THINKING SKILLS REVIEW

It is suggested that what follows is a review of the theories and methodologies proposed so far. Slides have been supplied for brainstorming purposes and it would be beneficial if the same tutor took seminars one – three. Participants can use this time to ask any questions they may have, clarify any issues, work together on ideas for sample activities, build word wheels related to their specific subject areas etc…

In review…

We have considered various theories and methodologies in the last 3 seminars.

Now is the time to:
- Clarify understanding
- Ask any questions
- Brainstorm tasks and ideas for your CLIL teaching
- Make word wheels for your subject area
- Start to think about tasks you could incorporate/adapt
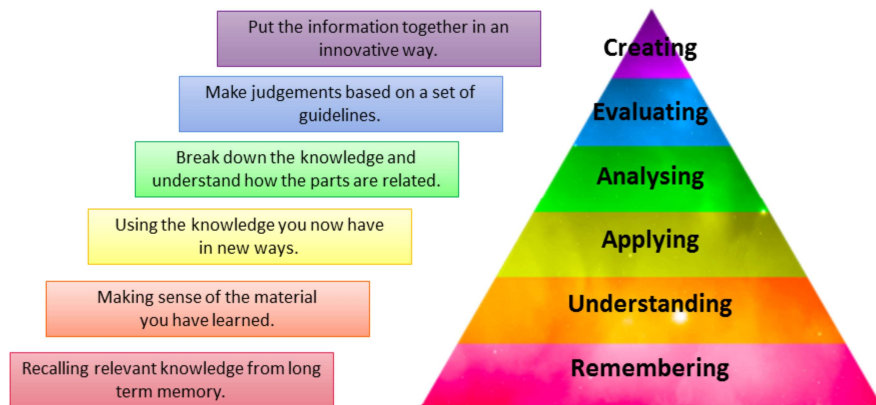- Begin to produce worksheets/information packs

We have considered….

As we look at the next few slides:

1. Review your knowledge – make sure you understand everything. If you don't – ask!

2. Add notes to your *Seminar Fact Packs*

3. Think about how you might use each methodology

4. Ask your tutor for help with any L2 vocabulary you need

Bloom's Model

Ask participants what the can remember about *Bloom's Taxonomy*.
Ask them to take you through the slide.
Ask them if they have any ideas about how they can use *Bloom* to help with CLIL teaching (provides command words and chunking for tasks).
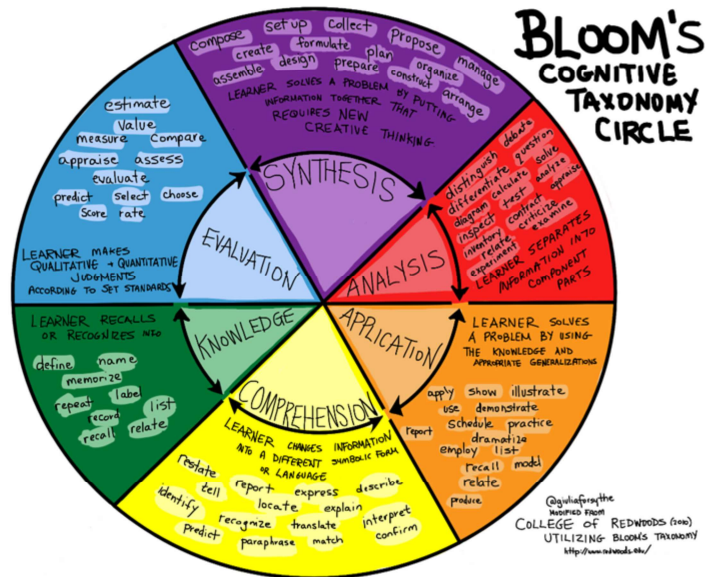
Tutors can either give participants time to work after each slide or (preferably) give them time after the brief review to focus on their needs.
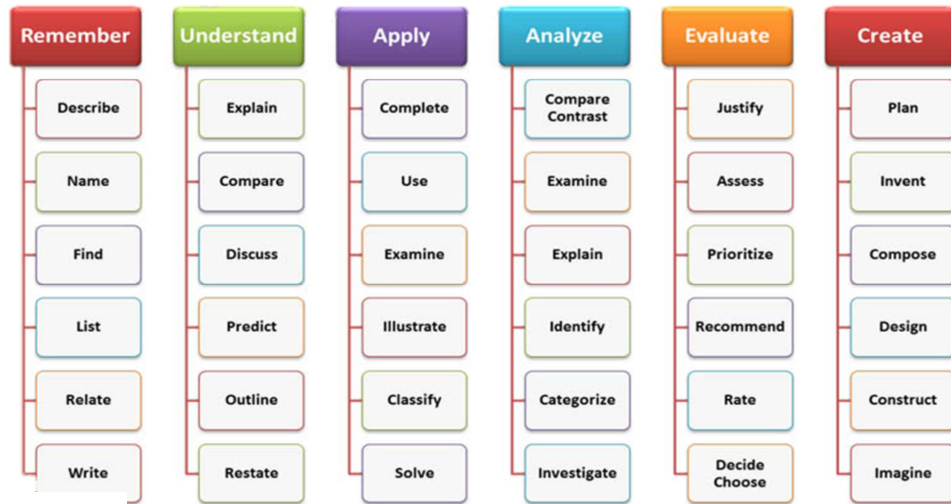
Participants may want to review these command words and use them to design tasks.

Bloom's Model

Participants may want to create a word wheel for their subject area.

Mind Maps

Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	**DEFINING IN CONTEXT**	Circle Map
How are you describing this thing? Which adjectives would best describe this thing?	**DESCRIBING QUALITIES**	Bubble Map
What are the similar and different qualities of these things? Which qualities do you value most? Why?	**COMPARING and CONTRASTING**	Double Bubble Map
What are the main ideas, supporting ideas, and details in this information?	**CLASSIFYING**	Tree Map
What are the component parts and subparts of this whole physical object?	**PART-WHOLE**	Brace Map
What happened? What is the sequence of events? What are the substages?	**SEQUENCING**	Flow Map
What are the causes and effects of this event? What might happen next?	**CAUSE and EFFECT**	Multi-Flow Map
What is the analogy being used? What is the guiding metaphor?	**SEEING ANALOGIES**	Bridge Map

Here are the different kinds of *Mind Maps* for a quick review.

BLP

R

R

R

R

R

AISLi

Ask what *BLP* stands for.
Building Learning Power.
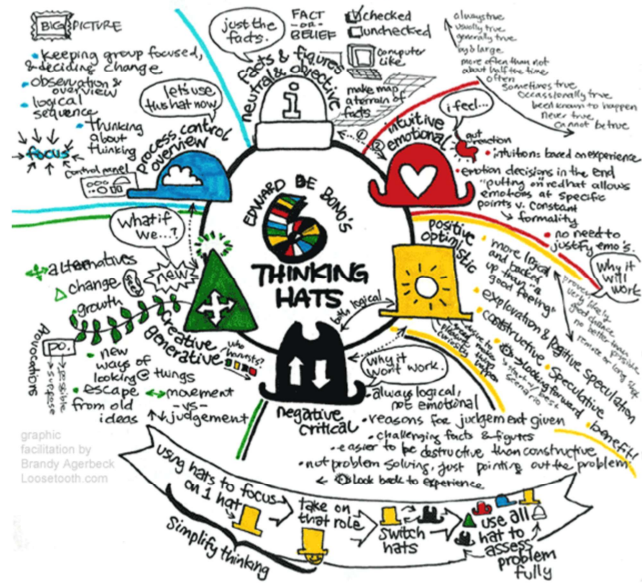Can they remember the 5 Rs?

BLP

Participants could design an introductory project to do in CLIL sessions encompassing the BLP methodology.

De Bono's Thinking Hats

Can anyone remember what the different coloured hats stand for?

De Bono's Thinking Hats

What kinds of activities can you design that employ De Bono's idea?

Learning Modalities

What does *VAR* stand for?

VISUAL
SEE IT

AUDITORY
HEAR IT

KINESTHETIC
DO IT

AISLi

Give time to continue tasks from the seminar.

Multiple Intelligences

How many can you remember? There are 8...

Give time to continue tasks from the seminar.

Over to you…

Now allow participants time to work.
Help with L2 where necessary.

Any Comments?

THANK YOU FOR LISTENING