- Feedback on your teaching session using your chosen core element.
- The whys and wherefores of cross-curricular teaching:
  - terminology
  - why interdisciplinary topics are included in LK20
  - the interdisciplinary topics that are included in the subject English curriculum
  - points for successful cross-curricular teaching to comply with the intentions of LK20.
- Break
- Group work task
- Evaluation
- Intermediate work (*Mellomarbeid*)
- Goodbye.

Working cross-curricular in Valdres and Hadeland Lower Secondary Schools. Angela Fisher, INN

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Task: Core elements

1. Choose a core element.
2. Create a concrete activity that can be adapted for the grades you are each teaching.
3. Explain how this activity relates to learning within your chosen core element.
4. Go to https://docs.google.com/. Create a new google document and present your idea using the following template:
   - Grade(s)
   - Core element
   - Activity
   - Proposed learning outcome(s)

«Mellomarbeid»

A)

- Involve the pupils!
- Try out the activity you have designed, keeping the core element in mind
- Afterwards, ask the pupils what they think they learnt from the activity

B)

-

BREAKOUT ROOMS

Terminology

cross-curricular

“involving curricula in more than one educational subject” Lexico.com
“relating to or involving different courses offered by a school” Merriam-Webster.com

interdisciplinary

“relating to more than one branch of knowledge” lexico.com
“involving two or more academic, scientific, or artistic disciplines” Merriam-Webster.com

multidisciplinary

“combining or involving several academic disciplines or professional specializations in an approach to a topic or problem” lexico.com
“combining or involving more than one discipline or field of study” Merriam-Webster.com

tverrfaglig

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The Renewal: Core curriculum
An all-round education

- “The knowledge base for finding solutions to problems can be found in many subjects, and the topics must help the pupils to achieve understanding and to see connections across subjects.”

(Department for Education and Training, 2019, p. 15)

- “The competence goals in the subjects must be considered together, both in and across the subjects.”

(Department for Education and Training, 2019, p. 13)

- Problem-based learning (PBL)

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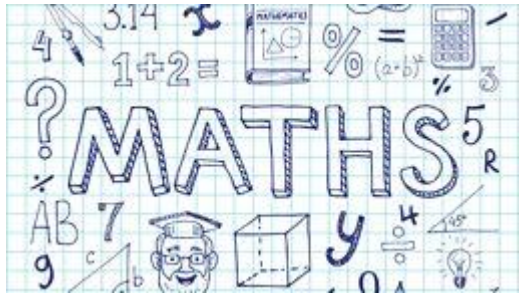
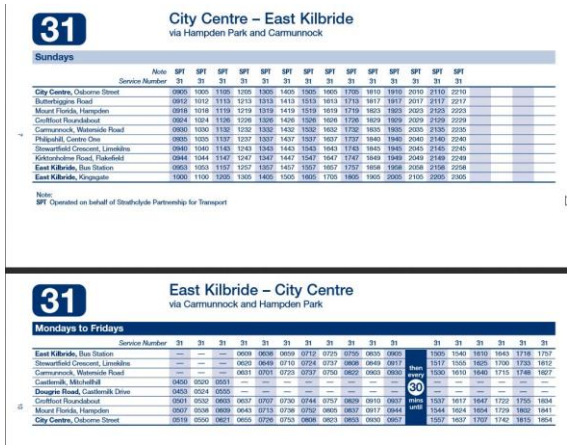
Cross-curricular teaching

- When planning a cross-curricular activity, the teacher must consider which competence aims s/he will be working towards in both / all subjects, when planning what to teach.





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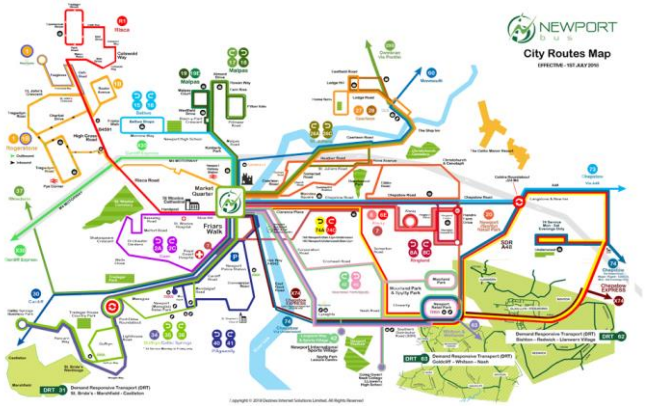

In-depth learning

English

Maths

Geography

Digital skills

Oral skills

Reading skills

Understanding + motivation = an interest in learning

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Inter- and multidisciplinary learning

- From the pupils' and students' point of view, they may not realise that they are actually working cross-curricular. However, the teacher must make them aware that whilst working with a particular topic or solving a certain problem, in one school subject, they are in fact combining or involving knowledge to do with several different school subjects.

LK20

Interdisciplinary topics

and

working cross-curricular

- Health and Life Skills
- Democracy and Citizenship

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Topic: Health and Life Skills

Core curriculum:

- … competence which promotes sound physical and mental health, and which provides opportunities for making responsible life choices.
- In the childhood and adolescent years, the development of a positive self-image and confident identity is particularly important.
- Life skills refers to the ability to understand and influence factors that are important for mastering one's own life.

(Department for Education and Training, 2019)

Subject English curriculum

Relevance and central values begins:
“English is a central subject for cultural understanding, communication, character forming and developing identity.”

(p. 2, own translation)

Topic: Democracy and Citizenship

Core curriculum

… the relationship between democracy and key human rights, such as freedom of speech, the right to vote and freedom of association.

… democracy has different forms and expressions.

… develop an understanding of the relationship between individual rights and obligations.

(Department for Education and Training, 2019)

Subject English curriculum

Relevance and central values

Knowledge of and an exploratory approach to language, communication patterns, lifestyles, ways of thinking, and social conditions, expose new perspectives on the world and ourselves.

(p. 2, own translation)

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Interdisciplinary topics in subject English

Expression | Empathy | Self-image | Understanding of the world | Prevent prejudice

Health and Life Skills

- I engelsk handler det tverrfaglige temaet folkehelse og livsmestring om **å utvikle elevenes evne til å uttrykke seg skriftlig og muntlig på engelsk.** Dette legger grunnlag for **å kunne gi uttrykk for egne følelser, tanker, erfaringer og meninger.** Opplæringen kan gi nye perspektiver på ulike tenkesett og kommunikasjonsmønstre, og **på egen og andres levemåte og livssituasjon**. **Å håndtere situasjoner** som krever språk- og kulturkompetanse kan gi elevene mestringsfølelse og bidra til at de **utvikler et positivt selvbilde og en trygg identitet**.

Democracy and Citizenship

- I engelsk handler det tverrfaglige temaet demokrati og medborgerskap om å utvikle elevenes forståelse for at deres **oppfatning av verden er kulturavhengig**. Ved å lære engelsk kan elevene møte ulike samfunn og kulturer gjennom å **kommunisere med andre** over hele verden, uavhengig av språklig og kulturell bakgrunn. Dette **kan bidra til å åpne for flere måter å tolke verden på og være med på å skape nysgjerrighet og engasjement, og medvirke til å forebygge fordommer.**

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Health and life skills in Norwegian and R.E.

Expression | Self-image | Mastering | Existential questions | Ability to reflect

Norwegian

- I norsk handler det tverrfaglige temaet folkehelse og livsmestring om å **utvikle elevenes evne til å uttrykke seg skriftlig og muntlig**. Dette gir elevene grunnlag for å kunne **gi uttrykk for egne følelser, tanker og erfaringer**, noe som er viktig for å håndtere relasjoner og delta i et sosialt fellesskap. **Lesing av skjønnlitteratur og sakprosa kan både bekrefte og utfordre elevenes selvbilde** og dermed **bidra til deres identitetsutvikling og livsmestring**.

Religion and ethics

- I KRLE handler det tverrfaglige temaet folkehelse og livsmestring om at elevene skal få **utforske eksistensielle spørsmål og svar**. Arbeidet med KRLE faget gir elevene **kunnskap om menneskeverdet** og hvordan dette forankres **i ulike religioner og livssyn**. Faget bidrar til å **utvikle elevenes evne til å reflektere over etiske spørsmål og problemstillinger som gjelder identitet, kjønn, seksualitet og psykisk helse**.

TIME FOR A BREAK

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Who are you working with?

Starting with the oldest member of the group, show your I-cards to one another.

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TASK: Health and Life Skills

- Choose a Year to design for.
- Go into dekom.no and find the textbook text that corresponds to that Year.
- Find also the document with the relevant LK20 competence aims.
- Read the text.
- Consider the English, Norwegian and R.E. competence aims, and discuss how the text can be used to work cross curricular in the three subjects.
- Draft an outline for a cross-curricular project, using this text in English, Norwegian and R.E. Include the following information:
  - Your names and schools
  - Competence aims covered in each subject
  - Timespan
  - Product
  - Form of formative assessment
- Write your idea in the following document (link in dekom.no) https://docs.google.com/document/d/1rJwyJhRuk6SBOy0PAkfM9edBDPVGCZrdt0gU6mkD3as/edit?usp=sharing

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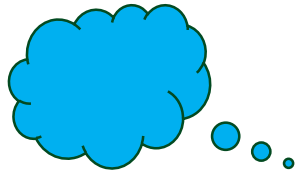
Evaluation of this session: menti.com

- 3 adjectives which describe today's workshop

- Voting code **21 02 24 8**
- https://www.menti.com/az7xtd84za



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Intermediate work

- Collectively:
  - Give a copy of the Bjørn Bolstad article to your fellow English teachers at your school. The following week, lead a discussion about the article, where you reflect over:
  - a) Vars' arguments for why schools should work cross-curricular.
  - b) to what extent you all work cross-curricular, in line with the four forms presented in the article.

- Individually:
  - Consider all the ideas for cross-curricular projects on the Google document.
  - Suggest a project you would do with 14-year-olds. Make a mind map of activities that can help pupils work towards competence aims in several subjects.
  - Be prepared to share your mind map at the next seminar.

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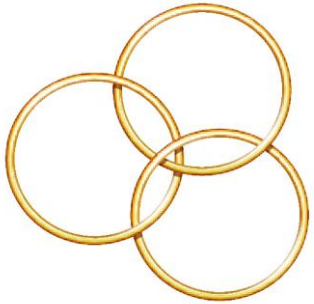
Cross-curricular teaching



- Requires:

- a knowledge of the relevance and central values and cross-curricular texts in each school subject
- explicit links to be made to connect knowledge and skills to contextualise the learning potential
- collaboration with colleagues across subjects
- reconsidering how meeting time is used in your school

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