



CONBAT+



CONTENT BASED TEACHING ConBaT+ Explorers

For the Teacher

piaberg
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INTRODUCTORY INFORMATION

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TARGET GROUP:

- Upper (senior) level of Compulsory School, year 7-9, age 13-16
- The material can also be used at Upper Secondary School with some moderation, age 16-18

SUBJECTS:

Art, Biology, Geography, History, Mathematics and Technology

AIMS:

1. Content Based Learning – to study a content area of interest to gain language acquisition in English as L2 or FL integrated with L1 languages in a heterogeneous group with many mother tongues
2. To work interculturally with projects on the theme *Explorers* from different cultures and different times in history up to present time.

KEY COMPETENCIES REGARDING:

COMMUNICATION IN LANGUAGE(S):

- Writing a blog
- Oral communication in groups
- Oral and written communication between groups
- Giving oral presentations
- Putting into practice the skills necessary for understanding different languages and use them interactively
- Communication skills in the mother tongue and in foreign languages

LEARNING TO LEARN:

- Learn how to develop language skills
- Learn how to find information
- Learn how to learn FL in a small group within a specific area
- Learn how to work in groups
- Learn how to work with projects
- Learn how to plan and give a presentation



DIGITAL COMPETENCES:

- Search for information
- Create a blog
- Create a *wordle*
- Create own didactic materials on the Internet

SOCIAL AND CIVIC COMPETENCES:

- working with others/working in groups
- active listening competence
- negotiate and come to a conclusion / problem solving
- communication and debating skills
- research capability
- critical and creative reflection
- intercultural competence, respect for other cultures
- be aware of diversity and cultural identities in and outside Europe
- knowledge of contemporary events, as well as events in national, European and world history

TIMING OF THE OVERALL ACTIVITIES:

- 4 weeks of preparation (combining all involved subjects): 5 x 40 minutes
- A fair during week 5
- Assessment and evaluation during week 6 – the pupils will get individual response



1. INTRODUCTION

Notes for the teacher: Teachers from the different subjects (Art, Biology, History, Mathematics, Technology and Languages) will present the outline of the project. The students discuss about explorers in their respective languages. The teachers write the keywords on the whiteboard, creating mind maps, while the groups are presenting their short summaries. There will be one mind map for each language.



Go through all the words and make sure they are all written in the different languages on the whiteboard. Each student will read his/her words aloud and the class will read after him/her in chorus. The teacher explains that we have created one mind map for each language on the whiteboard and that is how we will be working within this project. These languages will be our “working languages”. The students copy the mind maps in their exercise books.

Timing: 40 min

Material required: Exercise books, pens or pencils

Grouping:  and 

Focus on content:

- Introducing the theme of the project

Focus on language(S):

- Pronouncing words in different languages and using the languages of the class



WORKSHEET 1



What is an explorer? What defines an explorer? Are you familiar with any explorers?

Discuss in groups for 10 minutes. Take notes. You are to present a summary to the class, using keywords, based on your discussions. In how many languages do you know these words?



2. EXPLORERS: PROJECT PLAN

Notes for the teacher:

The teacher will give a short presentation about the four explorers the students will work on. Answer the 4 questions: Who?, What?, How? And Why?

Christer Fuglesang (1957 - ...)

- Swedish
- Physicist, astronaut
- First Swedish citizen in space

Thor Heyerdahl (1914-2002)

- Norwegian
- Ethnographer, adventurer, zoologist and geographer
- Sailed from South-America to the Tuamotu Islands with the Kon-Tiki

Carl von Linné / Carl Linnaeus (1707-1778)

- Swedish
- Botanist, physician and zoologist
- Laid the foundations for the modern scheme of binomial nomenclature. He is known as the father of modern taxonomy, and is also considered one of the fathers of modern ecology.

Ibn Battuta (1304–1368 or 1369)

- Moroccan
- Islamic scholar, traveller
- Known for the account of his travels and excursions called the *Rihla* (voyage in Arabic). His journeys lasted for a period of nearly thirty years and covered almost the entire known Islamic world and beyond.

After that the teachers will divide the students in four groups (one group for each explorer). Each group will be allotted one teacher who will be the group's supervisor and mentor. The other teachers will act as assistants or have supportive functions at the presentation and throughout the project. It's important to create random groups in order to obtain a mix of boys and girls and languages. The supervisor will present the outline of the project using the to do list, the planning and evaluation grid the students will use when they report, discuss and analyze their work with the supervisor in class and the assessment grid which presents the areas in which the students will be assessed while working with the project. The students will be reporting, discussing and analysing their work with the supervisors a couple of times a week using their Planning and evaluation grids as a basis.

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- Do they have questions?
- Do they need help with anything?
- Is the work progressing according to the outline?
- What is the plan for today's work ?

The work in the groups will progress and feedback will be given both at the meetings in class and in their blogs

Timing: 80 min

Material required: Planning and evaluation grid and assessment grid, Exercise books and pencils or pens, computers

Grouping: Three small cartoon figures standing together, representing a group of students.



WORKSHEET 1: TO DO LIST



Each group will create their own blog <http://blog.com/>

You will create a blog, where you will discuss your work and give each other feedback. You are supposed to write in different languages. You are to help each other, so that everyone in the group will understand everything that is written in the blog and in the blogs of the other groups.

The groups will read each others blog and give feedback and comments, and so will the teachers.



- a) Create lists of vocabulary within your project in at least five different languages.



- b) Your group will create your own wordless based on your lists of vocabulary <http://www.wordle.net/>



- c) Your group will create crosswords or similar exercises <http://puzzlemaker.discoveryeducation.com/>

Assessment: At the end of the activities



3. TRAVEL GUIDE

Notes for the teacher:

Each group will make a presentation about the travels and present them with the help of a map. They will calculate distances and the time it would have taken to travel. They discuss how they would travel nowadays and how long it would take them. They can either draw a map or make a powerpoint presentation. They are to present it in their blog as well, so that they can get feedback. They are to put together a traveling guide using their explorer's travels.

Timing: 80 minutes

Material required: Planning and evaluation grid and assessment grid, Exercise books and pencils or pens, computers

Grouping: 

Focus on content:

- Planning and going through the outline of the whole project.



WORKSHEET 1



- a) Your group will write a presentation about your explorer: Who was he? When did he live? Where did he live? What did he explore? Why is it important for us to know about him and his explorations today? Had you heard about this explorer before working with this exercise?

[They receive links they can use].

Compare his experiences with similar explorers from your countries.

The group will produce one copy in each of your chosen languages and a sixth one where words from the five languages are mixed. E.g. write the first noun in English, the next one in Swedish and so on. <http://translate.google.se/> can be used.



- b) Make a presentation about the travels of your explorer and present them with the help of a map. Calculate distances and the time it took to travel. How would you travel today and how long would it take? Compare.

Either you draw a map or make a powerpoint presentation. Present it in your blog as well, so that you can get feedback.

Assesment: At the end of the activities



4. PREPARING FOR THE FAIR

Notes for the teacher:

All the previous activities result in a big fair. During this fair the students will present the results of the project they have been working on.

Timing:

The fair will be held during week five of the working period and there will be one presentation during daytime for compulsory school, year 4-6, and one in the evening for family and friends. Invitations have to be sent out during week 4 or earlier if possible

Grouping: 



WORKSHEET 1



Put together a travel guide using what you have learnt about your explorer's travels. It will be presented at the fair. Your group will use the following link when planning your presentation for the fair:

<http://www.smartschools.ph/SmartSchools/SmartTools/PreparingForScienceFair.htm>.

Decide what kind of presentation you will give, how you will work as a group and how you will divide the work. When you have decided, you report this to one of your teachers.

The fair will be held during week five of the working period and there will be one presentation during daytime for compulsory school, year 4-6, and one in the evening for family and friends.

Every group gets an additional worksheet with activities about their explorer. The results will also be presented at the fair



GROUP 1: CARL VON LINNÉ

WORKSHEET 2: FLOWERS AND PLANTS

Compare names in your different languages and make lists e.g.

Swedish – **Ros** Norwegian – **Ros** English – **Rose**

Arabic – وردة Latin – Rosa

Swedish – **Linnéa** Norwegian – **Linnéa** English – **Linnea borealis**

Arabic – لينيا Latin – Linnea borealis

Add other languages that are spoken in class.

Create one or more **wordles** with the names of the flowers in it. Print it/them and include it/them in your presentation at the fair.

How did the plants get their names and why? Make posters and hang them next to the wordles at the fair.

What do different flowers, plants or fruits symbolize in your different cultures? Make a list with presentations of what similarities and differences you can find. Are the colors important in this respect? Compare Nordic countries to Southern countries.

Let the visitors at the fair put together e.g. bridal-, birthday-, dinner- bouquets and bowls of fruits where they “organize” messages with the help of your lists.

E.g. in Sweden: if you give someone a rose = love, an apple = knowledge

Use Google Translate: <http://translate.google.se/>

THE LANGUAGE OF THE FLOWERS

BLOMMORNAS FÄRGER/THE COLOR OF FLOWERS

Gul blomma/yellow flower - Du är solen i mitt liv./You are the sun in my life.

Orange blomma - Jag är din trogne vän.

Lila blomma - Jag önskar dig all lycka och välgång i livet.

Rosa blomma - Jag är förälskad i dig och lovar dig trohet.

Röd blomma - Jag räknar dagarna tills vi möts igen.

Mörkröd blomma - Jag saknar dig så!

Vit blomma - Jag tror på din renhet och jungfrulighet.

Blå blomma - Jag vill bli vid din sida intill döden.



Present your “Flower clocks” at the fair and let the guests fill in empty clocks. You could for example call it “The flower clock of your/our dreams”.

Your vocabulary tests will be presented at the fair. Maybe you can have a prize for a chosen winner (e.g. a flower).

The group will make a big collective painting with flowers, plants and fruits. Feel free to write, draw and paint on the canvas.



GROUP 2: IBN BATTUTA

WORKSHEET 2: PRESENTATIONS

Choose and divide areas between you in the group:

Ibn Battuta came across:

new countries

new climates

new cultures

new architecture

new food and spices

new languages

new clothing

new knowledge/science

new food

Each group will present their area at the fair by making collages connected with posters. The posters will give detailed information about each area.

The collages can be put up for auction during the fair.

Feel free to bring examples of food, spices, clothes etc. for the visitors to see and try.



GROUP 3: THOR HEYERDAHL

WORKSHEET 2: PRESENTATIONS

Choose and divide areas between you in the group:

Thor Heyerdahl came across:

new countries

new climates

new cultures

new architecture

new food and spices

new languages

new clothing

new knowledge/science

new food

Each group will present their area at the fair by making collages connected with posters. The posters will give detailed information about each area.

The collages can be put up for auction during the fair.

Feel free to bring examples of food, spices, clothes etc. for the visitors to see and try.



GROUP 4: CHRISTER FUGLESANG

WORKSHEET 2: EXERCISES

Devide the class in three groups. Every group will prepare one exercise

1. Try to contact Christer Fuglesang and find out if he has the possibility to give you an interview via telephone, e-mail or in person.

Who is Christer Fuglesang?

Where does he live?

What has he explored?

What is he doing today?

What do you have to study to become an astronaut?

Which languages do you have to know to become an astronaut?

What effects does space traveling have on the mind and body?

What do you eat in space?

What is the environment like on the moon?

An interview via telephone can be presented at the fair. The visitors can listen to a playback via a computer. Remember to get Christer Fulgesang's permission to use the interview that way.

2. Make a construction/model of a space station to be situated on the moon or on Mars. Calculate measurements, size, weight etc.

Calculate on a scale of ...? It has to fit on a table at the fair.

At the fair the constructors will be standing next to the model presenting:

- the work process building the model
- specifications for a space station
- living conditions

MEASUREMENT, SIZE, WEIGHT AND GEOMETRY / MÅTT, VIKT OCH GEOMETRI

Create mathematical vocabulary games using the tables below as a starting point. Add measurements, sizes, weights and geometry. You can get some inspiration at <http://www.bbc.co.uk/schools/>

Copy your game onto a white table cloth (strong paper) which can be extended.



Use it at the fair and see if the visitors can help you add even more words/languages.

MATEMATIK/MATEMATIKK/MATHEMATICS/ حساب

Swedish	att räkna
Norwegian	at/å regne
English	to count
Arabic	عد
Add languages...	

SUBSTANTIV/SUBSTANTIV/NOUN/ اسم

Swedish	addition	substraktion	multiplikation	division
Norwegian	addisjon	subtraksjon	multiplikasjon	divisjon
English	addition	subtraction	multiplication	division
Arabic	جمع	طرح	ضرب	قسمة
Add languages...				

VERB/VERB/VERB/ فعل

Swedish	addera	subtrahera	multiplicera	dividera
Norwegian	addere	subtrahere	multiplisere	dividere
English	add	subtract	multiply	divide
Arabic (He...)	يجمع	ي طرح	ي ضرب	ي قسم
Add languages...				



ASSESSMENT

The pupils will get individual response. Each student will have an individual talk with the supervisor using the Assessment grid as a basis for the talk. The four groups will have an oral evaluation each, based on their Planning and evaluation grids. The oral evaluation will be recorded. A summary and presentation of the evaluation will be presented to the class by the teachers.

PLANNING AND EVALUATION GRID



To be filled in by:			Week
Group:			
Names:			
What? This week we have planned to work with:			
When and who? Weekly planning:			
Monday	Tuesday	Wednesday	Thursday
Friday	Supervisor's notes:		



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We are pleased with:

We are not pleased with:



Assessment		
Descriptors	Pass	Pass with distinction
<p>Speaking</p> <ul style="list-style-type: none"> speaking in different languages and showing knowledge of language strategies speaking in F1 and FL languages in groups reporting, discussing and analysing the work with teachers oral presentation at the fair in F1 and FL 		
<p>Writing</p> <ul style="list-style-type: none"> blogs presentations creating didactic language exercises taking part in writing an essay 		
<p>Listening</p> <ul style="list-style-type: none"> active listening competence working in groups gaining intercultural competence gaining language structures in F1 and FL gaining new vocabulary in F1 and FL gaining pronunciation in FL 		
<p>Reading</p> <ul style="list-style-type: none"> in F1 and FL- languages blogs searching for information on the net 		
<p>Group work</p> <ul style="list-style-type: none"> working and planning in a group and between groups group dynamics - handling issues when working in a group giving a presentation with a group – teamwork 		
<p>Comments:</p>		



REFERENCES

<http://blog.com/>

<http://www.wordle.net/>

<http://www.smartschools.ph/SmartSchools/SmartTools/PreparingForScienceFair.htm>

http://en.wikipedia.org/wiki/Carl_Linnaeus

<http://home.swipnet.se/fel/main/blomur/blomur.htm>

http://www.youtube.com/watch?v=Gb_IO-SzLgk&feature=related

<http://www.youtube.com/watch?v=opWd01DuW28&feature=related>

<http://www.youtube.com/watch?v=ghpSUEoujxA&feature=related>

http://en.wikipedia.org/wiki/Christer_Fuglesang

<http://www.rymdforum.nu/?id=1095>

<http://sverigesradio.se/sida/default.aspx?programid=2751>

http://www.nasa.gov/mission_pages/shuttle/shuttlemissions/sts116/interview_fuglesang.html

http://sv.wikipedia.org/wiki/Ibn_Battuta

<http://www.youtube.com/watch?v=9Sqo7THZNh0&feature=related><http://www.youtube.com/watch?v=ILlWWU4gp5A&feature=related>

<http://www.youtube.com/watch?v=t0iI0tMHH6s&feature=related>

http://en.wikipedia.org/wiki/Thor_Heyerdahl

<http://www.youtube.com/watch?v=elb0-4PRCIE&feature=related>

<http://www.youtube.com/watch?v=gGooopCTmpg&feature=related>