

Remember to breathe: it is the secret of life!



**Enric Tatché i Pol School
Marina Cano & Cristina Padilla**

**Generació Plurilingüe (GEP)
Year 2
2019-2020**

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Identification of the GEP project

Title	Remember to breath: it is the secret of life
Authorship	Marina Cano and Cristina Padilla
School	Escola Enric Tatché i Pol
Students' CEFR Level (A1, A2...)	A1
Grade	Year 3
Content area(s)	Natural Science
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	English and Content teachers
Keywords	Respiratory system, science, CLIL, English

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1. OUR PROJECT

Introduction:

Realization of our research project that is based on the students' concerns and it is guided by a driving question on the respiratory system. This work will be done based on issues and relevant questions of the environment. Through cooperative work and experimentation doing manipulative activities related to the closest environment. It will also make use of different sources of information and digital technologies such as PowToon. All of this will be achieved through the CLIL approach, in which the main objective is the balance between Natural Science contents and English language by providing as much support as possible to facilitate a good understanding of the content and to promote interaction and communication between children.

Driving question:

How does your lifestyle influence your healthy breathing?

Final product:

A Powtoon digital presentation (photos and audio) explaining all the process followed along the project focusing on consciousness-raising to prevent respiratory diseases.

During the school's open day, the PowToon, is going to be included in an exhibition at the corridors of the school. Then, students are going to explain the process followed to the families through photos and short texts.

To sum up and conclude the project, we are going to upload the video presentation to the school's web page.

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2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS?	
	assessment criteria	assessment tool
1. Observe, name and label the parts of the respiratory system by the learner making an oral comprehension of a video.	1. They can explain orally how the respiratory system works using the appropriate language items (sentences, terminology, connectors, key words...) .	1.1. Observation of the final text after the dictogloss activity in cooperative groups about the inhalation and exhalation process (teacher notebook).
2. Advice others on how to prevent respiratory diseases by creating a Powtoon digital presentation.	2. They can give written advice to others on how to have healthy lifestyle activities and habits related to the respiratory system.	2.1. Self-assessment rubric about the presentation during the PowToon presentation.
3. Describe the breathing process by making a model.	3. They can make a model of the respiratory system by using different recycled and non recycled materials.	3.1. Checklist about how to create a respiratory system model (parts, names, physical appearance, location...) self- assessment. 3.2. Group work assessment and co- assessment through a traffic light rubric about the respiratory system model.

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3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Dimensió món actual:</p> <ul style="list-style-type: none"> Competència 1. Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes. Competència 2. Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim. Competència 5. Valorar problemes socials rellevants interpretant-ne les causes i les conseqüències per plantejar propostes de futur. <p>Dimensió salut i equilibri personal:</p> <ul style="list-style-type: none"> Competència 6. Adoptar hàbits sobre alimentació, activitat física i 	<p>Medi Natural</p> <p>Continguts comuns:</p> <ul style="list-style-type: none"> Realització de treballs d'investigació a partir del plantejament de qüestions i problemes rellevants de l'entorn mitjançant el treball cooperatiu, l'experimentació i l'ús de les tecnologies digitals. Anàlisi i comunicació de les informacions obtingudes i dels resultats utilitzant diferents llenguatges. Utilització dels mecanismes de la participació activa, la cooperació i el diàleg en la construcció de tasques comunes i en la resolució 	<p>Dimensió comunicació oral:</p> <ul style="list-style-type: none"> Competència 1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar. Competència 2. Planificar i produir missatges orals breus i senzills adequats a la situació comunicativa. Competència 3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques. <p>Dimensió comprensió lectora:</p> <ul style="list-style-type: none"> Competència 4. Aplicar 	<p>Comunicació oral</p> <ul style="list-style-type: none"> Comprensió d'instruccions simples i encadenades d'actuació a l'aula. Comprensió i participació en situacions d'intercanvi social a l'aula. Reproducció i memorització de missatges breus orals. Identificació del lèxic bàsic d'un tema específic amb ajut d'il·lustracions o sense. Estratègies de comprensió: anticipació del contingut, formulació d'hipòtesis, verificació, identificació de paraules clau <p>Comprendre i aplicar</p> <ul style="list-style-type: none"> Comprensió de textos senzills en suport

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<p>descans amb coneixements científics, per aconseguir el benestar físic.</p> <ul style="list-style-type: none"> • Competència 7. Prendre consciència del propi cos per aconseguir l'equilibri emocional i físic esdevenint futurs ciutadans crítics. • Competència 8. Prendre decisions sobre higiene i salut amb coneixements científics per a la prevenció i el guariment de malalties. <p>Dimensió ciutadania:</p> <ul style="list-style-type: none"> • Competència 12. Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari. 	<p>de conflictes.</p> <p>Les persones i la salut:</p> <ul style="list-style-type: none"> • Identificació de les principals parts de l'aparell respiratori. • Morfologia interna dels òrgans que formen part de l'aparell respiratori. • Aparells que intervenen en la funció de nutrició de l'ésser humà (aparell respiratori). • Hàbits d'higiene, de descans i d'exercici físic que afavoreixen una vida saludable. • Identificació de missatges publicitaris i pràctiques que afavoreixen o no el bon desenvolupament personal i la salut. 	<p>estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</p> <ul style="list-style-type: none"> • Competència 6. Utilitzar eines de consulta per accedir a la comprensió de textos. <p>Dimensió expressió escrita:</p> <ul style="list-style-type: none"> • Competència 7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa. <p>Dimensió plurilingüe i intercultural:</p> <ul style="list-style-type: none"> • Competència 12. Utilitzar estratègies plurilingües per a la comunicació. 	<p>paper i digital.</p> <ul style="list-style-type: none"> • Utilització de diccionaris il·lustrats en format paper i digital per a la comprensió de mots. <p>Expressió escrita</p> <ul style="list-style-type: none"> • Producció de frases relacionades amb el funcionament de l'aparell respiratori. <p>Coneixement de l'ús i funcionament de la llengua i del seu aprenentatge</p> <ul style="list-style-type: none"> • Habilitats i estratègies per aprendre nou lèxic, expressions i estructures. • Reconeixement i ús de lèxic, formes i estructures bàsiques pròpies de la llengua estrangera, prèviament utilitzades. • Recursos TAC per al treball de vocabulari bàsic i estructures. <p>Plurilingüisme i intercultural</p> <ul style="list-style-type: none"> • Valoració de la llengua com a instrument
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<ul style="list-style-type: none"> • Plantejament de preguntes, observació i experimentació sobre l'aparell respiratori. <p>Medi social</p> <p>Persones, cultures i societats:</p> <ul style="list-style-type: none"> • Anàlisi de missatges publicitaris i valoració de la seva incidència en la presa de decisions de la vida quotidiana. • Desenvolupament d'actituds de consum responsable. • Nocións bàsiques per a la cura d'un mateix i de les persones de l'entorn. 		de comunicació, d'aprenentatge i d'aproximació a d'altres cultures i obertura a la diversitat de llengües.
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4. 21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence	✓	Social and civic competence	
Interaction with the physical world competence	✓	Learning to learn competence	

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Cultural & artistic competence		Personal initiative and entrepreneurship competence	<input checked="" type="checkbox"/>
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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<p>Knowledge:</p> <p>Parts and functions of the respiratory system.</p> <p>Habits and healthy lifestyle activities.</p> <p>Respiratory diseases.</p> <p>Advertisement.</p>	<p>Skills:</p> <p>Making a respiratory system model .</p> <p>Analysing causes and effects.</p> <p>Proposing and giving advice.</p> <p>Testing, experimenting and building knowledge.</p>

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7. REFERENCES

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Centers for Disease Control and Prevention. (2013, March 28) CDC: Tips From Former Smokers - Terrie's Voice Tip Ad

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Peekaboo Kidz, (2016, August 5) Respiratory System | The Dr. Binocs Show | Learn Videos For Kids

<https://www.youtube.com/watch?v=mOKmjYwfDGu&t=140s>

8. ACKNOWLEDGEMENTS

Thanks to Monica and Marta, our GEP trainers to help us on our geppers trip.

Thanks to our school, Enric Tatché i Pol for the support during this adventure.

Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

9. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	Activating session. Take a gallery walk to guess the topic.	25'	S, I	T-S, S-S, SG, WG		
	Mystery box. Take out the different objects and try to connect them with the previous	35'	S, L	T-S, WG	Overhead projector	TA

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	activity "Take a gallery walk" and guess the topic. Share the driving question					
2	Review the driving question and the vocabulary related to the topic.	10'	S	T-S, WG		
	"Stand up and sit down game" to assess prior knowledge before introducing new content.	25'	L	T-S, WG	Overhead projector TA, AT: teacher observation notebook	
	Explain the family's questionnaire related to smoking topic.	25'	L	T-S, WG	Overhead projector	
3	Watch advertisements spots about tobacco.	10'	L	WG, T-S	Overhead projector	
	Complete a frayer model about the video.	20'	W, I	SG, S-S		
	Watch anti smoking spots.	10'	L	WG, T-S	Overhead projector	
	Complete a frayer model about the video.	20'	W, I	SG, S-S		
4	Review the main characteristics of the videos.	15'	S	T-S, WG		

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	Compare the two frayer models to identify how change our vision about tobacco.	45'	S	T-S, WG	Overhead projector	
5	Analyse the questionnaires information.	20'	R, S	T-S, WG		
	Let's do graphics! Create a graphic with family's answers.	40'	W, R	WG		
	How does tobacco and pollution affects our lungs? Present an experiment that help us to see how tobacco can foul our lungs.	10'	L	T-S, WG		
6	In small groups fill a scientific method form (hypothesis, materials and steps to follow). Do the experiment.	35'	R, W	S-S, SG		
	The whole class group talk about the experiment conclusions. Finish to fill the form drawing and writing the conclusions.	15'	W	WG, T-S		
	Instant classroom to arrange students in groups.	10'	R	S-S	Overhead projector	
7	Watch a video about the respiratory system.	10'	L	-	Overhead projector	

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	Respiratory System comprehension and sort the process to check the video comprehension in cooperative groups.	40'	L, R, S	S-S, T-S, SG, WG	Overhead projector	TA, AT: Respiratory System poster process
8	Find your partner! (picture - word) to arrange students in pairs.	10'	I, R, S	S-S		
	Dictation aloud. Teacher reads paragraphs of a messy text. Students have to complete the missing words.	40'	L, W	T-S, S-S		
9	How does the respiratory system work? Cut and sort the different paragraphs to explain how the respiratory system works in pairs.	40'	R, I	S-S, WG		TA
	Share with the whole group the order of the paragraphs and paste.	20'	L, S	WG, T-S		
10	Dissection of Lamb lungs!	60'	R, L, W	T-S, WG		
11	We experiment with our body in pairs: breathe in and breathe out.	60'	W, R	S-G		
12	Teacher assigns cooperative work groups.	5'	R	T-S	Overhead projector	

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	Respiratory system model: explain the activity and create a checklist with the whole group about the respiratory system model.	45'	L, S	T-S, WG		
	Reflection with the whole group about materials and planning.	10'	L, S	S-S, T-S, WG		
13	Review the checklist created during the last lesson.	10'	L, S,	T-S, WG		PA, TA, AT: Respiratory System checklist
	Construction of the respiratory system model.	50'	L, S, R, I	S-S, T-S, SG		
14	Keep with the construction of the respiratory system model and fill in.	60'	L, S, R, I	S-S, T-S, SG		
15	Explain assessment criteria of the model. Traffic light rubric to assess the model of each group.	40'	L, R	T-S, WG	Overhead projector	PA, AT: Traffic light rubric
	Rubric peer-assessment and self assessment about the group work during the construction of the respiratory system model.	20'	R	-		PA, SA, AT: peer-assessment and self-assessment rubric

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	Show an English newspaper with a current article that explains healthy habits which help to take care about our respiratory system.	5'	L	WG, T-S		
16	Make pairs and read the article in pairs using a picture dictionary. Answer some multiple choice questions.	35'	R, W	S-S, SG		
	Correct the questions with the whole group class and justify the answers.	20'	L, S	WG, T-S		
	Arrange students in groups of 4.	10'	R	WG, T-S, S-S		
17	Complete a grid through photos and key vocabulary explaining two activities that they have done and what they have learnt.	50'	R, W	SG, S-S		
	Explain how PowToon digital tool works.	15'	L	T-S, WG	- Powtoon ICT tool. - Computers.	
18	Create the Powtoon presentation while the rest of the group practice the phrases that each child is going to record in the next session.	45'	S, L, I	T-S, S-S, SG	- Powtoon ICT tool. - Computers.	

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19	Keep creating the PowToon presentation and practice the phrases.	60'	S, R, W, I	T-S, S-S,	- Powtoon ICT tool. - Computers.	
	Record the audios and finish the presentation adding the audios, some photos and videos.	60'	S, R, W, I	T-S, S-S, SG	- Powtoon ICT tool. - Computers.	
20	Visualisation of the PowToon presentation.	10'	L	-	- Overhead projector.	
	PowToon self-assessment using a rubric.	35'	R,	-		TA, AT: self-assessment rubric
	Final reflection about the project.	15'	L, S, I	T-S, WG		

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10. SESSION PLANNING

SESSION 1: Activating session. Take a gallery walk!

Objectives of the session:

- To know prior knowledge and introduce the driving question and the topic of the project.
- To present and get the first contact with the project's key vocabulary.

Content-obligatory language for the session:

What is this? I think...., this is a/an..., we are going to learn about..., pollution, disease, air, oxygen, breathe, nose, mouth, lungs, inhale, atmosphere, trachea, get, energy, car.

Activities



Take a gallery a walk. Students are arranged in their table groups of four. They have a paper with six different pictures. They have to think through the photos which topic they are going to work on. This is a small group interaction with language support.

1.1

25'

S, I

T-S,
S-S,
SG,
WG

Template adapted from CLIL-SI 2015.

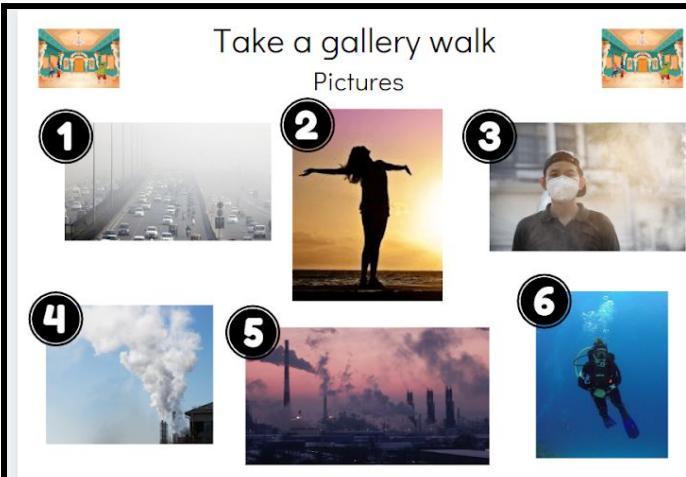
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	<p>Gallery walk pictures</p>  <p>Take a gallery walk Pictures</p>	<p>Gallery walk interaction language support</p>  <p>Take a gallery walk Language support</p>				
1.2	<p>Mystery box. The teacher is going to take out the different objects that are inside the box like: cigarettes box, mask, balloons, candle, lighter, medicine syrup and a windbreaker. Children have to connect them with the previous activity "Take a gallery walk" and guess the topic of the project. While they are talking about the hypothesis the other teacher is going to show the vocabulary project flashcards and stick it on the whiteboard. This is a way to present the vocabulary and get familiarized with that.</p> <p>Once the topic is clear we are going to share the driving question: "how does your lifestyle influence in our breathing?" with them.</p> <p>This is a teacher assessment based on the direct observation.</p>	35'	S, L WG	T-S, WG	Overhead projector	TA

Template adapted from CLIL-SI 2015.

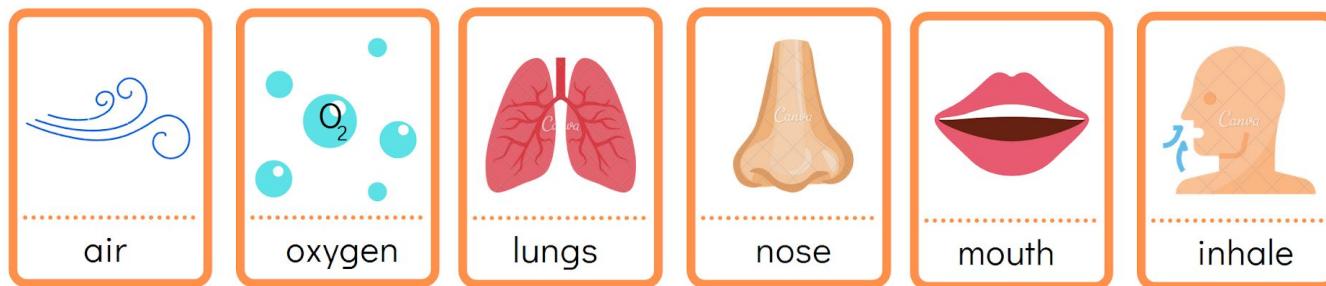
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Mystery box



Flashcards



Template adapted from CLIL-SI 2015.

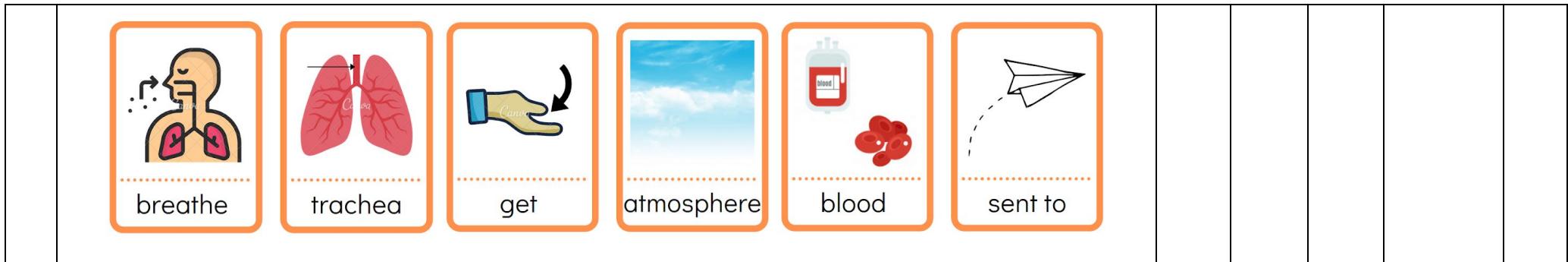
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SESSION 2: Let's watch a video about the respiratory system!

Objectives of the session:

- To know the organs and parts of the body that are involved in the breathing action.
- To be conscious about the way that the air follows from the inhalation until the exhalation.

Content-obligatory language for the session:

I'm going in the same group as you, let's sit down together, breathing, oxygen, nostrils, windpipe, trachea, diaphragm, breathe in, breathe out, bronchi, heart, lung, air, blood, carbon dioxide, air, I think this goes....

Activities



1.1

Let's work in groups! Use the Instant classroom ICT tool to arrange students in random groups of four people.

10'

R

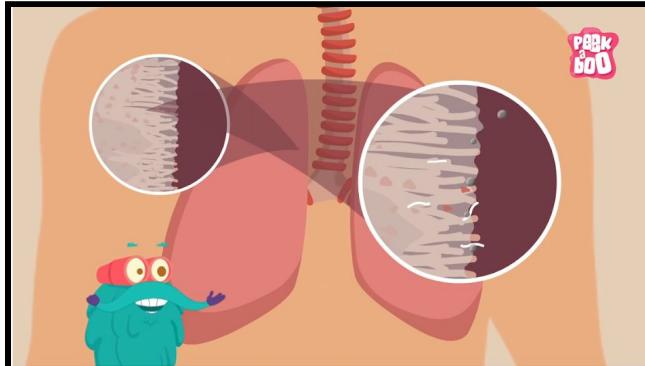
S-S

- Overhead projector

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				- Instant classroom ICT tool.	
1.2	<p>How does the respiratory system work? Watch a video about the respiratory system in order to introduce the organs that work on that system and how it works.</p> <p><i>Video about the respiratory system</i></p>  <p>Peekaboo Kidz, (2016, August 5) Respiratory System The Dr. Binocs Show Learn Videos For Kids https://www.youtube.com/watch?v=mOKmjYwfDGU&t=140s</p>	10'	L -	Overhead projector	
1.3	<p>Respiratory System comprehension and sort the process. Watch again the video to check kids' comprehension in cooperative groups. Each child is going to be responsible for two cards in which there is a text accompanied by a picture that describes one part of the video. While they are watching and listening to the video they have to order the cards chronologically. Then, they are going to revise it by watching the video one more time. All</p>	30'	L, R, S S-S, T-S, SG, WG	Overhead projector	TA, AT

Template adapted from CLIL-SI 2015.

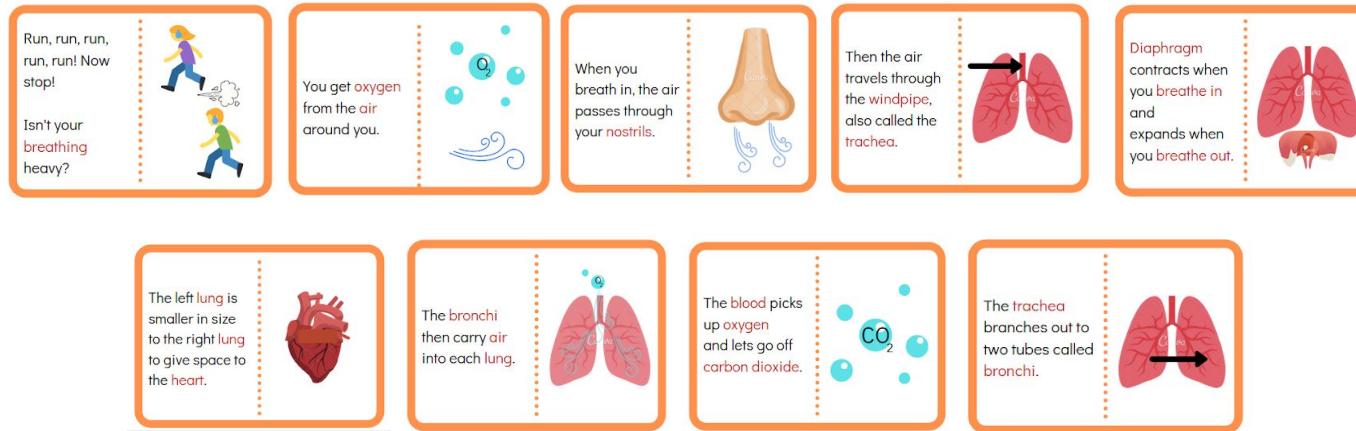
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the group members have to check the order they chose and be responsible for the decision taken.

This is a teacher assessment based on the direct observation of the process and also the result. This is an assessment tool.

Comprehension pictures



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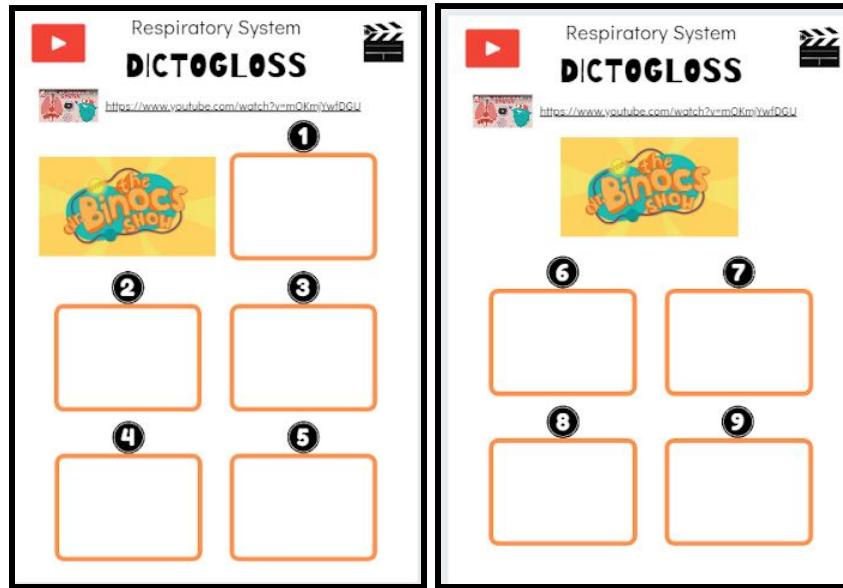
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	Comprehension grid				
1.4	 <p>Respiratory System comprehension and sort the process result. After the videos visualisation and the decisions taken of each group students are going to share their results with the rest of the class. They are going to correct the mistakes and justify or explain why they have chosen each answer.</p>	10'	L, S, I	SG, WG	

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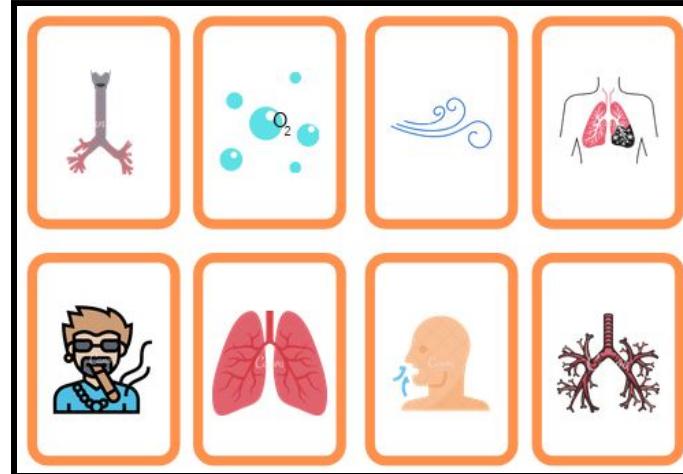
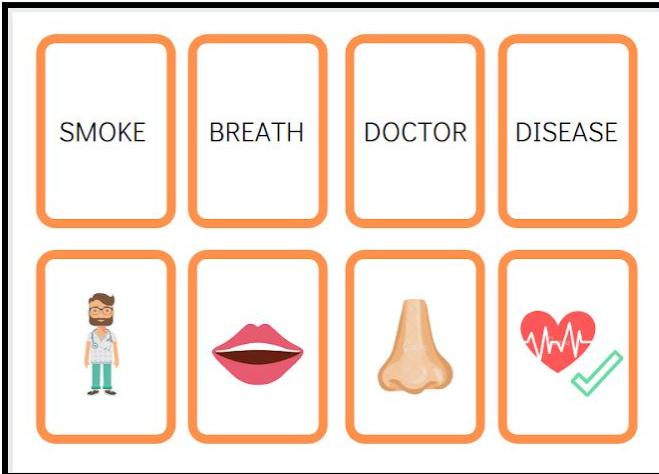
	<h2>SESSION 3: Dictation aloud</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To refresh the vocabulary worked along the previous lesson. - To integrate the way that the air follows from the inhalation until the exhalation. 	
	<p>Content-obligatory language for the session:</p> <p>Can I see your card, please?, Yes, it is the same, No, it is not the same, smoke, lungs, doctor, disease, air, oxygen, trachea, nose, mouth, heart, look, I think is this word, I heard....,</p>	
	<h3>Activities</h3>	    
1.1	<p>Find your partner! This is an activity to arrange students in pairs. Each child is going to have a card in a face down position. When the teacher gives the order, each child is going to look at the card and try to understand the picture or the word that appears on it. Then, pupils are going to stand up and find the partner that has the complementary card. For example the person who has a picture has to find a mate that has the word that describes that picture and vice versa. When they find their partner, they have to find a place where they can sit down together in order to do the next activity.</p>	10' I, R, S

Template adapted from CLIL-SI 2015.

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Cards (picture-word) to arrange random pairs



1.2	<p>Dictation aloud. Once students are arranged in pairs, they will have a paper with ten different message bubbles in which there are some gaps that they must fill through an oral dictation. The teacher is going to read the paragraphs saying the missing words. One student of the pair is going to listen to the word and check the writing and the other is also going to listen and write the word using the picture dictionary. They have to fill all the gaps. Then, all the group-class is going to correct the dictation aloud saying the words and how to spell.</p>	40'	L, W	T-S, S-S	

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>

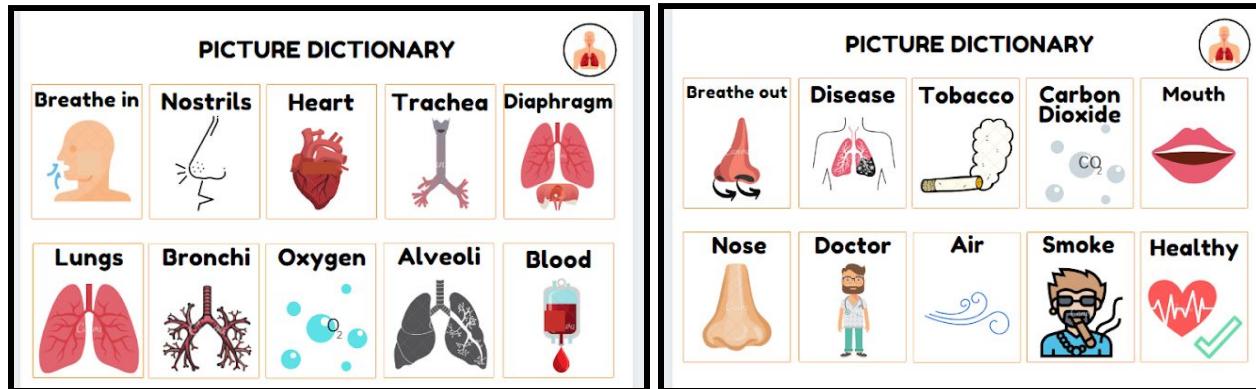


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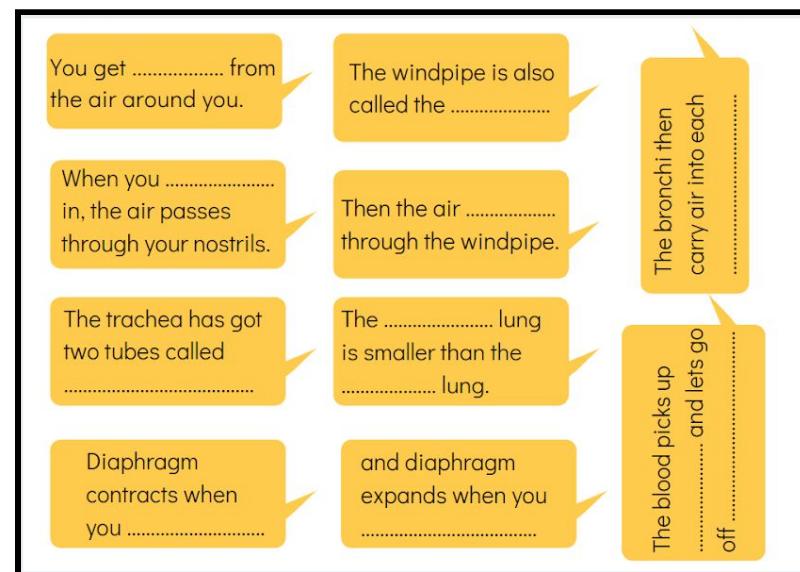


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Picture dictionary



Message bubbles to complete



Template adapted from CLIL-SI 2015.

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SESSION 4: Let's make a model!

Objectives of the session:

- To create a model according to the instructions given previously through a checklist.
- To capture in an artistic way something that comes from the reality (respiratory system).

Content-obligatory language for the session:

Let's choose a role, I want to be..., You are going to be..., Your responsibility is..., I have to control..., We can use..., Why don't we...., What do you think?, This material/object can be perfect for..., this is similar, I think this can be better, lungs, nose, air, oxygen, mouth, traquea, bronquis, alveoles, blood.

Activities



1.1 Cooperative groups and roles. The teacher assigns six different cooperative work groups taking into account their abilities and form heterogeneous groups of four pupils. We give each student a coloured stick and they have to find the partners who have the same stick colour. Then, students choose who is going to be the responsible of each role; material manager, group speaker, recorder and leader & time keeper. The roles are going to be presented through cards in where are written the name of the role, the function and they will be accompanied by a picture.

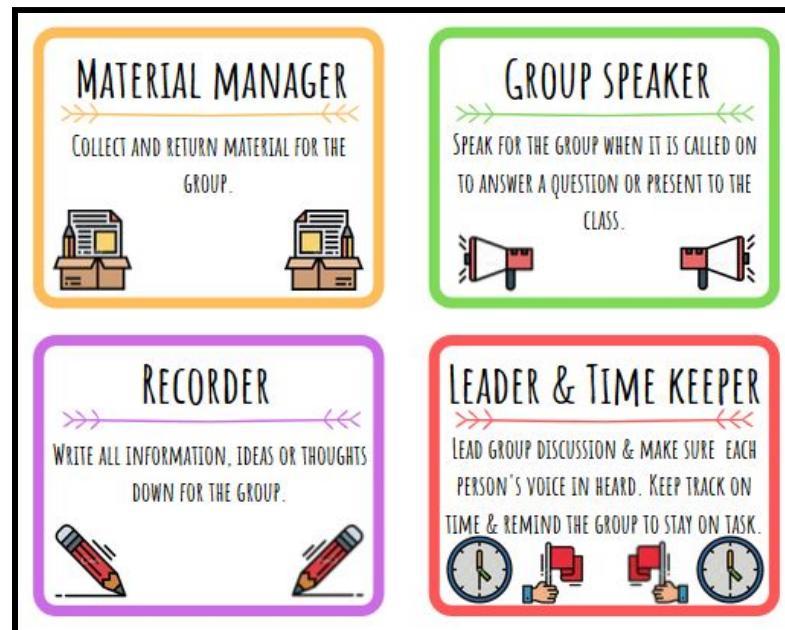
10'

R

T-S

Overhead projector

Cooperative group roles cards



1.2	<p>Build yourself the respiratory system checklist. The teacher is going to explain the activity, the 3D creation of a respiratory System model using different materials that pupils bring from home and others that can be found in the school.</p> <p>After the explanation the whole class is going to create a cooperative checklist about which elements does the model has to contain. First of all, students are going to refresh orally which elements are considered part of the respiratory system like lungs, mouth, trachea, etc. Then, they have to choose the chronological order that the organs or parts of the respiratory</p>	15'	L, S	T-S, WG	

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>

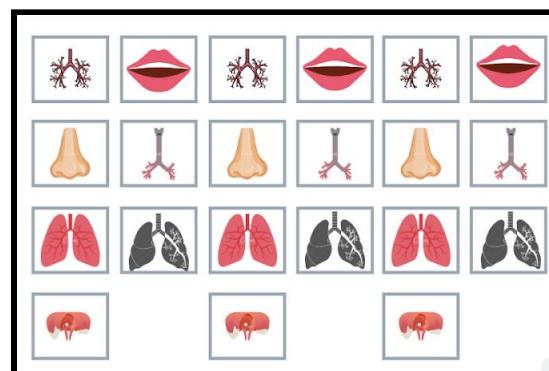


system appear when we breathe in until we breathe out. Finally, they have to write the name of the respiratory system parts and also cut and stick the pictures of these parts.

Respiratory system build yourself checklist

Respiratory system model: CHECK LIST			
	Name of the respiratory system part	Picture	Model material
<input checked="" type="radio"/> 1	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 2	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 3	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 4	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 5	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 6	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 7	<input type="text"/>	<input type="image"/>	<input type="image"/>
<input type="radio"/> 8	<input type="text"/>	<input type="image"/>	<input type="image"/>

Checklist pictures



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



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1.3.	Respiratory system model creation. In cooperative groups of four pupils, they are going to create a 3D respiratory system model using different materials and having in mind the knowledge acquired along all the lessons and also following the directions given by the checklist.	25'	L, S	S-S, T-S, SG		
1.4	Reflection of the lesson. The whole class group reflects about the lesson development, the materials used, how was the work group, the planning of the model, if the checklist was useful, etc. Sentence starters that we are going to provide to students projecting them on the whiteboard: "I think that...", "I liked...", "Next time, we can improve...".	10'	L, S	S-S, T-S, WG		

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



	<h2>SESSION 5: Model assessment</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To apply and recognize the assessment criteria fixed. - To be critical about the work done according to the instructions given. 	
	<p>Content-obligatory language for the session: We/ I can improve... , I think that..., assessment, traffic light, stickers, size and shape, more, less, all.</p>	
1.1	<h3>Activities</h3> <p>Explain assessment criteria of the model. Teachers are going to explain how the group is going to do the assessment of each model. Assessment criteria rubric is going to be projected in the whiteboard to explain the gradation of each criteria.</p>	 40' L, R T-S, WG Overhead projector PA, AT

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Assessment criteria rubric

ASSESSMENT CRITERIA RESPIRATORY SYSTEM MODEL			
Respiratory system PARTS. 	The model includes ALL the respiratory system parts.	The model includes MORE than 4 respiratory system parts.	The model includes LESS than 4 respiratory system parts.
CONNECTION between the different parts. 	ALL the parts of the model are connected.	ONLY SOME parts of the model are connected.	ANY part of the model is connected.
The respiratory system parts: SIZE and SHAPE 	ALL the parts resemble reality in size and shape.	ONLY 4 parts resemble reality in size and shape.	LESS than 4 parts of the model resembles reality in size and shape.

Traffic light rubric to assess the model of each group. Each group is going to share their model. And explain orally their model. They are going to use the texts from the dictation to provide them a simple structure so they can describe the model: "My model has got ... organs: nose, trachea, The oxygen goes down through..., In the lungs...".

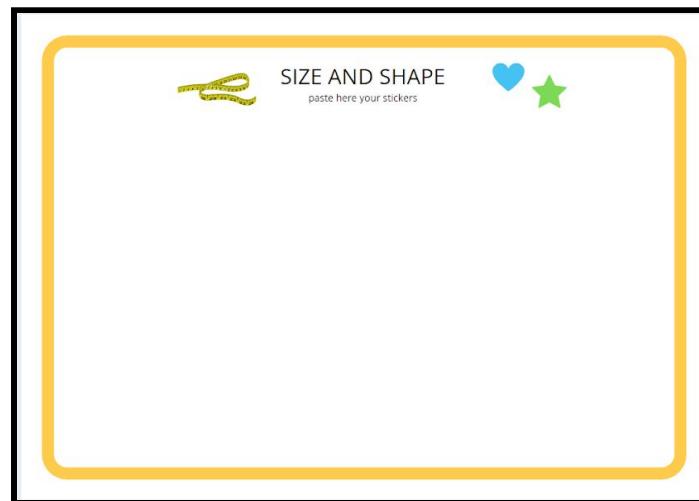
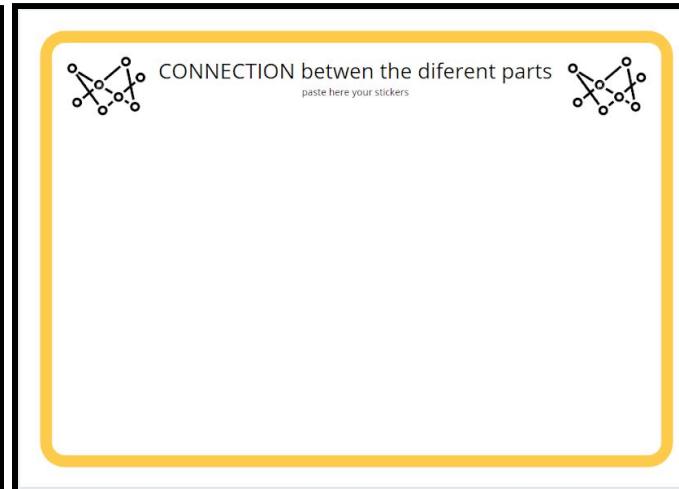
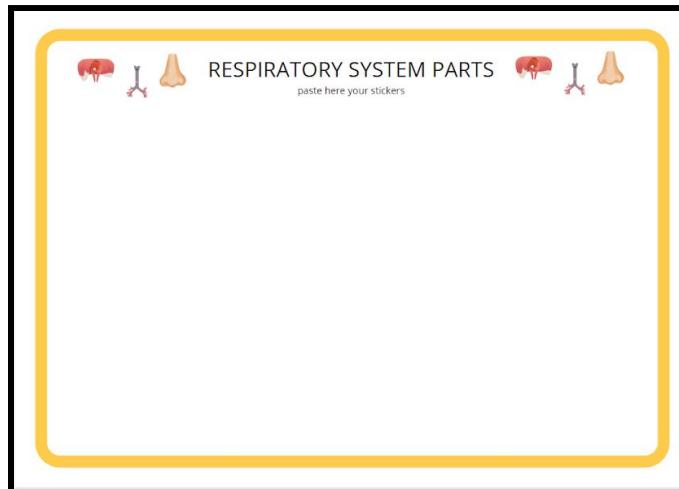
In each model there will be different pictures showing the criteria. Each student has got 3 stickers: green, yellow and red. They should stick 1 sticker to each criteria according to the rubric and if they think that this criteria is reached.

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Assessment criterias



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	Rubric peer-assessment and self assessment about the group work during the construction of the respiratory system model. Each student has got a rubric to assess his/her participation in the group task and to assess the participation and group work of the rest of the students which form the group. The assessment consists of drawing crosses in the grade that they consider it has reached.	20'	R	PA, SA, AT																																																																																									
1.2	<p style="text-align: center;"><i>Peer-assessment and self-assessment group work rubric</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">PEER ASSESSMENT AND SELF-ASSESSMENT GROUP WORK</td> <td style="width: 15%;">My name:</td> <td style="width: 15%;">Name 1:</td> <td style="width: 15%;">Name 2:</td> <td style="width: 15%;">Name 3:</td> </tr> <tr> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFDAB9;"></td> <td style="background-color: #FFDAB9;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>PARTICIPATION</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>HELP OTHERS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>RESOLUTION OF CONFLICTS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>COMMUNICATION</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">PEER ASSESSMENT AND SELF-ASSESSMENT GROUP WORK</td> <td style="width: 15%;">My name:</td> <td style="width: 15%;">Name 1:</td> <td style="width: 15%;">Name 2:</td> <td style="width: 15%;">Name 3:</td> </tr> <tr> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFDAB9;"></td> <td style="background-color: #FFDAB9;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>PARTICIPATION</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>HELP OTHERS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>RESOLUTION OF CONFLICTS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>COMMUNICATION</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">PEER ASSESSMENT AND SELF-ASSESSMENT GROUP WORK</td> <td style="width: 15%;">My name:</td> <td style="width: 15%;">Name 1:</td> <td style="width: 15%;">Name 2:</td> <td style="width: 15%;">Name 3:</td> </tr> <tr> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFDAB9;"></td> <td style="background-color: #FFDAB9;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>PARTICIPATION</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>HELP OTHERS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>RESOLUTION OF CONFLICTS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>COMMUNICATION</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	PEER ASSESSMENT AND SELF-ASSESSMENT GROUP WORK	My name:	Name 1:	Name 2:	Name 3:						PARTICIPATION					HELP OTHERS					RESOLUTION OF CONFLICTS					COMMUNICATION					PEER ASSESSMENT AND SELF-ASSESSMENT GROUP WORK	My name:	Name 1:	Name 2:	Name 3:						PARTICIPATION					HELP OTHERS					RESOLUTION OF CONFLICTS					COMMUNICATION					PEER ASSESSMENT AND SELF-ASSESSMENT GROUP WORK	My name:	Name 1:	Name 2:	Name 3:						PARTICIPATION					HELP OTHERS					RESOLUTION OF CONFLICTS					COMMUNICATION						
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	<h2>SESSION 6: PowToon visualization and assessment</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To be conscious about the work done along all the project. - To evaluate the presentation created using PowToon that summarizes the project. - To be aware about how has to be a great digital-oral presentation. - To recognize the weak and strong points and how to improve future presentations. 					
	<p>Content-obligatory language for the session:</p> <p>I think..., I agree..., I disagree, I think the same, I want to add..., We/ I can improve..., Next time we/ I should do..., In the future we will have to bare in mind..., I learnt, After all the work done I can say..., My / Our strong point was..., My / Our weak point was..., Next time I / we can do.... .</p>					
	<p style="text-align: center;">Activities</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					
1.1	<p>Let's watch the PowToon presentation created by the students. The whole group class is going to visualize the final product that is a PowToon presentation that explains the process followed and also all the activities done along the project accompanied by photos, videos and audios recorded by children in the previous lessons. After the project explanation in the visual presentation they also added all the reflections about what they learnt through all the lessons developed.</p>	10'	L	-	Overhead projector.	

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1.2	<p>PowToon self-assessment using a rubric. After the Powtoon visualization each child is going to assess the work done according to some items correlated with audiovisual presentations described in a rubric that was done cooperatively with the students in a previous lesson. They also will think about how to improve their work for future presentations and they will write the recommendations in the same self-assessment rubric. The recommendations are going to be written all together with the teacher help.</p>	35'	R, W	-		TA, AT
1.3	<p>Final reflection about the project. To conclude the project, it is going to be a whole group reflection about the presentation result and which items they considered that they have to improve, which are the strong and the weak points of the final product and what they have to bare in mind next time they do a similar work or a work group.</p> <p>We are going to collect all the class reflection writing short sentences or words on post-its and then stick them on a wall paper which has a cloud shape. We are going to help students providing them the different types of language support used during the previous lessons.</p>	15'	L, S, I	T-S, WG		

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



SELF-ASSESSMENT CHECKLIST

CLIL-PGL Project - Teaching materials	<input checked="" type="checkbox"/> <input type="checkbox"/>
The teaching materials are visually attractive and well-organized .	<input checked="" type="checkbox"/>
The teaching materials are self-explanatory and ready-to-use .	<input checked="" type="checkbox"/>
All activities and teaching materials are original and created by the course participant.	<input checked="" type="checkbox"/>
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its sources are cited .	<input checked="" type="checkbox"/>
Students are presented with multimodal and varied input (spoken, written, visual, hands-on...).	<input checked="" type="checkbox"/>
Input is presented at the right cognitive level .	<input checked="" type="checkbox"/>
Input is presented at the right language level .	<input checked="" type="checkbox"/>
Students are helped in some way to understand and process the input presented .	<input checked="" type="checkbox"/>
Visuals are used to support comprehension.	<input checked="" type="checkbox"/>
Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	<input checked="" type="checkbox"/>
There are opportunities for significant linguistic output (the students produce communicative "products", speak, write, interact...).	<input checked="" type="checkbox"/>
Support is provided to help students read, write, speak and interact.	<input checked="" type="checkbox"/>

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A variety of collaborative and cooperative learning strategies are used throughout the sessions.	<input checked="" type="checkbox"/>
Activities facilitate inquiry and reflection and promote the role of the teacher as a facilitator/coach.	<input checked="" type="checkbox"/>
Task instructions are short, concise, clear and comprehensible to the students. Activities are written using an appropriate level of language.	<input checked="" type="checkbox"/>
The teaching materials are written in accurate English. There are <u>no mistakes at all</u> .	<input checked="" type="checkbox"/>

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