



CLIL TOOL KIT

A guide for teachers on how to
use CLIL Methodology in
Primary Education





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CLIL TOOL KIT

The aim of this guide is to provide guidelines for CLIL TOOL KIT use within Hands On CLIL project framework for Primary Education.

The objective of the project is to design **4 CLIL Pathways** for the following subject areas and understand its impact on both teachers and pupils teaching and learning paths using bilingual methodology.

- Science
- Arts & Crafts
- Music
- Physical Education

The above subject areas have further been divided into **Modules** as follows, which will be organised around a sequence of **3 lessons** of 90' each, following a logical sequence growing from the most general class approach towards a more specific approach into the form of a project, presentation, etc.

- **Science**
 - The Amazing World of the Human Body
 - ...
- **Arts & Crafts**
 - The Amazing World of Traditional Arts & Crafts
 - ...
- **Music**
 - The Amazing World of Music
 - ...
- **Physical Education**
 - The Amazing World of Football
 - ...

Each lesson will be organised around a **lesson template**, a **pre and post-test** for pupils and a **module evaluation** for teachers, in accordance with the layouts presented in the CLIL Tool Kit.





The principles of CLIL

With CLIL – Content and Language Integrated Learning – we name the teaching of any non-language-subject through the medium of a language which is not the mother tongue. It differs from traditional teaching a subject in a foreign language in such a way that with CLIL you focus knowledge of an unknown content using thinking skills to understand, analyse, synthesize, evaluate and communicate about.

The CLIL methodology is organised around some principles generally known as the **CLIL 4 Cs Framework** – Content, Communication, Cognition and Culture – as defined by Do Coyle, 2005, as shown in table 1.

Table 1. The 4 Cs of CLIL, Do Coyle, 2005

CONTENT <ul style="list-style-type: none">•The foreign language is learned through TOPIC CONTENT
COMMUNICATION <ul style="list-style-type: none">•Language is used to perform tasks, solve problems, develop projects, express ideas, ...
COGNITION <ul style="list-style-type: none">•The foreign language is used as a language for thinking in parallel with the mother tongue
CULTURE <ul style="list-style-type: none">•Learning a foreign language is learning about different cultures, helping identifying similarities and differences with its own culture which fosters the intercultural dimension



The principles for planning CLIL lessons

Teachers need to structure each lesson plan in detail in order to cover all key issues:

Table 2. Key principles for lesson planning

KEY PRINCIPLES	
The 4Cs	Each lesson should contain at least one other element of the 4Cs of CLIL besides Content: Communication, Cognition or Culture.
Prior knowledge	Invite students to make connections of their prior knowledge and experiences with the new knowledge.
Learning objectives	What students are expected to learn (content and language).
Activities	Identify procedures and task-based learning that involve students in real communication.
Materials & resources	Select from relia, visual materials, videos, songs, etc. Increase visualization because it supports pupils' understanding and motivation.
Type of assessment	Observation, self-assessment, pre and post-test, journal/ portfolio, etc.

Within the Hands On CLIL project framework, each CLIL pathway will be organised around a colour code lesson template, designed by each partner country and to be applied by all partners' schools. A model will be provided and discussed beforehand within the partnership.

A CLIL lesson generally has the **following steps** performed in English¹:

Step 1 - Welcome routine /tuning into English. Teacher and pupils greet each other (*good morning/good afternoon, how are you?*). Write the date on the board. Pupils fill in a weather chart...

Step 2 - Introduction to lesson aim: pupils are told what they are going to learn and do (Today we are going to...). Teacher invites pupils to answer the pre-test and reflect upon what they know /don't know about the subject /topic.

Step 3 - Presentation of new content - Teacher explains step by step what children have to do and models. Teacher checks if every student understands what they have to do.

¹ Adapted from C4C - CLIL for Children Erasmus+ project, Report 3/A5 – Ver.01 – 2016.



Step 4 - Pupils do their work. Teacher walks around the class to check how the children are doing. Teacher helps out (in English).

Step 5 - Evaluation. Teacher checks:

- a. If pupils enjoyed the lesson by using smiles/thumbs up;
- b. If pupils achieved the learning objectives by asking some questions: post-test.

Step 6 – Wrap of the lesson. Pupils tidy up and do the Goodbye routine. E.g. chant.

Table 3. Hands On CLIL Lesson plan Template – An example...

CLIL LESSON PLAN	
CLIL PATHWAY: SCIENCE	LEVEL: Primary Education (6th grade)
CLIL MODULE: The amazing World of Food	CLIL TOPIC: Food Functions, Groups & Nutrients
LESSON 1	TIME: 90´
TEACHING AIMS	MATERIALS
<ul style="list-style-type: none"> - To recognise the different functions of food - To identify the different food groups and its main nutrients - To recognise written form of key language - To develop awareness about food combination that make up a healthy and balanced diet - To build short sentences - To work autonomously and proactively, developing collaboratively group strategies 	<ul style="list-style-type: none"> - Pictures of different types of food - Worksheet 1 – Food Word List (annex 1) - Worksheet 2 – Food Nutrients (annex 2) - Worksheet 3 – Advices for healthy diet (annex 3)
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
<ul style="list-style-type: none"> - Recognise the different functions of food - Identify the different food groups and its main nutrients - Develop awareness about food combination that make up a healthy and balanced diet 	<ul style="list-style-type: none"> - <u>Identify</u> and <u>sorting</u> food accordingly to its nutrients - <u>Classify</u> food into different groups - <u>Select</u> and <u>organise</u> specific information - <u>Analyse</u> it and <u>report</u> it back to the class
CULTURE	COMMUNICATION



- Develop awareness about what they eat and the importance to develop healthy eating habits
- Recognise the importance of the Mediterranean diet

Language Function: Talking about food

Vocabulary:

- Natural fruit juice, yoghurt, hamburger, coke, ...
- Energy giving (fats, carbohydrates); Body building (proteins, minerals); Regulatory and projective (vitamins, water, minerals, fibre)

Verb:

- have got
- can / can't

Language structure:

- I have to drink /eat ... /some /very little of /a lot / everyday... because...
- It has got lots of fats /calories /vitamins / minerals
- It has got too much sugar / caffeine / carbon dioxide /...

ACTIVITIES

Step 1 – To tune pupils into English

- Teacher /pupils greet each other in English.
- Pupils open the lesson /write the date on their Science notebooks in English.
- Pupils are set into groups of cooperative work in English and set roles like who is going to be the group monitor responsible for reporting back to class the outcome.

Step 2- To help pupils understand what the lesson is about

- Teacher tells pupils what they are going to do. She shows a picture of vegetables and tries to recall what pupils learnt about the food functions, the nutrients and its characteristics. It sticks the picture and its characteristics on the whiteboard as a model.

Step 3 – Talking about food functions and nutrients

- Teacher shows another food picture – hamburger – and elicits oral questions about:
 - the food function /food group /main nutrients: What type of food is it? / What nutrients has it got? /It has got fats and carbohydrates. / Does it give you energy? /Can we eat lots of fats? /Is it healthy for you? /Why?
- Teacher and pupils talk about the different food functions /food groups /nutrients.

Step 4 – Group work

- Teacher delivers a food picture per group.
- With the picture, the teacher also delivers 3 colour code worksheets (see annexes) to guide the pupils during their process of sorting and classifying the elements that are part of their food, write the report and the advice for a healthy lifestyle:
 - Wks 1 – Food Word List
 - Wks 2 - Functions of food, food nutrients & characteristics
 - Wks 3 - Advices for a healthy life style

Step 5 – Written work revision

- Going around the groups, teacher reviews with pupils their written assignments, makes suggestions and invites them to copy it to a final A4 paper they will report back to the class.
- Pupils in groups practice their oral report.

Step 6 – Oral classroom report

- Groups' monitors in turn go in front of the class to report back in English their findings (see videos).
- Teacher and peers provide feedback.
- Pupils stick their final outcomes on the board.

Step 7 – To encourage pupils to reflect on their learning and behaviour /attitudes

- Pupils complete the post-test on classroom content (learning).
- Pupils complete group work assessment sheet.

Step 8 – To end lesson

- Pupils tidy up and say the farewells in English.

EVALUATION

- Immediate feedback after oral classroom report
- Completion of pre and post-test (annex 4)
- Completion of group work assessment sheet (annex 5)

Standard classroom language for the pupils

Teach students key language and communication strategies they can fall back on when they are having problems. It also provides them with chunk of language to use in real life situations.

Encourage your students to remember and use in class structures such as:

- *What page please?*
- *Can you repeat, please?*
- *I don't know / We don't understand this/that...*
- *We've finished /We haven't finished.*
- *Shall I help him/her?*
- *Excuse me, I don't understand, How do we say ... in English?*
- *How do we spell...?*
- *Come here, please?*
- ...

Standard classroom language for the teacher

Establishing a set of standard classroom language /routines during CLIL lessons helps pupils understand what is expected of a CLIL lesson, besides providing a safe and comfortable environment for both pupils and subject teacher as they become more confident in the ability of using the second language.

Table 4. *Standard Classroom Language²ⁱ for the teacher*

When starting the lesson	<i>Good morning!, Hello everyone!, Who is absent today? Let's start!</i>
During the lesson	<i>Get out your books., Open your books at page..., Turn to page..., Look at exercise ... on page, Look at line/picture..., Let's say it together., All together!, This row/group..., Say it again, please!, The whole sentence, please., Your turn., Louder please., In English, please., What's.../.in English?, In English, please. Come here., Go back to your place., Stand up., Sit down., Hands up/down, Hurry up., Close the door, please., Open the window, please., Come in., Get out, Just a minute.</i>
When you praise the children	<i>Good, Fine, That's (much) better, Well done, Great, Excellent, Very good, That's very nice, It's all right – don't worry, Try again</i>
During reading, writing and speaking activities	<i>Can you read this?, Who can read this sentence?, Go on, Say it after me, Read John's part, Mary, Write/Copy that in your notebooks, Who wants to write that on the board?, How do you spell this?</i>
When playing games	<i>Who's your partner? Has everyone got a partner? Sit back-to-back, Don't show your partner, Change partners/places with, Are you ready?, Whose turn is it?, Take it in turns, You're next, Start now, Guess, It's time to stop. Have you finished?, Who has finished?</i>
When you try to keep order	<i>Quiet, please!, Stop talking/playing, Don't do that please., Stop that, Don't be silly, Give that to me, please.</i>
When ending the lesson	<i>That's all for now/today, Let's stop now, OK. You can go now, Put your books away, See you on Monday, Have a nice weekend!</i>

² Table taken from C4C - CLIL for Children Erasmus+ project, Report 3/A5 – Ver.01 – 2016.



Monitoring & Assessment in CLIL

Within the Hands On CLIL framework it is aimed to monitor pupils learning by applying a **pre** and **post-test** for each lesson so pupils get aware of their learning starting point and how far did they get after being exposed to CLIL learning and teaching methodology. It also provides the teacher with information about learner's performance.

To monitor and evaluate the impact of Hands On CLIL project framework and the present guide on teachers' professional development, they will be asked to answer a **pre test** on their bilingual methodology knowledge beforehand, and a **post test** after the implementation of the bilingual programme designed. At the end, teachers will also be asked to fill a **CLIL Pathway/ Module Evaluation questionnaire** to evaluate the achievement of project's objectives.





Appendix 1 - A CLIL Lesson Plan Template for CLIL pathways

CLIL LESSON PLAN	
CLIL PATHWAY: MUSIC	LEVEL:
CLIL MODULE: The amazing World of Music	CLIL TOPIC:
LESSON:	TIME:
TEACHING AIMS	MATERIALS
-	-
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
-	-
CULTURE	COMMUNICATION
-	Language Function: Vocabulary: Verb(s): Language structure:
ACTIVITIES	
Step 1 – To tune pupils into English Step 2 – To help pupils understand what the lesson is about Step 3 – Step 4 – Step 5 – Step 6 – To end lesson	
EVALUATION	
<ul style="list-style-type: none"> - Immediate feedback after oral classroom report - Completion of post-test 	



CLIL LESSON PLAN	
CLIL PATHWAY: SCIENCE	LEVEL:
CLIL MODULE: The Amazing World of the Human Body	CLIL TOPIC:
LESSON:	TIME:
TEACHING AIMS	MATERIALS
-	-
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
-	-
CULTURE	COMMUNICATION
-	Language Function: Vocabulary: Verb(s): Language structure:
ACTIVITIES	
Step 1 – To tune pupils into English Step 2 – To help pupils understand what the lesson is about Step 3 – Step 4 – Step 5 – Step 6 – To end lesson	
EVALUATION	
<ul style="list-style-type: none"> - Immediate feedback after oral classroom report - Completion of post-test 	

CLIL LESSON PLAN	
CLIL PATHWAY: ARTS & CRAFTS	LEVEL:
CLIL MODULE: The Amazing World of Traditional Arts & Crafts	CLIL TOPIC:
LESSON:	TIME:
TEACHING AIMS	MATERIALS
-	-
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
-	-
CULTURE	COMMUNICATION
-	Language Function: Vocabulary: Verb(s): Language structure:
ACTIVITIES	
Step 1 – To tune pupils into English Step 2 – To help pupils understand what the lesson is about Step 3 – Step 4 – Step 5 – Step 6 – To end lesson	
EVALUATION	
<ul style="list-style-type: none"> - Immediate feedback after oral classroom report - Completion of post-test 	

CLIL LESSON PLAN	
CLIL PATHWAY: PHYSICAL EDUCATION	LEVEL:
CLIL MODULE: The Amazing World of Football	CLIL TOPIC:
LESSON:	TIME:
TEACHING AIMS	MATERIALS
-	-
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
-	-
CULTURE	COMMUNICATION
-	Language Function: Vocabulary: Verb(s): Language structure:
ACTIVITIES	
Step 1 – To tune pupils into English Step 2 – To help pupils understand what the lesson is about Step 3 – Step 4 – Step 5 – Step 6 – To end lesson	
EVALUATION	
<ul style="list-style-type: none"> - Immediate feedback after oral classroom report - Completion of post-test 	

Appendix 2 - A CLIL Pre-and Post-test (Pupil's perspective)

PRE /POST-TEST in SCIENCE - Food Functions, Groups & Nutrients

The aim of this questionnaire (Knowledge Assessment Questionnaire) is to assess the impact of Science Content Learning by means of bilingual methodology within Primary Education.

1. I recognise the different functions of food.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

2. I can identify the different food nutrients.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

3. I know that Energy giving is mainly provided by carbohydrates and fats in the food.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

4. I know that for Body building the main nutrients are proteins and minerals.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

5. I understand that vitamins, water and minerals have a regulatory and protective Body function.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

6. I can select food that make up a healthy diet.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

7. I can produce a short text in English describing food functions and its nutrients.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

8. I can present orally a short text in English describing food functions and its nutrients.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all



Appendix 3 - CLIL Tool Kit Guide Evaluation (Teacher's perspective)

CLIL TOOL KIT GUIDE EVALUATION

The aim of this questionnaire is to find out the impact of the CLIL Tool Kit Guide in helping the Hands On CLIL participant teachers in implementing bilingual methodology in their classes.

How prepared are you to adopt a CLIL approach?

1. I can explain the key elements of the CLIL approach.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

2. I can describe CLIL to involve other teachers, students and parents.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

3. I can select the contents of my subject/ of a topic to be taught in English.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

4. I can design original learning activities in English.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

5. I can create my own materials (worksheets, flashcards, presentations) in English to be used in class.

Pre - A lot Some A little Not at all

Post - A lot Some A little Not at all

Appendix 4 - CLIL Module Evaluation (Teacher's perspective)

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