

# LEARNING SKILLS ACROSS THE CURRICULUM

Learning skills involve learning to learn and develop learner's autonomy.

Here are some learning skills with examples of when they are used in the classroom.

Learning skills	CLIL examples
<b><i>Cooperating with others</i></b>	Preparing groups presentations about the research, development and production of electronic equipment made by different companies around the world
<b><i>Guessing from context</i></b>	Looking at a group of mathematical shapes with lines across them and working out that they could be lines of simmetry
<b><i>Interpreting information</i></b>	Looking at historical pictures of manufacturing cloth and commenting on factory conditions
<b><i>Summarising</i></b>	Reporting the key points from a debate on different political systems
<b><i>Skimming</i></b>	Looking through new history notes to find out why the prison reformer had support from the government

\* In CLIL learners have the additional challenge of developing learning skills in a non- native language: if the teachers give learners time to give their opinions, give reasons and evaluate each others' work, teachers can understand their learning needs better.

## Example of a lesson on the European Union

**First step:** The pupils write on their notebook "European countries" and search for each letter the name of a state belonging to the European Union (it's important that the state contains one of the letters); after the teacher asks students if they know the name of the state they have written in English:

GErmany  
 HUngary  
 Romania  
 CiprO  
 Portugal  
 SwEden  
 Austria  
 PolaNd

BUlgary  
 LituaNy  
 EstonIa  
 SIOvenia  
 DeNmark

**Second step:** Teacher provides students with a mute map of Europe and asks them to place on it the states they indicated in the first exercise

**Third step:** The teacher divides the class into 3 groups of 3 students. Each student must choose a set of states prepared by the teacher. The students have to find and tick their own countries on the map and after listen to the teacher's dictation and write the dates on the chart.

**Fourth step:** students have to tell their partners the date each country joined and write the date on the map. Each student has to use the colour code to colour his own map and share the colours of his countries.

**Fifth step:** work in pairs – each student has to fold his paper into 8 sections. One of them writes down as many advantages as possible for staying in the EU, the other writes down as many disadvantages as possible.

Work in a group of 4: students have to cut their slips and take it in turns to share them and put them in two columns

**Sixth step:** students have to consider their country (Italy) and make two ranked diamonds – one for advantages one for disadvantages belonging to the European Union.

**Seventh step:** Home learning – What questions do you still have about the EU? Choose one of the treaties (Paris, Rome, Lisbon...), research some information and share with your group next lesson.