**CLIL activity CS Vincent van Gogh, Assen 2020**

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| **Our names and subject**Christel de Jong Physical Education | Tikkertje - Tijl Damen Kindertheater - Kinderliedjes - Illustraties |
| **Title and topic** | Tagging game in one of the first lessons |
| **Content and language aims** | The outcome is to get warm, to get to know each other and of course to speak English |
| **Class**  | First grade, or a group of people who don’t know each other |
| **Organization (class, group, pair)** | Everybody is running around in the gym. There are boundaries and behind a line are some objects (as a cone/ribbon etc.)  |
| **Preparation and materials needed** | You need to make sure that all the students know already what the different objects/materials are called. Write it down on the whiteboard and tell them in the beginning of the lesson.  |
| **Time** | 10 minutes |
| **Procedure** | 1. There is one tagger. He/she tries to tag as many students as possible in 1 minute. Once a student is tagged he/she stands still with two hands on his/her head so other students can see he/she is tagged. Students can free the tagged students by having a conversation with him/her. During the conversation they can’t be tagged.

2. Conversation:“Hello, I am …. Nice to meet you”. “I am …, nice to meet you”. the person who sets free says: “Can I help you?”. The tagged person says “Can you bring me a ……?(one of the objects / materials laying behind a line) The person who wants to set the tagged person free runs to retrieve the object. During the conversation and during the running around with an object, you can’t get tagged. Once you deliver the object to the tagged person he is free and safely brings back the object and starts running around in the area again. Objects could be: Cube, ribbon, pin, basketball, football, skipping rope etc. |
| **Remarks** | Because you can only use this in the beginning of the year, you could change it by changing the conversation.  |
| **Variations** | Well, without the tagging, you could make it different and do it in an arts/music/science class by just walking around and pointing a couple of kids out who have to walk around and get equipment used in an arts/music/science class? So no tagger but give everybody a number. All nr 1’s have to walk around and ask a nr. 2 the same questions. After they retrieved the objects they can change role? |
| **Source or reference** | [www.amazingpelessons.com](http://www.amazingpelessons.com)  |

**CLIL Training activity (example)**

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| **Rosie Tanner****CLIL** | - secrets. |
| **Title and topic** | Secrets: icebreaker  |
| **Content and language aims** | Content: * Teachers get to know something new about their colleagues.

Language: * Teachers practise guessing language, e.g. I think it’s… It might be…
* Teachers can write simple sentences in English.
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| **Target group** | Any |
| **Organization (class, group, pair)** | Whole class. Divide into two large groups if there are more than about 20 participants.  |
| **Preparation and materials needed** | One A6 card for each participant, all the same colour. |
| **Time** | For a group of 10-15, at least 30 minutes |
| **Procedure** | 1. Beforehand, ask teachers to think about or note down two or three things that they know about themselves that they know, but that no-one else in the group knows. You can provide suggestions if you like, e.g. “I have climbed a live volcano.”, “When I was little, I wanted to be a fire(wo)man.”, “I love country music and used to play the banjo.”
2. At the start of the session, everyone writes down their “secrets” on the cards; they don’t write their names. Trainer collects them in.
3. A participant picks a card. The participant reads it out and tries to guess whose card it is. Once they have guessed (perhaps with the help of the group), trainer asks them to ask a “follow-on question”, e.g. “Would you like to play the banjo now?”
4. The person whose card it was then picks the next card and tries to guess whose card it is and asks a follow-on question.
5. And so on… until all the cards are used up.
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| **Remarks** | I really like this since it intrigues participants and everyone has a chance to speak; it usually provokes a lot of laughter and relaxes the group, too. I also demonstrate asking follow-up questions, which is something I like CLIL teachers to learn to do, so that their students produce output. I state this explicitly. I usually participate myself, which can be confusing but amusing, since participants don’t seem to expect the trainer to take part. |
| **Variations** | If you have a big group, you can divide the group into two big groups. Be careful with sorting the cards, then! For the first card, I try to select someone who seems confident and someone whose English I know or think is good. |