

Disruptive Thinking since 1826

EMaDA & RIA Interim Progress Sharing Event

**Researching the impact of a CLIL curriculum and
accompanying digital teacher training course
focusing on improving child health and safety**

Dr Jim McKinley, University College London

10 January 2023

Supported by



Outline

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Our Teams

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Overview of Project

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Progress

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Achievements

5

Q & A

1. Our Teams

1. About Two Teams



University of London
英国伦敦大学

**The Public Service Bureau of High-Tech Zone of
Chongqing Municipality**
中国重庆高新区公共服务局

UCL Team

UCL
Applied
Linguistics



Dr Jim McKinley Associate Professor, UCL



Dr Wenxuan Li



Ms Philippa Vallely

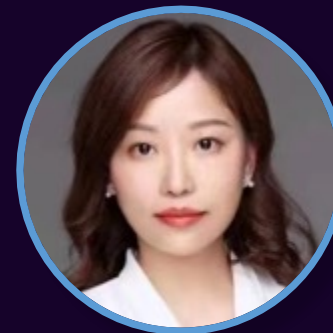
Chongqing High-tech Zone Team



Yunjian Zhang
张云建 老师



Haiyang Yu
于海洋 老师



Yu Zhao
赵瑜 老师



Ting Gao
高婷 老师



Jialiang Duan
段佳良 老师

2. Our Project

2. Our Project

Project Background

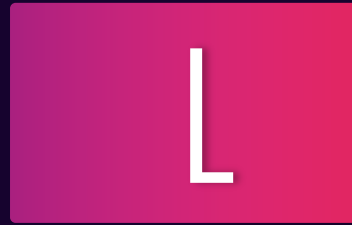
- Increased importance placed on English language AND Education through English worldwide
- Fast development of English Language Education in China, in particular in Chongqing
- MOE plans health education for students and teachers in China and requires that educational institutions incorporate health education into their work agendas, identifying key areas of work, objectives to be achieved and lines of responsibility

Our Focus : CLIL + Safety and Health Education

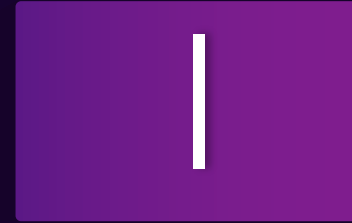
CLIL



Content



Language



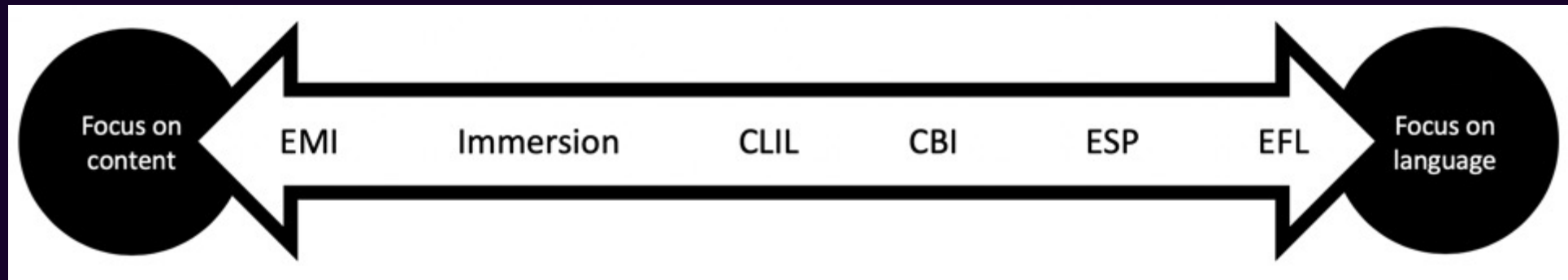
Integrated



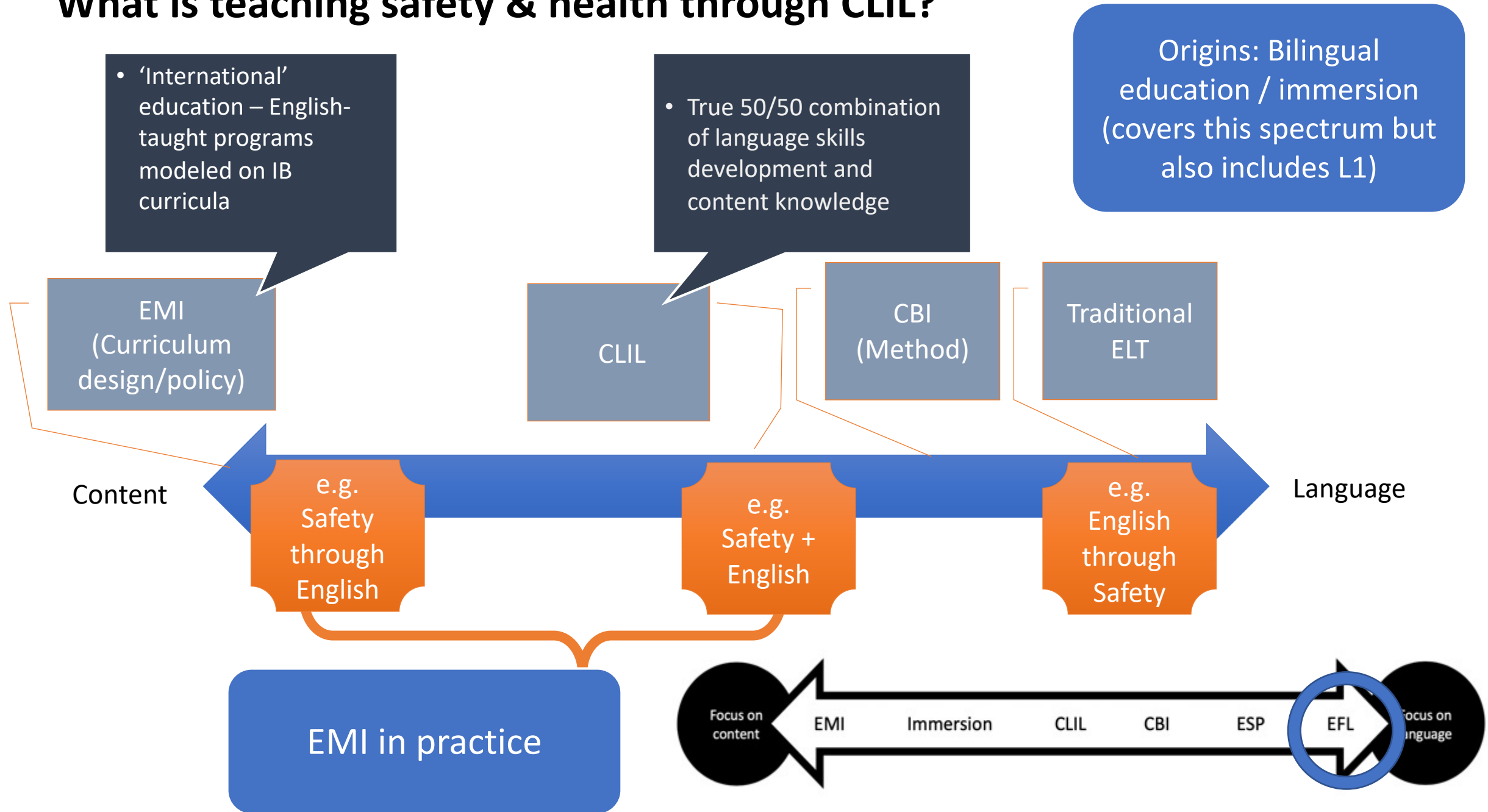
Learning

CLIL is an approach where students learn a subject and a second language at the same time.

This means studying another subject (e.g., safety and health) and learning a language, such as English, at the same time — integrating the two subjects.



What is teaching safety & health through CLIL?



3. Our Progress



Overall Status

Initial Stage

Completed

March - April 2022

Planning Stage

Completed

May 2022

Execution Stage

In progress

June – Dec 2022

Project Closure

Jan – Mar 2023

Step 1

{ Mar- Apr }

Completed

Consult with partner

Streamline requirements

Establish needs for delivering CLIL

Step 2

{ May }

Completed

Conduct surveys

Research questions agreed and refined

Step 3

{ June -Sept }

Completed

Create a pool of teaching materials

Improve Chinese teacher's confidence and development

Platforms (by Chongqing), teaching materials (by UCL) and teaching package preparation

Step 4

{ Oct-Dec }

In progress

Launch of a new platform for sharing of best-practice amongst teachers.

Completion of review of teachers' CLIL curriculum.

Pilot Teaching

Step 5

{ Jan – March 2023 }

Now

Completion of China-UK resource links and impact research

Findings shared

Plans for publications

Provide suggestions /recommendations

Step 6

{ from Apr 2023 }

A research report and a high-impact academic paper

Promote findings in various platforms in China or internationally

4. Our Achievements



1. Teaching Material

3. Feedback

2. Pilot Teaching

4. Teacher Training

5. Report



1. Teaching Materials under Seven Topics

**Fire
Prevention**

**Health
Behaviour**

**Flood and
Water**

Growing-up

Earthquake

**Mental
Health**

**Infectious
Disease**

2. Pilot Teaching (completed)

Samples

Teaching Plan

Step1 warm-up and lead-in

1. Watch a video about the fire in Chongqing in 2022.
2. T: Do you know what is "wildfire"? Teacher shows some pictures and makes a conclusion. A wildfire is a fire that burns through farming land, forest and other wild places like mountains.
(Design intent: To arouse students' interest and to introduce the topic.)

Step2 Presentation

- 1.T: Why do wildfires happen? Read and underline.
S: Read the text and find the answer.
T: Dry weather and human factors lead to wildfires. And most wildfires are caused by humans. Can you think of any other human causes of wildfire?
S: Brainstorming...
T: Look at the picture. (go camping or cook outside, smoke in the countryside, sweep the tomb, leave glass in dry areas, burn the straw, deliberate)
2.T: What should we do when we meet a wildfire? Read and underline.
S: We should leave and travel to a safe place.
We should call 119.
We should ...
T: How about the small wildfire? What should we do?
S: We should try to put out the fire with sand, water, soil...
(Design intent: Through two main questions, guide students to think about the reasons of wildfire and how to do when we meet a wildfire.)

Step3 Production

1. Make a conclusion together: What is wildfire? (A wildfire is a fire that burns through forests and other wildlands.) Why do wildfires happen? (Wildfires are caused by dry weather and humans.) How to do when we meet a wildfire? (Leave your home and travel to a safe place.) How to prevent? (Don't carry fire to the wildlands.)
2. Watch a video about forest fire prevention.
(Design intent: let students know the knowledge of wildfire.)

3. Feedback

Special thanks go to all teacher participants in this session !

Key feedback

Student Language level

Content

Interactivity

4. Teaching Training and report

(in progress)

5. Q & A





THANK
YOU

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Special thanks go to all teacher participants and the British Council China!