



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
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Enfoque CLIL

Session 4



Donna Lee Fields, Ph.D.
12, 18, 25 noviembre 2021
2 diciembre 2021

SESIÓN 1 – VIERNES, 12 DE NOVIEMBRE, 16.30 – 19.30



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<https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m9428795b9df51619f7740ef9b92a2727>

SESIÓN 2 – JUEVES, 18 DE NOVIEMBRE, 16.30 – 19.30

<https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m8527946fedd352bfa0fb7c365e88497f>

SESIÓN 3 – JUEVES, 25 DE NOVIEMBRE, 16.30 – 19.30

<https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m1dca7f2669bde7920c48ba436088003b>

SESIÓN 4 – JUEVES, 2 DE DICIEMBRE, 16.30 – 19.30

<https://eduxunta.webex.com/eduxunta-en/j.php?MTID=mab4e418fcab0798eda936b9b9f1afe59>





**This is not *my* workshop. This is *our* workshop.
This is not *my* class. This is *our* class.**

**What is the difference between
teaching and *learning*?**



Most Valued Professional Skills 2021

(World Economic Forum)

- **Problem-solving**
- **Critical thinking**
- **Creativity**
- **People management**
- **Coordination with others**
- **Emotional intelligence**
- **Fairness in decision making**
- **Service oriented**
- **Negotiation**
- **Cognitive flexibility**



SCAFFOLDING

BODY OF LESSON

REFLECTION



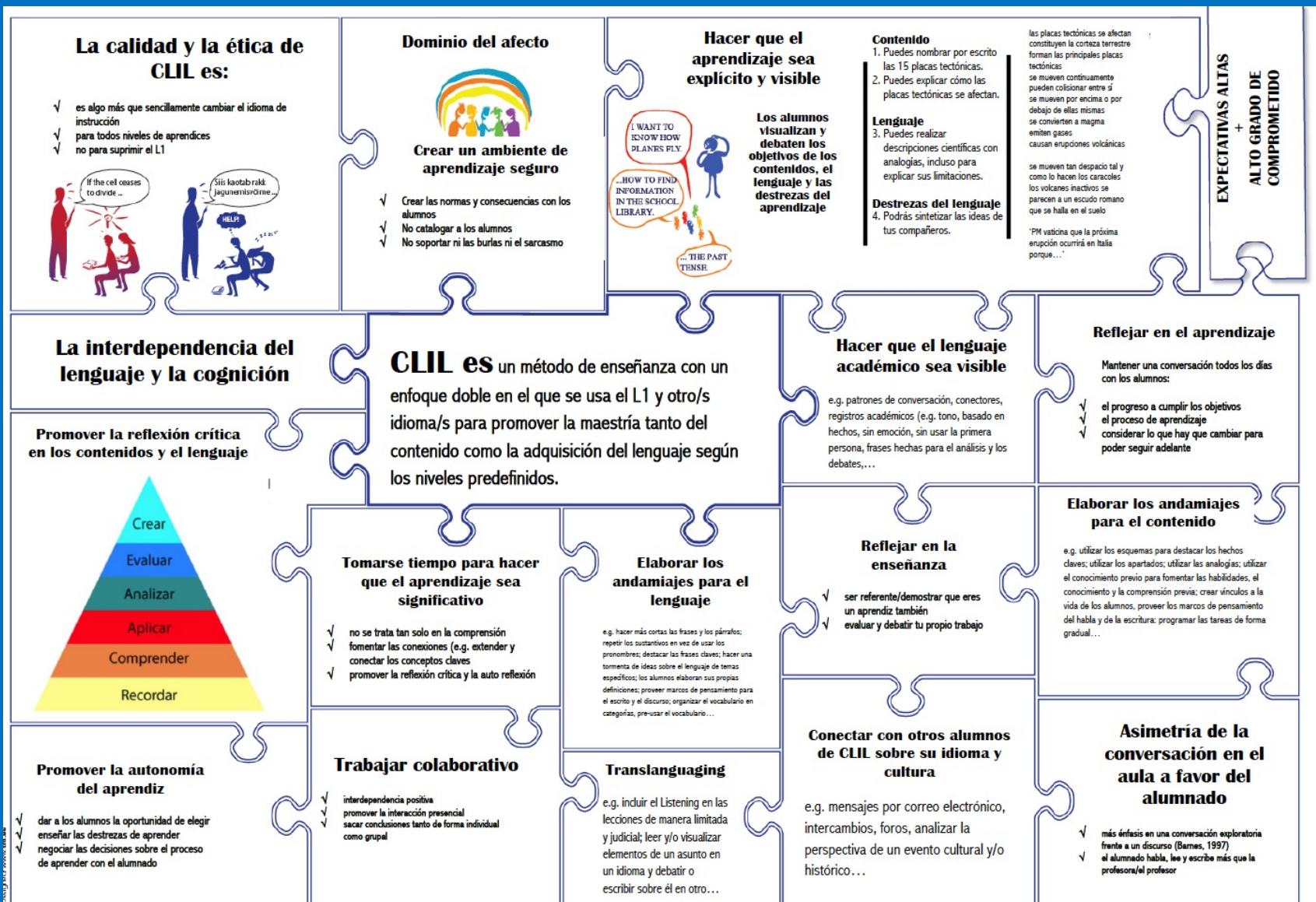
**What is the
relationship
between the
Scaffolding
activity and the
Body and the
Lesson?**



13,797

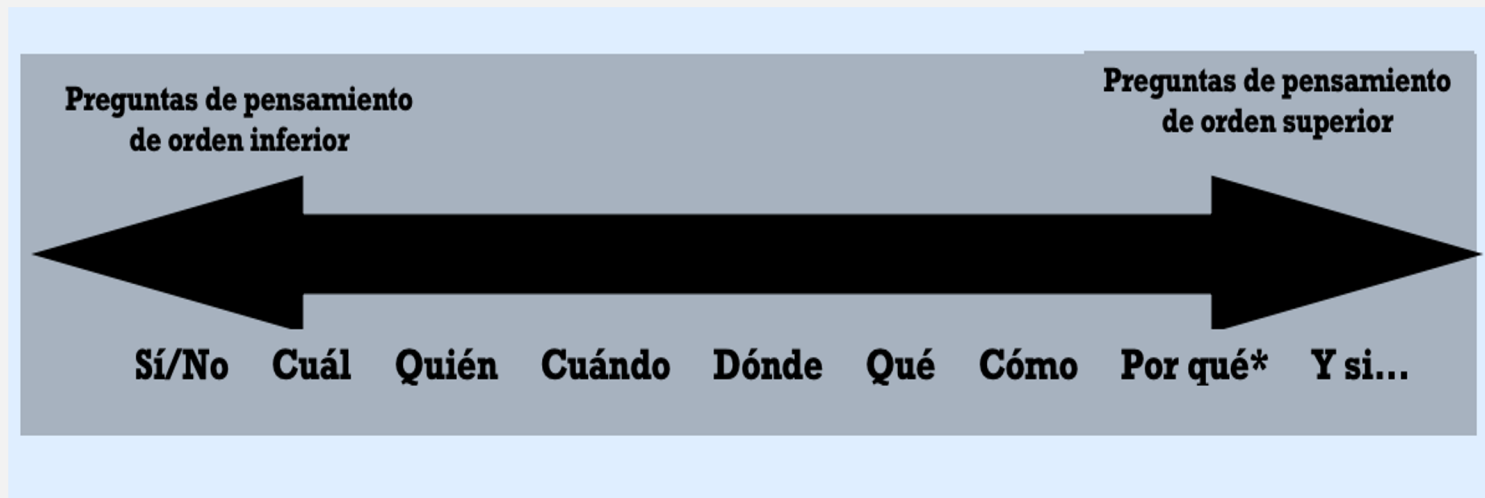


Which elements
of the CLIL
approach did
you use this
week?



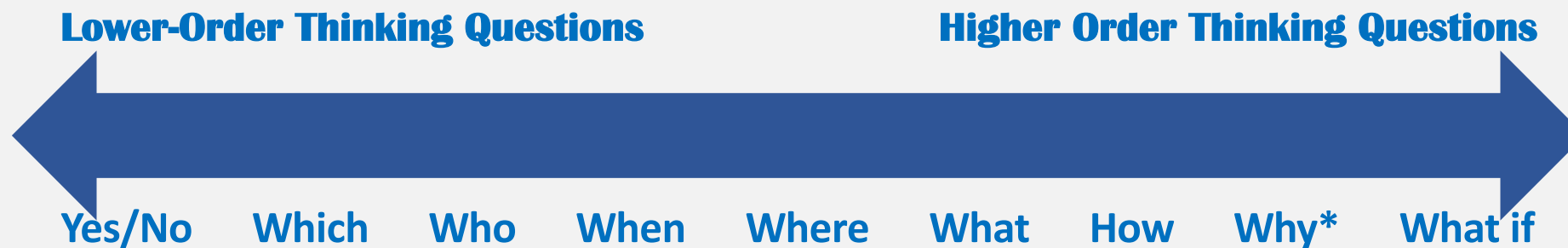


**What are
some
examples of
higher-
order level
thinking
questions
you used
this week?**





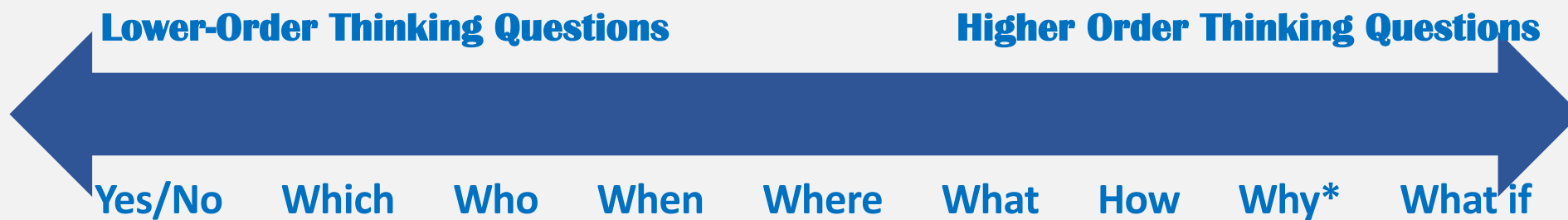
Why do we learn different tenses?



**Is there a past, present and future tense
in English?**



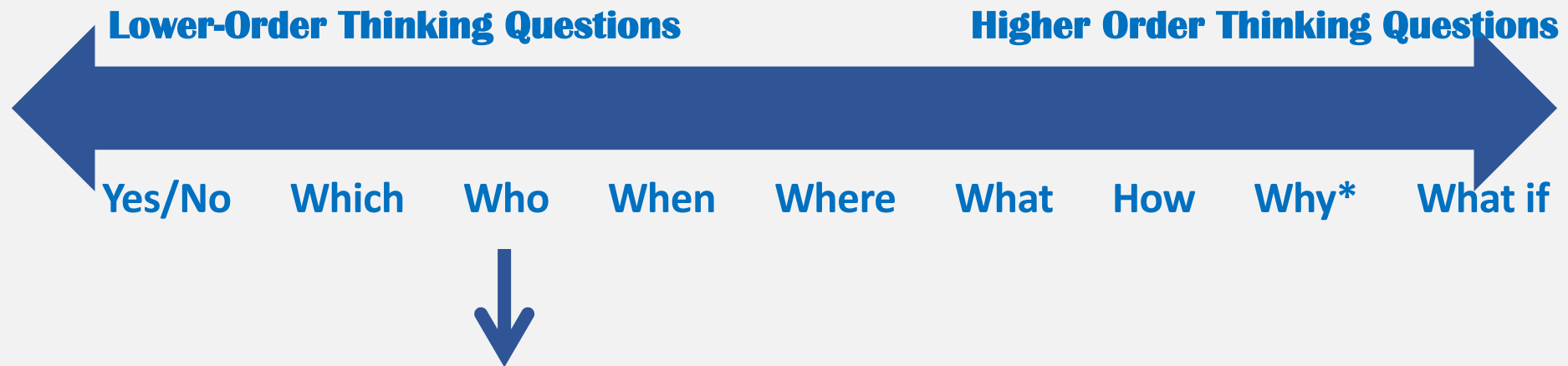
Why do we learn different tenses?



Which tense is your favourite?
Why?



Why do we learn different tenses?



Who do you talk the most to using the future tense (in any language)?



Why do we learn different tenses?



**When would you like to master
all three tenses? Why?**



Why do we learn different tenses?

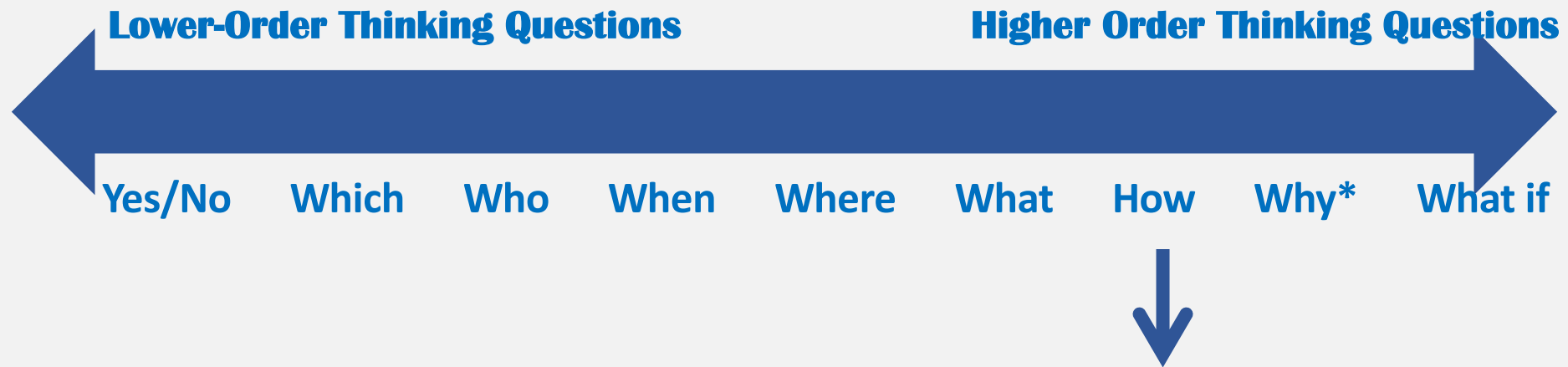


**What is the verb you have the easiest
time conjugating?
The most challenging?**

caféo d'ins
Magie
S



Why do we learn different tenses?



How does using different tenses change the conversations you have with your friends?
How would your conversations change if one of those tenses didn't exist in English?



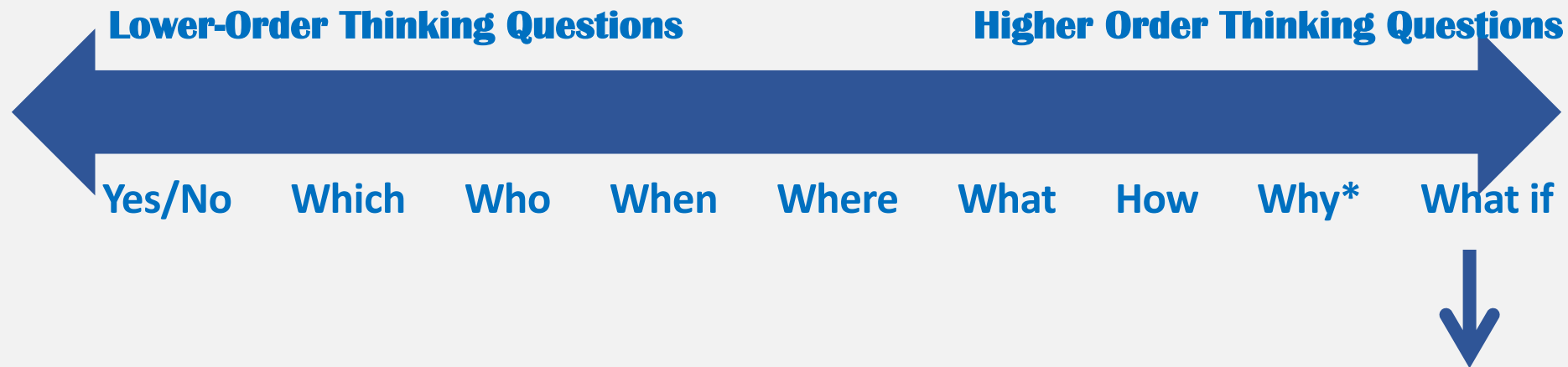
Why do we learn different tenses?



**Why do you think languages have
different tenses?**



Why do we learn different tenses?



What if you could invent a new tense?
What would it involve?



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DIVERSITY IS
ABOUT ALL OF US,
AND ABOUT US
HAVING TO FIGURE
OUT HOW TO WALK
THROUGH THIS
WORLD TOGETHER.

JACQUELINE WOODSON





Objectives:

- ☐ **Review feedback from the first session**
- ☐ **Consider how the Growth Mentality augments language acquisition**
- ☐ **Include techniques for special needs students in Mini-Lessons at all levels and content themes**
- ☐ **Debate benefits of alternative formative assessments in CLIL methodology**
- ☐ **Reflect on the session**



Feedback from survey:

1. How do scaffolds help your student to acquire language (not learn it)?
 - By presenting a natural situation of language acquisition, i.e. a game, a conversation, a puzzle...
 - I think this method helps them to be motivated.
 - They speak, try to come to agreements, cooperate. All these abilities are key to acquiring language
 - By presenting a natural situation of language acquisition, i.e. a game, a conversation, a puzzle...
 - Scaffolds help the students to approach the learning process in an organised way by making them think and share, so that they become more self-sufficient and in charge of their own development. That makes them more confident and facilitates the acquisition of the language

1. What would you most like to be included in the next session? What do you still have doubts about?
 - Timing
 - The use of the English songs for learning and practise vocabulary and pronunciacion in Kindergarden and Primary.
 - Mini lessons are great for having examples for the classroom.
 - Is there a right/wrong way to group the students or it depends on the activity?



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**Do you believe
that**

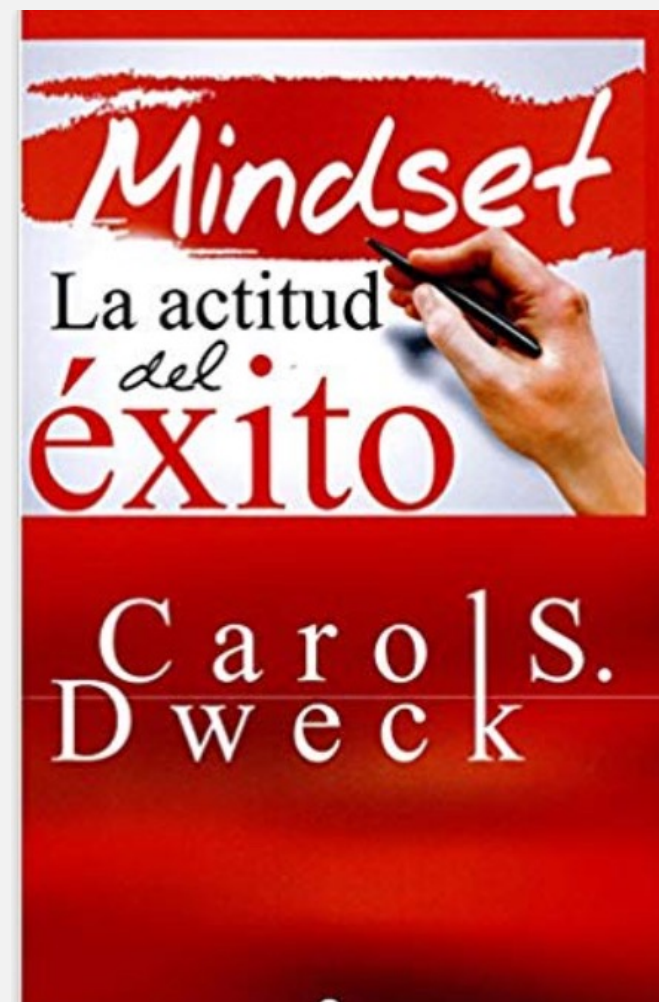
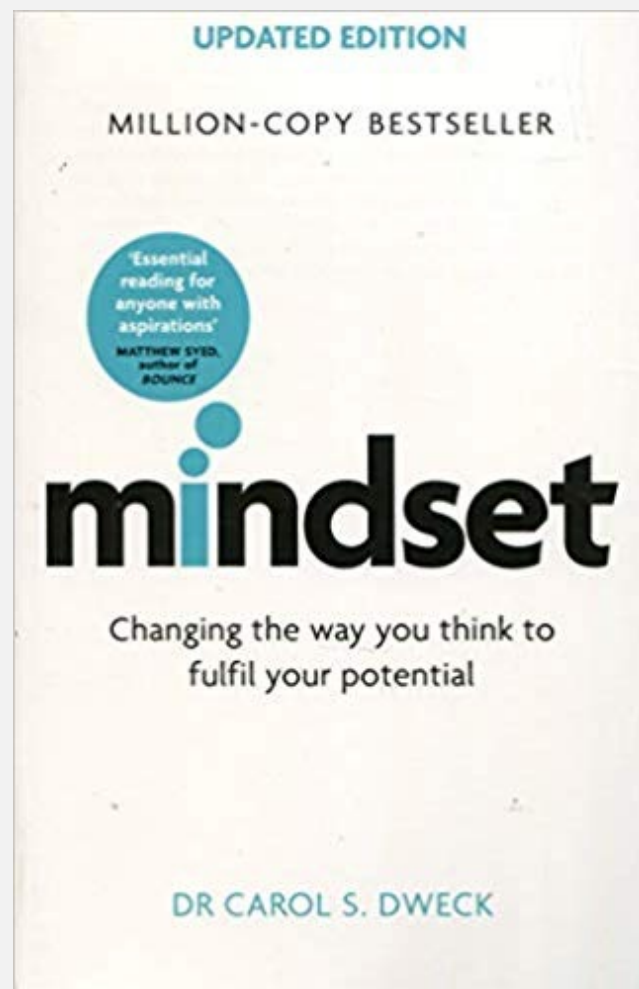
**ALL
students can
learn?**



10ª Mini-Lesson A

1. Download 10ª Mini-Lesson A 'The Growth Mindset'
2. Choose Roles
3. Secretary shares screen
4. Based on the information in table, what is the theory of the Growth Mindset







**You can augment
your
knowledge base
through
*studying and effort.***



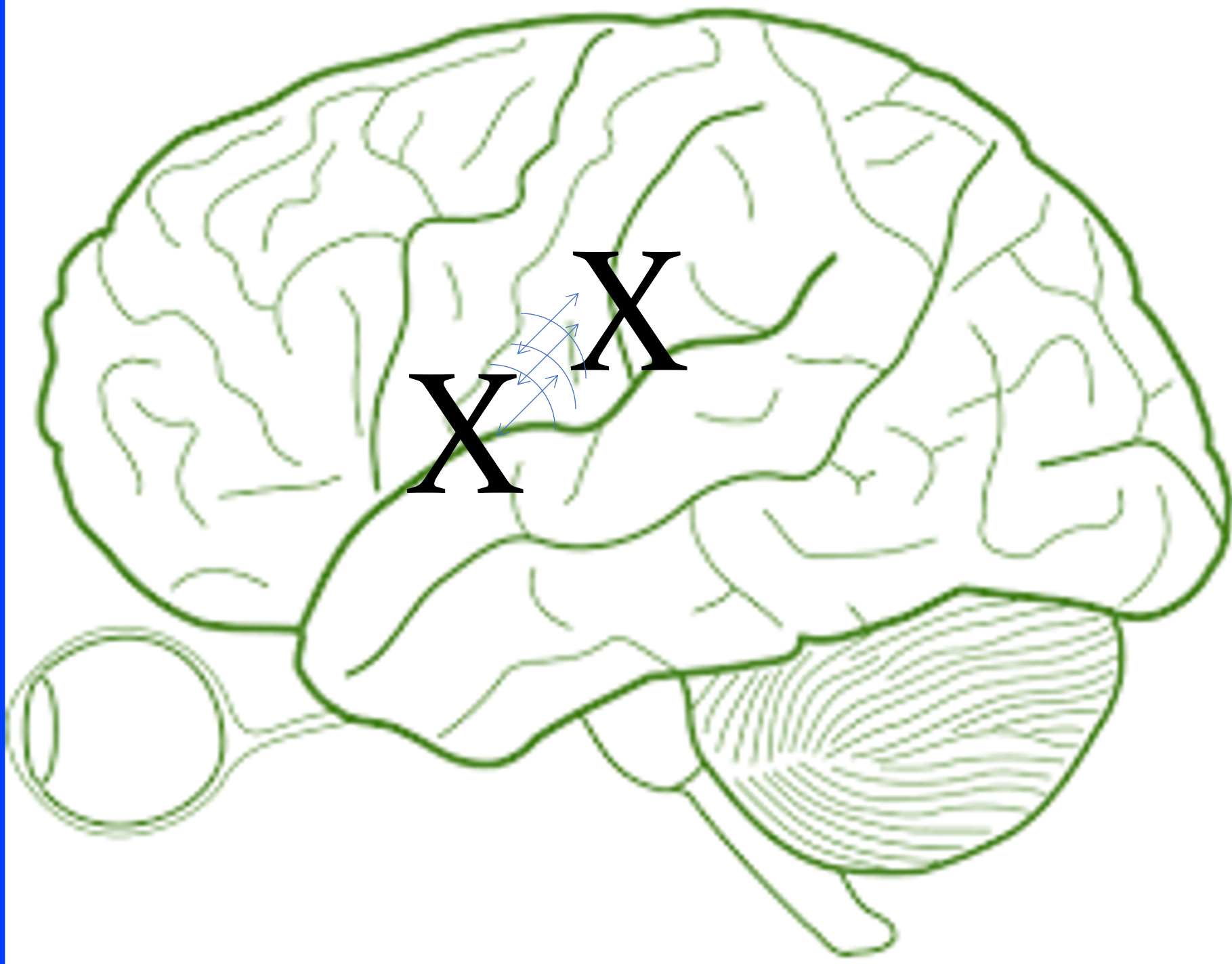
Do you have a fixed or growth mindset?



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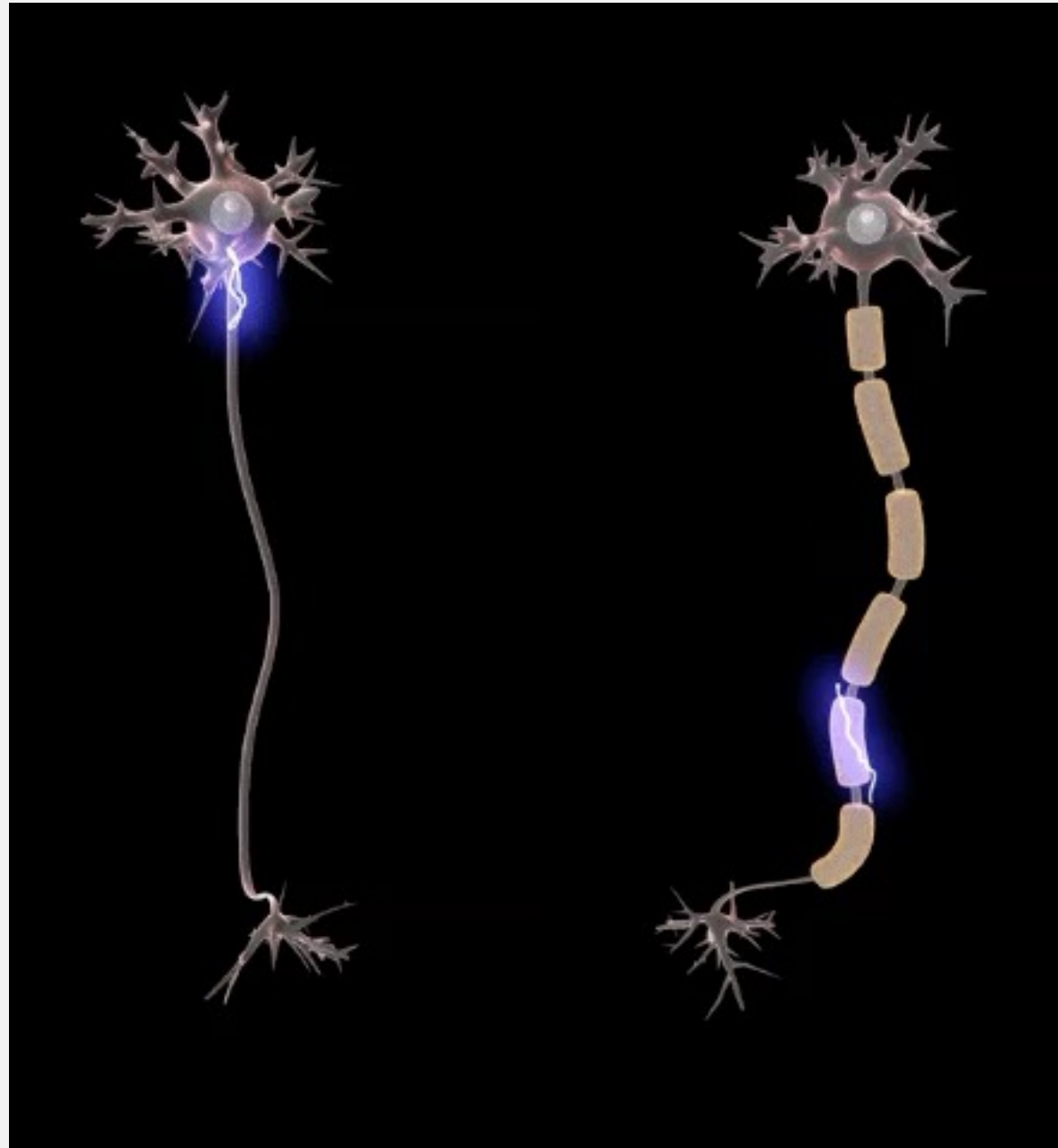
- 1. You are born with a certain amount of intelligence and nothing you can do can change that.**
- 2. You can learn new things, but you can't change your total capacity to know things.**
- 3. Whatever intelligence you're born with, you can develop your mind even more.**
- 4. You can augment your capacity to learn through studying and effort.**



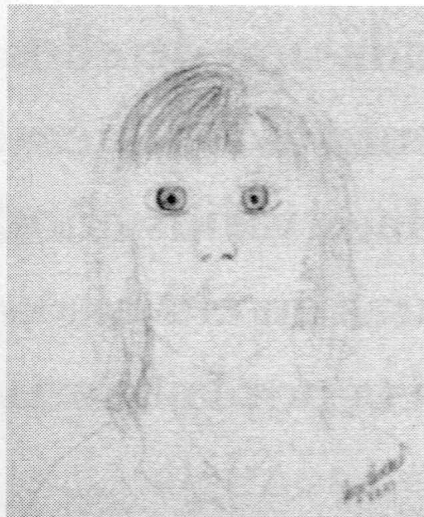
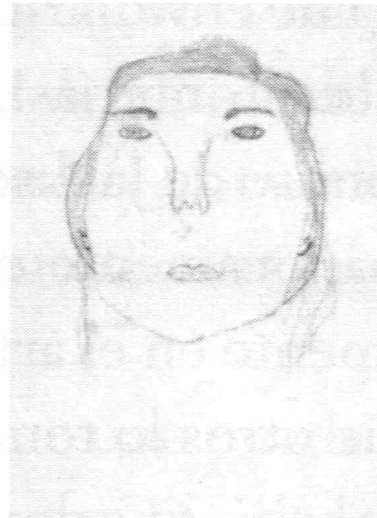


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LA VERDAD SOBRE LA APTITUD Y EL LOGRO



GROWTH MINDSET



Instead of thinking....

I can't do it.

I give up.

It's good enough.

I can't do any better.

It's too difficult.

I made a mistake.

I can't do this.

I'm never going to be smart
enough

Everyone else can do it.

Plan A didn't work.

TRY THINKING...

What am I missing?

I'll use another strategy.

Is this really my best work?

I can always improve.

I can do it if I keep trying.

Mistakes help me to learn.

I can't do this, yet.

I'll keep studying until I know how to
do it.

I'll learn from my classmates.

Now I'll try Plan B.



Reflection:

***How* did it feel to try to guess the theory first instead of being told what it was?**

***What* is the connection between the Growth Mindset and your willingness to create scaffolding activities for your students?**



SCAFFOLDING

- Look at table to draw conclusions on the theory behind it. (not being told the theory first)
- Negotiating meaning

BODY OF LESSON

Learning about the Growth Mindset theory and resources to know more

REFLECTION

How did it feel to try to guess the theory first instead of being told what it was?

What is the connection between the Growth Mindset and your willingness to create scaffolding activities for your students?

Adapting this Mini-Lesson to our classes...

Time Zones



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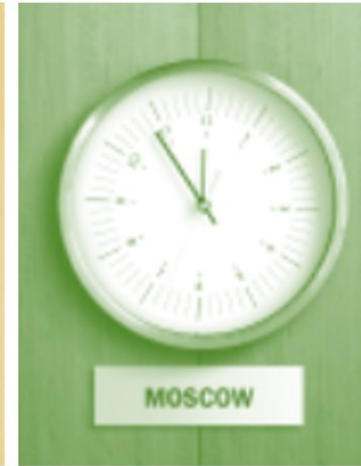
PARIS



TOKYO



LONDON



MOSCOW



BERLIN



HONG KONG



SIDNEY



NEW YORK

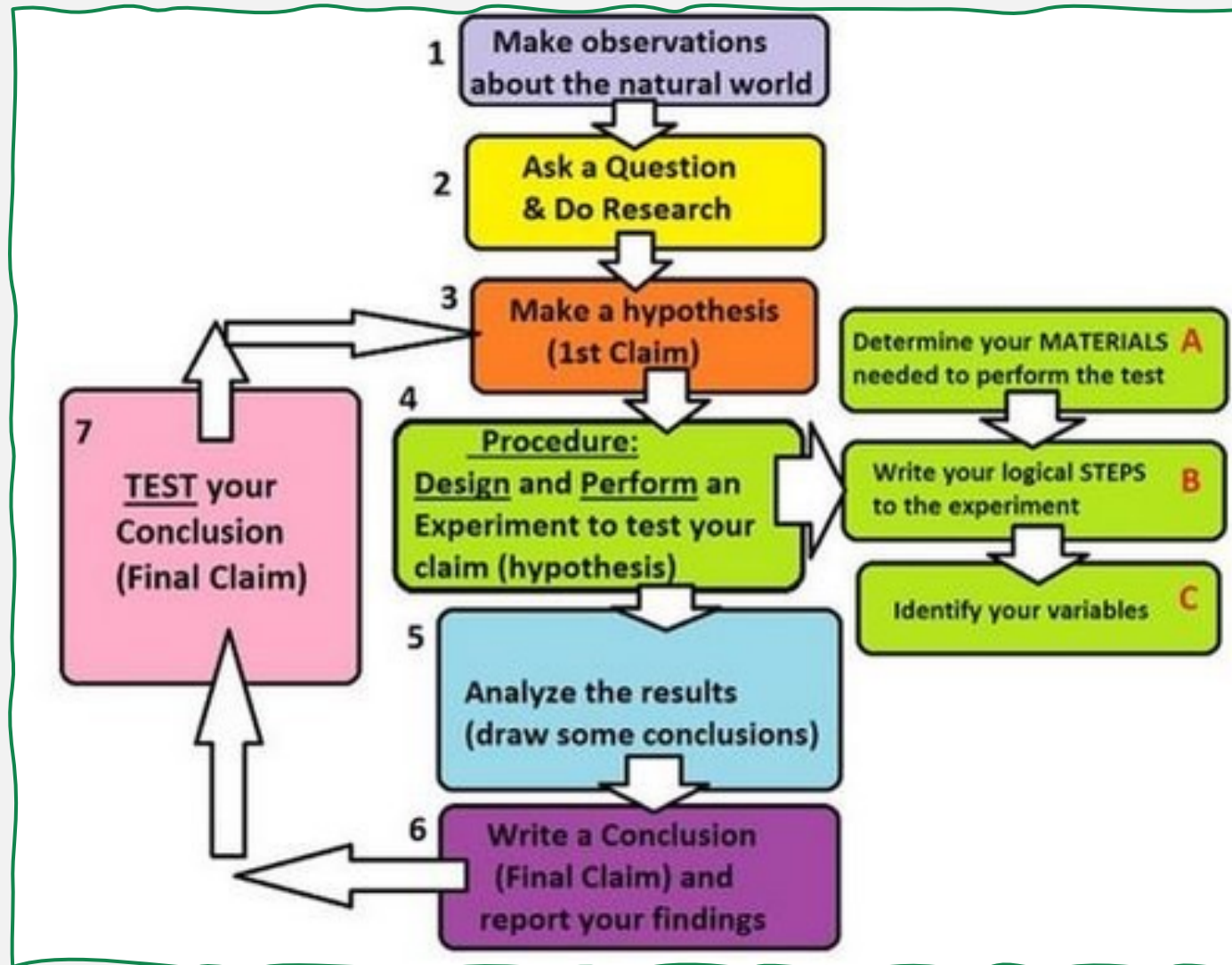
clock countries same different hour minute second

Adapting this scaffold to our lesson...

Scientific Method



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first
second
third
afterwards
beforehand
at the same time
change order



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VOCABULARY

ALLOY Aleación
AIR-POWERED MACHINES Máquinas
neumáticas
APPENDAGE Apéndice
BLEEDING Hemorragias
BOWEL Colon
BOREDOM Tédio, asfío
CHAINSAW Motosierra
CIRCUIT BREAKER Interruptor de circuito
disyuntor magnetotérmico
COMMERCIAL VEHICLES Vehículos industriales
TO CONVEY Expresar, verbalizar
CRAMP Calambore, tirón
CURRENT FLOW PATH Trayectoria de la
corriente
CRUSHING Aplastamiento
DIZZINESS Mareos
DREARY Sombrio, gris, deprimente
EJECTION OF FRAGMENTS Proyección de
fragmentos
ENCOUNTER Come across, toparse
EXTERIOR HOUSING Carcasa
FIRE DETECTION SYSTEMS Sistemas de
detección de incendios
FLASH POINT Punto de ignición
FURNACE Horno, caldera
GAS MOWER Segadora de gasolina
GLARE Deslumbramiento, reflejo
GIDDINESS Atolondramiento, aturdimiento
GRIP STRENGTH Fuerza de agarre
HAND ROTARY TOOLING Herramientas
manuales rotativas
HAZARD SUIT Traje de protección
HEARING IMPAIRMENT Deficiencias auditivas
IMPINGEMENTS Pinzamientos
INSULATION Aislamiento
JACK-HAMMER Taladradora
KILN Horno
LISTLESSNESS Apatía, dejadez

MALADISE Malestar
MAMMAL Mamífero
MOULD Hongo, moho
NUMBNESS Entumecimiento
OUTLETS Salidas de corriente
OXIDIZER Comburente
PATHWAY Vía
PNEUMATIC JACKHAMMER Martillo neumático
POWER GRID Red eléctrica
RABIES Rabia
RASH Sarpullido, erupción
REGULAR INSPECTIONS Revisiones periódicas
SAFETY RAILINGS Barandillas de seguridad
SAFETY SIGNAGE Señalización de seguridad
SCHEDULE Programa, horario
SENSITISATION Sensibilización
SHIVERING Escalofríos
SLIPPED DISCS Hernias
STRIPPED WIRE Cable pelado
TINGLING Hormigueo
DISPOSAL OF WASTE Eliminación de residuos
WHEELBARROWS Carretillas
YEAST Levadura
12 GAUGE SHOTGUN Escopeta calibre 12

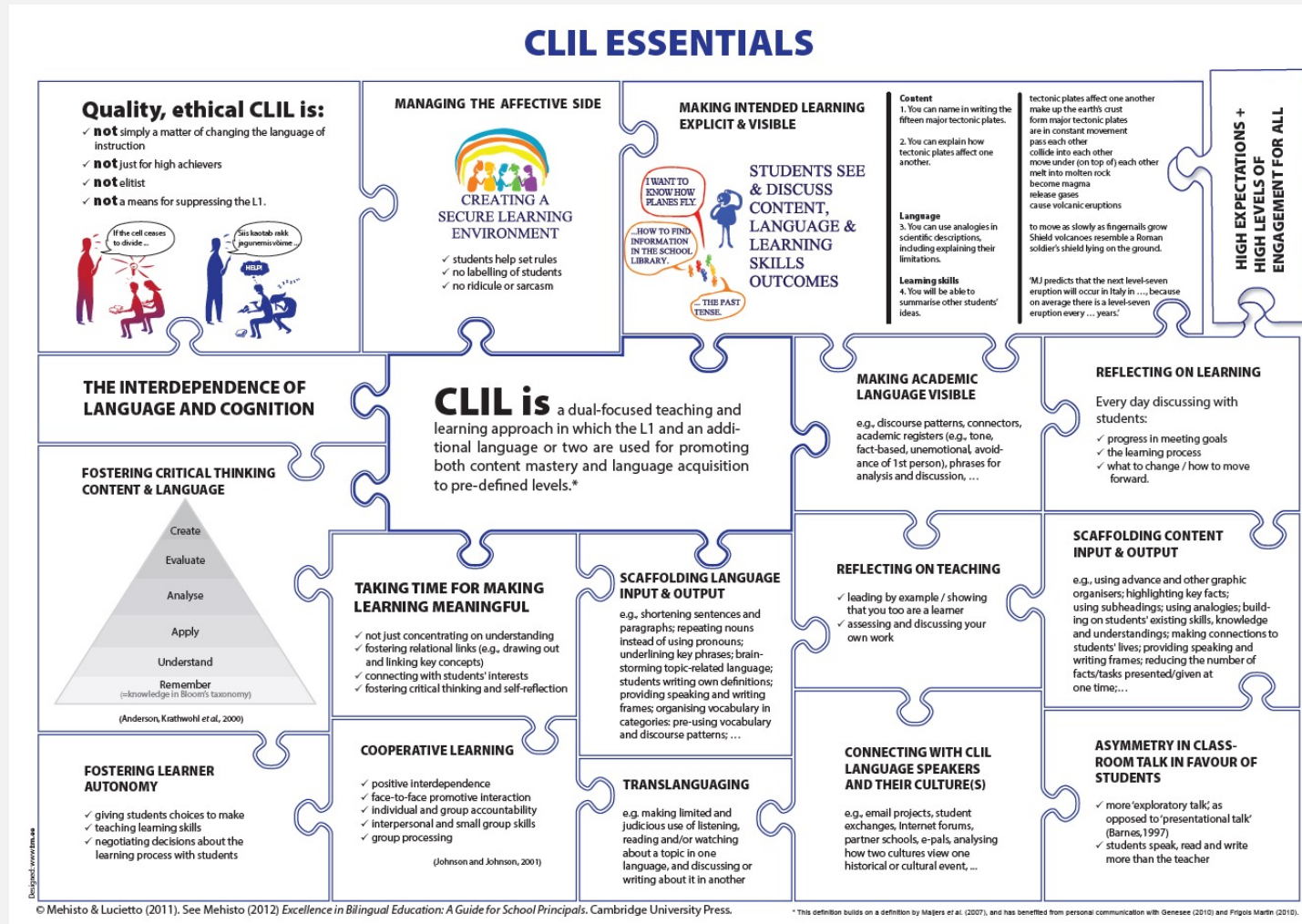
Adapting this scaffold to our lesson...
Vocational Education and Guidance

Based on this vocabulary,
what do you think the next
unit will be about.

Write 3-5 sentences
justifying your answer.



Which elements of the CLIL approach were included in the Mini-Lesson?



Musíc Break!!!



10ª Mini-Lesson B



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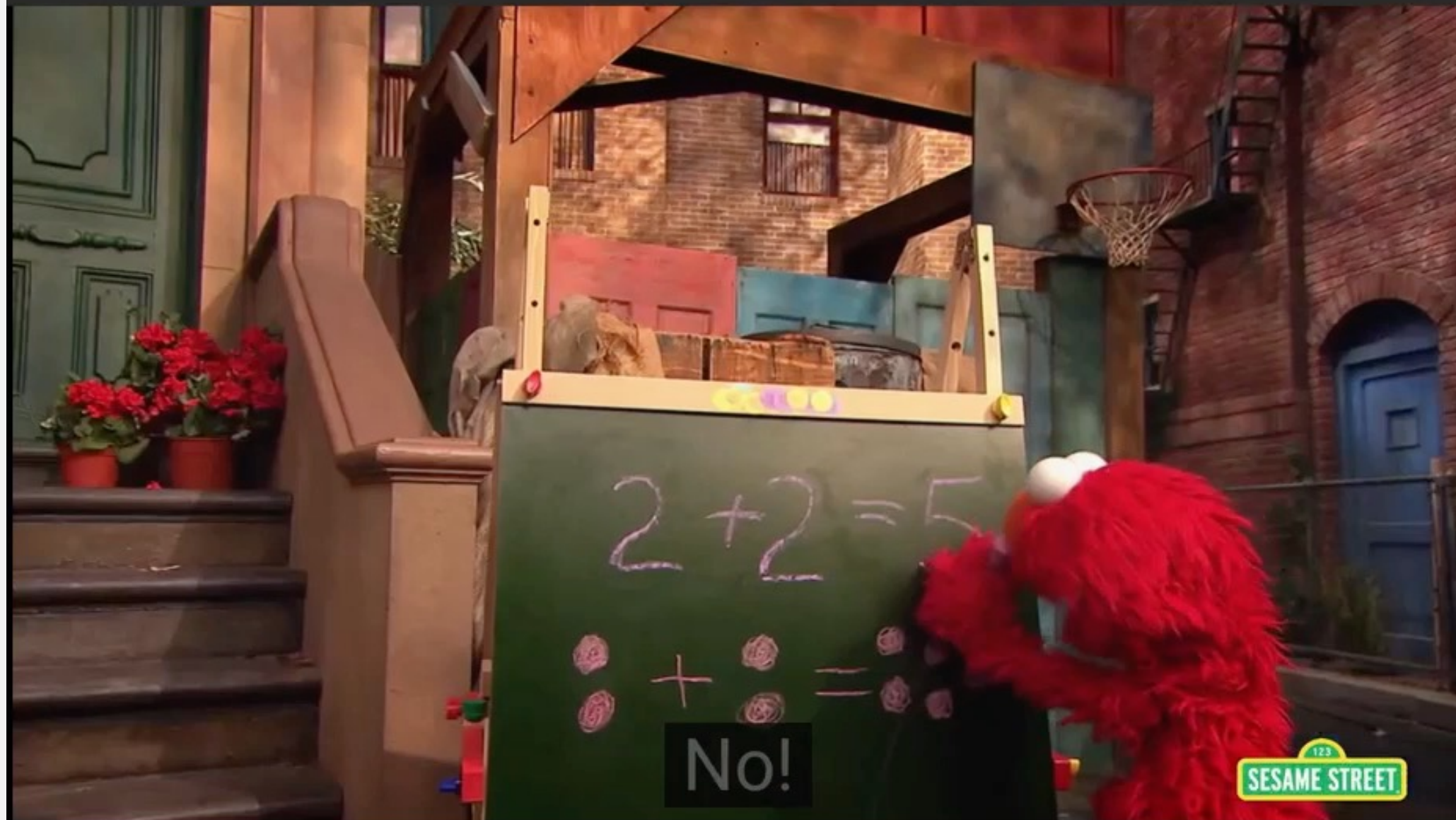
1. Download 10ª Mini-Lesson B 'The Power of Yet'
2. Choose Roles
3. Secretary shares screen
4. Slide 2: Explain what may have gone wrong in each scene
5. Slide 3: Based on the lyrics of the song, predict what the connection is between the images from Slide 2 and this image.



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sesame street not yet





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MODELO NUEVO

- Inspira la **LOMLOE** (2020).
- Se mantienen los elementos básicos de la LOE y la LOMCE.
- Las **competencias** se convierten en el **núcleo** central del diseño curricular.
- Se establece un vínculo claro entre las **competencias** y los **criterios de evaluación**.
- Se promueven **estrategias metodológicas** que facilitan el **enfoque competencial**.
- Se potencia el papel de la **evaluación de aprendizajes** más allá de la mera calificación.
- Se clarifica el papel del **profesor como guía-facilitador** del aprendizaje del alumnado.





¿Qué entendemos por inclusión?

Proceso continuo de:

Identificación y eliminación de barreras

que limitan

Presencia



Participación



Progreso

de **TODOS** los estudiantes

(Booth & Ainscown, 2000)

Algunas evidencias sobre la educación inclusiva

Justificación educativa



Beneficia a todos los niños y niñas



Beneficios de la educación inclusiva para estudiantes CON y SIN
Necesidades Específicas de Apoyo y Educativo

ALGUNAS EVIDENCIAS

Múltiples medios de representación (percepción)

Proporcionar opciones :

Para la **percepción**

- Personalización en la presentación de la información
- Alternativas a la información auditiva
- Alternativas a la información visual



Scaffold A: How this scaffold has been designed for students with special needs:



MULTI-SENSORY

- All one font (*no cursives*, Sans-Serif)
- Monoespaciado between letters
- Background grey/olive
- No **bolds**
- Communicative
- No one single correct answer
- Prediction
- Giving them some of the information beforehand

developing a
GROWTH MINDSET

Instead of thinking....	TRY THINKING...
I can't do it.	What am I missing?
I give up.	I'll use another strategy.
It's good enough.	Is this really my best work?
I can't do any better.	I can always improve.
It's too difficult.	I can do it if I keep trying.
I made a mistake.	Mistakes help me to learn.
I can't do this.	I can't do this, yet.
I'm never going to be smart enough	I'll keep studying until I know how to do it.
Everyone else can do it.	I'll learn from my classmates.
Plan A didn't work.	Now I'll try Plan B.

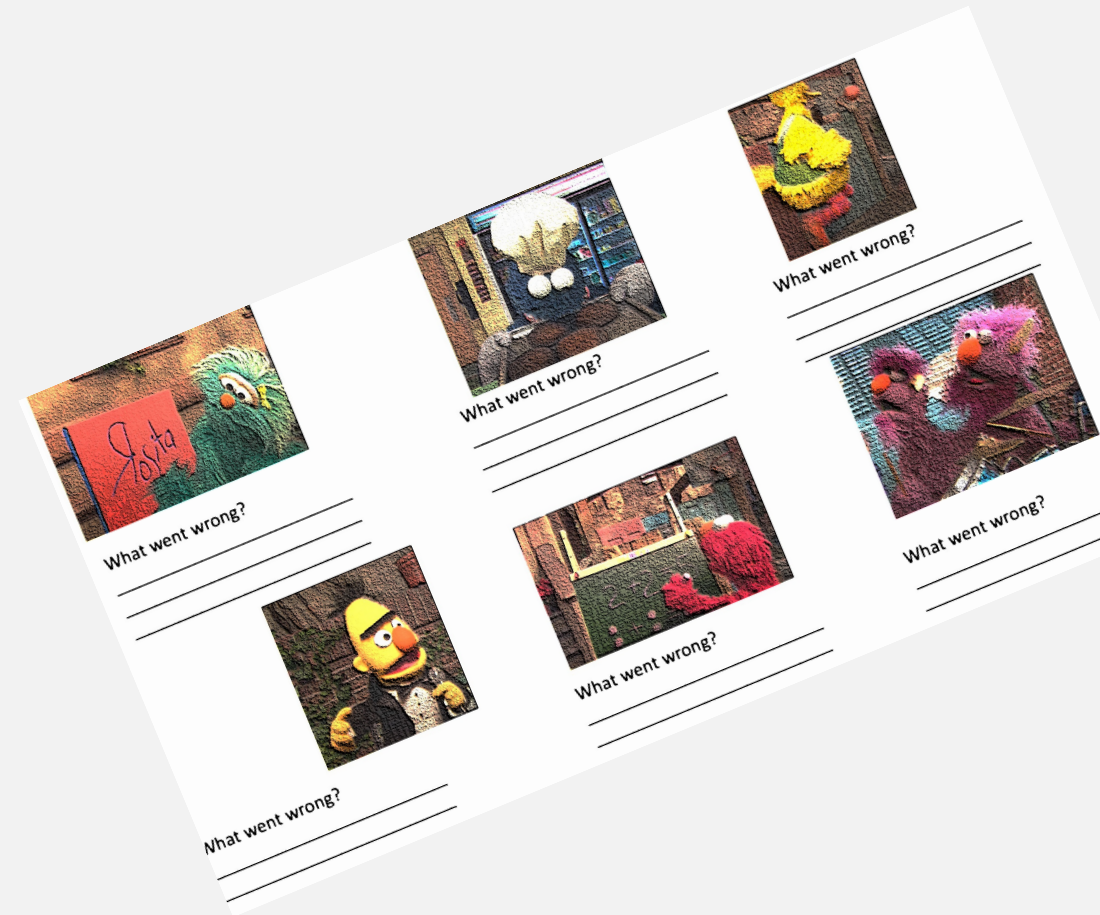
Colours - not a great idea

Scaffold B: How this scaffold has been designed for students with special needs:



MULTI-SENSORY

- All one font (*no cursive*, Sans-Serif)
- Monoespaciado between letters
- Background grey/olive
- No **bolds**
- Communicative
- No one single correct answer
- Prediction
- Giving them some of the information beforehand
- Ending with music, movement





11ª Mini-Lesson

Genres of Art

Match image and description

A portrait is a picture of one person or several people.



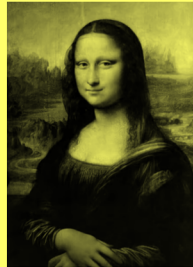
Whistler's Mother



Moses Breaking the Tablets of Law



Carnival of Harlequin



Mona Lisa



Venus & Mars

A religious painting is a painting of something that happened in a religious book, especially the Bible. It is a kind of history painting.



Washington Crossing the Delaware River

1. Download 11ª Mini-Lesson 'Genres of Art'
2. Choose Roles
3. Secretary shares screen with PPT
4. Slides 2 & 3: Match the description with a corresponding image. (There are no correct answers, but only those you can justify.)
5. What extra language support would your students need to be able to participate confidently? Write down those words/phrases.

A portrait is a
picture of one
person or
several
people.



Whistler's Mother



Moses Breaking the
Tablets of Law



Carnival of Harlequin



Mona Lisa



Venus & Mars



Washington Crossing the Delaware River

A religious painting is a painting of
something that happened in a religious
book, especially the Bible. It is a kind of
history painting.

Example:

I believe the Mona Lisa is a portrait because
it is a painting of one person. Venus and
Mars, the Whistler's Mother and Moses
Breaking the Tablets of Law and the man
with the hat can also be portraits because a
portrait can be a painting of several people.

I believe Moses Breaking the Tablet of Laws
is a religious painting because that story
happens in the Bible.



Types of Painting

an intro for kids
from Sanger Academy



0:03 / 4:50





Reflection:

What extra language support would your students need to be able to participate confidently in the scaffold?

How did it feel to realise that there were multiple 'correct' answers for every genre?

How could you use this scaffold in your content area?





SCAFFOLDING

- Reading narration before seeing video
- Predicting connections
- Negotiating meaning and distinctions

BODY OF LESSON

Watch the video ('Types of Art')

REFLECTION

What extra language support would your students need to be able to participate confidently in the scaffold?
How did it feel to realise that there were multiple 'correct' answers for every genre?
How could you use this scaffold in your content area?



A river is a flow
of water going
in a
determined
direction.

Adapting the scaffold to other subjects



A waterfall is a steep
fall of water over a
high place.



An ocean is a vast
amount of salt water.

A swamp is an area of
wet land that is often
very still.



Adapting the scaffold to other subjects



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First, we get
wake up and
get out of
bed.



After dinner, we go to
the bathroom and
brush our teeth.



At night, we sit down
in the kitchen and eat
dinner.

After breakfast, we
put on our
backpacks, wave
goodbye, and go to
school.



After breakfast, we go
to the bathroom and
brush our teeth.



Last, we put on
pajamas and get into
bed.



Next we sit down in
the kitchen and eat
breakfast.

After school, we put
on our backpacks,
wave goodbye and
go home.

How this scaffold has been designed for students with special needs:



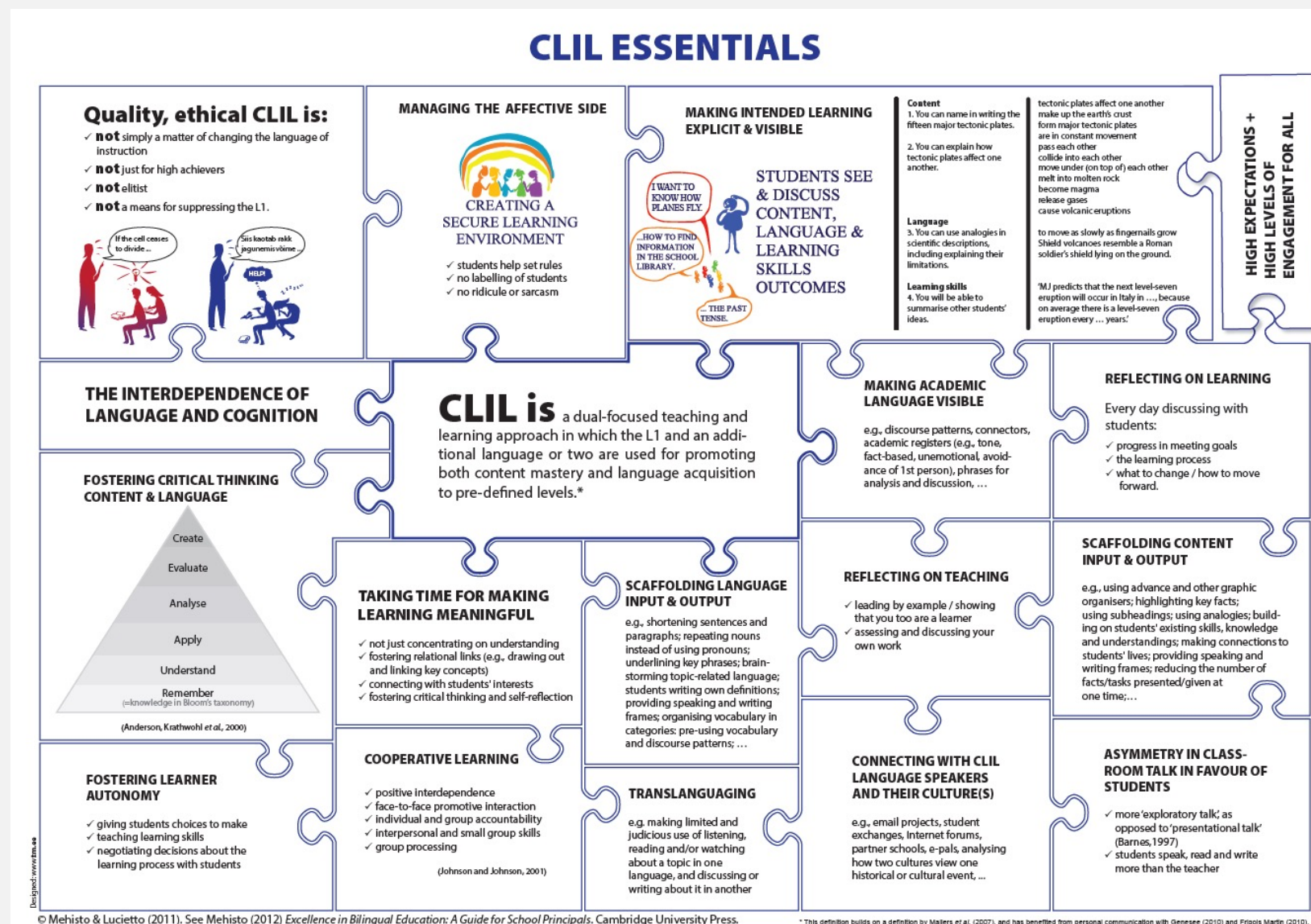
MULTI-SENSORY

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- Monoespaciado between letters
- Background grey/olive
- No **bolds**
- Communicative
- No one single correct answer
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- Ending with music, movement





Which elements of the CLIL approach were included in this Mini-Lesson?





Objectives:

- ☐ **Review feedback from the first session**
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12ª Mini-Lesson

Roles

SECRETARY

- TAKES NOTES ON COMMENTS AND CONCLUSIONS
- DOWNLOADS ACTIVITIES AND UPLOADS THEM TO SHARE WITH GROUP

FA *Formative assessment 1:*

- You ask one of your students to answer a question.
- The student answers.
- You ask another student: *'How could you improve that answer?'*
- You ask another student: *'Which answer do you think is the best?'*

Formative assessment 2:

You write a multiple-choice question on the board and include more than one answer that is correct. You tell your students:

Convince your group members that the answer you have chosen is correct.

1. Download 12ª Mini-Lesson 'Alternative Formative Assessments'
2. Choose Roles
3. Secretary Shares screen with PPT
4. Read the 16 formative assessments in the next slides.
5. Choose 3 of them you will use in your classes.



Reflection:

Will you use alternative formative assessments instead of traditional exams? Explain.

Do these formative assessments take into account different age groups? Explain.

If you could choose between these alternative assessments and traditional quizzes and exams, which would you choose? Explain.

SCAFFOLDING

Reading different choices,
evaluating it, negotiating
value with your group
members.

BODY OF LESSON

Put the information into
practice.

REFLECTION

**Will you use alternative formative assessments instead of traditional exams? Explain.
Do these formative assessments take into account different age groups? Explain.
If you could choose between these alternative assessments and traditional quizzes and exams, which would you choose? Explain.**

Adapting this scaffold to our lesson...

Mathematics

1. Read the following 8 mathematical procedures.
2. Which one will solve the problem on the right?
3. Explain in 2-3 sentences

$$\frac{x^2 + 6x + 9}{x^2 - 9}$$



The Formal Rules of Algebra

Summary of the formal rules of algebra on the set of real numbers

1. The axioms of "equality"

$a = a$	Reflexive or Identity
If $a = b$, then $b = a$.	Symmetry
If $a = b$ and $b = c$, then $a = c$.	Transitivity

These are the "rules" that govern the use of the = sign.

2. The commutative rules of addition and multiplication

$$a + b = b + a$$

$$a \cdot b = b \cdot a$$

3. The associative rules of addition and multiplication

$$(a + b) + c = a + (b + c)$$

$$(a \times b) \times c = a \times (b \times c)$$

4. The identity elements of addition and multiplication:

$$a + 0 = 0 + a = a$$

$$a \cdot 1 = 1 \cdot a = a$$

0 and 1 are the identity elements for addition and multiplication respectively

5. The additive inverse of a is $-a$

$$a + (-a) = -a + a = 0$$

6. The multiplicative inverse or reciprocal of a is symbolized as $\frac{1}{a}$ ($a \neq 0$)

$$a \times \frac{1}{a} = \frac{a}{a} = 1, \text{ The product of a number and its reciprocal is 1}$$

Two numbers are called **reciprocals** of one another if their product is 1.

$1/a$ and a are **reciprocal** to each other.

The **reciprocal** of p/q is q/p .

7. The algebraic definition of subtraction

$$a - b = a + (-b)$$

Subtraction, in algebra, is defined as **addition of the inverse**.

Adapting this scaffold to our lesson...

Vocational Training

1. Read the health and safety procedures on the right.
2. In your groups, divide them into 2 to 3 categories
3. Give the categories titles and write 2-3 sentences explaining this division of information.



- ✓ Follow the training you have received when using any work items your employer has given you.
 - ✓ Take reasonable care of your own and other people's health and safety.
 - ✓ Co-operate with your employer on health and safety.
 - ✓ Tell someone (your employer, supervisor, or health and safety representative) if you think the workplace or inadequate precautions are putting anyone's health and safety at serious risk.
-
- ✓ Decide what could harm you in your job and the precautions to stop it. This is part of risk assessment.
 - ✓ In a way you can understand, explain how risks will be controlled and tell the one who is responsible for this.
 - ✓ Consult and work with your health and safety representatives in protecting everyone from harm in the workplace.
 - ✓ Provide, free of charge, the health and safety training you need to do your job.
 - ✓ Provide, free of charge, any equipment and protective clothing you need, and ensure it is properly looked after.
 - ✓ Provide adequate first-aid facilities.
 - ✓ An appropriate level of supervision, which is particularly vital for new, inexperienced and young workers, pregnant workers and temporary workers.
 - ✓ Keep record of essential documents (Health and Safety risk management plan, risk assessment, medical check-ups, records of work accidents...).
 - ✓ Conduct an investigation into any workplace accident and report all accidents by e-mail to the Ministry of Employment and Social Security. Statistical analysis must also be performed.

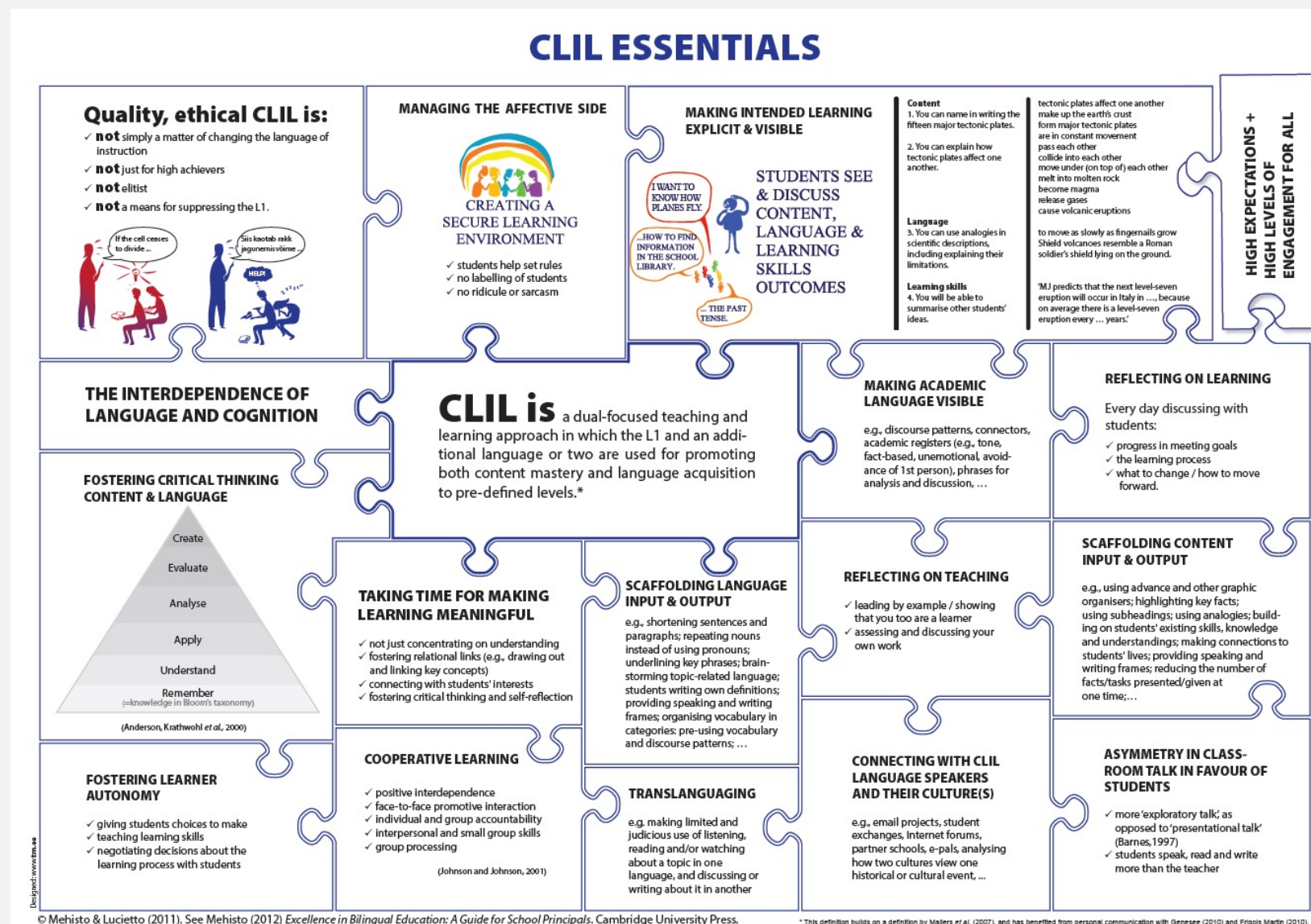


Objectives:

- ☐ **Review feedback from the first session**
- ☐ **Consider how the Growth Mentality augments language acquisition**
- ☐ **Participate in different Mini-Lessons at all levels and content themes**
- ☐ **Consider some CLIL techniques you can use for students with special needs**
- ☐ **Reflect on the session**



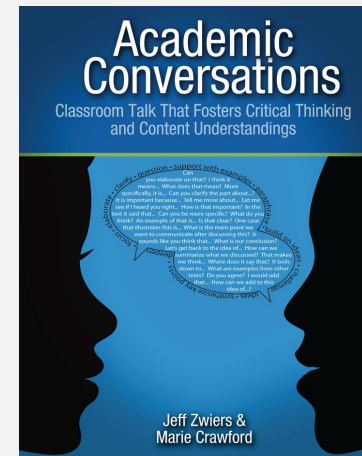
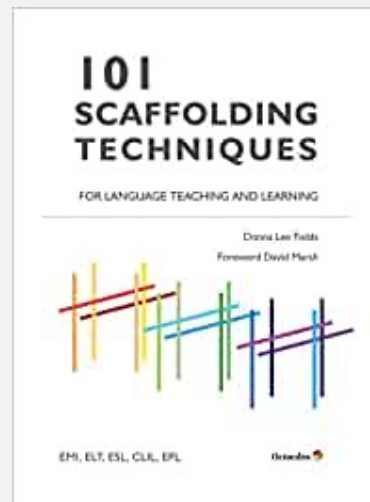
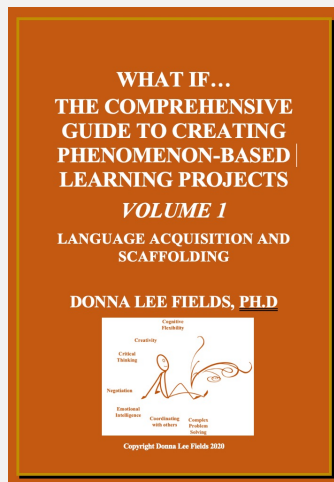
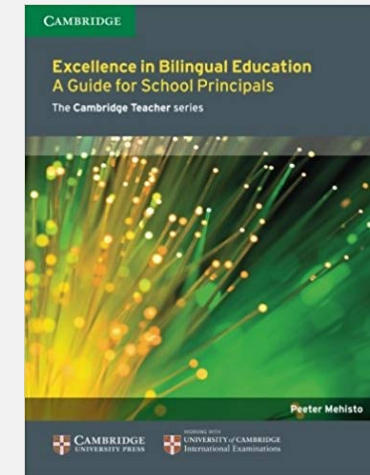
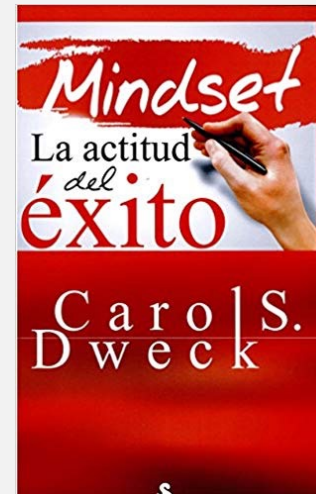
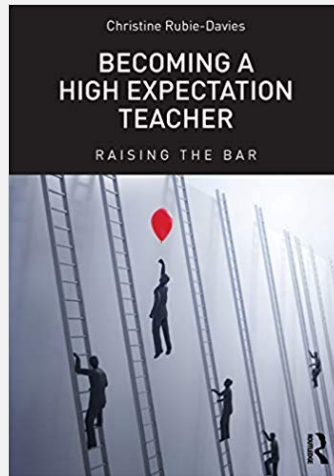
Which elements of the CLIL approach were included in this Mini-Lesson?



Recommended books:



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA





XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

**THANK YOU FOR ALL YOUR PARTICIPATION AND
OPEN MINDS!!!**

HAVE FUN!!!

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