# The world is your oyster!

## A material package for teaching handcrafts through CLIL

Master's Thesis

Anna-Maarit Ahvenainen

University of Jyväskylä

Department of Languages

English

February 2014

# JYVÄSKYLÄN YLIOPISTO

| Tiedekunta – Faculty | Laitos – Department |
|---|---|
| Humanistinen tiedekunta | Kielten laitos |

| Tekijä – Author |
|---|
| Anna-Maarit Ahvenainen |

| Työn nimi – Title |
|---|
| The world is your oyster! – A material package for teaching handcrafts through CLIL |

| Oppiaine – Subject | Työn laji – Level |
|---|---|
| Englannin kieli | Pro gradu -tutkielma |

| Aika – Month and year | Sivumäärä – Number of pages |
|---|---|
| Helmikuu 2014 | 37s + materiaalipaketti 137s |

Tiivistelmä – Abstract

Globalisoituvassa, verkottuvassa ja monikulttuuristuvassa maailmassa kyky kommunikoida vierailla kielillä ja kulttuurien tuntemus muuttuvat yhä tärkeämmiksi taidoiksi, joita myös suomalaisen koulun on kyettävä välittämään oppilaille. Eräs lähestymistapa tämän tavoitteen toteuttamiseksi on Content and Language Integrated Learning eli CLIL, jonka mukaisessa opetuksessa keskitytään sekä käytetyn vieraan kielen että käsiteltävänä olevan oppiaineen sisällön oppimiseen. CLIL mahdollistaa vieraan kielen käytön paitsi oppimisen kohteena, myös sen välineenä, mikä kasvattaa oppilaiden kommunikaatiotaitoja ja motivaatiota kielen oppimiseen.

Tämä opinnäytetyö tarjoaa opettajien käyttöön oppimateriaalipaketin, jonka avulla voidaan opettaa tekstiilikäsityötä ja englannin kieltä CLIL:in periaatteiden mukaisesti. Oppimateriaalipakettiin kuuluu viisi eri kokonaisuutta, joiden puitteissa opiskellaan käsityötaitoja kuten painantaa, värjäystä ja ompelua, teoreettisempaa tietoa kuten vieraiden kulttuurien tapoja ja kierrätystä sekä englannin kieltä, erityisesti kuullun ja luetun ymmärtämistä, suullista ilmaisua sekä aiheisiin liittyvää sanastoa. Kokonaisuudet on jaettu yhteensä kolmeentoista 90 minuutin mittaiseen oppituntiin, joihin sisältyy erityyppisiä tehtäviä. Materiaali on suunnattu lähtökohtaisesti peruskoulun kuudennelle luokalle käsityön oppiaineeseen toteutettavaksi yhtäjaksoisesti, mutta paketista on yhtä lailla mahdollista poimia yksittäisiä kokonaisuuksia tai oppitunteja toteutettavaksi esimerkiksi englanninopetuksen tai oppiainerajat ylittävän opetuksen yhteydessä, myös muissa ikäryhmissä.

Paketti sisältää opettajalle suunnatun yksityiskohtaisen ohjeistuksen oppituntien toteuttamiseen, tunneilla tarvittavan kirjallisen ja sähköisen oppimateriaalin sekä tiedot tarvittavista käsityömateriaaleista ja välineistä. Opettajan ohjeistuksen yhteydessä määritellään myös oppituntien sisällölliset, taidolliset, kulttuurilliset ja kielelliset tavoitteet, oppilaiden suoritusten arviointiperusteet sekä se, miten CLIL toteutuu oppimateriaalia käytettäessä.

| Asiasanat – Keywords |
|---|
| Handcrafts, CLIL, material package |

| Säilytyspaikka – Depository |
|---|
| Kielten laitos, JYX |

| Muita tietoja – Additional information |
|---|

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# 1. INTRODUCTION

"Knowledge is got by experience, all the rest is information." (Einstein)

The idea of Einstein's functions as a starting point to this thesis. In order to gain knowledge it is more effective to experience it rather than just to read about it. Learning a language is also something one cannot achieve only by reading how to do it. It is a process that requires a lot of one's brain capacity and different skills, such as social, cultural and memory skills. Experiencing the learning in real life situations is something many language teachers have aimed to accomplish, but have struggled because of the textbook-based teaching. The English language is the most common foreign language taught in Finnish classrooms, but still many people feel uncomfortable using the language. However, there are different teaching approaches available to shake the traditional ways of language learning and to create more opportunities for experiencing and communicating in the language rather than just learning information about it.

As one of these creative approaches, Content and Language Integrated Learning (CLIL) enables the pupils to experience learning a language in real context. In short, CLIL is an educational approach that combines learning both the subject matter, or content, and a foreign language at the same time. In other words, it is possible to create a language learning environment in the classroom that is at the same time motivating, creative and based on experiencing and actual language use. This can be done for example with combining any school subject, such as biology, mathematics or history, and learning in English or any other language together.

Gierlinger (2007, as quoted by Coyle et al. 2010, 10-11) lists some of the findings why teachers are willing to implement CLIL in their teaching. First of all, most teachers find CLIL to be very motivational both to the learner and the teacher. Learning and teaching is fun, and CLIL offers a fresh perspective and new challenges for both. Moreover, CLIL improves language competence and creates a unique setting for creativity for the teacher and the learners. These findings support the aim to learn languages by experiencing.

Although learning in a foreign language, and more specifically through the CLIL approach, has been around for years, there still are not a lot of printed teaching materials available. The materials are also more often about learning geography, mathematics or biology through CLIL rather than using creative subjects as the content.

Learning through CLIL is in itself a creative way of learning languages, but implementing CLIL with a creative subject, such as arts and crafts, adds an extra dimension to the learning experience. This is the reason why the subject chosen for the CLIL material package is crafts, in more detail handcrafts. To support the suitability of handcrafts as the content for CLIL, there is a Finnish theory invented by Lappalainen (2007) about combining learning handcrafts, culture and language together (KÄ-KI-KU). The idea is aimed for multicultural classrooms where a multisensory environment eases the process of adjusting to a new language and culture. More about the theory can be found in chapter six. It should also be noted that handcrafts as its own school subject is quite unusual around the world and therefore should be appreciated even more. In Finland, handcrafts have a long history, not only as cultural heritage, but also as a subject taught in school.

The thesis consists of a theoretical background of CLIL and a material package for teaching handcrafts through CLIL, called *Multicultural handcrafts in English: A teacher's handbook.* The material package is aimed for 6th graders, since their English language abilities are developed enough for learning the concepts in crafts. Moreover, the material package is designed to be unisex and in the 6th grade it is still possible for the boys to study handcrafts as well. In the thesis, first the concept of CLIL and its historical background is explained, as well as the benefits of CLIL. Second, the theoretical background of CLIL and implementing CLIL in practice by using different tools is emphasised. Third, the situation of CLIL in Finland is discussed as well as its use in the primary school. Fourth, the idea of learning handcrafts through CLIL and the concept of combining handcrafts, culture and language (KÄ-KI-KU) are explained in detail. Finally, the discussion leads to the setting of the material package and explains the aims based on the Finnish National Core Curriculum for Basic Education (2004).

## 2. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

The world is becoming "smaller and smaller" through the effects of globalisation, including immigration and internationalisation of the economy. The educational system must also adapt, in order to provide the learners with the necessary skills required in the contemporary and future society. These requirements include adequate language skills and the capability for intercultural understanding, which enable international cooperation, as well as harmonious co-existence in our own multicultural society. The language education community has developed various approaches to meet these challenges. The most widely established approach in Europe, Content and Language Integrated Learning (CLIL), has been developed based on these approaches. (Dalton-Puffer & Smit 2007, 7-8)

### 2.1. Defining CLIL compared to other language teaching approaches

Content and Language Integrated Learning is a dual-focused educational approach based on teaching content in a language that is different from the usual language of instruction, in order to learn both content and language. (Maljers et al. 2007, 8) The combinations of different usage of CLIL are endless. For example, it has been used to teach Italians science in French, Japanese geography in English and Australians mathematics in Chinese. (Mehisto et al. 2008, 9) In CLIL, attention is given to teaching both the topic and the foreign language used in the teaching, so it could be said that the aim of the education is dual-focused. In order to reach this goal the subject has to be taught *with* and *through* a foreign language, not just *in* a foreign language. (Eurydice 2006, 7) Therefore, CLIL can be considered to be neither subject learning, nor language learning, but a mixture of both. (Marsh 2008, 233)

Since the 1970s there have been many approaches around the world that emphasise the principle of teaching in a foreign language, or in other words, teaching content through a language that is not one's first language instead of studying the language itself. These approaches include among others Language across the Curriculum, Immersion Education, Immigrant On-Arrival Programs, Programs for Students with Limited

English Proficiency, and Language for Specific Purposes and Content Based Instruction (Richards & Rodgers 2001, 205), as well as Content and Language Integrated Learning (CLIL). Language across the Curriculum is a term invented in Britain in the mid-1970s for native-language education. The idea is that learning and using a language takes place while studying throughout the curriculum. Immersion Education was developed in Canada in the 1970s in order to help English-speaking students to learn French. The idea is as well that the curriculum is taught in a foreign language. Immigrant On-Arrival Programs were introduced in Australia and the focus is to teach everyday language for immigrants arriving to the country. Moreover, Programs for Students with Limited English Proficiency aim to improve the language abilities of children arriving to the new country. Language for Specific Purposes is a movement aim to teach specific language and social skills, for example, teaching language needed for working in a hospital. Finally, Content Based Instruction is an approach that emphasises also the importance of content. The previous approaches mainly focus on learning the language, whereas Content Based Instruction is centred on the content and the academic skills to be learned through a foreign language. (Richards & Rodgers, 2001, 205-207) Although all the approaches are about teaching in a foreign language, there are slight differences. CLIL is also slightly different compared to the previous approaches, since it emphasises both learning the language and learning the content, as well as learning about culture and gaining cognitive skills. Mehisto et al. (2008, 10) also state that during the 1970s, bilingual education became more accessible for children from different backgrounds and the need for an effective second-language teaching became more necessary.

The components of CLIL could be from the 70s but its birth and place in the world of teaching in a foreign language approaches raise some disagreement. It has been said that the inspiration behind CLIL is the methodological principle based on foreign language teaching research that in order to learn languages more efficiently students must be exposed to situations in which they encounter genuine communication (Marsh, 2008, 233-238). According to Coyle et al. (2010, 1) when designing CLIL, it was attempted to combine the best qualities of many educational approaches, such as immersion, content-based language teaching and bilingual teaching. Mehisto et al. (2008, 12) agree and continue that CLIL succeeds in enabling the experience gained from using these approaches to be synthesised and applied in a flexible way in the classroom.With a slightly different view, Mehisto et al. (2008, 12) also consider CLIL to be the umbrella

term for educational approaches such as immersion, bilingual education and language showers. With CLIL, it is possible to use a second language for learning with different levels of intensity in the exposure to the language. Maljers et al. (2007, 8) support this view stating that CLIL was introduced as an inclusive umbrella term to cover several similar educational approaches, such as immersion and bilingual education. However, Coyle et al. (2010, 1) claim that the other educational approaches share only some basic theories and practices with CLIL, since CLIL is strongly content-driven and not only a language teaching-approach. For example, the major difference between CLIL and immersion is that the emphasis in CLIL is in the content of the subject being taught, whereas in immersion it is in the language itself.

Further, there are also other differences between Immersion Education and CLIL compiled by Seikkula-Leino (2002, 4). For example, immersion teachers are usually bilingual and the foreign language used is their mother tongue, whereas CLIL teachers tend to be merely fluent in the language used for teaching despite it being a foreign language for themselves. (Swain and Lapkin 1982, 5, as quoted by Seikkula-Leino2002, 4) In addition, in immersion, students are not required to have any experience in the language being taught, whereas CLIL students should already have basic knowledge about the language. (Vesterbacka 1991, 64-65 as quoted by Seikkula-Leino 2002, 4) Moreover, Marsh (2008, 238) notes that the difference between CLIL and the other content-based approaches to foreign language teaching is that the content has not been chosen in order to teach communication in everyday situations or general content of the target language culture, but instead consists of the other school subjects than foreign languages taught according to the curriculum. Although several different approaches have had an influence on CLIL, Seikkula-Leino (2002, 3) states that one of the strongest influences on CLIL has come from Immersion Education.

In the end, defining CLIL in relation to the different approaches for teaching in a foreign language is not quite straightforward since a lot of different definitions exist. However, they all seem to share the same basic principles of CLIL being a dual focused educational approach that offers a unique perspective on language learning.

## 2.2. The past and the present of CLIL

The following attempts to describe the story behind CLIL; how the concept of learning in a foreign language was started, what kind of different variations it has had through the years, what the driving force behind the rise of learning in a foreign language is and what the situation of CLIL around the world and in Finland is now and has been in the past.

Learning in a language different than one's first language is a very old technique. According to Mehisto et al. (2008, 9), methods related to CLIL have been used for thousands of years around the world, at least since about 5000 years ago. At that time the Akkadian people wanted to learn the Sumerian language after conquering their land. Therefore they studied different subjects, such as theology, botany and zoology, in Sumerian. According to Coyle et al. (2010, 2), CLIL type teaching was common also in the days of Ancient Rome, when families educated their children in Greek in order to give access to the language and the social surroundings of Greece. In Europe, teaching in a foreign language has been in use for many years, especially in countries' border-areas where people use more than one language (Nikula & Marsh 1997, 7). These kinds of practices can be seen in today's world as well, especially when regarding the global English language learning. Moreover, in recent centuries, the benefits of multilingualism have been more widely understood. (Mehisto et al., 2008, 9) The popularity of teaching in a foreign language has also grown significantly, because of the growing internationalisation and globalisation. (Nikula & Marsh 1997, 7)

Multilingual programmes have also been born out of different demographic, economic and geographic circumstances. For example, this was the case with Immersion. In the year 1965 in the francophone province of Quebec in Canada, a group of English-speakers persuaded the local education system to offer their children a language immersion programme, in which all the subjects were taught completely in French. Teaching and learning strategies were developed by trial and error and the focus was directed to oral communication skills. (Mehisto et al., 2008, 9-10) More precisely, the immersion programs aimed to help the students develop a high level of proficiency in the foreign language, positive attitudes toward the target culture, as well as learning the skills and knowledge required in the curriculum, while simultaneously developing the

language skills on the level appropriate for the students' age and abilities. As a result, one of the strongest influences on CLIL has come from Immersion Education (Seikkula-Leino 2002, 3). In Finland, there has also been a lot of research on Immersion Education in Vaasa University, for example Laurén (2000) and Björklund (2001) have studied its effects in Finland. To conclude, almost all of the research about Immersion Education have shown positive results in the area of content and language learning (Pihko 2010, 20).

In Europe, the dual-focused educational approach known today as CLIL was started in the 1990s with strong support from the European Commission (Marsh 2008, 233-238), and the term CLIL itself was adopted in 1994 (Marsh, Maljers and Hartiala 2001). Since 1994 CLIL has experienced exponential growth across Europe (Maljers et al., 2007, 8), and Coyle et al. (2010, 1) describe the reason behind CLIL being a widely known approach around the world to be the transferability of CLIL across the countries and different school types. The success has also been educational since the content- and language-learning outcomes have been quite positive in CLIL classrooms.

Maljers et al. (2007, 7) characterise the period 1994-2004 of CLIL as internationally meaningful and full of development. In that period, the concept of CLIL was introduced with a range of declarations, events and publications. CLIL programmes were set up and organised at both national and regional levels. In the following decade, 2004 to 2014, the experience about CLIL needs to be consolidated through international and multidisciplinary research, involving the schools and teachers that are currently offering CLIL programmes. According to Maljers et al. (2007, 7), this phase "focuses heavily on competence building tools for teachers, capacity building frameworks for schools and organisations, and the development of evidence bases by which to validate approaches and forms of good practice."

In the 1990s Nikula & Marsh (1997, 7-8) noted that from different approaches to teaching in a foreign language, especially CLIL has become popular in Europe. About ten years later, Mehisto, Marsh and Frigols (2008, 10-11) pointed out that even mainstream education had to deal with the language-related effects of globalisation by the mid-1990s. In order to improve European unity and chances in international economic competition, it is more and more important to offer better opportunities for all

young Europeans to learn foreign languages more effectively. Due to the rise of China and other Asian countries, the need for widely understood languages such as English or Mandarin Chinese is becoming greater and greater. Today, because of globalisation, different parts of the world are connected to each other in an unprecedented scale. This global change has an effect on education as well. In an integrated world, integrated learning can be used as a tool for offering the students more possibilities to learn the language and skills required in the contemporary society. This was true already in the 90's, and according to Nikula & Marsh (1997, 16) the reason behind the success of teaching in a foreign language was the growing significance of internationalisation in every aspect of life. Moreover, strong language skills were seen as an asset both in social life and in the society. Nikula & Marsh (1997, 7-8) and Mehisto et al. (2008, 10-11) agree that there are many different approaches available in the area of teaching in a foreign language, but they all share the same basic principles. Teaching in a foreign language is the basic concept that defines the ways of using foreign language in teaching. The ways vary depending on the extent of teaching, the amount of using a foreign language, the number of foreign languages and the duration of teaching. The differences are caused by variation in educational policies in different countries, as well as circumstances in particular schools. (Nikula & Marsh 1997, 7-8)

CLIL is in use especially around Europe and many countries have experiences about it. According to a survey made by Maljers et al. (2007, 4-7) at least the member states of the European Centre of Modern Languages (ECML) have experiences in CLIL. These member states include Armenia, Austria, Belgium, Bulgaria, Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, The Former Yugoslav Republic of Macedonia, Malta, The Netherlands, Norway, Poland, Slovakia, Spain, Sweden and United Kingdom.  The extent of using CLIL differs in these countries. In Finland, CLIL or similar programmes are available in English, Finnish, French, German, Russian, Sami and Swedish (Maljers et al. 2007, 64).

Teaching and learning in a foreign language has a long history, but CLIL itself is a rather new phenomenon. Just like in teaching in general, also in CLIL there is constant development, as it continues to grow and adjust to new circumstances. However, it remains to be seen whether there will be enough interested schools, teachers and students in the future to make CLIL genuinely popular around the world.

## 2.3. Benefits of CLIL

As one of the characterising advantages of CLIL, Richards & Rodgers (2001, 209) describe that "people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal."In other words, meaningful use of the language is important to the learning of a language. In teaching in a foreign language, the language is considered an instrument of learning, instead of its target. The language is also used to convey meaningful and authentic content matter. (Nikula & Marsh 1997, 13)

In more detail, Richards & Rodgers (2001, 204-205) have also pointed out that if the focus in teaching a foreign language is chosen to be communication and successful exchange of information, the focus in a foreign language classroom should not be merely on grammar or other subject matter about the language itself, but rather on *content*, subject matter independent of the language. That way the students would learn the language simultaneously with learning curricular subjects other than foreign languages. Further, Mehisto et al. (2008, 11) describe the integration of teaching and learning of content and language to be the essence of CLIL and Maljers et al. (2007, 9) claim CLIL to offer a more authentic environment for the learning and development of language skills, which helps make the learning progress more relevant, immediate and valuable. The emphasis in CLIL is mostly in meaning rather than form, which has positive effects on the fluency and motivation in using a foreign language, as well as reducing the target language anxiety. In addition, the emphasis on real-life communication in the CLIL classroom helps further the development of Communicative Competence, as theorised by Hymes (1974). Communicative Competence is often seen as the most desired goal in foreign language learning, and CLIL offers the settings for this by promoting meaningful communication. (Dalton-Puffer & Smit 2007, 9)

According to Mehisto et al. (2008, 30) the final aim of CLIL is enabling the students to become independent learners, capable of learning skills as well as content and language knowledge in two or more languages. They should also be motivated and interested in, as well as capable of, communicating with other speakers of the language used in their CLIL classroom, even outside the school environment. Moreover, Coyle (2002) point out that CLIL is a unique approach because it integrates contextualised content,

cognition, communication and culture into teaching and learning practice (as quoted by Coyle 2010, 6). In other words, CLIL lessons attempt to cover all of these four aspects and successfully put them into practise during lessons. Further, Mehisto et al. (2008, 12) describe CLIL to have three different goals; language, content and learning skills. Therefore language goals support content goals in CLIL. In addition, the third element, learning skills, are used to support both language and content goals.

Dalton-Puffer & Smit (2007, 8-9) have outlined arguments that highlight the benefits of CLIL. The approach enables a more natural way of learning a language than the traditional, strongly instructional teaching. CLIL also promotes meaningful communication; when learning a subject through a foreign language, the goal of the learning process is not just learning the language itself, but rather learning to be able to use the language authentically. Furthermore, in a CLIL classroom two different curricular areas are being taught and learned simultaneously, which contributes to efficient use of time and resources. This also intensifies the target language exposure through the increase in the amount of time spent in a foreign language environment, as the exposure to the foreign language is not limited to the traditional lessons of that language. Fluency in foreign languages could be promoted through increasing the volume of actual foreign language classes. However, this is often not possible due to limited time and resources, so other ways of enhancing language proficiency must be searched for. Therefore teaching in a foreign language is often carried out by subject teachers teaching their own subjects in a foreign language. (Nikula & Marsh 1997, 8) Moreover, Marsh (2008, 233-238) states that the language and the content were combined in order to include more language learning in the mainstream education without diminishing the share of other subjects in the curriculum.

CLIL in Europe is diverse and manifests itself in a variety of applications in different countries. According to a Europe-wide survey conducted in 2001, there are five dimensions that are considered important as reasons for adopting CLIL in schools. These dimensions are not distinct types of CLIL, but rather reflect the educational goals that can be achieved through CLIL (Marsh 2008, 240). These dimensions are inter-linked in the practice of CLIL, and they form the common principles to all the different applications of CLIL around Europe. The five dimensions are based on issues relating to culture, environment, language, content and learning. Each of the dimensions is realised

differently according to the age, socio-linguistic environment and degree of exposure to CLIL of the learners. It should be noted that these dimensions are interrelated, and therefore the goal of teaching should be to achieve more than one dimension simultaneously. (Marsh et al., 2001, 17) The dimensions are as follows:

The Culture Dimension
- o Building intercultural knowledge and understanding
- o Developing intercultural communication skills
- o Learning about specific neighbouring countries/regions and/or minority groups
- o Introducing the wider cultural context

· The Environment Dimension
- o Preparing for internationalisation
- o Accessing international certification
- o Enhancing school profile

· The Language Dimension
- o Improving overall target language competence
- o Developing oral communication skills
- o Deepening awareness of knowledge of language, and language use
- o Developing plurilingual interests and attitudes
- o Introducing a target language

· The Content Dimension
- o Providing opportunities to study content through different perspectives
- o Accessing subject-specific target language terminology
- o Preparing for future studies and/or working life

· The Learning Dimension
- o Complementing individual learning strategies
- o Diversifying methods and forms of classroom practice
- o Increasing learner motivation

(Marsh, Maljers and Hartiala, 2001, 16)

Moreover, according to Coyle (2008, 104-105) there are significant benefits that may be attained through CLIL. These benefits include: raising learner linguistic competence and confidence; raising teacher and learner expectations; developing risk-taking and

problem-solving skills in the learners; increasing vocabulary learning skills and grammatical awareness; motivating and encouraging student independence; taking students beyond the usual foreign language topics; improving first language literacy; encouraging linguistic spontaneity; developing study skills and concentration; and generating positive attitudes and addressing gender issues in motivation. In other words, CLIL has also other benefits that can be attained in addition to linguistic skills. Among other things, CLIL helps to develop risk-taking, problem-solving and study skills, as well as motivate students.

As mentioned earlier, according to Marsh (2008, 235) a continuing problem in schools is curricular pressure. This means that all the subjects require time, which is a rare commodity. CLIL helps answer the problem of scarcity of time allotted to foreign language teaching by introducing a way of promoting foreign language skills in an intensive way without a need to increase the share of actual foreign language lessons. The curricular pressure also affects students' motivation negatively through the homogenization of methods and materials used in the classroom, which often leads to ignoring the individual language learning styles of different students. CLIL helps increase motivation by making the language itself meaningful for the students through enabling them to understand how it is used in the real life.

In Finland, it has been found that learning in another language also supports the development of reading and writing in one's own mother tongue (Merisuo-Storm 2002; 2007 as quoted by Pihko 2010). Moreover, Pihko (2007, as quoted by Pihko 2010) states that the learning environment of CLIL supports the motivation of learning languages and the self-image of a student as a language learner. Pihko (2010, 33-34) confirms this in her recent study and adds that the students' attitude towards learning languages was also more positive in CLIL classes than in regular language classes. However, she also points out that, as in regular classes, also in CLIL classes many of the students experienced anxiety towards speaking in a foreign language. This aspect should therefore be taken into account especially when designing the CLIL lessons and adjusting the level of difficulty.

# 3. THEORETICAL CONCEPT OF CLIL

How is it possible that CLIL is able to integrate content learning and language learning into a whole new educational approach? The following chapters attempt to answer that question. Coyle et al. (2010, 27) state that CLIL is much more than simply teaching and learning in another language. He continues that CLIL is also more than just adding grammatical points of the target language into the subject content material that is taught. Marsh, Enner and Sygmund (1999, 17, as quoted in Coyle et al. 2010, 27) agree, stating that CLIL is about far more than simply teaching the subject matter in the traditional way, only with a different language of instruction.

## 3.1. Integration of content learning and language learning

First step is to consider what kind of content can be taught in a CLIL context. The content of learning in CLIL is very flexible and does not necessarily apply to the traditional school curriculum subjects such as geography, music or physics. Content in CLIL can be drawn anywhere from the National Core Curriculum and it is possible to bind together different subjects such as environment and history. CLIL setting can also be theme-based and involve different projects that students can accomplish, such as inventing eco-friendly transportation. It could be said that only the sky is the limit when deciding the content of learning in CLIL. The only matter of concern is that learning with CLIL should always integrate the content and the language, and the relationship between them should not be ignored. (Coyle et al. 2010, 27-28, 33) Moreover, Mehisto et al. (2008, 30) add that "in CLIL the primary focus is on substance (content) as opposed to form." Since the purpose of studying is to make it possible to apply the learned information and skills in the long term, merely memorising words and facts or repeating foreign-language phrases is not very useful in achieving desirable learning outcomes.As a result, in CLIL the learning context should not be merely teaching in another language. However, it is possible to vary from more content-led to more language-led approaches or vice versa. (Coyle et al. 2010, 27-28, 33) In addition, Dalton-Puffer & Smit (2007, 12) summarise that CLIL programmes can vary from mainly language-driven to mainly content-driven depending on the main curriculum

functions, teaching materials, staffing decisions and organisational structures of the CLIL programmes. They continue that at the moment in Europe the most often used approach in CLIL is the content-driven approach, because of the easiness of using the already existing curriculum. Also, in Clegg's (2003, 89 as quoted in Coyle et al. 2010, 33) opinion there are two alternative approaches to CLIL. One is language-led and the other is subject-led. Both of these approaches can be emphasised, depending on the situation and context. However, according to Coyle et al. (2010, 35) it is important to address both meaning and form and create a balance between them.

Moreover, in his study of the CLIL schools in Upper-Austria, Gierlinger (2007, 100-102) found that the subjects most often used in CLIL were Geography, Biology and History. The main reasons for using these subjects are their international character and the extensive vocabulary and visual aid they offer. However, some scientists like Rymarczyk (2003 as quoted by Gierlinger 2007, 102) believe that more tangible subjects, such as Art, Music or Sports function better as a starting point in a CLIL class, especially for beginners.

Choosing the content of learning is relatively easy, but choosing how to teach the content is a more difficult question. Effective content learning demands students to be cognitively engaged. This means that CLIL teachers have to actively involve students into self-awareness about their own learning processes. In CLIL classrooms, group work and problem solving among peers are required, since interactivity is a key feature of CLIL. Therefore, teachers should take into account metacognition, or "learning to learn", and guide the students to develop their cognitive and communication skills. (Coyle et al. 2010, 29) Mehisto et al. (2008, 30) describe as well, that the process of teaching and learning is powered by thinking. Therefore better thinking will lead to better learning outcomes. Taking this into account is one of the underlying factors in the effectiveness of the CLIL method.

Mehisto et al. (2008, 30) define cognition, or thinking, as *"the mental faculty of knowing, which includes: perceiving; recognising; judging; reasoning; conceiving and imagining."* For better understanding the cognitive development of students in order to more successfully guide them, one can use the publication of Bloom's taxonomy as a starting point. Bloom (1956) outlined six different thinking processes under the headline

named the Cognitive Process Dimension, which consists of lower- and higher-order thinking processes. Mehisto et al. (2008, 154) describe Bloom's taxonomy to be perhap*s* *"one of the most widely known models of critical thinking"*. The taxonomy consists of six levels of thinking skills as seen in Table 1, beginning with lower forms and advancing towards more abstract and complex ones.

Table 1: Bloom's taxonomy (1956) as quoted by Coyle et al. (2010, 31)

| **The Cognitive Process Dimension** | |
|---|---|
| *Lower-order processing:* | |
| Remembering | Such as producing appropriate information from memory, e.g. <br> · Recognizing <br> · Recalling |
| Understanding | Meaning –making from experiences and resources, e.g. <br> · Interpreting <br> · Exemplifying <br> · Classifying <br> · Summarizing <br> · Inferring <br> · Comparing <br> · Explaining |
| Applying | Such as using a procedure, e.g. <br> · Executing <br> · Implementing |
| *Higher-order processing:* | |
| Analysing | Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. <br> · Differentiating <br> · Organizing <br> · Attributing |
| Evaluating | Making critical judgements, e.g. <br> · Checking <br> · Critiquing |

| Creating | Putting together pieces to construct something new or recognizing components of a new structure, e.g. |
|---|---|
| | · Generating |
| | · Planning |
| | · Producing |

These dimensions can be used to ensure the development of learners' cognitive skills in CLIL context, but without forgetting that students should also have the language ability to accomplish these skills. (Coyle et al. 2010, 30)

One other version of Bloom's taxonomy was modified by Anderson and Krathwohl (2001) and is perhaps easier for a teacher to use as a checklist. As seen on Figure 1, most of the lessons are first constructed with appliance of new knowledge and understanding, then analysing the application and evaluating the progress of learning and finally creating something new. (Mehisto et al. 2008, 154-155)

Figure 1: Bloom's taxonomy modified by Anderson and Krathwohl (2001)
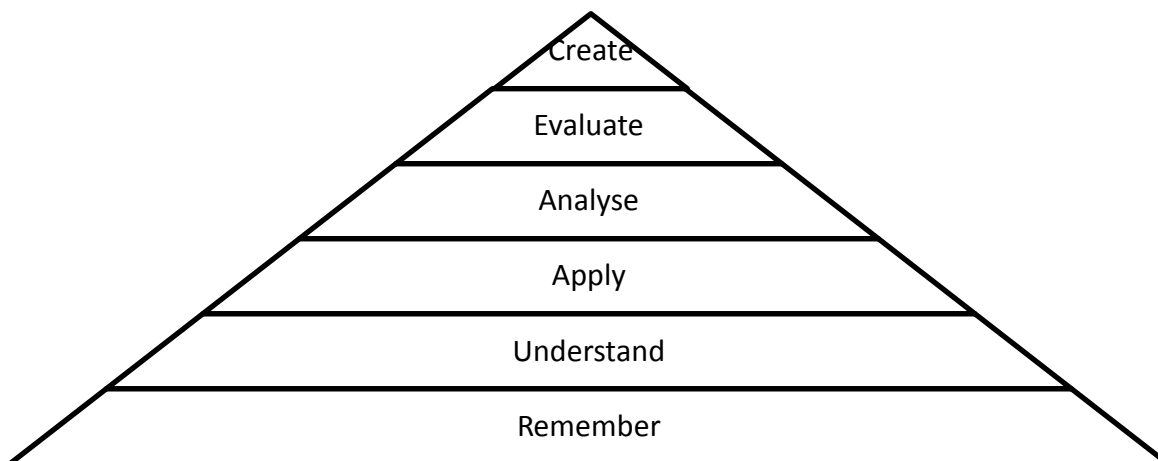


Coyle et al. (2010, 32) points out that traditional foreign language learning has its roots in the learning of grammar and texts. She continues that in recent history communicative approaches have emerged and become popular. The reason for popularity is that communicative approaches promote both focus on form and focus on meaning. In other words, it has become more relevant to learn how to communicate in a foreign language. Although focusing on meaning has become more important in recent

years, focus on form (grammar) should not be forgotten. There should be a cohesive balance between them. There are also certain principles that are relevant for communicative language learning, as well as for CLIL. They have been listed in 2004 by Savignon (as quoted by Coyle et al. 2010, 32-33) and they could be summarized as follows:

1. Language is a tool for communication
2. Diversity is recognized and accepted as part of language development
3. Learner competence is relative in terms of genre, style and correctness
4. Multiple varieties of language are recognized
5. Culture is instrumental
6. There is no single methodology for language learning and teaching, or set of prescribed techniques
7. The goal is language using as well as language learning

Coyle et al. (2010, 33) also note that for CLIL to succeed, it is not enough to learn languages through practice and understanding grammatical progression. The learners must also be supported in using the language for content learning.

In addition, in CLIL classes there is always the question of the amount of the target language being used, and the role of the mother tongue. Gierlinger (2007, 106-107) states that there are different views about the role of the mother tongue used in CLIL. His study about German teachers using their mother tongue in their CLIL classes reveals that the use of mother tongue depends heavily on the teacher, as well as the context in the classroom. The extent of mother tongue use varied from almost nothing at all to up to one third of the whole lesson. The mother tongue was used primarily for clarifying the content and instruction, helping beginners, summarising the major aspects of the topic, as well as maintaining discipline. All in all, the teachers were inclined not to use the mother tongue, except when it is especially beneficial for the learning process. Therefore there are no fixed rules on the use of the students' native language in a CLIL classroom, and it is up to the teacher to find the appropriate balance for the group of learners in question.

## 3.2. CLIL and intercultural understanding

In addition to language and content, there is another important element that has a big role in CLIL. That element is culture, because language and culture are always connected to each other (Coyle et al. 2010, 39). Brown (1980, 138) also states that cultural patterns, customs, and ways of life are expressed in language. He continues that worldviews differ from each other, and the language used to describe those views can contain specific cultural markers.

Coyle et al. (2010, 39) describe that in the setting of a foreign language environment such as a CLIL classroom, this means that language, cultural understanding, cognitive engagement and thinking are connected to the content being taught, as well as the context. CLIL has the opportunity to open the door for intercultural experiences and enhance global understanding. It should also be remembered that enhancing intercultural understanding does not merely mean offering the facts, such as different celebrations and customs. It involves deep learning, which means analysing the information and connecting it to already known concepts.In order to achieve cultural understanding, there should be meaningful communication in the classroom between peers and teachers. Moreover, there should be interaction outside the classroom as well. (Coyle et al. 2010, 40)

## 3.3. Tools for using CLIL

There are certain tools available for teachers who want to use CLIL in practice. These tools are, as described by Coyle et al. (2010, 36-67) *The Language Triptych*, which illustrates the CLIL linguistic progression; *the 4Cs Framework*, that conceptualises the different components of CLIL; and *the CLIL Matrix*, that measures the interconnectedness of cognitive and linguistic levels of tasks and materials. The following chapters define their purpose of use.

**3.3.1. The Language Triptych**

The Language Triptych illustrates the CLIL linguistic progression as seen on Figure 2, highlighting three interrelated perspectives: language of learning, language for learning and language through learning. (Coyle et al. 2010, 36) It can be used as a helpful tool, when designing the linguistic perspective of a CLIL class or course.

Figure 2: the Language Triptych (Coyle et al. 2010, 36)

**Language *of* learning**

**CLIL linguistic progression**

*Language learning and language using*

**Language *for* learning**          **Language *through* learning**
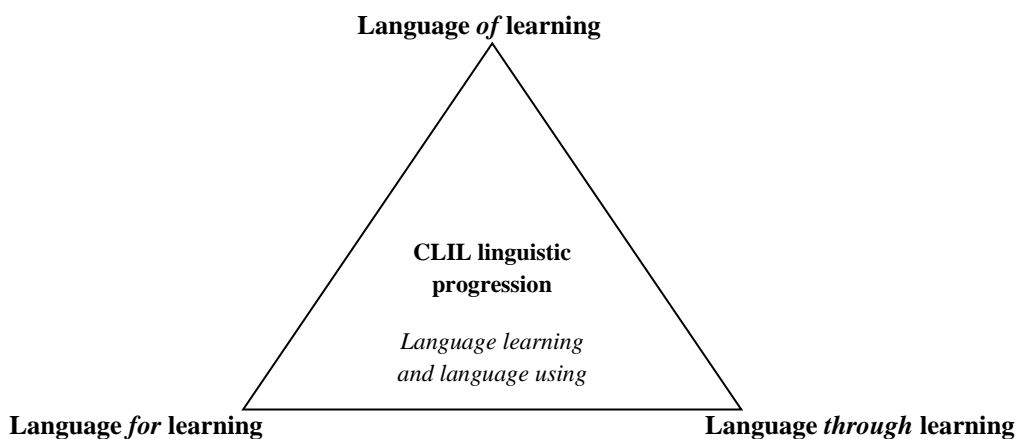
"Language of learning is an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic". (Coyle et al. 2010, 37) This means that the teacher should be aware of the linguistic demands of the content and modify his/her teaching accordingly. (ibid.)

"Language for learning focuses on the kind of language needed to operate in a foreign language environment". (ibid.) The learners need strategies to use the foreign language effectively. These include skills required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing and etc. In other words, students should have the skills to understand and use the language in order to make a CLIL class work. (ibid.)

"Language through learning is based on the principle that effective learning cannot take place without active involvement of language and thinking". (ibid.) Therefore learners

should always articulate their understanding in order to achieve deeper level of learning. (ibid.)

### 3.3.2. The 4Cs Framework

The 4Cs Framework is a tool which helps conceptualise the different components of CLIL more easily. The four Cs represent *content, communication, cognition* and *culture*. The 4Cs Framework points out the symbiotic relationship between content and language learning, and concentrates on the specific contexts within them. (Coyle 2010, 41) However, Mehisto et al. (2008, 31) define the 4C's to be *content, communication, cognition* and *community* and describe them to be the guiding principles for lesson planning. Coyle et al. (2010. 41) continue that the 4C's tool helps to piece together all the necessary aspects of CLIL and create an overall picture. The 4C's are shown on Figure 3 below.

Figure 3: the 4C's Framework by Coyle et al. (2010, 41)
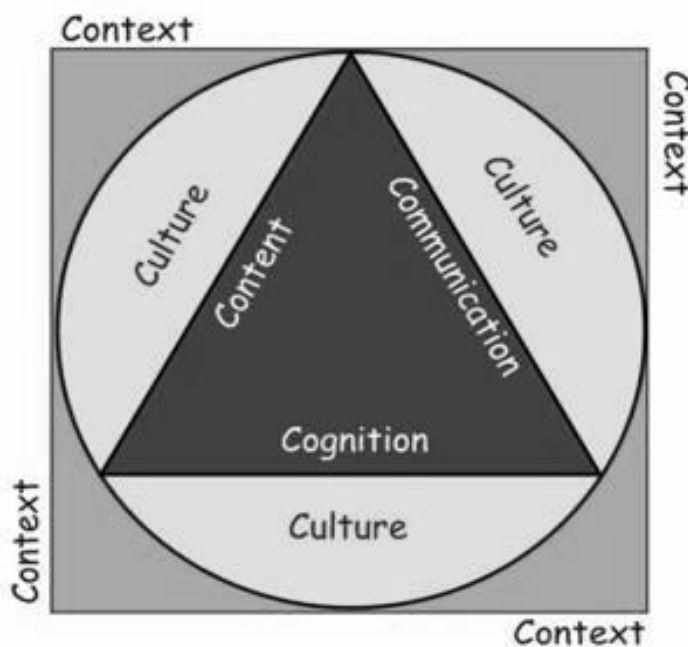


Content consists of "progression in new knowledge, skills and understanding".This means studying the subject through CLIL is not only acquiring information about the theme in question, but also learning skills for both school and life, and gaining a deeper understanding about the issues taught. Moreover, it is possible to teach cross-curricular

themes through CLIL, not only strictly in the framework of the curricular subjects. (Coyle et al. 2010, 41, 53) In addition, Mehisto et al. (2008, 31) add a list of definitions concerning content:

- o content is clearly linked to the community within and outside the classroom
- o students apply new content and develop related skills through experiential activities
- o content is substantive without being overwhelming
- o content from various subjects is integrated
- o cultural content is integrated into all subjects

Communication includes "interaction, progression in language using and learning".Therefore the stress is not only on learning grammar and lexis, but instead on using the language in an authentic way. The purpose of CLIL is to integrate content learning and language learning in an equal measure. This allows learning a language, as well as learning *through* that language. In addition, Mehisto et al. (2008, 31) add a list of definitions concerning communication:

- o students actively use the right to participate in activities and communication, in the classroom and in the community
- o desk placement, displays on classroom walls and other available resources support learning and communication
- o students and teachers co-construct and negotiate meaning
- o language/communication skills are developed in all subjects

Cognition encompasses "engagement in higher order thinking and understanding, problem solving and accepting challenges and reflecting on them". Instead of learning by rote, the students are encouraged to construct new knowledge and new skills through lower and higher order thinking skills. When considering the cognitive level of the students, Bloom's Taxonomy (as mentioned earlier) can be used as a useful tool for the teacher. (Coyle et al. 2010, 41, 53) In addition, Mehisto et al. (2008, 31) add a list of definitions concerning cognition;

- o content, language and learning skills outcomes are articulated in co-operation with students
- o learning builds on a student's existing knowledge, skills, attitudes, interests and experience
- o students analyse achievement of learning outcomes independently, with other students and with the teacher, and work to set new outcomes
- o students synthesize, evaluate and apply knowledge and skills acquired in several subjects

Culture entails "'self' and 'other' awareness, identity, citizenship, and progression towards pluricultural understanding". Studying through a foreign language allows international understanding to develop. By understanding other cultures, the students can also learn to understand themselves and their place in the global community. However, meaningful connections, and, if possible, also authentic intercultural communication (e.g. with a "sister class" abroad), are required for reaching the full potential of cultural learning. (Coyle et al. 2010, 41, 53) In addition, as pointed out earlier, Mehisto et al. (2008, 31) add a list of definitions concerning the fourth part of their 4C model, community;

- o students feel that being members of a learning community is enriching
- o students have the self-confidence and skills to work within a group and the local community, balancing personal interests with those others
- o teachers, students (and parents, employers, etc) are partners in education
- o students can define their role within the classroom, the local and the global context

### 3.3.3. Monitoring CLIL in action – The CLIL Matrix

Monitoring and evaluating the process of teaching is necessary for a CLIL teacher. Essential to this is building an environment in which the students are able to understand the language, but being provided with sufficient cognitive challenges in order to learn both the language and the content systematically. The CLIL Matrix is a useful tool for

measuring the interconnectedness of cognitive and linguistic levels of tasks and materials, as seen on Figure 4. (Coyle et al. 2010, 67)

Figure 4: the CLIL Matrix - an adapted version of Cummins' 1984 model (Coyle et al. 2010, 68)

| | 2 | 3 |
|---|---|---|
| | 1 | 4 |

Cogniti vedem ands / LOW

LOW     HIGH

Linguistic demands
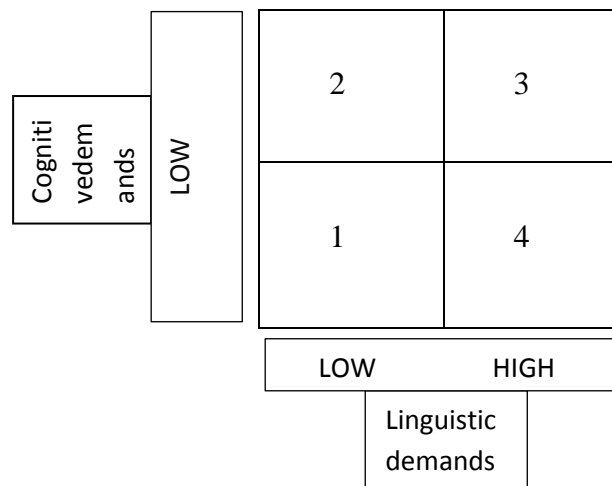
These four quadrants offer a key for effective learning. When teaching in a foreign language, it is important to make sure the level of the language used is understandable for the students in order to enable advanced content learning. In the CLIL Matrix, this situation is represented by quadrant 2. Typically, the teaching progresses from the confidence-building, transitory quadrant 1 through quadrant 2 to quadrant 3. Moving from quadrant 2 to quadrant 3 requires attention for gradually teaching and learning the language, while simultaneously maintaining cognitive challenge in teaching the content. Quadrant 4 is appropriate only in exceptional cases, when linguistic practice and focus on form are being emphasised. (Coyle et al. 2010, 44)

The Language Triptych, The 4Cs Framework and The CLIL Matrix are all useful tools for a teacher. They help to conceptualise all the perspectives of CLIL. However, they are not the only tools available and one can find different tools for example from the book *Uncovering CLIL* by Mehisto et al. (2008).

# 4. CLIL IN FINLAND

In Finland, an important background factor for teaching in foreign languages was the school reform in the 1960s, which extended studying foreign languages to involve all the pupils. A discussion about positive experiences from a few international and IB schools and the ways to apply them to mainstream schools was widespread in the 1980s. As a result, a committee in the Ministry of Education supported in 1989 teaching in foreign languages as a method of motivating and enhancing the study of foreign languages. Changes in the law made it possible to extend the scope of teaching in foreign languages. (Nikula & Marsh 1997, 16)

Nikula (2007, 183-184) states that in Finland CLIL began to gain popularity in the early 1990s when the law was changed to allow teaching in foreign languages, not only in Finnish and Swedish. CLIL in Finland is largely a "grassroot phenomenon", since the choice to use the method is often based on the interest of individual teachers to introduce and maintain it in their own schools. Unfortunately, the number of schools offering CLIL has been decreasing during the previous ten years, and they have been concentrating in larger towns and schools. According to a national survey in 2005 (University of Jyväskylä), 5.7%  of schools in Finland were offering CLIL, whereas according to a survey in 1996 (University of Turku) 11.7% of schools offered CLIL (Marsh et al. 2007, 68) Further, Lehti et al. (2006, as quoted by Pihko 2010, 16)  believe that the decrease in CLIL teaching could result from waning of the initial enthusiasm, the tightening of funding from municipal budgets, lack of teaching materials and resources, or inadequate guidance from the national level. Additionally, language skill requirements for teachers teaching in foreign languages were raised in 1999 (Opetushallitus 1999 as quoted by Pihko 2010, 16), which may also have prevented interested teachers from participating in CLIL programmes. There is, however, a lot of interest towards CLIL in Finland, despite the small scale. According to the survey in 2005, schools with CLIL tend to have positive experiences about its impact and are planning to keep using the method. However, these schools wish to gain more support for CLIL in the fields of school policies and teacher education. Most schools using the method in Finland are offering CLIL in English. The pupils' participation in CLIL is

voluntary, which leads to the pupils choosing it to be already more interested and fluent in English than average. (Nikula 2007, 183-184)

Marsh et al. (2007) describe the background of Finnish CLIL programmes by dividing it into three distinct elements. According to them, there is a wish to introduce into mainstream education a more equal environment, in which the students learn knowledge, skills and attitudes that will be needed in their future jobs and lives. Marsh et al. (2007) name this aspect *Philosoph*y. The second aspect, *Educational Perspective*, emphasises the importance of recognising that language learning styles vary between different students, as well as "learning by doing". The authors contrast this with the traditional method of teaching the students' knowledge that they may need in the future, but cannot apply in practice immediately. Since CLIL cannot achieve its goals merely by existing theoretically on paper, programmes need to be implemented in practice. The will to turn CLIL into a reality, or *Impetus for Action*, has been the result of pressure from two different levels; there has been action from politicians, in the form of changes in legislation and Ministry directives, as well as from ordinary parents and students demanding possibilities for participating in CLIL programmes. Furthermore, in Pihko's (2010, 126) opinion the current situation in Finland offers an excellent starting point for the development of teaching in a foreign language. There are a lot of schools and teachers interested in CLIL and they should be supported even more by offering them training and encouragement.

# 5. TEACHING THROUGH CLIL IN PRIMARY SCHOOL

According to the survey in 2005, 3.6% of primary level schools in Finland were offering CLIL for their students (Marsh et al. 2007, 68). This figure is surprisingly small, when considering that language learning is easier when starting from a young age. Brumfit et al. (1991, 130) also state that using one's own native language is natural for children in situations where the other person speaks it as well. However, when children end up in situations where they are in the company of others, especially other children, who they do not share a common language with, they do their best to comprehend the other one's

language and use it for communication. What are then the main reasons behind applying and not applying CLIL in primary schools?

To answer this question, in her study on conversational language learning for primary students Barbara Buchholz (2007, 51-77) states that CLIL is often considered being "not feasible" for primary students. However, in reality the problem of feasibility lies rather with most of the primary teachers instead of the pupils. According to Buchholz, it is possible even in primary schools to create an environment where the classrooms discourse and conversation between pupils is at times purely in English. Through successful, relevant, meaningful, personal and informative EFL communication, the students can become prepared for CLIL, since in addition to developing their basic interpersonal speaking and listening skills, the children are inspired to keep learning outside the classroom through encounters with foreign people and their cultures. Limitations in vocabulary and language structures, the inability to transfer and apply the foreign language in a contextualized form, as well as neglecting the social aspect of language use within interactive communication, were discovered to be the main challenges for primary students. The latter was also discovered to make the children more vulnerable to distractions and less motivated and interested in their schoolwork. As a result, several teaching strategies were revealed to be useful in improving the classroom discourse. These include setting clear goals and reflecting on achievements, setting spatial language environment zones, making vocabulary available (e.g. with stickers), making language structures accessible (e.g. with posters), using the second language only, setting flexible steps towards self-directed learning, motivating for practice (e.g. topics beyond schoolbooks), as well as providing tools for peer- and self-control.

# 6. LEARNING LANGUAGES THROUGH HANDCRAFTS

## 6.1. Starting point for CLIL and handcrafts

CLIL has already been described in detail and next the concept of handcrafts will be discussed. Handcrafts have many different names to describe the action, for example

crafts, handicrafts, needlework and design. In this thesis the term crafts has been mainly used to refer the subject at school. Moreover, the term crafts include working with fabric, yarn and other materials that can be attached to each other mainly by sewing and knitting. In other words, the term crafts do not include working with wood or metal.

Why crafts would be a good content for CLIL? Making crafts serves many different styles of learning. It includes kinaesthetic and visual learning. By adding language to support the learning, auditive learning style is being included. Making crafts is a very tangible way to learn, and the language related to crafts is also quite rich. Many verbs and adverbs are involved with making things by hand. Also many different adjectives are used for describing the crafts. In addition to learning the vocabulary, observing one's own and others' work offers a chance to engage in practical dialogue in a meaningful environment. Creativity and producing useful items also help motivate the pupil.

Crafts is a subject that involves a lot of precise movement. According to Kuczala & Lengel (2010, 17-19) the brain-body connection is a basic tool for learning for humans. Adding movement to learning enforces the memory trace and creates a more permanent bond between nerve paths. Intentional movement as a learning method also helps the pupils to concentrate and creates necessary variation in the school work. Additionally, interaction between peers creates solidarity and eases communication. With movement, new things to be learned are also easier to remember and store in the memory, since often movement creates a positive memory trace and alleviates stress. Humans learn best through tangible and illustrative examples, and movement is a very tangible way to learn. Kuczala & Lengel (2010, 144-145) have defined three learning domains of education that are connected to one's developmental stages. They are cognitive, affective and psychomotor domain. The cognitive domain is about gaining knowledge and raising one's intellectual skills; the affective domain is about dealing with different emotions and social and communication skills; the psychomotor domain includes physical movement, coordination and the independence and responsibility of one's own life. All of these domains should be taken into account by the teacher in order to educate the child as a whole. Teachers are already developing learner's cognitive abilities but social and physical growth should not be forgotten either (Kuczala & Lengel 2010, 144-

145). By combining CLIL and crafts, all of these three domains should then be taken into account.

According to Vuorinen (2001, 179-180), learning by doing is perhaps the earliest method of learning from other people. Little children learn by imitating older people, or through trial and error. This kind of learning does not, however, disappear when children grow up. Vuorinen (2001) believes that it is possible for people to learn through action and taking part in different activities in various learning environments, including school. Learning by doing may include different teaching methods from crafts to acting. It is not a strictly defined learning method, but instead can be utilised in the framework of different educational approaches, as long as the goal is to achieve educational goals through activities that are strongly linked to the subject matter being studied. The benefits of learning by doing include narrowing the gap between theory and practice, as well as making it possible for learning to take place within social interaction, which supports the learning of many different skills essential for work. Furthermore, Vuorinen (2001, 180-181) claims that it is important for the learner to tangibly live and experience the reality which the subject matter being learned is about. The reason behind the effect is that the learners get immediate feedback from their own experiences and actions, in other words their learning. Especially when the aim is to teach skills or influence the students' attitudes, learning by doing can be a very successful teaching method. Therefore by combining CLIL and crafts, one is combining both language learning and learning by doing.

## 6.2. Handcrafts, language and culture - KÄ-KI-KU - approach

Learning through crafts makes it easier for different cultures to meet each other. This is claimed by Eeva-Maija Lappalainen in her doctoral thesis (2005). Learning crafts offers a possibility for cultures to meet through many different senses. Touch and visuality - including making by hand, craft materials, shapes, colours, tools and work methods - can be used in crafts as a means for culturally sensitive interaction.

In her doctoral thesis, Lappalainen (2005) concentrates on building multicultural pedagogy aimed for meeting of different cultures, which requires both practical and

theoretical understanding and skills. The central content of the thesis is combining the learning of crafts, language and culture, which is shortened in Finnish into Kä-Ki-Ku (käsityö, kieli, kulttuuri). (Lappalainen 2005) Tuula Rekola (globaalikasvatus.fi, 2007) describes the learning method created by Lappalainen as a useful tool in multicultural education. According to Rekola (globaalikasvatus.fi, 2007), the Kä-Ki-Ku learning method differs from the traditional learning environment for crafts, as well as from teaching crafts in a foreign language. The aim in the learning method is to enable the student to verbalise the learning of making things.

Combining crafts, language and culture means that learning a language is included in the process of learning crafts. This is done through verbalising craft-related activity and learning it. (Lappalainen 2005, 37) The Kä-Ki-Ku learning method is originally designed for learning Finnish language and culture. The target group is therefore immigrants, whose learning process and becoming a part of the Finnish society are being supported through the method. At the same time, a multicultural environment is being constructed. Craft-related activity offers a new kind of a possibility to learn language and culture in a more tangible way. For the immigrants, combining crafts to the learning of the language also lowers the threshold of getting familiar with a new language and culture, as well as makes it possible to utilise the immigrants' own cultural capital. (Lappalainen 2005, 33-34) According to Lappalainen (2005, 40), learning craft-related activities can be made more verbal, oral and literal. In the Kä-Ki-Ku learning method, the intention is to deliberately use vocabulary, pronunciation, expressions and language structures serving the learning of the (Finnish) language. It is also worth remembering that the craft being produced has to serve some kind of function.

Combining the learning of crafts, language and culture includes elements that are similar to immersion, since the aim is to advance and improve bilingualism. It is also important that the language is a tool for learning, not the main target. However, it must be noted that the Kä-Ki-Ku learning method differs from both the traditional environment for learning crafts and teaching crafts in a foreign language. (Lappalainen 2005, 36)

The basis for the learning method is cultural awareness of the cultural heritage in use, which belongs to the ethnic cultural orientation. It is filtered by values, norms and attitudes, from which the notions originate. Cultural awareness includes the understanding of e.g. the language and learning it, as well as history, art, habits, societal issues and handicrafts. At its best, craft-related cultural awareness can represent knowledge about and familiarity with materials, shapes, patterns, work methods, colors et cetera used in the making of the crafts. Lappalainen (2005) notes that among immigrants, the participants in a discussion often lack a common language, which makes it difficult to express cultural awareness about language, society, interaction, purpose, aims and other cultural heritage. However, a dialogue can be created through making items by hand and illustrating the issues together, which enables both the teacher and the student to utilise their own knowledge about their cultural heritage. The Kä-Ki-Ku learning method can be used for learning many different kinds of crafts, and can be used by language study groups in basic, as well as advanced, stages. The aim of the method is to enable the student to verbalise the learning of producing items by hand. For a beginner, it is possible to pick not only nouns, but also other words, word classes and forms such as verbs, adjectives and adverbs relevant to the context, together with the group of learners.(Lappalainen 2005)

Since the publication of Lappalainen's doctoral thesis, the Kä-Ki-Ku learning method has been utilised in many schools around Finland. Additionally, it has been used successfully in multicultural learning environments. For example, the Kaukametsä adult education center in Kajaani has used the theory in a project for improving education of immigrants, supported by the Finnish National Board of Education. It has also been applied in the Department of Teacher Education in Kajaani. (Maahanmuuttajat.fi, 2007)

The material package in this thesis attempts to help combine English language teaching to the subject of crafts in the framework of CLIL. Therefore it shares many important aims with the Kä-Ki-Ku teaching method. Kä-Ki-Ku also emphasises the relation between crafts, culture and language, which further illuminates the need for CLIL programmes to include the subject of crafts. This suggests that a material package for crafts using CLIL is useful.

## 6.3. The aims of the material package combining handcrafts and English

The exercises in the material package teach a variety of skills and knowledge about crafts, language and culture. The content of learning about crafts include material knowledge, making crafts out of recycled materials, fabric dyeing techniques, sewing skills and building an exhibition. The pupils learn also language skills, such as listening and reading comprehension, communication skills, vocabulary and searching for information in English. The cultural aspects of the material include DIY (do it yourself) culture, being environmentally friendly, recycling, and cultural information about crafts, materials and people around the world. The techniques behind the crafts are illuminated through examples. As a result, the pupils will learn language, crafts and culture, as well as cognitive skills at the same time.

The idea is to manufacture products that are unisex, so that boys would be more interested in hand crafts as well. Moreover, the goal is also to make products that are interesting and usable in the opinion of the pupils. The content of teaching should also be related to the pupils' own life.

The aims and choices of the exercises are based on the Finnish National Core Curriculum for Basic Education (2004). The general objectives for crafts in grades 5-9 include among other things giving consideration to ethical, ecological and economic values while working; becoming familiar with other peoples' design and crafts cultures; and learning to appreciate and critically examine their own work and find creative solutions to problems. These objectives are shared in the material package as well. The contents chosen for the material package are also based on the National Core Curriculum for Basic Education (NCCBE). In NCCBE the general contents for crafts include among other things forms, composition and colours; knowledge of materials; various systems and instructions for working; knowledge of culture, tradition and design from other cultures; and evaluation of one's own work. These are used in the material package too. The specific contents for textile work in grades 5-9 include among other things history of textiles; symbolic meaning of clothes and textile art; information technology applications as help in design; constructing three-dimensional textile products and using patterns; using different textile materials and craft techniques; and

recycling of textile products. These contents are also present in the material package, as well as working according to work instructions and being able to work both alone and in groups.

The material package is aimed for primary level pupils, more specifically for 6th graders. The primary level was chosen because learning a foreign language is better to start as early as possible. Coyle et al. (2010, 18) agree with this and suggests that learning a new language should feel as natural as possible. However, finding the right level of teaching with CLIL is important, especially with pupils in the primary school. The pupils should feel comfortable with learning in a foreign language to avoid frustration and stress. Other reasons for choosing the 6th graders are that they already possess basic skills for English language, and both girls and boys still have textile work at school.

The frame of the CLIL material package is based on the *Tool Kit* provided by Coyle et al. (2010, 74-85). Each unit in the package has a plan for the CLIL lessons and the structure of the lessons is also based on the combination of content, culture, communication and cognitive skills. More detailed information can be found in the material package.


## 7. DISCUSSION

Why is creating new CLIL material so important? In his article Gierlinger (2007, 92) describes the main difficulty the teachers using CLIL are facing. CLIL is often seen as difficult because of a lack of materials and the increased workload. There are not many appropriate materials available for CLIL classes, and because of this teachers have to create them by themselves. This often then creates too much strain for the teachers.

This thesis aims to contribute such material to be used in teaching hand crafts, as well as English, in Finnish primary schools. This is the first Master's Thesis in the University of Jyväskylä that combines hand crafts and English using CLIL as the educational approach. Using hand crafts as the content in CLIL is fairly uncommon and there are

not many materials to be found in the Internet. However, as explained in the earlier chapter, hand crafts offer a very good basis for learning according to the principles of CLIL. Learning by doing and creating crafts motivates pupils in the primary level. The language to be used is very concrete and the results of using the language can actually be seen in the form of a finished product. Learning hand crafts through CLIL also gives the opportunity to examine various cultures from a different angle. The pupils will learn that a single craft or a product can have a very interesting history and that there is always a story behind making that particular craft. The idea is to become culturally aware and appreciate the traditions of other cultures. Being culturally aware also supports the cognitive abilities, which can be taken into account easily by combining hand crafts and CLIL. For example, learning hand crafts develops the skills for understanding and defining, which are useful abilities in many other school subjects as well.

The exercises and instructions in the material package are mainly invented and made by the author, so they have not been tested in a classroom situation yet. The material package can be used as a whole, or single pieces and ideas can be taken from it. Ideally, the material works best when it is used as a whole, since the topics are related to each other and the level of difficulty of the crafts increases from the beginning to the end. Most of the written instructions and pictures in the material package are invented and drawn by the author, so there is still room for improvement. It is also good to consider, whether using PowerPoint presentations is the best way of presenting information. The material could possibly be improved by concentrating on a single theme instead of many, for example concentrating mainly on recycling and environment or world crafts and multiculturalism.

Although CLIL is only a single branch of the huge tree of language learning methods and approaches, it is still quite a unique approach, when all the 4Cs are taken into account. It is hoped that there will be more materials made for CLIL in the future and especially for creative subjects such as crafts, in order to increase motivation and interest towards foreign languages.

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# Multicultural handcrafts in English: A teacher's handbook

Anna-Maarit Ahvenainen

University of Jyväskylä

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# FOREWORD

This material is designed for primary school pupils and learning in a foreign language. The material is based on the CLIL approach, in which content and language are combined together with culture and cognitive skills to create a comprehensive educational approach.

The material package is divided into 5 units, consisting of 13 lessons. The material aims to teach different skills in handcrafts, including constructing, dyeing and sewing skills. The language skills emphasised are oral communication, reading and listening to work instructions and presentations, and learning new vocabulary. The cultural aspects of the material include DIY (Do It Yourself) crafts culture, fibre materials, textile prints, environmentally friendly crafts and different hats around the world. The cognitive skills to be practised include among other things remembering, understanding, analysing, evaluating and creating.

Each unit has an overall introduction to the lessons and the lessons include specific instructions for the teacher. After the structure of a lesson, there are appendices to be used for every lesson, including vocabulary, worksheets, PowerPoint presentations and work instructions for crafts. The material may be used as a whole, for example as a course or during autumn semester, or it is possible just to use pieces and ideas from it.

Have fun and be creative!

## HOW TO USE THE MATERIAL

### Target group

The material is aimed for 6th graders, but it is possible to use the material for younger pupils as well. The material can be used as a course package or use only individual units or lessons. The material is based on CLIL approach, in other words it is suitable to be used in schools that practice CLIL, especially in hand crafts classes. It is also possible to use the material in a regular school, as a variation to normal hand crafts classes or English language classes.

### Group size

There isn't a certain group size that has been set for the lessons. The estimated ideal group size is around 20 pupils, but smaller or bigger class sizes are also acceptable. The pupils just need to be divided into groups that fit the purpose.

### Length of the lessons and tasks

There are 13 lessons in the material package. The lessons take 90 minutes each, in other words two times 45 minutes. There can be a break between the first and the second half of the lesson, but the activities have been timed without a break. The times required for activities can be seen at the end of the description of each activity. These times however are only estimates and they may take longer or shorter time than intended, depending on the skill level of the pupils. For example, it is quite possible to lengthen the duration of the whole course to fit the autumn semester.

### Contents

The material package is divided into five units:

★ UNIT 1: The world of crafts: The journey begins
★ UNIT 2: Eco-friendly craft ideas from Africa, Paraguay and Native Americans
★ UNIT 3: Printing and colour dyeing inspiration from around the world
★ UNIT 4: Sewing with recycled material & knowledge about hats around the world and
★ UNIT 5: The world of crafts: The exhibition.

The overall themes are DIY (do it yourself) culture, being environmentally friendly, recycling, and cultural information about crafts, materials and people around the world.

The crafts the pupils are going to make during the course are:

- ★ Portfolio about textile fibres
- ★ Football made out of plastic bags
- ★ Drum and flute made out of household items
- ★ Dream catcher
- ★ Printed fabric bag with a self-made stamp
- ★ Tie dyed T-shirt
- ★ Dyeing fabric with plants and dyeing yarn with Kool Aid juice powder
- ★ Beanie hat made out of an old sweater
- ★ Exhibition props

## Using English language through CLIL

In the beginning of each unit there are two headlines: *In this unit pupils will learn,* and *CLIL: Overall plan for the unit.* The first headline explains in short what the pupils will learn during the lessons inside the unit. The second one explains the CLIL aspect of the lessons inside the unit. The CLIL plan is based on the model provided in *CLIL: Content and Language Integrated Learning* by Coyle, Do, Hood, Phillip & Marsh, David (2010, 75-81). The CLIL plan includes: Aims of the lessons; Teaching objectives (divided into content, culture, communication and cognition); Learning outcomes; Criteria for assessment and; Resources.

The *aims* of the lessons describe the whole learning experience. The *teaching objectives* that are divided into four categories describe in more detail what the teacher plans to teach. The first category, *content* includes the specific aims for learning hand crafts. The second category, *culture* includes the cultural aspects to be learned during the lessons. The third category, *communication* explains the English language to be used and learned during the lessons. This category is yet divided into three different sections: *language of learning* (key vocabulary for the lessons), *language for learning*(tools for using the language), and *language through learning*(learning that happens between formal learning). The fourth category, *cognition* explains the cognitive aspects the pupils are going to learn or practice during the lessons, such as understanding, defining, identifying etc.

Next, the *learning outcomes* explain the hoped results for the whole unit. The *criteria for assessment* explain what aspects should be taken into account when evaluating the participation and work of the pupils. Finally the *resources* summarises the equipment and materials needed for the lessons.

The CLIL approach is a comprehensive method, where many different aspects are taken into account. However, the emphasis of these aspects can differ between the units and the lessons. Some of the lessons emphasise especially learning the language, others learning about the content and culture, and others different thinking activities that stress the cognitive abilities.

More detailed information about CLIL can be found for example in:
Coyle, Do; Hood, Phillip & Marsh, David (2010). CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press.

The language abilities emphasised in the material package are:
* ★ Reading and listening to instructions and presentations in English
* ★ Learning vocabulary related among other things to clothing, textile fibres, musical instruments, nature, shapes, colours, hats, sewing and recycling
* ★ Asking, discussing, expressing opinion, agreeing/ disagreeing, describing and cheering in English
* ★ Searching information in English
* ★ Presenting information in English
* ★ How to compare, prepositions for directions and wordplay (anagrams, abbreviations, colour-related sayings)

## The structure of the lessons

In the beginning of each lesson description there are two short sections called: In this lesson pupils will learn, and Directions for the teacher. These describe in short the aims of the lesson and some overall instructions for the teacherto consider.

After the beginning, there is the section called Structure of the lesson. The lessons are structured according to different activity types that are accompanied with certain symbol pictures to help identification. These activity types with symbols are:

**Warm up:**
A fun introduction to the topic

**Introduction:**
Discussion about the outline and aims in the beginning of each unit

**Context and background**:
Introducing the content and the background of the lesson

**Planning**:
Making plans with or without a partner before starting to work

**Thinking activity:**
Practising cognitive skills and communication

**Extra activity**
Extra ideas for activities

**Instructions**:
The instructions for working to be read, watched or listened

**Presentation:**
Oral presentation of finished work

**Individual work**:
Working by following the instructions and time for using English

**Tidying up**
Tidying up the classroom

**Self-assessment**
Assessing own work

**Glossary**
Adding words to a big classroom glossary

The structures generally vary a bit between the lessons, but the last lesson of the last unit is different from the rest. On that lesson there is an exhibition for all the crafts and time to give feedback to the others, as well as evaluate own work and progress.

## Before starting the lessons

In the beginning of the lessons it is important to create positive atmosphere for learning crafts in English. The teacher should address the pupils and for example ask about their weekend, plans for later that day or perhaps present an interesting craft to the pupils before starting the actual lesson. The purpose of small talk is to make the pupils more relaxed towards using English while learning crafts.

In the end of the lessons, there are always two reoccurring activities. These are tidying up and filling the glossary. It is important to teach the pupils to act responsibly with their work space and clean afterwards. Filling the glossary will accumulate the vocabulary knowledge of the pupils and give them a possibility to affect to their own learning. There is more detailed information about using the glossary on the very first lesson.

The role of the teacher should be an enabler. The teacher is the one presenting new information and making sure everyone understands. During the activities the teacher should be available for any questions and encourage the pupils to exceed themselves. It is important that the teacher speaks only in English, with a few exceptions when a translation is needed. The teacher's use of English practises the listening skills of the pupils and sets an example. However, it is essential to make sure the difficulty level of English is appropriate for the pupils, to avoid frustration and misunderstanding.

The pupils should try to use English as much as possible and they should be encouraged to do so. It should be reminded that making mistakes does not matter and only by rehearsing one can become a master. It is important to create a mistake friendly atmosphere. The pupils may however use Finnish as well but they should be urged to try to explain in English instead. It might be helpful to create separate English and Finnish zones in the classroom, where the zone sets the language to be used.

Giving constant feedback to the pupils is vital. Encouraging the pupils while working and giving small praises from their work and the use of language may have a huge significance for a single pupil. The teacher may also develop an own feedback and praise system, for example, giving stickers or setting up a star chart with prizes in the end of the units.

## IDEAS FOR VARIATION

The material created here is open for many different variations and every teacher can modify the ideas to fit their style. Here are some ideas how to give an extra flavour to the lessons, by dividing the pupils differently, by setting up the classroom interestingly or by going on to field trips.

### Ideas for dividing the pupils into groups or partners

Forming partners

- ★ Numbers in a hat: The pupils pick a number from a hat and the owners of the numbers side by side become partners, for example 1- 2 and 3- 4.
- ★ Who is my partner: Every pupil gets a piece of paper with a name pinned on their back. The pupils need to find out who this person is by asking questions from each other. They can only ask questions that can be answered with Yes or No, for example, *is he a boy or a girl? Does she have a blue shirt?*
- ★ Word partners: Each pupil gets a piece of paper with a word on it and the task is to find the suitable partner for that word, for example, *sheep – wool, to cut – scissors and to knit – yarn.*

Forming groups

- ★ Where my family is: Using a Happy Families card game to find a group. Each pupil gets a card of a family member and the task is to find the rest of the family by asking around.
- ★ The Native American way: Each pupil has a small stick with her/his name written on it. These sticks are put in a big pile and the "Indian chief" with her/his eyes closed always picks two sticks at a time and puts them to one group. The "Indian chief" may be the teacher or a pupil.
- ★ Dividing with numbers: The teacher divides the pupils for example to five groups by saying *let's count to five.* Each pupil then says a number between one and five and the pupils with the same number form a group.
- ★ The picture puzzle: There is a one whole picture for one group. The teacher may cut the pictures as many pieces as necessary. The task is to solve the puzzle and find the group members with the correct pieces of the puzzle.

More ideas for example in: Aulio, Olli. (2009). Suuri leikkikirja. Jyväskylä: Gummerus kirjapaino Oy.

## Setting the classroom

The standard classroom setting might sometimes feel unimaginative and unpleasant place for creativity. To prevent this, it might be a good idea sometimes to change how the classroom is set. If the classroom has desks, they could be arranged into different formations, such as a huge circle, smaller group circles or just random figures. If there are just big tables for making crafts, they can be decorated with pictures related to the topic. It is also possible to get rid of the chairs for some lessons and get some mattresses and pillows on the floor.

The teacher may also decorate the classroom with pictures, crafts and craft books to make the learning space interesting. The idea is that the pupils would feel comfortable in the classroom environment and would be eager to work.

## Field trips

If there is time, it is always interesting to go on a field trip. Field trips give an extra dimension to the topic and help the pupils to comprehend the matters in more detail. There are several field trip possibilities for this material package, and here are some of them:

- ★ Visiting the local recycling centre and seeing how recycled materials can be reused
- ★ Visiting the local crafts museum and finding out more detailed information about how the crafts were made and what is the history behind them
- ★ Going outside and experiencing the nature. Finding materials to use for the crafts and imagining how different crafts were made before machines and synthetic materials.
- ★ Visiting a local flea market and searching for materials to be used in class

## COURSE OUTLINE

| UNIT | LESSONS | CONTENT | ACTIVITIES |
|---|---|---|---|
| **UNIT 1**<br><br>**The world of crafts: The journey begins** | 1, 2 | Introduction<br><br>Material knowledge | What is DIY?<br>Lesson rules and policies<br>What are textiles and the purpose of clothing?<br>Style your class mate!<br><br>Pop the balloon!<br>What are natural and synthetic fibres?<br>What am I wearing?<br>How to make a portfolio |
| **UNIT 2**<br><br>**Eco-friendly craft ideas from Africa, Paraguay and Native Americans** | 3, 4, 5 | Africa: football<br><br>Paraguay: drum and flute<br><br>Native Americans: dream catcher | Sketches – Reinvent a plastic bag<br>African toys<br>My favourite toys and gadgets<br>How to make an African football<br><br>Listen and guess!<br>Making instruments from trash<br>Comparing the instruments<br>How to make a drum and a simple flute<br><br>Find the words of Native American origin<br>The Native American dream catcher<br>How to make a dream catcher<br>My favourite place in nature |
| **UNIT 3**<br><br>**Printing and colour dyeing: inspiration from around the world** | 6, 7, 8 | Designing a print<br><br>Tie dyeing<br><br>Dyeing with natural and artificial colours | Draw the shape and vocabulary for shapes<br>What is a pattern? & Print designs around the world<br>How to make a stamp<br><br>Rubber band competition<br>The art of tie dyeing<br>How to tie dye<br>Making a hypothesis<br><br>Colourful sayings<br>The colour wheel<br>How to dye with Kool-Aid and plants<br>Is it artificial or natural? |

| UNIT 4<br><br>Sewing with recycled material & knowledge about hats around the world | 9, 10, 11 | Hats around the world<br><br>Sewing a beanie<br><br>Styling the beanie | What kind of a hat do I have?<br>Hats around the world<br>They are all mixed up!<br>How to sew a beanie<br><br>Pantomiming<br>Recycling clothes<br>What can I do?<br>Recycling ideas<br>Sewing the beanie<br><br>What is missing?<br>How to customise your clothing |
| UNIT 5<br><br>The world of crafts: the exhibition | 12, 13 | Preparing the exhibition<br><br>Looking back at the experience& feedback | Still image<br>How to build an exhibition?<br>Building the exhibition<br><br>Viewing the work of others and giving feedback<br>Final thoughts about the course |

# UNIT 1

# THE WORLD OF CRAFTS: THE JOURNEY BEGINS

INCLUDING:

LESSON 1 – Introduction to the world of crafts in English

LESSON 2 – Material knowledge

## IN THIS UNIT PUPILS WILL LEARN:

- ✓ the rules of the CLIL lessons and introduction to the units
- ✓ how textiles are made, the purpose of clothing and clothing vocabulary
- ✓ to tell the difference between natural and synthetic fibres, information about them and how people process the fibres across the world
- ✓ to express themselves in English through play, search information from the Internet in English and make a portfolio about the natural and synthetic fibres

## CLIL: OVERALL PLAN FOR THE UNIT

AIMS

- To establish the rules of the classroom together
- To understand what DIY (do it yourself) culture means
- To understand what are textiles and the purpose of clothing
- To recognise natural and synthetic fibres and understand the process of manufacturing them
- To advance the learning of using materials and equipment for crafts
- To learn new vocabulary and to improve reading and understanding work instructions
- To enable expressing oneself creatively in English
- To learn searching information from the Internet and dictionaries, and connecting information
- To produce a small portfolio about textile fibres in English
- To assess own progress

<u>TEACHING OBJECTIVES</u>

What the teacher plans to teach?

*Content*

- Establishing the classroom rules
- Information about natural and synthetic fibres
- Making a portfolio
- The meaning of textiles and clothing

*Culture*

- Manufacturing textile fibres around the world
- How clothing can represent your culture
- Understanding that one can also learn in a different language
- Value of DIY culture (do it yourself)

*Communication*

Language of learning

- Key vocabulary: *clothing and textile fibres, and e.g. rules, DIY, textiles, clothing, natural and synthetic fibres, wool, cotton, flax/ linen, silk, oil, portfolio, to search, dictionary, styling*

Language for learning

- Asking questions: *Can I help you? Can you help me? What am I wearing?*
- Understanding: *The purpose of clothing – fill in the gaps, watching videos about manufacturing textile fibres*
- Searching and classifying: *clothing vocabulary, making a portfolio*
- Expressing opinion and explaining: *Discussing about rules, describing one's clothing*
- Wordplay: *Abbreviation*

Language through learning

- Recognising language used in activities
- Learning from the teacher and the other pupils' use of language
- Familiarising oneself with new words related to the activities
- Responding and reacting to questions

*Cognition*

- Helping the pupils to comprehend the key concepts and putting them in use in different contexts
- Identifying the stages of work when watching and reading instructions
- Understanding the origin of textile fibres and the process of manufacturing them
- Understanding where one can find information
- Building, learning and using vocabulary

LEARNING OUTCOMES

By the end of the unit learners will be able to:

- remember the classroom rules
- understand, read and listen work instructions
- use language needed for making a portfolio
- use new vocabulary in a context
- understand where the textile fibres come from
- understand the meaning of clothing
- use language for asking and giving help
- make a small portfolio by searching information from the Internet

CRITERIA FOR ASSESSMENT

Using teacher, peer and self-assessment to assess how well learners:

- Contribute to the classroom glossary
- Follow work instructions
- Produce a portfolio
- Participate enthusiastically in classroom activities
- Understand the instructions by listening and reading

RESOURCES

- Computer, visual presenter, black-/ whiteboard
- Worksheets
- Posters
- Clothes
- Fabric samples
- Printer

# UNIT 1

## CLIL LESSON OUTLINES

## LESSON 1 – INTRODUCTION TO THE WORLD OF CRAFTS IN ENGLISH (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ the rules of the CLIL lessons and introduction to the units
- ✓ how textiles are made, the purpose of clothing and clothing vocabulary
- ✓ to express themselves through play in English

### DIRECTIONS FOR THE TEACHER:

- ✓ It is important to encourage the pupils to feel confident with using English and create a positive atmosphere for learning
- ✓ It is advisable to use different kinds of crafts, pictures, books etc. to make the classroom more interesting and inspirational

### STRUCTURE OF THE LESSON:

**Introduction:** Outline and aims

*The objectives* are to introduce the units to the pupils and give an overall picture what they are going to make and accomplish.

The teacher goes through roughly the outlines for the following units together with the pupils by using contents page of the material package. The teacher should explain that during these lessons, the aim is to learn crafts and culture around the world in English language. It should be pointed out as well that the pupils have the opportunity to use English in real context and that it is possible even though they would not understand everything. In other words, the pupils should try to use English as much as possible, but using Finnish is acceptable if it is necessary. The teacher should use a visual presenter/ blackboard to show the contents of the units. (5min)
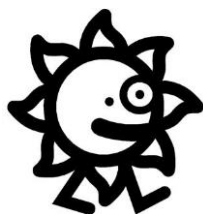
**Warm up:** What is DIY?

*The objectives* are to become familiar with the concept of Do It Yourself and use English creatively.

The teacher writes on the black-/whiteboard an abbreviation; DIY. The task is to think with a partner what the initial letters stand for. It should be advised that it can be anything, for example, Dull Imaginative Youth. The pupils may use dictionaries as a help. After inventing the words, the teacher gathers the suggestions up on the black-/ whiteboard. Finally, the teacher reveals the answer looked for; DIY – Do It Yourself. It is a concept found especially in the world of crafts. One can for example search the Internet with keywords DIY shirt, DIY hat, DIY chair etc. (10min)

**Context and background**: Lesson rules and policies

*The objectives* are to get to know the general guidelines for the lessons and give the pupils an opportunity figure them out by themselves.

The teacher instructs the pupils to form groups of 4 people. In these groups the pupils need to determine what kind of rules they think a hand crafts lessons in English should have and write the ideas down. They may discuss and write in Finnish, but they should be encouraged to try and use English as much as they can.

After a while, the teacher goes through what the pupils have thought together with the class. The list of the rules should be gathered to the blackboard / whiteboard. At least these points should be brought out:

> ➢ Be careful with the materials and tools
> ➢ Use English if possible
> ➢ Be helpful to your peers
> ➢ Ask for help if necessary
> ➢ Tidy up your work space

After establishing the classroom rules, the teacher goes through in more detail how to ask for and give help in English, and how to tidy up. This can be done by asking the pupils and writing down the examples to the black-/whiteboard. There is also a hand out in the appendices. It should also be pointed out that being environmentally friendly is a common theme for all the following lessons. (15min)
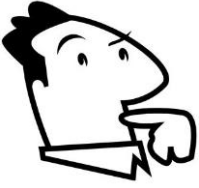
**Thinking activity:** What are textiles and the purpose of clothing?
*The objectives* are to find out what textiles are and the purpose of clothing, learn clothing vocabulary and find information by using the Internet or dictionaries.

First, the teacher goes through together with the class a short slideshow "*What are Textiles?"* from the website of the Children's University of Manchester. From the slideshow it would be advisable to use the second, the third and the fourth slide (*which of these do you think are textiles, the purpose of textiles, can you find all 10 textiles?*). The Children's University of Manchester – What are textiles?

http://www.childrensuniversity.manchester.ac.uk/interactives/art&design/talkingtextiles/whataretextiles/ (6.12.2013)

Second, the teacher gives the pupils worksheet to fill in with a partner. This worksheet has a fill in the gaps exercise and the sentences are about the purpose of clothing. After a while, the teacher goes through the correct answers with the whole class.

Third, the teacher divides the class into six groups. From these groups two of the groups get the same assignment. The task is to find and form a list of words in English that fit the headline (at least five words). The three headlines are: clothing for the upper body, clothing for the lower body and clothing for the hands, feet and head. The groups may use the Internet or dictionaries to find words to fit the headline. After finding the words, the two groups with the same assignment check each other's lists. These word lists can be used in the next activity. (30min)

**Instructions**: Style your class mate!
*The objectives* are to use English in a fun situation and express personality by styling a class mate in groups.

The teacher divides the pupils into groups of 3-4 people (formed from the earlier groups, so that in these groups there are pupils from the each headline category). In these groups one of the pupils volunteers to become the target for styling. The groups have around five minutes to style their class mate using clothes brought by the teacher and the clothes from the pupils. It should be instructed to use English and utilise the clothing vocabulary learned earlier. If wanted, the teacher may set up the styling by showing pictures of celebrities with crazy costumes, such as artists Lady Gaga and the band members from Kiss. After styling, the group need to think how to present their piece of art to the rest of the class. (5min)

**Individual work**: Styling and communicating

*The objectives* are to follow the earlier instructions, communicate in English and have fun by styling.

The pupils start styling their class mate and using the clothing vocabulary. The groups should be able to describe what clothing pieces they have used to style their class mate.

The fashion show: after styling, the teacher sets up a stage for the fashion show and uses music to enhance the atmosphere. The teacher may work as a host for the show and ask questions from the groups while they are presenting. (15min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. Using the hand out for tidying up as a help is advisable. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The teacher introduces the glossary. The pupils add new learned words to the classroom glossary (poster) and two words they would like to learn (poster). On every lesson, two of the pupils will write down at least two new words in English (+translation) they have learned during the lesson and two new words in Finnish they would like to learn. The next two will find out what these words are in English and write them down to the poster in the beginning of the next lesson.(5min)

Example:

1. First lesson: pupils A and B both write down two new learned words and two words wanted to be learned, that pupils C and D will find out
2. Second lesson: pupils C and D write down the four wanted words from the first lesson, the two words each they have learned during the second lesson, and two new words each pupils E and F will find out
3. The following lessons: continuing through the all pupils. After 12 lessons there should be 48 lesson words + 44 wanted words on the posters making altogether 92 words.

Unit 1 – Lesson 1

Appendix 1: Introduction – Outline and aims

## CONTENTS

Unit 1 – Lesson 1

Appendix 2: Context and background – Lesson rules

# Lesson rules

### *Giving and asking for help*

- ✓ *Can I help you?*
    - o *Yes, please*
    - o *I'm fine, thank you*
- ✓ *Can you help me?*
    - o *Of course*
    - o *I will try*
    - o *I'm sorry, I don't know how*

### *Tidying up*

- ✓ *Clean your work space*
- ✓ *Put all the things to their right places*
- ✓ *Put trash to the garbage bin*
- ✓ *Help the others*

Unit 1 – Lesson 1

Appendix 3: Thinking activity – The purpose of clothing

## CLOTHING

What does it mean?

Fill in the gaps.

★ Clothing is made to _____parts of the human body.

★ Humans are the only animals that _____ clothing.

★ Clothing _____ humans from the high and cold

temperatures.

★ Clothing is also worn for decoration, as _____ clothing.

★ People from different cultures wear different clothing, because of

different _____, beliefs and _____.

★ Clothing can differ in different _____ (e.g. work,

home, school) and different _____.

★ Clothing can express your _____.

| | |
|---|---|
| fashion | protects |
| customs | wear |
| cover | situations |
| ages | weather |
| personality | |

Unit 1 – Lesson 1

Appendix 4: Thinking activity – Clothing vocabulary

Clothing for the upper body
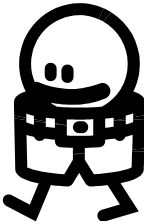
Clothing for the lower body

Clothing for the hands, feet and head

# UNIT 1

## LESSON 2 – MATERIAL KNOWLEDGE (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to tell the difference between natural and synthetic fibres and information about them
- ✓ how people process the fibres across the world
- ✓ to search information from the Internet in English and make a portfolio about the natural and synthetic fibres
- ✓ to assess their learning

### DIRECTIONS FOR THE TEACHER:

- ✓ Make sure to have enough fabric samples for the portfolios
- ✓ It is also possible to discuss about the environmental aspects of manufacturing fibres and the working conditions of workers
- ✓ If time, the pupils can find out what fibres are manufactured in Finland

### STRUCTURE OF THE LESSON:
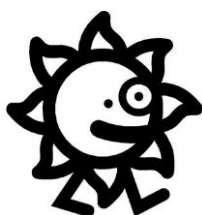
**Warm up:** Pop the balloon!
*The objectives* are to have a fun start to the lesson and use English spontaneously.

Before the lesson starts, the teacher sets up the classroom with balloons on the floor. Inside some of these balloons there are small pieces of fabric that are cotton, wool, linen and silk. There should be as many balloons as there are pupils, but most of the balloons are without a fabric sample. The teacher should set up the activity as a lottery, in other words, in some of the balloons there is a winning item. Next the teacher instructs the pupils to choose a balloon, but not touching it. After all the pupils have chosen a balloon, they have an opportunity to pop the balloon in any way they want, and the ones finding a fabric sample, get a small prize. These four fabric samples are then connected to the next activity. (5min)

**Context and background**: What are natural and synthetic fibres? *The objectives* are to find out information about the four main natural fibres and a few synthetic ones.

The teacher goes through the first slide of the *How are textiles made?* from the Children's University of Manchester website with the pupils. The slide talks about the sources of natural and synthetic fibres. The teacher should ask about the pictures and translate unknown words.

The Children's University of Manchester – How are textiles made?
http://www.childrensuniversity.manchester.ac.uk/interactives/art&design/talkingtextiles/howaretextilesmade/ (4.12.2013)

After the short introduction to the different fibres, the teacher shows videos from the Internet about producing these fibres around the world. The teacher may choose to show sections from all of the clips or just from a few of them. The videos are about cotton production in California, USA; sheep shearing in UK; silk production in China; flax to linen production in general; and polyester production from plastic bottles. It is not necessary to understand everything from the video clips, just the main idea. The teacher may ask afterwards if the pupils understood the general idea and what their thoughts about the videos were. (25min)

Americasheartland – California Cotton Harvest
http://www.youtube.com/watch?v=iSqinChTT70 (4.12.2013)

Buzzfizz1 – Sheep shearing
http://www.youtube.com/watch?v=TtP63IOhg1Y (4.12.2013)

ChinaVideoTravel– Tour inside a Chinese silk factory part1
http://www.youtube.com/watch?v=DtqYmfEPUiI (4.12.2013)

KravetInc – How Linen Is Made
http://www.youtube.com/watch?v=24yQ5R8On2U (4.12.2013)

DragonTV – Recycling plastic bottles into polyester
http://dragontv.ssis-suzhou.net/media/05-recycling-plastic-bottles-into-polyester (4.12.2013)

**Thinking activity:** What am I wearing?

*The objectives* are to understand from what sources the clothes are made from and describe what one is wearing in English.

The pupils work with a partner or with a small group. The task is to find out from what kind of fibres their clothes are made of by reading the washer. The teacher provides the pupils a hand out to help asking and answering questions. (5min)

**Instructions**: How to make a portfolio

*The objective* is to make a small portfolio about the natural and synthetic fibres.

The teacher gives instructions to make a small portfolio to include information about the four main natural fibres and three synthetic fibres. The pupils receive printed worksheets to fill for each fibre. The information should be filled by the pupils themselves, by searching the Internet. The exception is the synthetic fibres worksheet, which is already filled in with the information; the pupils only need to find out what it says and attach fabric samples to it.

The teacher gives different website addresses to visit but the pupils should be encouraged to search beyond those as well. It should be reminded that some websites are more reliable than others, e.g. what about Wikipedia, blogs or old websites? Moreover, the teacher should provide the pupils with some fabric samples that they can add to their portfolio. The information needed for the portfolio include: fibre, source, sample, qualities and the major producing countries. There is an answer sheet for the portfolio in the appendices. (10min)

**Individual work**: Searching information and making the portfolio

*The objectives* are to find relevant information form the Internet in English and create a small portfolio.

The pupils can work with a partner to increase communication, but each of the pupils needs to finish their own portfolio. After the portfolios are finished, the teacher can go through the correct answers together with the class or check the portfolios individually. (30min)

**Self-assessment**

*The objective* is to assess one's own work after the unit.

The teacher provides the pupils with a self-assessment hand out. After filling it out the pupils discuss about it with their partner and finally hand it out to the teacher. (5min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 1 – Lesson 2

Appendix 1: Thinking activity – What am I wearing?

## What am I wearing?

Find out what materials you are wearing. Check the label from your clothes that has the washing instructions, and search from what material your clothes are made of. Tell the results to your partner in English

Selvitä mitä materiaaleja on ylläsi. Tarkista pesulappu ja etsi mitä materiaaleja vaatteesi sisältää. Kerro tulokset parillesi englanniksi.

**Examples:**

Unit 1 – Lesson 2

Appendix 2 : Instructions – Instructions for making a portfolio

# Instructions for making a portfolio

**1.** Make a cover for the portfolio with a headline "Natural and synthetic fibres"

**2.** Cut a sample for each fibre

**3.** Search information from the Internet and fill in the info sheets for each fibre

Examples of website addresses:
- http://www.naturalfibres2009.org/en/fibres/
- http://www.statista.com/statistics/235685/cotton-production-in-2010-and-2011-by-country/

Use keywords such as:
- The qualities of wool
- Major producers of cotton

**4.** Remember to add sources to the last page

Unit 1 – Lesson 2

Appendix 3 : Instructions – Natural and synthetic fibres

# **Natural fibres**

Fibre:_____

Source: _____
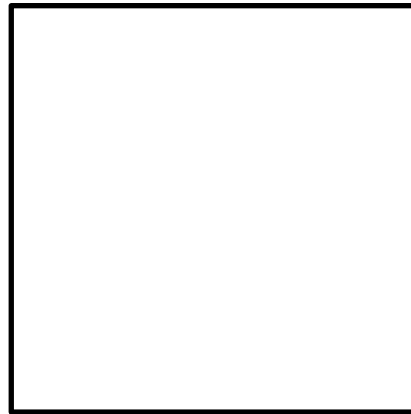
Qualities:

- _____

- _____

- _____

- _____

- _____

Major producing countries:

1. _____

2. _____

3. _____

Sample

# Synthetic fibres

Fibres:

1. Polyester
2. Nylon
3. Acrylic

Source: Oil, coal and petrol-based chemicals (monomers)

Samples

Qualities:

- durable
- warm
- breathable
- comfortable
- colourfast
- wrinkle-resistant

Major producing countries:

1. China
2. India
3. United States

**Sources:**

IHS Chemical – Fibers overview

http://www.ihs.com/products/chemical/planning/ceh/fibers.aspx (5.12.2013)

Isambard Community School – Synthetic Fibres

http://www.isambard.swindon.sch.uk/_includes/attachments/P847/Synthetic%20Fibres.pdf (5.12.2013)
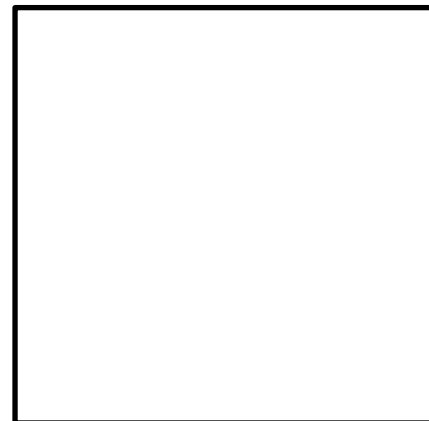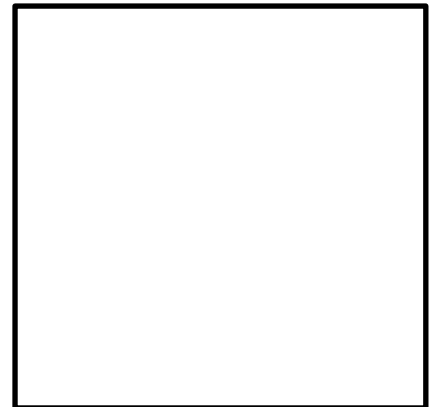
Unit 1 – Lesson 2

Appendix 4: Individual work – The answers for the portfolio

## The answers for the portfolio

Natural fibres

| Cotton | Wool | Linen | Silk |
|--------|------|-------|------|
| ⬇ | ⬇ | ⬇ | ⬇ |
| Cotton plant | Sheep | Flaxplant | Silkworms |
| ⬇ | ⬇ | ⬇ | ⬇ |
| cool to wear<br><br>very absorbent, dries slowly<br><br>soft handle<br><br>durable | warm to wear<br><br>absorbent, dries slowly<br><br>breathable, repels rain<br><br>soft handle<br><br>can shrink<br><br>not durable | cool to wear<br><br>very absorbent, dries quickly<br><br>stiffer handle<br><br>durable<br><br>wrinkles easily | warm to wear<br><br>absorbent<br><br>soft handle<br><br>durable |
| ⬇ | ⬇ | ⬇ | ⬇ |
| 1. China<br><br>2. India<br><br>3. United States | 1. China<br><br>2. Australia<br><br>3. New Zealand | 1. France<br><br>2. Belgium<br><br>3. The Netherlands | 1. China<br><br>2. Brazil<br><br>3. India |

Sources:

http://www.statista.com/statistics/235685/cotton-production-in-2010-and-2011-by-country/(13.12.2013)

http://www.top5ofanything.com/index.php?h=f9962ed3(13.12.2013)

http://www.naturalfibres2009.org/en/fibres/flax.html(13.12.2013)

http://www.naturalfibres2009.org/en/fibres/silk.html(13.12.2013)

Unit 1 – Lesson 2

Appendix 5: Self- assessment

## SELF-ASSESSMENT

| | ☺ | 😐 | ☹ |
|---|---|---|---|
| I followed the instructions | | | |
| I learned new things about the topic | | | |
| I learned new vocabulary | | | |
| I used English language | | | |
| I understood everything | | | |
| I tried my best | | | |

# UNIT 2

# ECO-FRIENDLY CRAFT IDEAS FROM AFRICA, PARAGUAY AND NATIVE AMERICANS

### INCLUDING:

LESSON 3 – Africa: Making a football out of scrap material

LESSON 4 – Paraguay: Power of music from trash

LESSON 5 – Native Americans: Catching dreams with the help of nature

## IN THIS UNIT PUPILS WILL LEARN:

✓ to make a football out of plastic bags and information about the life in Africa

✓ to manufacture a drum and a flute from trash/ household items and information about Landfillharmonic orchestra and poverty in Paraguay

✓ to learn how to make a dream catcher and information about Native Americans and the appreciation of nature

✓ to express opinion, compare and describe in English

✓ to assess their learning

## CLIL: OVERALL PLAN FOR THE UNIT

AIMS

• To work with eco-friendly materials

• To learn about the life in Africa and Paraguay, as well as information about the Native Americans

• To gain practical knowledge how to use recycled materials and appreciate nature

• To encourage the pupils to be creative

• To advance the learning of using  materials and equipment for crafts

• To learn new vocabulary and to improve reading and understanding work instructions

• To practice expressing opinion, comparing and describing in English

• To assess own work

<u>TEACHING OBJECTIVES</u>

What the teacher plans to teach?

*Content*

- How to make football out of plastic bags
- How to make musical instruments from trash
- How to make a dream catcher
- Using recycled and eco-friendly materials

*Culture*

- Living with poverty in Africa and Paraguay
- Native American culture
- Understanding that one can also learn in a different language
- Value of DIY culture (do it yourself)

*Communication*

Language of learning

- Key vocabulary: *Musical instruments and nature vocabulary and e.g. football, plastic bag, poverty, musical instrument, trash, dream catcher, American Indian, eco-friendly*

Language for learning

- Asking questions: *can I help you? Can you help me? What differences you can notice?*
- Comparing: *comparing musical instruments*
- Understanding: *reading and listening instructions*
- Expressing opinion and describing: *my favourite toy is IPad; Describing a drawing: I drew a lake, because I like swimming*
- Wordplay: *finding nature words from anagrams*

Language through learning

- Recognising language used in activities
- Learning from the teacher and the other pupils' use of language
- Familiarising oneself with new words related to the activities
- Responding and reacting to questions

*Cognition*

- Helping the pupils to comprehend the key concepts and putting them in use in different contexts
- Identifying the stages of work when watching and reading instructions

- Understanding the meaning of environmentally friendly and poverty around the world
- Understanding the Native Americans' appreciation towards nature
- Building, learning and using vocabulary

## LEARNING OUTCOMES

By the end of the unit learners will be able to:

- make a football and musical instruments out of recycled materials
- understand, read and listen work instructions
- use language needed for the process of making eco-friendly crafts
- use new vocabulary in a context
- understand and learn how to use materials from the nature
- express their creativity
- use language for asking and giving help
- express their opinion, compare musical instruments and describe their drawings
- Assess their own work

## CRITERIA FOR ASSESSMENT

Using teacher, peer and self-assessment to assess how well learners:

- Contribute to the classroom glossary
- Follow work instructions
- Produce a football, an instrument and a dream catcher
- Participate enthusiastically in classroom activities
- Understand the instructions by listening and reading

## RESOURCES

- Computer, visual presenter, whiteboard
- Worksheets
- Plastic bags
- Yarn, string
- Cardboard container
- Balloons
- Rubber bands
- Willow hoops
- Beads, feathers

# UNIT 2

# CLIL LESSON OUTLINES

## LESSON 3 – AFRICA: MAKING A FOOTBALL OUT OF SCRAP MATERIAL (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to make a football out of plastic bags
- ✓ information about the life in Africa and what we can learn from them
- ✓ to express their opinion

### DIRECTIONS FOR THE TEACHER:
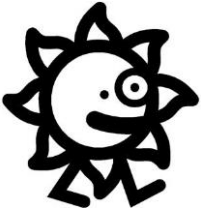
- ✓ It is important not to emphasise just the poverty in Africa, but the imagination and the attitude towards life as well
- ✓ If possible, play African music on the background while working to enhance the atmosphere

### STRUCTURE OF THE LESSON:

**Introduction:** Outline and aims

*The objectives* are to introduce the unit to the pupils and give an overall picture what they are going to make and accomplish.

The teacher goes through the unit outline and the aims of the unit together with the pupils. The teacher should use the section "In this unit pupils will learn" and describe the main aims described for the each lesson. One should use a visual presenter/ blackboard to show the outline in written as well. (5min)

**Warm up:** Sketches – Reinvent a plastic bag

*The objectives* are to express an opinion in a short time and make a little performance in English, without any great pressure.

The pupils shall work with a partner. The teacher gives each couple a plastic bag and instructs them to be creative and invent a new purpose for the plastic bag or make something new out of the plastic bag. The pupils have only a couple of minutes to invent something and then each couple performs their idea to the rest of the class. The idea is to have a lot of short sketches. After the sketches, the teacher points out that there are a lot of different ways to use plastic bags, and that they should not be just garbage. (15min)

**Context and background**: African toys

*The objectives* are to find out how to manufacture a football out of plastic bags and what kind of toys children make themselves in Africa, as well as wonder the power of imagination.(20min)

The teacher shows a video from YouTube about an African boy from Malawi who is making a football out of plastic bags. The video should be watched at least for the first three minutes. After watching the video, the teacher asks the pupils to point out things they noticed, or things that are different than in Finland. Some thoughts that could be drawn from the video are poverty, imagination, recycling, dancing, happiness and different kind of toys. The teacher should also point out that playing football/ soccer is very popular in Africa.

How to make an African football

http://www.youtube.com/watch?v=h2T6s7WCe8Y (19.11.2013)

After discussing together with the pupils, the teacher shows pictures of African toys from the Internet. Again, the teacher asks the pupils to point out the differences and things they see in the pictures.

Children's toys from Africa (Unesco publication)

http://www.arvindguptatoys.com/arvindgupta/africantoys.pdf (20.11.2013)

African toys by Silvia Morara

http://silviamorara.photoshelter.com/gallery/african-toys/G0000eL1TGJQSUJU/ (20.11.2013)
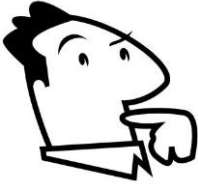
**Thinking activity:** My favourite toys and gadgets

*The objectives* are to think which three of their toys/ gadgets the pupils would choose and why and explain it to a partner.

The teacher shows pictures of children around the world with their favourite toys. After watching the pictures, the teacher asks the pupils to choose three of their favourite toys and describe them to a partner. The idea is to wonder together if it would be possible to live with less toys and gadgets. The teacher may point out that income differences exist not only between but also within countries, so not all children in developing countries are poor or vice versa.

Photos of children from around the world with their favourite toys
http://twentytwowords.com/2013/03/13/photos-of-children-from-around-the-world-with-their-favorite-toys-30-pictures/ (20.11.2013)

**Instructions**: How to make an African football

*The objective* is to understand the instructions in English.

The teacher provides the pupils with the written instructions of making a football and goes through the steps by demonstrating the process. The instructions differ slightly from the video shown. (10min)

**Individual work**: Making the football out of plastic bags

*The objectives* are to follow the instructions and work with a partner to increase communication.

If possible, the teacher can play African music on the background to enhance the atmosphere. The teacher reminds the pupils about the asking and giving help policy (explained in earlier lessons). (30min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 2 – Lesson 3

Appendix 1: Instructions – How to make an African football

# Making a football out of plastic bags

## Materials:
plastic bags
string
scissors

1. Take a small plastic bag and put some plastic bags inside it
2. Close the bag by twisting
3. Put the ends of the plastic bag around the "ball" again
4. Continue adding plastic bags until you are happy with the size
5. Tie strings around the "ball"

**Vocabulary**

| | |
|---|---|
| a plastic bag | muovipussi |
| string | naru |
| inside | sisään, sisälle |
| to twist | kiertää, kääntää |
| to add | lisätä |
| to tie | sitoa |

# UNIT 2

## LESSON 4– PARAGUAY: POWER OF MUSIC FROM TRASH (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to manufacture a drum and a flute from trash/ household items
- ✓ information about Landfillharmonic orchestra and poverty in Paraguay
- ✓ to compare instruments in English

### DIRECTIONS FOR THE TEACHER:

- ✓ To understand the value of musical instruments, the pupils can estimate the prices of different instruments
- ✓ It is possible to find out more information about Paraguay. At least, in the beginning of the lesson, the pupils can guess where it is situated on the map.

### STRUCTURE OF THE LESSON
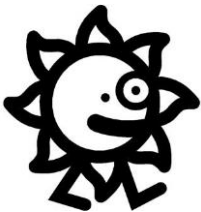
**Warm up:** Listen and guess!
*The objectives* are to listen to different instruments and guess what they are.

The pupils are divided into small groups. The teacher plays sounds of different musical instruments and the pupils try to guess what they are. They may answer in Finnish, but they get an extra point if they know the answer in English as well. If wanted, the teacher may give a small price to the winning team. There is an answer sheet in the appendices. (10min)

DSO Kids – Listen by instrument
http://www.dsokids.com/listen/by-instrument/.aspx (24.11.2013)

**Context and background**: Making instruments from trash
*The objectives* are to get to know the Landfillharmonic orchestra from Paraguay and understand the possibilities of making instruments out of trash.

The teacher shows a video about the Landfillharmonic orchestra in Paraguay. The teacher may choose whether to use a video with English subtitles or with an English narrator. After watching the video, the teacher should ask the pupils what the main idea in the video was and if there was a lot of information they did not understand. The teacher should emphasise that if they were not able to understand everything, they were still able to understand the main idea. In other words, it is not always necessary to know every word, in order to understand or be understood.

Newsfeed Time – with English subtitles
http://newsfeed.time.com/2012/12/11/watch-the-recycled-orchestra-slum-children-create-music-out-of-garbage/(22.11.2013)
NTD TV – with an English narrator
http://www.youtube.com/watch?v=yiYFcuIkBjU(22.11.2013)

After watching the video about the orchestra in Paraguay, the pupils explore two different websites about making instruments from trash and household items. This can be done with the whole class together or if possible, the pupils can use computers by themselves or with a partner. In addition, the teacher can ask the pupils to find instructions for making a drum and a simple flute. (20min)

New York Philharmonic Kidzone
http://www.nyphilkids.org/lab/main.phtml (22.11.2013)
Bash the Trash
http://www.bashthetrash.com/(22.11.2013)

**Thinking activity**: Comparing the instruments
*The objective* is to compare some of the instruments in English with a partner.

After exploring the websites, the pupils should discuss and compare the instruments with a partner, according to a hand out given by the teacher.(10min)

**Instructions**: How to make a drum and a simple flute

*The objective*s are to be able to understand instructions from the video as well as in written form.

The teacher shows videos containing the instructions for a drum and a simple flute. The teacher also provides the pupils with the instructions in a written form. The teacher may point out that the membrane/ drum head is originally made from animal skin. (10min)

ExpertVillage – How to make a tom tom

http://www.youtube.com/watch?v=sOa_4ON8lxc (24.11.2013)

Arvind Gupta – Paper flute

http://www.youtube.com/watch?v=YdEIV_vCqhk (24.11.2013)

**Individual work**: Making a drum and a simple flute

*The objectives* are to work according to the instructions and help each other.

After the pupils have finished their drum and flute, the teacher should encourage the pupils to invent their own instruments. (30min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 2 – Lesson 4

Appendix 1: Warm up – Listen and guess instruments


DSO Kids – Listen by instrument

http://www.dsokids.com/listen/by-instrument/.aspx (24.11.2013)


## Listen to the different instruments and guess what they are in Finnish and in English!


1. _____


2. _____


3. _____


4. _____


5. _____


6. _____


7. _____

Unit 2 – Lesson 4

Appendix 2: Thinking activity – Comparing the instruments

## Compare the instruments!

Examples:

*I think a guitar is <u>bigger than</u> a flute*

*I think a piano is <u>more expensive than</u> a flute*

*I think the piano is <u>the biggest</u> instrument*

*I think the piano is <u>the most beautiful</u> instrument*

| Adjectives |
| :---: |
| big |
| small |
| loud |
| beautiful |
| interesting |
| expensive |
| popular |
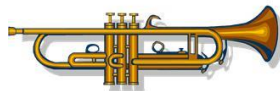
Guitar            Trumpet

Flute

Drum            Violin

Piano

Unit 2 – Lesson 4

Appendix 3: Instructions–How to make a drum and a simple flute

# Making a drum

Materials:
A cylinder shaped cardboard container
Balloons
A rubber band
Scissors
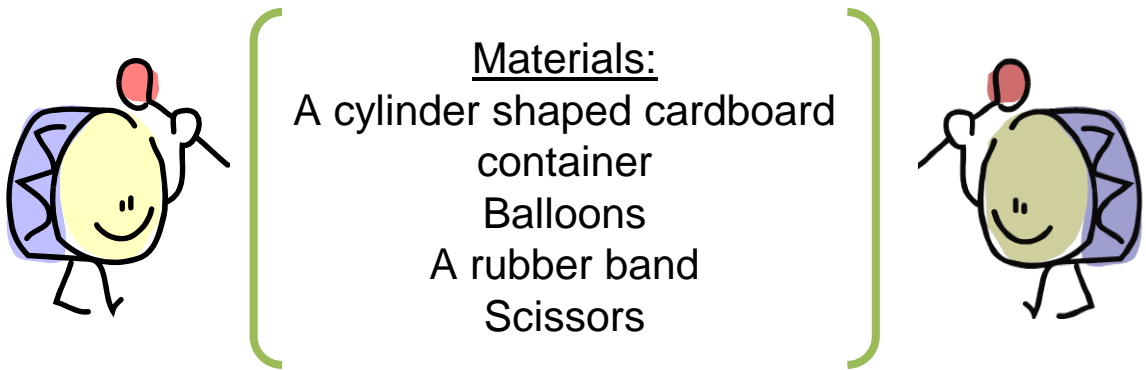
1. Cut the balloon as in the picture and remove the valve
2. Stretch the balloon to fit the top of the cardboard container
3. Fit the drum head tightly with a rubber band
4. You may decorate the drum and play it with a pencil
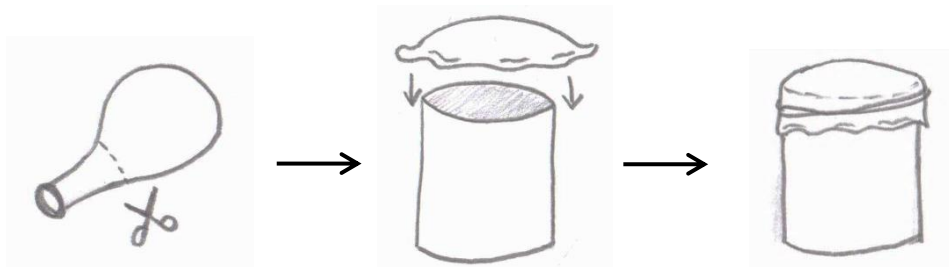
**Vocabulary**

| | |
|---|---|
| to cut | leikata |
| to remove | poistaa |
| a valve | venttiili |
| to stretch | venyttää |
| a cylinder | lieriö |
| cardboard | pahvi |
| a container | astia |
| to fit | sovittaa, asettaa |
| a drum head | rumpukalvo |
| tightly | tiukasti |

# Making a flute
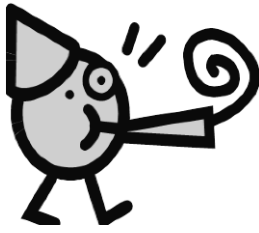
Materials:
Paper
A pencil
Scissors
Glue
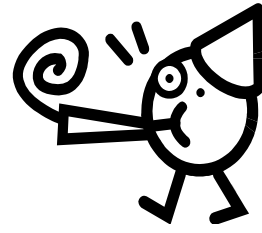
1. Cut the A4 size paper into half
2. Draw a small flap to the paper and cut
3. Roll the paper tightly using a pencil
4. Remove the pencil and glue the sides together
5. When you suckair on the flute, the flap vibrates and creates sound!
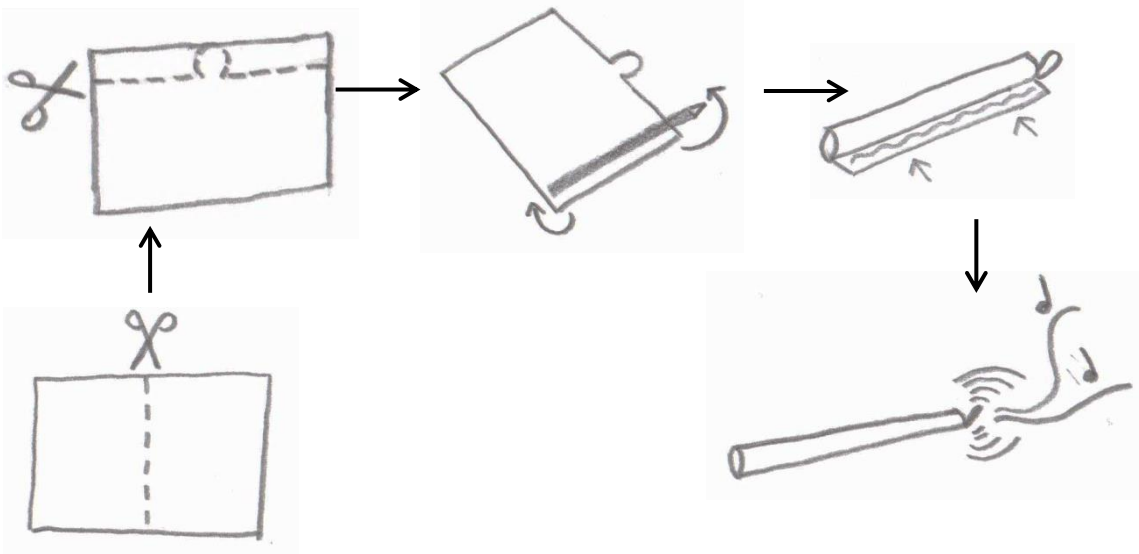
**Vocabulary**

| | |
|---|---|
| a flute | huilu |
| a flap | läppä |
| to roll | rullata |
| to blow | puhaltaa |
| to vibrate | värähdellä |
| to suck | imeä |

# UNIT 2

## LESSON 5– NATIVE AMERICANS: CATCHING DREAMS WITH THE HELP OF NATURE(90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to learn how to make a dream catcher
- ✓ information about Native Americans and the appreciation of nature
- ✓ to learn English words that originate from Native Americans, and describe their drawings to the others by using nature vocabulary
- ✓ to assess own learning

### DIRECTIONS FOR THE TEACHER:

- ✓ To enhance the atmosphere, it is possible to play Native American music while working
- ✓ If wanted more information about Native Americans, there are a lot of information and ideas in the "Idea Book for Creating Lessons and Units about American Indians" (Idea Book, 2002)

### STRUCTURE OF THE LESSON
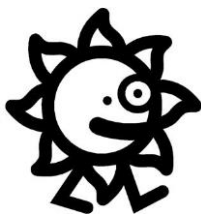
**Warm up:** Find the words of Native American origin
*The objectives* are to get to know English words that are American Indian in origin and give the pupils time for pondering.

The teacher gives a worksheet to the pupils. The pupils should work in small groups. The teacher explains that the idea is to guess which words of American Indian in origin are hidden in the anagrams. When checking the correct answers, the teacher should point out that there are many American Indian words especially for animals. Moreover, it is possible to ask the pupils why they think these words originate from the Native Americans. The words can be found on the website below. (5min)

Idea Book for Creating Lessons and Units about American Indians, (2002, 11)
http://opi.mt.gov/pdf/IndianEd/Resources/IdeaBook.pdf (27.11.2013)

**Context and background**: The Native American dream catcher
*The objectives* are to get to know the story behind the dream catcher and understand the Native Americans' appreciation towards nature.

The teacher shows a PowerPoint presentation about the topic, including a description about the Native Americans and an animated video about the story of the dream catcher. The teacher can ask the pupils to interpret the description in the beginning and then clarify the meaning, and emphasise that one can be very creative with the elements from nature. After watching the animated story, the teacher asks the pupils to explain the main points. There is more information about the history of the dream catcher, as well as about the Native Americans on the websites below. (15min)

Raquel Martinez – Dream catcher animatic
http://www.youtube.com/watch?v=iDAdhYyr70c (26.11.2013)

Dream-Catchers.org
http://www.dream-catchers.org/ (26.11.2013)

Idea Book for Creating Lessons and Units about American Indians, (2002, 11)
http://opi.mt.gov/pdf/IndianEd/Resources/IdeaBook.pdf (27.11.2013)

**Instructions**: How to make a dream catcher
*The objective*s are to be able to follow the instructions from the video, as well as from the written hand out.

The teacher continues the PowerPoint presentation with showing a video of how to make a dream catcher. After watching the video, the teacher gives the instructions in written form as well. It should be pointed out, that originally the dream catchers were made using a hoop of willow, leather, string, beads and feathers, in other words, materials from nature. (10min)

Oritami – How to make a Dream Catcher
http://www.youtube.com/watch?v=XSmjHVh-xLM (26.11.2013)

**Individual work**: Making the dream catcher

*The objectives* are to follow the instructions and use English freely while working.

The pupils start working with the dream catcher. They should be reminded about the giving and asking help policy. It is possible to play Native American music while working to enhance the atmosphere. (35min)
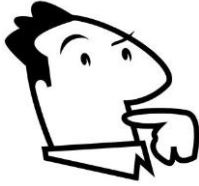
**Thinking activity**: My favourite place in nature

*The objectives* are to draw a favourite place in nature and tell about it in a group.

The pupils are given a piece of paper to draw their favourite place in nature. After drawing, the pupils form groups of 3-4 people. In these groups the pupils shall describe their drawing and their favourite place in nature. The teacher provides a hand out to help describing.(10min)

**Self-assessment**

*The objective* is to assess one's own work after the unit.

The teacher provides the pupils with a self-assessment hand out. After filling it out the pupils discuss about it with their partner and finally hand it out to the teacher. (5min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 2 – Lesson 5

Appendix 1: Warm up – Find the words of Native American origin

## What words of American Indian origin are hidden here?

| | | |
|---|---|---|
| car hurien | yakka | knusk |
| mock ham | soome | cocoran |
| que rabbe | piti | |

_____

_____

_____

_____



Use pictures as a help!
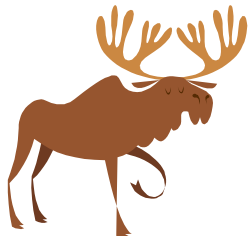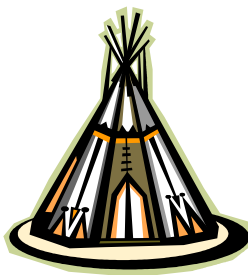
Correct answers: hurricane, hammock, barbeque, kayak, moose, tipi, skunk, raccoon

Unit 2 – Lesson 5

Appendix 2: Context and background & Instructions– Native American dream catcher

## How to make a Dream catcher



**Materials:**

Scissors
Yarn
Leather string/
ribbon
Beads
Feathers
A hoop (made
from willow)

## Instructions

1. Cover the willow hoop with a leather string/ ribbon

2. Start making loops with yarn

3. Remember to keep the yarn tight!
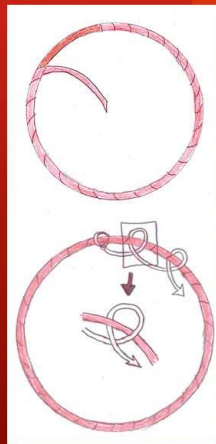


4. After the first round, start looping the second lap

5. Continue looping until you have a small hole in the centre. Tie a knot and add a bead if wanted
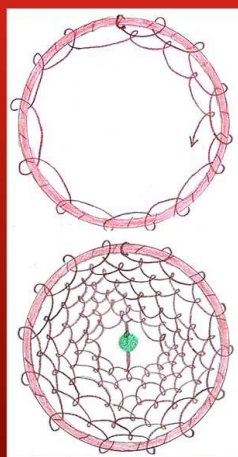
6. Add beads and
   feathers

More information:
Oritami – How to make a
Dream Catcher
http://www.youtube.com/w
atch?v=XSmjHVh-xLM
(26.11.2013)

---

## Vocabulary

| | |
|---|---|
| a dream catcher | unisieppari |
| an ecologist | ekologi |
| respect | kunnioitus |
| ribbon | nauha |
| a bead | helmi |
| a hoop | rengas |
| a willow | paju |
| to cover | peittää |
| a loop | silmukka |
| to loop | kiertää, tehdä silmukka |
| a lap | kierros |
| a knot | solmu |

---

## Sources:

- Idea book for creating lessons and units about American Indians, p. 11.
  http://opi.mt.gov/pdf/IndianEd/Resources/IdeaBook.pdf
  (27.11.2013)
- Raquel Martinez – Dreamcatcher animatic
  http://www.youtube.com/watch?v=iDAdhYyr70c
  (26.11.2013)
- Oritami – How to make a Dream Catcher
  http://www.youtube.com/watch?v=XSmjHVh-xLM
  (26.11.2013)

Unit 2 – Lesson 5

Appendix 3: Thinking activity – My favourite place in nature

# Tell about your drawing!

## Examples:

*I drew the sea and our summer cottage*

*I drew the beach here, because I really enjoy sun bathing*

*My favourite place is by the lake*

## Nature vocabulary

| | | |
|---|---|---|
| grass | lake | sand |
| trees | waterfall | beach |
| forest | river | animals |
| mountain | ocean | sky |
| park | water | snow |
| flowers | sea | sun |

Unit 2 – Lesson 5

Appendix 4: Self- assessment

# SELF-ASSESSMENT

| | ☺ | 😐 | ☹ |
|---|---|---|---|
| I followed the instructions | | | |
| I learned new things about the topic | | | |
| I learned new vocabulary | | | |
| I used English language | | | |
| I understood everything | | | |
| I tried my best | | | |
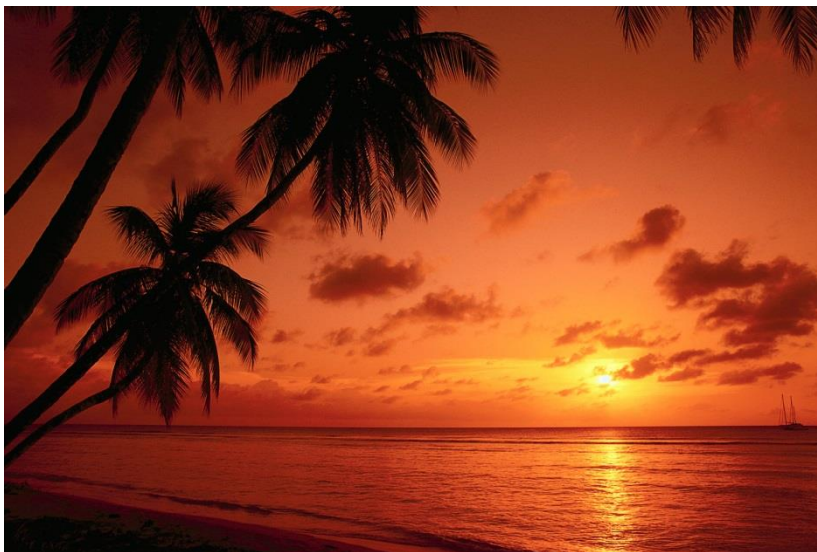
# UNIT 3

# PRINTING AND COLOUR DYEING: INSPIRATION FROM AROUND THE WORLD

### INCLUDING:

LESSON 6 – Design your own print: the world is your oyster!

LESSON 7 – Tie dyeing: a breeze from America in the 60's

LESSON 8 – Dyeing with natural and artificial colours

## IN THIS UNIT PUPILS WILL LEARN:

- ✓ to design an own print using other cultures as inspiration
- ✓ information about different tie dyeing techniques from America
- ✓ to understand the difference between natural and artificial colours
- ✓ vocabulary and phrases concerning shapes, encouragement and colours
- ✓ to assess own progress

## CLIL: OVERALL PLAN FOR THE UNIT

AIMS
- To make an own print design using print designs from other cultures as an inspiration
- To gain knowledge about different tie dyeing techniques
- To understand dyeing with artificial and natural colours
- To learn new vocabulary and to improve reading and understanding work instructions
- To advance the learning of using materials and equipment for crafts
- To encourage the pupils to be creative
- To assess one's own work and progress

<u>TEACHING OBJECTIVES</u>

What the teacher plans to teach?

| *Content* | *Culture* |
|---|---|
| • How to design a print<br><br>• Making a stamp for printing<br><br>• Different tie dyeing techniques<br><br>• Using artificial and natural colours<br><br>• Dyeing with Kool-Aid and dyeing with plants | • Using print designs around the world as an inspiration<br><br>• Dyeing techniques and cultural aspects from America<br><br>• Understanding that one can also learn in a different language<br><br>• Value of DIY culture (do it yourself) |

*Communication*

Language of learning

- Key vocabulary: *shape vocabulary, cheering words, colour vocabulary and e.g. to print, to dye, artificial colour, natural colour, design, hand block printing, a stamp, tie dyeing, spiral, hypothesis, Kool Aid, yarn, plants, hypothesis*

Language for learning

- Asking questions: *can you help me? Can I help you? What do you think?*
- Classifying and organizing: d*iscussing whether a colour is artificial or natural*
- Describing*: prepositions for directions, describing what to draw, telling about a hypothesis*
- Understanding: *reading and listening instructions and presentations*
- Expressions: *cheering and praising*
- Wordplay: *understanding and explaining colour sayings*

Language through learning

- Recognizing language used in activities
- Learning from the teacher and the other pupils' use of language
- Familiarizing oneself with new words related to the activities
- Responding and reacting to questions

*Cognition*

- Helping the pupils to comprehend the key concepts and putting them in use in different contexts
- Building, learning and using vocabulary
- Encouraging creativity when designing an own print
- Understanding the origins of different dyeing colours
- Recognizing different print designs around the world

## LEARNING OUTCOMES

By the end of the unit learners will be able to:

- recognize different print patterns around the world
- manufacture their own print
- use new vocabulary in a context
- express their creativity
- use language for asking and giving help
- assess their own and peers' work

## CRITERIA FOR ASSESSMENT

Using teacher, peer and self-assessment to assess how well learners:

- Produce a self-made print using other cultures as an inspiration
- Use different dyeing techniques
- Contribute to the classroom glossary
- Follow work instructions and listen the teacher
- Participate enthusiastically in classroom activities

## RESOURCES

- Smart board, visual presenter
- T-shirts, fabric bags
- fabric dyes
- small pieces of wood
- cardboard/ foam
- rubber bands
- plain fabric
- woollen yarn (natural)
- Kool Aid – colours
- plants, hammers

# UNIT 3

## CLIL LESSON OUTLINES

## LESSON 6 – DESIGN YOUR OWN PRINT: THE WORLD IS YOUR OYSTER! (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to make their own print design
- ✓ different print designs around the world
- ✓ vocabulary for different shapes and prepositions for directions

### DIRECTIONS FOR THE TEACHER:

- ✓ The pupils should be encouraged to use other cultures as an inspiration
- ✓ Make a model of a stamp before the lesson to demonstrate the finished product
- ✓ Show the actual procedure of printing

### STRUCTURE OF THE LESSON:

**Introduction:** Outline and aims
*The objectives* are to introduce the unit to the pupils and give an overall picture what they are going to make and accomplish.

The teacher goes through the unit outline and the aims of the unit together with the pupils. The teacher should use the section "In this unit pupils will learn" and describe the main aims described for the each lesson. One should use a visual presenter/ blackboard to show the outline in written as well. (5min)

**Warm up:** Draw the shape and vocabulary for shapes
*The objectives* are to get familiar with the vocabulary for different shapes, and practice listening and giving instructions.

First the pupils are given a hand out to connect the right word and shape. Second, the teacher goes through the vocabulary for different shapes with the pupils. Third, the pupils work with a partner so that the other one keeps his/her eyes closed and is ready to draw a pattern. The other one instructs what kind of pattern he/she needs to draw. (15min)

**Context and background**:
What is a pattern? & Print designs around the world

What is a pattern?
*The objective* is to introduce the pupils with the concept of a pattern.

The teacher introduces the concept of pattern making with the help of a presentation presented on the website of the Children's University of Manchester. The use of a Smart board would be advisable to make it possible for the pupils to participate actively. The teacher should translate the difficult words for the pupils. (10min)

What is a pattern? – The Children's University of Manchester
http://www.childrensuniversity.manchester.ac.uk/interactives/art&design/talkingtextiles/pattern/ (12.11.2013)

**And**

Print designs around the world
*The objectives* are to explore the world of fabric printing and the cultural diversity of many countries.

The teacher shows a PowerPoint presentation about different print designs around the world, including The United Kingdom, The United States, Australia & New Zealand, India and Africa. In the presentation there are links to different websites with pictures of textile designs. There is also a slide with people wearing clothes original to the country

and the pupils can discuss shortly with a partner next to them and guess from which country the people are from (India, Australia, The United States, Mexico and Scotland). The pupils are given a vocabulary to support learning. The teacher asks questions about the topic, such as "what is textile printing?", "what is your favourite picture?", "what kind of similarities/differences you can find between the countries?", "what these pictures tell about the culture?" and "can you recognise a Finnish person from the clothes?" (10min)

**Instructions**: How to make a stamp
*The objective*s are to follow instructions and make your own stamp for printing.

The teacher goes through the specific work instructions for making the stamp with the help of a PowerPoint presentation. Vocabulary is given to the pupils to help understanding. The teacher also provides an instruction sheet (from the presentation) for everyone. (10min)
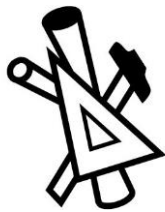
**Planning**: Planning the stamp
*The objectives* are to use designs from other cultures as an inspiration and plan your own print.

The pupils start planning their stamp. They may use the pictures seen from the websites as their inspiration, or if possible, use computers by themselves to search sources for ideas from the websites provided by the teacher. The pupils may also work with a partner to increase communication. The teacher should remind the pupils that the print should be simple enough for manufacturing. (10min)

**Individual work**: Making and using the stamp
*The objectives* are to put theory into practice and give the pupils freedom to use English in any way they want.

The pupils start making their planned print and if time, printing it to the T-shirt. The teacher reminds the pupils about the asking and giving help policy (explained in earlier lessons). (20min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 3 – Lesson 6

Appendix 1: Warm up – Draw the shape and vocabulary for shapes

## Draw the shape!

First go through the vocabulary for different shapes. Then work with a partner. The other one keeps his/her eyes closed (or open) and is ready to draw. The other one instructs in English what kind of a pattern he/she needs to draw. Teacher provides the images for patterns or you can draw your own image.

Käy ensin läpi sanasto erilaisille muodoille. Sitten työskentele parin kanssa. Toinen pitää silmät kiinni (tai auki) ja on valmistautunut piirtämään. Toinen ohjeistaa englanniksi millainen kuvio toisen tulisi piirtää. Opettajalta saat kuvat tai voit piirtää kuvan myös itse.

Examples:

- o *First draw a circle/ triangle/ diamond/ rectangle/ star/ square/ curve/ oval*
- o *Then draw a......between/ above/ inside/ outside/ beside/ under/ in front of/ behind*

# Vocabulary for shapes

*Connect the right word and shape*

Circle
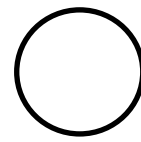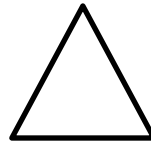
Oval

Triangle

Square

Star

Diamond

Curve

Moon shape

Rectangle

Heart shape

Line
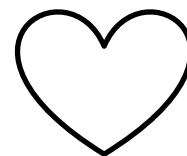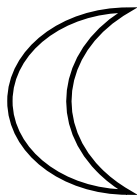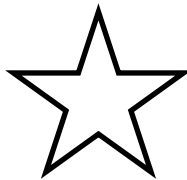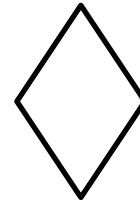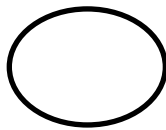
**Extra activity:** Guide your partner to colour the shapes

*Example:*

o Colour the diamond blue/yellow/red…

Unit 3 – Lesson 6

Appendix 2: Context and background– Print designs around the world&

Instructions – How to make a stamp (PowerPoint)

## New Zealand & Australia

Maori designs:
http://www.fabricsdownunder.com.au/categories/Fabric/Maori-%26-NZ/?sort=featured&page=2 (11.11.13)

Aboriginal designs:
http://store.heartsongquilts.com/stores_app/Browse_dept_items.asp?Store_id=811&Page_id=17&categ_id=35&parent_ids=0,1 (11.11.13)

## Africa

Print designs:

http://www.pinterest.com/redantpinterest/african-print-fabrics/ (11.11.13)

## India

Block print designs:

http://www.etsy.com/search/?includes[0]=tags&search_query=indian+block+print+fabrics&page=1 (11.11.13)

## Guess from which country?

## Vocabulary

| to print | painaa |
|---|---|
| to design | suunnitella |
| to apply | asettaa,laittaa |
| floral | kukallinen |
| an inspiration | inspiraatio |
| a pattern | kuvio, kaava |
| Union Jack | Yhdistyneen |
| | Kuningaskunnan lippu |
| geometric | geometrinen |
| patriotic | isänmaallinen |

# Making a stamp

## Materials

- Scissors
- Foam/ cardboard
- Piece of wood and glue
- Fabric print colors
- Fabric for printing
- Newspapers for covering the table

## Create your own design!

- Use pictures as your inspiration!

- Choose a picture/pattern you like the most

- Add some own design into it

- Make it simple!

## Making the stamp

1. Design your print

2. Draw your pattern on the foam or cardboard

3. Cut the pattern and choose a right size piece of wood for your design

4. Attach the pattern on the wood with glue

## Using the stamp for printing

1. Pour fabric colour to a plastic/paper plate
2. Press down the stamp on the colour
3. Press the stamp down firmly on the fabric
4. Let the fabric dry
5. Attach the print by ironing (use greaseproof paper between the fabric and the iron)

## Vocabulary

| a stamp | leimasin |
|---|---|
| foam | vaahtomuovi |
| cardboard | pahvi/kartonki |
| to cover | peittää, suojata |
| to attach | kiinnittää |
| to pour | kaataa |
| greaseproof paper | leivinpaperi |

Source
o http://www.teonline.com/knowledge-centre/printing.html (11.11.2013)

# UNIT 3

## LESSON 7 – TIE DYEING: A BREEZE FROM AMERICA IN THE 60'S (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

✓ to tie dye  a T-shirt with different techniques and hypothesise the results
✓ to follow instructions from a video in English
✓ to cheer their peers in English

### DIRECTIONS FOR THE TEACHER:

✓ Set the right atmosphere for this lesson by playing American music from the 60's while working.
✓ The T-shirt used for the tie dyeing can also be an old one from the pupil
✓ Remember to protect the surfaces with garbage bags/ newspapers
✓ It is possible to watch more DIY tie dyeing videos from the internet during the lesson

### STRUCTURE OF THE LESSON:
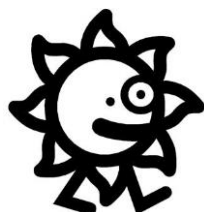
**Warm up:** Rubber band competition
*The objectives* are to have a fun start to the lesson and practice cheering phrases.

The teacher divides the class into two/three/four groups depending on the size of the classroom and the amount of pupils. Each group has about 20 rubber bands. The teacher forms a circle on the floor (e.g. with a yarn) for each group. The groups then compete with the other groups, by sling shooting the rubber bands inside their circle. The winning group is the one with the most rubber bands inside the circle.  While competing, the pupils should cheer their group mates in English. The teacher goes through the phrases for that together with the pupils before starting the competition. It is also possible to play some background music from the 60's to enhance the atmosphere.

The pupils have to work with rubber bands during the lesson, so to prevent excess playing with them, the pupils have now a permit to play with them. After this warm up, it is not allowed to shoot the rubber bands in the classroom anymore.(10min)

UsingEnglish.com - Vocabulary for praising:
http://www.usingenglish.com/files/pdf/classroom-language-phraselist-for-praising-consoling-and-encouraging.pdf (14.11.2013)

**Context and background**: The art of tie dyeing
*The objectives* are to explore the different methods of tie dyeing and practise listening to and following instructions in English.

The teacher shows a video from YouTube about tie dyeing. Prior to the video, the teacher provides the pupils with a vocabulary to support understanding the video. The teacher may stop the video at some points to ensure apprehension. Some of the steps seen on the video are different than the instructions given to the pupils later on (e.g. the colour mixing process and the stomping)

VacationOwnership: How to make a tie-dye T-shirt
http://www.youtube.com/watch?v=tb95RW7XoGc (13.11.2013)

After watching the video, the teacher can ask the pupils if they have any questions about it. The teacher should also explain the pupils that tie dyeing is an old technique, used for example in India, Africa and China. It became popular in the United States in the 60's as part of the hippie movement. More information at History Librarypoint:
http://history.librarypoint.org/dying_for_tie_dye (13.11.2013) Lastly the teacher should point out that there are a lot of different techniques available on the Internet and the pupils will receive instructions to some of them. (10min)

**Instructions**: How to tie dye
*The objective* is to give the pupils written instructions about different tie dyeing techniques for a T-shirt.

The teacher provides the pupils with the written instructions for tie dyeing and goes through them together with the pupils. The teacher should encourage the pupils to be creative and discuss their dyeing plans with one another. (10min)

Extra instruction for the centre spiral.

http://www.youtube.com/watch?v=PbjWkiQ5DtI(13.11.2013)

**Individual work**: Continuing printing and starting with the tie dyeing
*The objectives* are to finish printing the fabric bag and start working with the tie dyeing of a T-shirt by following the written instructions.

The pupils not finished with the printing start with that. The tie dying should be done with a partner to increase cooperative working and communication. To speed the process, it is advisable that before the lesson the teacher has already mixed the different dyes and placed them within the squeeze bottles. At this point, the teacher may enhance the atmosphere by playing American music from the 60's while the pupils work.(40min)

**Thinking activity**: Making a hypothesis
*The objectives* are to hypothesise the end result of the tie dyeing of a T-shirt by drawing and describing it to a partner.

After finishing their tie dyeing, the pupils are given a hand out to predict the end result of dyeing their T-shirts. After drawing the pupils describe their hypothesis to their partner. The teacher should explain the meaning of hypothesis and advise the pupils to use the vocabulary from the written instructions as a help. (10min)

**Tidying up**
*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**
*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 3 – Lesson 7

Appendix 1: Warm up – Rubber band competition

# Cheer your friend!

Well done!

Nice work!

Excellent! Fantastic!

Perfect!

You did it!

Hooray! Bravo!

That was terrific!

Wow!
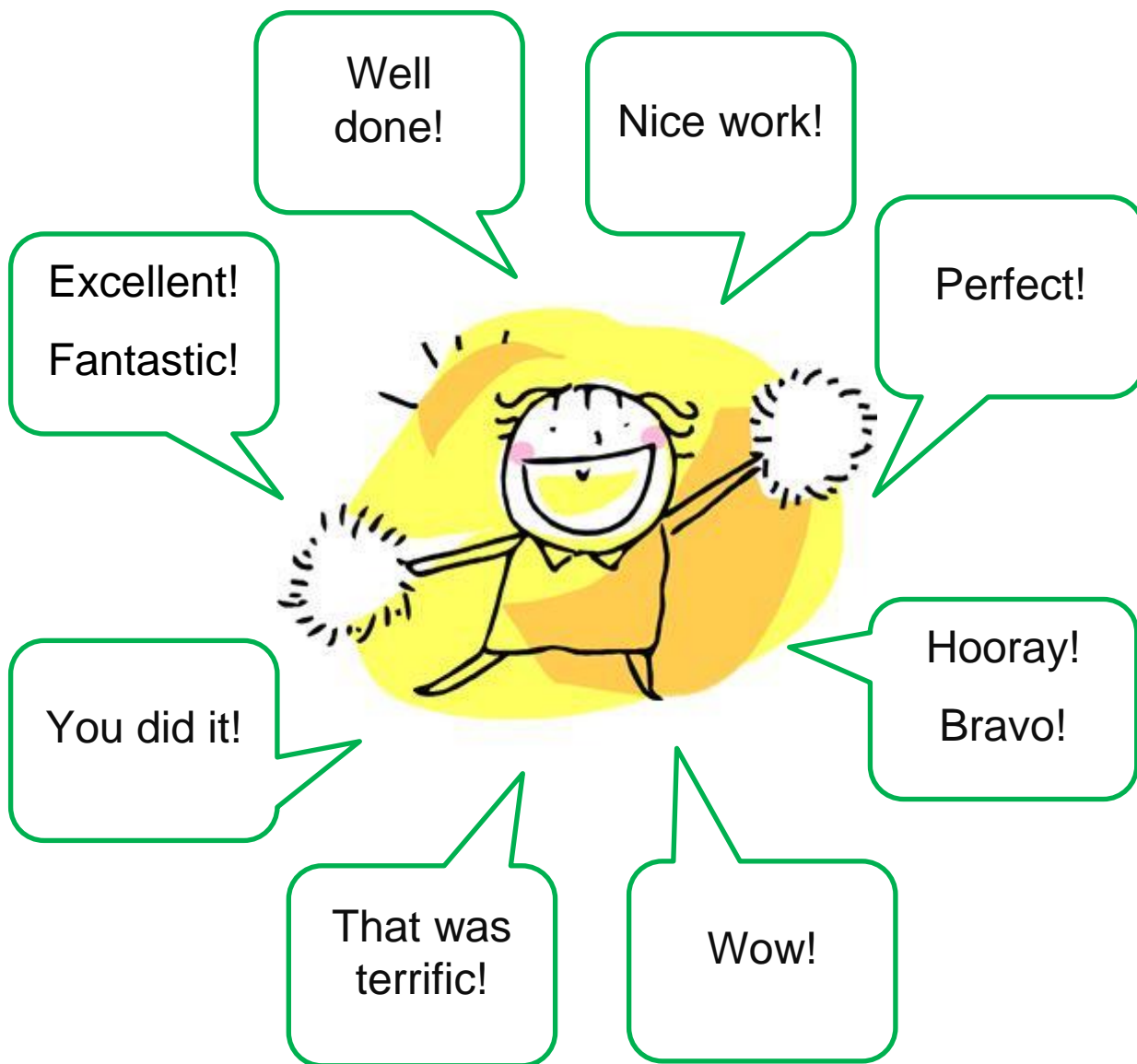
Unit 3 – Lesson 7

Appendix 2: Context and background – The art of tie dyeing


VacationOwnership: How to make a tie-dye T-shirt

http://www.youtube.com/watch?v=tb95RW7XoGc (13.11.2013)


**Vocabulary**

| | |
|---|---|
| tie-dye | solmuvärjäys |
| messy | sotkuinen |
| an apron | essu |
| a pair of gloves | käsinepari |
| to prepare | valmistautua |
| a bucket | sanko |
| soda ash | sooda |
| vibrant | kirkas, eloisa |
| plain colour | tavallisen värinen (valkoinen) |
| to soak | liottaa |
| to wring out | vääntää/ puristaa kuivaksi |
| flat | tasainen, tasaisesti |
| side spiral | sivuspiraali/kierre |
| to twist | kiertää |
| a fold | taitos, laskos |
| even | tasainen |
| an elastic/ rubber band | kuminauha |
| equal | yhtäsuuri |
| a powder | jauhe |
| a section | osio, lohko |
| to flip over | kääntää ympäri, kumota |
| to unveil | paljastaa |

# How to tie dye: different techniques

છાઉ

## Materials:
White T-shirt (100% cotton)
Textile colours
Fixative and salt
An apron
Rubber gloves
A bucket
Rubber bands
A plastic bag

છાઉ

1. Mix the textile colours according to their package instructions

2. Put the colour mix to a squeeze bottle

3. Soak the T-shirt in water before dyeing

4. After dyeing you design, put the tied T-shirt into a plastic bag for the night

5. Next day open the package and rinse/ wash with water

6. Finally iron the dried T-shirt to attach the colour
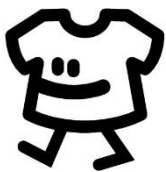
## SPIRALS

Lay the T-shirt on a flat surface. Grab the shirt with your fingers – this will be the centre of the design. Start twisting the shirt. Try to keep the folds even. Twist until the shirt looks like a pie.
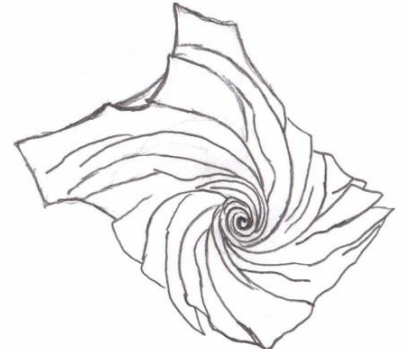
Put the rubber bands carefully around the "pie". Use at least three rubber bands. You should now have at least six sections for dyeing. Remember to flip over the "pie" to dye from the other side as well.

### Colour designs
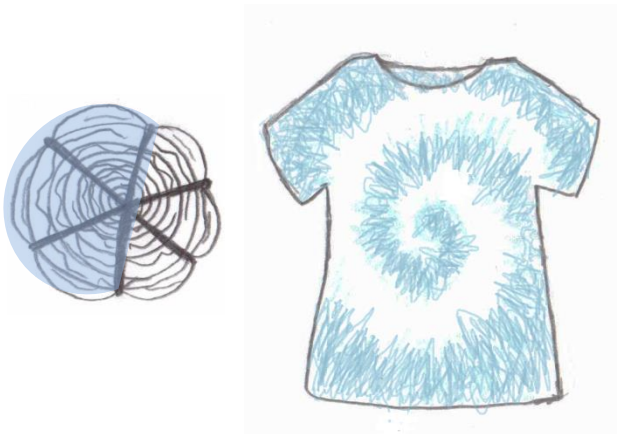
Centre spiral with one colour

Centre spiral with three colours
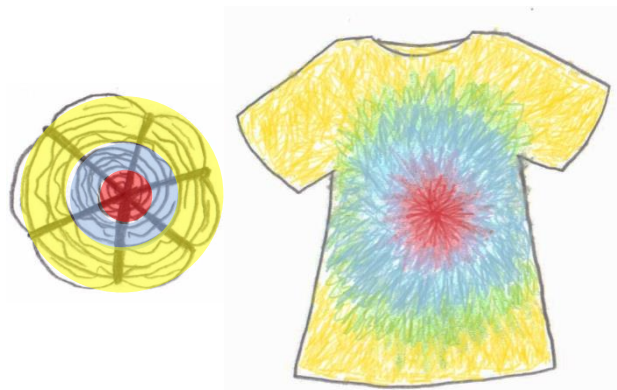
Centre spiral with colour rings

Side spiral, same colours on the opposite sides → the sun burst

# CIRCLES

Pick the shirt with your fingers. That will be the centre of the circle. Arrange the shirt to look like a closed umbrella. Put rubber bands around it. You can put only one or several rubber bands around the "umbrella".

# STRIPES

Gather the shirt to form folds. Put the rubber bands around the shirt. These will form your stripes. Put as many rubber bands as you want stripes. You can colour the sections with different colours.
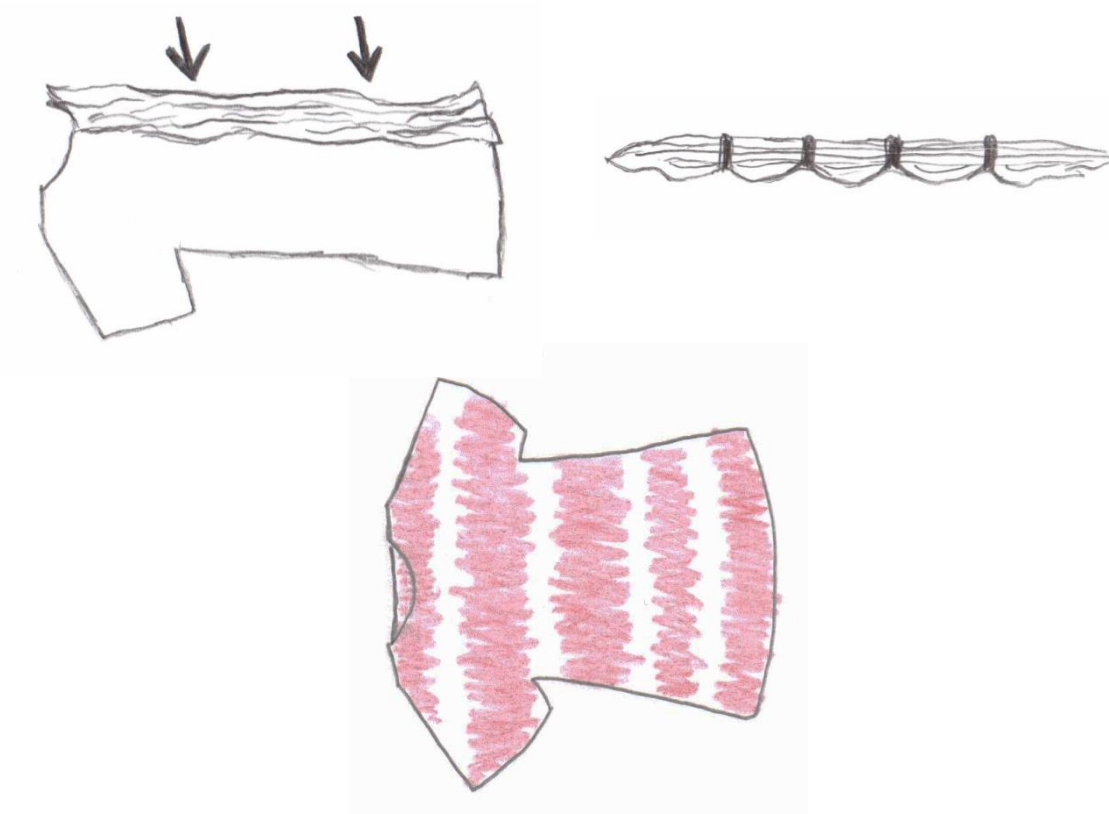
Unit 3 – Lesson 7

Appendix 4: Thinking activity – Making a hypothesis

# Colour your hypothesis
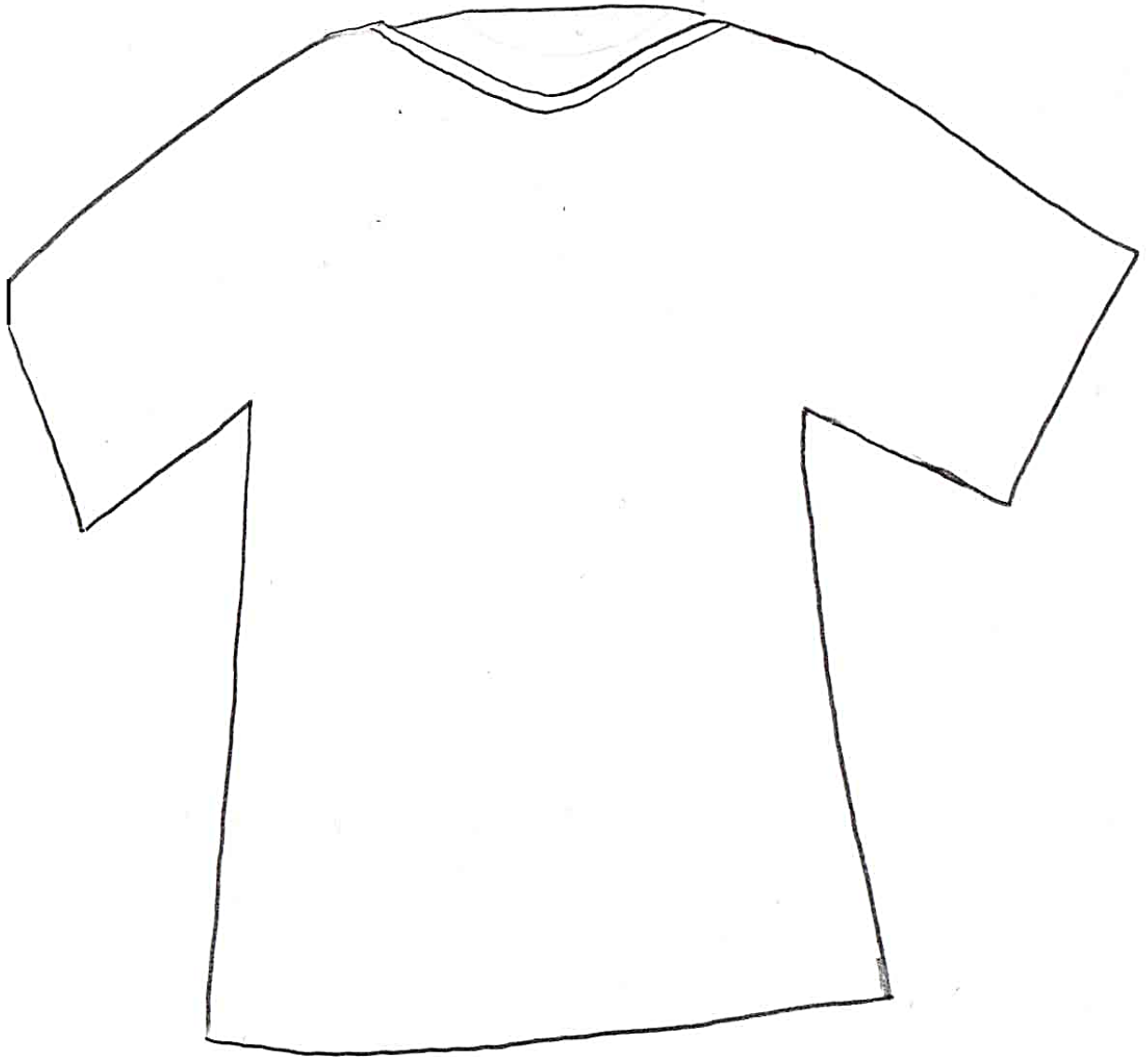
# UNIT 3

## LESSON 8– DYEING WITH NATURAL AND ARTIFICIAL COLOURS (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to know the meaning of primary, secondary, tertiary and complementary colours
- ✓ to understand the difference between artificial and natural colours
- ✓ to dye yarn with Kool-Aid and fabric with plants
- ✓ new vocabulary for adjectives and colour sayings in English
- ✓ to assess own progress

### DIRECTIONS FOR THE TEACHER:

- ✓ The lesson has many different topics to learn, so make sure to tie everything together to form a clear path
- ✓ Create a colourful atmosphere to the classroom, for example by decorating it with balloons, playing background music that has colours in the lyrics or dressing up yourself with colourful clothes

### STRUCTURE OF THE LESSON:
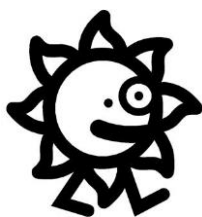
**Warm up:** Colourful sayings
*The objectives* are to get to know different sayings involving colours and ponder what they mean.

The teacher gives the pupils a worksheet about colourful sayings. The pupils should work within small groups and decode the sayings together, either in English or in Finnish. After finishing their work, the teacher goes through the right answers. If wanted, the groups can make small plays/ still images about the sayings for the other pupils to guess.(10min)

More information about the colour sayings on the website of Squidoo:
http://gloriousconfusion.squidoo.com/colours-proverbs-and-sayings (18.11.2013)

**Context and background**: The colour wheel

*The objectives* are to go through the colour wheel and understand what primary, secondary and tertiary colours mean.

The teacher goes through together with the pupils the colour wheel presentation from the website of The Children's University of Manchester. The presentation includes the primary, secondary and tertiary colours, as well as the meaning of complementary colours, the colour symbolism of feelings and a small quiz about the topic. If possible, the use of a Smart board is advisable. A vocabulary list is provided to help understanding. (10min)

The Children's University of Manchester – The colour wheel

http://www.childrensuniversity.manchester.ac.uk/interactives/art&design/talkingtextiles/colourwheel/ (18.11.2013)

**Thinking activity**: Is it artificial or natural?

*The objectives* are to speculate if a colour presented is artificial or natural and discuss about it with a partner.

Before the lesson, the teacher sets up a selection of artificial and natural colours retted in glasses of water. Before the activity, the teacher should explain the difference between an artificial and a natural colour. There is more information on the website of Kolorjet Chemicals: http://www.dyes-pigments.com/synthetic-dyes.html (18.11.2013)

After displaying the glasses of coloured water, the pupils try to determine whether the different colours were made by using artificial or natural colours. The pupils should discuss with a partner or a small group, and fill out the hand out given by the teacher. After making their guesses, the teacher gathers the information from each of the groups and then reveals one by one the correct answers. The artificial colours could be made from food colouring and Kool-Aid colours. The natural colours could be made from tea, berries, fruits and plants. (10min)

**Instructions**: How to dye with Kool-Aid and plants

*The objective*s are to try simple dyeing techniques with both artificial and natural colours.

The teacher shows a PowerPoint presentation about dyeing with Kool-Aid and dyeing with plants. At the same time the teacher can demonstrate the process in real life or show the process from the Internet:

After presenting, the teacher provides the pupils with a printed version of the presentation. The class should be divided into two groups, so that the other half would work with the Kool-Aid dyeing and the other half with the plant dyeing and then switch to the other after finishing the first. (10min)

**Individual work**: Kool-Aid dyeing and plant dyeing
*The objectives* are to dye yarn with Kool-Aid and to dye fabric with leafs and flowers, as well as understand instructions in English.

The pupils start working with dyeing with Kool-Aid and plants. The pupils should be encouraged to help each other and use English while working. (35min)

**Tidying up**
*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**
*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

**Self-assessment**
*The objective* is to assess one's own work after the unit.

The teacher provides the pupils with a self-assessment hand out. After filling it out the pupils discuss about it with their partner and finally hand it out to the teacher. (5min)

Unit 3 – Lesson 8

Appendix 1: Warm up – Colourful sayings

# Explain the colour related sayings

I feel blue

_____

He is green with envy

_____

I see red!

_____

He is yellow

_____

I'm purple with rage!

_____

He is the black sheep

_____

I once told a white lie

_____

It is in the grey area

_____

Unit 3 – Lesson 8

Appendix 2: Context and background –The colour wheel

The Children's University of Manchester – The colour wheel

http://www.childrensuniversity.manchester.ac.uk/interactives/art&design/talkingtextiles/colourwheel/ (18.11.2013)

**Vocabulary**

| | |
|---|---|
| to symbolize | symboloida, merkitä |
| jealousy | kateus, mustasukkaisuus |
| primary colour | pääväri |
| secondary colour | väliväri |
| tertiary colour | toisen asteen väri |
| mood | mieliala |
| an attitude | asenne |
| complementary colour | vastaväri |
| to seem | näyttääjoltakin |
| vibrant | kirkas |

Unit 3 – Lesson 8

Appendix 3: Thinking activity –Is it artificial or natural?

## Is it artificial or natural?

| | Artificial | Natural |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

## Vocabulary

| | |
|---|---|
| artificial, synthetic | keinotekoinen |
| natural | luonnollinen |

Unit 3 – Lesson 8

Appendix 4: Instructions: Kool-Aid dyeing and dyeing with plants (PowerPoint)



**KOOL-AID DYEING**
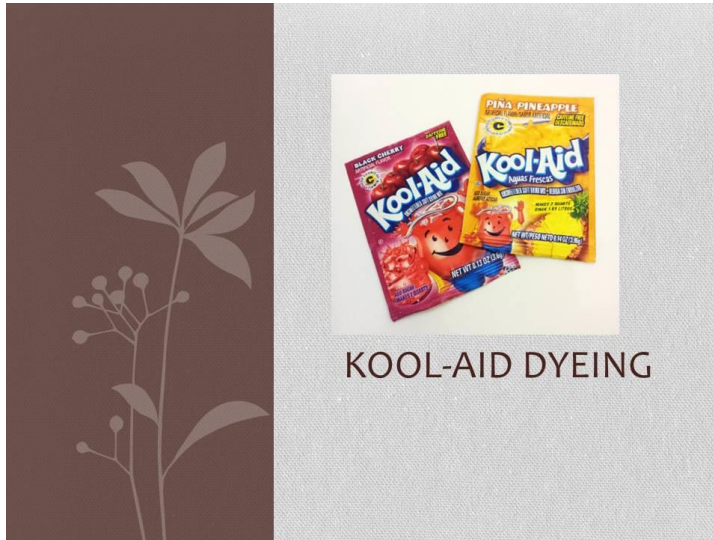


Materials

- Water
- Microwave safe bowl
- Jars for colours
- Kool-Aid juice powder
- Syringes
- Wool yarn
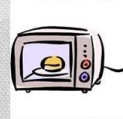


Instructions

- Water the wool yarn properly for about 10 minutes

- Squeese most of the water away from the yarn and put it inside a bowl

- Mix Kool-Aid juice powder with water

- Add the mixed Kool-Aid colour with a syringe to the yarn

- Put the bowl in the microwave for 2 minutes

- Wash the yarn in a sink and let it dry

## Vocabulary

| | |
|---|---|
| a bowl | kulho |
| a jar | purkki |
| a microwave (oven) | mikroaaltouuni |
| a syringe | ruisku |
| to water | kastella |
| properly | kunnolla |
| to squeese | puristaa |
| to mix | sekoittaa |
| a sink | pesuallas |

## DYEING WITH PLANTS

## Materials

- Flowers and leaves
- White fabric
- Masking tape
- Scissors
- A hammer
- Newspapers

## Instructions

- Arrange the flowers and leaves on the fabric

- Cover the flowers/leaves with masking tape

- Don't leave any gaps!

- Cover the floor with newspapers
- Start hammering the plants

- Check that you have colour on the other side of the fabric

- Remove the masking tape from the fabric

- Admire the finished work!

## Vocabulary

| masking tape | maalarinteippi |
| to arrange | järjestää, järjestellä |
| to cover | peittää |
| a gap | aukko, väli |
| to hammer | vasaroida |
| to remove | poistaa |
| to admire | ihailla |

Unit 3 – Lesson 8

Appendix 5: Self- assessment

# SELF-ASSESSMENT

|  | 😊 | 😐 | 🙁 |
|---|---|---|---|
| I followed the instructions |  |  |  |
| I learned new things about the topic |  |  |  |
| I learned new vocabulary |  |  |  |
| I used English language |  |  |  |
| I understood everything |  |  |  |
| I tried my best |  |  |  |

# UNIT 4

# SEWING WITH RECYCLED MATERIAL &KNOWLEDGE ABOUT HATS AROUND THE WORLD

### INCLUDING:

LESSON 9 – The art of beanie-making & hats around the world

LESSON 10 – Sewing the beanie using recycled materials

LESSON 11 – Styling your beanie

## IN THIS UNIT PUPILS WILL LEARN:

- ✓ to sew a beanie hat from an old sweater and decorate it in a personal way
- ✓ information about different hats around the world
- ✓ information about recycling clothes
- ✓ to assess their work with the help of KWL chart

## CLIL: OVERALL PLAN FOR THE UNIT

AIMS
- To improve sewing skills (straight stitch and zig zag)
- To learn new vocabulary and to improve reading and understanding work instructions
- To advance the learning of using materials and equipment for crafts
- To learn about hats and their purposes around the world
- To gain practical knowledge about recycling old clothes
- To encourage the pupils to be creative and to express their individual styles
- To become aware of one's own progress

<u>TEACHING OBJECTIVES</u>

What the teacher plans to teach?

*Content*

- Introduction of the topic
- How to make a beanie hat
- Sewing skills and using patterns
- Recycling old clothes
- Decorating creatively

*Culture*

- Hats around the world and their purposes
- Fashion for youngsters
- Understanding that one can also learn in a different language
- Value of DIY culture (do it yourself)

*Communication*

Language of learning

- Key vocabulary: *hat vocabulary, sewing vocabulary and words connected to recycling*

Language for learning

- Asking questions: *Can I help you? Can you help me? What do you know about…? Is my hat brimmed?*
- Classifying and organising: *Rearranging a jumbled work instruction -This work step belongs to here; First I'm going to lay the sweater on the table*
- Understanding: *Reading and listening instructions and presentations*
- Expressing opinion: *How would you recycle? Agreeing and disagreeing*
- Presenting: *Presenting a finished product*
- Other: *Giving oral feedback to others*

Language through learning

- Recognising language used in activities
- Learning from the teacher and the other pupils' use of language
- Familiarising oneself with new words related to the activities
- Responding and reacting to questions

*Cognition*

- Helping the pupils to comprehend the key concepts and putting them in use in different contexts
- Building, learning and using vocabulary

- Identifying the stages of work when sewing a beanie
- Encouraging creativity when decorating and using the language
- Understanding the origin and purpose of different hats and connecting them using visual aids

LEARNING OUTCOMES

By the end of the unit learners will be able to:

- make a beanie hat using a straight stitch and a zig-zag stitch
- understand and read work instructions
- recognize the different work steps and organizing them
- use language needed for the process of making a hat
- use new vocabulary in a context
- understand and learn new recycling methods
- express their creativity
- use language for asking and giving help
- recognize different hats and their purposes
- demonstrate the outcome and the process of making a hat to the rest of the class
- Assess their own and peers' work

CRITERIA FOR ASSESSMENT

Using teacher, peer and self-assessment to assess how well learners:

- Construct and use a KWL chart
- Contribute to the classroom glossary
- Follow work instructions and cutting plan
- Produce a usable beanie hat of high quality
- Participate enthusiastically in classroom activities
- Recognize and classify different hats and their purposes

RESOURCES

- Computer, visual presenter, whiteboard
- Worksheets
- Old sweaters
- Sewing machines, yarn, needles, pins, scissors
- Decorating items

# UNIT 4

# CLILLESSON OUTLINES

## LESSON 9 – THE ART OF BEANIE-MAKING & HATS AROUND THE WORLD (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to interpret instructions how to sew a beanie hat from an old sweater
- ✓ information about different hats around the world
- ✓ to express opinion

### DIRECTIONS FOR THE TEACHER:

- ✓ The focuses of the lesson are to be able to understand work instructions and to express opinion.
- ✓ The purpose of the PowerPoint- presentation *Hats around the world* is to tie simple hat vocabulary to a bigger cultural background.

### STRUCTURE OF THE LESSON:
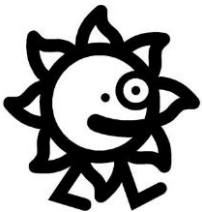
**Warm up:** What kind of a hat do I have?
*The objectives* are to give a fun start to the unit, as well as to practice asking, words for different hats and adjectives.

The pupils get a picture of a hat that is put on their forehead and they have to circle around asking questions about it and trying to guess what kind of a hat it is. Before this the pupils and the teacher go through together the vocabulary for the different hats and the questions. There is a worksheet in the appendices. The teacher may give the instructions to the pupils in written as well to enhance reading comprehension. (10min)

**Introduction:** Outline and aims

*The objectives* are to introduce the unit to the pupils and give an overall picture what they are going to make and accomplish.

Go through the unit outline and the aims of the unit together. Use the section "In this unit pupils will learn" and describe the main aims described for the each lesson. You should use a visual presenter/ blackboard to show the outline in written as well. (5min)

**Context and background**: Hats around the world

*The objectives* are to introduce the pupils to the world of hats and their cultural background, as well as learn new vocabulary.

The teacher shows the pupils a Power Point presentation about different hat styles around the world. The pupils are given a vocabulary list to support learning. The teacher can ask questions about the topic, such as *why people do wear hats, what is your favourite hat, do you own a brimmed hat, when do you use a beanie?* The teacher should use English as much as possible, but make sure that the pupils understand the content of the presentation. (15min)

**Thinking activity**: They are all mixed up!

*The objectives* are to familiarise the pupils with reading the work instructions and encourage communication and problem solving with a partner.

The pupils are given a mixed up work instruction of making a beanie and the task is to rearrange the jumbled work instruction with a partner as fast as possible. The winners could be rewarded with a little prize. (10min)

**Instructions**: How to sew a beanie

*The objective* is to support understanding of the work process.

The teacher goes through the specific work instructions for the beanie as well as new vocabulary. The teacher also provides an instruction sheet for everyone. (10min)
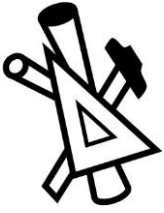
**Planning**: My working steps

*The objectives* are to give the pupils a positive experience from reading and understanding the sewing instructions in English and give an opportunity to describe working in English.

The pupils explain to a partner what their working steps are going to be. The teacher provides the pupils with a sheet of instructions. (5min)

**Individual work**: Making the beanie

*The objectives* are to put theory into practice and give the pupils freedom to use English in any way they want.

The pupils start making their beanie hat. The teacher reminds the pupils about the asking and giving help policy (explained in earlier lessons). (20min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 4 – Lesson 9

Appendix 1: Warm up – What kind of a hat do I have?

# What kind of a hat do I have?

You get a picture of a hat that you will put on your forehead. Walk around the classroom and ask questions about your hat. Ask only one question from one person. Try and guess what kind of a hat you have!

Saat kuvan hatusta, jonka laitat otsallesi. Kiertele luokassa ja kysy muilta kysymyksiä selvittääksesi millainen hattu sinulla on.

Questions:
- *Is my hat*

| |
|---|
| *big?* |
| *yellow?* |
| *sporty?* |
| *brimmed?* |
| *brimless?* |
| *warm?* |
| *funny?* |
| *tall?* |
| *wide?* |
| *a cowboy hat?* |

Answers:
- *No, it isn't*
- *Yes, it is*

Extra activity: Try to think different adjectives describing hats; you can think them in Finnish as well.

Keksi erilaisia adjektiiveja kuvailemaan hattuja; voit miettiä niitä myös suomeksi.

_____

_____

_____

_____

Unit 4 – Lesson 9

Appendix 2: Warm up – Types of hats

# Types of hats
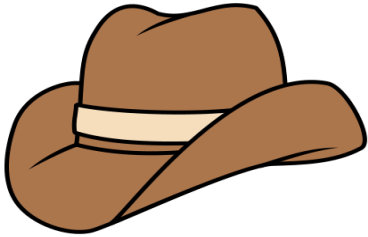
| a cowboy hat | a top hat | a baseball cap |

| a beanie | a sombrero | a party hat |

| a newsboy cap | a trilby hat | a sun hat |
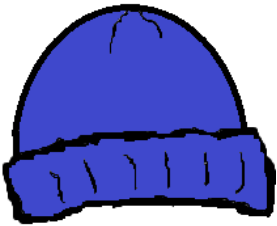
Unit 4 – Lesson 9

Appendix 3: Thinking activity – They are all mixed up!

# They are all mixed up!

Rearrange the jumbled work instruction. Work with a partner.

Järjestele sekaisin oleva työohje. Työskentele parin kanssa

Examples:
- o  *I think the first step is…*
- o  *The first/second/third/fourth/fifth/sixth step is…*
- o  *What do you think?*

# They are all mixed up!

Cut off the different steps and mix them up. Then let the pupils to try and rearrange the steps with a partner.

---

Lay the sweater on the table. Cut the sweater in half right under the armpits.



---
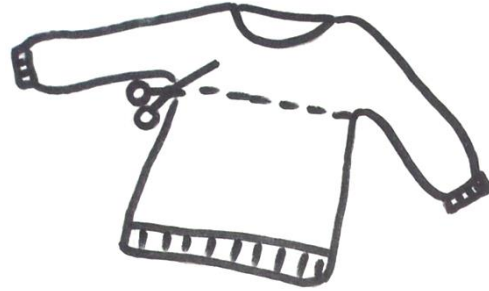
Cut down the seam of one side, in other words cut the sweater in half. Now you have one big piece.
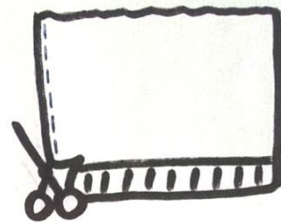


---

Measure the circumference of your head. Use the measurement around your head and add 3 cm of seam allowance (1.5 cm on both sides). This is how long the material needs to be.



---

Draw a line across the material using fabric chalk and cut off the excess material.

Head measurement + 3 cm seam allowance

3 or 4 folds
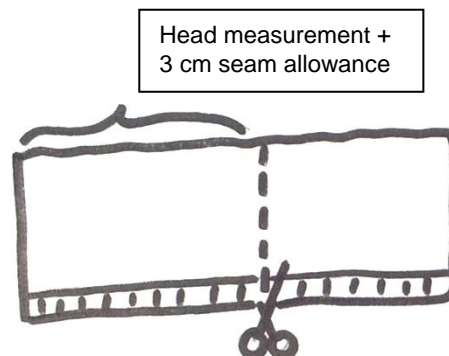
Fold the material into three or four folds.
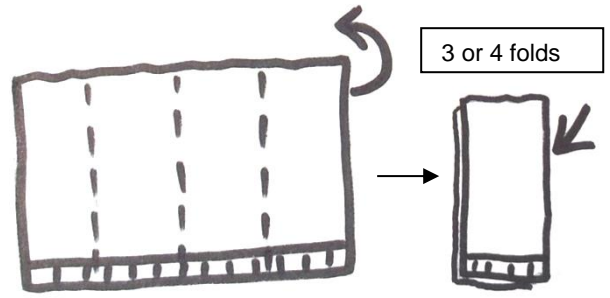
Decide the height of your beanie. Remember to add 1.5 cm seam allowance to the top. Draw a dome using a pattern as a help. Cut off the excess material.

Unfold the material. Fold it in two right sides together. Baste. Sew the side seams together using straight stitch. Remember to use backstitch. Finish the side with zig-zag.
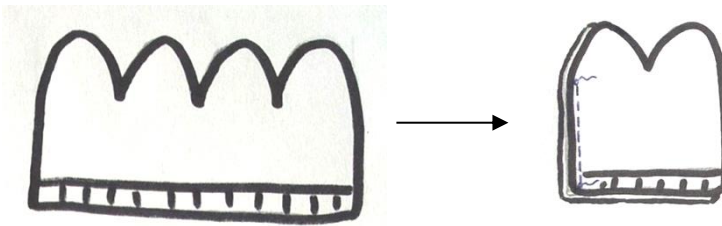
Top of the dome

Connect all the four /three corners together to make a dome. Use straight stitch and zig-zag.
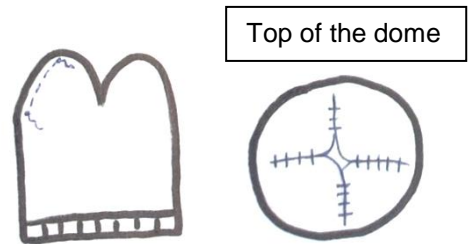
Hand stitch the leftover circle on top of the dome.
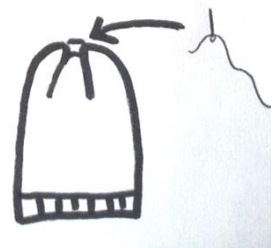
Flip the beanie inside out. Your beanie is now ready to wear!

Unit 4 – lesson 9

Appendix 4: Planning – What is the next step?

# What is the next step?

Explain to a partner what your working steps are going to be. Use the work instruction that the teacher gave you.

Kerro parillesi millainen työskentelyjärjestys sinulla tulee olemaan. Käytä opettajan antamaa työohjetta.

> Examples:
>> o *First/second/then <u>I am going to</u>…*
>> o *What are you going to do?*

Unit 4 – lesson 9

Appendix 5: Instructions – DIY beanie

# DIY BEANIE: work instruction

<div style="border:1px solid red">

## Materials:

- old sweater
- scissors
- thread
- needle
- pins
- chalk
- measuring tape
- sewing machine

</div>

**STEP 1**

Lay the sweater on the table. Cut the sweater in half right under the armpits.
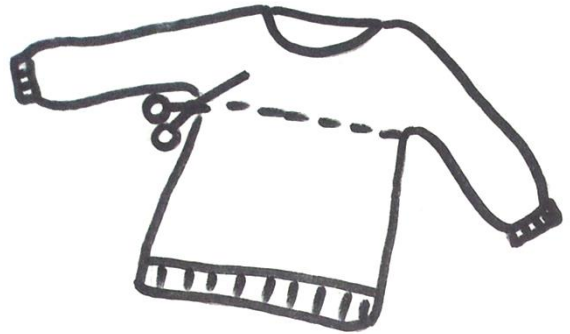
**STEP 2**

Cut down the seam of one side, in other words cut the sweater in half. Now you have one big piece.
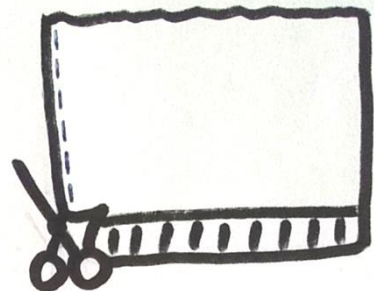
**STEP 3**

Measure the circumference of your head. Use the measurement around your head and add 3 cm of seam allowance (1.5 cm on both sides). This is how long the material needs to be.

**STEP 4**

Draw a line across the material using fabric chalk and cut off the excess material.

Head measurement + 3 cm seam allowance
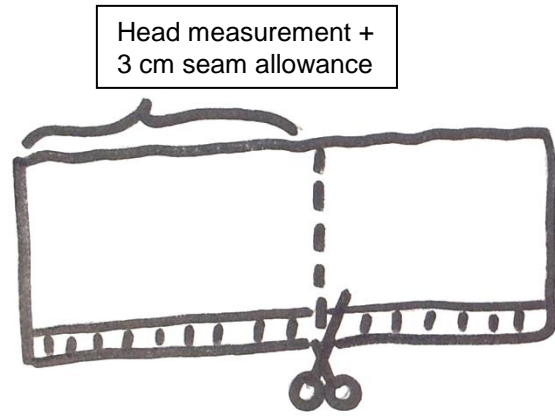
**STEP 5**

Fold the material into three or four folds.

3 or 4 folds
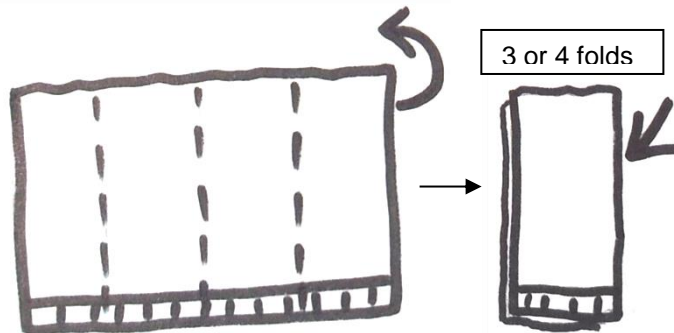
**STEP 6**

Decide the height of your beanie. Remember to add 1.5 cm seam allowance to the top. Draw a dome using a pattern as a help. Cut off the excess material.
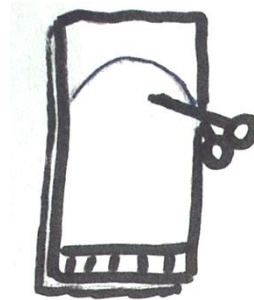
**STEP 7**

Unfold the material. Fold it in two right sides together. Baste. Sew the side seams together using straight stitch. Remember to use backstitch. Finish the side with zig-zag.
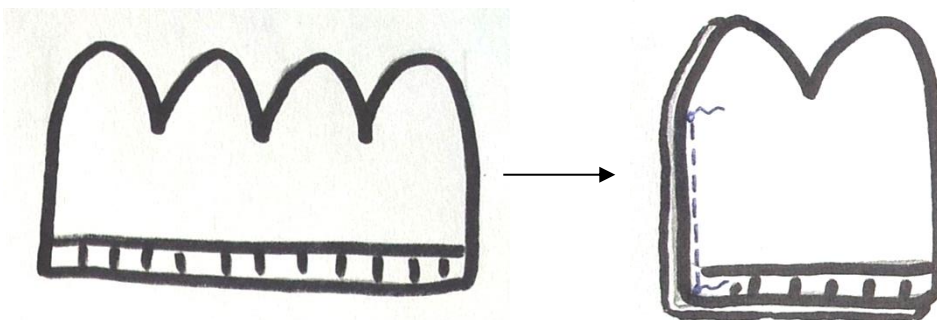
## STEP 8

Connect all the four /three corners together to make a dome. Use straight stitch and zig-zag.
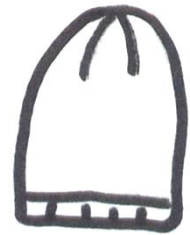
Top of the dome

## STEP 9

Hand stitch the leftover circle on top of the dome.
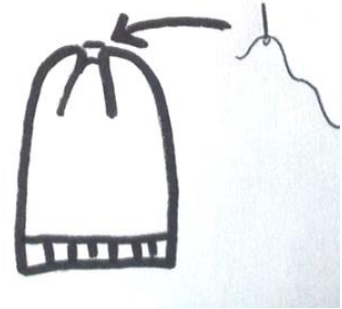
## STEP 10

Flip the beanie inside out. Your beanie is now ready to wear!

## TIPS

- Use the excess material to make another beanie.
- Decorate the beanie to fit your style!
- More information on Wikihow: http://www.wikihow.com/Make-a-Fleece-Beanie-Hat (4.12.2013)

## Vocabulary

| | |
|---|---|
| DIY( do it yourself) | "tee se itse" |
| a seam | sauma |
| a circumference | ympärysmitta |
| to measure | mitata |
| a seam allowance | saumanvara |
| a fabric chalk | liitu (kangas) |
| excess | liika, ylimääräinen |

| | |
|---|---|
| to fold | taittaa, laskostaa |
| a dome | (pää)laki, kupoli |
| the right side (of fabric) | kankaan oikea puoli |
| to baste | harsia, kiinnittää |
| a side seam | yhteen |
| a straight stitch | sivusauma |
| a backstitch | suora ommel |
| | peruutus ommel |

Unit 4 – Lesson 9

Appendix 6: Context and background – History of the beanie hat & Hats around the world vocabulary



**History of the beanie hat**

Beanies probably got their names from the slang term "bean," which meant head in the early days of the 20th century in the United States. The first beanies were almost like skullcaps and were used by blue-collar laborers who needed to keep their hair out of the way but did not want a brim that could obstruct their vision. Schoolchildren began to wear beanies in the early 1900s to imitate their working dads. The working beanies evolved into the modern-day baseball cap, but the children's beanies morphed into a hat that became hugely popular on U.S. college campuses around 1920. The addition of a small propeller to the top of the beanie made them a hit with kids. Eventually as college students and even children became more sophisticated, the beanie lost its following. However, it made a comeback in the woollen fleece version in the 1990s as cold-weather sports became popular.

Source:

Where Did the Beanie Hat Originate? | eHow http://www.ehow.com/about_4596900_did-beanie-hat-originate.html#ixzz2SsiML8oJ (4.12.2013)

Hats around the world (PowerPoint presentation)

**Vocabulary**

| a uniform | univormu | a hat form | hattumalli |
| to act | toimia | a brim | lieri (hatun) |
| a shade | varjo | a cap | lakki, lippalakki |
| ethnicity | etnisyys | a milliner | hatuntekijä |
| to accessorise | täydentää, somistaa asuaan yksityiskohdin | a beanie | pipo, myssy |
| | | a special occasion | juhlatilaisuus |
| an outfit | asu, asukokonaisuus | | |

Unit 4 – Lesson 9

Appendix 7: Context and background – Hats around the world (PowerPoint)





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## HAT STYLES AND FORMS

❖ Two basic styles
- Brimmed hat
- Brimless hat

---

❖ <u>A milliner</u> is the word for a hat maker

---

❖ Two basic forms
- Caps
- Hats

Attention! A cap has a peak [part-brim or visor] at the front; a hat has a brim all the way round or no brim at all

## A COWBOY HAT

❖ A cowboy hat is part of the North American cowboy culture

## A BEANIE HAT

❖ It keeps the head warm

❖ A woollen beanie has many different names around the world

- England, New Zealand, Australia: a beanie
- United States: a knit cap, a stocking cap, a skull cap, a winter hat, a ski cap, etc.
- India: a monkey cap

## A SOMBRERO HAT

❖ A sombrero is part of the Mexican culture

❖ Used as a sun shade, protecting the head from heat and eyes from light

❖ "Sombre" means shade in Spanish

# A TOP HAT



❖ A top hat was first used in London, Great Britain.

❖ Today used in special occasions, such as weddings



# A NEWSBOY CAP



Alabama 1914

❖ Over 100 years ago a newsboy cap was used by children who sold newspapers in the USA and Europe

❖ Today a very popular hat

# SOURCES

❖ http://www.hatsuk.com/hatsuk/hatsukhtml/bible/history.htm
❖ http://www.janbrett.com/piggybacks/whyhat.htm
❖ http://www.ehow.com/about_4596900_did-beanie-hat-originate.html
❖ http://www.ehow.com/about_5420879_history-mexican-sombrero-hats.html
❖ http://www.victoriana.com/Mens-Clothing/tophats.htm
❖ http://www.wisegeek.com/what-is-a-newsboy-cap.htm
❖ http://pixdaus.com/7yr-old-paper-boy-mobile-alabama-1914/items/view/71539/
❖ Referenced 12.5.2013

# UNIT 4

## LESSON 10 – SEWING THE BEANIE USING RECYCLED MATERIALS (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ information about recycling clothes and textiles
- ✓ making  a beanie hat from an old sweater
- ✓ filling the KWL (know, wonder, learnt) chart
- ✓ to express opinion/ present information

### DIRECTIONS FOR THE TEACHER:

- ✓ It is important to encourage the pupils to express their opinion, present information and ask for help
- ✓ The pupils should get familiar with the bigger picture of recycling clothes and that making a beanie is an example of something concrete they can make themselves

### STRUCTURE OF THE LESSON
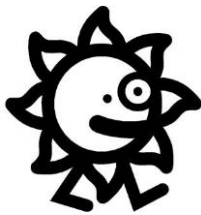
**Warm up:** Pantomiming

*The objectives* are to recall the words used in the previous lesson and have a fun start to the lesson.

The pupils are divided into groups of 4-5 people. In these groups the pupils are going to pantomime to each other the words from the previous lesson. Vocabulary lists and classroom glossary can be used as a help. This activity could be done with the whole class as well, but smaller groups enhance the use of language and make it less stressful to speak in a foreign language. The teacher may provide an instruction sheet to the pupils. (10min)

**Introduction**: KWL chart about recycling

*The objectives* are to find out together what the pupils already *know* about recycling and what they *wonder/want* to know about it.

The teacher and the pupils fill out the KWL chart together. This can be done on the blackboard or with the help of a visual presenter. Teacher should ask the pupils what they*know* about recycling clothes and what they *want* to know. The pupils may use only single words that come to their minds as well as Finnish if necessary. (5min)

**Context and background:** Recycling clothes

*The objectives* are to think together about different ways of recycling clothes and tie the making of a beanie to a bigger concept. The message is that anyone can recycle their old clothes.

The teacher talks about recycling old clothes using PowerPoint- presentation as the basis. Unfamiliar vocabulary should be translated. The teacher may also compare differences in recycling in Finland and in the United Kingdom. For example, there are a lot of charity shops in UK whereas in Finland people usually sell their old clothes themselves in flea markets. The presentation also contains an infographic and a video about recycling. More about using them are found in the following thinking activity.(10min)

**Thinking activity:** What can I do?

*The objectives* are to explore the manufacturing process of a T-shirt and the resources used, and to find out how people can be more environmentally friendly with their clothes. Moreover, the pupils practice discussing with a group and presenting information.

The infographic is divided into five sections (leaving the last section about line drying out). The pupils form five groups and each of the groups has their own section to examine.  After examining the infographic, the group has to present the content of their section to the rest of the class. The pupils should be encouraged to explain in their own words, and be creative, for example by drawing or acting. After the presentations, there should be a short discussion led by the teacher about the opinions raised about the topic as well as the pupils' experiences about recycling their clothes. It is also possible to discuss with a partner about how one would recycle. (20min)

UrbanTimes.co – The life of a T-shirt

http://urbantimes.co/2012/11/life-of-a-t-shirt
infographic/?utm_source=ajaxsearch&utm_medium=search&utm_term=the%20life%20
of%20&utm_campaign=search(4.12.2013)


**OR/AND**


**Thinking activity:** Recycling ideas
*The objectives* are to familiarise the pupils with the possibilities of recycling textiles and give an opportunity to express opinions.


The teacher shows a short commercial about reusing textiles by Globe Hope (a Finnish textile company that uses recycled materials). The commercial is about making new items out of old army textiles. The video should be stopped at 0:41, before revealing the new item made out of a sleeping bag. At this point the teacher should ask the pupils what they think will be made out of the sleeping bag. The teacher gives a hand out about the task and the pupils should discuss and express their opinions with a partner/ in small groups about the outcome. After the discussions, the teacher compiles the guesses of the pupils to the blackboard and finally reveals the actual outcome. (10min)


Globe Hope - Recycled Materials - Army textiles
http://www.youtube.com/watch?v=XLp2N2kIxeg


**Individual work**: Sewing the beanie
*The objectives* are to put theory into practice and give the pupils freedom to use English in any way they want.

The pupils continue working with the beanie by following the instruction sheet. The teacher circles around and helps if necessary. The use of English language should be encouraged. (45min)

**Self-assessment:** Finishing the KWL chart

*The objective* is to finish the KWL chart together.

The teacher and the pupils fill out the KWL-chart together by adding what pupils have *learned* during the lesson about recycling clothes and give the pupils an opportunity to gather their thoughts about the lesson as well as see what they have learned. The pupils may answer in Finnish as well, but the teacher should write in English to the chart.

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)
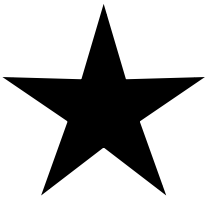
**Extra activity:** Redesign your clothes

*The objectives* are to be creative and express ideas in English.

The teacher asks the pupils*: How could you recycle the clothes you are wearing right now?* The pupils will work with a partner. They shall discuss together what kind of new clothes or other items could be made out of them. It is also possible to draw the ideas on a piece of paper.

Unit 4 – Lesson 10

Appendix 1: Warm up – Pantomime& Thinking activity – How would you recycle your clothes

# Pantomime!

Pantomime with the words from the previous lesson. Work with a group of 4-5.

Example words:

- *a top hat/baseball cap/ beanie/ sombrero*
- *a work instruction*
- *a straight stitch*
- *brimmed/ brimless*

# How would you recycle your clothes?

Discuss with your partner.

Examples:

*I would* take some of my clothes to

- *a flea market*
- *a charity shop*
- *a textile bank*
- *my relatives or friends*

*I would* make

- *new clothes from old ones*
- *new decorations to my old clothes*

Unit 4 – Lesson 10

Appendix 2: Thinking activity – Recycling ideas

## Recycling ideas

| Expressing opinion | Agreeing and disagreeing |
|---|---|
| I think that… | I think so too/ I don't think so |
| I believe that… | Yes, I agree/ No, I disagree |
| In my opinion… | |
| I would say that… | |

Example:

A. *I think it is <u>going to be</u> a beanie*

B. *No, I disagree. In my opinion it is <u>going to be</u> a pillow case*
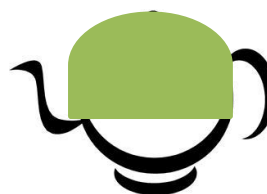
a winter jacket

a laptop case

winter pants

a pillow case

a beanie

a teapot cover

115

Unit 4 – Lesson 10

Appendix 3 : Self-assessment – KWL chart

## KWL CHART

| Topic: | | |
|---|---|---|
| **KNOW?** What do I | **WONDER?** What do I | **LEARNT?** What have I |
| | | |

Appendix 4: Context and background – Recycling clothes (PowerPoint)



Recycling clothes



## Different ways to recycle clothes

- Repair your clothes
- Make new clothes or other items from your old ones
- Shred your old clothes and use them as filling for pillows or make yarn out of them
- Sell your old clothes in a flea market/ jumble sale
- Take your clothes to a charity shop or textile bank

REUSE, REPAIR, DONATE



## Pictures and videos

- The life of a T-shirt (28.10.2013)
  - http://urbantimes.co/2012/11/life-of-a-t-shirt-infographic/?utm_source=ajaxsearch&utm_medium=search&utm_term=the%20life%20of%20&utm_campaign=search

- A video about textile recycling (28.10.2013)
  - **Globe Hope - Recycled Materials - Army textiles**
    http://www.youtube.com/watch?v=XLp2N2klxeg

# UNIT 4

## LESSON 11 – STYLE YOUR BEANIE (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ how to customise the beanie and your clothing in general
- ✓ to make plans and search for information
- ✓ to present their work and give feedback to the other pupils

### DIRECTIONS FOR THE TEACHER:

- ✓ The pupils not finished sewing the beanie may still continue their work
- ✓ In the beginning of the lesson the teacher should inform the pupils about the presentations in the end

### STRUCTURE OF THE LESSON
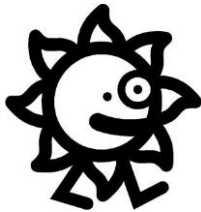
**Warm up:** What is missing?

*The objectives* are to familiarise the pupils with new vocabulary and different styling accessories, and to have a fun start to the lesson.

The teacher has different accessories (buttons, laces, ribbons, sequins) in different colours. The teacher shows all the accessories with the visual presenter and takes one of them off while the pupils are not watching. The pupils need to determine with a partner which one is missing. The new vocabulary should be explained before the activity and the hand out given to the pupils. (10min)

**Context and background:** How to customise your clothing

*The objectives* are to offer information about the world of customising your clothing, and show some of the possibilities one can make. Finding the information and instructions from the internet is also important.

The teacher talks about personalising your clothes and shows a PowerPoint presentation about the topic. At the end of the presentation there are links to different websites presenting different ways to style your clothing. The teacher should point out that there are a lot of different websites and videos offering information about DIY your clothing. (10m)
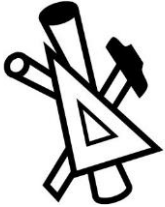
**Planning:** Customising the beanie
*The objectives* are to give planning time for the pupils and encourage them to verbalise their thinking.

The pupils make plans for decorating the beanie. If possible, the pupils should be given some time to search the internet for some ideas. After making their plans the pupils should tell a partner about their plans. The teacher provides the pupils with an instruction sheet. (10min)

**Individual work**: Finishing the beanie
*The objectives* are to follow the plans and give the pupils freedom to use English in any way they want.

The pupils finish making the beanie by decorating it. The teacher should circle around the classroom and examine the plans of the pupils as well as give feedback about them. (40min)

**Tidying up**
*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**
*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

**Presentation:** The finished beanie
*The objectives* are to present the finished product and examine one's own and peers' work.

The pupils put their beanies on and circle around the classroom, while music is being played in the background. When the teacher stops the music, a pupil starts presenting her/his beanie to the closest pupil (for a one minute).  After presenting to at least three pupils, the pupils start giving feedback to the other pupils.  The process is the same as with presenting their own work, except now the pupils give feedback to each other. (10min)

Unit 4 – Lesson 11

Appendix 1: Warm up – What is missing?

## What is missing?

The teacher shows different accessories with the visual presenter and takes one of the items off. Discuss with your partner what is missing.

Opettaja näyttää erilaisia koristeita dokumenttikameralla ja ottaa yhden tavaroista pois. Keskustele parisi kanssa mikä puuttuu.

Examples:
- o *I think the…. is missing*
- o *Alright/ I agree*
- o *I disagree/ I don't think so*

**Vocabulary**

| | |
|---|---|
| fabric | kangas |
| glitter | kimalle |
| a ribbon | nauha |
| a sequin | paljetti |
| lace | pitsi |
| a button | nappi |
| a fabric marker | kangastussi |

Unit 4 – Lesson 11

Appendix 2: Context and background – How to customise your clothing
(vocabulary) & Planning – Decorate me!

**Vocabulary – How to customise your clothing**

| | |
|---|---|
| to decorate | koristella |
| to customise | "tuunata" |
| to cut off | leikata pois |
| to adjust | muotoilla, muokata |
| a neckline | kaula-aukko |
| to turn pants into shorts | muuttaa housut shortseiksi |
| to redye | uudelleen värjätä |
| a pattern | kuvio |
| a patch | paikka |

## Decorate me!

Make plans for decorating and customising the beanie and tell a partner about
your plans.

Suunnittele miten koristelet piposi ja kerro parille
suunnitelmasi.



Examples:
- *I'm going to…*
- *I will make a flower*
- *What are you going to do?*
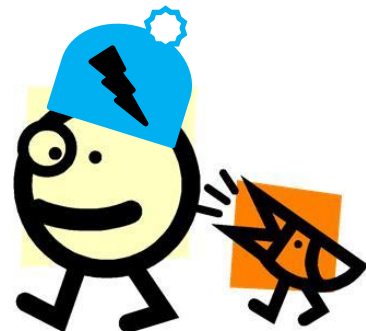
UNIT 4 – Lesson 11

Appendix 3: Context and background – How to customise your clothing (PowerPoint)

## DECIDE WHAT YOU WANT TO DO

- Do you want to cut off sleeves?
- Adjust the neckline?
- Turn pants into shorts?
- Redyeing the fabric?
- Add a pattern or dye a picture?
- Add decorations?

## MAKE PLANS

- Outline what you want to cut using fabric chalk
- Sketch your plan
- Add your accessories

## DIY WEBSITES & VIDEOS

Pinterest – Teen fashion clothing project ideas
- http://www.pinterest.com/4ya/teen-fashion-clothing-project-ideas/ (30.10.2013)

Youtube – Threadbanger (Making a patch & dyeing shoes)
- http://www.youtube.com/watch?v=BqR36CgLoiw (30.10.2013)
- http://www.youtube.com/watch?v=76cgztCbVR0 (30.10.2013)

Resources:
- http://www.wikihow.com/Customize-Your-Clothing (28.10.2013)

# UNIT 5

# THE WORLD OF CRAFTS: THE EXHIBITION

### INCLUDING:

LESSON 12 – Preparing the exhibition

LESSON 13 – Looking back at the experience & feedback

## IN THIS UNIT PUPILS WILL LEARN:

- ✓ to build an exhibition
- ✓ to manage their area of work in groups
- ✓ to present their work
- ✓ to give feedback to others and assess themselves

## CLIL: OVERALL PLAN FOR THE UNIT

AIMS
- To build an exhibition
- To work in groups and organise the work
- To advance the learning of using materials and equipment for crafts
- To learn new vocabulary and to improve reading and understanding work instructions
- To enable expressing oneself creatively in English
- To learn searching information from the Internet and dictionaries, and connecting information
- To present finished products
- To give feedback and assess own work

<u>TEACHING OBJECTIVES</u>

What the teacher plans to teach?

*Content*

- How to build an interesting exhibition
- Building exhibition props

*Culture*

- How to represent different cultures
- Understanding that one can also learn in a different language
- Value of DIY culture (do it yourself)

*Communication*

Language of learning

- Key vocabulary: *exhibition, building, presenting, organising, information, setting*

Language for learning

- Asking questions: *Can I help you? Can you help me? Do you understand?*
- Presenting: *Presenting finished work*
- Understanding: *Reading and listening instructions and presentations*
- Classifying and organising: *Organising own work in groups*
- Other: *Giving feedback to others and assessing own work*

Language through learning

- Recognising language used in activities
- Learning from the teacher and the other pupils' use of language
- Familiarising oneself with new words related to the activities
- Responding and reacting to questions

*Cognition*

- Helping the pupils to comprehend the key concepts and putting them in use in different contexts
- Identifying the
- Understanding where one can find information
- Building, learning and using vocabulary

LEARNING OUTCOMES

By the end of the unit learners will be able to:

- understand what makes an exhibition interesting
- organise their work with the help of a group leader
- process different ideas and execute them
- be creative and work together in English
- present their work in English
- give constructive feedback to the others
- assess their own work

CRITERIA FOR ASSESSMENT

Using teacher, peer and self-assessment to assess how well learners:

- Organise themselves to work
- Follow work instructions
- Build an exhibition and participate enthusiastically
- Present their work
- Give feedback to the others

RESOURCES

- Computer, visual presenter, black-/ whiteboard
- Worksheets
- Stickers
- Cardboard
- Bed sheet fabric
- Clothesline and clothespins
- Tissue paper
- Cotton wool
- Paint, watercolours
- Coloured lights

# UNIT 5

# CLIL LESSON OUTLINES

## LESSON 12 – PREPARING THE EXHIBITION (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to build an exhibition
- ✓ to organise their area of work in groups
- ✓ to work and use English creatively

### DIRECTIONS FOR THE TEACHER:

- ✓ The exhibition may be directed only for the pupils, but preferably the whole school and even parents would be invited to see the exhibition
- ✓ It is important to make sure everyone is working together and making progress

### STRUCTURE OF THE LESSON:

**Introduction:** Outline and aims
*The objectives* are to introduce the unit to the pupils and give an overall picture what they are going to make and accomplish.

The teacher goes through the unit outline and the aims of the unit together with the pupils. The teacher should use the section "In this unit pupils will learn" and describe the main aims described for the each lesson. One should use a visual presenter/ blackboard to show the outline in written as well. (5min)
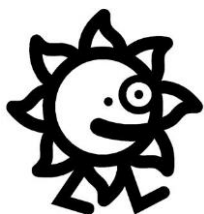
**Warm up:** Still image

*The objective* is to have a fun introduction to the topic and tell a story with an image.

The pupils are going to form a display of still images, in other words frozen images with their own bodies. The teacher or the pupils may give a setting for the images, such as; at the supermarket, in the sauna, by the lake etc. First one of the pupils freezes into a position, then the second pupil, and so on. When about half of the class is in a statue-like formation, the still image is finished. Then the other half of the class may make another still image. The idea is to tell a story with the still image and the pupils are the ones constructing the story. The other half of the class watching the still image may comment what was happening when the "picture" was taken. (10min)

**Context and background**: How to build an exhibition?

*The objectives* are to think how to build an interesting exhibition for crafts and how the building groups should work.

The previous warm up works as a transition to the topic. The teacher shows a PowerPoint presentation about building an exhibition. The idea is to wonder together what makes an exhibition interesting. The teacher may ask the pupils, if they have visited any exhibitions and what they were like. Then the topics for the groups are shown and the teacher instructs the pupils how to work as a group. (10min)

**Instructions**: Building the exhibition

*The objectives* are to start working within groups and read instructions in English, as well as be creative.

The teacher divides the pupils into three groups, according to the units. The pupils start organising themselves by choosing a group leader, whose job is to watch that they will finish their work. Next, the teacher gives each group their hand outs, with the crafts they are presenting and the ideas how to present them. Depending on the pupils' level of skills and their ability to work together, the teacher may also determine beforehand what to execute from the ideas and how to divide work between the pupils. Before the groups start their work, the teacher should point an area for each group where to build the exhibition. It should also be pointed out, that the groups have time until halfway of the last lesson. (5min)

**Thinking activity:** Deciding what to make

*The objectives* are to discuss and decide within the group how to execute their part of the exhibition.

The pupils have now time for a short discussion about what they are going to execute. They should be encouraged to use English as much as possible. (5min)

**Individual work**: Working together

*The objectives* are to work as a group and be creative.

The teacher should provide the pupils enough different materials to implement their ideas. Moreover, the teacher should be available for any questions and help the pupils set up the exhibition. (45min)

**Tidying up**

*The objectives* are to practise listening skills and responsibility of own work space.

The pupils tidy up their work space as instructed by the teacher. (5min)

**Glossary**

*The objectives* are to grow active vocabulary and give the pupils an opportunity to affect their own learning.

The pupils add new learned words to the classroom glossary (poster) and adding words pupils would like to learn (poster). Chosen pupils will write the words to the posters. (5min)

Unit 5 – Lesson 12

Appendix 1: Context and background – How to build an exhibition?

(PowerPoint)



**Building an exhibition**

for crafts work



## What makes an exhibition interesting?

- There is a story behind the work
- You can learn something new
- You can experience and participate
- Well made crafts
- Nice looking setting



## Groups

- Group 1
  - Unit 2: Eco-friendly craft ideas from Africa, Paraguay and Native Americans
- Group 2
  - Unit 3: Printing and colour dyeing inspiration from around the world
- Group 3
  - Unit 4: Sewing with recycled material & knowledge about hats around the world + Unit 1: The world of crafts: The journey begins



## Read instructions and divide work

- Hand out – Building an exhibition
  - Crafts
  - Ideas how to present them
- Decide who is the group leader
- Read and discuss about the ideas
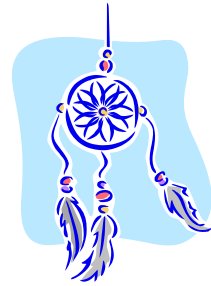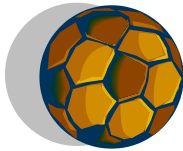- Decide and divide work

Unit 5 – Lesson 12

Appendix 2: Instructions – Building the exhibition

# Building the exhibition

Unit 2: Eco-friendly craft ideas from Africa, Paraguay and Native Americans
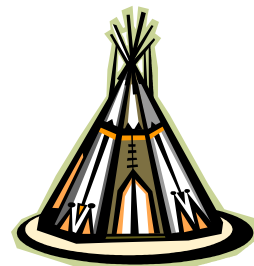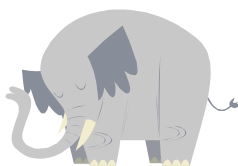
**Crafts:**

- a football made out of plastic bags
- a drum and a flute made out of household items
- a dream catcher

**Ideas how to present them:**

1. Building a goal for the footballs
2. Making animals from Africa
3. Drawing a big orchestra for the instruments
4. Building a tipi for the dream catchers
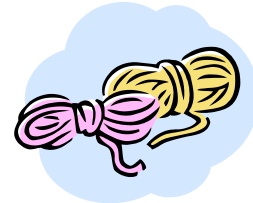5. Or something else!

..
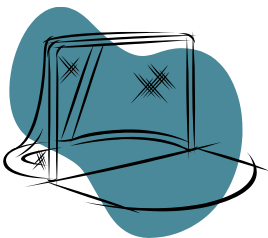
# Building the exhibition

Unit 3: Printing and colour dyeing inspiration from around the world

**Crafts:**

- a fabric bag with a self-designed print
- a tie dyed T-shirt
- a piece of fabric dyed with plants
- yarn dyed with Kool Aid

**Ideas how to present them:**

1. Drawing/ printing images of different patterns across the world
2. Setting up a clothes line with the tie dyed T-shirts
3. Images from the United States in the 60's
4. Real or made plants and flowers next to the pieces of fabric dyed with plants
5. A big dyed yarn pile and Kool Aid- juice serving
6. Or something else!
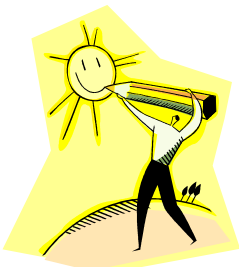
# Building the exhibition

Unit 1: The world of crafts: The journey begins

+

Unit 4: Sewing with recycled material & knowledge about hats around the world
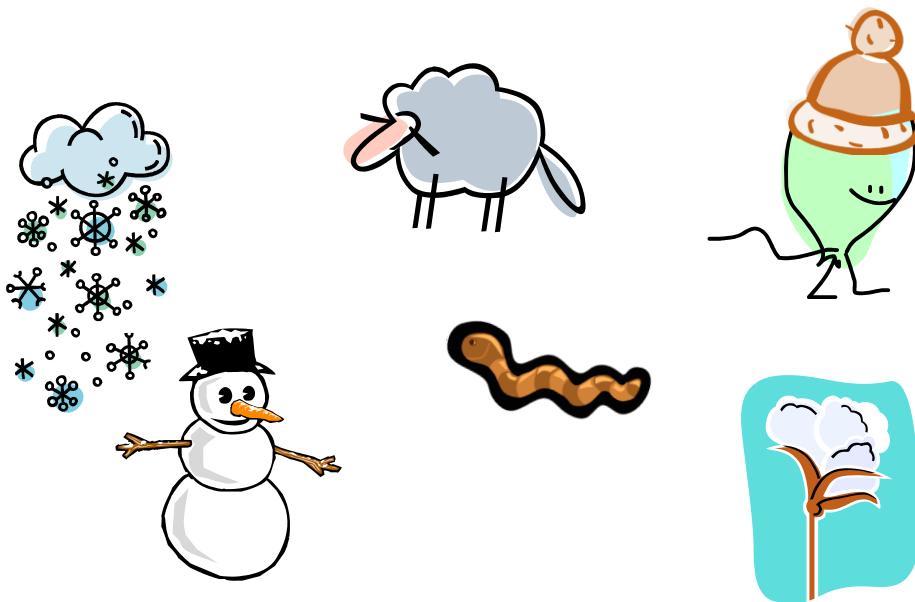
## Crafts:

- a sewn beanie hat with decorations
- a portfolio about textile fibres
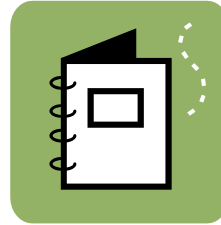


## Ideas how to present them:

1. A winter land, with "snow" for the beanie hats
2. Balloon-heads inside the beanie hats
3. Figures of sheep, silkworms, flax plant and cotton plant for the portfolios
4. Or something else!

# UNIT 5

## LESSON 13 – LOOKING BACK AT THE EXPERIENCE & FEEDBACK (90MIN)

### IN THIS LESSON PUPILS WILL LEARN:

- ✓ to finish building the exhibition
- ✓ to give feedback to the others and assess their own work
- ✓ to present, view and appreciate own and others' work

### DIRECTIONS FOR THE TEACHER:

- ✓ The pupils may prepare the presentations in more detail as well
- ✓ The exhibition on the last lesson is only for the pupils, after that it may be opened to others
- ✓ The teacher can make sure each of the pupils get some kind of feedback

### STRUCTURE OF THE LESSON

**Individual work**: Working together

*The objectives* are to continue working and finish by halfway through the lesson.

The pupils have time to finish building the exhibition until halfway through the lesson. It should be reminded that the groups should make written signs for the crafts to explain what they are and from which materials they are made of, and to whom the individual crafts belong to. The teacher should help as much as possible, for example provide colourful lights to set the atmosphere and search a good place for the glossary to be displayed. After finishing work, the pupils should have a five minute break outside the classroom/ exhibition space, in order for the whole class to enter the exhibition like it is something they are seeing for the first time. (45min)

**Presentation:** The exhibition

*The objectives* are to present the crafts in groups and verbalise the thought process and work.

The groups present their own area of exhibition to the others in English; what they have done and how they have done it. The last stop is viewing the glossary and seeing how many new words the pupils have learned during the course. (15min)

**Thinking activity:** Viewing the work of others and giving feedback

*The objectives* are to view all the crafts and give feedback to the others.

The pupils have now time to stroll around the exhibition space and experience the setting.

Next the teacher sets up a blank piece of paper next to each exhibition area made by the three groups. The pupils have now time to go around and write comments about each setting, as well as give individual feedback. It should be reminded that the feedback should be constructive and friendly, not mean.

After a while, each pupil is given three different stickers to give for the crafts that are:
- the most beautiful
- the most interesting
- the craziest

After writing the comments and giving the stickers, the teacher and the pupils view the results together. (25min)

**Self-assessment:** Final thoughts about the course

*The objectives* are to look back and evaluate the work during the course.

The pupils receive two hand outs to fill in the end of the lesson. The first one is for general self-evaluation and the second for evaluating each of the crafts they have made. (5min)

Unit 5 – Lesson 13

Appendix 1: Self- assessment

# SELF-ASSESSMENT

| | 🙂 | 😐 | 🙁 |
|---|---|---|---|
| I liked the course | | | |
| I am happy with my work | | | |
| I learned new skills and knowledge | | | |
| I treated the others well | | | |
| I used English language | | | |
| I learned more English | | | |

Unit 5 – Lesson 13

# SELF-ASSESSMENT: CRAFTS

| | :) | :| | :( |
|---|---|---|---|
| Portfolio: Textile fibres | | | |
| Football | | | |
| Drum and flute | | | |
| Dream catcher | | | |
| Printed bag | | | |
| Tie dyed T-shirt | | | |
| Dyeing with plants and Kool Aid | | | |
| Beanie hat | | | |