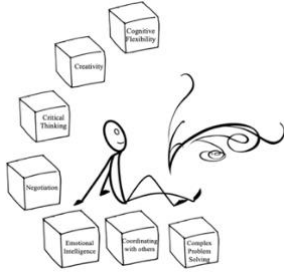


Scaffolding Dense Information with Art (Secondary)



theory behind the scaffold...

How do we reach our conclusions about the importance we put on different skills sets and what we focus on to develop in our lessons? In general, whether we are aware of it or not (and we need to become aware of it!) is that the importance placed on different skills is tied to social values.

A capitalistic society values linguistic-verbal and mathematical-logical skill, while a communal society places more value on interpersonal and intrapersonal abilities.

In the same respect, the values highlighted in different cultures dictate the amount of focus those intelligences have in the sphere of education: the importance placed on those intelligences provide the motivation to become skilled in those areas.

In this global environment, we need to help our students to develop as many skills as possible so that they are qualified for a myriad of situations. To do this, we create opportunities for them to learn through as many different learning styles as possible*. Some students in your class might be able to function in the classroom language linguistically without the need for other means of adaption. On the other hand, many of your students need visuals, audio, verbal, kinesthetics or physical interaction with the material – or any combination of these – to assimilate new knowledge.

This scaffold gives students the opportunity to interact with material through linguistics and visuals. As in the best-planned activities, we also include specific language outcomes. Too often we focus only on content, but being specific about the language structure, grammar and clarity of meaning ahead of time, students feel more supported and are therefore more able to confidently participate. The subject used here as an example comes from the transcript of a podcast in [cyber bullying](#). You'll see how easy it is to adapt it to your lesson.

**Garcia, Ofelia (2009). Bilingual Education in the 21st Century: A Global perspective. Singapore. Wiley-Blackwell.*

step by step:

1. Choose 8-10 sentences from the lesson, unit, project, story, video, podcast you're about to work on with your students.
2. Place these sentences in textboxes ([template](#)), leaving space above for illustrations. (See examples below.)
3. In groups of three (3), students work together to:
 - a) read the sentences aloud,
 - b) re-write the sentences in a grammatical structure of your choice. (You probably want to review this grammatical structure before students begin the activity. In science, this may be the passive voice, in math, this may be zero conditional, etc.)
 - c) draw an illustration that represents some concept of the sentence.
5. When the groups are finished, one member of each group reproduces one of the illustrations on the board.
6. The other students guess which sentence the illustration represents.
7. They say the sentences aloud as they are written and then in the grammatical structure targeted.
8. Repeat this dynamic until all sentences have been presented and identified.

<p>Sonia: I didn't reach out when I should have and the only way I dealt with it was to be disrespectful right back at her. That, in the end, got out of hand and I was just as much a part of the problem, and it kept escalating.</p> <hr/> <hr/>	<p>Sonia: The other girl finally told her mom and it became a big deal, which it was, but I spoke with the resource officer at school, and we straightened things out.</p> <hr/> <hr/>
<p>Narrator: You have said that early intervention is extremely important. How do you know if cyber bullying is happening to one of your students if they don't reach out?</p> <hr/> <hr/>	<p>Judy: The ways we detect cyber bullying are that a student is online for hours and is visibly upset, then is not willing to talk about things with us like friends, fighting with friends, changing friends, being secretive, moody, and not sharing anything about their social life.</p> <hr/> <hr/>
<p>Sonia: I didn't reach out when I should have and the only way I dealt with it was to be disrespectful right back at her. That, in the end, got out of hand and I was just as much a part of the problem, and it kept escalating.</p> <hr/> <hr/>	<p>Sonia: The other girl finally told her mom and it became a big deal, which it was, but I spoke with the resource officer at school, and we straightened things out.</p> <hr/> <hr/>

Examples from a technology class:

It appears that many in the technology community are seeking ways that our trusted machines can intuit our informational quests, but how?

The primary goal of much of the AR research as of late was geared toward how to perpetuate you as the consumer to buy products and services.

I'm a book

I'm a smartphone

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Hello, I'm a VR ship \$\$\$

I don't feel pretty

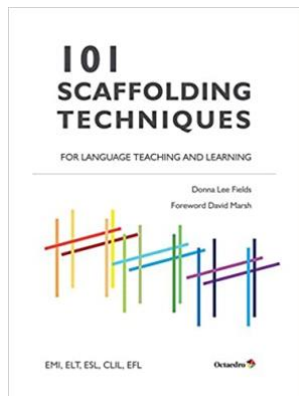
Currently, the hardware for VR is expensive and, quite frankly, unsightly.

Many years ago, the hardware for VR was expensive and, quite frankly, unsightly.

Technology moves quickly -- but only as quickly as humans can churn out new ways of getting the technology to do precisely what we want it to do.

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Find more scaffolds here:

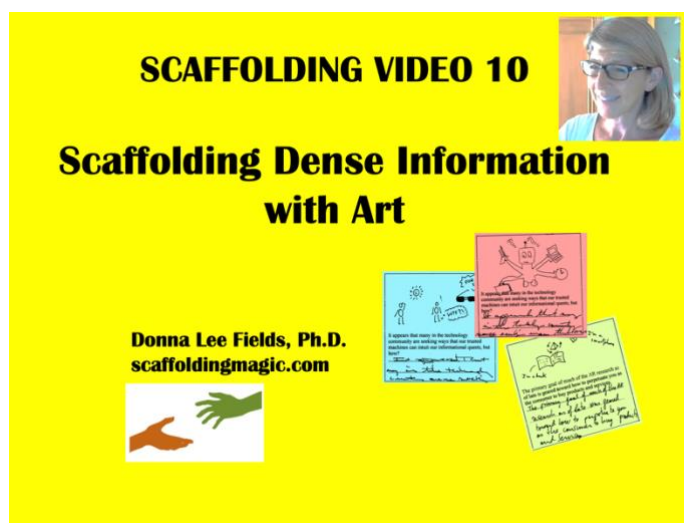


[amazon.com](https://www.amazon.com)



[amazon.es](https://www.amazon.es)

Video explanation of scaffold...



transcript of video...

Hi, I'm Donna Fields and welcome to CLIL Scaffolding 10. It's a series of webinars designed to help give you support for using scaffolding in your lessons. Today we're going to use scaffolding technique #9. You can find it in my book: 101 Scaffolding Techniques for Language Teaching and Learning that has also been translated into Spanish.

Scaffolding is an activity or technique specifically designed to help students meet their learning goals.

Today's objective is to show how powerful activities are that have been planned with different learning styles and intelligences in mind. I'm going to show you in a primary and secondary lesson and you can adapt it to your needs.

Let's start with a secondary economics lesson.

You have a text that the students need to read; however, it's dense, has a lot of new ideas and you want to help your students - whose home language is other than the language of the text - feel less stress when they read it.

What do we do? We take key sentences from the text and divide them up into text boxes like these. There's a blank space above and lines below. You'll see why.

You cut up the textboxes, give a set to each group of students and they have three tasks: 1) divide up the work fairly amongst themselves; 2) make a drawing that illustrates a concept in the sentence in each textbox; and 3) rewrite the information in the textbox in another form - in the past, in the future, in conditional, in reported speech, whatever you think will help them most.

It's okay to ask our student to focus on language as long as it's in the context of the content they're working on - and hopefully something meaningful to them.

Once they've made their drawings and rewritten the sentences you can ask one person from each group to make a drawing on the board of one of the textboxes. The rest guess which sentences is represented by each drawing. This reinforces the information even more and helps create a lighter atmosphere with information that is fairly dry and possibly difficult - both in content and language.

Now the students are ready to begin reading the chapter and they'll be much more prepared both in understanding the concepts and recognising language.

Let's try it with a primary P.E. lesson. You're going to begin basketball.

P.E. teachers are always asking me how they can incorporate another language in their classes since most don't necessarily require speaking. Learning rules in another language is a perfect opportunity to incorporate language in a meaningful context. Instead of asking the students simply to read and memorise the rules of basketball, this technique gives them the opportunity to help theory and rules come alive.

Take 8-10 key sentences from the rules of basketball and put them into textboxes. Cut up the textboxes individually, give one set to each group of students, and they divide them up amongst themselves, make a drawing, and in this case, you ask them to rewrite the rules using 'I heard' statements. Using 'I' statements is proven to help students connect more to the material and feel more empowered in general.

In this case you can see that one student wrote: 'I heard that the ball can be advanced up the floor with the hands only...' and another one: 'I heard that 3 point shots are made beyond the 3-point line.'

The students share their drawings, guess which rules the drawings represent, and they're ready to play - much more informed!

And that's it! Another simple scaffolding technique that I hope you can use in your classes. I look forward to any comments you have.

You can find me at these sites:

<https://scaffoldingmagic.com/>

and

[Linkedin](#)

[Pinterest](#)

[Facebook](#)

[Instagram](#)

So all you SUPER TEACHERS out there, I look forward to seeing you next. See you soon. Bye!

*Garcia, Ofelia (2009). *Bilingual Education in the 21st Century: A Global perspective*. Singapore. Wiley-Blackwell.