

#ISSUE 2

2019

HANDS ON



Funded by the  
Erasmus+ Programme  
of the European Union

## Short-Term Joint Staff Training in Gaziantep, Turkey



The Short-Term Joint Staff Training in Gaziantep, Turkey, was held from the 12th – 16th November 2018. There was a warm welcome with the teachers and the Principal of Gaziantep Bahçeşehir College, Emel Şeyma Tanrıöver. She had a welcome speech for the partners.

Hands on CLIL partners gathered together on a 5 days Short-Term Joint Staff Training which was about Master Junior and job shadowing.

The Short-Term Joint Staff Training based on Master Junior was presented by Figen Polat, the Project coordinator of Gaziantep Bahçeşehir College, to the teachers from Portugal, Spain and Slovakia. It is a versatile educational application developed by Bahçeşehir College for 5th, 6th and 7th grade students. The mission of Master Junior is evaluating, tracking and detecting the academic success, social development, ability and orientation correctly under the triangle of student, family and school. The Key Competences for Lifelong Learning by the European Union, form the basis of the Master Junior Programme.





**OBJECTIVES of the Programme:**

- To enable students to discover their talents;
- To increase their physical, mental and social capacities;
- To be able to use skills gained in different areas of life;
- To gain the ability to act without ignoring different possibilities and different areas;
- To provide social sensitivity and awareness;
- To strength the sense of social belonging as well as the feeling of being an individual;
- To take responsibility for our students to take action to solve social and global problems.

**Job Shadowing:** the participants also had a chance to observe the CLIL lessons as below:

- CLIL Science Lesson- Skeleton –grade 5
- CLIL Science Lesson- Vitamins – grade 6
- CLIL Maths Lesson- Shopping- grade 5
- CLIL Science Lesson- Body Parts – Kindergarten and Grade 5
- CLIL Science Lesson- Planet –Grade 5

The Project coordinator Helena Serdoura from Portugal analysed the activies developed by the partnership so far and discussed the working plan of future activities

During the meeting participants had opportunities to get know the culture and the history of the hosting country.



# The Second Transnational Project Meeting

## Evaluation Report

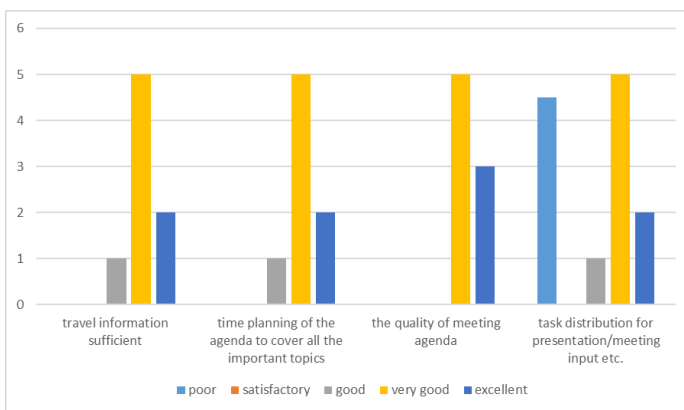


Erasmus+

12th-16th October, 2018

Gaziantep , TURKEY

### 1) Preparation for the meeting



### 2) Do you have any comments about the preparation of the meeting?

-I do not have any comments, everything was excellent.

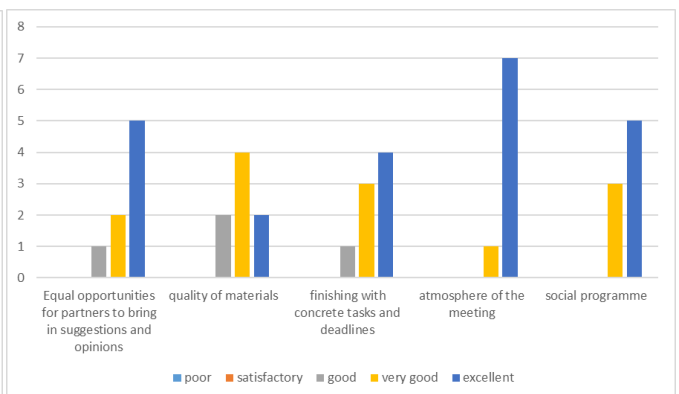
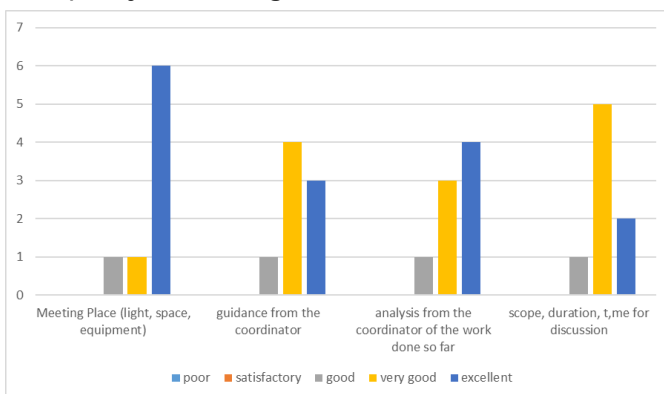
-No.

-Everything was great.

-No.

-The work developed in the preparation of the meeting was very productive.

### 3) Project Meeting Evaluation



### 4-What did you particularly like in the project meeting?

-Job shadowing.

-Turkish cuisine, historical sites, spontaneous people, nature,...

-I liked visiting school and PE classes.

-Sharing experiences and knowledge. Learning from one another...

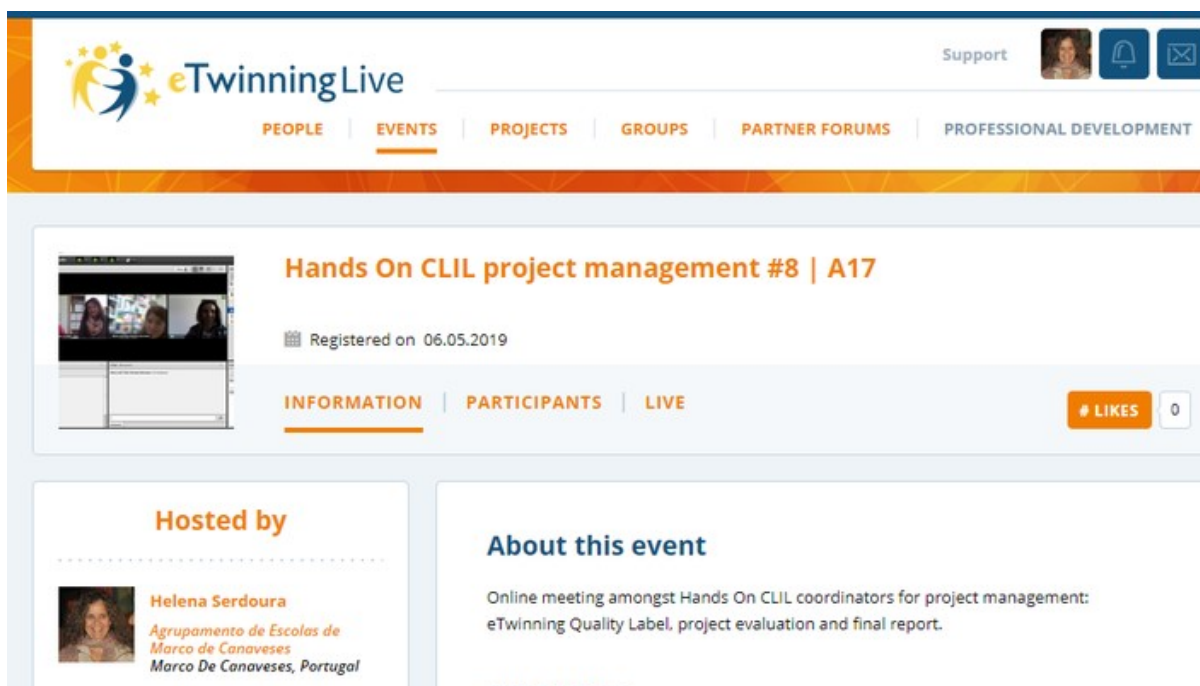
-The school.

-I really enjoyed the intercultural interaction and the opportunity to learn about different forms / methodologies of teaching from colleagues in Turkey.

# Online Meetings

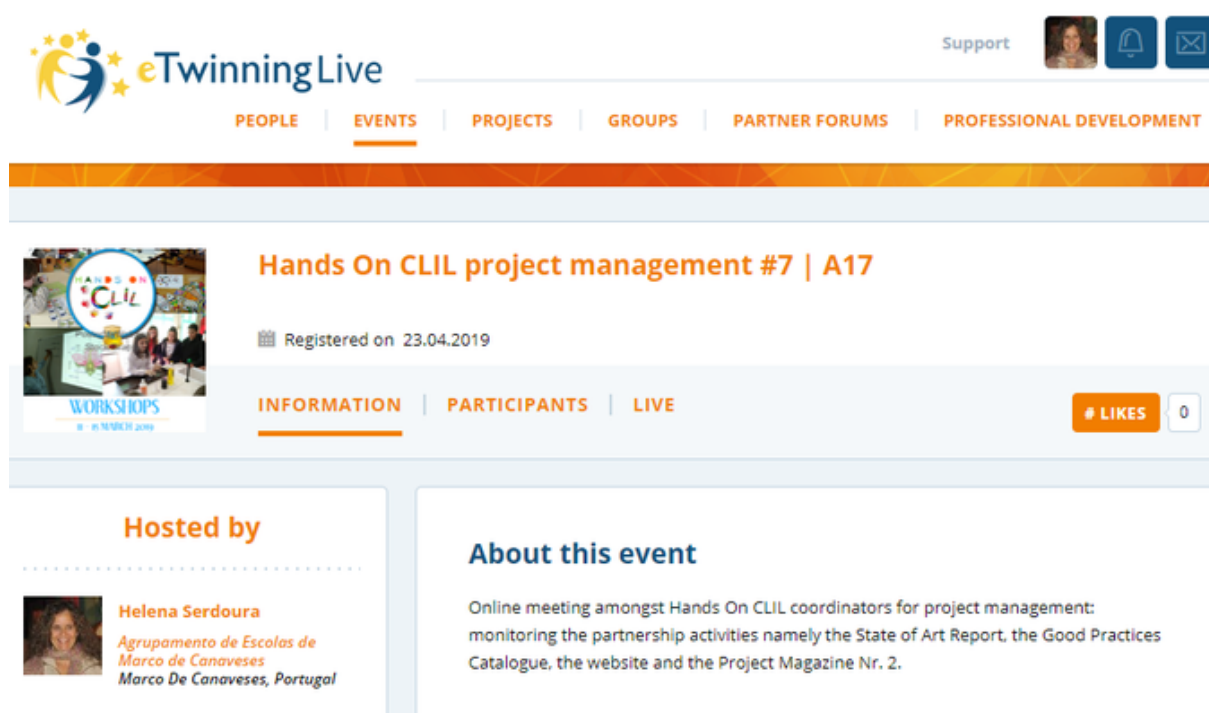
To keep track of the Project Action Plan, online sessions took place amongst the teachers/ coordinators of Hands On CLIL to ensure the project's viability by discussing and analysing on a face to face situation the undergone activities, the dissemination plan and the evaluation procedures.

## # 9th Online Session | 05 June 2019 | A17

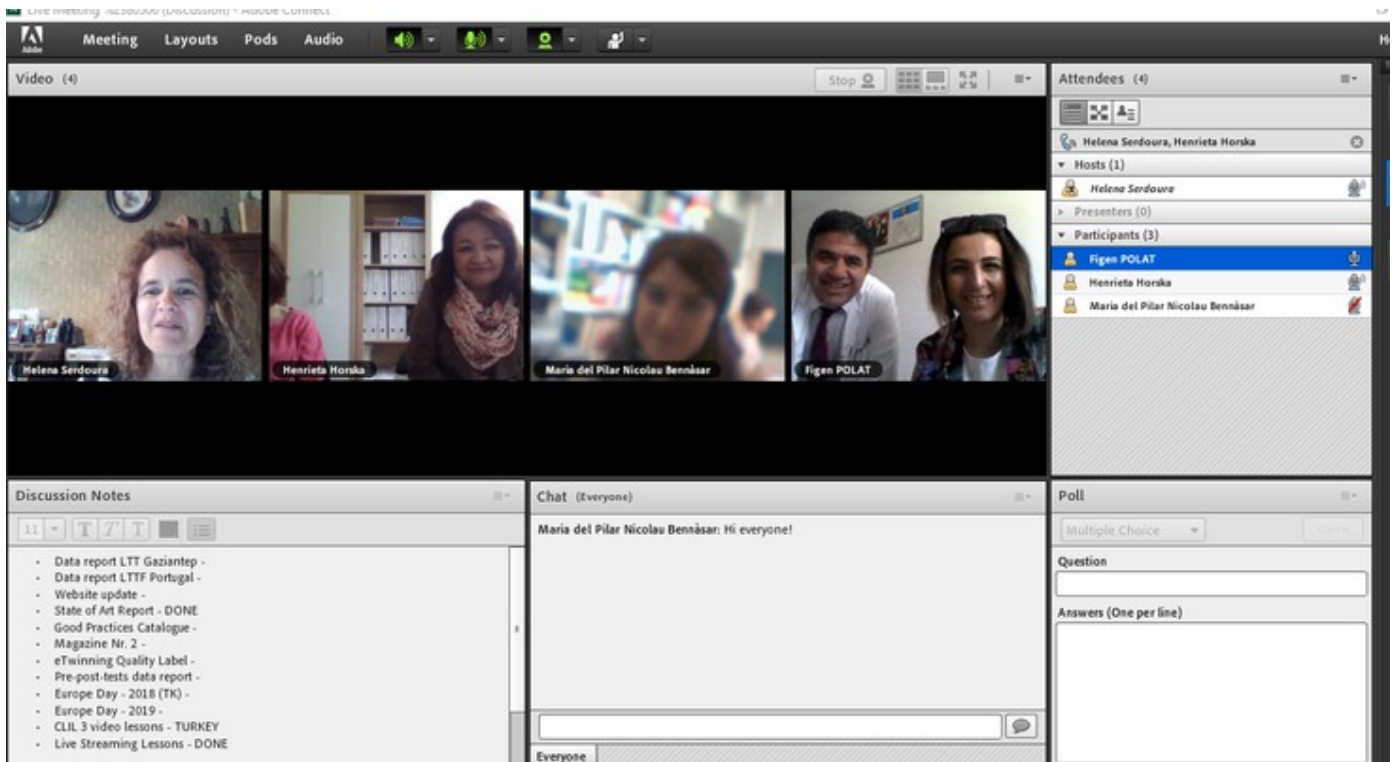


The screenshot shows the eTwinningLive interface for an event. At the top, the eTwinningLive logo is on the left, and 'Support' with a user profile, notification, and message icon is on the right. Below the logo is a navigation bar with 'PEOPLE', 'EVENTS', 'PROJECTS', 'GROUPS', 'PARTNER FORUMS', and 'PROFESSIONAL DEVELOPMENT'. The main content area features a video thumbnail on the left and the event title 'Hands On CLIL project management #8 | A17' on the right. Below the title, it says 'Registered on 06.05.2019'. There are tabs for 'INFORMATION', 'PARTICIPANTS', and 'LIVE', and a '# LIKES 0' button. The 'Hosted by' section shows a profile for Helena Serdoura from Agrupamento de Escolas de Marco de Canaveses, Portugal. The 'About this event' section describes an online meeting for project management, evaluation, and final report.

## # 8th Online Session | 06 May 2019 | A17

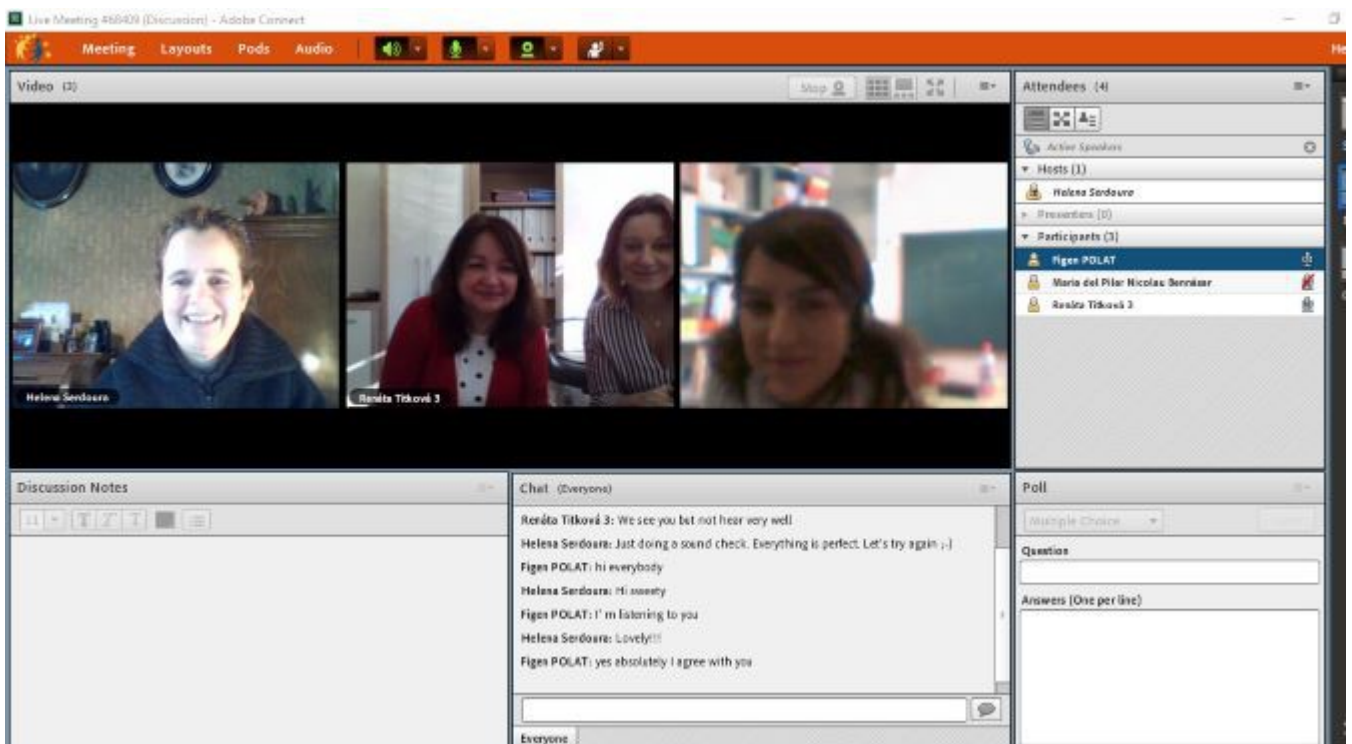


The screenshot shows the eTwinningLive interface for an event. At the top, the eTwinningLive logo is on the left, and 'Support' with a user profile, notification, and message icon is on the right. Below the logo is a navigation bar with 'PEOPLE', 'EVENTS', 'PROJECTS', 'GROUPS', 'PARTNER FORUMS', and 'PROFESSIONAL DEVELOPMENT'. The main content area features a video thumbnail on the left and the event title 'Hands On CLIL project management #7 | A17' on the right. Below the title, it says 'Registered on 23.04.2019'. There are tabs for 'INFORMATION', 'PARTICIPANTS', and 'LIVE', and a '# LIKES 0' button. The 'Hosted by' section shows a profile for Helena Serdoura from Agrupamento de Escolas de Marco de Canaveses, Portugal. The 'About this event' section describes an online meeting for project management, monitoring partnership activities, and reporting.



**# 7th Online Session | 21 January 2019 | A17**

Online meeting amongst Hands On CLIL coordinators for project management: monitoring the partnership Strategic Action Plan and planning of the Blended Mobility of School Learners in Marco de Canaveses, Portugal.



# Blended Mobility of School Learners in Portugal

Between 11<sup>th</sup>-15<sup>th</sup> March 2019, ten teachers and seven pupils from Turkey, Slovakia and Spain attended the Blended Mobility of School Learners at Agrupamento de Escolas de Marco de Canaveses, in Portugal.

Using eTwinning Live pupils from Portugal, Slovakia and Turkey engaged in a preparatory chat before travelling to Marco de Canaveses and the communicative competence was enhanced in a real and meaningful setting!



Online session, 22<sup>nd</sup> February 2019

The Blended Mobility of School Learners in Portugal started with a Culture Event featuring Ramalhais kindergarten, EB1 Barroca traditional dance group, the music department, the school choir and the accordion and drums music group.





To wrap up the ending of the cultural event, the pedagogical teams, pupils and parents celebrated the 2 years of Hands On CLIL with a big and special cake!



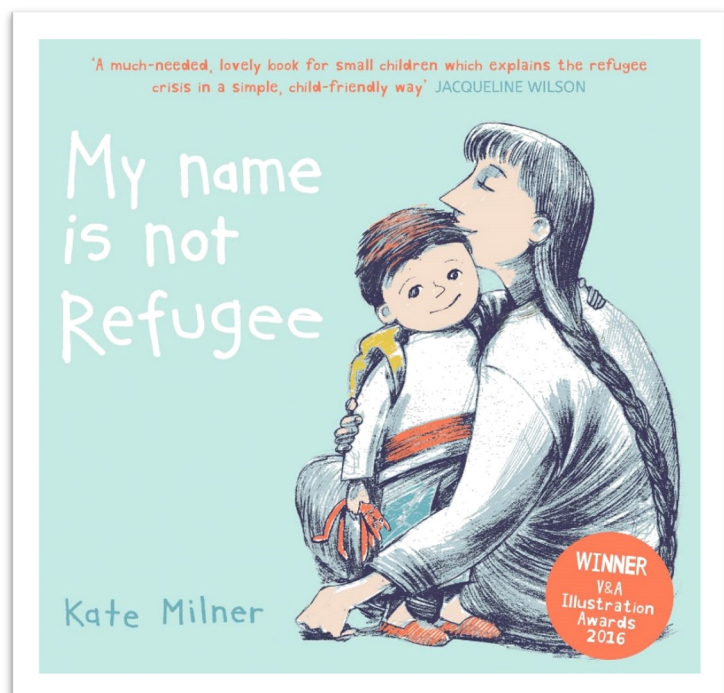
Portugal, Spain, Turkey and Slovakia celebrating 2 years of Hands On CLIL

@AE Marco de Canaveses!



**Storytelling Workshop** - Stories as a tool for teaching and learning in CLIL, by Vanessa Reis Esteves, a teacher trainer and course materials writer for EFL

During the week, both teachers and pupils had the opportunity to engage in several workshops. During the Storytelling Workshop, Vanessa Reis Esteves went through the intercultural story "My name is not Refugee" exploring the feelings and possible situations people face when forced to leave their homes to run away from war... an intercultural approach to promote the intercultural dialogue and attitudes of empathy and what is it like "to be in the Other shoes".



Pupils were then asked to express their feelings by drawing or writing what would they take with them if they were in the same situation.



With the CLIL Music and Arts & Crafts Workshops, pupils explored Portuguese Culture Heritage.

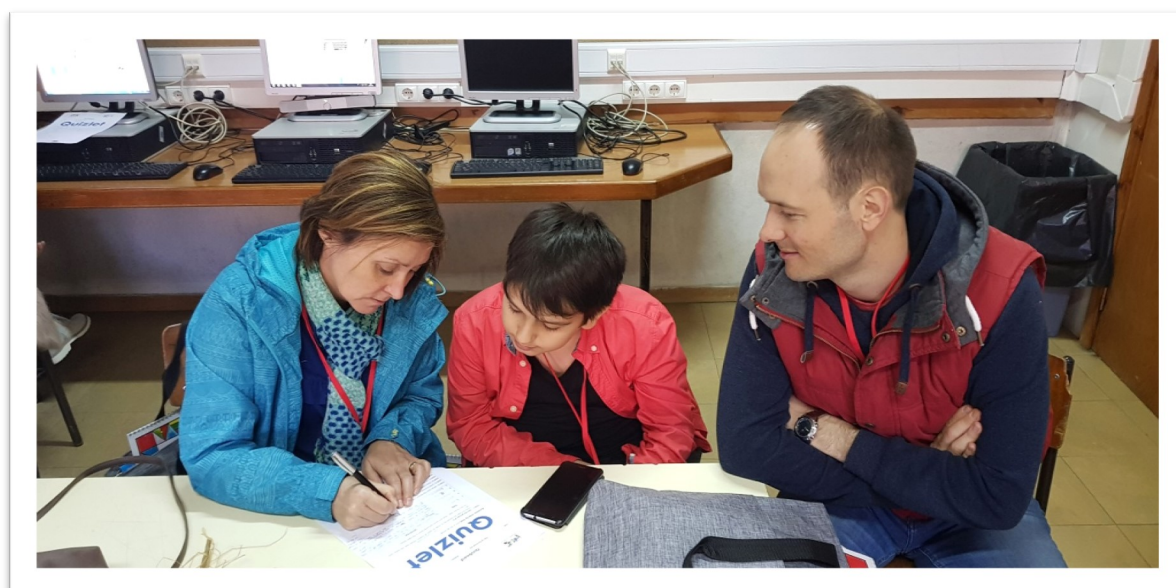


## WebQuests @ Hands On CLIL

ICT and Web 2.0 tools were main topics at the Blended Mobility and participant teachers and pupils took part in WebQuests and Quizlet workshops successfully.

WebQuests presented by the participants at the Blended Mobility of School Learners:

1. [Flower's structure and function](#)
2. [Let's Save the Planet](#)
3. [Health and Plants](#)
4. [Turkey](#)
5. [Adventures of the Danube](#)



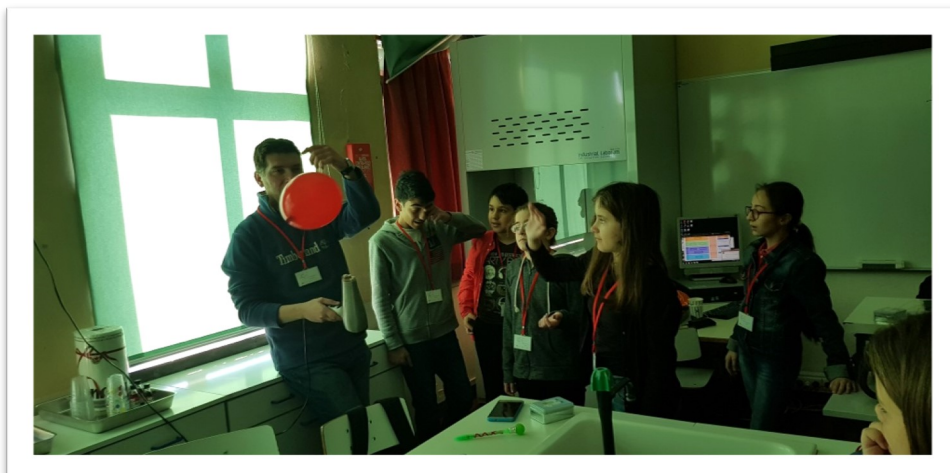
## The scientific laboratory as a learning setting in CLIL - Workshop

CLIL LAB Experiments and Inquiry Based Learning have made the delight of both pupils and teachers.



### LAB experiments @ Hands On CLIL

1. Mystery boxes (inquiry base learning)
2. Can challenge
3. Disc hovercraft run
4. Levitating balls
5. Color mix
6. Paper bridge
7. Colour blindness (mobile app)
8. Equilibrium



## Human Body Museum

Pupils experienced a CLIL Science Lesson visiting the exhibit "Human Body- Science of Life". The exhibit was set up to showcase the muscular, nervous, circulatory, digestive, respiratory, urinary, and reproductive systems, and displayed over 100 organs, bone structures and eight real human bodies that have been preserved permanently by a process called "plastination", so as to not decay.



In the **CLIL Portugal's History Lesson** @ World of Discoveries, Erasmus pupils discovered the fantastic odyssey of Portuguese sailors, crossing oceans to discover an unknown world.



## KINDERGARTEN JOB-SHADOWING

Participant teachers followed a CLIL Job-Shadowing @ JI Ramalhais kindergarten during the blended mobility of school learners.

It is safe to say that three years after PEBI-DGE programme and Hands On CLIL implementation, we have true bilingual education happening in the public school, starting at a very early age.





## Pupils impressions on Hands On CLIL mobility

While Hands On CLIL pedagogical team met to discuss and analyse the project's strategic action plan: evaluation tools, dissemination, project's milestones, website and eTwinning quality label application, students registered in a big picture frame their Pupils impressions, thoughts and feelings on the Hands On CLIL Blended Mobility of School Learners in Marco de Canaveses. It just shows why Erasmus+ is so powerful and can make all the difference if we want a better world! 🌍 #clil #erasmus #betterworld





# the project...



# Europe's Day Celebration, 2019

Europe's Day Celebrations at  
Agrupamento de Escolas de Marco de Canaveses



## HANDS ON CLIL

13:25 - 15:10

VISITA A BIBLIOTECA DA  
ESCOLA E VISIONA OS  
VÍDEOS QUE ILUSTRAM A  
PARTICIPAÇÃO DOS ALUNOS  
EM MOBILIDADES ERASMUS+

13:30 - 14:30 - "MY COUNTRY  
YOU KNOW NOTHING  
ABOUT" + KAHOOT!  
14:30 - 15:00 -  
STORYTELLING - MY NAME  
IS NOT REFUGEE



Erasmus+

## Europe's Day Celebration at ZŠ Škultétyho 1 in Nitra, Slovakia

The 9th of May is a date when our school was celebrating Europe Day.

In that day students had special class lessons than usual.

Everyone had to come in a light blue and we took a big European selfie in the central corridor. It is just like Slovakia. Did you know that Slovakia is the central of Europe?

Of course not, but it is situated in the middle of Europe, "Heart of Europe".

Students who were participating on "Hands On CLIL" project made presentations and taught us about hosting countries.

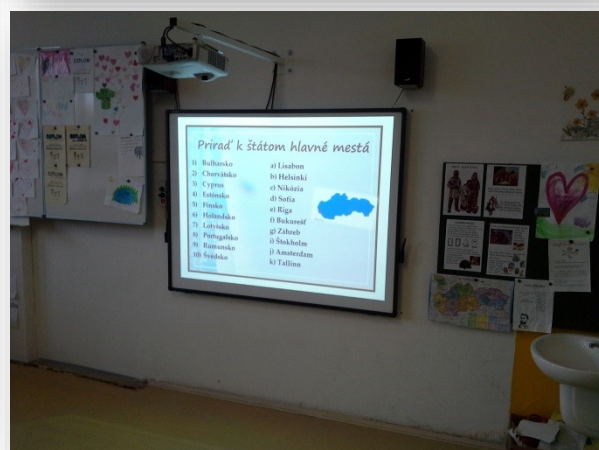
Students from the secondary school prepared very useful quizzes for younger pupils.

They had to guess common spoken words, cuisine, culture and traditions from each European country.

In front of the school the youngest drew flags and wrote each country's international slogan.

It was very interesting for everybody, because one word or a sentence very aptly determine each country as well.

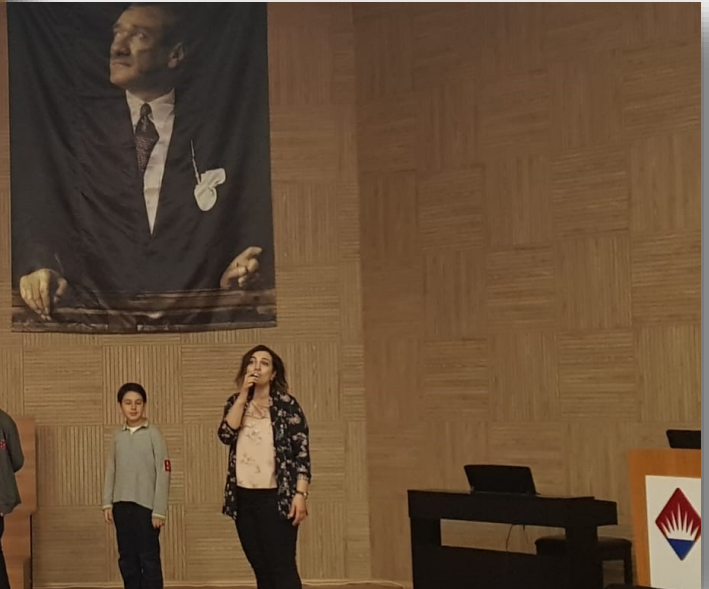
We had a very enjoyable and funny day. And what about you? How did you celebrate Europe Day?





## Europe's Day Celebration at Gaziantep Bahçeşehir College, Turkey

The school celebrated Europe's Day by promoting a conference to the school community in order to disseminate Hands On CLIL good practices. The hosts were the pupils that attended the Blended Mobility of School Learners in Portugal.





## Europe's Day Celebration at CEIP Puig d'en Valls

All the school community dressed in blue to celebrate Europe's Day.

After the play time, students of 5th Grade did a concert to the rest of the school. They learned the European Hymn with their music teacher.

In the school, we also dedicated a wall to the Europe Day, and in each star we wrote things that the countries that belong to the EU do well.





# CLIL Pathways in Portugal

We view that promoting CLIL at a very early age can set foundations to promote a natural setting for young children to learn English in a playful and informal manner, taking into account children's interests and preferences as well as learning in an integrated way with curricular content.

For the Amazing World of Science, Maths & Arts, a Module on Healthy Diet was created around four lesson plans as follow:

**Lesson 1 – “Beans – How do they grow?”** Children are introduced to the story of the “Jack and the beanstalk”, followed by hands-on experiments to help children understand the world around them and guess/ predict how beans grow...

**Lesson 2 – “Beans – Up the castle they grow...”** Each child builds its own castle and prepares a pot plant to follow the plant germination and reflect upon the conditions needed for plants to grow and survive.



In **Lesson 3 – “BEANS - How delicious!”** children understand the importance of adopting a healthy diet and in **Lesson 4 – “BEANS - Eggs are good and fun!”**, children create their own maths games based on the character “chicken of the golden eggs” from “Jack and the Beanstalk”.

The main aim of the lesson is to develop maths awareness and skills: numbers and counting skills/ associate number and quantity.



# CLIL Pathway in Slovakia

## ECO- School activities



Pupils learned how to grow and look after variety of herbs. They know their names in English and finally they learned how to make the syrup from lavender.

Now we make tasty soft drinks for summer time and looking forward to the summer holidays.

This school year 3<sup>rd</sup> and 4<sup>th</sup> graders from ZŠ Škultétyho Nitra in Slovakia worked on Plants and Herbs project.

It included the following activities:

Growing own strawberries, mint and lavender on school field.

Growing variety of herbs in water pots and label them in English.

Learning about herbs and recognising them.

Learning how to make a syrup from herbs.





# Human body for kids

The 3<sup>rd</sup> graders from ZS Skultetyho Nitra in Slovakia visited the Human body exhibition for kids in June.

The interactive science lesson was very interesting and motivating. Pupils had the opportunity to experienced how does human lungs, senses, blood circulation and the others parts of human body function.

The exhibited objects were labelled in English, that is why we believe the whole lesson was a good example of CLIL practise in real life.





## CLIL Pathways in Ibiza

During the second year of the project, CEIP Puig d'en Valls divided the CLIL Pathways into two modules. The 1<sup>st</sup> and 2<sup>nd</sup> Grades implemented Art lessons using CLIL methodology, while the 3<sup>rd</sup> to 6<sup>th</sup> Grades implemented Science lessons using CLIL methodology.

Among other activities, children of 4<sup>th</sup> Grade were very lucky to receive a Science online lesson from our partners in Slovakia. A few weeks after, we delivered a Science lesson to our other partners in Turkey. Children enjoyed a lot this fantastic experience.



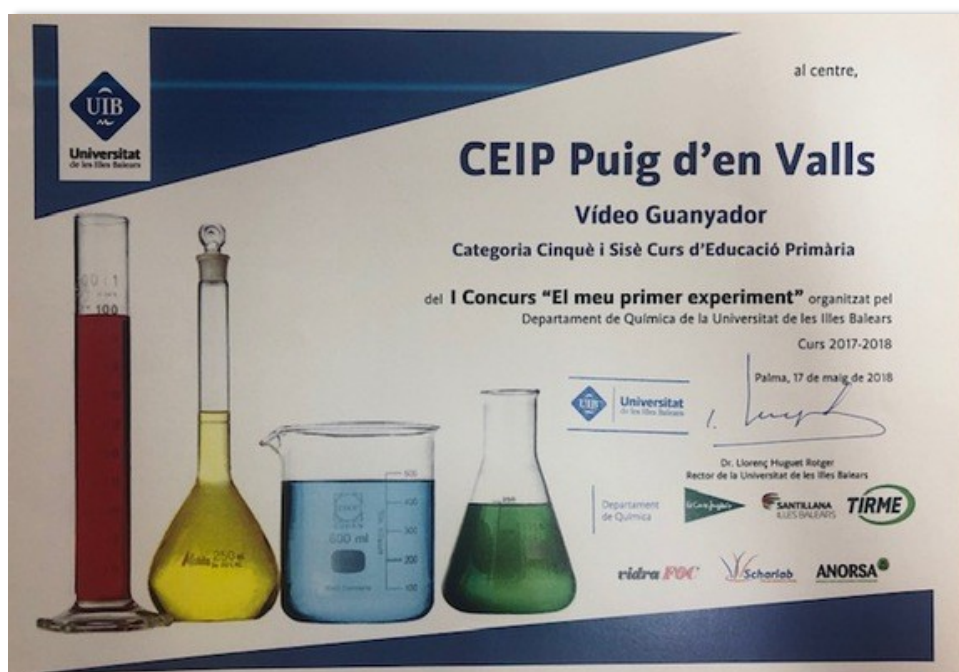
2<sup>nd</sup> Graders. Art Lesson.



Streaming Science online lessons

It is also remarkable that 5<sup>th</sup> Graders participated in “My First Experiment”, organized by the University of the Balearic Islands and the Science department Dquímicauib, who organize annually the Science Competition MY FIRST EXPERIMENT, which rewards the best experiment presented.

A group of five students from CEIP Puig d'en Valls was awarded with the First Prize, with their experiment “THE MAGNETIC TRAIN”, where they linked Scientific contents, using Language Integrated Learning (CLIL) approach, and the Erasmus+ Project Hands On CLIL.





## Live Streaming CLIL Lessons

Live Streaming CLIL Lessons took place between partner schools throughout the life time of the project.

### Music: The Pentatonic Scale of Do

Music teacher from Agrupamento de Escolas de Marco de Canaveses in Portugal hosted a CLIL Music streamed lesson for 5th graders in The Pentatonic Scale of Do with ZŠ Škultétyho in Nitra in Slovakia.

The pupils learned to recognise pentatonic scales, to improvise simple tunes based on the pentatonic scale, to use the five notes of a pentatonic scale and play them on a range of instruments, individually and together, to create simple accompaniments for their tunes and to compose and perform simple melodies and songs independently.

They also sang the Oriental pearl song with the lyrics created by Portuguese students.



### 3) Live Streaming CLIL Music Lesson - The Pentatonic Scale of Do

Music teacher from Agrupamento de Escolas de Marco de Canaveses, in Portugal hosted a CLIL Music streamed lesson for 5th graders in The Pentatonic Scale of Do with Zs Skultetyho, in Nirtra, Slovakia.



## Science: The Thermometer

English teachers from ZŠ Škultétyho 1 in Nitra in Slovakia hosted a CLIL Science streamed lesson for 3rd graders in **The Thermometer Science lesson** with CEIP Puig d'en Valls School in Spain.


The pupils learned to understand instructions, to name the objects needed for an experiment, to describe experiments and to create their own poster of experiment.

Pupils had a good time by playing spelling shark and guessing words games and they also sang a Hot and Cold song.

Both streaming lessons were successfully organised in March before Portugal Blended Mobility of school learners.

### SCIENCE THERMOMETER

English teachers from ZŠ Škultétyho 1 in Nitra, Slovakia hosted a CLIL Science streamed lesson for 3rd graders in **The Thermometer Science lesson** with CEIP Puig d'en Valls School in Spain.



# Hands On CLIL Final Evaluation

The project was evaluated by applying pre and post-tests to pupils and teachers and general questionnaires were created for mid-term evaluation of the project and applied to both teachers, pupils and parents. Finally, to assess if the project reached its objectives and results, it was applied an online final-evaluation survey to the aforementioned target groups, and whose data report is shown in this document.

The questions focused on the skills, the acquired knowledge, the understands and perceptions, the degree of motivation and self-esteem, to determine to what extent the program objectives were achieved and if there is potential for sustainability.

## CONCLUSIONS

As per data analysis, the project has had great impact on both teachers, pupils and parents.

Regarding Teachers impact, they became acquainted with CLIL teaching techniques; understood the different stages of CLIL implementation; became able to create new curriculum for selected subjects; raised awareness of teachers for CLIL; became peer activities' makers; learnt how to use modern ICT tools /smartphones, tablets, etc./ in their CLIL teaching; improved their foreign language skills; and made contributions to their personal and professional development.

As far as Students are concerned, the project increased learners' motivation and confidence in both language and the subject taught; raised their awareness of being a European citizen; used the foreign language in different aspects of real life, improving foreign language skills and competences; had the opportunity to experience innovative/creative lessons; learnt to collaborate with students from their school and from other countries; and it raised tolerance among students and the understanding of different cultures and traditions.

With reference to Parents perceptions and impact, they became more engaged into school life; eager to participate in preparation of school activities like performances, parents' workshops, parents' meetings, school trips, etc.; and became more aware of the importance of language acquisition and positive aspects of bilingual education as well as their children's needs.

For the participant Schools it is expected they will introduce changes into the schools' curriculum including contents of the project, enriching their schools' offer with higher standards and a bigger interest around the school in the local community; will enhance cooperation among parties: headmaster, teachers and parents as well as other local educational institutions as well as national stakeholders like educational organisations, ministries of education, among others; increased the amount of educational resources available for bilingual teaching; and the European dimension was strengthened as the staff broaden their horizons.

## ACKNOWLEDGEMENTS

The project team would like to thank all the teachers, pupils and parents involved in the Hands On CLIL Erasmus+ project for their valuable contributions to the project.

**THANK YOU!**



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