of the water comes from virtual water needed to produce food. Therefore, investing a little time into understanding why our diet has such a large water footprint is the aim of this lesson. Teacher discusses what can be done to reduce the amount of water we consume.



Transversal skills in the examples

- ❑ cultivating critical and innovative thinking (problem-solving, learning to learn, autonomous learning, making decisions, coping with uncertainty and stress, developing confidence)
- ❑ encouraging students' personal and interpersonal (identifying their abilities, collaboration and organization skills and self-disciplined performance / motivation) skills and attitudes
- ❑ developing information processing/ICT competences (e.g. analyzing, locating and accessing information on Web)
- ❑ promoting global competences (examining local and global issues)
- ❑ Promoting the students' awareness about sustainability in Nature (environment resources, ecosystems, climate)
- ❑ involving personal and social competences
- ❑ fostering attitude to promote change

Europeanity – Example 1

Italy: Renewable energy in Europe

1st Teaching Period

2nd Activity: *Make Europe a better place to live*

Time: 30'

Type of activity: Video-projection and discussion

Class organisation: Discussion in virtual class

Actions/Tasks: The topic of the project is about the renewable energy sources in Europe and how it is widespread all over the Union.

It will be carried out in several steps: a) Study the different kind of renewable energy sources;

b) Focus on the use of the above-mentioned sources in Europe; c) Create a powerpoint with the information gathered; d) Create a model of the renewable energy source chosen.

The first task they have to accomplish is to make researches about renewable energies.

Teachers show students this [video](#)

After watching this video, students have to gather ideas and prompts for their researches, considering this statement:

“Fighting climate change is a real challenge but it is an opportunity for our economy as well.

Discover how the new 2030 goals for climate and energy will help make the EU more competitive, secure and sustainable”

2nd teaching period

1st Activity: Researches about the renewable energies

Time: 60'

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students discuss about the video they have watched in the previous videoconference.

After that, students talk about the research they have done.

These researches are about the renewable energy sources (wind, solar, hydro, biomass, ocean and geothermal).

They engage in discussion on how their development is crucial for the years to come.

The [websites](#) used by the students are about various types of renewable energy (solar, wind, geothermal, hydro)



Europeanity – Example 2

Romania: I'm a child, I have rights

3rd Teaching period

1st Activity

Time: 30'

Type of actions: assigning tasks to each team, collaborative work

Class organisation: team work

Actions/Tasks: Students are divided into 3 groups of . Each group is given a set of photos and asked to put them on the floor in order (starting from the strongest person in hierarchy towards the weakest). Students must put photos in complete silence. Whoever disagrees with the hierarchy can change the order of the photo. Then students visit each group. The group that “hosts” the rest of the class, explains the reason of their hierarchy. When explanation finishes, the rest of the class comments on the hierarchy/asks questions. The teacher asks students (in all groups) how they feel about the hierarchy. This procedure is repeated until all groups have presented their hierarchy to the class. When all groups are finished, teacher presents to students some of the photos whose descriptions are given in the Images Description and ask the students:

- 1 How do you feel now that you know a little bit more about these people?
- 2 Would you change the hierarchy now that you know more about them?

2nd Activity

Time:15'

Type of actions: debate, arts creations

Class organisation: team work

Action Tasks: "I am a child like you"-for this activity students will form groups depending on their artistic inclinations and will create drawings, slogans, or posters with this theme.

After the pupils have completed their activity, the teacher discusses with them the following questions:

1What should be the people's attitude toward discrimination?

2What should be changed in people's behavior towards the minorities?



Europeanity aspects in the examples

- ❑ promoting critical reflection on European values and perspective (respect of human dignity and diversity, equality, freedom, democracy)
- ❑ presenting Europeanity approach in science and civics
- ❑ emphasizing Europeanity in terms of European culture, multiculturalism, European public and civic life
- ❑ involving European social activism in taking collective initiatives
- ❑ taking into account the rich diversity of the European Union in terms of cultural diversity
- ❑ encouraging students to take an active part in the European dialogue and adopt a new common perspective

CLIL – Example 1

Spain: Let's talk about energy

CONTENT	
Teaching objectives (What I plan to teach)	Learning outcomes (What learners will be able to do by the end of the scenario)
<ul style="list-style-type: none"> - What energy is? - Use of energy. Advantages and disadvantages. - Energy resources. - Renewable energy resources (Hydropower, 	<ul style="list-style-type: none"> - Identify key vocabulary. - Identify the different kind of energy resources and describe advantages and disadvantages. - Describe how the different combustion engines work. - Compare (speaking and writing) different energy resources

COGNITION	
Teaching objectives (What I plan to teach)	Learning outcomes (What learners will be able to do by the end of the scenario)
<ul style="list-style-type: none"> - To identify energy vocabulary. - To compare, to relate, to describe, and to analyse the different kind of energy resources. - To analyse and compare countries with a different use of energy. 	<ul style="list-style-type: none"> - Identify energy vocabulary. - Identify, analyse, describe and compare different kind of energy resources. - Identify and describe some environmental problems due to the use of energy.

COMMUNICATION

Language of learning (key vocabulary will be done)	Language for learning (Language is scaffold by writing and talking frames and by giving examples, models and help grammar)	Language through learning
<ul style="list-style-type: none">- Essential and new vocabulary associated with energy, such as: heat, electricity, energy resource	<ul style="list-style-type: none">- How to write a word: <i>Can you spell it?</i>- How to make comparisons. Ex: <i>U.S.A.</i>	<ul style="list-style-type: none">- Looking for information (using media).- Using internet.- Using a dictionary.- Asking and answering questions.

CULTURE

<ul style="list-style-type: none">- Understand the social, economic and way of life changes due to the use of the different energy resources during the history.- Understand the importance of the energy in our actual lifestyle.- Understand the importance of a responsible use of energy and the limited Earth resources, being respectful with the environment.- Understand the different energy resources used according to the developing of a country or the energy reserves they have. Understand the energy resource used in a country according to cultural and economic reasons.- Understand the importance of a rational use of energy.
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HELP: HOW TO GIVE OPINIONS?

GIVING OPINIONS TO COMPARE ANSWERS

What do you think about...?
What is your opinion about ...?
Why do/does/did ...?
What are your answers in?
In my opinion ...
From my point of view ...
I think ...
I answered
I think so.
I don't think so.
I agree.
I don't agree. I disagree.
Give me a reason for that.







Activity 3 (15 Points) According to the activity 1 you have to match the words with the pictures, like the example:

WORDS

1. Coal	2. Oil	3. Natural gas	4. Wave energy
5. Global warming/Greenhouse effect	6. Solar cell	7. Waste	8. Radioactivity
9. Electricity	10. Acid rain	11. Solar collector	12. Wind energy
13. Hydropower	14. Heat	15. Biofuels	16. Nuclear energy

PICTURES

a.  Image by Dimitris Vekikas from Pixabay	b.  Image by BlahE from Pixabay	c.  Image by alegria2014 from Pixabay	d.  Image by Bruno Göttsch from Pixabay
e.	f.	g.	h.

Let's talk about energy

Technology



Activity 1 (10 Points) Help James to solve the problem:



I wish I remembered technology classes!!!

I push a box applying a force of 3.000 N, causing a displacement of 250 meters.

The work I produced in joules was...;

In cal. it was..., and in Kwh

MORE THINGS ABOUT ENERGY



Some energy resources used in different countries around the world are fossil fuels (coal, oil and natural gas), nuclear energy, hydropower, solar energy, wind energy, biofuels, waves energy, tidal energy, geothermal energy, biogas, waste (including USW (urban solid waste)), wood, etc. Part of them are renewable (nature can replace them on a human timescale, like solar energy), others non-renewable (they comes from energy resources that will eventually run out, like fossil fuels). In any case, **We need energy to live.**

Let's talk about energy

Technology

What do you think is the best option to ...?

In our opinion we would need to install ...



We think we would need to install ...

And what did you draw in activity 6?

Write five solutions given by them. You can use some expressions like:

The nearest group thinks that	...	is the best option to obtain	hot water
			electricity
			energy

Let's talk about energy

Technology



Activity 4 (18 Points) According to your answers given in the activities 2 and 3, try to write a short definition of the next words. You can use some expressions like these (example):

HELP: HOW TO WRITE DEFINITIONS?

.....	is
	are	
	consist in	
	is/are produced by	
	destroy/destroys	
	is/are used to	

Example: Tidal energy is produced by the moon influence.

- a) Renewable energy resource:
- b) Coal:

CLIL – Example 2

Greece: Never Again

1st teaching period

Before the beginning of the first teaching period, students are asked to complete the first two columns on a KWL chart with what they know about the Holocaust and what they would like to learn

The Holocaust KWL Chart		
I know that:	I want to know:	I learned that:

REFLECTION

NAME _____

DATE _____

Extract taken from the book: 'Salonica. City of ghosts' by Mark Mazower, 2004, published by Harper Collins.

1. Life before the Second World War Language and Identity.

From the Greek point of view, the key to turning Jews into full citizens of new country was language. Before 1912, few Jews in Salonica had bother learn Greek. From 1915, however, all Jewish (and Muslim) community sch in receipt of public funds were obliged to teach it. Jewish children were forced to attend what Greek civil servants called 'our schools' - whose instruction was described as rather 'classical' and 'incompatible with Jew customs and nature'.

REFLECTION

Name: _____

Date: _____

Extract from the powerful speech by the Mayor of Thessaloniki for the Holocaust Remembrance Day by MAYOR BOUTARI - THESSALONIKI, JANUARY 30, 2018.

3. ...the Holocaust Museum will symbolize our shame. For what happened, for what we did, and especially for what we couldn't or didn't want to do, those of us locals and refugees, right-wing and left-wing, during and after the war. The Museum is a debt for the city but also a personal gamble for me. It is a debt to its Jews, as residents of Thessaloniki, Greeks, and Sephardim. The Museum extends beyond the city and Greece and reinstates Thessaloniki as the metropolis of the Sephardic Jews of the Mediterranean. It aspires to tell the

3rd Teaching Period

2nd activity

Time: 30'

Type of activity: jigsaw method

Class organisation: 6 groups of 4

Teacher actions: the teacher divides the students into 4 groups of 6 students (less able students work with more able students). Each group is given a worksheet and 4 different texts with comprehension and viewpoint questions.

Then, after reading their text and taking notes (individually), expert groups are created on the same topic, in order to exchange views. The students then return to their original groups where the expert in each subject informs the other members.

CLIL aspects in the examples

- ❑ the content element is employed (content knowledge and skills)
- ❑ the communication element is employed (using language to learn and communicate)
- ❑ the cognition element is employed (thinking processes appropriate for the language demands)
- ❑ the culture element is employed (opportunities for cultural awareness and shared understanding)
- ❑ the language employed reflects actual language use in daily life contexts/situations (e.g. in communication and conversation)
- ❑ the vocabulary used is suitable for students' age
- ❑ use of grammar is contextualized
- ❑ scaffolding skills and techniques are demonstrated

THANK YOU!

