



content and language integrated learning inspired by drama pedagogy



*"Motivation is the key! I cannot think of a better way to motivate children than to let them play in a safe environment where they are encouraged to interact."*

- Kristina Johanson, Spain

creativity  
content  
innovation  
language  
inspiration  
learning  
+ challenge


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**playingCLIL**

# What is CLIL?



CLIL (Content and Language Integrated Learning) is an educational method for learners of all ages in which subjects are partially or entirely taught in a foreign language. Its aim is to ensure that the new language is acquired in a natural way and parallel to the subject content. CLIL learners are exposed to linguistic input, which they gradually internalize since their conscious learning goal is to acquire the skills and content needed for every subject. At the same time, learners actively use the new language on a daily basis through interaction, verbal expression activities and writing tasks while dealing with authentic content and materials from a non-linguistic subject. What best describes the CLIL method are the four pillars it is based upon, also known as the 4Cs: a Cognitively challenging learning process in which new Content is acquired through Communication in a Culturally enriched setting.

A background image showing a group of children playing in a grassy field with trees in the background. The children are wearing colorful clothing and some are raising their arms.

*"The games provide an opportunity to be more creative. They change relationships in the classroom amongst students and between students and teachers. The games are a powerful tool to improve learning."*

- Juan Jose Martin, Spain

# The relationship between playing and learning

We all know how motivation and fun can really make a difference in learning, and this applies to all students regardless of their age or the educational stage they belong to. This is where games “come into play”. Playing is an essential part of our life. Educational games take words on paper and transform them into images, actions, feelings and experiences. They set goals and therefore motivate learners to use their skills, put their knowledge into action and cooperation. Each game turns into a memorable experience in which knowledge is anchored to the positive feelings of entertainment.

## What is **playingCLIL**?

*“playingCLIL is a challenge for vocational students and teachers alike. But I haven't seen so much talking and smiling faces in a long time.”*

- Michael Schleicher, Germany


**playingCLIL** is an attempt to bring the benefits of educational games into the CLIL teaching method. It proposes a series of drama games in which learners are encouraged to act, interact, collaborate and compete using all their senses towards a common goal. Language skills are built and put into practice to reinforce content learning in a variety of fun and challenging activities. Following an extensive period of trials and feedback from teachers and learners in real classroom situations, the final versions of the games will be designed in such a way as to be easily adaptable to any subject, age group and language level.

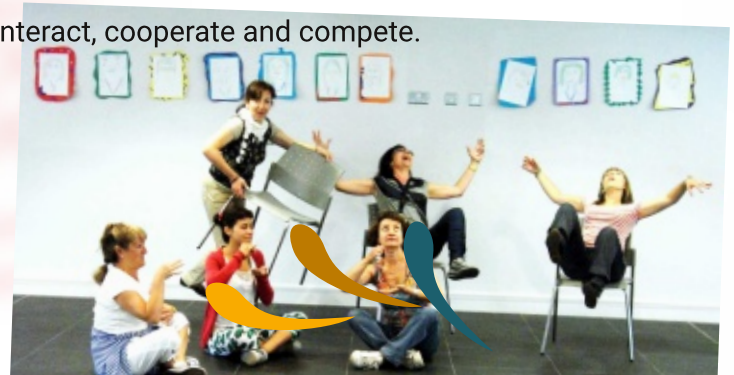




## Aims & Objectives

**playingCLIL** aims to bring innovation and creativity to the CLIL classroom and beyond. The objectives are to:

- Offer teachers a new methodology with tools and materials.
  - Bring inspiring games and challenges into the classroom.
  - Allow students to learn in a more enjoyable context.
  - Enable students to take ownership of their learning.
  - Promote interaction and collaboration in the classroom.
  - Develop self-confidence and presentation skills.
  - Generate energy, enthusiasm and motivation.
  - Motivate students by engaging all their senses in energetic learning activities.
  - Develop emotional maturity and skills to cope with both success and failure.
  - Encourage students to act, interact, cooperate and compete.
- 
- A circular logo with a green center and an orange border. The text 'WHO'S TESTING?' is written in large, bold, white letters at the top. Below it, in smaller white letters, is 'the creative teaching revolution'. At the bottom, in orange letters, is 'ALL OVER EUROPE'. On the left side of the orange border, the word 'CURRENT' is written vertically in white. A small white star is on the right side of the orange border.



# Workflow

Jan 2014 - Dec 2015



## CLIL principles

Defining and establishing main concepts and principles of the CLIL methodology

Applying the CLIL methodology and its principles in the different educational contexts

# FINISH

## HANDBOOK

Compilation of all games and how to use them in classroom

Compiling the games which have been tested and are suitable for CLIL in different educational contexts

*"playing CLIL - playing with Creativity, Language, Intellect and Laughter"*  
*"A playing adult advances to new stages of understanding"*

-Juliane Kriesmann, Germany

## 2. Linking the principles to the educational contexts

Primary, secondary, vocational & adult education

Defining the CLIL principles and their relationship with every educational context to start writing the games

## 3. Writing the games

Designing games for their application / use in CLIL context

Taking the games to the classroom and test them and verify their validity and efficiency

## 4. Testing Phase

Train the teacher/trainer to test the games in the classroom (feedback, re-testing)



# Results & Benefits

playingCLIL games will be selected and tested to be easily adaptable to any subject, age group and language level. The main and final result of the project will be a compilation of all these games in a handbook (paper version and e-book). Reported Outcomes from using the games include:

- improved learning.
- improved achievement.
- improved relationships amongst students.
- improved relationships between teachers and students.
- improved motivation, enjoyable and friendly competition.
- improved self-confidence.
- more enthusiasm for the subject,
- more rewarding teaching,
- more effective cooperation between students
- creates a perfect working atmosphere in the classroom.
- brings innovation and creativity to the CLIL classroom and beyond.

*"The games help to build a perfect working atmosphere in the CLIL classroom!"*

- Juan Manuel Melgar Jimenez, Spain



This is a first drafted version how the games will be compiled in a handbook (paper version).

"playingCLIL is a really fantastic methodology ... it really works!"

- Maria Pena Mino, Spain

## INCIDENT

<b>Intro:</b>	An introductory and first stage freeze frame activity, whose essence is for players to grasp the concept of freeze frames and how they work.
<b>Type of game:</b>	Training/freeze frame
<b>Age:</b>	8+
<b>Level:</b>	All
<b>Time:</b>	10+ minutes
<b>Space:</b>	Performance space and clusters
<b>Thinking skills:</b>	Create and analyze (HOTS) and apply (LOTS)
<b>Language skills:</b>	Speaking and listening
<b>Interaction:</b>	Individual, pairs and group work

### Getting ready

- ✓ Explain to the players that they will describe an event or incident through freeze frame shots representing before it happens, as it is happening and after it has happened.
- ✓ Divide the group of players into groups of 5.
- ✓ group will choose a reporter who will present the three scenes and the other four who will perform them.

### Playing

- ✓ Each group will discuss for 5 minutes how they are going to present the event and the three scenes.
- ✓ Each posture is to be held for about three seconds. Stress that it is like a photo story, they are not to mime or act but describe the action through their posture and gesture.
- ✓ After the incident is shown ask the group if they knew what was happening. Invite the performers to repeat and at each posture ask the questions: *Where is he now? What is he doing? What do you think it's going to happen? What has happened?*

### PlayingCLIL examples

- ✓ Subject: History; Content: the first manned moon landing; the discovery of America; etc.
- ✓ Subject: Science; Content: a scientific experiment; a process in nature (decomposition, etc.); etc.

playingCLIL game at a glance: clear and simple overview about game's type, age group, time and space needed, thinking and language skills, type of interaction

Useful information about preparation

How to play! Game instructions

Helpful examples (subjects & content)

# Who's playing?

Christin Müller



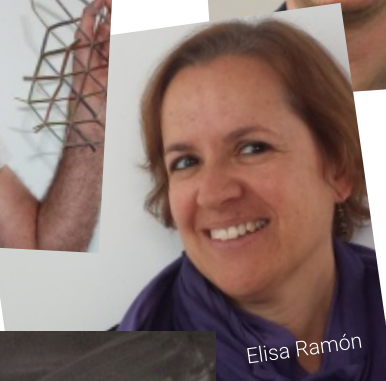
Christos Arampatzis



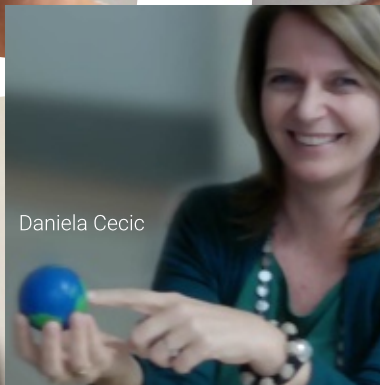
Marco Schroeder



Elisa Ramón



Daniela Cecic



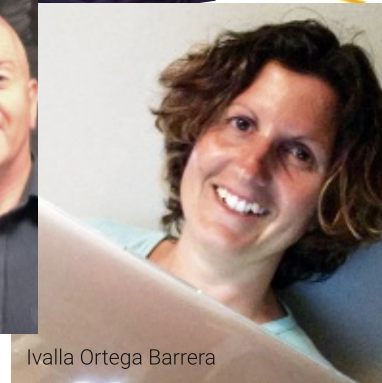
Ed Cousins



Diego Sánchez



Ivalla Ortega Barrera





María Navarro Betancor



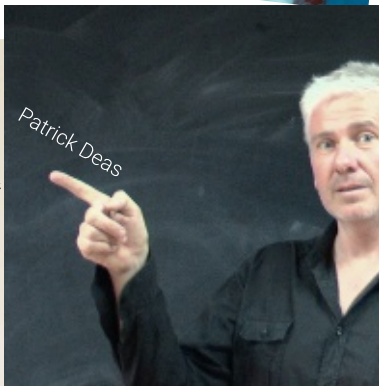
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- Interacting UK, United Kingdom
- Universidad Las Palmas de Gran Canaria, Spain
- Consejería de Educación, Spain
- Liceul cu Program Sportiv Suceava, Romania



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