

# Session 1: Thinking Skills



**Practical Ideas for CLIL Classes**

Nina Lauder – [www.ninalauder.com](http://www.ninalauder.com)

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# Welcome!



- Welcome to our series of webinars on **Practical Ideas for CLIL Classes.**
- You will receive a PDF summary of the main slides.

- You will need



- Thanks to Luisa and the CFIE in Palencia for organising these sessions.

# Opening thoughts



**“At its core, education is about nurturing strengths, about growth and learning.”**

(Shankland & Rosset, 2017)

# Outline for the course

Session 1 – Nov 8th	Session 2 – Nov 11th	Session 3 – Nov 15th	Session 4 – Nov 22nd
<p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- What thinking skills are</li> <li>- How to work on thinking skills in class</li> <li>- Higher/lower order thinking skills</li> <li>- Practical ideas</li> </ul>	<p><b>Creating curiosity</b></p> <ul style="list-style-type: none"> <li>- What curiosity is</li> <li>- Working on curiosity in class (Why? How?)</li> <li>* Homework for Flipped Learning session the following day</li> </ul>	<p><b>Flipped Learning</b></p> <ul style="list-style-type: none"> <li>* Check homework</li> <li>- The Basics of Flipped Learning</li> <li>- Selecting videos</li> <li>- In-class activities</li> <li>- Practical ideas</li> <li>- Pros and cons</li> </ul>	<p><b>Resources and activities</b></p> <ul style="list-style-type: none"> <li>- Reasons for using visuals and games</li> <li>- Visual resources for CLIL classes</li> <li>- Flashcard games</li> <li>- Practical ideas</li> </ul> <p><b>Feedback and closing</b></p>

**Pre-course task**

**Flipped homework**

**Homework**

# Outline for today

**Warm up**

**Thinking skills**

**Practical ideas**

**Reflection and  
closing**

# If Nina were a form of transport what would she be? Why?

Sports car



Tricycle



Bulldozer



I would be a tricycle because I love being outdoors and taking it easy.

# What would YOU be ...and why?

Sports car



Tricycle



Bulldozer



## Birthdays January to June:

If you were a **fruit** what would you be, and why?

## Birthdays July to December:

If you were an **animal** what would you be, and why?

How does this activity develop thinking skills?

# About you....

1. What I am bringing to this course

2. What I hope to get from this course.

3. Two things I'm good at

4. What I've learnt



To fill in at  
the end of  
each section

# How do you feel about preparing and teaching CLIL classes?

1



2



3



4



5



6



7



8





**Warm up**

**Thinking skills**

**Practical ideas**

**Reflection and  
closing**



**“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”**

*Lloyd Alexander*

# What are thinking skills?

**Ways people use their minds to solve problems**

**Capacity to think in a conscious way to attain certain goals**

**Intelligent behaviour learned through practice**

**Mental capacities used to investigate the world**

**Mental processes to make sense of experiences**

**Metacognition - thinking about thinking**

**“The truth is that schools don’t often teach these skills explicitly. Instead, teachers hope that their learners will pick them up.”** John Clegg

# What a day!

You have a day of teaching twenty-five 10 year-olds ahead of you. They need a balanced diet of: language, mathematics, science, physical education, and art.

The only resources in your classroom are:



# Characteristics of Critical Thinkers

Separate **fact**  
from opinion

Open-minded  
about **new**  
ideas

Feel comfortable  
with trial and  
**error**

Question things  
that don't make  
**sense**

Look for  
**connections**

# Keep in mind:



Critical thinking is not a set of skills that can be deployed at any time, in any context. It is a type of thought that even 3-year-olds can engage in—and even trained scientists can fail in.

**“Critical Thinking: *Why Is It So Hard to Teach?*” Daniel T. Willingham (2007)**

## Higher Order Thinking Skills

**Creating**

**Evaluating**

**Analysing**

**Applying**

**Understanding**

**Remembering**

## Lower Order Thinking Skills

## Bloom's Taxonomy

**Understanding**

**Evaluating**

**Creating**

**Applying**

**Analysing**

## LOTS (lower order thinking skills)

## HOTS (higher order thinking skills)

remember

recognise

list

describe

identify

retrieve

name

locate

find

understand

interpret

summarize

infer

paraphrase

classify

compare

explain

apply

implement

carry out

use

execute

analyse

compare

organise

deconstruct

attribute

outline

find

structure

integrate

evaluate

check

hypothesize

critique

experiment

judge

test

detect

monitor

create

design

construct

plan

produce

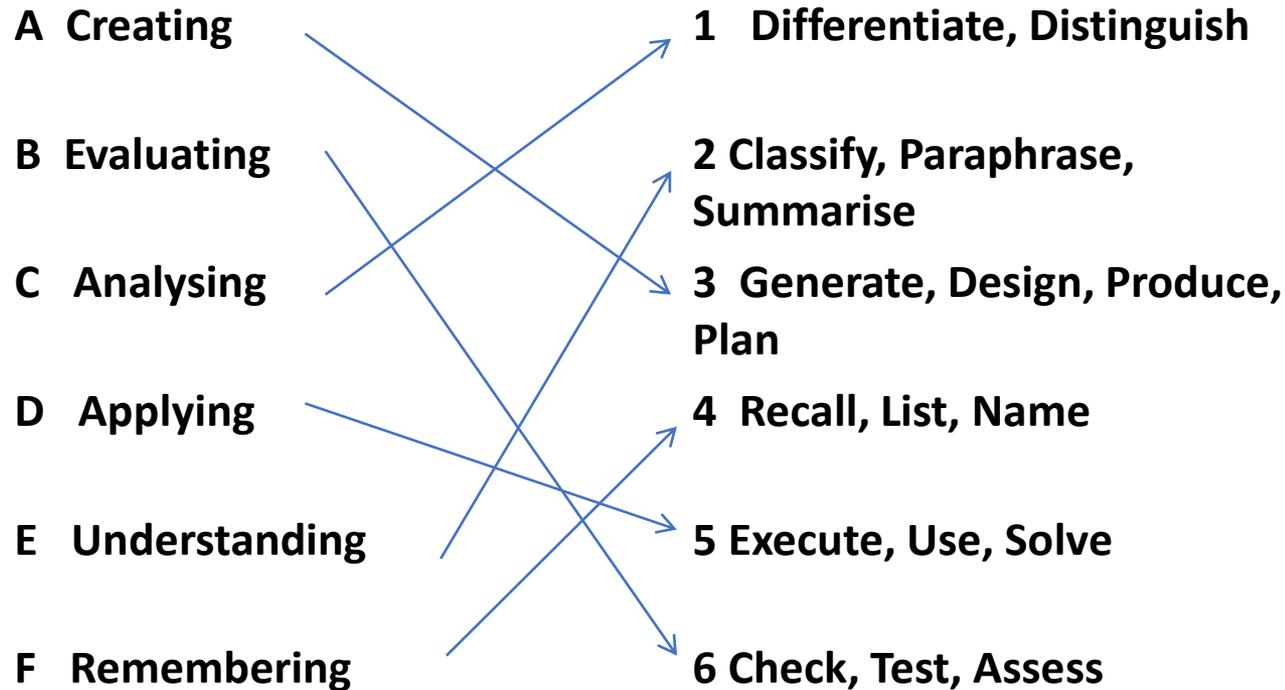
invent

devise

make

Bloom's revised taxonomy (Anderson & Krathwohl, 2001).

# Match verbs with correct section



## LOTS

**4 Think** Copy and complete the table in your notebook. Then add one more phrase.

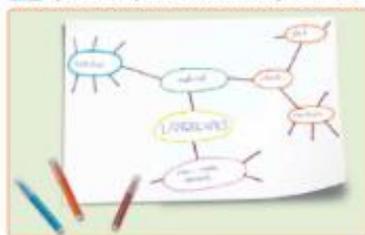
can be born from eggs	make their own food	need water
grow	swim, fly and run	make sounds
can make seeds	are living things	have roots

Plants	Animals	Plants and animals
■	■	■

**In your notebook, correct the mistakes in these crazy sentences.**

- |                     |                        |
|---------------------|------------------------|
| a) A fish can walk. | c) A kangaroo can fly. |
| b) A bee can swim.  | d) A dog can talk.     |

**1 Think** In your notebook, copy and complete the mind trace using words from the unit.



**2 QUIZ** Choose the correct answer.

- a) A mummy pig and a piglet is an example of ...
1. reproduction
  2. nutrition
  3. interaction.

**Copy and complete the correct life process.**

- a) A puppy is born. This is  .
- b) A sheep eats grass. This is  .



## HOTS

### READ & THINK

**1** Read and find five differences between humans and other animals.

**Think** Which is the odd one out? Write why.

- |            |          |          |          |
|------------|----------|----------|----------|
| a) meal    | swimming | eating   | food     |
| b) talking | writing  | sleeping | touching |



### Apply

16. Calculate how much someone would weigh on each of the other planets in the Solar System, if they weigh 50 kg on Earth.

### Analyse

17. Explain which planet in the Solar System has more characteristics in common with Earth.
18. Find information about Jupiter's four largest moons. Make a table in your notebook with the most interesting data.



**"In our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. And to produce them, we need new ways to teach and learn. We need to prepare our children for their future, not for our past."** Mike Fleetham

**Practical ideas**

# Experiments

## Experiment time!

**Do!**

Can you do it?

You need:

- Feet
- Arms
- Nose
- A soft ball

Try, then tick the box.

Can you move a ball with your:

foot      hand      nose

Can you catch a ball with your:

feet      hands      nose

Can you pick up a ball with your:

feet      hands      nose

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## Experiment time!

### Plant growth and soil

Can plants grow without soil?

Materials:

- Pots labelled 1-4
- Cress or mustard seeds
- Soil, sand and cotton wool
- Plant record template

1. Put soil in pot 1; sand in pot 2 and cotton wool in pot 3. Pot 4 is empty.

2. Plant an equal number of seeds in all the pots. Put the pots next to a window.

3. What's going to happen? Draw your prediction for each pot.

4. Observe and water the plants every day for two weeks. Record your results.

5. Write your conclusion.

The tallest shoot is...     The plant with the most shoots is...

Cress can/can't grow in...     Cress grows best in...

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## Experiment time!

### Sunlight and plant growth

Materials:

- 3 plants, if possible of the same type
- Adhesive tape
- Your observations!

Aim:

Discover how sunlight affects plant growth.

Hypothesis:

Answer these questions in your notebook before you do the experiment.

3) How do you think sunlight affects plant growth?

1) Why?

Method:

1. Put a label on each plant, for example: Window or outdoors.
2. Put the plants around your classroom. Make sure that at least one plant is in a very sunny place and another in a dark place with no sunlight at all.
3. Water all the plants.

Results:

1. After one week, collect the plants and answer these questions.
  - a) What differences can you see between the three plants? For example, examine the height, and the appearance of the leaves.
  - b) Has sunlight affected plant growth? How do you know? *Sunlight has/hasn't affected growth.*
  - c) The plant... is bigger/greener/healthier than...
2. Compare your hypothesis with the answers to these questions.
  - a) Are they similar or different?
  - b) What have you learned? *Plants need... to...*

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Source: Think! Do! Learn! (OUP)

You can watch an experiment video here: <https://www.youtube.com/watch?v=ZgJcDb3x6Lg>

# Groupwork

## Let's work together

### Tagme!

#### We need:

- Labels
- Scissors
- Sticky tape
- A camera



1. Cut out your labels.



2. Stick the labels on a classmate.



3. Make some funny poses.



4. Take a photo.

## Let's work together!

### The living things wheel

#### Materials

- Wheel templates
- Scissors
- Crayons
- Paper fasteners



1. Colour and cut out the wheels.



2. Join the wheels together with a paper fastener.



3. Turn your top wheel and choose a living thing. It's a secret!



4. Ask questions to guess your partner's living thing. Then play again.

- Is it a human/plant/animal?
- Can it fly/run/swim/talk/walk?
- Does it have ... legs?
- Does it eat plants/animals?
- Does it make its own food?

## Group work!

### Exploring germination

#### You need:

- 4 transparent plastic cups
- cotton wool
- 4 seeds of each type: lentils, grass, beans and apple
- Template 3.1

#### Instructions:

1. Work in groups of four. Each group member is responsible for one type of seed.
2. Number and label each cup 1-Lentils, 2-Beans, etc.
3. Fill about 1/2 of each plastic cup with cotton wool.
4. Put the seeds into the correct cup. Make sure you can see them.
5. Add a large spoonful of water to each cup. Make sure the seeds are wet.
6. Place all four cups in a sunny place.
7. Days 1-5: complete template 3.1. Add water as needed.
8. Day 6: compare the germination of all the seeds. Discuss the following questions in your group.
  - a) Did all the seeds germinate at the same time?
  - b) Which seed grew the tallest? The ... seeds grew tallest.
  - c) Which seed took the longest to grow? The ... seeds took longest to grow.
  - d) What other differences did you notice? We saw that the ... seeds were red/grey ...
9. Present your template and results to the class. The seeds have a small root. There is no stem.



Source: Think! Do! Learn! (OUP)

# Think: What comes next?

**10**

**9**

**60**

**90**

**70**

**66**

**96**

**Why?**

# Think: What comes next?

**10 (ten)**  
**9 (nine)**  
**60 (sixty)**  
**90 (ninety)**  
**70 (seventy)**  
**66 (sixty-six)**  
**96 (ninety-six)**

Look at the  
number of  
letters 😊

# Break!

1	2	3	4	5	6	7	8	9	10
L	R	R	T	L	R	L	L	T	T

# Asking questions



	Closed	Open
Thin	How many ducks are there?	Can you name three activities we can do in parks?
Thick	Can you think of five things you can do on a sunny day?	What would happen if there were no parks?

What happens when it's windy?

Where will they go after the park?

What do you think they had for breakfast?

Are they hungry?

What's on the boy's papers?

Why do you think they're in the park?

How long are they going to stay?

Would you go out on a windy day? Why? Why not?



# Open ended questions

Why isn't anyone there to cheer them on?

Where do you think they are?

What do you think they had for breakfast?



Why do you think they're running in the rain?

Would you go out and do sports in the rain? Why? Why not?

How far are they running?

photo by Competitive Image 2008

# Open-ended-questions



A) "How would the world be different if we all had a third eye in the back of our heads?"

<http://www.npr.org/>



B) "What things wouldn't we be able to do if we didn't have thumbs?"

# Questions and answers



THINKING-BASED LEARNING

Name: \_\_\_\_\_

Unit 1 A BUSY DAY

## Think, Pair, Share

**THINK**



1

2

Think of two questions to ask

**ANSWER**

**ANSWER**

Ask your  
questions

Answer to question 1

Answer to question 2

**Additional ideas**

# A day in the life of...

**Pick one of these objects.**

**Think of some of the things you do every day or what your life is like. Describe and guess.**



**animals – transportation - historical figures – jobs – machines -  
different materials - characters in a story/reader - food chain**

# Odd one out



Person A



Person B

**How does this activity help  
develop thinking skills?**

# Charts

# 4-2-1 chart

**A good student...**

studies		

# What Is A Good Student?

- |                          |   |                          |
|--------------------------|---|--------------------------|
| 1. Concentrates on work. |   | 1. Concentrates on work. |
| 2. Asks questions.       | → | 2. Reliable.             |
| 3. Reliable.             | → | 1. Concentrates on work. |
| 4. Neat.                 | → | 3. Helps others.         |
| 5. Behave.               | → | 2. Listens.              |
| 6. Helps others.         | → | 4. Listens.              |
| 7. Enjoys working.       | → |                          |
| 8. Listens.              | → |                          |

WINNER = Listens.

# Compare and contrast chart



THINKING-BASED LEARNING

Name: \_\_\_\_\_

Unit 5 **WHEN I WAS YOUNG**

SPACE PERSON 1

SPACE PERSON 2

## COMPARE AND CONTRAST

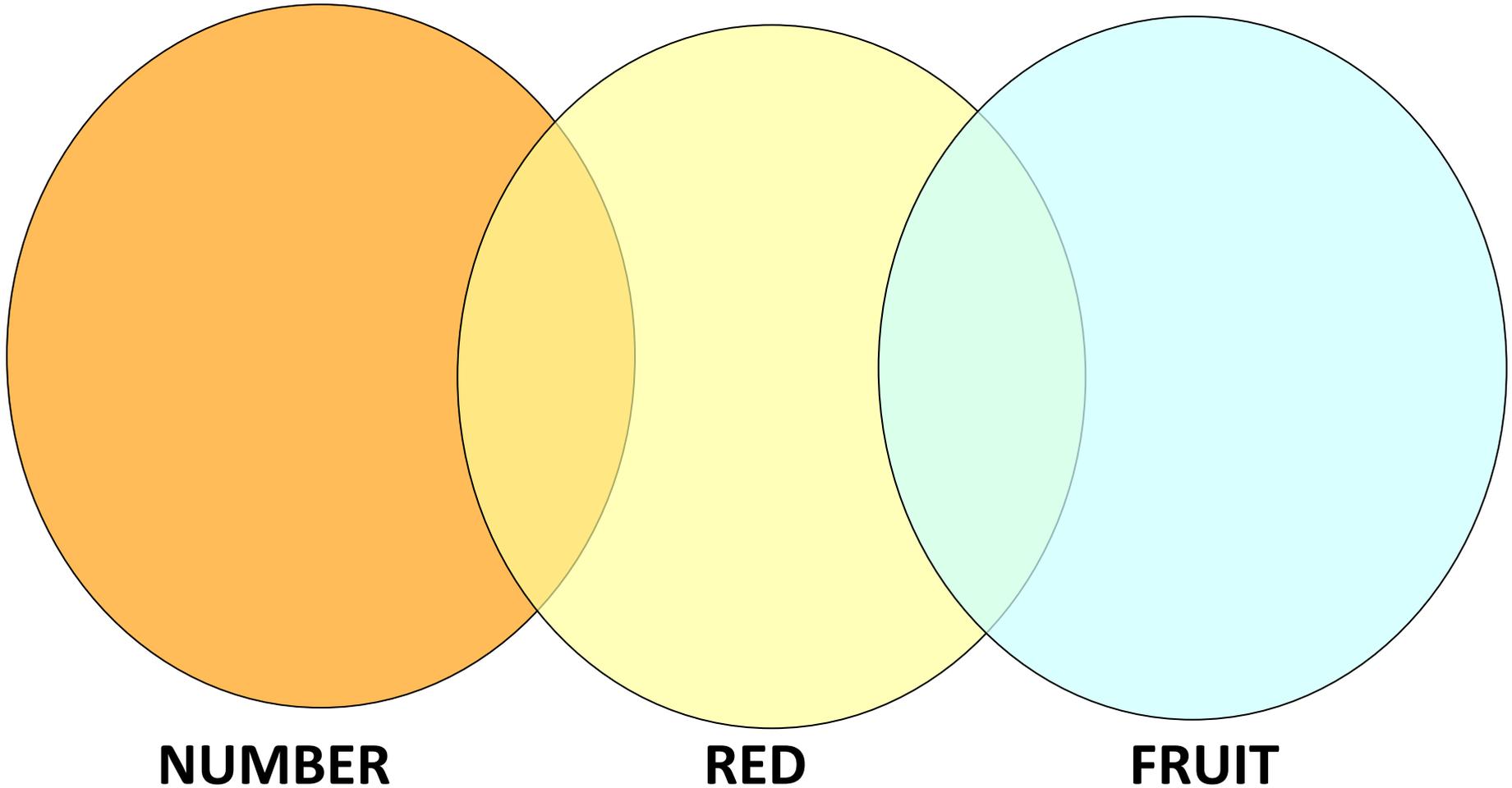
SIMILARITIES

DIFFERENCES


CONCLUSION

# Groups and sets

# Sorting



4

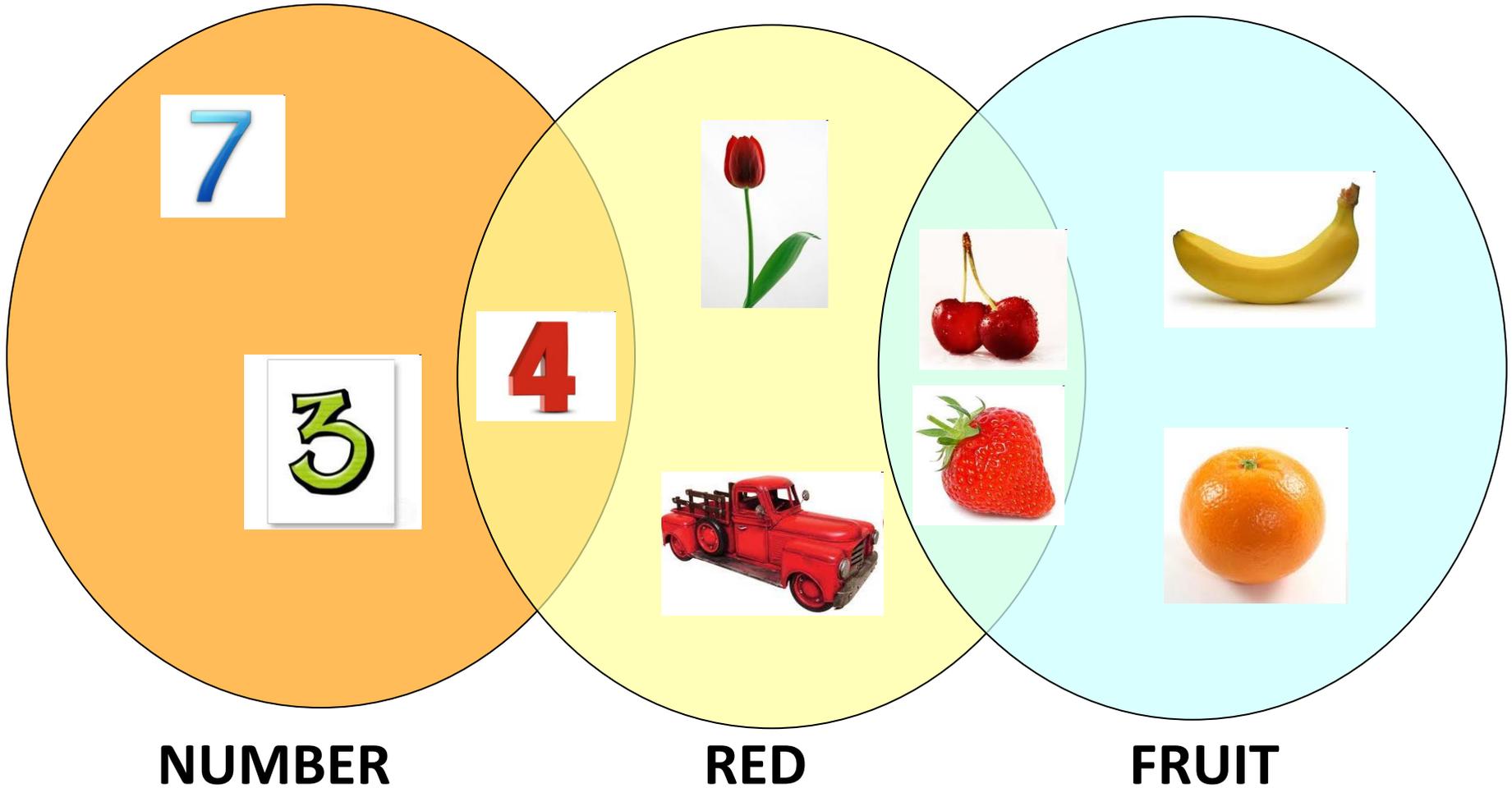
7



3



# Sorting



# Odd couples

These pairs might seem mismatched at first glance but they have a lot in common. Think of 2 things each pair have in common.

**kitten / baby**

.....  
.....

**tomatoes / cherries**

.....  
.....

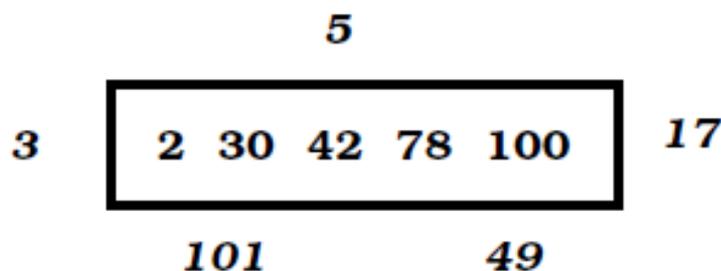
**bubble / balloons**

.....  
.....

**magazines / radio**

.....  
.....

**A set is a collection of people, objects, or numbers. The members of the set are alike in one or more ways. Here's an example:**



How are all the numbers *outside* the box the same? They are all *odd* numbers. How are all the numbers *inside* the box the same? They are all *even* numbers.

Put the following letters into two sets.  
Put one set inside the box and the other set outside the box. Be ready to explain how you made your choices.

A	B	Z	E	D
I	G	O	C	U

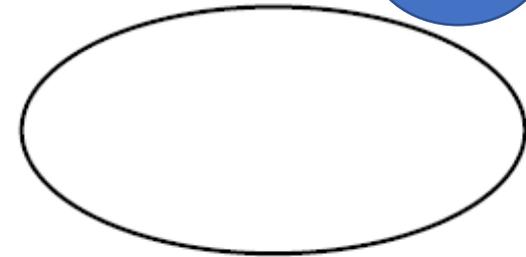
A



Arrange the following items into two sets.  
Put one set inside the circle and the other set outside the circle. Be ready to explain how you made your choices.

jet	robin	glider
kite	helicopter	sparrow
eagle	hummingbird	

B



Selective Dictation

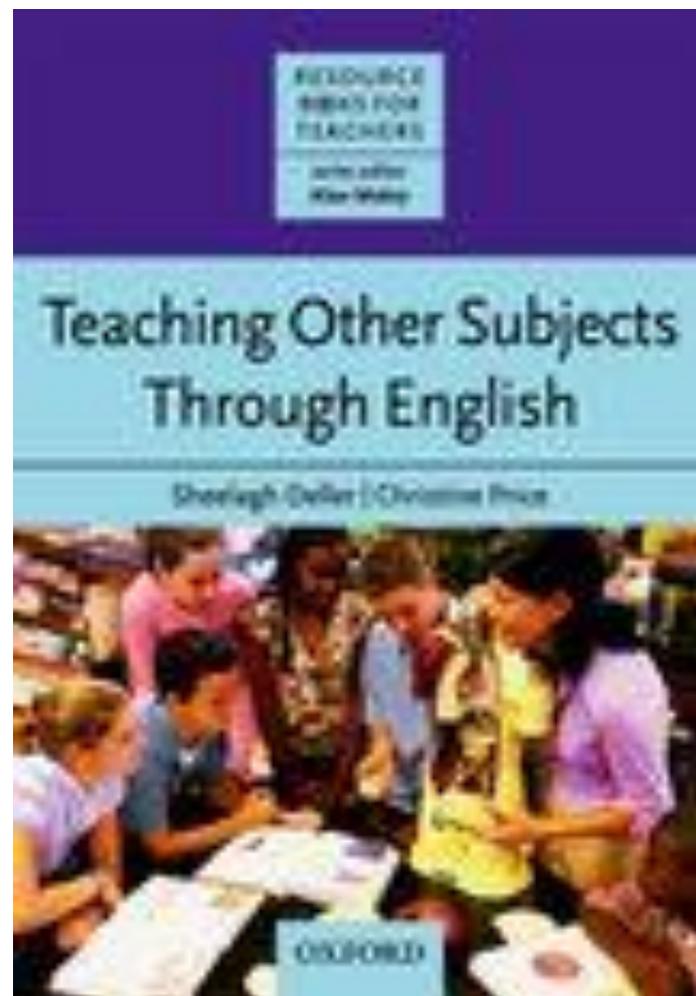
# 5 sense dictation

1 SEE	2 SMELL	3 TASTE	4 TOUCH	5 HEAR

# CLASSIFY THIS

Decide on **FOUR** categories  
(alone, then share ideas)





## USEFUL RESOURCES AND LINKS:



**Bloom's Taxonomy and Educational Objectives:** <https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives>

**Bloom's Taxonomy:** <http://www.learnnc.org/lp/pages/4719>

**Simon Sinek on Millennials in the Workplace**

<https://www.youtube.com/watch?v=hER0Qp6QJNU>

**De Bono Thinking Hats:** [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)

## Closing thoughts

“It is better to have enough ideas for some of them to be wrong, than to be always right by having no ideas at all.” — Edward de Bono

# Yes or No?

1 I will try to incorporate thinking skills into class

2 I will ask open-ended questions in class

3 I got some new ideas for class

4 I like attending webinars

5 I need a coffee

# Homework

## Task

- 1) Prepare a **'tweet'** to introduce yourself.  
Maximum 140 characters.  
Have your **'tweet'** ready to post in the chat box  
on Thursday.
- 2) Prepare **ONE question** to ask me or to ask  
the group.

Warm up	Thinking Skills	HOTS and LOTS	Open-ended questions	Practical ideas
1	2	3	4	5

Which section did you like best? Write in the chat box.



The image shows a screenshot of the Nina Lauder.com website. At the top left is the logo, which consists of a stylized lightbulb with a spiral inside, set against an orange square. To the right of the logo is the text "Nina Lauder.com" and "Educational Services" below it. A horizontal navigation bar follows, with icons and labels for "Training", "Services", "Publications", "Clients", "Resume", and "Contact". The "Publications" link is highlighted in purple. On the right side, there are language selection buttons for "EN" and "ES", and a vertical social media sidebar with icons for Facebook, LinkedIn, YouTube, and WordPress. The main content area features the text "Ideas and solutions that work" in a red, handwritten-style font. The words "that work" are enclosed in a blue rectangular box. To the right of the text is a large, glowing lightbulb made of crumpled yellow paper, with black lines radiating from it to represent light. Below the text and lightbulb is a row of six crumpled paper balls in various colors: blue, light blue, green, white, red, and orange.

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Educational Services

Training Services Publications Clients Resume Contact

EN ES

f in YouTube W

Ideas and solutions  
that work

Thank you for joining us!



Don't forget  
to prepare  
your 'tweet'  
and a  
question

See you on Thursday!