Surfing safely on the tricky waves of the net
through CLIL methodology

Example of use

Aim
To develop a CLIL methodology during IT lessons in order to empower linguistic skills in a specific frame: surf the net with critical thinking and awareness about fake news, on line harassment and hate speech, cyberbullying.

Target
Students aged 12-18
Trainers in need to be updated on risks of surfing the net

Duration
At least 4 hours in two different sessions for lessons
2 hours for feedback: debate and conclusions

Monitoring and feedback
During the lessons continuously check, in foreign language according to CLIL methodology, with questions and rephrase of the answers the understanding of the basic concepts and the acquisition of autonomy in being aware web-navigators.

Testing
Staying in the IT environment, check knowledge and understanding related to the topic, using online learning tests such as Kahoot or Quizizz.

Method
CLIL is a discipline lesson and not a language lesson, even if there may be moments of 'language focus' - e.g. at the start of the lesson or at the beginning of an activity - preparatory to learning the content. This means that the teaching strategies and procedures that are likely to be adopted in CLIL are those that the teacher normally adopts for teaching the subject in the mother tongue.
It is important that the CLIL teacher considers the opportunity to integrate his/her own style with different and new strategies and procedures, able to guarantee double learning.

[Fondazione Casa di Carità Arti e Mestieri Onlus](#) **(IT)**

CLIL influences the way a subject is designed and taught.

At the design level, the language-sensitive nature of a CLIL pathway leads to:

- a more precise and aware definition of disciplinary objectives that allows to take linguistic ones into account.
- an indication of linguistic objectives which, in addition to those mentioned above, focuses on development of skills such as listening, reading, speaking and writing. Providing these indications forces to take into account the different modalities of learning activities to propose;
- a careful choice of 'suitable' content for a CLIL path;
- a careful choice of inputs and materials, especially from a linguistic point of view;
- a choice of the role (if any) of the mother tongue in the CLIL pathway;
- the teaching methodology of materials and learning resources provided by the Toolbox of the "Tolerance" Project both to make them comprehensible and to allow the learning of the content. In addition to strategies to facilitate access to content (which may concern language interventions, e.g. underlining, highlighting,...), the materials are made educational by preparing a set of exercises and activities capable of acquiring not only knowledge but also skills and competences.

Application

In this specific case, the effort is in the direction of using the foreign language as a reason to animate the activity and give it a global impact in line to the phenomenon that you want to tackle.

After a first brainstorming activity, you proceed by providing and browsing some examples of sites that propose incitement to hatred, violent speeches in both mother tongue and foreign language.

Consequently, a linguistic comparison can also be made between the two languages on the expressive modalities and the choice of the lexis.

The same action can be carried out regarding the analysis of information on current topics and the identification of fake news.

Further hints

It may be useful to introduce notions of communication in order to be able to react appropriately when a hate message is posted online or to communicate in a face-to-face conversation, learning some tips on how to re-direct a discussion, learning how to react through a role-play activity.

Fondazione Casa di Carità Arti e Mestieri Onlus (IT)