

FORUM UNIVERSALE DELLE CULTURE 2013 PROGETTO PEACE-MAKER NELLE SCUOLE DI NAPOLI

“Words,music and pictures towards PEACE”

An approach to the “Universal
Declaration of Human Rights “
through CLIL Methodology



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INTRODUCTION

- Good morning everybody!
- My name is Marica Petillo and I teach in the biennio of a secondary technical school for surveyors, geometri, ITG. GB.DELLA PORTA in Naples. I'm going to talk you about my experience with Clil methodology
- As you know at the moment we don't have English as a curricular subject in the triennio of this kind of school. So students don't generally have the opportunity to study other curricular subjects in English yet. I'm talking of students coming from Scuola Media with a very low level of language knowledge, not an academic one.

- This was a sort of experiment. A sort of approach to Clil rather than to UDHR .I wanted to try Clil methodology with my students before English becomes effective with Gelmini's reform in the 3rd class next year. Clil methodology was very useful for the realization of the project peace-maker (as you can see from the title, it was at the same time an approach to the UDHR) belonging to the wider event Universal Forum of Cultures 2013 promoted by Naples Town Hall and Ente forum.
- I want briefly to explain what the Forum is
- Maybe some of you don't know anything about it. DIAPOSITIVA n.2,3,4
- FUTURE REMIND that means let's build a different future for this town without forgetting our historical roots and traditions.



- What is The Universal Forum of Cultures? The **Universal Forum of Cultures** is an international cultural event intended to take place every three years .Its official aims included support for peace, sustainable development, human rights and respect for cultural diversity.It was originally an idea of Barcelona's Mayor

Previous editions

Universal Forum of Cultures

First edition

9th March - 26th September 2004, [Barcelona](#)

three main topics :

- cultural diversity
- sustainable development
- conditions for peace

Second edition

[Monterrey, Mexico](#)

20th September - 8th December 2007

three main topics of the Forum of Barcelona - Cultural Diversity, Sustainable Development, and Conditions for Peace

- and on a fourth topic: Knowledge.
- third edition 2010: [Valparaiso, Chile](#)

Naples 2013

- Naples, Italy was selected as host for the 2013 Universal Forum of Cultures
- The fourth edition will be held in Naples from 10th April to 21st July 2013
- Naples will be a world capital of culture for 101 days
- 4 million people are expected for this event.
- There will be performances conferences, meeting between different nationalities
- To the main four themes(cultural diversity,sustainable development,,conditions for peace,knowledge has been added a fifth one that **FUTURE REMIND**

PEACE MAKER AT SCHOOL

The education project "**peace maker at school**" was conceived to make the Forum not only an event but also a means to spread among young generations of the city the values promoted by the Forum and by Unesco..

What about the genesis of this project?

All started because

I was offered to be a school referee for Forum.

STRUCTURE OF THE PROJECT

- Students from biennio (14-16 years)
Language level A2-B1
- 30 extra-curricular hours
- Free amount of curricular hours
- Not necessary in English
- Assessment: final product (work of art ,pictures,video,presentation)
- To be presented during forum events in 2013
- Presumible audience: International but mostly Italian

Project aims: sensitisation of Neapolitan students to the themes of peace and interculturality.

My aims: improve my students' English, enriching at the same time lexis and knowledge of basic human rights, often neglected in a town like Naples

Napoli crocevia di pace:music,words and pictures towards peace

Curricular hours.	extra-curricular hours.	Subjects involved
Focus on the language	Focus on content, human rights and creative production	Italian English Citizenship History ICT

Forum Purposes

- Provide information about UDHR
- Promote pacifist ideals and respect of diversity and appreciation of different cultures
- Stimulate students to become active and responsible citizens
- Encourage foreign languages learning to help different nationalities students meet in the next events which will be held in Naples in 2013

This was not a project which necessary had to be led in English but being a teacher of English I caught the chance.

Let's just go back to some of the aims and advantages of clil methodology

I decided to use Clil methodology because I thought: What better than CLIL to present this subject to the students and make them responsible and sensitive to an active **citiezenship?DIAPOSITIVA N.9** In fact CLIL gives us the chance to introduce lots of cultural contexts. That's because the target language is not anymore just a vehicular language used to communicate but at the same time it becomes a means to acquire knowledge .

- I tried to respect the famous 4C's of CLIL **DIAPOSITIVA N.10**
- I thought this project was the best way to try CLIL methodology with my students because the role of culture, understanding ourselves and other cultures, is an important part of CLIL.
- The benefits of CLIL were exactly corresponding to the points I was aiming to as a teacher .

CLIL in practice

- CONTENT
- COMMUNICATION (where communication could be stimulated asking for opinions or examples or through other open questions)
- COGNITION
- CULTURE

SOME ADVANTAGES OF CLIL

- Lots of cultural contexts
- Target language as a means to acquire knowledge
- Communicative interaction in the target language about meaningful topics

CLIL helps

To simplify content learning

→ Use of visualizers

To motivate students

→ Use of new technology

Teacher's aims

GENERAL:

- To grow up learners with positive attitudes and aware of global as well as local citizenship

SPECIFIC:

- Increase learners' confidence in L1 and in their abilities in learning English
- Develop thinking skills from the start because I believe you don't need to have an upper intermediate level competence of English to use cognitive skills
- Give the impression even to the wickest students they can do something with the language and enjoy activities
- Enhance stronger values of community
- Improve lexis and communicative expressions

ACTIVITIES

(All the class together)

Guided discovery of UDHR

- I proceeded in this way :
- I let them reading the article,guessing the general meaning,
- then I asked them to individuate key-words
- and to put them together in simpler constructions or words.
- In this way I checked students' reading comprehension and let them elicit the meaning by themselves

Other activities connected to the theme of peace

- Songs and poems:listening,filling in of blank spaces,individuation or underlining of words(adjectives, opposites or lexis connected with the topic) or grammatical structures .
- Reading and video:Use of visualizers,time-lines ecc.,guided summary.individuation of main concepts and particular expressions,reconstruction in simple words.Class discussion:guessing the global meaning,asking for opinion,comparing and contextualizing

GROUP ORGANIZATION

- Students chose the section(the most interesting UDHR article) or the topic to work on with classmates or individually
- Some of them decided to analyse different kinds of discrimination after we read together the poem by Levi Tafari
- Others created graphics or time lines about the structure of UN
- An other group studied racism,the apartheid in South Africa and gathered information about the most important South African heroes.

USE OF Monolingual dictionaries (student or essential versions)

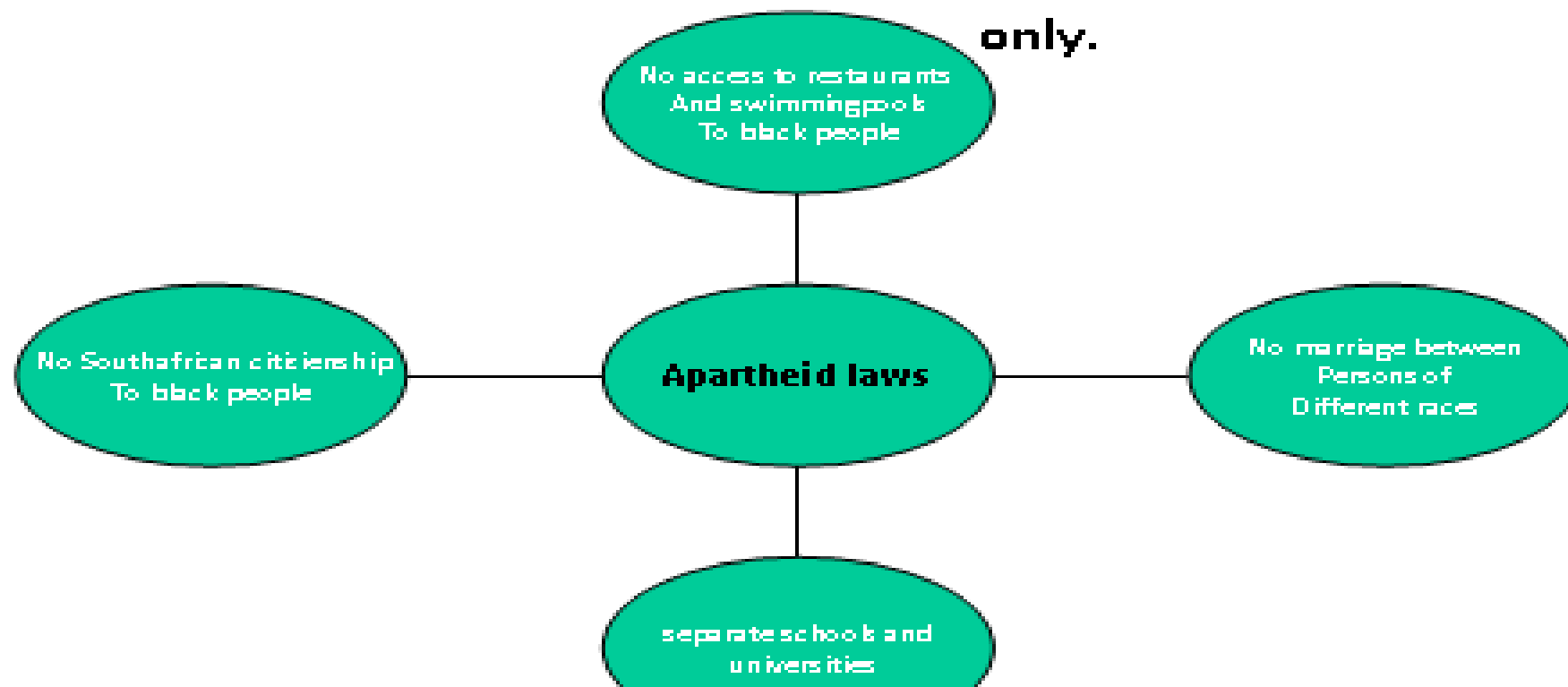
It was an occasion to present them to my students and to show how useful they can be even at an elementary level of language knowledge.

USE OF
visualizers,timelines,organigrams,spidergrams

Apartheid laws

Many laws were implemented into the South African constitution for the benefit of the Apartheid system. The main objective was to drive non whites into small areas of the country leaving majority of the fertile country for people of European race

only.



Main apartheid events

apartheid	Mixed Marriage Act	Immorality Act Population Registration Act	University Education Act	Protests in Sharpeville and Soweto	Black homelands and citizenship Act	Steve Biko's murder in Pretoria	Apartheid was banned by South African government
1940-1980	1949	1950	1959	1960 and 1976	1970	1977	1994

What is important here is the exposure to the language, is to get them used to reading, listening and understanding the target language, and even producing but just small chunks of language as first step

SKIMMING and SCANNING VS.SCAFFOLDING

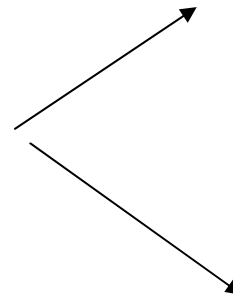
WE SHOULD CELEBR8
NOT DISCRIMIN8
LEARN TO APPRECIATE
DON'T PLAYER HATE
BECAUSE THERE'S ROOM FOR YOU
AND THERE'S SPACE FOR ME
LIVING IN THIS WORLD OF DIVERSITY
LET'S CELEBR8 DIVERSITY
Nature has dressed us up
in many shades of skin
the variety of tone we display
is the result of melanin
if you hate your neighbour
because of their skin colour
you really hate yourself
as we are all versions of each other.....

.....

GLOBAL MEANING:presentation of different reasons for discrimination and
emargination:skin,religion,sex,age,disabilities.

Message:encourage tollerance and evaluate diversity

New words:synonyms
Room(double meaning)
Space



Grammar:
Use of should
Present simple
imperative

WE SHOULD CELEBR8 NOT DISCRIMIN8

(Levi Tafari)



DAVIDE INEGUALE

Amedeo Murolo

Materials and activities

War songs	War(B.Marley)  Walk on(U2)  Peace on earth(U2)  La ballata dell'eroe(F.De Andrè)	Web sites: www.tuneintoenglish.com www.lyrics.com CDs
Poems	Let's celebr8 (Levi Tafari)	Britlit
Readings	Universal Declaration of Human Rights, Passages about UN, Steve Biko, Nelson Mandela's quotations and so on	
Web sites for documentation	Council of Europe, United Nations, amnesty International, Amref, Emergency	
Video	INVICTUS	 DVD

Results and achievements

Students became:

- More sensitive to language learning
- Aware of different social realities
- Able to collocate historical events in a timeline
- Able to create graphics to highlight key-concepts
- Able to surf the net for research

-
- Through CLIL methodology language and subject learning can become very interesting. It was a very motivating experience for me and for the students. CLIL has been an other way to motivate students which nowadays is very difficult. Our students don't choose to study as university students. They're compelled to by their parents. You need as a teacher to have lot of fantasy to make the lesson, without waisting of time and energy, always different with new materials to catch their attention. It's important to use different techniques and let them to be as much creative as possible so to exploit the so called multiple intelligences.
- .
- .
-

Last but not least:

Let them be creative as much as possible

WHILE ENJOYING, STUDENTS

➤ **Acquired :**

More extensive vocabulary in L1

Basic English vocabulary about the topic

➤ **Improved:**

Attitudes to learning

IT skills(power Point and Internet)

Reading and listening skills in the target language

➤ **Learned:**

To appreciate different cultures and accept them as something new and motivating

To collaborate with classmates in developing ideas and analyzing problems

To express their opinion,express support for others' ideas and so on

➤ **Developed:**

Communicative and cognitive skills

Conclusions: WHY CLIL?

- It helps when facing more complex topics or subjects as history, law generally considered boring by the students.
- It makes language learning meaningful.
- It motivates students.
- It makes the lesson creative, always different.
- New materials and different techniques can be used.
- It exploits multiple intelligences.

Being an extra-curricular project I didn't need a real evaluation assessment so the final evaluation was the product itself, the power point presentation I'll show you afterwards.

ASSESSMENT

- No real evaluation
- No fear of marks

BUT

- Continuous monitoring of interest and achievements or improvements
- Scaffolding
- Encouragement
- Production of a Power Point Presentation:

“Words, music and pictures towards peace”