

## CLIL lesson– Science in Turkey school

Unit: Body Parts

Topic: Respiratory Tract

Goals: How do your lungs work to inhale and exhale gases?

**Methods and techniques :** Expression, question-answer, showing, Flipped classroom, desing thinking, self-lerarning, gamification, Activity, quiz, games

**Materials:** Student’s book, EBA Web site, Plastic cup, Drinking straw, Small plastic bag, Small balloon, modeling clay, Rubber bands (2), Scissors, Tape, Timer/Stopwatch (teacher can be timer for whole class)

**The key words or items:** Breathe, Lung

**Introduction:** 1. These first couple of steps should be carried out by an adult, as cutting plastic can be dangerous. To begin, gouge a 3/8 inch hole in the center of the bottle cap.

2. Cut the bottom of the bottle off. It helps to make an initial gouge before cutting the plastic.

3. Have your child make sure that both the cap and the bottom of the bottle have no rough edges.

4. Next, let him use the scissors to cut the neck off one of the balloons.

5. Help your child stretch the “neckless” balloon over the open bottom of the bottle.

6. Have him secure the stretched balloon to the bottle with a rubber band.

7. Let him place the straw inside the neck of the other balloon.

8. Help him push the balloon—with the straw still inside—through the hole he made in the bottle cap. The balloon neck should be on top. Leave about an inch of the balloon above the bottle hole.

9. Have your child screw the cap on the bottle.

10. Secure the balloon around the straw with a rubber band.

11. Let your child block any remaining opening in the top of the bottle with duct tape.

12. Now it’s time for your child to make his model lung “breathe.” Have him hold the middle of bottle with one hand while he gently tugs the cut balloon out of the bottom of the bottle. The cut balloon represents the diaphragm, the muscle that allows air to move in and out of the lungs.

**End of the lesson:** Activity (5 mins) Students indicate that the model is working.



## CLIL lesson– Science in Slovakia school

Pupils of 4th class

Topic : Plants and animals

**Goal:** CLIL - English in interaction with knowledges from Science.

**Work :** CLIL in Science was very interesting for children, because they like nature and animals. They talked about animals and plants, about their names in Slovakian and English languages. They characterize some plants and animals.

Students worked with interactive board.

They answered these questions:

What is the name of this plant? Where can you find it? / in the meadow, in the forest, only in the garden? .../

What is the name of this animal? Does it live in Slovakia? In which countries can you find it? What does it eat? In which area does it live? / forest, water, rivers, sea, fields,.../

Students learnt new words – eagle, lynx, falcon, pine, fir, ..

**Conclusion:** Pupils understood all questions, talked about animals and plants using knowledges from Science. They broadened their vocabulary.



### **Our Partners:**

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Erasmus+

LET'S PLAY  
AND LEARN TOGETHER



CLIL – Content and language intergrated learning or teaching

CLIL (Content and Language Integrated Learning) methodology it's very important strategy of language teaching and learning in a multilingual Europe on a very early age that will reflex in terms of cultural awareness, internationalisation, language competence, preparation for both study and working life, and increased motivation.

All partners of Erasmus+ project „ Let’s play and learn together“ decided to realize this methodology as main goal of our project. We realized international lessons with this methodology at each partners school such as Art, Music, Physical Education, History and Literature.

**At our schools CLIL lessons:**

- Science in Croatian school in February 2018
- Science in Slovakian school in February 2018
- Science in Portuguesse school in May 2018
- Science in Turkey school in November 2017
- Science in Italy school in May 2018

This way teachers exchanged experiences with this educational method and students tried to use English in practice.

This project is carried out with the support of the European Union.



## CLIL lesson– Science in Croatian school

### The human body – inside and out

#### Goals:

- Educational (obrazovni) – reinforce the knowledge about the body
    - be able to name new body parts and organs
    - be able to explain the basic function of organs
  - Functional – students will be able to show where certain organs are located in the human body
  - Educational (odgojni) – understanding the body, the importance of keeping healthy
- Key items:** Toe, foot, leg, knee, body, arm, elbow, hand, finger (little finger, ring finger, middle finger, index finger, thumb), shoulder, neck, head, face, chin, mouth, nose, cheek, eyes, ears, forehead, hair; brain, heart, lungs, liver, kidneys, small and large intestines, stomach.

**Correlations:** English, biology

**Materials and aids:** Ppt presentation, smart board, blackboard and chalk, handouts

**Introduction (8 mins)** Activity 1 (3 mins) – physical warm-up and introduction

The students stand up and follow the teacher’s commands to move certain body parts in certain ways: touch your head, clap your hands, stretch your arms, close your eyes, stomp your feet, click your fingers... if the students don’t know a certain word or don’t recognize a command, the teacher demonstrates.

Activity 2 (5 mins) –reinforcement of body parts

The students sit down and go through the words one more time to reinforce any new ones. The T draws an outline of her palm on the blackboard and writes the names of each finger, explaining and comparing the names to the ones in Croatian.

**Middle part (30 mins)** Activity 3 (15 mins) – internal organs

The teacher presents the major internal organs through a ppt presentation. She elicits the names and tells the class if they can’t name them. They discuss the functions and placement in the body together, show where the organ is placed in their own bodies and draw it on the handout.

**Ending (7 mins)** Activity 5 (7 mins) – body trivia

Finally, the class is divided into three groups. The teacher reads statements / questions and the students have 30 seconds to write the answers. After each question they read out their answers and the teacher marks the points on the board. The statements:

1. The largest organ is the skin.
2. The nervous system uses electrical impulses to work.
3. One of the strongest muscles is the tongue (or heart).
4. The heart can never become tired.
5. The brain is the most complex thing in the universe.

## CLIL lesson –Science in Italy

Pupils of 4th class

Topic : Growing a seed

Goal: CLIL – English in interaction with

knowledges from Science.

- Follow simple instructions.
- Identify the different parts of plants and name them.

**Work:** Mid-February pupils were engaged in planting tumeric, chickpeas’ seed and flaxseed.

During the following weeks they had to take care of their growth by watering them and observing their growth. Meanwhile they studied the different part of a plant.

We used interactive board to watch two educational videos in English on the seed germination and about trees. They learned new words about the part of a plant (seed, root, stem, trunk, leaf, branch, chlorophyll) and drew a big tree for a further study of the photosynthesis.

At the end they filled in a worksheet with the parts of a plant.



## CLIL lesson–Science in Portuguese school

### SCIENCE, MUSIC AND PHYSICAL EDUCATION

**Content: BODY PARTS**

**Objectives:**

- Identify and point parts of the body in English.
- Recognize and associate vocabulary related in English.
- Sing and act according to “The Boogie Song” instructions
- Play “The Boogie’s Game”(English instructions)
- Draw an imaginary monster
- Write a text in English describing their monster

**Activities/ Strategies:**

- Listening activity: listen to, point and write the vocabulary related.
- Rhythmic and expressive activities in English (click,shake, clap,tap,move, ...)
- Exploring flashcards and repeating vocabulary in English.
- Singing and acting “The Boogie Song” selected from an English book
- Playing “The Boogie’s Game” (English instructions)
- Drawing and writing a text in English about their imaginary monster.
- Presenting their project to the class in English.

**Resources:**

- Students Book,
- Project Flashcards: parts of the body (pictures and written words)
- School objects related
- Interactive Board

**Evaluation:** Direct Observation

