

HAND TO HAND WITH CLIL

2018 – 2021



Project co-funded by the Erasmus+ Programme
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PROJECT DESCRIPTION

The project "Hand to hand with CLIL" responds to a growing need of teaching content of the lesson with the incorporation of improving language skills. The partner schools have decided to work together on incorporating CLIL method into teaching Maths, Science, ICT and other subjects (Economics, Mechanics, Building) as they want to show their students that before-mentioned subjects, often believed to be challenging or even difficult to learn, may become an attractive adventure, which can both increase their English fluency and their chances for a better and more rewarding future career.

The project is needed due to the importance of mathematical and scientific literacy in today's world of employment, as well as the prime role of English language, which cannot be underestimated in becoming a successful European citizen.

Learning together what CLIL method consists of and how it helps in everyday teaching is the main goal as the participating schools are able to share experience, use peer-to-peer learning and learn from the partners' good practice. There is a great benefit from the international cooperation for the partner schools because we can see the topic from a number of various perspectives, we can practice newly acquired activities together, analyse them and give feedback to our partners.

Approximately 25 students aged 15-19 from each school, including those with fewer chances, have been directly involved in project meetings. Nevertheless, a few times larger groups have taken part in the project being engaged into organising the meetings and being a subject of the practice lessons with CLIL. Mainly the teachers of: Maths, ICT, Biology, Chemistry, Physics and English have been directly involved in the project.



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OBJECTIVES OF THE PROJECT

The project's objectives have been divided into 3 groups:

1. The students achieve: see the lessons of Maths, ICT, Science subjects and others as more attractive thanks to using CLIL, bilingual teaching and active teaching methods, choose beforementioned subjects as their future career more often, improve English fluency among the students taking part in the project meetings, as well as those working on organisation of the meetings in their own schools, gain social skills such as: cooperation in a group, dealing with problems and emotions, time managing and working to deadlines, self-esteem and self-promotion, tolerance, open mindedness and understanding for other cultures.
2. The teachers taking part in the project: learn about CLIL and bilingual methods, practise them in the classroom and gain more knowledge about these methods and their benefits for the students, bring Maths and other subjects closer together and point out the use of Maths in other fields of study as well as in everyday life, prevent students from dropping Maths, ICT and Science subjects too early due to the common belief they are difficult, show our students that learning Maths and Science subjects can be fun, creative and rewarding, use ICT tools more effectively at the lesson, improve English and teaching skills.
3. The objectives for the schools: use peer-to-peer learning among partner schools so that the school achieving outstanding results in one field can share their knowledge and experience with the others, among students and teachers, share ideas and learn from good practice among partner schools, become more internationalized.



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PARTNER SCHOOLS

Coordinating school: Liceum Ogólnokształcące im. prof. Zbigniewa Religi w Gilowicach Poland www.logilowice.pl



Liceum Ogólnokształcące im. prof. Zbigniewa Religi w Gilowicach is a small high school established in 1994. It is a public school which offers general education to students aged 14-18. The school provides its students

with the knowledge necessary to maturity exams, which are in the same time entrance exams to universities and higher education. Liceum in Gilowice has got around 180 students and 16 teachers at the moment. The school specializes in teaching Maths, Biology, Chemistry and foreign languages. Most students continue their education at the universities in Poland, a few of them also abroad.

The school is located in a small village Gilowice, which is a part of Miedzna Community. The community includes a few villages and a small town Wola. The number of inhabitants totals around 15000. Miedzna Community was settled around 700 years ago. It is renowned for its nature and local traditions, until recently tightly joined to a coal mine, which was closed down a few years ago. Still, many miners live in the community and work in neighboring mines. There are plenty of sports facilities, as well as walking and cycling areas.





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Partner schools:

General Secondary School "Nikolay Katranov" Bulgaria
www.katranov.com

SY "Nikolai Katranov" was opened in 1964 as a primary and primary school with students from 1st to 8th grade. It was originally housed in the building of Aleko Konstantinov High School. It was announced as the FIRST SUCCESSOR OF THE SCHOOL OF HRISTAKI PAVLOVICH FOUNDED IN 1831.

In 1980/1981 the two new buildings of the school were built. In 1983/1984 it celebrated 20 years since its establishment and was chosen as a base for the Ministry of National Economy for the implementation of the experiment of BAS under the leadership of Acad. Blagovest Sendov.



In 2014, SY "Nikolai Katranov" celebrates its half-century anniversary. Under a project of Svishtov Municipality, a complete renovation of its building stock was carried out in connection with the

increase of energy efficiency. In November 2019, the school celebrates its 55th anniversary. On the occasion of the holiday, a jubilee collection entitled "55+ inspiring stories" is published, which presents the memories of its residents - teachers and students about their favorite school.

Patron of the school is Nikolay Katranov - Bulgarian poet, folklorist, translator, revolutionary. He was born in the town of Svishtov in 1829. He graduated from the Faculty of History and Philology of Moscow University, where he became close to Slavophiles. It is a prototype of Insarov from Turgenev's novel "On the Eve". After his return to Bulgaria he worked as a teacher, gave lectures, edited





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collections of folk songs. He died at the age of 24 as a result of tuberculosis.

The school is the only one in Svishtov municipality with classes with a profile "Foreign languages" - with English and German. In 1998 the first class with a profile of foreign language - German language was formed. In 1999 the first English class was formed. In 2019, for the first time, Russian was introduced as a second foreign language. From 2020 the school opens a new STEM profile - "Natural Sciences" with intensive study of English.

In the 2020/2021 school year, SY "Nikolay Katranov" participated as a partner in six projects under the Erasmus + program, which is again among the schools record holders in the country in the number of simultaneously implemented projects under this program.



For the third year in a row, SY "Nikolay Katranov" was awarded as "eTwinning School" - an award given for leadership in the fields of digital practice, e-safety, innovative and creative approaches to



pedagogy, promoting staff development and good practices among teachers and students.

Svishtov is situated in northern central Bulgaria on the right bank of the Danube river in its southernmost point, across from



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Zimnicea, Romania. The town lies 237 kilometres (147 miles) north-east of the capital Sofia, and 251 kilometres (156 miles) west of the major Black Sea port of Varna. Other important cities in the region are Pleven 80 kilometres (50 miles) away, and Ruse 90 kilometres (56 miles) away.

The port of Svishtov is the southernmost harbour on the Danube. It is served around the clock by the Svishtov-Zimnich ferry — a regular operation Ro-ro ferryboat across the Danube between Svishtov and Zimnicea. The ferry shortens the road path to and from Turkey to Central and Western Europe by 140 kilometres (87 miles) when compared to the traditional route over the Danube Bridge at Ruse-Giurgiu and allows a time gain of nearly four hours thus avoiding the traffic in and around the city of Bucharest.

Svishtov is identified with the Roman colony Novae mentioned by Ptolemy.[5] The emperor Vespasian sent the legion I Italica there 70 AD and Novae served as the legion's base for centuries. Novae served as a base of operations for Roman campaigns against Barbarian tribes including Trajan's Dacian Wars, and the last time during Maurice's Balkan campaigns. The legion was also responsible for bridge construction over the Danube.

Jaszberenyi Nagyboldogasszony Katolikus Ovoda, Kettannyelvu Altalanos Iskola, Kozepiskola es Kollegium Hungary www.nagyboldog.hu



Jaszberenyi Catholic Nursery, Primary and Secondary School Jozsef Liska Secondary Technical School and Dormitory is the third biggest Catholic School in the area. It consists of a nursery, a bilingual primary school and a secondary technical

school. In total there are 1500 students and almost 100 teachers.



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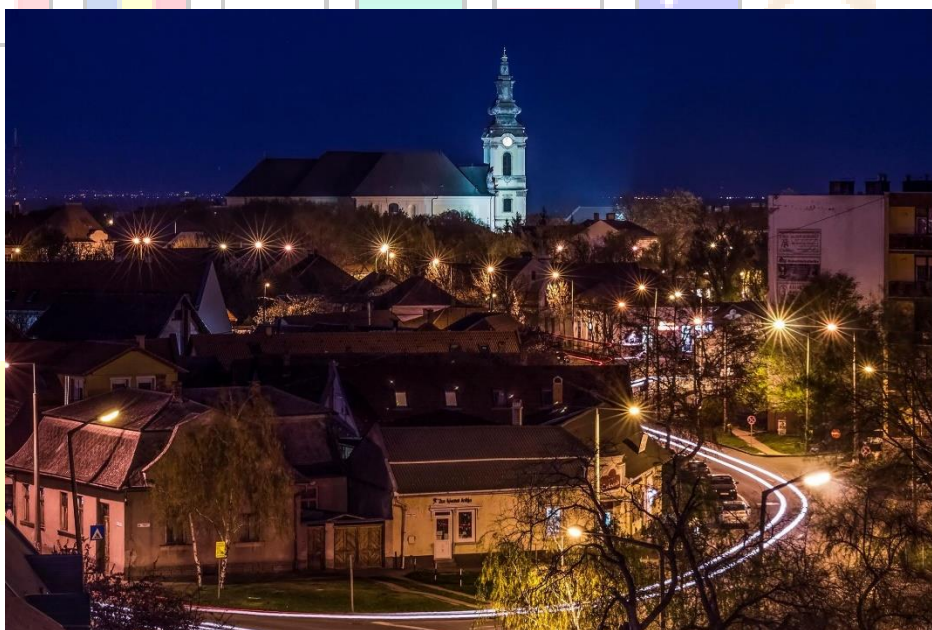


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The school is part of the Jászberény Catholic School where we teach students from the age of 14 till they finish their technical training (usually their age is 19-20). We are a technical school so our students can get a Matura examination of level A and a trade as well. The students usually go to universities or colleges of Physics, IT, Mechanics, Electronics, Electrotechnical studies. Some of the students become police or military officers. In our part of school there are 850 students and 60 teachers. We are a religious school, so we have specifications related to the subjects, competitions and events in connection with the religion. Our students can learn three languages: English, German and Russian. We have good results in Maths, Physics, English, and Electronics. Our students have different social backgrounds, some of them cannot afford the school related expenses but some of them come from well-off families. Most of them are middle-class. We have a dormitory where the students like staying and they have a lot of programmes and sports events.

The school is situated in Jászberény.

The town is the cultural and economic centre of the Jászság region and the Jász people. It is situated 80 km from Budapest, 40 km from the



Mátra hills, surrounded by the river Zagyva. The town with about 28,000 inhabitants has special geographical, ethnographical and historical features being situated on the north-western edge of the Great Hungarian Plain.



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Istituto d'Istruzione Secondaria Superiore «Sebastiano MOTTURA» Italy www.itimottura.it

The “Sebastiano Mottura” technical school is one of the oldest schools in Italy. It was founded in 1862 as Mineral Mining School. At the time Caltanissetta, was considered the sulphur world capital city. The school direction was granted to the engineer Sebastiano Mottura, a famous scientist. The school issued a technical director diploma and allowed people who had obtained it to cooperate and work in the mineral industry as a member of it. In 1970, after the closing of Sicilian mines, an electrotechnical course was introduced as an answer to the updating process of the Sicilian society and to the different employment requests as well. Our school wants to preserve its own tradition giving itself its leading characteristic as a technological-scientific school, thus renewing its strong identity. As a matter of fact, in the last year our school



experimented two new courses, a Scientific and Applied Science Liceum and a Mechanical course that can be added to the other three main courses already existing: the

Electrotechnics course, the Geo-Environmental course, Mechatronic course and Electrotechnical and Automation course, this last one it's not only a day course but there is also the night class for working students (called Sirio Project) with a particular attention to the long-life learning. Our school is attended by almost 770 students aged from 14 to 18 and 130 teachers. It hosts the Mineralogical and Paleontological museum, founded together with the school and demanded by the school founder himself, Sebastiano Mottura. It contains precious and interesting collections of minerals and fossils, especially crystal minerals coming from sulphur Sicilian mines. Mineral collectors and





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scholars from all over the world really appreciate their rarity and beauty.

Caltanissetta is in the centre of Sicily and this position allows tourists to visit the region easily. It develops on the side of the valley of the river Salso, on the slopes of Monte San Ruffino. The city boasts a past linked to the activity of sulphur mining that made it the centre of the first the last the city you



can admire countless natural beauties and numerous architectural works. The Natural Oriented Reserve of mount Capodarso and Imera Valley is an archaeological and naturalistic context of rare beauty where many animal species nest, some of which are endangered. Caltanissetta has a wonderful city centre that includes the four historic districts such as San Francesco, Santa Flavia, San Rocco and Gypsies, characterized by countless lanes, climbs, staircases alternating with large and elegant avenues where most of the prestigious monuments are located and traditions are preserved such as the historic fruit and vegetable market, called Strata 'a foglia.





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Srednja ekonomsko-poslovna sola Koper Slovenia www.seps.si



Upper - Secondary School of Business and Economics is a public secondary school with a long tradition. It was founded in 1955 in the centre of Koper. The school is a combination of a general education school and a vocational technical school as it offers programmes for economic grammar school, economic technicians, administrators and shop assistants. It is attended by approximately 500 students, aged 15 to 19, who come not only from Koper but also from a wider area, i.e. other coastal towns and local villages. The students



study general education subjects (Slovenian, mathematics, foreign languages, geography, history and others) as well as many subjects of economic nature, such as business management, marketing, economics, entrepreneurship, accountancy, statistics, project work, fictive practice firms and others. Most of our students tend to continue their studies at university level.

Koper is a coastal town and municipality, which lies in the north of the Istrian peninsula and the Adriatic coast, not far from the Slovenian border with Italy and the one with Croatia. The town has population of 25,753 and is officially bilingual, with both Slovenian and Italian as official languages.





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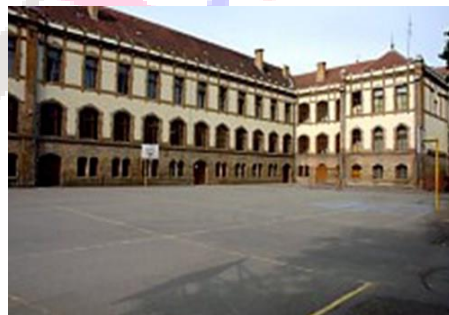
Koper or Capo d'Istria (the head of Istria) used to be an island and a salt panning town. Its origins go as far back as the Roman era; but the Venetian Republic has left the most prominent stamp, which was the time when this town economically and culturally blossomed. With the downfall of the Venetian Republic and the construction of the railway Trieste-Vienna, Koper lost its significance slightly. Nevertheless, after the 2nd World War it started to develop persistently and in time it has become the economic capital of the coastal region, a popular tourist destination and an important port town with one of the most modern and largest cargo ports in this part of the world, being located at the junction of maritime and land routes between the Mediterranean and Central Europe.

Liceul Pedagogic "Carmen Sylva" Romania
www.liceulpedagogic-tm.ro



Colegiul National Pedagogic "Carmen Sylva" is one of the oldest and most important schools in Timisoara, built between 1902-1903 and established as a Romanian school in 1919. There are 105 teachers and c. 1300 students in primary school, middle school, lower and upper secondary school with two profiles: vocational (pedagogy) and theoretical. The pedagogical profile provides the basic training in kindergarten -

primary school teaching specialization. For the theoretical profile, our school has the following specializations: mathematics, informatics, natural sciences, and philology - extensive English curriculum.



Timișoara is the capital city of Timiș County, the third largest city in Romania and the main social, economic and cultural centre in western Romania. Nicknamed the *Little Vienna* or the *City of*



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Flowers, Timișoara is considered the informal capital city of the historical Banat. The country's third most populous city is the economic hub of the region, with more than 300,000 inhabitants.

Timișoara is a multicultural city, influenced by various ethnic communities, especially German, Hungarian, and Serbian, but also Bulgarian, Italian and Greek. The cultural heritage and diversity of the cultural offerings



are the city's strong points. With over 12 professional, cultural institutions, Timișoara is, the third cultural pole in Romania in terms of the size and diversity of the cultural offer.

PROJECT MEETINGS

Teachers' meeting in Bulgaria October 22nd – 26th 2018

Day 1: We arrived at school, where we were officially met by a group of pupils waving the flags of all partner countries and waiting for us with a traditional bread with salt. After short presentations of our schools and very welcome greetings



from the Bulgarian school's deputy head, we could watch the Bulgarian pupils singing and dancing for us. The official part was followed by some ice-breaking activities, thanks to which we could learn more about each member of our project team.





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Day 2: It was a very busy day. In the morning we were presenting



educational systems in every partner country with the emphasis on CLIL and bilingual teaching. It proved to be very useful as we could compare the systems, ask questions and be provided with information we needed. We also managed to

organise a short session spent on discussing important issues connected with project management, organising meetings and budget planning.

In the afternoon we started our CLIL training which was delivered by a very experienced lecturer from the Department for Modern Educational Methods of Varna University of Management, Mariyana Todorova. The classes provided us with a theory of CLIL method and its implementation into our lessons. We discussed problems which may occur and how to solve them.



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Day 3: The morning brought the second part of the CLIL training, which was more practical and devoted to teaching methods and techniques used at CLIL lesson, which proved to be successful. We could also benefit from the experience of our Italian partners, who willingly shared their ideas with us.



In the afternoon we went for a trip to Veliko Tarnovo, which is one of the most beautiful towns in Bulgaria and used to be a capital of Bulgaria. It is full of monuments showing its history as well as a center of Bulgarian crafts and arts, which were unique for us to discover.

Day 4: In the morning we paid a visit to the University of Shvistov, where we had a wonderful opportunity to attend a lecture in English about Public Speaking. It was delivered in a very attractive way and was useful



for us as teachers but also speakers at any kind of public events we organise.

In the afternoon we were taken for a trip to the national park of Kroshunas Falls. It is a place of a great natural beauty and due to a wonderful autumn weather allowed us to relax and have a lovely walk after the whole week's activities.



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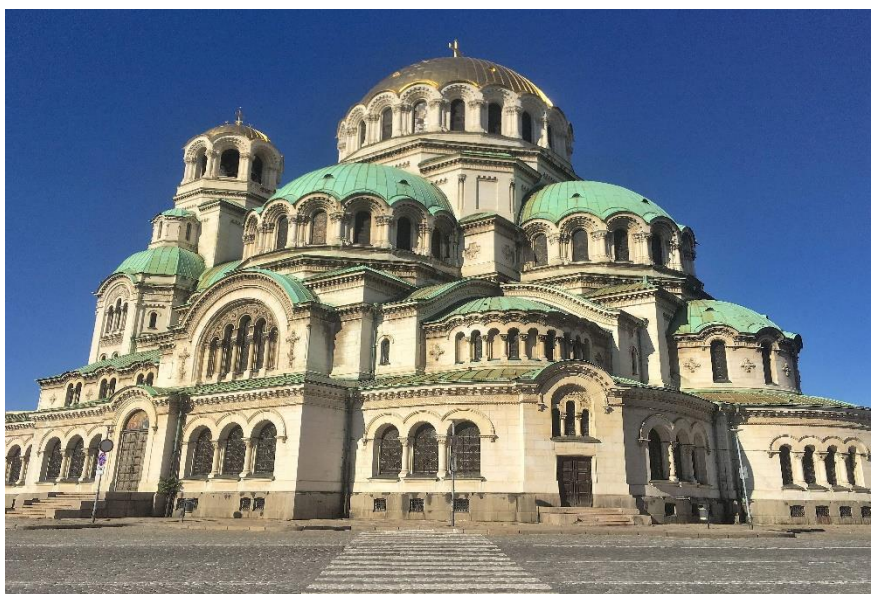
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Day 5: It was our last day spent together. Early in the morning we left Shvistov and headed to Sofia, the capital city of Bulgaria. There



we took a city tour to admire the most important tourist places and just feel the spirit of the city.

Students' meeting in Hungary December 2nd – 8th 2018

Day 1: The first day of the meeting was spent on getting to know



better. There were a few warm-up activities and integration games. We were also formally welcomed by the school authorities and officially presented. The ceremony was enriched by the songs performed by the school choir. It was a

great surprise to hear some songs prepared in the languages of partner schools. In the afternoon, the group took part in a guided tour of Jászberény, when we could find out more about the town's history and admire its monuments. And to make us feel warmer after the walk we were invited to a local folk dance school where we had a chance to see traditional dancing and to learn how to dance. It was a great fun!



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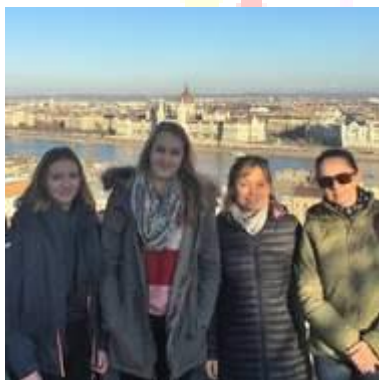


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Day 2: It was a day of hard work. We showed our presentations about the countries and the schools. We took part in CLIL lessons about recycling and space exploration. We also visited the automatics classroom and observed how the students worked on automatic circuits. It was also a day for the choice of our project logo.



Day 3: We spent the whole day in Budapest, an amazing capital city of Hungary. In the morning we went to the Palace of Wonders which is an interactive science museum, where visitors can do countless experiments themselves and learn a lot about science. We also attended there a performance showing the wonders of Chemistry. In the afternoon we could admire the city's beautiful panorama from the castle hill. And we also took part in the Christmas Market. On the way back we discovered the beauty of the city by night.



Day 4: The main attraction of the day was a visit to the local zoo. There we attended a lecture with the vet, took part in the feeding and training of the animals as well as walked with penguins. Later there was "Hungarian afternoon" when we learnt more about our hosts, sang, danced and played together.



Day 5: On our final day the students took part in the workshops teaching them how to make baskets. The afternoon was spent with the host families.



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Teachers' meeting in Poland March 17th – 23rd 2019

Day 1: In the morning there was a meeting with the school headmaster and an official welcome. The guests had a possibility to have a walk around the school, visit the classrooms, talk to teachers and students. Before lunch, there was also a project meeting, which aimed at discussing future tasks and other organisation issues.

After lunch, the guests had a guided visit at the Auschwitz Museum, a former Nazi concentration camp.

Day 2: It was a day spent outside the hosting school in Gilowice.

In the morning, the group went to Żory to pay a visit to the bilingual school and observe the lessons. Thanks to the kind invitation from the headmaster



the teachers could observe a few bilingual lessons and talk to the teachers about their experience in this field.





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In the afternoon the team had a guided tour around Pszczyna, which included a visit to the castle, an open-air museum and learning about the history of this tiny town.



Days 3 – 4: There were 2 days of intensive training in the topic of CLIL method and its methodology. It was delivered by an experienced trainer, Aleksandra Zaparucha, which is also a teacher and an author of materials herself.



The training provided its participants with loads of materials, ideas and tools to be used in CLIL classroom.





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Day 5: The whole day was spent in Cracow, the former capital of Poland and the second largest Polish city. The teachers were shown around the city with the emphasis on the most important historic places such as: Wawel Castle, Kazimierz - the Jewish quarter, market square and the Jagiellonian University.



The guests also visited the Underground Museum of Cracow, where they could learn about the history of this beautiful city.



Students' meeting in Bulgaria June 2nd – 8th 2019

Day 1: We met at school where we were welcomed by the school headmaster and the students singing traditional songs. All the teams introduced themselves to the others and after lunch the students took part in a tour around the town organised in



multinational groups. This way they could see the town and learn about its history and the most popular places.



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Day 2: It was a day of CLIL and work at school. In the morning, the teachers and students took part in the lessons delivered in English (Biology, History, ICT)

After lunch, all partner schools presented the results of the research on the methods of learning done in their

schools. Some teams also showed new ways of learning.



Day 3: There was a day trip to Veliko Tarnovo. The group was provided with a very interesting guided tour around the town, which used to be a capital of Bulgaria. We visited an interactive history museum, the oldest church in the town, as well as the museum of miniature buildings from the places all over the country.



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Day 4: Another whole day spent on visiting important places in Bulgaria. We visited Gabrovo, an important centre of cloth and leather industry and a very picturesque open-air museum in Etara.



Day 5: In the morning we visited a nature reserve of the Danube River in Persina, where the visitors could find out about protection of various species of birds and fish.



We could also learn about Roman times at the Bulgarian lands thanks to the presentation at the Nove Roman Centre.

And the afternoon brought a great surprise which was a fantastic project cake served at the official closing ceremony. There was also a fantastic show of folk dances.



Students` meeting in Slovenia October 6th – 12th 2019

Day 1: The day started with a welcome ceremony in the school library. It was a chance to see who is who, do some ice-breakers and prepare for the Actionbound game called Explore Koper. In



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multinational teams we headed towards the city centre. The game was fantastic - we had fun but also a lot of challenges to complete!

After lunch at the canteen, we were invited to the Town Hall, where we could learn more about Koper, its policies, tourism and plans for the

future. We were shown around an old pharmacy, too.

Day 2: A fantastic day of excursions to the most attractive places. The first one was Postojna Cave, which is a real marvel of nature. We learnt a lot about geology and explored the underground world.

And the afternoon was spent by the Bled lake, a

beautiful venue to relax, walk and ... visit a castle and learn about the Slovenian history.



Day 3: The day of hard work. In the morning everybody took part in 2 CLIL lessons (Biology or a few types of Maths lessons to choose from). The lessons were followed by the country presentations in



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the classes. After that we took part in a Q&A session, which was very informative.

And after lunch we went to the sports field nicely situated by the sea to take part in sport games and activities.



financial literacy. And after that we could explore the beautiful city of Ljubljana, which welcomed us with some rain but, in the end, showed a picturesque and sunny face.



Day 4: This day was spent in Ljubljana, the capital city of Slovenia. In the morning, we took part in very professional workshops in a bank about



Day 5: The last day of our meeting started with group work. Firstly, we compared cost of living in partner countries. And after that, we discussed problems with learning Maths.

And, finally, came our farewell ceremony. We were presented with the certificates and surprised with a lovely project cake. We





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could also dance and listen to some traditional music from Slovenia.

After the ceremony we took part in the entrepreneurship workshop in the Faculty of Management.



Students` meeting in Italy February 23rd – 26th 2020

Day 1: Sunday was the day of arrivals. The Slovenian team landed in Catania early in the morning and went to the centre of Catania. They visited Via Etnea, Villa Bellini, Corso Italia, etc. In the afternoon, the Slovenians went to Caltanissetta where the Italian teachers, students and parents welcomed their guests. The students were taken home by the host families. All the other teams cancelled their trips due to the coronavirus situation.

Day 2: Our meeting started on Monday, 24th February, with the official ceremony during which our headmistress welcomed all the participating students and



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teachers. Later on, icebreaking activities and the eco-quiz followed, which helped to establish a friendly working atmosphere. After a short tour of the school, we had lunch.

Next, both students and teachers had a CLIL lesson about the history of mining. It was really interesting and the students were fascinated by the stories about the mines and the so called “carusi”.



Then we moved to the town centre where we had a field lesson about art and guided visits to some places in Caltanissetta held by the students of the school.

Day 3: Everyone was at school. The first lesson was a CLIL lesson about bio essences/extracts. Students worked in the lab. They observed the work with tools and the equipment for the distillation of the essences.

An important moment of the day was marked by the presence of the Honorary Ambassador of Slovenia. He caught the attention of students and teachers. It was a great geopolitical lesson about the relationship among Malta, Slovenia and Italy.



Later, the students met to show their power point presentations and discuss the ecological topics. Workshops on ecological topics followed. The day finished with a walk through the streets of Caltanissetta.





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Day 4: The day began with a CLIL lesson of mechanics held in the lab. The students appreciated the videos and the different activities about the emission control. They learned facts about car CO₂ emissions: what they are and what we can do to minimize them.



Then we moved to the museum of minerals for a CLIL lesson about the minerals. This lesson focused on the

environmental damage that may result from the extraction of the minerals necessary for the production of metals, as well as on the fact that the exclusion could affect opportunities linked to energy.



After lunch, there was the evaluation meeting during which we discussed the meeting and planned some future activities. In the evening, we had a fantastic farewell pizza dinner. We enjoyed together and spent a wonderful evening.

Day 5: The Slovenian team left Caltanissetta for interesting cultural visits: the Valley of the Temples, Syracuse and Ortigia. In the afternoon, they had a flight from Catania to Venice and then home to Slovenia.



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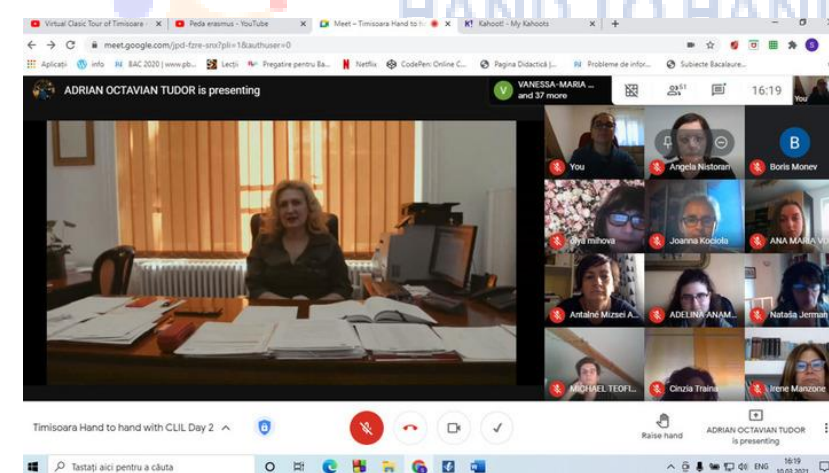




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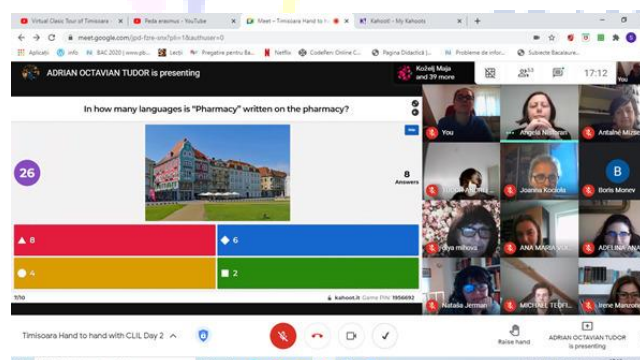
Virtual students' meeting in Romania March 9th – 12th 2021

Day 1: The teachers' meeting covered mainly organisational and technical topics connected with smooth students' cooperation. The rules of presenting and discussion were established, and technicalities explained. Also, the teachers chose the form of a proper certification.



Day 2: The day was devoted to presenting partner school in Romania and the city of Timisoara where the school is situated. A really attractive form of video guide

followed by a Kahoot quiz was chosen. All the participants had a chance to see and learn more about the school, Timisoara and their history.



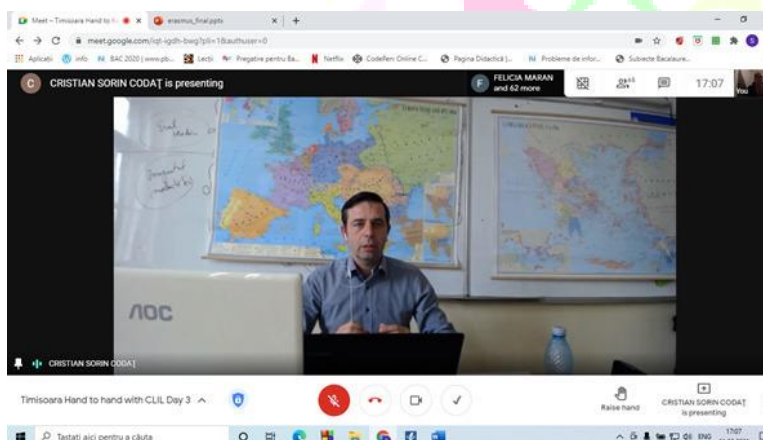
The principal of the school welcomed everybody and opened the meeting for the students.





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Day 3: This day focused on CLIL method. There were two interactive lessons delivered. The first one was about tourism and organising a trip around Romania. The students could find out more about Romania and the places worth visiting, as well as some useful economic vocabulary and effective methods of planning the trip.



The second CLIL lesson was about history and covered the topic of communism and its collapse in Romania. The lesson included a lot of information and useful vocabulary, testimonies of the Romanian students' family members who remembered those times. It was followed by a discussion and comparison of communistic regimes from the different points of views.

Day 4: The last day of the meeting was also very attractive. The students from all partner schools presented 2 cultural heritage places from the UNESCO list.



The last step of the meeting was the performance of the Romanian school's anthem by the school choir and interactive evaluation of the meeting.





Hand to hand with CLIL 2018-2021



Virtual students' meeting in Poland May 24th – 28th 2021

Day 1

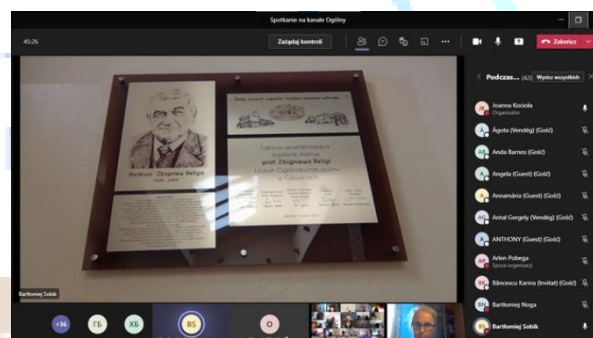


The first day of the meeting was held for the teachers to discuss some important organisational and technical topics such as: the use of Microsoft Teams (which was a platform used to organise the meeting),

a detailed programme, certification, evaluation, dissemination of the meeting and its results.

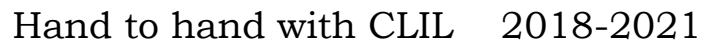
Day 2

The meeting started with the welcome speech delivered by the Polish school principal. Then, the first part focused on presenting Polish school and Pszczyna, the



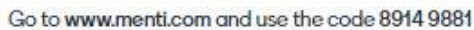
nearest town to the school location.





The screenshot displays a Microsoft Teams meeting interface. The main area is divided into a 2x2 grid of video feeds. The top-left feed shows a person with the name 'Goga Pyrynen' and a status of 'video off'. The top-right feed shows a person with the name 'Kinga Czerwinska' and a status of 'video on', displaying a cityscape background. The bottom-left feed shows a person with the name 'Ewa Kucinska' and a status of 'video on', displaying a room with shelves. The bottom-right feed shows a person with the name 'Norbert Lukasz' and a status of 'video on', displaying a man in a suit. To the right of the grid is a sidebar with a list of participants: 'Dedyk', 'Kinga Mini Log.', 'Ewa Kucinska', 'Kinga Czerwinska', 'Ewa Kucinska', 'Norbert Lukasz', and 'Ewa Kucinska'. Below the list are buttons for 'Wyświetl wszystkich' and 'Zakończ'.

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Hand to hand with CLIL 2018-2021

Go to www.menti.com and use the code 8914 9881

What methods do you use while learning vocabulary?

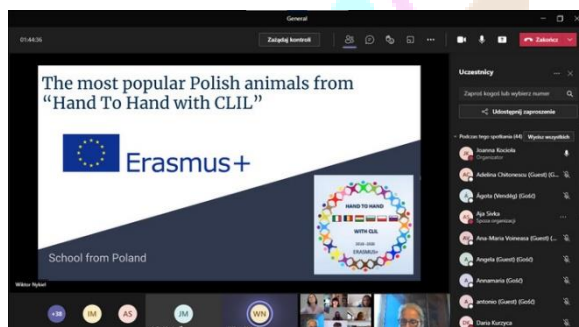
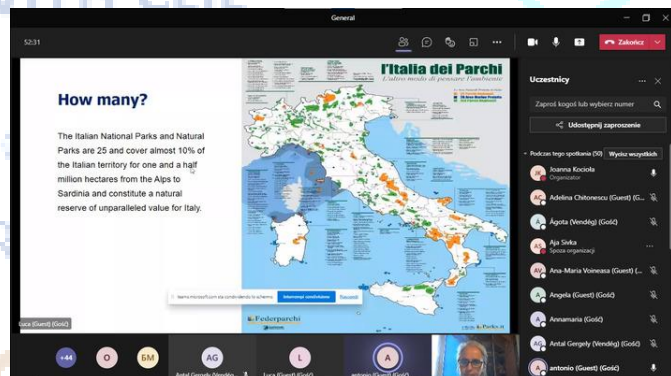
Mentimeter



The survey was followed by a presentation of the rules of effective vocabulary learning and some useful Internet tools to be used for vocabulary practice. Then, the lecturer presented a group of vocabulary connected with the Natura 2000 areas (due to one of them located in the closest neighbourhood of the Polish school), which was later practiced through Quizlet.

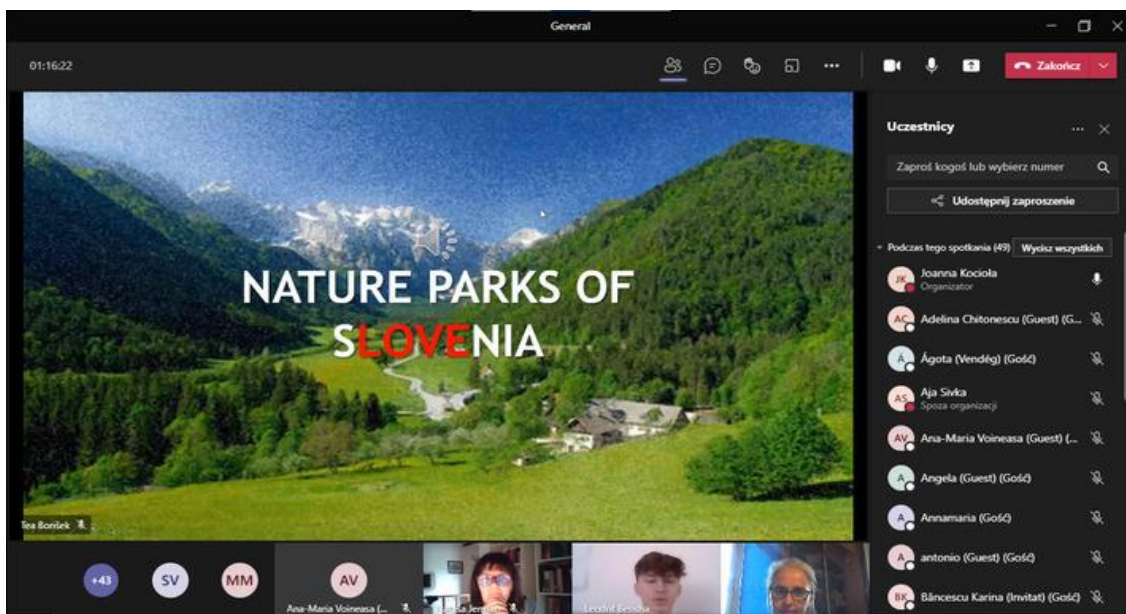
Day 4

It was the day of sharing presentations about national parks and endangered species of animals in partner countries.





Hand to hand with CLIL 2018-2021



PROJECT RESULTS

The results set for the project to achieve:

Hard results: Workshops for the teachers aiming at learning CLIL and bilingual methods, lesson plans, eTwinning platform including meeting diaries, a project blog, videos presenting model lessons with the use of CLIL and bilingual method, teaching materials, didactic sources, links to useful websites, digital guidebook with the instructions how to use CLIL, presenting useful techniques, sources, lesson plans and materials,

Soft results: increase in the fluency of English, improvement in social and cultural skills, promotion of partner schools in local communities, own countries and internationally.

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