

PREPARING A CLIL LESSON

A BRIEF INTRODUCTION

Reader for individual preparation and training situations

How everyone can use a foreign language to enhance the teaching experience and especially the learning outcome!

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CLIL Reader by

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Introduction

***“Why on earth would I want to teach a specific content using a foreign language?
This makes things so much more complicated, for me and for the students!”***

This might have been your initial thought when you heard about teaching in a foreign language and CLIL and you stated envisioning using a foreign language when teaching. And, well, this is a legitimate thought – at least at first.

This reader aims to offer you some ideas, tools, thoughts, experiences, ... that hopefully changes your thoughts to:

***“Well, teaching using a foreign language and CLIL is very well worthwhile and I
have some good ideas how I am going to do that!”***

Setting up a CLIL lesson

Setting up a CLIL lesson can be very similar to cooking a delicious, layered cake. Of course, you will need the ingredients, some tools, and a general idea, almost like a recipe, how to go along. Your personal experience “as a cook” and your desire to come up with something new which will be great and tasty, will get you well along the way!

This reader intends to help you along and it can be used individually or in a training setting.



Using this short reader is like cooking your own “CLIL cake”. You will be able to at least come up with a “basic cake” and a good understanding how to go along further on your own!

You will read about...

- An appealing structured **Basis**¹ - how you could design the phases of your CLIL lesson.
- A delicious mixed layer of **Methodology** presented by practitioners.
- Great and tasty **CLIL-Layers are interspersed** (eingestreut), so you get a better understanding about the pedagogy and didactics of CLIL.
- And a delightful icing of **Tips and Tricks** will add the final flavor!

Doing CLIL on your own will be like cooking a new “cuisine” – you are already great cooks, now you add something new and special to your kitchen!

The initial use of this reader will get you well along the way, but it needs some practice and time and well, some things will fail, but overall – it will be great!

So, go and grab the ingredients, the spoons and pots!

¹ Here we will use the IRIVE model by Elvira Pfann (2020).

Step 1 – Think of an icebreaker.

Icebreakers are useful in any setting, whether it is presence, online as well as in a “teaching using a foreign language” / Content and Language Integrated Learning (CLIL) setting. So, for a starter, let's ask a question:

Please answer and discuss the following questions in small groups: (online: breakout sessions)

- Remember a funny situation when you were using a foreign language in a non-teaching setting?
- If you do not come up with a funny situation, just think of the most immediate situation that comes to your mind!

You can do it on your own or if this reader is used in a training setting, you can meet for five minutes in small groups e.g. in “breakout sessions” and you can briefly present some of the situations in the plenary after the group session. Also, you can just use a tool like Padlet to collect the short stories of participants to talk about them in the plenary.

In plenary in a training setting:

- Please report some of the situations you were talking about!

The pedagogics and didactics behind this step

Using an icebreaker is commonplace, but especially relevant for “teaching using a foreign language” in the context of CLIL. Here you can invoke (call up) a funny or memorable situation when you were using a foreign language.

So, you already did what CLIL wants to achieve: **Link language to content and remember the content** even better!

This is also how our brain works and how you remember things. It **links new information to previous one**. If there is something noteworthy to remember, it only needs a tiny nudge (a little push), and everything comes back². And the use of language could very well provide this “nudge”! Positive memories in general offer a much broader and colorful, vivid memory than negative memory, which also stays but mostly highly focused³.

So, this is one of the main aspects how CLIL and learning in general works, however, we just tend to forget that!

Another aspect that can and especially for CLIL novices must be noted: **If you cannot remember a specific term or phrase or want to use your mothertongue to answer or ask a question, you are welcome to do so!**

² Of course, there are limitations to this image, as for example Chabris and Simmons state in “The Invisible Gorilla” (Chabris & Simmons, 2010) and therefore repetitive learning is of essence to attain consistent memory.

³ This is also the reason why it is useful to have a positive learning-setting.

Depending on the proficiency of the students you are working with as well as your own skill, you can offer synonyms or translations, alternative phrases, or explanations. In general, it **makes sense to keep it simple.**

You may also do a short language session at the end of each section of your lecture – possibly correcting some words that were used or some grammar, highlight some challenges and so on, but only if you feel comfortable with it as a teacher! Again, in general it makes sense to **not specifically focus on proper grammar** permanently during a CLIL lesson.

Personally, I collect issues and mistakes that were made as well as hints that come to my mind during a certain task or several tasks and I give them a **review** afterwards **without assigning a mistake to a certain student.**

It is also useful to signal your students “***you are in it with them***” and you are **happy with any suggestions, information, and corrections the students offer!** This is also a **new role you are offering to your students, being a student yourself.** The specificity of a CLIL setting **makes such a role change very plausible!**

In general, it makes sense to tell your students that you are neither an English teacher nor a native speaker, **you will just try your best, as everyone in class!**

You can use an icebreaker in the context of CLIL in any other setting like small groups of neighboring students or just a brief individual reflection and a short discussion in plenary.

Step 2 – Relate to the content.

After establishing a **positive and inclusive setting** and having introduced some of the **basic rules** of CLIL, especially on the first CLIL-lecture (however, repetition is always useful), you can take the next step and take a content related approach. **Introduce the students to the content you have chosen for the CLIL lecture and relate that content to them.**

For example:

Please ask yourself the following questions (in a training setting: add your thoughts to the Padlet.)

An example of a Padlet is located here:

https://haup.padlet.org/Markus_E_Langer/CLIL_HSD_Int



- What could it **make it interesting and authentic** for my students to have a CLIL lecture? Why could it be **relevant** for them to have a CLIL lecture? Just some **general ideas!**
 - *The use of English must add **authentic value and relevance** to the lecture! Possible thoughts could be ...*
 - *Think of their personal environment.*
 - *Think of the environment at school, university, ...*
 - *Think of the media / topics they encounter.*
 - ...

Write down your thoughts – one note per thought.

- Now think of your area of expertise – what topic would you choose that is of interest to the students?
Write down your ideas in one sentence – one note per idea.

In plenary in a training setting:

- Please report and discuss some of the situations you were talking about!

The pedagogics and didactics behind this step

This step highlights the fact that CLIL does **not teach a specific content simply in a certain language** but **with and through a foreign language** (Eurydice, 2006).

Thus, CLIL and the specific use of a foreign language must be something **authentic and special**, at least in most contexts (Endt, 2014). It also adds more effort both for the teacher and the students, therefore, think of topics and settings that **are authentic** and **make it relevant**, so you and your students can agree that *“well sure, this makes sense to work on*

this topic in a CLIL lesson! The specific use of a foreign language should make a certain topic “worth to remember”.

CLIL makes a “natural” link between a foreign language in any form – written, audio-visual, spoken to a certain content! CLIL can greatly help to remember any content if the use of a foreign language is **adding relevance and value** to a topic and the **teaching process is adequately supported** (Ball, Kelly, & Clegg, 2016), as we will focus more on during the next steps.

Additional service

As a supportive measure you can provide a **list of terms and phrases**. Again, this is not only a list of vocabulary, but also another method to relate the topic you have chosen to a specific language.

You can collect terms and phrases during the lesson, prepare already some of them and possibly integrate them in the lesson or any follow up lesson.

As an example there is a Padlet with some important terms and phrases:

https://haup.padlet.org/Markus_E_Langer/CLIL_HSD_tp



Step 3 – Highlight the key content and information.

Above we mentioned that CLIL was **teaching with and through a foreign language**. As a teacher you are helping students to use language to “acquire a certain subject knowledge” (Ball, Kelly, & Clegg, 2016, S. 113).

The best way is to **be transparent in what you want to achieve as a teacher** with your students and to use a multitude of **various methods and techniques** to help them to acquire the subject content.

Let’s take a look at one of these techniques and start with a short task!

Task

Watch the video in on your own or in small groups (online: Join a breakout session (done automatically) and watch the video). Answer the questions for yourself or use something like Google Forms.

Watch the video starting with the time of the link <https://youtu.be/kR6OnEqq1Fc?t=57> (0:57) and STOP watching at 1:58. (watch one minute of the video)

Information: The whole video (in a training setting often there is not enough time to watch the whole video – therefore only a part was selected above): How to bring CLIL into your classroom (ELT, 2014) <https://youtu.be/kR6OnEqq1Fc>

Answer the questions (in a training setting: if in groups: with your colleague(s)) for example like here: <https://forms.gle/hMmu3DhxA2hCz4Ys8> (this google forms is given as an example)

- What are the four key-skills for CLIL?
reading, writing, listening, and speaking
- What skills should students also acquire e.g., through discussion?
Critical thinking skills via analyzing and evaluating the information
- What are CLIL lessons also exposing students to?
intercultural awareness and different cultures
- What is most important for CLIL lessons?
CLIL connects language to real life – vocabulary and grammar is built naturally by asking questions and seeking answers

In plenary in a training setting:

- Discuss the task:
 - Did it help you to understand CLIL better?
 - What did you take with you from the video?
 - Do you have any questions?

Some CLIL background to this task

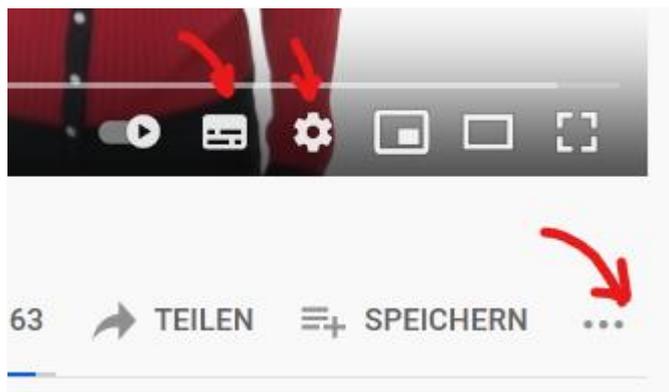
It is imperative (necessary) to combine the use of a video (or a text, audio file, ...) with a supportive assignment like asking questions. Most rewarding are methods that offer students the **possibility to exchange** their ideas and thoughts with their peers and ultimately also their teacher.

It is therefore highly useful to have **students cooperate on the assignment**, especially also with the goal that they are for example preparing the answers using English and the key terms and phrases that you want them to acquire.

You can also ask more **complex, analytical questions** to cultivate higher order thinking skills.

To enhance the learning outcome, you should have a plenary discussion or a similar task as a wrap up. (only if there is very little this can be omitted)

When using a YouTube video, you also have several **tools you can use** and that can be accessed right at the video:



- If useful use the **subtitles** – click on the subtitle icon (first red arrow on the left in the image); you can also change the subtitles by clicking on the gearwheel and choose “Untertitel” and there you can choose the subtitle as well as a German translation (mostly automatic translation) (either click on automatic translation “Automatisch übersetzen” or if this is not visible click on “Englisch (auto / automatisch erzeugt)” and then choose the language you want the automatic translation of (this is available in most cases).
- Change the **speed of the video** – click on the gearwheel and choose playback speed “Wiedergabegeschwindigkeit” – the speeds between 0.75 and 1.25 sound very natural and a slower speed make an English video often much more useable for CLIL.
- You can also **use transcripts** – click on the three dots (see arrow on the right in the image) and select open transcript “Transkript öffnen”. There you get the transcript of the English subtitles (with or without time stamp). Transcripts can be used for example also as a starting point to work with texts or methods like “filling in gaps” – after watching a video.

Certainly, there is a multitude of other methods and techniques you can use, both in class as well as online (FluentU, o.J.)

The pedagogics and didactics behind this step

The **use of the internet** (where you will mostly find English material – another reason why CLIL is relevant) – offers a plethora (wide range) of videos, texts, graphs, audio files, work of

art, ... and so on, that you can use to work with your students on the key content of your lesson towards the learning-goals.

The goal is that you will introduce your students to the specific “**language of a topic**” (Ball, Kelly, & Clegg, 2016). In CLIL this is done very consciously, while when teaching using the mother tongue of the students (and normally also the teacher) this knowledge and mastery of the language of a topic is often taken for granted.

Sometimes teaching is even considered to be something like a permanent paper chase (eine Schnitzeljagd) and that the students will (need to) find out the inner workings of a topic for themselves, as long as there is enough information provided. Marland (1977) calls this type of teaching “**assumptive**” teaching – it assumes that certain abilities do not need to be taught as they are commonplace, and the students will arrive at the intended outcome on their own. This does not work in CLIL, as it does not work in any other educational setting.

Any student needs to be guided to understanding a certain topic. They **need assistance, food for thought and various instructions** to help them along (language teaching and CLIL refers to “**scaffolding**” in this context). You must guide your students through a topic, and CLIL requires you to do just that.

In using CLIL you are compelled as a teacher to think in these terms of a **multitude of assistance the provision of food for thought and various instructions** – otherwise the CLIL lesson fails as would ultimately any other lesson taught in German, if you think of it.

Simply put: **CLIL basically requires the teacher to use more elaborate teaching.**

Additional videos for more on the CLIL concept

- “The WHAT and WHY of CLIL” (Matters, 2020)
- “Professor Do Coyle – What are the principles of CLIL?” (Digital, 2018)
- “Six videos demonstrating CLIL used in classes from primary schools and vocational colleges” (CLIL4U, 2015)

Step 4 – To process and integrate the new information.

Another key step of teaching CLIL is to attain **higher order thinking skills** (so called **HOTS**). HOTS include critical thinking skills as well as skills like synthesizing, analyzing, reasoning, comprehending and especially also application. It also integrates reflexive skills, which we will focus onto in the next step number 5.

Here you will find some suggestions how to enhance the learning process and how to especially focus on HOTS. First, let's start with a little task.

Task – My favorite topics!

Please work alone or in a training setting in **small groups**: (online: e.g. breakout sessions)

First think of one or more topics that might be interesting for you to teach using CLIL. You can do this “brainstorming” on your own or with your colleague/s.

Reflect on your ideas or in a training setting - present / discuss your ideas to / with your colleague/s and use the following questions to refine your choice of a topic:

- Is it a topic that I **personally like**?
- Does the use of English / foreign language **add relevance and value** to the chosen topic? (topic is a “global” topic; topic helps to prepare for ... (exams, internships, ...); topic helps to communicate e.g. with foreign partners, ...)
- Does the chosen topic link to some possible **real-life setting**? (think of real-life situations where the foreign language will be needed!)
- Can I **keep the complexity** of the topic low, to keep it **simple and adequate** for the age as well as offer plenty of **time for the students** to speak?
- Is it possible to deal with the topic in the **given time**?

The more questions you can answer with “yes” the better the chances that you will have a successful lesson using CLIL!

Concerning the task here in a training setting: If there is not enough time, take your ideas and questions with you to think about it yourself, when planning a CLIL lesson!

Using various methods / techniques / activities

After you have some idea which topic or topics might be of interest to do them as a CLIL lesson, you must think of the **methods / techniques / activities** (here, for simplicity, methods) you want to apply! Of course, there is a great number of methods, some of which were already used in the previous steps above. If you want to get a very broad picture, use the book by Ball, Kelly & Clegg (2016). However, you can start with some methods like the following.

First, some suggestions that might be useful for preparing your CLIL lesson:

- Again, not only choose a topic of **little complexity** but also choose methods with modest complexity and methods you are comfortable with (at least in the beginning)
- If you want to use media and **documents**, also keep them as simple as possible. Students have more fun if they don't have a very hard time understanding it. (possibly consult with the English teacher beforehand!)

- Use a variety of **methods**. (e.g. use games like Tabu or Headz⁴; role-playing games, group-puzzles; texts, websites ...) Find a list of examples in the Appendix!
- Also remember: Students should **talk** as much as possible!
- It is certainly possible to teach a CLIL lesson without talking a lot as a teacher – it is important that the **students communicate** in English. Again: mistakes are allowed in CLIL lessons!
- Use movies, audio plays, ... and let the **students produce** movies, podcasts, images, ... by themselves – they enjoy these tasks a lot! (see further below)
- If possible, let the language assistant or the English teacher **check the teaching materials** beforehand!

A specific example⁵

Here are some of the steps taken for an actual CLIL lesson. You will find the worksheets and additional information in the Appendix!

DNA-Isolation (two lessons):

- **Preparation** steps for the teacher:
 - Decide on a **topic**, in this case isolating DNA.
 - Choose the **methods** – gap text (fill in the verbs); match the pictures with the descriptions; perform the experiment and make a short video of the procedure.
 - Find suitable **sources** (texts, movies)
 - Design your CLIL lesson, and prepare a general overview (find an example of such an overview also in the **Appendix** under “Overview” at “Everyday racism & Structural / systemic racism and Human Rights”)
 - Prepare the worksheets and copy the student’s version.
- Working steps **during the lessons**:
 - **Hand out** the worksheets. (See in the Appendix below)
 - **Read the text** „background information“ twice and aloud to the students.
 - The students must **write down the verbs**.
 - Let the students **fill in the verbs**. (worksheet)
 - Subsequently, let the students read out the sentences aloud to **compare** the results.
 - Let them do the **matching task** and compare it. (worksheets)
 - **Support** the students if they need help while performing the experiment.

The students had to make a **short video of the procedure** which mostly worked very well!

⁴ Headz is a game where each participant receives a term that they should not see themselves and attaches this card (with the term) to the forehead with a ribbon / cap. Everyone else can see this term now. By asking yes / no questions you should guess your own term. Kind of like “Who am I”. In microbiology it was done in a lesson using e.g. Bacteria, Cell membrane, Nucleus, ...

⁵ The example was prepared by Nina Maurer, teaching at the HAUP (Hochschule für Agrar- und Umweltpädagogik)

Comments on conducting the CLIL lessons.

- During this lesson on DNA-Isolation the teacher didn't have to provide input permanently. The teacher had to read the text and could offer support for the students during the lessons. The rest was self-explanatory and based on the use of the worksheets.
- After the lessons, the teacher had to watch the videos and give feedback to the students.
- The students liked the lessons very much because of the various methods used and they had a lot of fun taking the videos as could be seen in the example.
- These CLIL lessons offered the students to practice the English language by listening, writing, reading, and speaking in different pedagogical and didactical settings.

The pedagogics and didactics behind this step

As with any other teaching approach the use of methods must be compatible with the topic and the learning process as well as several other concerns, that must not be highlighted specifically here. However, there are several methods that are especially useful for CLIL lessons, which have been mentioned here.

Also, it must be noted, that HOTS are also part of the design of the methods and the above-mentioned **4Cs concept** – see also Coyle, Hood and Marsh (2010) – of which cognition is a major aspect. The 4Cs concept and the integration and combination of its parts (communication, content, culture, and cognition) is the basis of CLIL and will get more attention throughout the course. Again, it must be highlighted, that when teaching using CLIL, **language is a tool not a goal in itself.**

Finally, it also needs to be mentioned, that CLIL can (and should) add the highly relevant aspect of **intercultural and global learning** to content and language integrated learning.

When dealing with the educational effect of a CLIL lecture, it is necessary to integrate and use intercultural and global aspects for a comprehensive teaching and learning approach. As such, it can add another possibility to make **CLIL learning much more efficient than “traditional” teaching approaches.**

In an initial and simple step, you can for example ask yourself, **how a certain topic (that is at the core of the content of the CLIL lecture) is dealt with in another country.** There certainly are other and additional possibilities – see e.g.: (Reid, CLIL as a means of intercultural reaching, 2017).

Step 5 – Reflection as part of the learning process.

Reflection is an integral part of CIL. Therefore, in the Appendix you will find some specific suggestions how to integrate reflection and feedback as well as testing into your CLIL course.

Here some activities, which can be used in different settings and which were developed during a research project here at the HAUP (Langer & Kralicek, 2022), are briefly described.

It consists of four parts. The **first and second part are designed specifically for students** and offers an easy start up using the five-finger feedback and a short questionnaire. The **third part is designed for self-reflection of the teacher**. The **fourth part is also intended for students, as a possibility to enhance the learning experience**.

All four parts can be combined or used separately. You will find the details in the Appendix.

Of course, you can **also test the students after a CLIL lesson**, but again, it is important to note, that testing and the marks to the students must be solely (only) based on the content and not the use of the foreign language. Students can answer the questions either in English or German, it must be their choice.

See an example in the Appendix on **testing after a CLIL lesson “Testung”** based on the CLIL lesson on Everyday racism & Structural/ systemic racism and Human Rights.

The pedagogics and didactics behind this step

Reflexive learning is highly relevant in today’s teaching-reality and especially when launching a completely new approach using CLIL. It is very useful to utilize reflexive tools to learn from any previous teaching and consequently to adapt the own teaching approach (Altrichter, Posch, & Spann, 2018).

However, as noted above, a reflective approach can (and should) also be used to embed the newly acquired information, to talk about what you and your students have learned and achieved and to instigate higher order thinking and learning, also known as “deep learning” within your students.

A final note

Of course, **there is a lot more to CLIL than was touched upon here** or was directly visible. For example, there are the 4Cs (content, communication, culture, and cognition) and other aspects of teaching and learning a language (reading, writing, listening, and speaking), scaffolding, collaborative teaching, HOTS and LOTs, which were integrated only briefly in the reader above.

However, if you are interested even further, you can join the CLIL Lehrgang of the HAUP or read some more about CLIL – see the “Resources” below.

Also, there are several templates that help you to set up a simple CLIL-lesson. One of these templates is offered below:

Ready to use CLIL-template⁶

Aspects	Planning Details (Information can be deleted)
Topic	<i>Think of a topic that might be interesting for you to teach using CLIL. Also - does the use of English add relevance and value to the chosen topic and it should also offer the possibility of a real-life setting</i>
Age group, previous knowledge	<i>It is important to understand the potential level and range of content-knowledge as well as of the language skills of the target group of students/pupils.</i>
Activities / methods	<i>Use a range of activities! Offer them the chance to read, write, listen, and especially talk!</i>
Classroom Format (group work, pair work, ...)	<i>Let the students interact in various situations.</i>
Time	<i>Take your time. Teaching using CLIL needs time – as any topic, thinking of it.</i>
Procedure (step 1, 2, 3, ...)	<i>What are the steps you are going to take – here you can very well use the steps used here in the reader!</i>
Resources (handout, book, ...)	<i>What resources do have / need?</i>
Content-Related Learning Outcome	<i>What content is expected of students to have learned after a CLIL lesson?</i>
Language-Related Learning Outcome	<i>Which language outcome do you expect? For example, at least the most important operative terms and phrases.</i>

⁶ The design of this simple template is based on “CLIL To Go” approach by Brigitte Gottinger, Petra Pargfrieder

Finally, as a CLIL lesson, there should **always be at least one inter-cultural aspect** to it Reid (2017). The integration of inter-cultural aspects offers even more food for thought, and if you are interested, for example watch the following video that captures the ideas of (soft) CLIL and puts it into an interesting context:

Teaching English without Teaching English by Roberto Guzman (TEDx, 2016).

Resources

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Appendix

DNA-Isolation

Example by Nina Maurer

- ☺ *Get into groups of two and try to fill in the missing verbs you have already noticed when you were listening to the explanation!*

Background Information:

The abbreviation **DNA** _____ from the English name *deoxyribonucleic acid* (in German *Desoxyribonukleinsäure*) and is more commonly _____ than the German equivalent **DNS**. The DNA, a nucleic acid, _____ in a double-helix of long chain molecules. The “building blocks” are nucleotides. Each nucleotide _____ of a phosphate rest, the sugar Deoxyribose and one of four organic bases, Adenin (A), Thymin (T), Guanin (G) and Cytosin (C). Animals, plants and fungi _____ of eukaryotic cells, where most of the DNA is organized in chromosomes within a nucleus (Zellkern). A small part _____ in mitochondria (the “power station of the cell”). In addition, plants have DNA in Chloroplasts, which _____ for photosynthesis. Prokaryotes, such as bacteria, _____ a nucleus. Rather, their DNA _____ in the cytoplasm. <http://de.wikipedia.org/wiki/Desoxyribonukleins%C3%A4ure> (19.1.2011)

To _____ the DNA, both the membrane of the cell and nucleus has to be _____. The mortar is supposed to mechanically _____ the cells. Next, a common detergent, like dish soap, _____ the phospholipic double membrane. In addition, enzymes _____ through proteases. Salt _____ this effect. High temperature is important to _____ the process and _____ DNAses (enzymes which decompose DNA). Subsequent cooling is necessary to _____ and _____ the DNA. <http://www.lebendiger-unterricht.de/html/dna-isolierung.html> (19.1.2011)

Chemicals: Sample: Vegetables (Onion, Cucumber, Zucchini, Peppers, Tomato, ...) Fruits (Kiwi, Banana, Strawberry, ...)

dish soap

NaCl

Ethanol 96%

Aqua dest.

Equipment: water bath with thermometer

funnel

filter

beaker

mortar

☺ *The working steps are out of order. Find the correct sentences to the pictures! Cut them and stick them next to the right picture!*

Working Steps:



Working steps:

Crush, mix and grind the sample in a mortar: the cells must be destroyed before DNA may be isolated
Keep the mixture in the 90°C water bath for 15 minutes (for further destruction of cells)
Fill 50ml of Ethanol into a bottle and put it into the freezer
Precipitate the DNA: Take the sample and the cold Ethanol out of the freezer and slowly pipette ice cold Ethanol into the sample letting the Ethanol run down the tube wall (Probe wird überschichtet); you should see white threads/flakes
Put one teaspoon_of sample into a test tube
Put the test tube into the ice (freezer) for a few minutes
Prepare the detergent: mix 40ml dish soap, 12g NaCl and 360ml Aqua dest. (this solution is enough for all students)
Now it's time to filter the sample: collect the filtrate in a screw-top test tube (Schraubreagenzglas) – there should be about 5-10ml of filtrate
and add the same amount of detergent
Mix it well

☺ *Now you have instructions on how to isolate the DNA! While trying it by yourself your partner should make a **video** of you with the smartphone. Imagine you need to explain the attempt to people on the street. Please **comment on every step** you do! Take a photo of the isolated DNA! Switch when you are finished!*

At the end, you should have background information, the working steps of the DNA-isolation, a video of yourself and a photo of the DNA. Stick everything into your "protocol book". Send the video to this e-mail address: nina.maurer@haup.ac.at.

I hope you enjoy trying it 😊

Verbs:

come

use

consist

extract

dissolve

destroy

are digested

increases

accelerate

denaturated

preserve

precipitate

is organized

are based

is found in

are built up

are responsible

do not have

floats

dissolve

bestehen

extrahieren

auflösen, lösen

zerstören

verdaut

erhöhen, steigend, zunehmen

beschleunigen

denaturieren

erhalten, bewahren

ausfallen

organisiert, gegliedert

beruhen auf, basieren auf

finden

aufgebaut

verantwortlich

schweben, treiben, schwimmen

	<ul style="list-style-type: none"> • The students know the fundamentals of human rights based on the issue of racism.
Language-Related Learning Outcome	<ul style="list-style-type: none"> • The students know the basic vocabulary for everyday and systemic racism in German and English. • The students can define important terms related to human rights • The students can use the topic-related vocabulary to describe the current political situations concerning human rights in the US and Europe including Austria. • The students can discuss their opinions, attitudes, values concerning racism, with their partners and the class.
<u>COVID related information</u>	<ul style="list-style-type: none"> • Please ensure that the students keep adequate distances when working in groups or during pair work. Group / pair work can also be done individually, if necessary. • Overall, the material has been designed in a way that virtual teaching is possible with only minor adjustments. It is suggested that the student’s handout is separated in two parts for the two lessons. • In case of <u>online-testing</u>: It is important to use a setting for the test that ensures the adherence to the time provided (20 minutes, in this case ONLY German answers are possible) as well as the immediate hand-in right after the test. (Eg. via E-mail or any other platform which is used at the school). • If possible, the teaching and test-setting for the CLIL class as well as the German class should be the same (virtual or presence).

Preliminary remarks on the topic

This information can also be given to the pupils.

The discussion about human rights and racism has gained international and national visibility as part of the “Black Lives Matter” topic. As a result of this development, the discussion about everyday racism, systemic racism and human rights has received special attention in the everyday life of many people.

Within the framework of these CLIL units, a specific teaching offer is to be given based on the current developments, which come particularly from the USA.

Due to the international perspective of the topic, the information often coming from English-speaking countries, etc., the topic is offered as an English CLIL unit.

TEACHER'S VERSION

Lesson 1: Everyday racism

Task 1: Pair work: Detailed descriptions of situations in which everyday racism occurs. (15')

Infobox (Teacher):

Please choose TWO of the eight pictures you want to use in class. Delete the remaining six from the student's version. (separate word file)

Please think about what is shown in those pictures.

A) Describe the situation (where, who) and ...

B) write down in a full sentence what the people in the picture or the writer(s) of the message really think.

Compare and discuss your answers with your classmates.

Example:



Source: <https://www.cartooningforpeace.org/en/editos/a-racist-in-the-white-house/>

Possible answer:

Situation: President Trump is furious and is telling the woman to go back where she came from. The woman has coloured skin and dark hair.

Trump thinks she is not from the USA, maybe an immigrant from Mexico, because of her appearance. The woman tells Trump that she was born in the USA.

Note: This cartoon is based on an actual event: <https://www.theguardian.com/us-news/2019/jul/14/trump-squad-tlaib-omar-pressley-ocasio-cortez>

Picture 1:



Source: <https://humanrights.gov.au/about/news/opinions/wheres-all-data-covid-19-racism>

Picture 2:



Source: <https://cbsaustin.com/news/local/local-home-depot-concerned-after-racist-graffiti>

Picture 3:



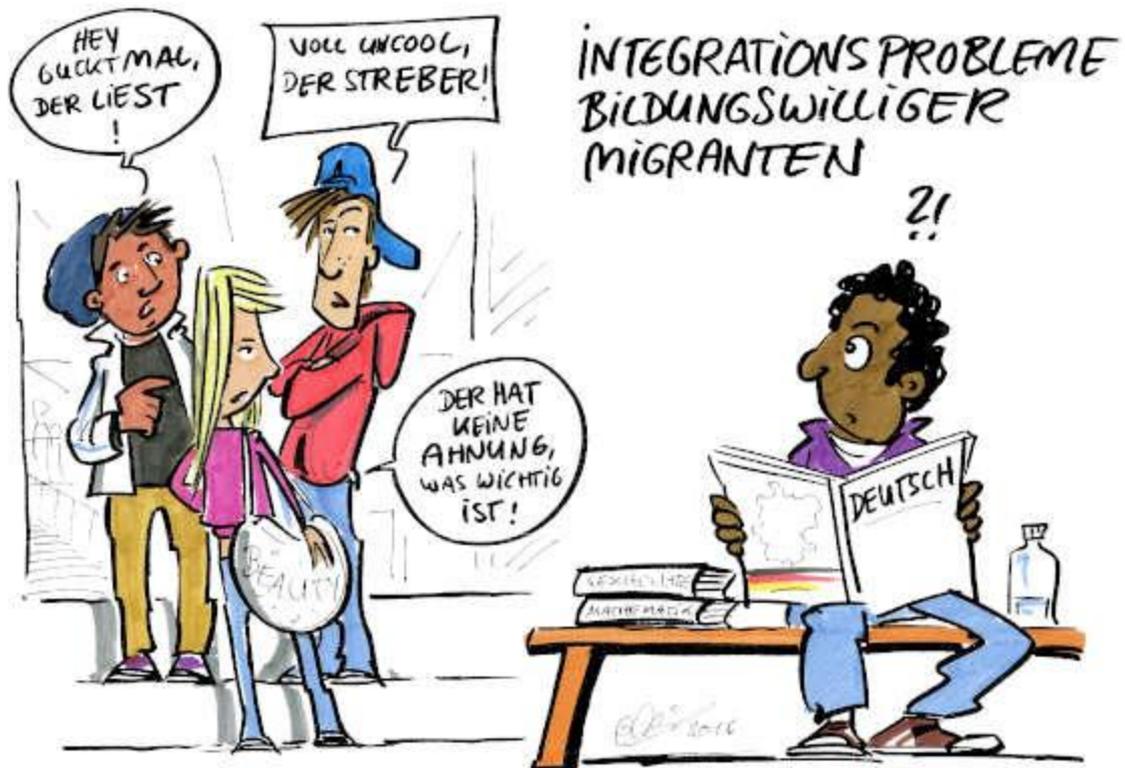
Source: <https://www.belfastlive.co.uk/news/belfast-news/police-probe-racist-graffiti-spray-14582>

Picture 4:



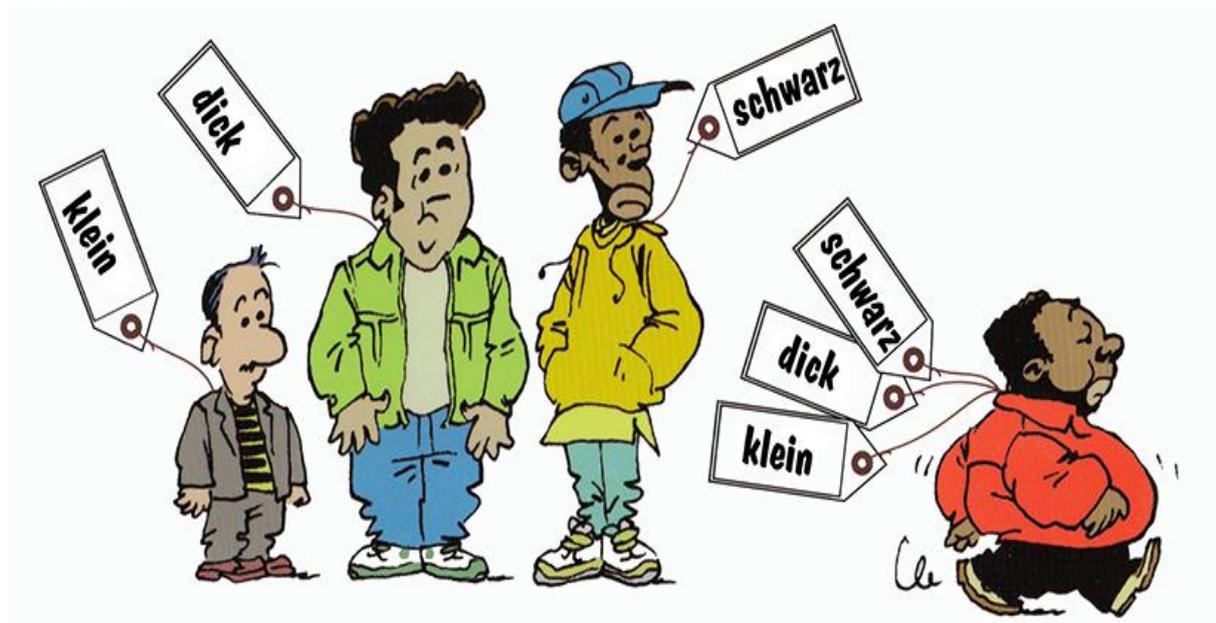
Source: <https://www.belfastlive.co.uk/news/psni-investigate-racist-graffiti-sprayed-13710914>

Picture 5:



Source: <https://www.lehrer-online.de/artikel/fa/cartoon-der-woche-integration/>

Picture 6:



Source: <https://www.education21.ch/de/themendossier/rassismus>

Picture 7:



Source: <https://k.at/entertainment/dieser-instagram-account-zeigt-wie-praesent-rassismus-in-unserer-gesellschaft-ist/400958660>

Picture 8:



Source: https://link.springer.com/chapter/10.1007/978-3-658-21799-0_8

Task 2: Individual work: Examples of everyday racism which pupils have come across. (10')

1. Give examples of racism which you have come across yourself. Again, describe the situation and what the people involved really thought.
2. Why do you think situations like these occur/ messages like these are written? Write down as many reasons as you can think of.
3. Describe how you felt in situations when you came across racism. Did you do anything, say anything? If yes, what?

Task 3: Whole-class activity: Defining the term 'Racism' (25')

Task 3.1: Information and brainstorming (5-10')

T writes RACISM on the board and invites pupils to add their ideas. (As an alternative www.mentimeter.com or <https://padlet.com> can be used.)

Infobox (Teacher):

The information must be used for introductory remarks using e.g. also a Power Point.

Racism is based on the idea that there are races. But it is a misconception that there are groups of people with unchangeable characteristics. However, it is hard to determine a common definition of racism, thus, there is a large variety of definitions of racism.

Therefore I have chosen a simplified definition based on a definition by the "Friedensburg Schlaining":⁷

"Racism is the strong belief that not all people in the world have the same rights and characteristics and that some groups of people are better than others."

Important: Everyday racism like we have seen in the pictures before, is an important part of the phenomenon of racism. There are other parts of racism like structural racism, which we will talk more about in the following lesson.

Task 3.2: Pairwork: Defining the term racism (10')

Read the three statements. Consider the following questions:

1. Which aspects of the definition of racism are addressed in the statements?
2. What makes the statements so powerful? Describe it in your own words.
3. What is the message to the reader in the statement?
4. Compare and discuss your answers with your classmates.

⁷ The complete definition of racism, which comes from Austria, the renowned "Friedensburg Schlaining" is: "Racism is the conviction that people differ in their hereditary characteristics of social value, which make certain groups superior or inferior to others".

German: „Rassismus ist der Glaube, dass sich Völker durch erbliche Merkmale von sozialem Wert unterscheiden, die bestimmte Gruppen anderen über- bzw. unterlegen machen.“

Statement 1	Statement 2	Statement 3
Race doesn't exist, but it does kill people.	It's not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.	The world does not need white people to civilize others. The real White People's Burden is to civilize ourselves.
Source: https://www.amnesty.de/sites/default/files/2017-05/Amnesty-Broschuere-Alltagsrassismus-September2016.pdf		

Task 3.3: Individual work (homework – depending on time): Summing up (5')

Prepare a 1'-statement about 'racism' and 'everyday racism', use the following phrases if you want to. Be prepared to present your ideas at the beginning of our next lesson.

Examples of 'everyday racism' can be found...

The most striking example of 'everyday racism' which I have come across is...

I think 'racism' in general occurs because...

When I think about 'racism', I feel...

I think one of the main problems with 'racism' is that...

What I can do to prevent 'racism' is to...

Additional sources (Vertiefung zu Alltagsrassismus für Lehrer*innen und interessierte Schüler*innen):

Das Thema Alltags-Rassismus ist natürlich wesentlich umfangreicher, als in diesen Einheiten kurz angerissen werden kann. Hier daher einige Links zu mehr Hintergrundinformation speziell für den Unterricht.

- Rassismus im Alltag von Amnesty International: <https://www.amnesty.de/sites/default/files/2017-05/Amnesty-Broschuere-Alltagsrassismus-September2016.pdf>
- Interview zum Thema Umgang mit Anderssein: https://www.deutschlandfunkkultur.de/erfahrungen-mit-alltagsrassismus-einen-kulturellen-umgang.1270.de.html?dram:article_id=478271
- Zeit für die Schule – Arbeitsblätter: <https://service.zeit.de/schule/wp-content/uploads/sites/9/2018/07/0718-ZEIT-ZfdS-Sek2-Alltagsrassismus.pdf>
- Themenblätter für den Unterricht: https://www.bpb.de/system/files/dokument_pdf/5594_akt_tb110_alltaeglicher_rassismus_auf12_online.pdf

Lesson 2: Structural / systemic racism & Human Rights

Task 4: Present some statements (see task 3.3) (5-10')

Some students present their statements about 'racism' and 'everyday racism'. Discuss some key issues of the last lesson.

Task 5: Individual work: Identifying **key aspects** of the text about 'Structural/ Systemic racism', Human Rights and The Universal Declaration of Human Rights (UDHR) (15-20')

Please read the text, underline / highlight the key aspects of the text. Use the vocabulary list (underlined words) or look up vocabulary you do not know. Write a short definition of 'structural / systemic racism' (30-50 words).

Infobox (Teacher):

The Universal Declaration of Human Rights is a milestone document in the history of human development and human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10th December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations.

It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

Structural /systemic racism and **The Universal Declaration of Human Rights (UDHR)**

Everyday racism can be found everywhere, at work, in schools, on posters, in advertisements, in graffiti on buildings, etc. like we have seen in the previous lesson.

However, is there a form of **racism that goes beyond personal attitudes**? Is there a form of racism that is rooted in society as a whole and thus systematically privileges the members of one group in society over the non-members of the group or disadvantages in the reverse situation?⁸ Yes, this is what is referred to as **systemic or structural racism** – to systematically privilege one group of society over another.

Some examples of systemic racism affecting specific groups in society also in **Europe and Austria**, can be found in the following areas of life:

- on the **labour** market: e.g. if applicants specifically with Turkish names are not invited to a job interview
- in the **education** system: e.g. if children with a migrant background do not achieve the same results as other children
- on the **housing** market: e.g. if families with a certain religious or cultural background are disadvantaged

Structural or systemic racism can be identified when a structure or institution **fails to identify and deal with instances of systemic racism** in a constructive way.

In any case, awareness of such violations and a public as well as transparent **discussion of them, are the first step to dealing with them.**

⁸ Based on: Ute Osterkamp: Rassismus als Selbstentmächtigung. Argument, Berlin/Hamburg: 1996, S. 201

It is also important to know that even if there are examples of systemic racism within a certain structure or institution, it **cannot simply be concluded that the members of such an institution are racists!**

Racism and additional violations of human rights (which are directed to sex, language, religion, political or other opinion, national or social origin, property, birth, or other status) are **examples of systematic violation of human rights**.

The **Universal Declaration of Human Rights** (UDHR) addresses these issues. The declaration was proclaimed by the United Nations on the 10th December **1948** and all western countries, and most other countries of the world, have presently signed the UDHR. In Article 1 (of 30 Articles) it states that 'All human beings are **born free and equal in dignity and rights**.'⁹

Vocabulary

English	Definition	Deutsch
beyond	more than	darüber hinaus
attitudes	point of view	Einstellung, Haltung
rooted	based on, developed from, influenced by	verwurzelt, verankert
systematically	in a very structured way	systematisch
to privilege	to favour	bevorzugen
to disadvantage	to make it more difficult	benachteiligen
to affect	to change, influence	beeinflussen
labour market	job market	Arbeitsmarkt
migrant background	from a different place or country	Migrationshintergrund
conclude	to come to the result	daraus schließen
awareness	consciousness	Bewusstsein
violation	wrongdoing, abuse	Verstoß, Verletzung
public	common, widespread	öffentlich
property	belongings, possessions, resources	Eigentum, Besitz
address	to focus on something	ansprechen
issue	a problem	Problem
proclaim	to declare something	verkünden
dignity	being worthy	Würde

*Information for teacher: The German translation can be omitted depending on the students' competence. Die deutsche Übersetzung kann je nach Kompetenz der Schüler*innen weggelassen werden. (siehe word Dokument für Schüler*innen)*

⁹ Source: <https://www.un.org/depts/german/menschenrechte/aemr.pdf>

Task 6: Watching a video of Trevor Noah and relating it to Austria and Human Rights issues (20')

Infobox (Teacher):

Trevor Noah is working as a comedian, television host and renowned political commentator in the USA. He offers very authentic and profound input on human rights issues, also in relation to the Black Lives Matter protests and demonstrations and their implications in respect to the overall human rights situation.

The video is about the interrelation between racism, systemic racism and society in the USA and especially inspired by the Black Lives Matter – events in spring / summer 2020.

Important: If the YouTube link does not work – the video is also available here:

<https://1drv.ms/v/s!Aq6942uxxl7CuCQh4lQt3O1e-kO-?e=fhrVnh>

Task 6.1: Pairwork: Watching the video and answering questions

Study the vocabulary carefully first, you can also switch on the subtitles, then answer the following questions:

- 1) What is Trevor Noah's main message?
- 2) Which incidents does he refer to?

Use this link for the video: https://youtu.be/v4amCfVbA_c?t=514 Watch the video only from 8:35 to 10:51 (Playback speed 0.75; Information: go to Einstellungen  > Wiedergabegeschwindigkeit > 0.75)

Infobox (Teacher):

At the core of his video is a so-called societal contract and the necessity of all people to adhere to this contract. At the centre of such a contract naturally are human rights and thus the Universal Declaration of Human Rights. The Declaration can be applied universally and has been signed and ratified by more than 150 countries.

All western countries, and most other countries of the world, have presently signed the UDHR (some did not ratify it). Still, racism as well as systemic racism – aside from multiple other problems – are not only tolerated but in some countries even actively pursued.

Vocabulary

English	Definition	German
to boil it down	to be the <u>main reason</u> for something or the most <u>basic</u> part of something	auf etwas hinauslaufen
to abide by	to <u>follow a rule, decision, or instruction</u>	an etwas festhalten
to vest	to give someone <u>power</u> or a <u>right</u>	verleihen, bevollmächtigen
to loot	to <u>steal things</u> from <u>houses</u> or <u>shops</u> during a war or after a <u>disaster</u> such as a fire or <u>flood</u>	plündern
starving	ill or <u>dying</u> because of a <u>lack of food</u>	verhungern
destitute	with no money or possessions	mittellos, bettelarm, verarmt
have-nots	the <u>people</u> in a <u>society</u> who do not have much <u>money</u> or <u>property</u>	Besitzlose

namely	in fact	und zwar
outrage	a <u>strong feeling of anger</u> and <u>shock</u> at something that you <u>feel</u> is <u>wrong</u> or unfair	Empörung

*Information for teacher: The German translation can be omitted depending on the students' competence. Die deutsche Übersetzung kann je nach Kompetenz der Schüler*innen weggelassen werden. (siehe word Dokument für Schüler*innen)*

Tapescript:

Society, but what is society?

And fundamentally, when you boil it down, society is a contract. It's a contract that we sign as human beings amongst each other. We sign a contract with each other as people whether it's spoken or unspoken and we say, "Amongst this group of us we agree in common rules, ideals and common practices that are going to define us as a group."

That's what I think society is, it's a contract. And, as with most contracts, the contract is only as strong as the people who are abiding by it.

But if you think of being a black person in America, who is living in Minneapolis or Minnesota or any place where you're not having a good time, ask yourself this question when you watch those people: What vested interest do they have in maintaining the contract? Why, like, why don't we all loot? Why, why don't, why doesn't everybody take, why doesn't, because we have agreed on things.

There are so many people who are starving out there, there are so many people, who don't have, there are so many people. There are people who are destitute, there are people who, when the virus hit and they don't have a second paycheck, are already broke, which is insane, but that's the reality.

But still, think about how many people who don't have – the have-nots. Say, "you know what? I am still gonna play by the rules, even though I have nothing, because I still wish for the society to work and exist".

And then, some members of that society, namely black American people, watch time and time again, how the contract that they have signed with society is not being honoured by the society that has forced them to sign it with them.

When you watch Ahmaud Arbery being shot¹⁰ and you hear that those men have been released and, were it not for the video and the outrage, those people would be living their lives, what part of the contract is that in society?

When, when you see George Floyd on the ground and you see a man losing his life¹¹ in a way that no person should ever have to lose their life, at the hands of someone who is supposed to enforce the law, what part of the contract is that?

Task 6.2: Relating the content of the video to Austria

After having focused on effects and ingredients of a contract from the perspective of Trevor Noah, look at the situation in Austria and answer the following questions:

- 1) Is there a **similar contract** in society in Austria?
- 2) Is the contract broken / is there systemic **discrimination against certain groups**?
- 3) What **should/can people do** to support the contract within society?

¹⁰ https://en.wikipedia.org/wiki/Killing_of_Ahmaud_Arbery

¹¹ https://en.wikipedia.org/wiki/Killing_of_George_Floyd

Additional Task: This task can be used as a follow-up in another lesson AFTER the test (20' and more)

Infobox (Teacher):

The following additional task can be used as a follow-up AFTER the test. It is not part of the CLIL lecture and of the research project, therefore the task must be used, if it is used at all, AFTER the test!

The main purpose of a vox pop (vox populi) is to find out what different people think about one topic. You achieve this by asking several people the same question and record their answers.

All western countries, and most other countries of the world, have presently signed the UDHR (some did not ratify it). Still, everyday racism as well as systemic racism – aside from multiple other problems – are not only tolerated but in some countries even actively pursued.

Individual or small groupwork: Speaking: voxpop

Please write down a **short** answer to the following questions. Individually or in small groups of two or three to present the issues in the plenary. (take 10 minutes at the most)

- What can I do to protect human rights and to oppose 'racism'?
- [What other issues (if any) come to my mind in relation to the question above?]

Here are some phrases you can use:

Good morning/ afternoon/ etc., can I please ask you a question?

Oh yes, of course.

What do you think one can do to protect human rights?

I believe/ I think/ In my opinion...

And what do you think individuals can do to oppose racism?

....

Thank you and have a nice day!

You're welcome! Bye!

Presentation / vox pop

Appoint an interviewer.

Your interviewer will ask you the first question above, please give a short answer!

Make a short video in which some or all the interviewees state their opinion.

Watch the video and discuss the most interesting, controversial, important, ... issues.

It is also possible for the students / the teacher to just write down some of the answers and discuss them right away, without the video. However, using a video offers many more possibilities!

Additional sources: Vertiefung zu systemischem Rassismus für Lehrer*innen und interessierte Schüler*innen:

- **Eine Definition von strukturellem bzw. systemischem Rassismus:**
Ein System, in dem öffentliche Politik, institutionelle Praktiken, kulturelle Repräsentationen und andere Normen so funktionieren, dass die Möglichkeit besteht Ungleichheit von sozialen Gruppen aufrechtzuerhalten.
Es werden Bereiche der Geschichte und Kultur identifiziert, die es Privilegien, die mit „Weiß“ verbunden sind, und Nachteile, die mit „Farbe“ verbunden sind, ermöglicht haben, über die Zeit zu bestehen und sich anzupassen.
Struktureller Rassismus ist nicht etwas, das einige Leute oder Institutionen praktizieren. Stattdessen ist es ein mögliches Merkmal der sozialen, wirtschaftlichen und politischen Systeme, in denen wir alle existieren.¹²
Basierend auf: <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>
- Warum weiße Menschen so gerne gleich sind:
https://www.deutschlandfunk.de/identitaeten-7-7-warum-weiße-menschen-so-gerne-gleich-sind.1184.de.html?dram:article_id=466836
- Mehr Information, speziell zu den USA:
<https://www.raceforward.org/videos/systemic-racism>
- Opfer oder Verdächtige - Eine Frage der Hautfarbe:
https://www.amnesty.at/media/2387/oesterreich_opfer-oder-verdaechtige.pdf
- Im Zusammenhang mit COVID:
 - <https://www.arte.tv/de/videos/RC-019680/amnesty-bericht-diskriminierung-durch-polizei-waehrend-des-lockdowns/>
 - <https://www.amnesty.ch/de/themen/coronavirus/dok/2020/europa-covid-19-lockdowns-enthuellen-rassistische-voreingenommenheit-bei-der-polizei>
- Ein vom BMI zum Thema publizierter Artikel, der zeigt, wie schwer es ist das Thema in Deutschland und Österreich zu benennen und sich damit auseinanderzusetzen:
https://www.bmi.gv.at/104/Wissenschaft_und_Forschung/SlAK-Journal/SlAK-Journal-Ausgaben/Jahrgang_2018/files/Behr_2_2018.pdf

Task 7: Reflection of the CLIL-lessons by doing a 5-finger reflection (5')

Complete the 5-finger reflection adding your ideas about the CLIL-lessons.

See Step 5 above

¹² A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead, it has been a feature of the social, economic, and political systems in which we all exist.

Examples of CLIL activities

Here you will find short examples and hints for simple CLIL activities. Use them as a template for your own tasks. Do not just simply copy the activities but adapt them to your specific goals.

Based on (Langer & Kralicek, 2022)

Examples using text (reading (and writing))

- Understanding text of a specific subject:
 - The students read a certain text and identify the specific subject vocabulary (phrases) as well as vocabulary they don't know.
 - Students look up the translations
- Possible next step to enhance the understanding of both, content and language: The 10, 15 or up to 20 most important vocabulary / phrases are used to write a short text about – the topic, a specific aspect within the topic, ...

Examples using prepared worksheets and similar activities (writing)

The activity is based on the use of some already prepared worksheets:

- Prepare a worksheet like...
 - Crossword puzzle (see below for tools)
 - A text with blanks to fill in
 - A comic or some images with text to fill in (see below for tools)
 - ...
- Such basic activities always need to be combined with other activities

Examples using a video (listening, comprehension)

Using videos has become a basic tool at the core of CLIL activities since – especially YouTube – has become available. However, simply watching a video in a foreign language is not CLIL, it can't even be considered to be teaching. There has to be more to it, than just watching a video.

- Using an English video
 - There is an incredibly huge number of videos in the field of agriculture and forestry. So, select the one that fits to the content that needs to be taught (e.g. <https://www.youtube.com/watch?v=Qmla9NLFvU>)
 - Watch the video before class (inverted classroom) or during class
 - Always accompany the video with a set of questions – the students have to take notes on the questions (it is not necessary to fully write down the answers while watching)
 - Small group work to finish the answers to the questions
 - Discuss the vocabulary and phrases
 - Then the answers can be used for another activity like
 - Each group presents one answer
 - Make a role-play
 - Develop a timeline, mind map, ...
- Using a German video

- It is also possible to use a German video (like <https://www.youtube.com/user/CLIPMYFARM>) to complement an English video on a certain topic.
- In this case students can be asked to identify content, vocabulary and / or phrases they already know in English. However, this activity is rarely used.

Examples using spoken language (talking)

An activity very close to using a video is using spoken language. Here websites like <https://www.ted.com/> (also see: https://www.ted.com/playlists/182/talks_from_inspiring_teachers) or podcasts like <https://player.fm/featured/agriculture> can be used.

- Again, like using a video, utilize accompanying questions and use additional activities (presenting, discussion, ...)
- Also, it is possible to just write down the topic specific vocabulary, verbs (e.g. describing a process) and use it for the students to write a play, song, story, ... using the words and phrases.

Examples: listening, speaking and comprehending

Another possibility in combination with text or spoken language or videos is to give more comprehensive tasks like...

- Design a mind map, a tree-chart
- Develop a flow chart
- Set up a SWOT table or other tables ...
- Similarly it is possible to ask students to set up a timeline. (see also below)
- ... and let the students explain it using the vocabulary and phrases they learned. You can support this activity by providing CLIL-phrases (see table below).

Examples using online tools

Online tools that can help you to develop CLIL activities:

- **Quizlet:** An app to develop flashcards and other activities. It also can be used to automatically set up activities by entering text via word.doc. <https://quizlet.com/de>
- **Repetico:** An app to develop flashcards utilizing various learning processes. <https://www.repetico.de/>
- **CRAM:** A simple flashcard app with some gamification. <http://www.cram.com/>
- **Puzzle Maker:** Crossword puzzles and other resources (just try it!) <http://www.toolsforeducators.com/crossword/> (use "Print" (e.g. to pdf) or the snipping / cutting tool, or similar, to extract the images)
- **Storyboard That:** An online tool to make a comic (up to 6 images are free) <http://www.storyboardthat.com/de>
- **Timeline:** <https://elearningindustry.com/top-10-free-timeline-creation-tools-for-teachers>

Examples using performance-oriented activities

A more complex but very intensive learning experience are performance-oriented activities. Here are to examples:

- **Example based on Meyer (2010, S. 17)**
You have applied for one of the 10 most exciting summer jobs program's highlights: working

as a hurricane co-pilot/tornado hunter. In order to get the job you have to hand in a short video of yourself, you will be interviewed, you will have to show that you know how to read and interpret climate charts and satellite images, and that you know your natural hazards inside out. Team A will prepare for the interview conducted by team B. The interviews will be recorded and analyzed. Then you will switch roles.

- **Example based on Meyer (2010, S. 17)**

Prepare your appearance in a Talk Show about Australia's minorities based on the materials you have been handed out and the movie we've watched (Rabbit Proof Fence). Each team will be assigned different roles. Choose a suitable talk show host. The show will be recorded.

Methods combining CLIL activities

It also needs to be noted that it can be a useful and simple approach to give the task to the students to convert one type of activity in another.

This could be:

- *Develop a map from a text or a video.*
- *Set up a graph based on a text or a video.*
- *Develop a simple (!) performance oriented activity for another group (at least two groups) and let the other group perform it.*
- *And so on.*

CLIL phrases - linking phrases

There are phrases helping to use a foreign language especially in a content-oriented context. Additional Note: It is useful to set up more such phrases in cooperation with a teacher of the foreign language (English in this case) at your school.

X causes Y / the causes of X are Y	verursachen
The results of X are Y / the result is ...	ergeben / führt zu
X comes from Y	kommt von
X leads to Y	führt zu
X could help to avoid Y	könnte helfen zu vermeiden
X could be avoided by Y	könnte vermieden werden durch
X makes up Y	setzt sich zusammen aus

Important phrases and vocabulary

Flashcard/s	Karteikarte/n
gamification	Spielerisches Lernen
verb	Verben
	Verben werden z.B. als „Tuwörter“, „Zeitwörter“ oder „Tätigkeitswörter“ bezeichnet. Sie stellen einen entscheidenden sprachlichen Rahmen für CLIL dar.
worksheet	Arbeitsblatt
blanks to fill in	Lücken die auszufüllen sind (Lückentext)

accompany
role-play
complement
utilize

begleiten
Rollenspiel
hier: ergänzen
verwenden

Classroom management phrases and vocabulary

hand in / please hand in
fill in the blanks

abgeben (eine Aufgabe o.ä.)
Die Lücken im Text ausfüllen

Reflective methods

Quick feedback-methods

Activities

Five-finger feedback

Please give some brief (kurzes) feedback using the five-finger feedback method. Take an A4 page and draw the outline of your hand and add the following information to the hand:

- 1) The thumb. What went well?
- 2) The index finger. What could be improved?
- 3) The middle finger. What went wrong?
- 4) The ring finger. What would I like to keep?
- 5) The pinkie finger. What needs more attention?

Just write down your initial thoughts (die ersten Gedanken) that come to your mind! Take five minutes to fill in the five-finger feedback!

Short discussion

Information for teacher

Fast and easy feedback, to initiate the reflective phase of the class.

Please keep in mind that the students are experiencing a rather challenging and new situation, which may also lead to opposition.

After the students had some five minutes to fill in the five-finger feedback, the teacher can offer the possibility to discuss the results – ranging from finger 1 to 5. This discussion can also be used as the introduction to a short questionnaire, which could be filled in after the five-finger feedback. (see: Comprehensive student feedback)

Comprehensive feedback-methods

Often it might be useful to get more detailed feedback and you can design this feedback also as part of the learning process. It depends on the intentions you have as a teacher. You can adapt the questions below according to your needs!

Activities

Questionnaire

Information for teacher

A questionnaire offers more information on the CLIL-class, what went well and possible improvements necessary for future classes.

Activities

Content related feedback

Answer the following questions on the content:

- ...

Please also answer the following questions:

- I found very interesting ...
- I can think of another example ...
- I had a harder time to understand ...
- I would like to know more about ...
- I had an idea! ...

(more on this further below)

Did you achieve the intended **content** related learning outcomes? (Wurden aus deiner Sicht die inhaltlichen Lernziele erreicht?)

Please rank 1 (very good) to 5 (fail)

Please give details:

Did you achieve the intended **language** related learning outcomes? (Wurden aus deiner Sicht die sprachlichen Lernziele erreicht?)

Please rank 1 (very good) to 5 (fail)

Please give details:

What **did you like** of the CLIL-lesson/s in general?

What would you **like to improve / change** in CLIL-lessons in general?

Information for teacher

Here you can ask any kind of content related questions, however, you should also ask more comprehensive questions to foster analytical thinking, synthesis, ... and critical thinking skills.

You can also use a combination of content related questions for any kind of performance assessment.

However – remember: **The mark for a CLIL-lesson must be based on the content not on the mastery of the language!**

Aside from this approach you can also ask for a more detailed feedback from your students:

A prerequisite to answer the question is the necessity to know the **content** related learning-outcomes or the “inhaltliche Lernziele”. So, it is necessary that you inform the students ahead of class (and possibly again when they are filling in the questionnaires) about these goals.

Thus, you may also repeat the content related learning-outcomes or put them up e.g. via power point during the use of the questionnaire.

A prerequisite to answer the question is the necessity to know the **language** related learning-outcomes or the “sprachliche Lernziele”. So, it is necessary that you inform the students ahead of class (and possibly again when they are filling in the questionnaires) about these goals.

Thus, you may also repeat the content related learning-outcomes or put them up e.g. via power point during the use of the questionnaire.

Also reflect on the answers and infer any aspects that you would like to keep or any changes that you would like to make in future for the CLIL lessons.

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Reflection as a teacher

A third part of reflecting on the CLIL lesson is to deal with personal reflection. Here, some questions that can be used in this respect are offered.

Tool	Information for teacher
<p data-bbox="300 456 576 488">My personal reflection</p> <p data-bbox="347 707 520 736">General issues</p> <ul data-bbox="347 743 906 922" style="list-style-type: none">• In general - what went well?• What would I like to keep for next time?• What would I like to change for next time?• Did I achieve the <u>content</u> goals?• Did I achieve the <u>language</u> goals? <p data-bbox="347 929 504 958">The students</p> <ul data-bbox="347 965 935 1211" style="list-style-type: none">• What did students like?• What didn't work so well with the students – what would I like to change?• Was it clear for the students why I did a CLIL lesson, and did they profit from CLIL? (additional insight and understanding, intercultural aspects, ...) <p data-bbox="347 1218 517 1247">Specific issues</p> <ul data-bbox="347 1254 935 1467" style="list-style-type: none">• What was my role in the CLIL lecture? Would I like to change anything?• What would I like to especially try next time and why?• What would I like to reflect more about – which information would I need in this case?	<p data-bbox="963 456 1394 703"><i>Not only should the students reflect on the CLIL-lecture, but also the teacher. Here you will find some questions to reflect on your class(es). You can also go into greater detail and add more questions.</i></p>
<p data-bbox="300 1509 552 1541">Additional questions</p> <ul data-bbox="347 1619 911 1863" style="list-style-type: none">• What is my impression of the feedback the students have given?• Which aspects of the feedback did I like?• Which aspects were surprising for me?• Would it be helpful to work more with the language assistant, English teacher or CLIL-coordinator?	<p data-bbox="963 1509 1385 1610"><i>My personal reflection after reading the finished questionnaires of the students (if relevant).</i></p>

Helping students to assess why they have learned using CLIL - questions to students.

Finally, to retain the content of a certain topic or a lesson, it is not only important to understand “what” a student has learned, but, even more so, reflect upon the “why” it is important to have learned something.

This concept has not systematically found its way into today’s reflexive teaching, however the basic importance of understanding why to learn something can be found in many didactic approaches. The idea of putting knowledge into practical reality, also has the core-idea of offering practical reason for learning something.

Furthermore, even though a teacher has possibly put a lot of thought into the “why” he or she is teaching something, it doesn’t necessarily mean that a student has fully understood these issues. Therefore, one part of reflecting on a lesson or a topic can be dedicated to the “why”.

Possible questions for students

The specific design of a questionnaire depends very much on the background and age of the students as well as the topic of the lesson. Thus, the questions below must be considered as a guide which can be adapted. Asking these or similar questions also needs time for the students to deal with them. However, it must be kept in mind, that reflection is part of the learning process and not just a time-consuming add-on.

If you haven’t done so before, connect the CLIL content, the topic of the lesson, to your personal life. For example, think of your present or intended future professional activities, every-day issues e.g. in connection with consumption, your community, politics or personal interests and anything else, that is of interest to you.

- What do I want to take with me of the CLIL-lesson?
- Which questions come to your mind on which area of interest?
- What leads you to these questions?
- Did the CLIL lesson provide an answer to your questions or help you to find one?
- Did the CLIL lesson – and especially its specific insight into language or inter-cultural issues – offer interesting new ideas or views? Which ideas, views, ... were they?
- What was most challenging for you during the CLIL lesson (content, language, ideas, concepts, ...)?
- What would you like to know more about?
- ...

Testung / test: Example on everyday racism & Structural/ systemic racism and Human Rights

Approximately 20 minutes should be allowed to answer. If students answer more than half of the questions in English, they can be given a maximum of 15 minutes more.

- 1) Define everyday racism and give at least one example.
Definiere den Begriff Alltagsrassismus und gib mindestens ein Beispiel. (2P)
- 2) Give a definition of racism.
Gib eine Definition des Begriffs Rassismus. (2P)
- 3) Define systemic racism.
Definiere den Begriff systemischer Rassismus. (1P)
- 4) Give an example of systemic racism in Austria.
Gib ein Beispiel zu systemischem Rassismus aus Österreich. (1P)
- 5) In which year was the Universal Declaration of Human Rights proclaimed?
In welchem Jahr wurde die Allgemeine Erklärung der Menschenrechte proklamiert? (1P)
- 6) What is the key-aspect of the first article of the Universal Declaration of Human Rights?
Was ist der Schlüsselaspekt des ersten Artikels der Allgemeinen Erklärung der Menschenrechte? (2P)
- 7) What could you do in future to identify instances of racism? (in your personal environment including social media; provide three or more ideas)
Was könntest du in Zukunft tun, um Rassismus besser zu erkennen? (im eigenen Umfeld bis hin zu sozialen Medien, gib drei oder mehr Vorschläge an) (3P)
- 8) What do you think could be done in your surrounding area (school, community, social media ...) to deal with racism? (provide three or more ideas)
Was glaubst du kann in deiner Umgebung (Schule, Gemeinde, Soziale Medien ...) unternommen werden, um sich mit Rassismus konstruktiv auseinanderzusetzen? (gib drei oder mehr Vorschläge an) (3P)