Session 1: Thinking Skills

Practical Ideas for CLIL Classes

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November 2021

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.**

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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
Thinking skills - Warm up - What thinking skills are - How to work on thinking skills in class - Higher/lower order thinking skills - Practical ideas	**Creating curiosity** - What curiosity is - Working on curiosity in class (Why? How?) * Homework for Flipped Learning session the following day	**Flipped Learning** * Check homework - The Basics of Flipped Learning - Selecting videos - In-class activities - Practical ideas - Pros and cons	**Resources and activities** - Reasons for using visuals and games - Visual resources for CLIL classes - Flashcard games - Practical ideas **Feedback and closing**

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

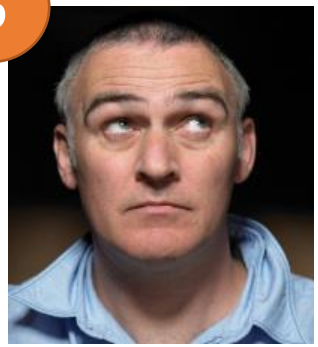
2

3

4

5

6



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Getty Images

- [x] 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

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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**

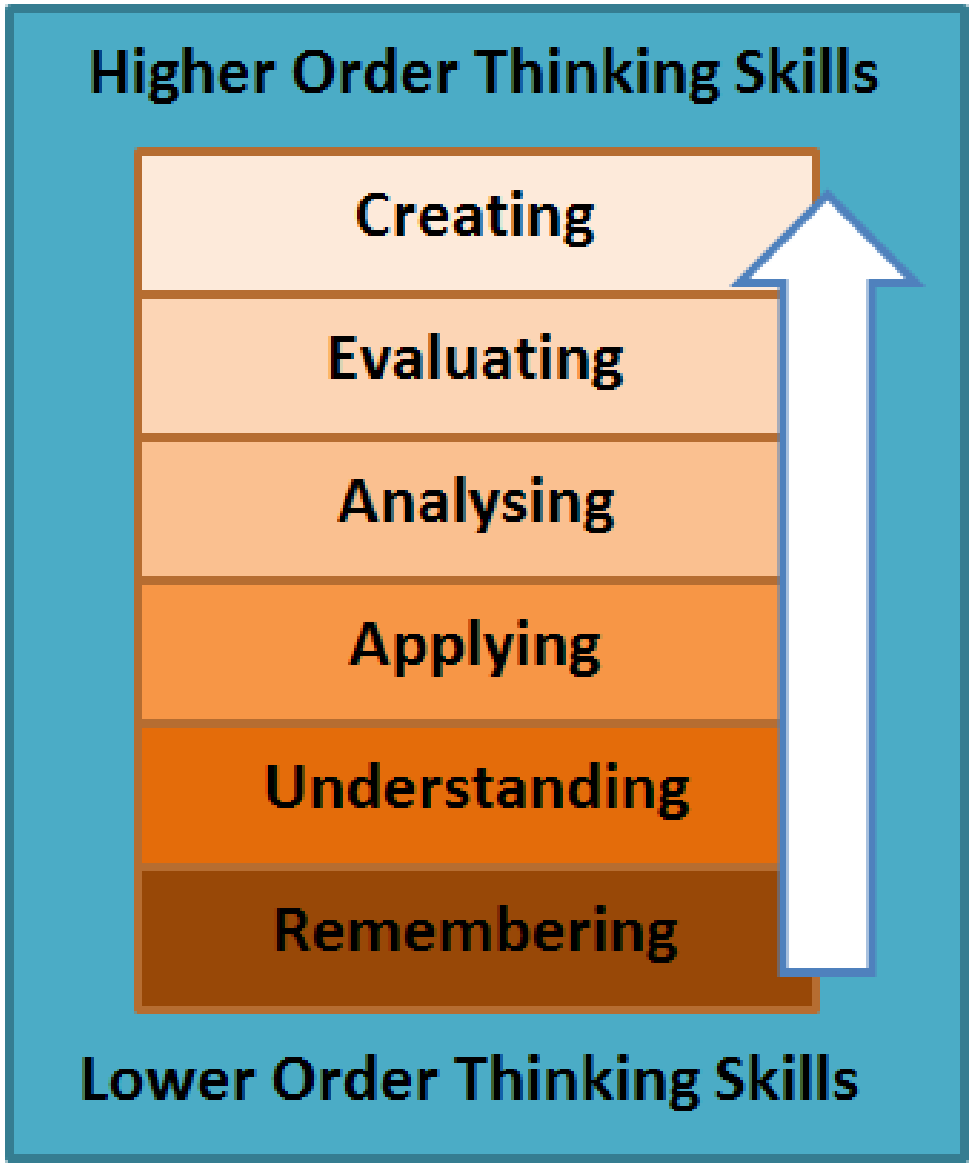
Question things that don't make **sense**

Look for **connections**

Keep in mind:

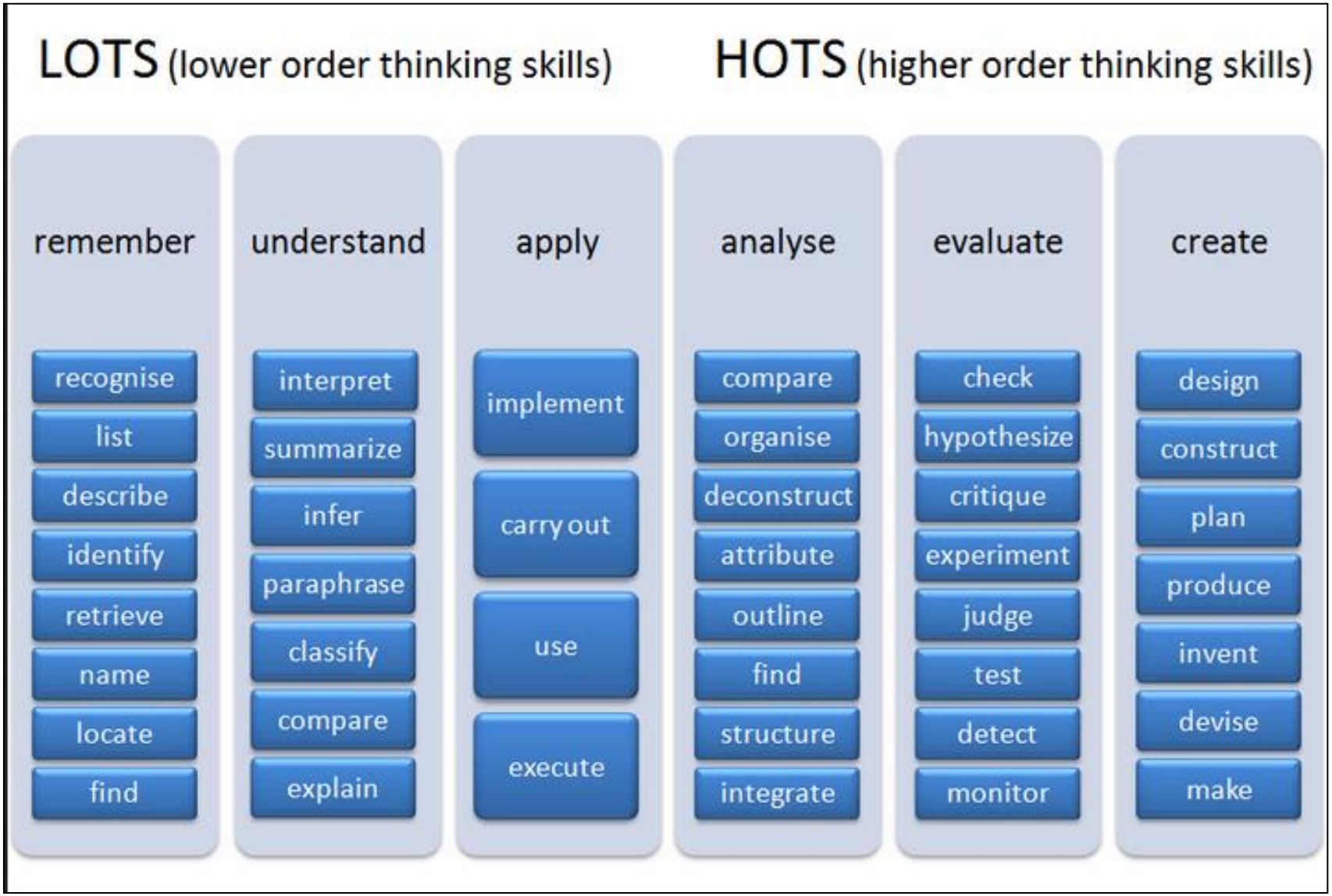
Critical thinking is not a set of skills that can be deployed at any time, in any context. It is a type of thought that even 3-year-olds can engage in—and even trained scientists can fail in.

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



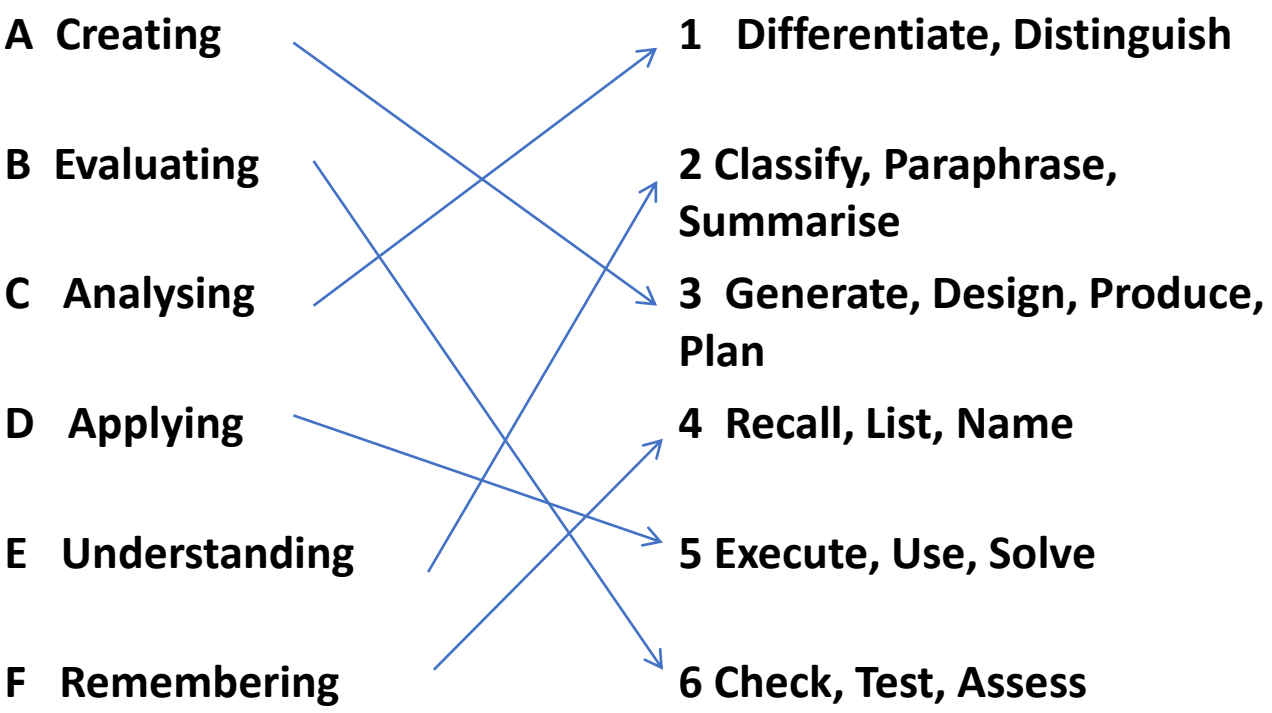
Bloom's Taxonomy

- Understanding
- Evaluating
- Creating
- Applying
- Analysing



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

Match verbs with correct section



LOTS

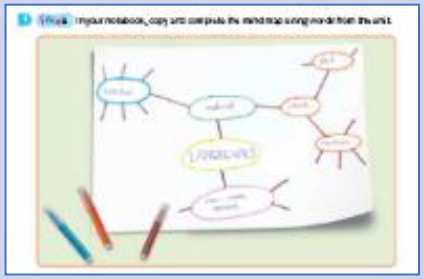
4 Think **Copy and complete the table in your notebook. Then add one more phrase.**

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.
b) A bee can swim.
c) A kangaroo can fly.
d) A dog can talk.



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

No, I need to study more.

Yes, I can.

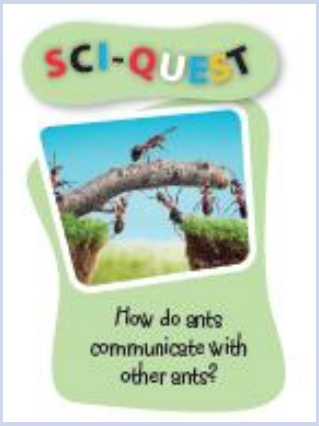
Yes, I can do this very well.

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.

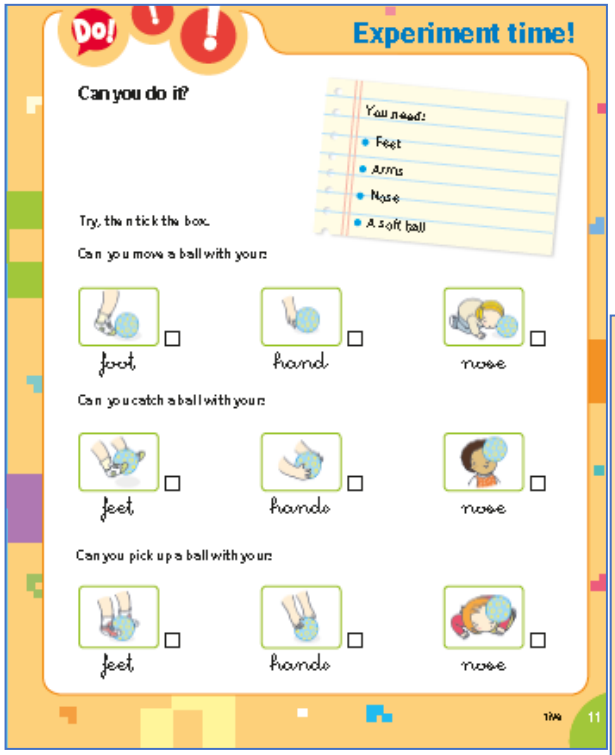
Analyse

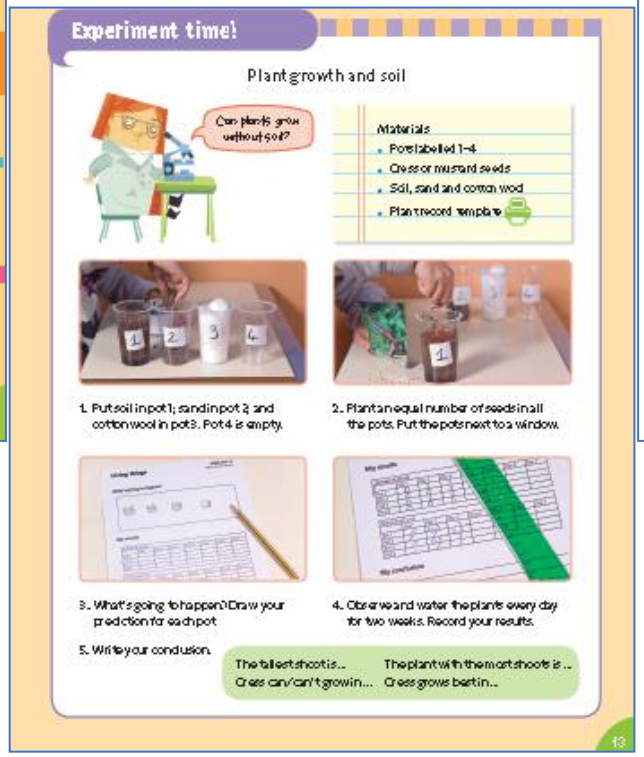
17. Explain which planet in the Solar System has more characteristics in common with Earth.
18. Find information about Jupiter's four largest moons. Make a table in your notebook with the most interesting data.

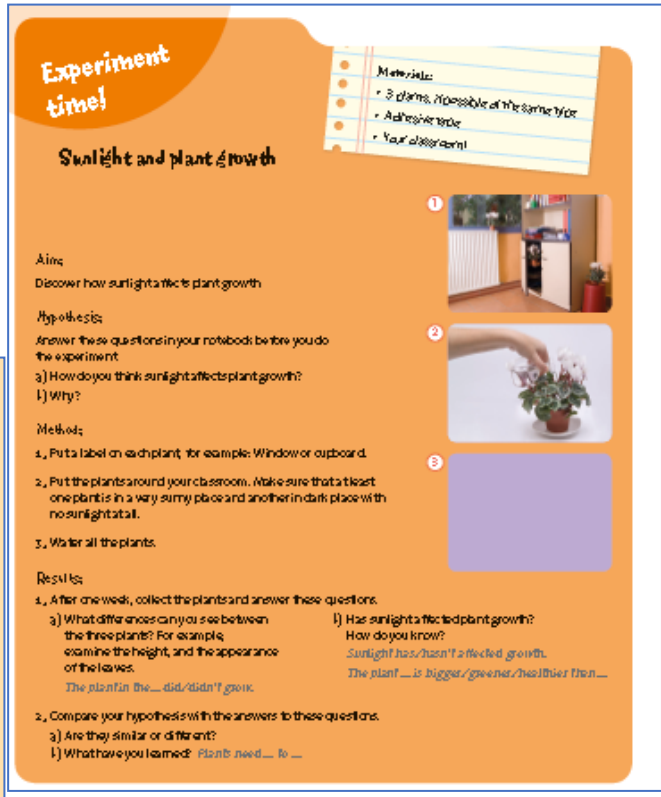
"In our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. And to produce them, we need new ways to teach and learn. We need to prepare our children for their future, not for our past."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

Practical ideas

Experiments



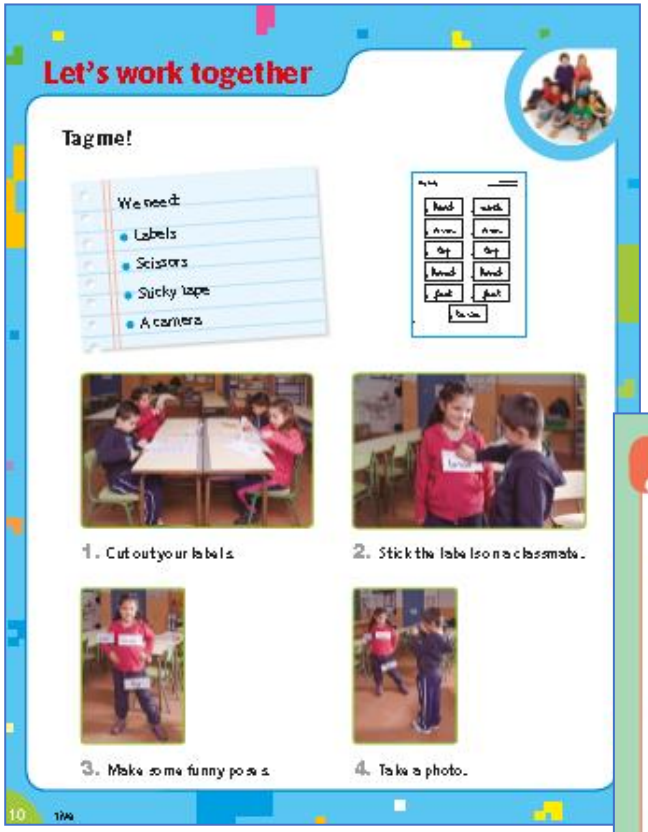


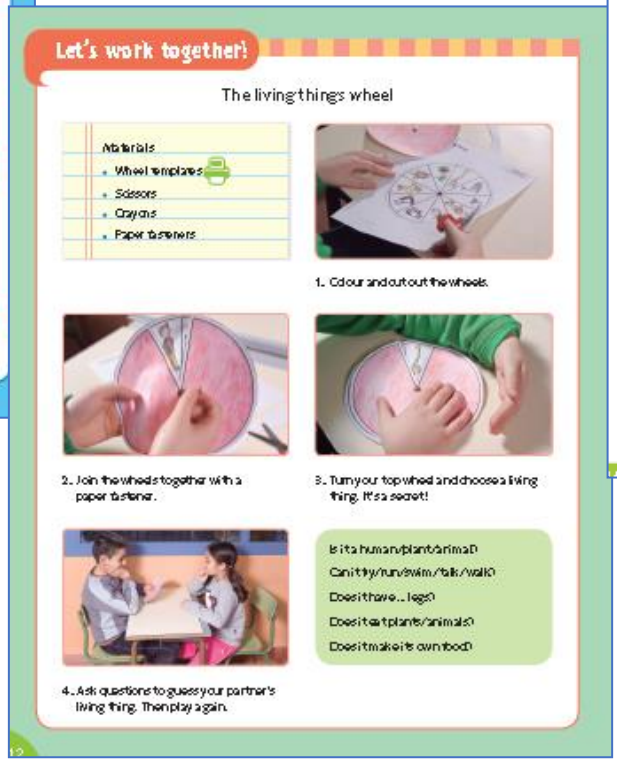


Source: Think! Do! Learn! (OUP)

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

Groupwork





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?

alamy stock photo

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?

How far are they running?

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

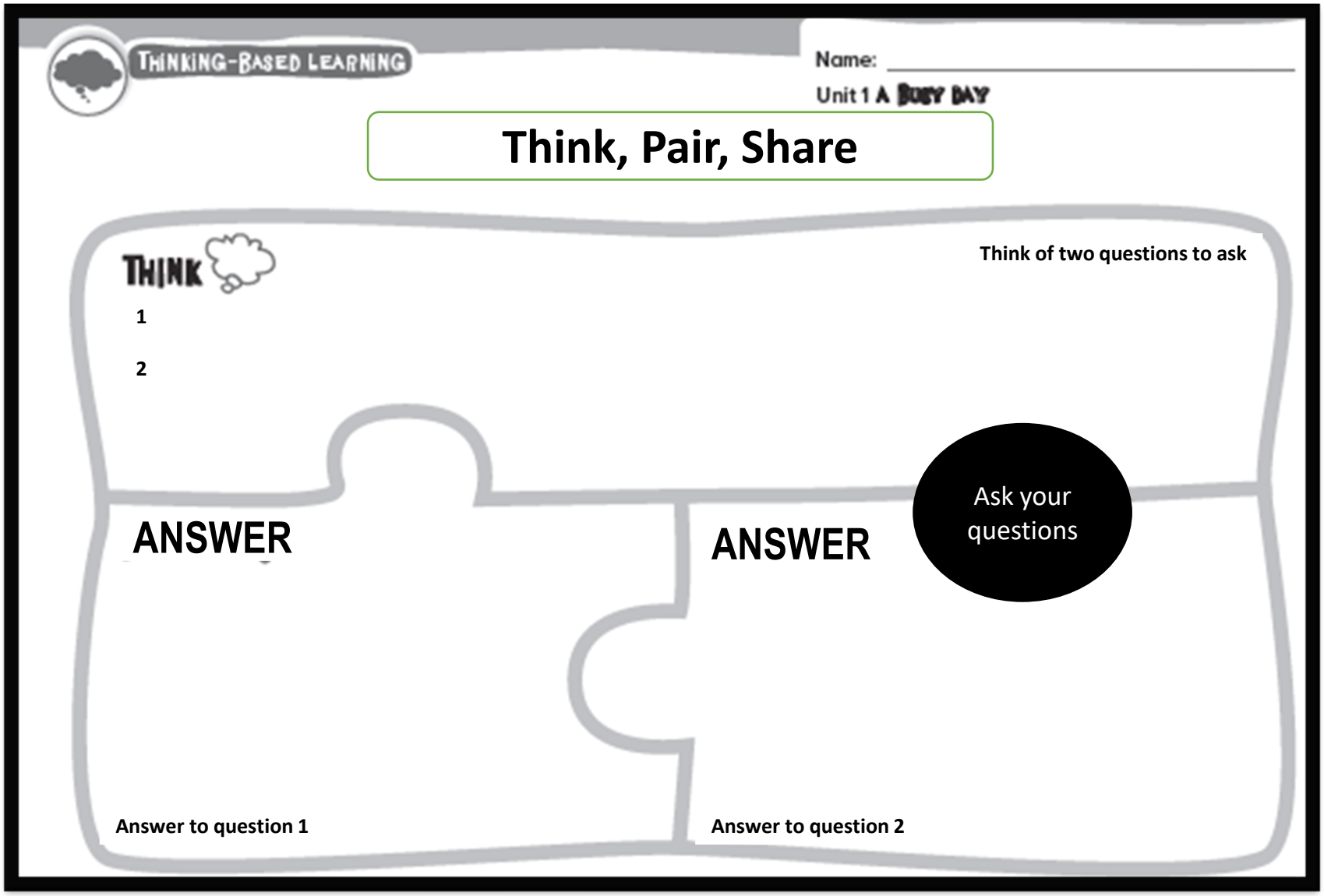
Open-ended-questions

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



Additional ideas

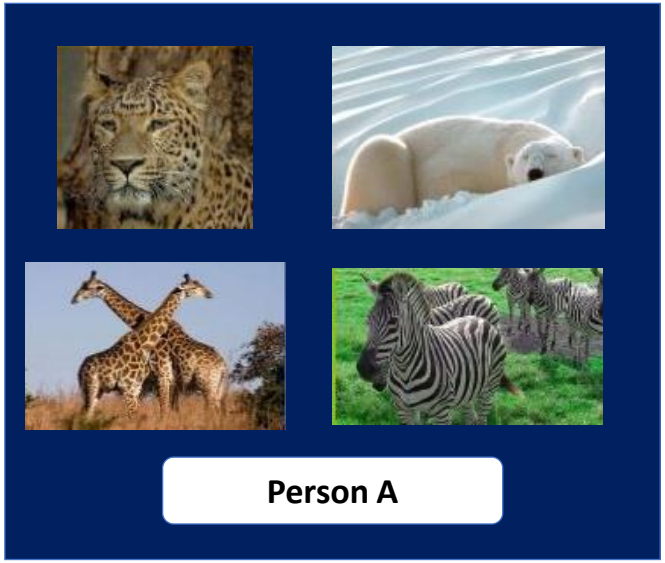
A day in the life of....

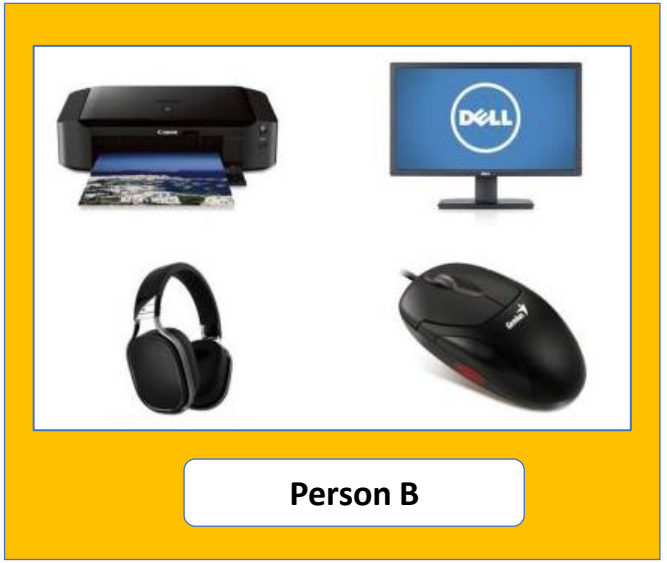
Pick one of these objects.

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

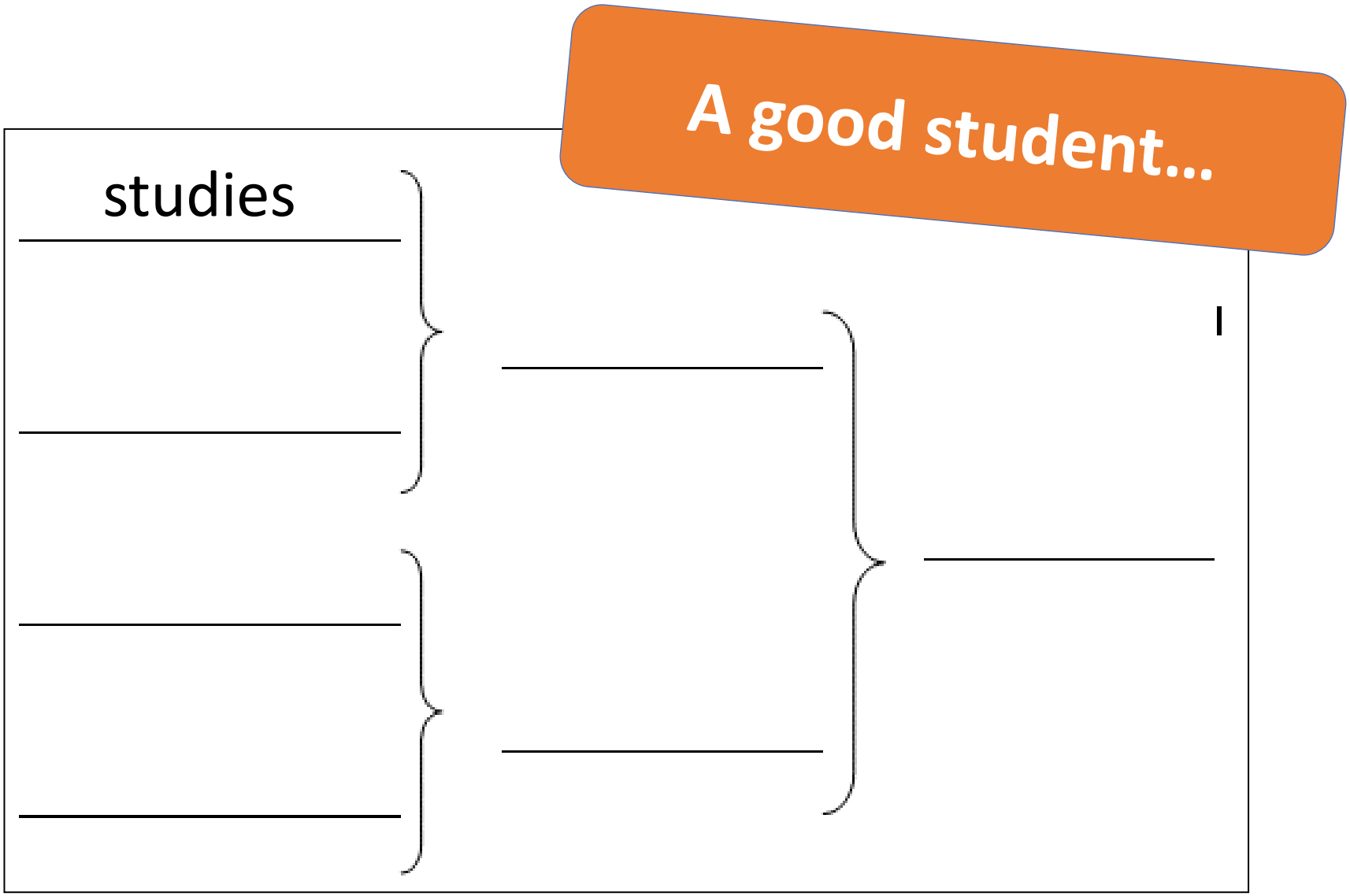




How does this activity help develop thinking skills?

Charts

4-2-1 chart



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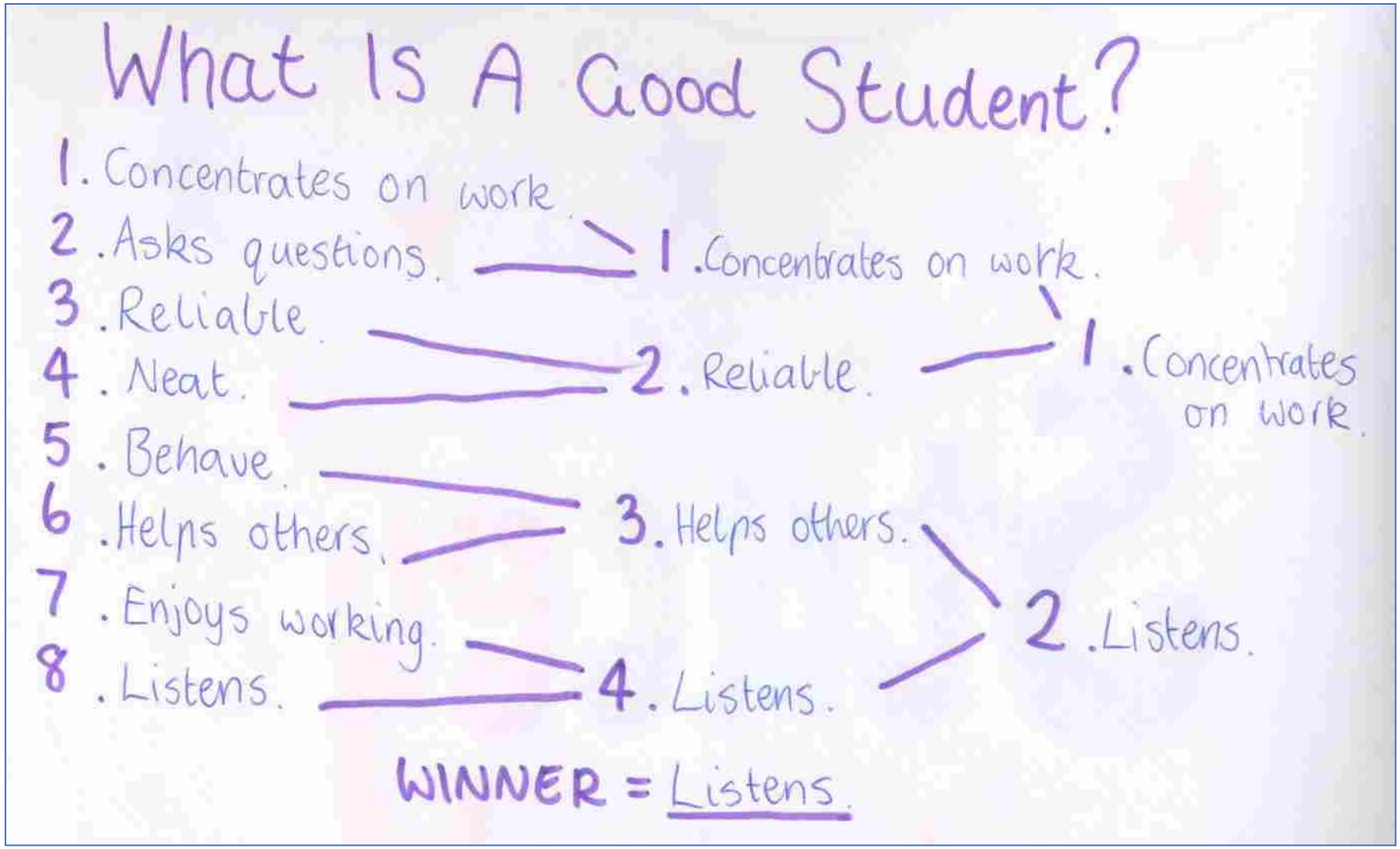
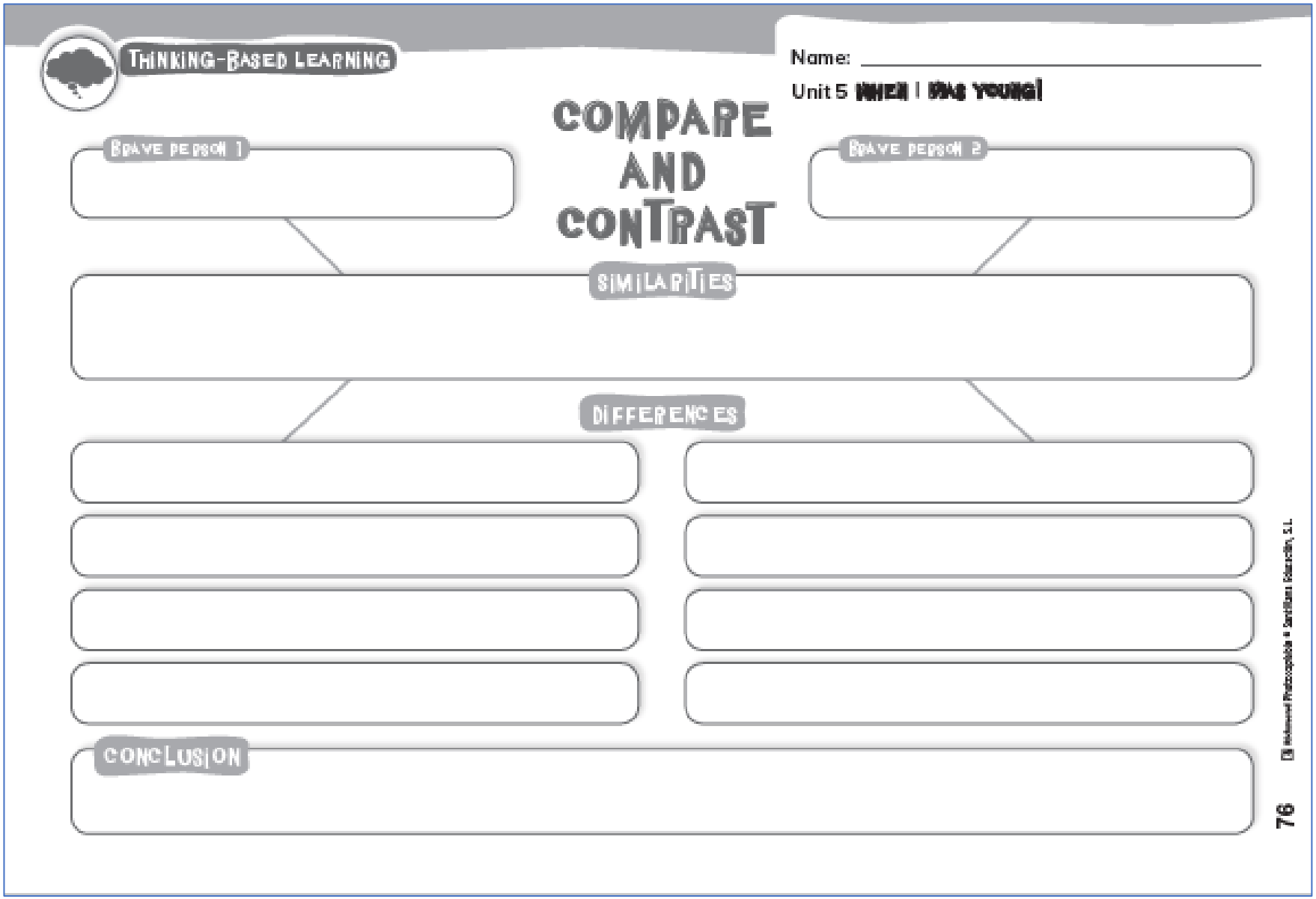


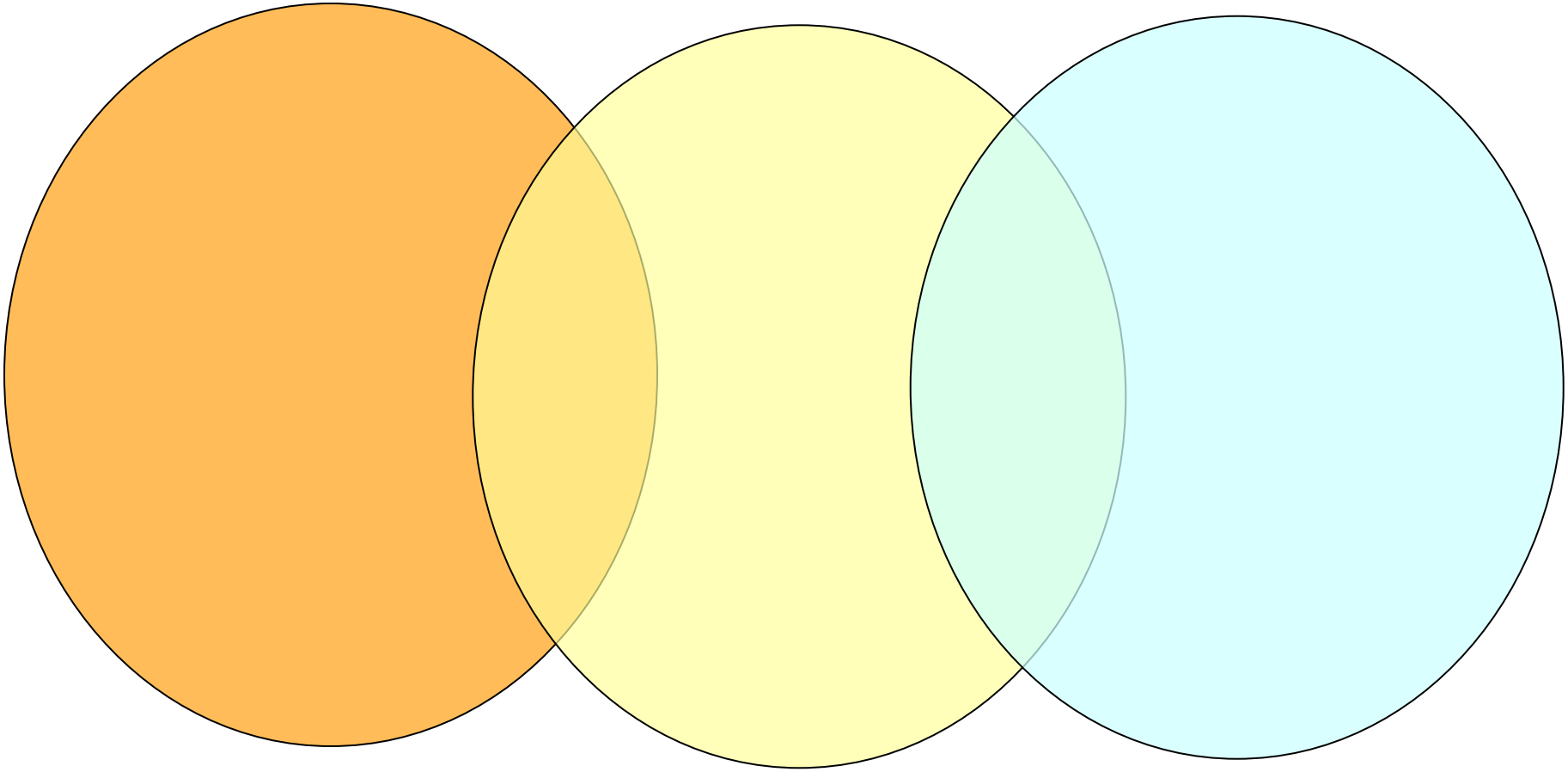
Compare and contrast chart

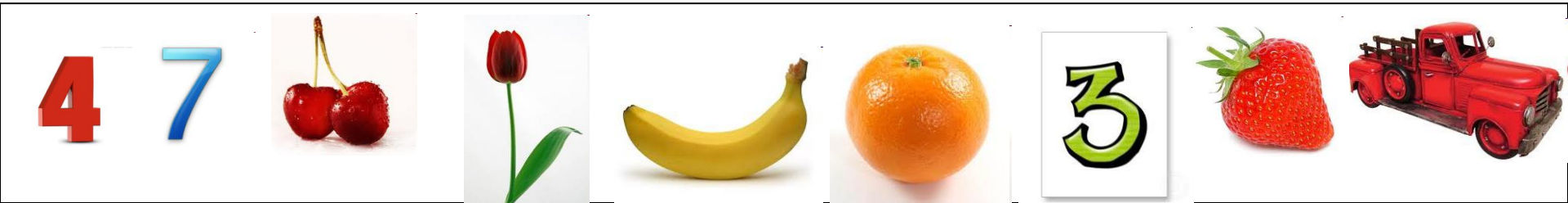


Source: based on page from Go Innovate (Richmond)

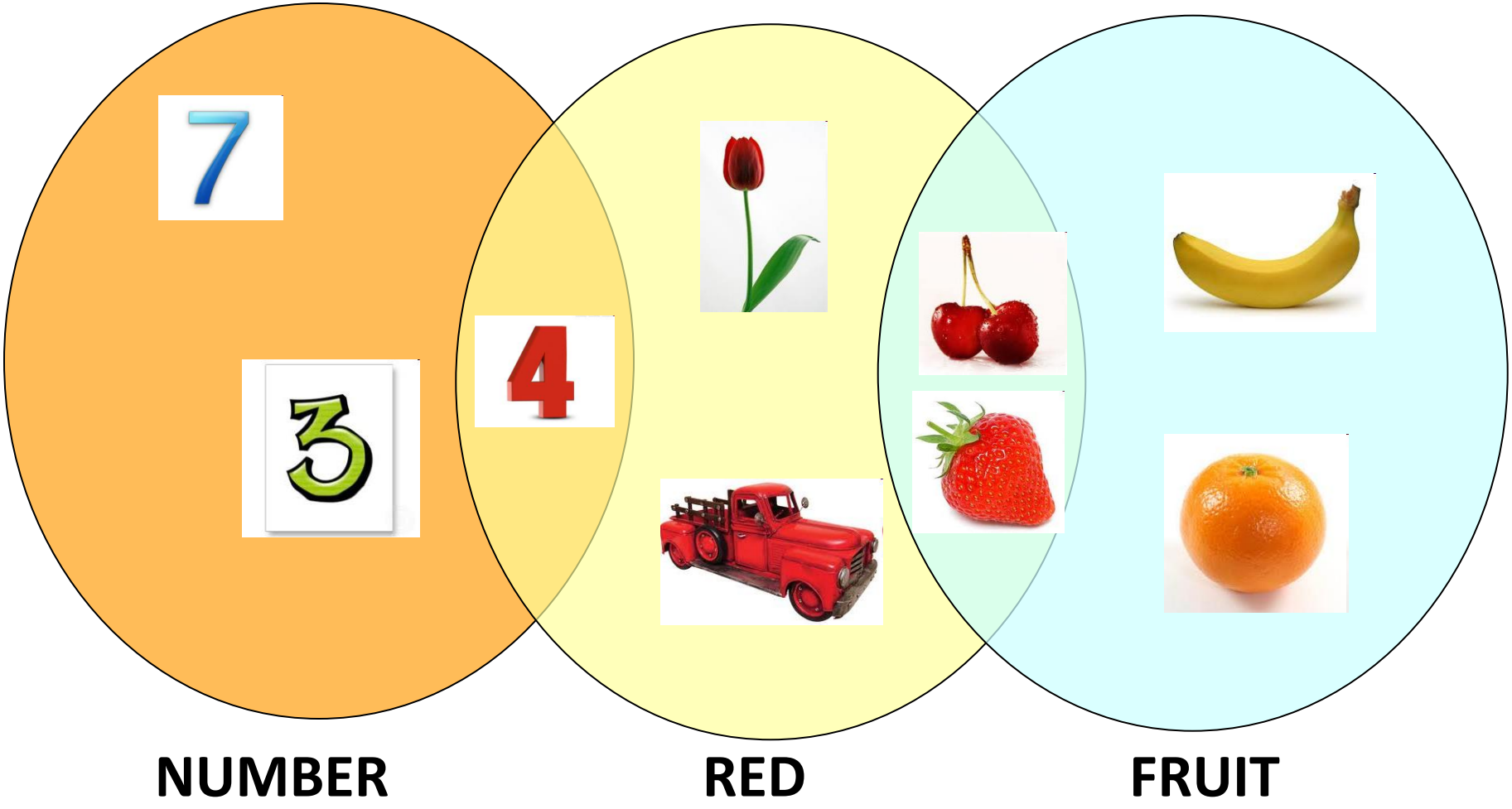
Groups and sets

Sorting





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

……

……

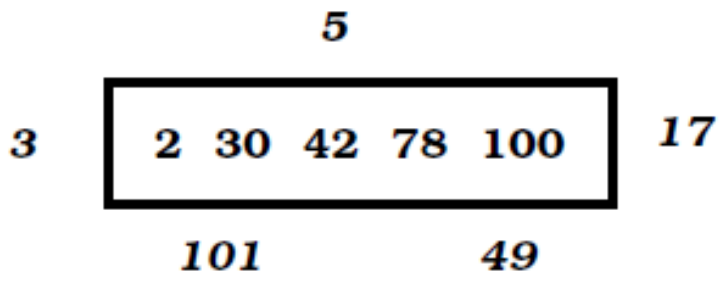
magazines / radio

……

……

81 Fresh & Fun Critical-Thinking Activities © Laurie Rozakis, Scholastic Teaching Resources

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.

81 Fresh & Fun Critical-Thinking Activities © Laurie Rozakis, Scholastic Teaching Resources

A

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

B

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	

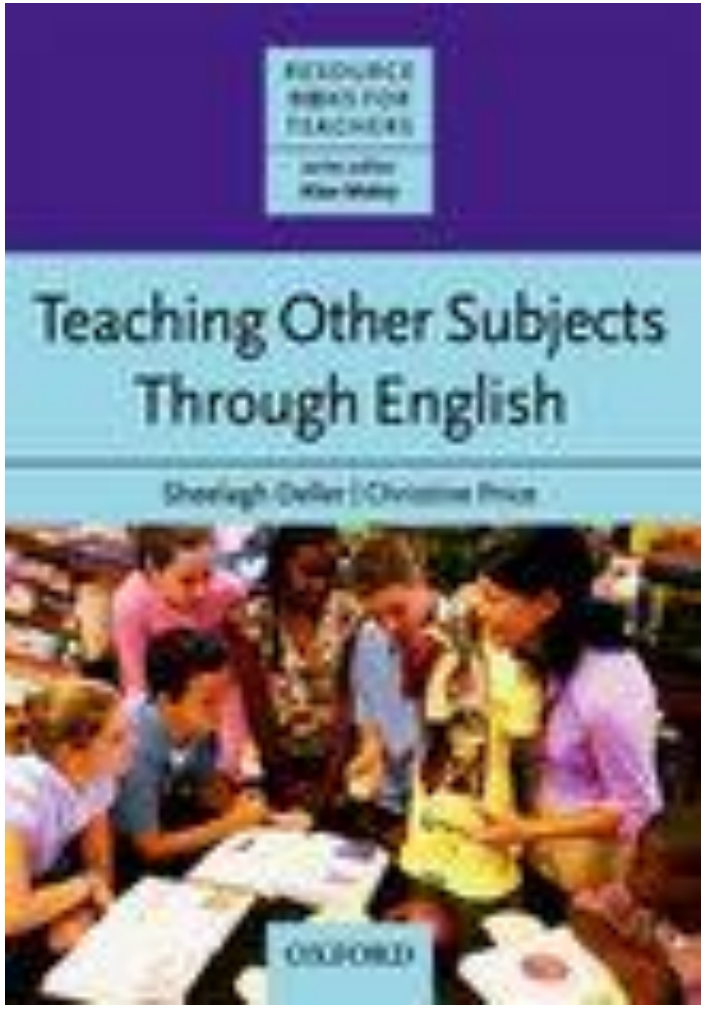
Selective Dictation

5 sense dictation

1 SEE	2 SMELL	3 TASTE	4 TOUCH	5 HEAR

CLASSIFY THIS

Decide on FOUR categories (alone, then share ideas)


Teaching Other Subjects Through English
OXFORD

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

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

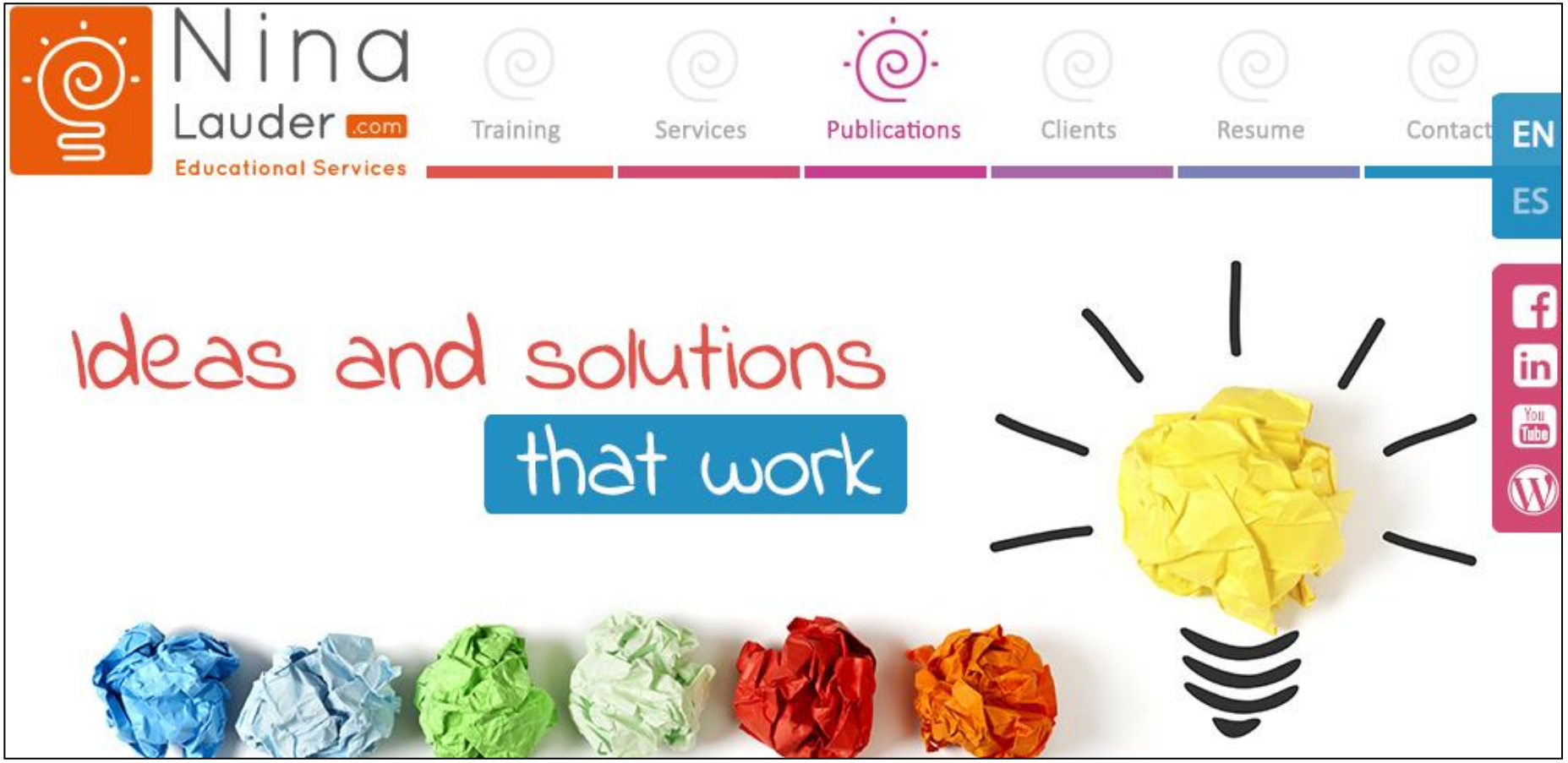
Task

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.



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Thank you for joining us!

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

See you on Thursday!