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3.0 School and Classroom Kits **Classroom Kits**

Handbook on pedagogical use
of ICT in schools
Guidelines on implementation

 Generalitat de Catalunya
Departament d'Educació
Direcció General d'Innovació,
Digitalització i Recerca Educativa

 European
Schoolnet

 Junta de
Castilla y León
Consejería de Educación

 CIM|RC
COMUNIDADE INTERMUNICIPAL
REGIÃO DE COIMBRA

 GÖTEBORGS
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 PROVINCIA AUTONOMA
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Foreword



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With digitalization, society is in one of the most comprehensive changes and stages of development ever. Never has the distance between people been shorter than it is today.

We have never been able to take part in and explore things as easily and quickly as we can today. We have never been able to consume and act as simply as we can today.

However, the digital development of society is going fast, and therefore we will never again experience that it is going as slowly as today. But digitalization is not just about simplicity, accessibility, and speed. Above all, it is about transformation.

Digitalization gives us opportunities to act in ways that have not previously been possible.

With the digital transformation comes an extensive room for maneuver, and this is clearly the case in the education system. Digitalization not only creates a much more comprehensive supply of resources, but it also creates completely new ways of looking at learning and students' development. We already see many examples today of how learning situations are adapted based on students' needs, regardless of whether it is distance learning, adaptation to cognitive level or to create motivation and interest. But even on a more structural level, a lot of development and transformation is taking place to, for example, be able to follow students' progression in their learning.

One can reason about whether the school should follow the surrounding society or be the body that leads it. Regardless, digitalization has a very important role in the school, both today and in the future.

Through exchanges and joint initiatives, schools can be strengthened from a global context through explicit collaborations. Many such initiatives are underway in the EU, and EduRegio is a clear example of this. Through outlook and exchange, in addition to the dissemination of knowledge between countries, and common focus and development, insights are also created about the development of one's own country, region, municipality, school and individual. Building strong strategic partnerships between European countries in Erasmus+ projects like EduRegio is a key to prepare our students for the future.

Introduction

Mobile technologies and ICT solutions are playing an unprecedented role in today's society and are increasingly key to providing innovative teaching and learning in and out of school. Technology can be a very effective tool for empowering learning and digital competences are considered fundamental for both teachers and students.

However, educators need to be trained throughout their careers to use technology effectively in their practice in order to realize fully its benefits in education and provide authentic active learning experiences. In this context, institutions have to put in place policies that facilitate constructive and flexible training opportunities for teacher induction and continuing professional development.

The recommendations presented in this document highlight core elements that training programmes should consider. The importance of having a pedagogical and didactic framework in professional development programmes for teachers focused on the key competences required for a successful career in technology-enabled classrooms. All the teaching staff of the school should also be involved in training programmes which should be tailored to specific needs and open to innovative approaches. Mentorship schemes, online training and peer learning opportunities are all seen as key ways in which regions can significantly improve training outcomes.

Teachers, of course, should have the responsibility and be motivated to develop their teaching skills and competences themselves, but it is also important that the responsible authorities do their utmost to facilitate the process and duly recognise the effort of the teachers committed to keeping their competences up to date.

Clearly, the adoption of a common framework on digital teaching competences would be a very important step forward and could help policy makers working at both national and regional level to better align, both financially and in operational terms, strategies related to the pedagogical use of ICT in schools. A quality assurance mechanism for using and purchasing good digital content is also fundamental.

We have focused on **how regions are responding to developing, accessing and using digital educational resources** and published a report designed to inform and provide advice to decision makers developing regional and national ICT strategies, the Policy Brief Recommendations. During this second year of the project, the consortium decided to focus on continuing professional development and induction programmes for teachers in the use of technology for educational purposes. A number of reports, studies, projects and pilots, summarised below, have provided the context for discussions within the project as well as helped inform the recommendations being made in this document.

1 Transversal concepts

Matching educational content, strategies and ICT



The efficacy of technology-supported models does not come from technology alone, but from the pedagogy that it supports. International surveys like TALIS 2018 highlight that the effective use and integration of ICT in the classroom depends on teachers' training in ICT, collaboration with peers, teachers' beliefs about self-efficacy, and purposes of ICT use in teaching, as well as availability of support infrastructure.

Although current teaching theory and practice contain a broad spectrum of innovations, knowledge and competences taught today are more often subject-related than transversal or applicable to life and professional careers. According to recent research on education, factual knowledge will continue to play an important role as a building block to understand larger connections. The EU Parliament's study **Rethinking education in the digital age (2020)**, stresses how educators and trainers in Europe today frequently use digital tools. However, digital applications are often not sufficiently adapted in pedagogically meaningful ways, while new teaching technologies could offer opportunities for personalising learning contexts, thereby improving student motivation and retention.

The Covid-19 lockdown scenario has put education in a **situation where there was little choice but to use digital technologies to provide education and training in a forced shift to emergency modes of digital education.** The crisis has demonstrated that digital education is not a marginal issue but a central component of learning, teaching and assessment in the 21st century. This pandemic also revealed the shortcomings that need to be tackled, and **forced to rethink how to integrate digital technology to support education.** It has also confirmed that **different pedagogical approaches are needed when teaching online** or hybrid.

Assessment is a particularly challenging aspect of digital transformation. Technology can help us to rethink assessment: teachers need to check for pupil's understanding, and parents, pupils, and leaders need information about performance. Assessments should demonstrate what pupils have learned in meaningful ways, instead of merely reciting information, so technology-enabled tools can support teacher evaluation and coaching, for example graphic evidence of teamwork and collaboration (videos, photos), learning diaries... and also provide real-time feedback.

The European Commission's **Digital Education Action Plan (2020)** differentiates the educational use of digital technology into two strands. The first key aspect is the deployment of the vast and growing array of digital technologies (apps, platforms, software) to improve and extend education and training. A second key aspect of digital education is the need to equip all learners with digital competences (knowledge, skills and attitudes) to live, work, learn and thrive in a world increasingly mediated by digital technologies. According to the survey shown in the strategic document, **teachers' digital skills and competences count as the most important component of digital education, followed by leadership and vision in the educational institution, suitable digital content and infrastructure.**

Digital content creation emerges as the area that education and training staff would like to improve in the near future, including being able to design and develop their own material. While success is driven by pedagogy, technology-supported models generally require a certain level of equipment although mainly relatively low-cost and familiar devices such as computers, tablets or mobile phones, with Internet connections.

Very high-capacity internet connectivity is critical for education. Low quality access to data means disruption, no matter if education is in the classroom or online, and waste of educational time.

The use of bandwidth-heavy applications such as video streaming, video conferencing, cloud computing, and other emerging applications (such as virtual and augmented reality) is increasing. **Bringing fast and reliable internet to educational institutions and learners plays an important role in ensuring effective and engaging learning experiences.** This means ensuring that internet access is not confined to a specific classroom or computer lab. Moreover, educators consider reliable Wi-Fi access as a prerequisite if they are to use technology with confidence in their teaching. The recent period of educational disruption and closure of physical sites has underlined the need for learners to be able to access devices and the internet to continue with their learning at home or in other settings.

ICT use has therefore had a limited impact on learning and teaching where teachers fail to appreciate that interactivity requires a new approach to pedagogy and rethinking how they plan

their lessons and their whole curriculum (Cox et al., 2007). Although a minority of teachers has been found to reorganize the delivery of their curriculum radically, the majority still use ICT to add to or enhance their existing practices. There is little evidence of the factors involved in how, when and under what conditions teachers can devise appropriate “discovery” methods and through which competency is best attained. Webb and Cox (2004) found that the pedagogical practices of the teachers ranged from only small enhancements of practices using more traditional methods to fundamental changes in their philosophy of teaching. These changes were in the way they taught their subject and the tasks required of the students. ICT use has therefore had a limited impact on learning and teaching where teachers fail to appreciate that interactivity requires a new approach to pedagogy and rethinking how they plan their lessons and their whole curriculum.

ICT and student-centered methodologies

Teachers and textbooks do not have the monopoly of knowledge transmission anymore. Student-centered learning is considered by scientific literature and politics as the most suitable method of teaching and learning to transition to a paradigm of knowledge construction from knowledge transmission. Accessibility, inclusiveness and learner-centred design are vital.

The role of pupils is key while dealing with digitally supported learning, while the teacher is still the classroom authority figure but functions as more of a coach or facilitator. Pupils must embrace a more active and collaborative role in their own learning.



School photo by gpoinstudio

Modern education provides students with knowledge in traditional subjects and disciplines, and also with the skills and digital competences necessary to navigate the digital world.

Technologies enable flexible teaching methodologies that could help to reach disadvantaged groups and also foster the processes of engaging and challenging students with subject matters as real-life problems, of stimulating communication and discussions about the subject matters, and of “learning by exploring, experiencing, discovering, constructing, reflecting and acting”. **Technologies can be instrumental to approaching the curriculum in a more interesting way**, for example, by creating the possibility to bring real-life problems into the classroom, to provide tools to enhance learning, to review and test knowledge more often, to give faster feedback to students about their performance, to incentivize reflection and debates on their ideas, and also to create global communities among all students, teachers, and outsiders, thus expanding the learning experiences.

Usual student-centered learning activities include:

- active learning (problem solving, answering questions, discussing, formulating questions, debating)
- cooperative learning (collaboration with classmates)
- inquiry-based instruction
- project-based learning

Nevertheless, self-regulated learning might not suit everybody, because not all students are autonomous, independent learners. This approach may not feel ideal for students who prefer to work alone. Also with students free to interact, the classroom space can feel noisy or chaotic. With less focus on lectures, there can be a concern that some students may miss important information.

Digital educational resources in inquiry-based/exploratory learning

Inquiry-based learning is a learning process traditionally used in science education that engages students by making real-world connections through exploration and high-level questioning. It is an approach to learning that encourages students to engage in problem-solving and experiential learning.

Digital resources foster the effectiveness of inquiry processes in everyday lessons, meeting the needs of pupils in school education and bridging the gap between the classroom and real-life learning proposals. In good inquiry-learning classrooms, technology is available to help students develop their information-processing and analysis skills, and teachers act as a facilitator while students are self-driven to acquire knowledge.



School photo created by pch.vector

There are several models of teaching used in inquiry-based/exploratory learning. The 5Es model is similar to Inquiry Training and Scientific Inquiry models.

5E Inquiry Model Steps are :

1. Engage.
2. Explore.
3. Explain
4. Elaborate/ Extend
5. Evaluate

2 Guidelines

How is digital competence developed in Europe?

The Eurydice report (2019) shows us that almost all European countries have a specific national strategy related to digital competence. At the time of the study, digital competence was taught through a cross-curricular approach in almost all countries both at primary and secondary level – in addition to other approaches used in several countries such as integrating ICT into particular subjects or teaching it as a separate subject.

Providing teachers with sufficient digital competence is a key factor: the latest OECD's TALIS study (2018) showed that 18% of trainers and teachers feel that they need more development of ICT skills for teaching and 16% on the use of new technologies in the workplace. The frequency with which teachers have students use ICT for projects or class work has risen in

almost all countries since 2013, to a point where 53% of teachers across the OECD now report frequently or always using this practice.

The largest teacher network in Europe, eTwinning, provides a good environment for teachers to collaborate with peers and learn about new ways of using ICT for teaching. The eTwinning study (2015) showed that 29% of teachers felt that eTwinning had a large impact on their technology skills for teaching and 37% reported that the impact was at least moderate. eTwinners also reported an increase in their digital teaching and learning practices, e.g. participation in online courses (78%), collaborative creation of materials with students (77%), or use of social networks with students (76%).

How can I promote digital competence in my classroom?

It is widely believed that the development of digital competence should start at an early age but decisions as to the types of technologies and amount of time spent with them should be carefully considered. For example, the principles of coding can be learned using paper cups or building blocks. This European Science in School article explains how.

Talking Pictures is an award-winning eTwinning project that engaged students in lower primary school using photographs and video as the language to communicate and interpret the tales they wished to tell. The children learned that things are not always as they seem – photos can be manipulated to show different points of view.



People photo created by pch.vector

Educators interested in online training can find interesting online course materials in the European Schoolnet Academy. Please note that the courses mentioned below are finished, but all the materials remain available for self-study. Stay tuned also for reruns, and for new courses! Introducing Technology-Enhanced Teaching: learn what Technology-Enhanced Teaching (TET) competence is, how much you have of it, and how to develop more. (Created by the EU-funded MENTEP project)

Developing Digital Skills in your Classroom: learn how to develop a range of digital skills and discover tools and resources to do that. (Created by the European Commission's eSkills for Jobs campaign)

Online Safety Course: learn about online safety, an integral part of digital competence. (Created by the EU-funded Better Internet for Kids (BIK) portal)

Tools for digital assessment (formative assessment)

How to plan a learning unit with ICT support

There is a difference in the concepts of digitization and computerization, which plays a role when planning and evaluating a learning activity with digital tools. Letting students do a writing task using a computer instead of a pen and paper is an example of computerization. Is it part of that task to learn word processing programs or is this not assessed? Instead, digital resources and tools can open up new opportunities for students, for example by being creative in their tasks and changing the pedagogical method.



Checklist for planning a learning unit with ICT support:

- Inventory which digital tools you already use and for what purpose
- Why should you use digital resources / tools for this particular activity? What are the benefits?
- If you translate an analog activity into digital, what new opportunities does the use of digital resources bring?

- When you plan the structure around activities and arrangements of learning, create a simple matrix with goals, evaluation and purpose. In this way, it becomes easier to motivate and demonstrate the purpose of the use of digital resources / tools.
- How can digital resources / tools contribute to interdisciplinary work in school? Work together and plan! Texts written in one task can easily become a film in another subject and the film can easily become a game in another.

It can be helpful to by yourself or with colleagues assess your assignments and what tools you are planning to use. It can also be of benefit to compare this assessment with the guidelines for 21st century skills. Do we only computerize our lessons or are we teaching our students more skills with our activities?

It is always good to have a clear purpose of why and how digital tools and programs are used and how you and your students will assess the work.

The importance of teacher training

In today's information-based and technological society, teachers need to empower students to become conscious and active digital citizens by providing them with the necessary digital skills and technology-supported learning opportunities. Digital competency should be regarded as a set of skills and a mindset to be developed as both part of a specific discipline and elements integrated across subjects and school levels. Students must be aware of their relevance but also understand that these competences are part of the learning process related to all their learning goals.



Business photo created by pressfoto

Teachers, therefore, must develop not only digital literacy skills but also the ability to use and implement digital tools and resources specifically for pedagogical purposes.

In particular, project partners have followed the progress of DigCompEdu (2017) a scientifically sound framework describing what it means for educators to be digitally competent (<https://ec.europa.eu/jrc/en/digcompedu>). It provides a general reference framework to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education.

What should teachers do in order to design and manage their teaching activities using digital instruments?

- Be able to design teaching activities by integrating them also with mobile technologies.
- Be able to manage their educational activities learning about innovative teaching methods (flipped classroom, cooperative learning, project based learning etc.) and apply them in the context in which they work.
- Know how to promote the legal and ethical use of technology and the web. What should teachers do in order to improve their professional development with Lifelong Learning?
- Know how to communicate on the internet by interacting with others, sharing and collaborating (from the correct use of e-mail to their participation within social and online community environments).
- Know how to safeguard their digital identity (from responsible and aware use of their devices to the management of their public image).
- Know how to build their own learning diary or digital portfolio as a tool for self assessment and metacognition.

21CS and ICT supported education

Digital competence

The Council and the European Parliament adopted at the end of 2006 a European reference framework on key competences for lifelong learning that identifies for the first time at European level the key competences that citizens need for their personal fulfilment, the so-called Key Competences for Lifelong Learning.

From this reference framework, it is expected that the initial education and training systems of the Member States promote the development of these competences among all young Europeans, providing all adults with opportunities to learn and maintain these skills and competencies throughout their lives. (European Commission, 2007)

The 'Digital competence' refers to the "safe and critical use of information and communication society technologies (ICT) for work, leisure and communication. It is based on basic ICT skills: the use of computers to obtain, evaluate, store, produce, present and exchange information, and to communicate and participate in collaborative networks over the Internet".

Ideas shared by teachers around digital competence:

1. Digital competence enhances classroom practice

Technology is all around us nowadays, it makes our lives easier and it opens up possibilities we would not have without its use. For instance, without videochat tools such as Zoom or Skype, we would not be able to see and talk to people who is not next to us. By using digital tools and technology in the classroom we create new possibilities in our teaching practice.

2. Digital competence allows students to develop media literacy

Children, teenagers, and adults are exposed to information continuously. We could even say they are "bombarded" with it. It becomes important, therefore, to help our students develop the skills that would allow them to access, critically appraise and manipulate the information they receive. This will help them safely navigate a world where disinformation and media manipulation are commonplace in societies.

By using digital tools and technology in the classroom we offer our students the possibility of learning to manage the information they receive, developing media literacy.

3. Digital competence prepares us to navigate a digital world

Remote education and blended learning approaches became common in the Spring of 2020 with the arrival of the COVID pandemic. While the technology was already present and developed to help us transition to online digital learning environments, were educators prepared for the transition? Were you prepared? While COVID might pass, it has become clear in the last months that we inhabit an increasingly digital world, learning to navigate it as educators has become not just an exercise, but will be our duty.

By using digital tools and technology in the classroom we prepare as educators to face the challenges of present day, where learning takes place online and through digital tools.

DigCompEdu

DigCompEdu is the European Framework for the Digital Competence of Educators. This framework provides a definition of what it means to be digitally competent as an educator. However, the framework not only provides a definition! It also helps educators like you develop themselves by defining 22 skills divided into 6 areas. This way, the framework is not just theoretical, but also practical by becoming a tool for self-reflection, assessment, and measurement!

DigCompEdu was created for educators of all levels, teaching students of all ages. It applies best to teachers of formal education, but as an educator in non-formal education settings you will also find the framework relevant to you!

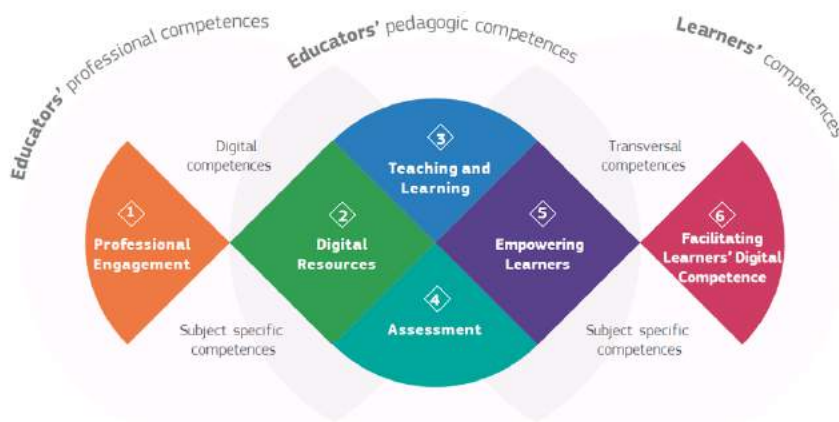


Image courtesy of EU Science Hub, European Commission ([link](#))

The framework might seem complex at first glance, but you will soon discover it is actually very easy to use and to understand.

DigComEdu defines 22 competencies, which are organised into six areas. We divide these areas into three main areas: educators' professional competencies, educators' pedagogical competencies and learners' competencies.

Educators' professional competencies

- Area 1 Professional Engagement: this area focuses on the use of digital technologies for communication at organisation level, professional collaboration, reflective practice and continuous professional development (CPD).

Educators' pedagogical competences

- Area 2 Digital Resources: this area focuses on the selection, creation, and managing digital resources, including sharing and protecting them.
- Area 3 Teaching and Learning: this area zooms in the practice of digital competences in teaching, guidance, collaborative learning and in self-regulated learning.
- Area 4 Assessment: this area covers the use of digital technologies to improve assessment, including its analysis and planning.
- Area 5 Empowering Learners: this area deals with the use of technologies to reach learners better: accessibility and inclusion, personalization, and engagement.

Learners' competences

- Area 6 Facilitating Learners' Digital Competences: lastly, this area focuses on the educators' ability to develop their learners' competencies. It includes aspects such as media literacy, content creation, or problem solving.

eTwinning

eTwinning has a great potential to promote collaboration among different schools and teachers regarding ICT projects which is the objective of this course. You can participate with schools in your own country or in other countries and all projects are online. The projects are chosen and personalised by the participants so once you find partners alike, give it a try !

eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. eTwinning also offers opportunities for free and continuing online Professional Development for educators. Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport, since 2014. eTwinning projects promote collaborative learning: students learn from each other, interact, communicate and thus feel responsible for their own learning.

An eTwinning project starts with the minimal participation of two teachers and schools of the same or different nationalities. Later, more teachers of any nationality may be added. The subject will be anything agreed by the teacher members.

Its Central Support Service is operated by European Schoolnet, an international partnership of 34 European Ministries of Education developing learning for schools, teachers and pupils across Europe. eTwinning is further supported at national level by 38 National Support Services. eTwinning Portal

The eTwinning portal is the entry point to the eTwinning world. Available in 28 languages, eTwinning.net offers news from the eTwinning countries, professional development opportunities, information about recognition as well as examples of successful projects.

By joining eTwinning, teachers can access:

eTwinning Live

- Once registered in eTwinning, you will have a virtual space called eTwinning Live that you can customize and from where you can manage your projects. eTwinning Live is essentially a social space. Here you can update your information and your school, and you will find tools to contact teachers from the rest of Europe (partner finder, contacts list, project manager, forum, internal messaging, video conferencing tool ...). In short, our window to the rest of Europe.
- Teachers experience eTwinning community to its full potential. Teachers can search for other registered eTwinners and schools, connect with them and follow their activities. Teachers can access all the online and on-site events created by eTwinners, and can also create their own.
- Through eTwinning Live teachers can create their own projects in which they can set off activities on different topics and key competences by collaborating with two or more teachers and their students.

- Teachers can find online professional development opportunities that eTwinning offers at European level. Learning Events are short, intense and enjoyable courses that introduce teachers to a topic, stimulate ideas, and help them develop their skills. Learning Events typically involve a commitment of 4-6 hours. Online Seminars are live online video sessions of one hour where teachers have the chance to learn, talk and discuss a variety of themes.

Teachers can also join eTwinning Groups - virtual places where eTwinners meet and discuss specific subjects, topics or other areas of interest. There are 14 Featured Groups coordinated by the CSS and moderated by experienced eTwinners. These are:

- Coding at schools
- English as a Second Language
- Entrepreneurship in education
- Bringing eSafety into eTwinning projects
- French as a Second Language
- STEM
- Sustainable Schools Network
- Game-based classroom
- Inclusive Education
- Creative Classroom
- Gender - Know How to Stop Stereotypes
- Integrating Migrant Students at School
- School Leadership

eTwinning Live

The eTwinning Live tool and mobile application offers users the opportunity to access eTwinning Live services and notifications while on mobile devices. eTwinners can keep up-to date with things happening on the eTwinning Live platform, thanks to the app's pop-up notifications, and perform basic actions such as accepting a contact request.

TwinSpace

Once the project is approved, participating teachers and pupils have a secure workspace (TwinSpace) where they can perform all the activities. In this virtual space participants will find tools such as blogs, forums, image galleries, content management, chats, video conferencing tools, etc.

Innovative pedagogies:

The most important elements of an innovative pedagogy; for example, project partners agree that it should include:

- Learning based on key competencies. The focus in Education is no longer only on the acquisition of knowledge, but more and more on the development of skills and competencies that are crucial for the success of the individual in a fast changing reality.

- Student-centred learning. Innovative teaching methods tend to shift the focus of instruction from the teacher to the student; they aim to develop learner autonomy and independence by giving to students the ownership of their learning path.
- Student-centred learning, focuses on skills and practices that enable lifelong learning and independent problem solving. Student centred learning theory and practice are also based on constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.
- Personalised learning. The process of tailoring teaching and learning to the particular requirement of students is also increasingly viewed as an important part of innovative pedagogy. It generally encompasses instructional methods that recognize individual differences in learners' abilities, interests and how they prefer to learn (learning styles) and involves the teacher working more with individuals and small groups of students rather than for the whole class for long periods.

Good practice

AS an example of good practices we have The OBSERVA_ACCION innovative project In Castilla y Leon in Spain focuses on job shadowing, peer observation and school collaboration and shares the results of the innovation happening in schools. Teachers participate in three different ways:

1. One 2 One. A teacher observes the methodology used by an expert teacher who has been selected by local teacher training centres and later on has to apply what learnt in their own teaching regarding ICT and new methodologies.
2. Team 2 Teach. A Group of 4-6 teachers observe and are observed learning together and applying what they have learnt in their job shadowing experience regarding ICT and new methodologies.
3. School 4 School. Two schools work together based on peer to peer observation, also across different grades. Head teachers meet to learn about organisational aspects and ICT coordinators reflect on the best way to integrate technology in lessons and in schools. Teachers job shadow each other to discover the best way to implement ICT in different subjects, and in the school as a whole. Schools can work among schools in Castilla León, or with schools in Galicia (as this region has joined the project) or in other countries.

Free market of educational resources

Thanks to the internet, we have an entire world of information and resources at our fingertips—and sometimes that feels like both a blessing and a curse.

Sure, we have access to archives, databases, tools, and up-to-the-minute commentary on current events, but finding and using this information requires that we wade through endless notifications, advertisements, and questionable content – not to mention the ‘fun’ online distractions that challenge academic performance.

One of the greatest struggles for many students – and teachers, if we’re being honest – is staying organized and on-task in this sea of information, and although there is an abundance of apps and software that promise to assist in this endeavor, more often than not, they just add to the distracting background noise and create more digital clutter.

According to Terry Heick, *“using technology for learning makes sense. Technology creates access, transparency, and opportunity. Any smartphone or tablet is media incarnate—video, animation, eBooks, essays, blog posts, messages, music, games. The modalities of light, color, and sound all arranged just so to communicate a message or create an experience,”* “But there is a difference between using technology and integrating it deeply into the learning experiences of students.”

This distinction between technology use and integration is an important one. The use of technology is almost a given in this day in age – however, knowing which resources to use and when is a skill worthy of exploration. Keep these resources in mind while planning your lessons and help students develop an online toolkit that will benefit them beyond the classroom.

These are some of them:

1. Khan Academy

Khan Academy is the popular, online platform used to learn academic content—mostly STEM-based.

2. Google Drive

Google Docs is a word processor that’s part of a web-based productivity suite offered by Google within its Google Drive service. This platform also includes Google Sheets and Google Slides, the former a spreadsheet tool and the latter a presentation program.

3. YouTube

YouTube is everyone’s favorite video platform and is one of the most popular websites on the internet for a reason: you can learn almost anything. Here is YouTube’s Learn at Home resource.

4. Quizlet

Quizlet is a free study app for digital flashcards to memorize, review, and learn new ideas. One of its best features is the ability to download other users’ cards to save a lot of time—or even learn content you might not have considered.

5. Audacity

Audacity is a free, open-source audio file editor

6. Gimp

Gimp is a free, open-source image editor.

7. OpenShot

OpenShot is a free, open-source video editor.

8. Microsoft Teams

Microsoft Teams is a project-management tool with a free tier feature-rich enough to use for students to plan out classwork, projects in project-based learning, plan businesses, or communicate with groups from and around school.

10. Slack

Slack is a project-management tool with a free tier feature-rich enough to use for students to plan out classwork, projects in project-based learning, plan businesses, or communicate with groups from and around school.

11. Trello

Trello is a project-management tool with a free tier feature-rich enough to use for students to plan out classwork, projects in project-based learning, plan businesses, or communicate with groups from and around school.

Educational resources for special/inclusive education

Inclusive learning provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging. In an inclusive education environment, all children, regardless of ability or disability, learn together in the same age-appropriate classroom. It is based on the understanding that all children and families are valued equally and deserve access to the same opportunities.

To do so means challenging the status quo, removing curriculum barriers and presenting educational goals in interesting ways to engage all learners and serve all students equitably.

In our case we will focus on the digital tools to promote the attention to diversity of our students.

Below are four important strategies to consider when designing an inclusive classroom and curriculum.

- [Use universal design principles to create accessible classrooms](#)

UDL is a set of principles that were born from the desire to offer every student an equal opportunity to learn, based on the idea that every person has their own unique and individual learning style. According to UDL, there are three primary brain networks that are responsible for how a person learns: the recognition network, the strategic network and the affective network. The three main principles of UDL — Representation (the what of learning), Action and

Expression (the how of learning), Engagement (the why of learning) — were formed based on these three brain networks. Understanding the foundation of UDL — the principles and brain networks — is imperative for teachers who wish to implement UDL in the classroom. The National Center on Universal Design for Learning has a plethora of resources and information for educators interested in universal design.

Luis Perez, author of *Mobile Learning for All*, suggests starting small. In an article in *The Journal*, he said, “You’re not going to apply every single (guideline) to every single lesson. It depends on which ones are relevant to your learning goals. Start with a single lesson or activity and then build success from that, and then start to look at other parts of your curriculum.” Use a variety of instructional formats.

The first principle of universal design theory is the “what” of learning. It says to use “multiple means of representation.” While some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some students do best with a combination of the above.

While these differentiated teaching methods may support the needs of students with disabilities, they also offer diversity of instruction to the entire classroom, giving each and every student an opportunity to learn in the way they do best. Similarly, using different mediums to present information and engage students is important in inclusive classrooms.

Remember that principle two of universal design theory calls for utilizing “multiple means of action and expression.” Some students may find that their best outlet and means of expression comes through writing, while others may prefer to give an oral presentation, act out a play or create a piece of art. Each student is different and should be given the opportunity to express their knowledge through the methods that work best for them.

Additionally, teachers can use a diversity of materials and mediums to engage students. Examples of mediums could include theater, art, video and computer software in addition to the traditional mediums of lecture and text. Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression.

- [Inclusive Learning Resources for Teachers](#)

Inclusive Schools Network– ISN is a digital resource for families, schools and communities looking to design and implement effective inclusive schools. They offer a wide variety of resources including assessment tools, collaboration strategies, technology advice and much more.

National Center for Learning Disability – NCLD advocates for people with disabilities offering programs and resources for parents, young adults, professionals and educators. They also publish reports and studies on a range of topics related to disability and offer scholarship information for students with learning and attention issues.

Wrightslaw– Wrightslaw is a great resource for those looking to learn more or stay up-to-date on special education law, education law and advocacy for children with disabilities.

TASH – TASH works to advance inclusive communities through advocacy, research, professional development, policy and information and resources for parents, families and self-advocates. They offer several different publications including a blog, annual reports, a podcast and more.

ASCD – The Association for Supervision and Curriculum Development (ASCD) covers a range of educational topics not limited to inclusive learning. This is a great resource for educators across all disciplines and grade levels, whether they are looking to create an inclusive school or to simply find new strategies to improve their effectiveness in the classroom.

Classroom management with ICT support

The management of ICT in the classroom is becoming increasingly important as classrooms move closer towards the 21st century needs of society and embed more digital technologies in their practices.

Classroom management when is an essential part of your teaching practices. It ensures that students are engaged in learning and that behavioural issues are taken into consideration.

So what are classroom management techniques when integrating technology in the classroom?

Here are some top classroom management techniques that you can practice today.

Monitoring student use of ICT is important for two reasons.

- Firstly, students can appear to be usefully occupied with ICT activity when in fact they are working very inefficiently and failing to exploit the full potential of ICT and not developing their ICT capability.
- Secondly, it is so easy for students to become distracted with the ICT resource particularly when they are using the Internet, and as they become more tech-savvy with every generation, this might not be obvious from their behaviour.
- In a previous section of this teaching resource, I highlighted what you need to monitor in terms of ICT capability.
- Classroom management for teachers when it comes to ICT needs to start with active teacher monitoring and intervening. It is by doing this, that students should begin to realise that their opportunities to become distracted and do something other than the work you had set out for them is very limited.
- Teacher intervention, both planned and unplanned, not only helps you to develop their ICT capability but at the same time allows you to observe what they really have been doing instead.

- An observation that you are witness to might be that the student is not up to place in the work where you would expect to be and this might become obvious when observing other students' work with ICT.
- The development of student ICT capability will only occur if students are challenged intellectually with their ICT work. Intervention is the time to question their work and their use of ICT techniques.
- In the assessment of this ICT activity, you will need to judge the decisions they made in order to complete the finished product/solution. Have your questions ready to get them thinking about how they might be able to do things better.
- Despite this, there is no simple solution for effective management of ICT in the classroom. Make a note to yourself throughout the year to review what you do regularly as things change.
- The increasing emphasis on focused literacy lessons is undoubtedly going to change ICT use in the short term. However, as Higgins, Packard and Race (2004) point out, the targets for students' ICT use, especially for email and the WWW means it will have considerable emphasis, too. They advise the following strategies (p. 12).

Use ICT resources as much as you can and become competent and confident in your use.

- Use computers to teach and demonstrate. For example, when using a word processor for demonstrations, try increasing the font size or the magnification to explain 'copy' and 'paste' or to demonstrate sentence level work;
- Be critical. This means to ensure that the use of the computer is a good idea for the chosen literacy activity. The software needs to actually help the students achieve the learning outcome you want;
- Be flexible about borrowing and lending equipment. Share the things around and organise your ICT tools and resources to get the best from it;
- Decide the best place for the ICT tools and resources;
- Maximise the time that computers are in use;
- Involve the students in the management of computers. Train the students to be responsible for switching on and shutting down;
- Limit your objectives to what is achievable. Try setting up a record of who used which program on which day, so that the record is completed by the students themselves.
- You can then concentrate on assessing and recording their ICT capability;
- Don't show your frustration when the equipment goes wrong.

- Remember, students don't need to sit and use a computer to develop their ICT capability! It is very easy to teach the students the concepts and higher order thinking skills involved through whole-class discussions and questioning.
- To learn more about managing student ICT use in literacy lessons, click here, and maximise the use of ICT tools and resources such as iPads and laptops in your classroom today through effective management.

Distance education in schools

Due to the pandemic that hit us with Covid19, many schools had to change their teaching to full or partial distance. During this period, many of the world's countries, regions, cities and schools have developed their own guidelines and structures for this to work.

Some important aspects of distance learning are:

- **Plan as usual for a start.** What elements and work areas should you work with? How will these be affected by you not being seen physically?
- **Structure:** First, use the digital resources and tools you teachers and students are used to work with. Do not experiment with new tools and resources in the beginning.
- **Time.** Remember not to give students too much to do! It's easy to panic and give students too many quizzes, tests and assignments. Instead, think about how many similar activities you would do physically on site in the classroom.

Tips of how to plan a lesson on distance:

1. Attendance registration (together)
2. Today's lesson (together)
3. Students watch a short film (on their own)
4. Students answer questions in a shared document (on their own, you can ask the teacher to call digitally for help)
5. If the students finish the questions in the document, they can test their knowledge through a quiz. Here, Kahoot is a great tool to use.
6. After the quiz, students can also be given the task of creating their own "adventure" based on the film. A good tool for this is different digital resources to create Text Adventures.
7. Gathering at 10:00 and end with "Exit ticket" (Together)

Key points when planning a lesson:

Which parts should be completed during the lesson?

- Be clear about which sub-elements you expect the students to be able to complete during the lesson and what parts can be done if they have completed the first stage.

- In the example above, you can be clear that the students must complete parts 3 and 4: watch the movie and answer the questions in the shared document. Those who finish can complete the Kahoot and also start writing a text adventure based on the film content. This means that students who are quickly finished with the first parts know what they should do.
- When conducting distance learning, it becomes even more important to wake up students' interest in the subject so that they have the strength to get through the whole lesson.
- If you start with a long text or a heavy task, some students give up. So feel free to start each lesson or part with something easy to digest for the students. Then they can come into a "flow" which can hopefully create an interest.
- You can for example, start with a dilemma or an interesting question that concerns students. The dilemma or question they can take with them through the lesson to discuss via chat at the end. The most important thing is that the students become curious and committed and feel that they want and can take the first step and get started.
- Tips on easily digestible material is a short film, interesting text or radio / podcast episode.

Students need to be online throughout the lesson?

- Ponder if your planning requires that everyone is constantly connected to each other as class.
- Maybe the students can work on their own during certain stages, where you as an educator are stand-by / support when needed and also calls the students who need extra support.
- This gives students time to sit and concentrate during certain activities,
- without the whole class talking in a voice chat.
- Don't be afraid to divide students into two and two or smaller groups. There are tools where this is possible but the easiest is for the students to call each other or create break out rooms in the tool for video meetings your are using.
- This will make students be social during certain parts of the lesson.

Assessment

Assessment plays a key role in a learning process: it allows us to evaluate the students' performance and learning process. We refer to **"formative assessment"** to the assessment which takes place during the learning process (a learning unit such as a task or a whole course), allowing us to address students' struggles, and enabling students to reflect on their learning.

"Summative assessment" takes place at the end of the learning unit, and its goal is to evaluate the whole learning process, and it is often used to determine a student's grade in a course.

Digital technology can on one hand make formative assessment easier for teachers as well as increase the impact and effectiveness it has on the students and their learning. With digital tools we are now able to follow students' tasks and work as they are developed, being able to intervene timelier, and to provide feedback in more constructive and meaningful ways.

For example, let's take a classic form of assessment: **students' portfolios**, which are a compilation of a student's work in a particular learning unit: the outputs of the tasks, evaluations of the process, materials used, and so on. Traditionally, portfolios are folders, but technology has allowed portfolios to take many different forms!

Digital tools such as Google Sites, allow us to structure student's portfolios to meet a certain structure or requirements. These tools also enable us to access the students' work before it's finalised, allowing us to feedback up on the process they are following and to provide accurate support when needed.

Another good way of working with formative assessment are **digital quizzes**. Quizzes are great tools for assessment, as they often do not create the same pressure as a test and can be employed anytime during the learning process. We can create several short quizzes during a course or area of learning, for students to put in practice what they learned and for you to check their learning progress.

In a nutshell, digital technologies allow us to follow up on our students' work as they develop their projects and assignments, or as they practice what they studied. This allows us to provide accurate and timely feedback, and to support them during the process. Moreover, using digital tools in this context enables students to further develop their own digital competence, and to become more aware of their learning and last but not least, digital technologies permit us to carry out assessment in blended and in remote learning scenarios

- **How should activities be assessed? Formative or summative?** It is important to train students in how they are assessed, for example by letting them have a digital process diary. In this, they can on specific dates document their work process by pictures, text and film. Important here is also to train the students and be clear on how you as a teacher will assess this work.

- **The use of quizzes and other digital tests is common and popular for checking students' knowledge.**

Creativity - within a clear framework

Even if the students themselves are allowed to choose the presentation method, it is important that you as a teacher set the framework for what they are to produce. You can start from the goals you are working towards in the specific part, or set frames with the help of a question, a subject area, a chapter in the teaching aid or a film clip.

The more freedom the students get, the more important it becomes with clear instructions about what you as a teacher assess and look for. It helps students to be creative within the framework. The point is, in other words, to clarify what the students should produce, not how.

Encouragement and feedback

Although students often have many creative ideas, there can also be an uncertainty - am I really doing the right thing now? To reduce the uncertainty and resistance that may arise, it is good to give students constructive and encouraging feedback when testing their ideas.

Open up for creativity!

The possibilities are many! It is really only your and the students' imagination that sets the limits. Therefore, it is important that we as teachers open up to the opportunities that exist.

Here are some examples to get your creativity going:

- Inspired by an influencer! One way students can show their knowledge is through their own films with editing, sound and music inspired by their own favorite influences.
- Assign students to record their own podcast where they discuss the topic together and twist and turn their own or others' issues.
- Have students report by creating their own digital comic books, books or why not apps or games?
- Work with storytelling and let the students present by recording scenes in a game where they themselves create the narrative, control the characters and record sounds.

Self assessment tool: Tet-Sat

The tool is freely available to anyone in 18 languages: Czech, Croatian, German, English, Greek, Estonian, Finnish, Hungarian, Italian, French, Lithuanian, Norwegian, Polish, Portuguese, Swedish, Spanish, Slovenian, Turkish. All you need to do is to register.

TET-SAT aims to trigger teachers' self-reflection, identify learning needs and initiate actions develop competences. Online self-assessment can be used as part of an iterative and formative process in which learners set goals, test ideas, monitor progress and define new goals.

The tool was developed to meet the need identified by ministries of education in 13 European countries for a user friendly and reliable tool to monitor teacher competence, built on teacher self-reflection and empowerment, its evolution and professional development needs over time.

For a short introduction to the tool, have a look at the MENTEP brochure Discover TET-SAT. For more information about the value – and challenge- of online self-reflection and -assessment, read the 2017 MENTEP brochure 'Online self-assessment. Supporting the reflexive and critical capacity of the teaching profession'.

TET-SAT is an online self-assessment tool that aims to help teachers:

- Develop digital pedagogical competence
- Engage more actively in reflecting on their pedagogical practice using ICT, stimulated by a structured self-assessment exercise providing feedback according to five levels of progression
- Self-direct their learning and develop their competence whenever they want, at their own pace, extending professional development opportunities to informal online learning environments
- Establish a personal competence profile which can be compared to other teachers

- Access a tailored ecosystem of European and national training resources to further develop their competencies according to need or interest.

How TET-SAT works

TET-SAT assesses four dimensions of digital pedagogical competence: digital pedagogy, digital content use and production, digital communication and collaboration and digital citizenship.

Each dimension comprises up to four sub-areas, 15 subareas in total. Each sub-area states one or several competencies, each of which is described according to FIVE levels of progression: Starter, Beginner, Capable, Proficient, Expert. Teachers are invited to position themselves for each competence choosing a statement that most closely describes their practice.

It shows five self-assessment descriptors within the first sub-area 1.1.1 Develop, implement, reflect and redesign ICT supported teaching and learning strategies with ICT learning design competence. Other competencies in the area of Digital Pedagogy include teachers' capacity to design personalized student activities; to design collaborative learning activities with ICT; implement ICT in cross-curricular approaches; to guide students in the use of ICT for self and peer assessment; or to support metacognition strategies and practices with students.

After answering the 30 questions, teachers receive personalised feedback: an overall average score (as a percentage) including a brief explanation of their level, and the percentage for each sub-area. At the bottom of the page teachers receive suggestions for how to develop their competences using national and European ecosystems of training resources mapped against the competence areas of the tool.

Tools for formative assessment

Through formative assessment, teachers check student understanding, get valuable data on student learning, and then use that data to modify instruction. When teachers know what students know (or don't know), they can adjust to meet students right at their level. [The best formative assessment tools also help students self-reflect and assess, figuring out where they are and where they need to go as learners.](#) There are formative assessment tools for everything from discussion to quizzing, polling, and student responses to interactive lessons and videos. Formative assessment tools can be used for students, teachers and school institutions. Let's focus on some of them regarding digital competence.

Self-assessment tools for digital competence: SELFIE tool: The self-reflection tool for digital technologies in schools



SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies) is a tool designed to help schools embed digital technologies into teaching, learning and student assessment. It can highlight what's working well, where improvement is needed and what the priorities should be. The tool is currently available in the 24 official languages of the European Union with more languages to be added over time.

SELFIE gathers – anonymously – the views of students, teachers and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1-5 agreement scale. The statements cover areas such as leadership, infrastructure, teacher training and students' digital competence.

The assessment takes around 30 minutes. Questions are tailored to each group. For example, students get questions relating to their learning experience, teachers reflect on training and teaching practices and school leaders address planning and overall strategy.

Based on this input, the tool generates a report – a snapshot ('SELFIE' :-)) of a school's strengths and weaknesses in their use of digital technologies for teaching and learning. The more people in the school taking part, the more accurate the SELFIE of their school will be. The results and insights from the SELFIE exercise are for your school only and are not shared unless you choose to do so.

The findings can help you see where you are at and, from there, start a conversation on technology use and develop an action plan for your school. SELFIE can then be used at a later stage to gauge progress and adapt the action plan.

BENEFITS:

- SELFIE involves the whole school community – school leaders, teachers and students
- in a 360-degree process covering many areas of school practice.
- Because every school is unique, the tool can be customised. Your school can select and add questions and statements to suit your needs.

- SELFIE allows all participants to answer questions that match their experience, as students, teachers or school leaders.
- SELFIE is free of charge. Answers are anonymised and data is secure.
- You can take the assessment from a computer, tablet or smartphone.
- On completing SELFIE, each school receives a tailor-made, interactive report which provides both in-depth data and quick insights into strengths and weaknesses.

Who can use SELFIE?

SELFIE is available for primary, secondary and vocational schools in Europe and beyond. It can be used by any school – not just those with advanced levels of infrastructure, equipment and technology use.

- The tool is available in all [24 official EU languages](#) .
- Designed by and for schools
- From the outset, school leaders, teachers and students have been involved in creating and testing SELFIE:
 - 5,000 of them gave input into the early design of the tool.
 - 67,000 people, from 650 schools across Europe, took part in the pilot test.
- SELFIE was tested in primary schools to ensure it could be understood younger students.
- Data privacy
- SELFIE is a tool for the school only, no personal data is collected.
- All answers provided through SELFIE are anonymous. Individual students, teachers, school leaders or other staff members replying to the questions and statements cannot be identified personally.
- Each school is the owner of its SELFIE report, which is not shared with others unless the school chooses to do so.
- No other organisation, including the European Commission, can track the answers for an individual school.

SELFIE is hosted on a server owned and managed by the European Commission and data gathered is subject to the Commission's data processing rules. The anonymised and aggregated data can be used for policy and research purposes only and never for commercial purposes.

DIG COMP ORG: European Framework for Digitally Competent Educational Organisations

DIG COMP ORG stands for the European Framework for Digitally Competent Educational Organisations

The impact of digital technologies, content and processes can be seen in all educational sectors (e.g., schools, higher education and also informal and non-formal learning), affecting all aspects of the educational value chain (e.g., curricular reform, teaching and learning practices, assessment, initial and continuing teacher professional development) and encompassing all educational actors (teachers, learners, school leaders).

Digital technologies are enablers of a step change in learning and teaching practices; however, they do not guarantee it. To consolidate progress and to ensure scale and sustainability,

education institutions need to review their organisational strategies, in order to enhance their capacity for innovation and to exploit the full potential of digital technologies and content. Several frameworks and self-assessment tools are in use in a number of European countries, but no attempt has hitherto been made to develop a pan-European approach to organisational digital capacity. A European reference framework that adopts a systemic approach can add value by promoting transparency, comparability and peer-learning.

What can DigCompOrg do for educational organisations?

The DigCompOrg framework can be used by educational organisations (i.e., primary, secondary and VET schools, as well as higher education institutions) to guide a process of self-reflection on their progress towards comprehensive integration and effective deployment of digital learning technologies.

What can DigCompOrg do for policymakers and education stakeholders?

DigCompOrg can facilitate transparency and comparability between related initiatives throughout Europe, and it can also play a role in addressing fragmentation and uneven development across the Member States.

DigCompOrg can also be used as a strategic planning tool for policymakers to promote comprehensive policies for the effective uptake of digital learning technologies by educational organisations at regional, national and European level. It can also be used as a means to create awareness about the systemic approach needed for effective use of digital learning technologies.

About the European Framework for Digitally-Competent Educational Organisations

The European Reference Framework of Digitally Competent Educational Organisation is an initiative of the European Commission, Directorate General for Education and Culture (DG EAC). Research and design of the Framework was carried out by the Joint Research Centre - Institute for Prospective Technological Studies (JRC-IPTS).

Representatives of the EU Member States supported the development of the Framework through the Working group on Digital and online learning (WG DOL). Experts involved in the development of existing frameworks and self-assessment questionnaires promoting the use of digital technologies in education and training systems provided contributed also to the development of DigCompOrg.

A Europe Fit for the Digital Age is one of the priorities of Von der Leyen mandate. The European Commission is aiming to modernise education and training by funding research and innovation and promoting digital technologies used for learning.

Also, the European Commission's Opening up Education initiative emphasises the need for educational institutions to review their strategies in order to integrate digital technologies in their teaching, learning and organisational practices.

This European Framework for Digitally Competent Educational Organisations can be adapted by countries or regions to adapt to different settings. We are going to expose one of the adaptations made to DIGCOMPORG by the Consejería de Educación de Castilla y León (Spain), one of the partners of the EDUREGIO project

3 Inspiration

Good practice

DIG COMP ORG in Castilla y León as an example of practical application: CODICE TIC

Adaptation of the model of the Certification procedure of the Junta de Castilla y León to the trends and models that the European Union is implementing through the "European Framework for Digitally Competent Organizations", DigCompOrg; It was renamed CoDiCe TIC (COmpetencia Dlgital de CEntro), School Digital Competence in ICT.

In the European Union, during the last two years, a new concept-idea has been working: to evolve from the individual digital competence of teachers to the digital competence of educational organizations.

This trend has been materialized in a document called "European Framework for Digitally Competent Organizations" (DigCompOrg), which aims to promote effective learning in the digital age, and in a self-reflection tool called SELFIE (Self-reflection on Effective Learning by Fostering Innovation through Educational Technology).

Castilla y León has participated in testing and analyzing this tool by collaborating on a pilot project with 50 European countries. Knowing first hand the content and possibilities of this new "DigCompOrg Conceptual Framework" has made us reflect on the advisability of continuing to improve our process and adapt our model to the European one.

As of the 2018-2019 academic year, a new certification procedure begins, maintaining the existing process so far, but with important changes in content: areas, indicators, ICT Plan, scale, etc.

Purpose of adaptation: Provide support to educational organizations for the acquisition and improvement of digital competence in a systematic and strategic way, contributing to integration and the effective use of digital learning technologies in three complementary dimensions each:

- **The pedagogical dimension:** which includes teaching and learning processes, content and evaluation processes.
- **The organizational dimension:** which includes management and organization of the educational center, leadership and governance practices, professional development and collaboration, networking and social interaction.

- **The technological dimension:** which focuses on two key elements, the infrastructures, both physical and digital, of the centers, and all aspects related to digital security and trust.
- More information at:
<https://www.educa.jcyl.es/profesorado/es/formacion-profesorado/proyectos-relacionados-formacion-permanente-profesorado/competencia-digital/convocatorias/certificacion-codice-tic-curso-2019-2020>

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Annex

Learning Scenarios

The choice of learning scenarios for the classroom kit corresponds to the most suitable for general use in classroom settings with available ICT equipment.

Preschool (4-5 year old)

Margarita Samoutian (Greece). Tree Detectives.

“Tree detectives” is a project which promotes the environmental awareness of preschoolers. Students become researchers and develop their inquiry skills through interdisciplinary activities. This lesson plan is aligned to preschool age, supporting students to develop their knowledge and their skills. It also combines interdisciplinary activities involving blended or distance learning, tinkering & making, artful thinking, web tools, gamification and assessment.

Paschalia Sarmi (Greece). An A-maze-ing kingdom.

It’s a lesson plan trying to introduce magnetism and maze solving to small children. It's important for children aged 4-5 to collaborate, communicate, think critically and to be open to simple science and mechanical creativity.

Leticia Pilar Gil Ramos (Spain). Do you want to be a Scientist?

The value of knowing the importance of Science in our lives is essential for our students. What is more, they can achieve it with the use of different digital resources which allow them to be digital competents. This lesson plan is related to the development of STEAM skills in our students with the use of different digital resources such as ClassDojo. The space will be divided into four areas: Investigation., creation, cooperation and reflection.

Primary Education (6-11 year old)

Andreea Goldschmidt (Romania). Learning English is Fun!

The lesson plan aims at motivating students who are learning remotely to actively participate in their online classes. The topic of the lesson is jobs. The students learn vocabulary and practice it, using online tools.

Mara Kolar (Croatia). Traffic with GIF

Through collaboration and creativity, students repeat content about traffic. By learning how to make an animated film we learn how to cross the road and what are the traffic rules. This lesson develops 21st century competencies in students: communication, collaboration, critical thinking and creativity, and develops initial digital competencies.

Monika Mužar - Kos (Croatia). My Family and I

In this lesson plan, students will learn about the communities in which they live. Through the given activities, students will conclude about themselves, their role in the community and will see their value and other members of the community. With this lessons plan teachers will find it easier to run a class where students will learn about the family as a community in which they live.

Jasmina Štefan (Croatia). The world of birds.

This learning scenario envisages collaborative and research learning on the topic of bird life. Students will use different digital tools in the work. they will develop the competencies of communication, digital literacy and ecology. Also envisages the use of digital technologies, collaborative learning and a research approach. The lesson also includes working with gifted students to develop their competencies.

Cristina de Vega Benavides (Spain). Learning about the Solar System through Augmented Reality Apps

Augmented Reality can be a great tool in order to make everything closer especially in this pandemic moment where we cannot go or visit places, so AR will bring those places closer. Solar System is a topic that is very attractive for primary student which causes many questions among them.

Alina Geczi (Romania). Erus in the Valley of Generosity

This LP is for third grade. A literature 45 minutes online lesson that familiarizes students with notions about characters from literary texts read in class. This learning scenario is made with soul and very suitable for the third grade.

Lower Secondary Education (12-14 year old)
Alina Budica (Romania). My first book vlog.

This activity is part of a project that aims at encouraging pupils to read more and better understand their reading as well as work digitally on a variety of tools. This activity promotes digital competence in line with the EU requirements for the end profile of the graduate at all levels.

Petronela Colbea (Romania). Past simple practice.

The lesson plan is designed for elementary students to practice past simple verb forms through various tasks. The plan can be easily adapted for use in the classroom, blended learning and virtual learning.

Gonca Coşkun (Turkey). Unknown Living Things.

The students will explore the living things around them by using an easy application to classify them. They will collect the information for each other by using Padlet and Google Lens for

Android or Google Photos for IOS. They will use some Web 2.0 tools. It is a lesson designed to gain one behavior in the curriculum. It is easy and needs a short time. The students will have a lot of fun. Enjoy to use Web 2.0 tools. At the end of the lesson they can also create a game with living creatures.

Cateluta Enciu (Romania). In our senses.

Even if we are online or offline, our five senses help our body to adapt and integrate in the environment, keeping us healthy and safe. With our senses we can see, hear, feel the beauty of nature but also negative aspects in our neighbourhood. Collaboration, interactivity and creativity are essential elements for a successful learning process. Because our sense organs are "the main gateways" of our body, students should find out, through investigation, about their structure, function and hygiene measures in order to have a healthy life.

Mehmet Bora Sertkaya (Turkey). Creating news texts with digital tools

This learning scenario creates a classical understanding of text in the general network with digital tools

Büşra Kavan Alkan (Turkey). Online Safety.

This lesson aims to raise awareness about online safety rules

Helena Fonseca (Portugal). WWII Plane Challenge.

In this lesson plan, concerning the 75th anniversary of the end of World War II (WWII), 8 May 2020, students are given a challenge of integrating a learning scenario in which, following the Engineering Design Process, they are invited to join a team that will recreate models of WWII aircraft. This plan provides an active role to each student and fosters creativity and critical thinking about the topic. It integrates digital resources easily for students to learn and autonomously work.

Lissy KL (India). Highway Based Automatic Street Light with Drip Irrigation System.

How to reduce the use of electrical energy in the case of street lights and how can we reduce air pollution by vehicles , also how can we produce electricity by using the wind energy produced by the moving vehicles. also how to beautify the streets.

Sofronia Maravelaki (Greece). Towards a bullying-free school environment

The topic of the learning scenario develops around bullying and the various forms in which it appears in the students' school and social life. It is addressed to 14 - 15 year-old EFL/ESL students with a B1-B2 level of competence in English according to the CEFR. The LP was implemented online during the first school closure because of the covid19 pandemic in Greece, from March to May 2020. The products of the LS can be seen in a Padlet. I am also implementing the LS with another class this year because of the second school closure and all new student products are added to the Padlet. It is an LS which students find interesting because it challenges views and opinions that they were not able to deal with on their own and aims at making them aware of the phenomenon of bullying/cyberbullying/hate speech and how

they can deal with it. Worksheets are available if necessary. Towards a bullying-free school environment <https://padlet.com/fmarvel/hackinghate>

Izaskun Mitxitorena (Spain). How Fast is that Reaction?

Learning about chemical reactions speed using our Smartphones. This work promotes a continuous learning scenario by unifying the concepts learnt in class with those learnt in our daily life. Besides, it promotes the use of digital devices with a new educational purpose.

Susana Silva (Portugal). JEU DE PISTE – La destination de Dorothée

This French lesson plan is an active and engaging learning activity where students discover the content (clothes; past tense; Francophonie) from a song and through quiz and games. They practice collaborative and ICT skills, while looking for clues to discover a character's itinerary and destination. The lesson plan is innovative, includes a detailed and realistic description of each activity and is aligned with all its learning objectives to enhance key competences.

Marilena Radu (Romania). My Hero-My Idol.

"My Hero-My Idol"-The Little Mermaid. The 90 min activity can be an online, a face to face lesson, or as an outdoor, using EDU LARP. This will stimulate students' critical thinking and creativity. They develop skills to identify behavioral patterns, necessary in everyday life, of authentic values. This lesson plan contains material in full detail. The indications for teachers and students are very clear. The attractive activities that use the LARP method of education enhance student collaboration, creativity, stimulate their critical thinking, develop digital skills and amuse them.

Emiliana Rufo (Italy). Online Safety - Big Mistakes on the Web

This activity aims to achieve different goals related to online Safety and mistakes young people make online. It may help understand problems of Social Networks, Cyberbullying and how to create a Positive Digital Footprint. It is important for students to reflect on this topic, part of their own life. It is a real task, part of students' lives. The technology and tools young people use in their daily life has changed how they learn and how they see the world and relationships.

Szilvia Salánkiné Knopfler (Hungary). Ancient Egypt Magazine.

This lesson aims at improving students' knowledge about Ancient Egypt by creating a magazine. Students gain knowledge of Ancient Egypt through collaborative work using different kinds of digital platforms.

Amelia Torniero (Italy). The European Union.

This unit is about the EU. It is an example of a Clil lesson . It is a gripping topic , well explained and developed.

Upper Secondary Education (14-18 year old)

Anabela Costa (Portugal). Probability Laws.

It's an activity in the geogebra classroom for students to explore. And it's a game from scratch for students to practice. I think it's a f'good activity for the learning objectives and useful for classes more unmotivated.

Francisco Delgado Cecilia (Spain). Lake and their Origin.

It is a STEAM Project related to caring for the environment incorporating various applications, robotics, programming, augmented reality ... focused on considering students as the protagonists of their learning and solving real problems. Currently, teachers have to make an effort to make the SDGs visible and work to fulfill them within our possibilities. Students with this project acquire a personal commitment that extends to families. And it is a project that never ends.

Snježana Damjanović (Bosnia and Herzegovina). Gamification in Teaching: Escape Room and Financial Literacy

Financial literacy is a key life skill. How much do today's teens know about money value, savings, and other financial concepts? Is there a built relationship to money or is there a gap between awareness and knowledge on the one hand and financial responsibility on the other? The goal of my learning scenario, which links finance, math, and coding, is to encourage students to think about the importance of financial literacy and its connection to everyday life. By introducing gamification in the classroom - creating the Escape room, I think I did it in an interesting and fun way.

María José García García (Spain).

It is an Inquiry Based Learning approach to research about air pollution and health and help students become scientists with their own investigations. Box and Whisker Plots and Bar Graphs display visual information of data distributions. They are useful to compare data sets of quantitative (1) and qualitative (2) variables as air quality index (AQI) and dominant pollutants, and related to human health.

Marija Pustišek (Croatia). Codex Delta.

Reading old manuscripts and enjoying it - this lesson combines language with heritage giving the students the opportunity to take a glance at origins of European culture. This lesson plan is an interdisciplinary investigation of script, language, decoding, translation and history, based on an old manuscript contained in Europeana, and it could be valuable for those who study the origins of European history.

Maria Adelaide Jordão da Costa (Portugal). José Saramago's novel "The year of the death of Ricardo Reis" – Media and censorship in Estado Novo

The narrative focuses on 1936, the year of the consolidation of Estado Novo, the fascist regime in Portugal. The concepts of reality/fiction, truth/lie are put under question and it is analyzed the role of censorship in the construction of an alternative reality/true. Saramago's novel "The Year

of the Death of Ricardo Reis", shows, in a clear and critical way, that true and lie, fiction and reality are contextualized and flexible concepts, discursive constructs. The novel presents critical thinking as a principle of citizenship.

Mirela Marković (Croatia). Processing of agricultural products by drying

Through this teaching plan, the students will explore the technology of drying agricultural products. Instead of writing a classic seminar in Word, they will create a story on a given topic in the Sway application. In this way, they will learn to do reports in a new digital tool. Its value is that it shows how to adapt to digitization through the creation of student reports in a new way. In addition, we save forests, because we save paper.

Rejhana Nuhanović Tadijan (Croatia). Generations X, Y and Z

This is a learning scenario for English language learners, lower secondary vocational school. The topic is about different generations and the objectives are for students to identify differences between different generations and describe people belonging to these different generations. Different digital tools are used in a quite simple 1 hour lesson learning scenario, well suited for remote learning, but can also be done in regular classes or blended learning environments with little or no changes. The tools used are diverse and students enjoy using them. This learning scenario also encourages critical thinking and drawing conclusions, collaboration and develops speaking skills even in remote learning situations.

Branimira Palić (Belgium). Fairy-Tale

Reading old manuscripts and enjoying it - this lesson combines language with heritage giving the students the opportunity to take a glance at origins of European culture. This lesson plan is an interdisciplinary investigation of script, language, decoding, translation and history, based on an old manuscript contained in Europeana, and it could be valuable for those who study the origins of European history.

Gabriela-Violeta Tanasescu (Romania). 3, 2, 1... Start to Mars! (also suitable for lower secondary education)

The proposed activity is helpful for the discovery of the different features of the solar system, especially those of planet Mars, using online application Google Mars (<https://www.google.com/mars>) which transports us into a virtual reality where we can explore new things about the subject matter.

Due to the complexity of the subject matter, the activity can be used inter or/and transdisciplinary – astronomy, geography, physics, biology, history, etc., the student motivation and the positive attitude being the starting point of this teaching approach.

Marijana Vuković (Croatia). Escape Room Code for Happiness

The lesson is designed to revise the topics Genetic instructions and The achievement of the genetic instructions. The following tools have been used : Piktochart, Padlet, Bitmoji, Google Slides, Jigsaw, Wizer.me, Nearpod, Lino. The Escape Room can be applied for the formative assessment and for the summative assessment. Digital tools that have been used for each phase of the activity make the learner learning easier as well as the teacher teaching easier.

Hatice Yagci (Turkey). Healthy Foods by Skilful Language Learners

Language learners will improve their language skills and digital competence in a fun way with this lesson. I hope my work could be a source of inspiration for foreign language teachers. They may use it to design blended learning experiences and adapt it to their context easily.



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Intellectual Output 2: School & Classroom Kit

Project website

fcl.eun.org/edu-regio



Digitally Competent Teachers



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Provincia Autonoma di Trento





1

3.0 School and Classroom Kits

Classroom Kits

Handbook on pedagogical use
of ICT in schools
Guidelines on implementation

Annex: Learning Scenarios

The EDU Regio project is coordinated by Departament d'Educació de la Generalitat de Catalunya (Spain), together with European Schoolnet (Belgium). The project also involves four partners from four European regions: Junta Castilla y León (Spain), Provincia Autonoma di Trento (Italy), Göteborgsregionens kommunalförbund (Sweden), and Comunidade Intermunicipal da Região de Coimbra (CIMRC) (Portugal). This booklet has been curated collaboratively by their advisory teams. All the links have been checked at the time of publication

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About this handbook

1-Classroom Kit contains a selection of the most suitable learning scenarios to implement coding, robotics and computational thinking in schools from a holistic point of view, and to participate in EU Code Week. These learning scenarios have been provided by 2034 teachers from all the world participating in the MOOC Course *Digitally Competent Teachers for Creative Digital Students*. This MOOC will remain open in European Schoolnet's Teacher Academy in the following link:

<https://www.europeanschoolnetacademy.eu/courses/course-v1:EDURegio+DigitallyCompetent+2020/about>

Learning Scenarios have been validated by teachers participating in the co-creation training sessions offered by the regional strategic association EduRegio: Digital Regions for Education and also in the multiplier events of the project.

They are all ready to use lesson plans suitable to be implemented in your everyday school practise. They may need reasonable adaptations depending on each classroom context.

We would also like to invite you to join our [Facebook group](#) Digitally Competent Teachers and to use the hashtag #EduRegio to share ideas, thoughts and experiences on Twitter and Instagram.

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How to apply the following learning scenarios for actions in schools?

According to teachers participating in EduRegio's learning actions, it's recommended teaching coding to kids of similar ages because of their specific features and needs. Also limiting classroom size to 8-10 students can work for younger pupils. Coding needs to be entertaining, especially for children, so don't be afraid to adjust your plans and add new tracks and options. What matters the most, is to motivate children, and get them to love coding.

The following learning scenarios can be directly used in primary and secondary schools by adapting them to your school's curriculum and learning objectives.

Three Detectives

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>“Tree detectives” is a project which promotes the environmental awareness of preschoolers. Students become researchers and develop their inquiry skills through interdisciplinary activities.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Preschool age (4-6 years old)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>Classroom, schoolyard, students’ homes & neighborhood. None of the above places need preparations to facilitate project activities.</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<p>Preschoolers will:</p> <ul style="list-style-type: none"> • enrich their knowledge about schoolyard trees; • make researches and present their discoveries (research strategies-inquiry skills); • use materials in creative ways (artful thinking) to make crafts; • assess their work-provide feedback (evaluation skills).

<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> Leaves, microscope, magnifying glasses, baskets, PC/Tablet/Smartphone, A4 papers, crayons, books, leaflets, magazines, colors, jars, water, waste materials (plastic, papers, etc.), glue, clay, transparent square map, photos of arrows and trees printed, printer. Digital tools: Google Slides, Quizizz or Kahoot, Coggle, Google Drive, Pizap, MovieMaker, Flipsnack, Chatterpix, QR generator, QR scan, Google Forms.
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2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Discussion Brainstorming List Voting	<p>Visitors in the class</p> <p>A windy day students discover leaves spread in their classroom. Teacher appears surprised as his/her students and asks them to decide what will happen to their “visitors”. Preschoolers propose their ideas and the teacher writes them down in a list. The minors vote for the best proposal. Afterwards, students pick up all the leaves and gather them in a basket. Teacher lets them observe and touch these natural items with a microscope, magnifying glasses etc.</p>	30 min
Discussion Making assumptions Observation and discoveries Teamwork	<p>Let's find out what is hiding in the schoolyard!</p> <p>Teacher guides students to make assumptions, using the following questions: “How did these leaves came into the class?”, “What’s the origin of these leaves?”, “Where we can found leaves?”. Students answer these questions providing explanations based on their initial ideas. Afterwards, they try to match the leaves with the trees in their schoolyard, forming small groups.</p>	40 min
Research Presentation	<p>What's your name?</p> <p>Students make an effort to recognize the trees in their yard. Teacher challenges them to search for information in their library and present their findings in the group. Each team has</p>	45 min

Teamwork	to choose a plant and find its characteristics (type of the tree, leaves shape & color, fruits etc.) After a while, all the teams meet and inform the group about their discoveries.	
Research Poster	Can you help me? The teacher involves parents in the learning process. He/she asks them to help their children	40 min
Self-assessment	Make a research about their team tree (find the same trees in their surroundings, surf on the internet etc.) and prepare a poster. Each student presents his/her results in the class. The rest of the team has to point out similarities and new information about each tree, while creating new collaborative posters.	
Research Interview Experimentation	What else do you want to know? At this point, the teacher tries to help his/her students become familiar with research strategies. As a result, he/she asks preschoolers where they can find more information about the cultivation of these trees and their cycle of life. Little learners become journalists and prepare questions to interview an expert. The specialist answers all their questions and helps them understand the importance of trees by making experiments about chlorophyll, leaves color etc.	45 min
Teamwork Creativity ICT	Leaves have a story to tell! Students form groups and choose materials to create their tree in creative ways. When they finish their craft, they have as a mission to present their leaf story including all the important information that they learned. Chatterpix will be used to give voice to their heroes.	45 min
Coding Record routes QR codes	Let's code our schoolyard! Preschoolers use a table map to insert their craft trees. Their mission is to spot the plants in the correct place so this map becomes a model of their schoolyard. Moreover, they will use arrows to indicate their paths, while presenting the flora of the schoolyard. QR codes will be used to code their tree messages, which will be placed next to each tree enriching the presentation.	40 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>All the activities can be replicated in both learning environments. Teacher has to adjust some of the activities supporting the learning process. For example, he/she can make a video with the leaves spread out in the class for online teaching. He/she can also take pictures of the schoolyard trees and prepare a presentation to match the leaves with their origin tree. Moreover, he/she can scan some of the books (free of copyright) to create a digital library, enriching it also with online books. Coding activity can be held in parts and then the teacher can create a general video. The rest of the activities can be realized without special preparation.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Students can suggest books, websites, interviews, documentaries, pictures, poems etc. related to the project. This way, teachers can create a digital library with their proposals or lend school books. This way, the teacher can motivate his/her students to read one of the items in the list and make a drawing as an assessment.</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<ul style="list-style-type: none"> • Students can use as formative evaluation a quiz which will gather all the important information they learned during the implementation of the project. This way, they will have instant feedback. • Also, a digital portfolio can be created to provide information about their learning progress. Google Form can be used as a final questionnaire to quantify the satisfaction of the students.

Author: Margarita Samoutian

Country or region: Greece

An A-maze-ing kingdom

1. Preparing the Lesson Plan

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<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>It's a lesson plan trying to introduce magnetism and maze solving to little children. It's important for children at the age of 4-5 to collaborate, communicate, think critically and to be open to simple science and mechanical creations.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Preschool (age group 4-5)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>In our classroom and in our computers.</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● First touch with magnetism and magnets. ● Eye and hand coordination. ● Solving a real life problem- find a way out to a maze. ● Co-operation and communication.

<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Magnets, cardboard paper, glue.
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2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>
Introduction ICT page	<p>A dwarf will introduce his problem. He cannot play a game on this link https://wordwall.net/resource/5921361 ... We have to help him... So we enter the link to help him.</p>	15 min

<p>Bee bot coding</p>	 <p>The dwarf thanks us for the help and informs us that to his village, they found 4 lost statues. We have to ask our bee bot to gather them and then send a code back, so to find them too. We use our arrows and bee bot and prepare a code for our dwarf.</p>	<p>15 min</p>
<p>Mechanic creation and Science intercurricular</p>	<p>After coding, our dwarf informs us that now that we found the statues, in order to send them back where they belong, we have to build a maze, with simple paper and foam paper, make our statues standing with a tongue pressure and paper and use a magnet in order to find our way out. Kids have to create teams and try to make a statue standing and create a maze.</p>	<p>2 hours</p>
<p>Assessment</p>	<p>All teams have a limited time. By the end of time each time has to present a standing statue and solve the maze they create.</p>	<p>30 min</p>
<p>Self-assessment</p>	<p>Make a research about their team tree (find the same trees in their surroundings, surf on the internet etc.) and prepare a poster. Each student presents his/her results in the class. The rest of the team has to point out similarities and new information about each tree, while creating new collaborative posters.</p>	
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>All the activities can be replicated in both learning environments. Teacher has to adjust some of the activities supporting the learning process. For example, he/she can make a video with the leaves spread out in the class for online teaching. He/she can also take pictures of the schoolyard trees and prepare a presentation to match the leaves with their origin tree. Moreover, he/she can scan some of the books (free of copyright) to create a digital library, enriching it also with online books. Coding activity can be held in parts and then the teacher can create a general video. The rest of the activities can be realized without special preparation.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Homework is not applicable in pre-school. But as a solution we shall send home our school made maze, so to play in home with magnets and mazes.</p>
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Send a video with our maze solved.</p>

Author: Sarmi Paschalia


Country or region: Greece

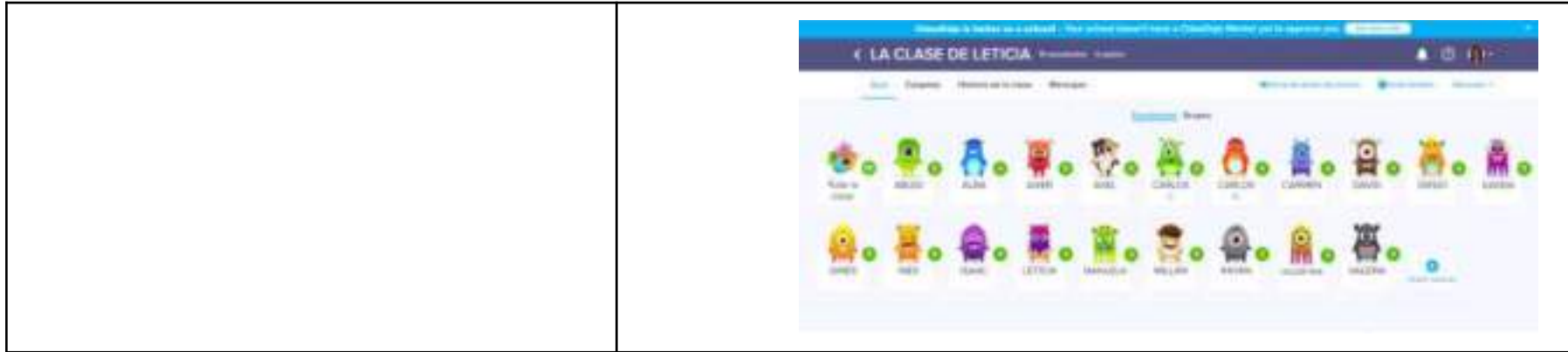
Do You Want to be a Scientist?

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>“Do you want to be a Scientist” is a lesson plan that aims to bring Science closer to the students of Preschool developing the scientific and critical thinking of our students trying to acquire key competencies to function in their environment, facing daily problems.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Preschool (4 to 6 years old)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> ● Different learning spaces are going to be used. The main one will be the classroom where different activities will be done with the support of other teachers and the collaboration of families. ● We will need to adapt our classrooms in order to work in small groups. We need four different areas: <ul style="list-style-type: none"> - Investigation. - Creation. - Cooperation. - Reflexion. ● The schoolyard is going to be a special space where children will do different activities related to the flora and fauna.

<h3>Learning Objectives</h3> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1: To develop critical thinking and scientific thought through the creation of different experiments (SKILL). • Objective 2: To gain awareness and knowledge in the field of the environment (ATTITUDE). • Objective 3: To represent information in different ways: data representation with math, creative representation of the information found with art, etc. (SKILL and KNOWLEDGE). • Objective 4: To work collaboratively (SKILL and ATTITUDE). • Objective 5: To learn how to look for useful information online (SKILL).
<h3>Materials</h3> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Fungible material to create different manual activities: glues, scissors, papers, robots, test tubes, buckets, tweezers • Necessary material for the development of the experiments. • Online tools: <ul style="list-style-type: none"> Book Creator: To create a collaborative magazine with all the experiments and activities done. https://bookcreator.com/  <ul style="list-style-type: none"> Padlet: To cooperate with other teachers https://padlet.com/l_pilargil/rsvepwzsw5nlyuf ClassDojo: To cooperate with families.



2. Developing the Lesson Plan

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Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Brainstorming and discussion	The teacher introduces the topic about Scientists to the students and then plays this video below in class. In groups, we will change our ideas about being Scientist.	15-20 min
Discussion	Discussion with the students driven by key questions: <ul style="list-style-type: none"> ✓ What do you think about the video? ✓ What emotions did it elicit in you? ✓ Did you like it? ✓ Would you like to be a Scientist in the future? Why? 	25 min

	✓ Why do you think it is important?	
Work in groups. Science.	The class will be divided into groups (4 students per group), and each group will work on a particular experiment. We will need to have the collaboration of the families.	40 min
Work in groups. Technology.	We will elaborate a Padlet to share experiences with families. They can develop the project created for the Padlet. Padlet	40 min
Work in groups. Maths.	We will create an online book to share information about famous mathematicians. Online book with different information about our experiments. Online book with information about famous mathematicians.	40 min.
Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
Activities are prepared for both scenarios. If children need to work at home because they have no the possibility to go to the school, they will need the collaboration of their families.		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i>	Practical websites: https://bookcreator.com/ https://padlet.com/l_pilargil/rsvepwzsw5nlyuf https://www.classdojo.com/es-es/ Practical resources https://www.youtube.com/watch?v=CRomlO5KmTs https://www.mundoprimary.com/juegos-educativos/juegos-ciencias
Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i>	-Creation of visual elements in different posters. Famous mathematicians and scientists. -Oral presentation of the research. Talking to the others and sharing their ideas about scientists and mathematicians. -Robot prototype as constructed by students



1

3.0 School and Classroom Kits

Classroom Kits

Author: Leticia Gil Ramos

Country or region: Spain

Learn English using Games

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The aim: to motivate students to be active during online classes Topics: Jobs Tools: web 2.0 tools (learning apps, wordwall, Padlet, storyjumper), tablet, mobile phone, laptop</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Primary education</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • At home (the students should be in a environment suited for education, without any disturbing elements)
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1 – to learn different job names in English • Objective 2 – to collaborate at creating 10 sentences with different jobs • Objective 3 – to find the mistakes and correct them • Objective 4 –to develop digital skills by using the apps suggested • Objective 5 - to write about their favourite job using web 2.0 tools

<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Digital book, Laptop, tablet, mobile phone, Internet connection</p>
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2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	<i>Approximately, how long does this part of the lesson plan take?</i>
Presentation	The teacher meets with the students during their English online class using Google Meet. The lesson is entitled jobs. The students are using the digital textbook. The teacher shares on the screen different images with people doing different jobs. The teacher says the words and the students repeat them in turns.	15 min
Game	The teacher share a link to an online game created using learning apps. The students match the names of the jobs with the pictures. https://learningapps.org/view12830658	3 min
Pair work practice	The students are asked to create sentences with 10 jobs that they have learnt today. They work in pairs. Each pair has a section in a Padlet created by the teacher. Each pair has an avatar, so the others won't know who wrote what. Example: the lion, the parrot etc. In this way, the students will be more motivated to take part in the activity.	15 min
Discussion	The students are asked to check the Padlet and read all the sentences. They are asked to identify the mistakes. They can correct the mistakes by writing a comment under each pairs section. The teacher adds his/hers comments after all the students have finished.	7 min

Evaluation	<p>The teacher shares a link with the students. The students play the game. They have to match each picture with the correct job name. When they finish, they receive the ranking. In this way, they see who was the fastest to complete the game.</p> <p>https://wordwall.net/ro/resource/3062488</p>	5 min
Homework	<p>As homework the students will create a presentation of their favourite job, using Google Presentations, Voki or Chatterpix and adding it to their Google Classroom. The teacher assigns the homework in Classroom.</p> <p>The students can use an avatar to present their dream job. In this way, they can develop their ICT skills and their communication in English skills. The students can share their work with their teacher by sharing the link to their work. The teacher can offer feedback by editing their homework and resending it back to each student.</p>	5 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>Yes, the activity can also be used in a blended learning environment as the teacher and the students can use their electronic devices in class and follow the exact steps.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>As homework the students will create a presentation of their favourite job, using Google Presentations, Voki or Chatterpix and adding it to their Google Classroom. The teacher assigns the homework in Classroom.</p> <ul style="list-style-type: none"> • The students can use an avatar to present their dream job. In this way, they can develop their ICT skills and their communication in English skills. • The students can share their work with their teacher by sharing the link to their work. • The teacher can offer feedback by editing their homework and resending it back to each student.
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>https://wordwall.net/ro/resource/3062488</p> <p>Evaluation will be carried out using this online game.</p>

- | | |
|--|---|
| | <ul style="list-style-type: none">• The teacher can set the game to be played at a specific time and against the clock. Moreover, a chart with the students' results can be received at the end. In this way, the students will know who was the first to finish it, this will motivate the students to do the best.• The teacher receives the ranking. The game can be shared on Google Classroom and can be also assigned as homework. |
|--|---|

Author: Andreea Goldschmidt

Country or region: Romania

Traffic with GIF

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Through collaboration and creativity, students repeat content about traffic. By learning how to make an animated film we learn how to cross the road and what are the traffic rules</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Primary education (7 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> ● classroom ● moving desks (work in five groups)
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● recognizes traffic organization (traffic, road, pedestrians, drivers, traffic signs). ● behaves responsibly in traffic (In the vicinity of school and home he manages traffic and respects traffic rules) ● uses digital technologies (simple quiz-applications, gif-animation) ● develops critical thinking, communication and cooperation in group work

<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Tablet/mobile phone • toys - smurf figurines, cars (for example: from kinder-egg or lego figures) • straws • collage paper • piece of cardboard • scissors and glue • modelling clay
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Other



Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

The assumption is that we taught the students about traffic, sections of the road and traffic signs. This is a repetition of the learned contents.

2. Developing the Lesson Plan

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Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Discussion/motivation/driving question	<ul style="list-style-type: none"> • The students are divided into five groups. (4 student in a group is optimal, in may class there were 5 students in each group) • I show the students the objects that we will use in today's class (toys - smurf figurines, cars, straws, collage paper). • I ask a motivational question: Do you have any idea what we are going to do today? • A discussion develops - a storm of ideas. • Today we are going to repeat everything we learned about traffic. In the following steps you will discover what we need all these materials for. • Students solve a quiz in order to repeat the basic concepts of traffic. • https://wordwall.net/play/7053/302/221 	10 min

	<p>Each group solves the quiz on their own tablet. If there are not enough tablets for each group, we can apply the quiz to the whiteboard and solve it frontally.</p>	
<p>Making scenography</p>	<p>Each group is given one task to create the scenery. Students make assignments according to instructions. Construction of the road according to the sketch (collage paper, piece of cardboard, scissors and glue)</p> <p>Group 1</p>   <p>Creating signs:</p> <ul style="list-style-type: none"> ● 2 signs for pedestrian crossing ● 1 pedestrian zone sign ● 1 sign for a bike path <p>Group 2</p>	<p>60 min</p>



- (paper, felt-tip pens, straws)

Group 3

Making traffic lights:

- 2 traffic lights for pedestrians
- 2 traffic lights for cars
- (paper, felt-tip pens, straws)

Group 4



- 2 signs for pedestrian crossing
- 1 pedestrian zone sign
- 1 sign for a bike path

Group 5



- Making trees, shrubs, and other pedestrians.
- (paper, felt-tip pens, straws)

<p>Setting the scene</p>	<p>When the model of the road is finished, we put up signs, traffic lights and other objects together. We use a little modelling clay so that the signs made of straw and paper can stand upright on the surface,</p> 	<p>15 min</p>
<p>Filming the scene</p>	<p>One of the free applications for creating GIFs (synonymous with short repetitive animations) is installed on the mobile phone/tablet. For example: https://play.google.com/store/apps/details?id=com.kayak.studio.gifmaker&hl=hr&gl=US</p> <p>The selected figurine moves on the sidewalk little by little and each movement is captured on a mobile phone/tablet. Then, in the application, the images are marked in the order in which they were captured, and a short repetitive animation is created.</p> <p>In the links below are GIF files that we recorded in each group.</p>	<p>50 min</p>

	<ul style="list-style-type: none"> • Group 1 https://drive.google.com/file/d/1WqkcmKQKPrsR8Q7RXBTPIk3G2DCqeoO/view?usp=sharing • Group 2 https://drive.google.com/file/d/1avvSZ3ClrJyAvPhxW4c2SCghxM9fGdPj/view?usp=sharing • Group 3 https://drive.google.com/file/d/1Vxf6ecv5cjeUHqN6QcZAdZ4IALZWNGCj/view?usp=sharing • Group 4 https://drive.google.com/file/d/1tA4Y7aPyCuCxbmlgUCv7V1BXymuajydL/view?usp=sharing • Group 5 https://drive.google.com/file/d/1n5JMEsGj32CYwYj-EaSR3VIVfhrKwPA1/view?usp=sharing 	
Assessment	I show the students randomly the animations we made. They have a green card and a red one in their hand. If the recorded situation is correct, students raise a green card and if the animation shows incorrect behaviour, they raise a red card.	5 minutes
Blended and remote learning environments		
<i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
<p>The activity can be replicated in a blended learning environment (online and offline teaching combined). While in the classroom we can show students how to work with a GIF editor program. It can be a simple animation like moving a pen on a table (just to master the basics of a GIF application). Then through our usual communication channel in online teaching we share with them detailed written instructions like these in the learning scenario above. With similar materials they can do the scene at home. They will work individually and not in groups. Each student will get one situation. In the end it will be very interesting to compare different animations. We can also organize an online exhibition of short GIF</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i>	<ul style="list-style-type: none"> • I suggested to the students that they ask their parents if they can/have mobile phones to download the free application. They can record a cartoon of their own choice. If every student has the opportunity to use a mobile phone or tablet with the GIF editor program installed, we can make a competition in the creation of animated films at the end of the school year. Each student will develop their own script and record short animated movie.
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

- Students can complete a short survey in Microsoft Forms.
- <https://tinyurl.com/y2aw4syb>

Author: Mara Kolar

Country or region: Croatia

My Family and I

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>In this lesson plan, the student will learn about the communities in which he lives. Through the given activities, the student will conclude about himself, his role in the community and will see the value of himself and other members of the community. They will use the Jigsaw planet-puzzle and Popplet-mind maps tools.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Primary Education (6 to 12 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> Teaching activities will take place in the classroom, and students need computers or tablets to implement the lesson plan.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1 - The student compares the organization of different spaces and communities in the immediate environment. • Objective 2 - The student concludes about himself, his role in the community and sees the values of himself and others. • Objective 3 - The student compares the role and impact of rights, rules and duties on the individual and the community and takes responsibility for their actions. • Objective 4 – The student recognizes cause-and-effect relationships in the immediate environment
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Computers or tablets

Other


Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Students are given tablets and they turn them on and check their internet connection according to pre-agreed rules.

2. Developing the Lesson Plan

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Method	Details and description	Time
	<i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	<i>Approximately, how long does this part of the lesson plan take?</i>

<p>Introductory part of the lesson - student motivation</p>	<p>Students open a digital exercise: "MAKE A PHOTO" (author's work) which students access via a QR code that they read on their tablets.</p> <p>Link to a digital exercise made in jigsawplanet: https://www.jigsawplanet.com/?rc=play&pid=2e42814b7810 https://www.jigsawplanet.com/?rc=play&pid=29d994037861</p>  <p>Students put together a puzzle (if help is needed in the work, the teacher helps to put the puzzle together) and is given a photo followed by a short analysis through a discussion of the resulting photo through several questions. What does the resulting photo show? Name the members we see in the picture? Based on this photo, can we conclude what we are going to talk about today?</p>	<p>10 min</p>
<p>The main part of the hour</p>	<p>Guests come to our class (family from the local community - e.g. the family of any student or school employee...) and briefly introduce themselves to the students (role - parent child). After this activity, students talk about their family and identify and name their family members and the roles and relationships of individual members on the examples of their families. Students access the next digital exercise via a link in their classroom's Webroom on their tablets. (The teacher helps students who have difficulty with tablets.) The teacher enters the name of each family member according to the student's instructions. Students identify and name individual family members in a given photo. Link to digital interactive exercise made in popplet: http://popplet.com/app/#/5460155</p> <p>This is followed by a short discussion and analysis. Who makes up your family? How is your family different from the family of classmates? After this activity, students draw and color their family members in their Easter eggs from nature and society. After the analysis and drawing of family members, the activity of naming and describing the duties of an individual member in the family follows. Through a conversation with the teacher, students name and describe the duties of each family member based on the digital material in the pop-up.</p>	<p>25 min</p>

	<p>Link to digital material created in popplet: http://popplet.com/app/#/5460168</p> <p>We talk to students about the roles of each family member. The teacher asks the students to decide which activities are related to each family member, and then the students conclude (with the help of the teacher) that these activities (joint home decoration, watering flowers, cleaning toys, cooking, washing dishes, making beds...) are called duties. Students then single out examples of the duties of individual members of their family.</p> <p>After the adoption of the concepts of joint and individual duties of family members, a WORKSHEET with descriptions of duties in the family follows. (The teacher reads the activities on the piece of paper to those students who have not yet adopted the reading technique). Students combine a picture with a description of the appropriate duty in the family (jointly arranging the home, watering flowers, tidying up toys, cooking, washing dishes, tidying the bed ()). Students stick a slip of paper in their notebooks from nature and society.</p>	
The final part of the hour	<p>Students play a Pantomime game (a game adapted to the age of the students) in class. The students are divided into two teams. The task of each student in the team is to demonstrate (show) an activity that indicates the duty of an individual member in the family with body movements. The members of the opposing team guess the demonstrated movements and appoint a certain duty. The winner is the team that hits the most displayed duties (duties can also be those not listed earlier).</p> <p>Students self-evaluate with an exit card (attached) and the teacher receives feedback.</p>	10 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>This curriculum is implemented in the classroom environment but can also be implemented during distance learning by posting content on the web page of the classroom.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!




<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the</i></p>	<p>HOMEWORK RESEARCH TASK:</p> <ul style="list-style-type: none"> Students are given the task of researching and drawing what the duties of one member of your family are during one day. After that, the students will present the selected family member in the chosen art technique (plasticine, paper doll, wooden drawing...)
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activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.


Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

-

	ALWAYS	SOMETIMES	NEVER
			
I know how to name my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to name family duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take care of the tidiness in the home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to define my role in the family as a community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help the family and perform my duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take responsibility when I am not fulfilling my obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act responsibly in the family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Bravo! You learned the curriculum very well.
	You can do it even better! Repeat all teaching contents.

	 You know little about the material we studied! Read again what we learned and try to remember as much as possible.

Author: Monika Mužar - Kos

Country or region: Croatia

The World of Birds

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Through activities, students will study bird species in their homeland. They will research the habitats in which they live, their diet and compare the number of individual bird species. Students will share their knowledge with partners from other parts through the creation of digital materials, videos and other forms of collaboration.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Primary education (10 to 12 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • Activities are carried out in the classroom, computer room, school outdoor area and the wider environment of the place of residence.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Students will gain knowledge about bird conservation and sustainable development. • Students will recognize bird species in the homeland and help the birds. • Through research activities, students will collaborate in learning, work in a team, develop creativity, entrepreneurship and environmental awareness and computer literacy
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p><u>WHAT IS THE ECOLOGICAL IMPRESSION</u></p> <ul style="list-style-type: none"> • Ecological action • About birds • Migratory birds • Resident birds • https://pro.europeana.eu/data/sounds-of-nature-from-the-british-library • https://www.birdiememory.com/en/

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
method of presentation, data collection, survey, discussion, assessment	<p>1. INTRODUCTORY PART</p> <p>In the introductory part of the lesson, students will watch interesting animated films with the theme of ecological footprint.</p> <p><u>WHAT IS THE ECOLOGICAL IMPRESSION</u> <u>Ecological action</u></p>	50 min

	<p>After watching the films, the students will discuss in pairs and then in small groups what they noticed in the films. It will draw a conclusion about what an environmental footprint is and how it is measured.</p> <p>The teacher will prepare a questionnaire on the calculation of the ecological footprint, which the students will solve individually using a computer.</p> <p><u>GOGGLE FORMS</u> By analyzing the data, they will see what the ecological footprint in the classroom is like. This is followed by a discussion and presentation of ideas to help improve the situation. The teacher will lead the students in the discussion to connect the ecological footprint with flora and fauna.</p> <p>Students will make a group ranking of animals that are common in their area. It is assumed that most animals will be a group of birds. In this part of the activity, students can use the <u>Popplet</u> digital tool.</p>	
<p>methods of conversation a discussion, a presentation, a collaboration game, demonstration, graphic works</p>	<p>1. MAIN PART- RESEARCH</p> <p>In the main activity, we divide students into 3 groups. Each group will receive a link via the <u>Padlet</u> board for a piece of material to be studied.</p> <ol style="list-style-type: none"> 1. Group <u>About birds</u> 2. Group <u>Migratory birds</u> 3. Group <u>Resident birds</u> <p>Students in the team will choose important data for presentation to other groups. Presentation is possible in <u>Canva</u> or <u>linoit</u>. Based on the presented materials, each group will prepare a quiz questions using <u>Crosswordlabs</u> or <u>Kahoot</u>. In this part of the lesson, the teacher helps students use digital tools. The assumption is that the students have already worked with the above tools.</p> <p>After getting to know the bird species, students have the task to monitor the number and species of birds they notice when they come to school. In a week, he will take notes on a common board in the classroom. After monitoring, they will draw a conclusion about which birds are most numerous at the time of year in which they were recorded. Recording can be repeated in several weeks and a new conclusion made.</p>	<p>160 min</p>

	<p>Students who have ideas and additional abilities can capture birds in the environment. More students can collaborate and make a joint documentary. This paper envisages working with gifted students.</p> <p>In this case, the teacher has the role of mentor.</p> <p>Teachers who want to involve their students in a similar project on eTwinning: https://live.etwinning.net/projects/project/226017</p>	
<p>role-play game, a collaboration game</p>	<p>3.GAME PART</p> <p>The teacher will introduce students to the use of Europeana resources. They will listen to the sounds of birds. Through the sound quiz, it is especially interesting to connect the bird they learned about with its sound. The teacher will introduce the students to the application and will conduct a game with the voices of birds.</p> <p>https://www.birdiememory.com/en/</p>	<p>30 min</p>
<p>methods of conversation: a discussion</p>	<p>1. FINAL PART</p> <p>Students will link the condition at the beginning of the activity (ECOLOGICAL IMPACT) with the possible impact on improving the life of birds. Through focused conversation, the teacher will encourage students to preserve the habitats of birds in their homeland and help the resident birds in the winter. Students will evaluate their work with columns.</p>	<p>20 min</p>
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>The activity be replicated in a blended learning environment (online and offline teaching combined).</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<ul style="list-style-type: none"> • https://youtu.be/vQDPqnpZWN4 • For homework, students can watch a documentary. Identify bird species and make a map with habitats and drawings of individual bird species.
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<ul style="list-style-type: none"> • Students can write an exit card, which brings them work on these activities.

Author: Jasmina Štefan

Country or region: Croatia

Learning about the Solar System through Augmented Reality Apps.

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Learning about the Solar System through Augmented Reality Apps.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper elementary, 10 years old.</p> <p>Also it would be in a school in which at least a third of the curriculum is in English.</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • A classroom with stations and with digital devices to share among groups. Obviously, this idea would not involve sharing devices during COVID 19 problems; it would be if/when possible individual devices to make sure safety of our students is not compromised.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Learn the planets and their characteristics • Learn the difference between natural and artificial satellites • Learn how to work in teams and how to delegate • Learn to value everyone's idea and to be able to adapt to different working environments
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Digital devices • Merge Cube (for the AR). Students can buy the cube but also, they can do the paper one provided in www.mergecube.com • Digital or printed document (depending on the means of the school) where they record their findings and what they have learnt.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Presentation and discussion	Introducing topic to the class, revising what they already know about the Solar System from the previous years	20 min
Presentation	Explaining what it is expected from them, what they need to search and analyse and what the final product will be. They will have their rubric during the whole project.	15 min
Organisation-cooperative learning	Organising the class in groups of 4. Assigning roles for such activities. Since the groups are small and we do not know how good they are, we only assign two roles: moderator and secretary.	





Research- discussion	Use the platform kiddle.com in order to search for information which is age appropriate. They will need to look for different celestial bodies and decide which one they want to work on	30 min
Deeper research	Once they decide which celestial body they want to research about, they will start using the Merge Cube in order to see and write down all the details possible using different apps	30 min
Collaborative task	Create a final poster which compiles the info from the cube and kiddle making sure the requirements of the rubric are fulfilled and making sure they prepare the final presentation for everyone in the class.	60-90 min
Final presentation as assessment	Present their projects in the class and show what they have learnt and what they can teach the rest of the students of the class. There will be a peer to peer assessment and also a teacher assessment following specific rubrics	60 min
Final reflection	After a few days, reflecting and commenting what they have learnt, what they can still learn, what they would like to keep learning and in which way/s they can improve	45-60 min
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>This project can be done and followed at home in blended or remote learning. The first three parts would be in a video call, maybe in two since students should not stay that long in the same video call as they would diminish attention. Group work of research can be done individually and then shared in a group chat or a group video call, same with all group work. In order that the presentations go well without internet or connection problems, students could film their parts and then put them together. Final presentations would be sent to all the students so they can fill in the rubric. Finally, there would be a video call where everything learnt can be reflected.</p>		




Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

The rubric students would be given would look like this. They would have it from the beginning so they know what to expect. This same rubric would be used for peer assessment. Students should aim to get green in the traffic lights meaning they have fulfilled the item, red if they have not and yellow if they are in-between.

Item	Grade
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<p>Name of the celestial body and definition</p>	
<p>Label the pictures of the celestial body</p>	
<p>Name at least 4 characteristics of the celestial body. (less than 4- red; 4-yellow; 6 onwards- green)</p>	
<p>Name the websites used in order to create the presentation. (less than 4- red; 4-yellow; 6 onwards- green)</p>	

<p>There is a poster in the presentation which looks good with nice colours, visual, using good handwriting etc.</p>	
<p>Use of the Merge Cube</p>	
<p>Extra information</p>	

Teacher's rubric will have the same content but the traffic light will not be used.

Item	Grade
Name of the celestial body and definition	<p>Teacher will value each item between 1 and 4 according to what the student and group has accomplished</p>
Label the pictures of the celestial body	
Name at least 4 characteristics of the celestial body.	
Name the websites used in order to create the presentation.	
There is a poster in the presentation which looks good with nice colours, visuals, using good handwriting etc.	
Use of the Merge Cube	
Extra data or information	

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Some websites that would help research the topic before they use AR are the following:</p> <ul style="list-style-type: none"> • https://kids.nationalgeographic.com/explore/space/ • https://www.nasa.gov/kidsclub/index.html <p>Some possible homework that would involve pre-learning and literacy would be to invent a planet (name, size, materials, satellites, colours, gravity, life/no-life, landscape, air, water, soil etc.)</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<ul style="list-style-type: none"> • Usage of the above teacher’s rubric.

Author: Cristina de Vega Benavides

Country or region: Spain

Erus in the Valley of Generosity

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>This is a plan for a LITERATURE lesson. In Romania, in the third grade we study the characters of a narrative literary text.</p> <p>For this lesson plan I chose a book very well known by my students, because we read it in literature classes last year. "Erus and the Valley of Generosity" depicts a new journey full of adventures of the little boy Erus and his fellow traveler Alpi, an adventure with rhymes, songs, enthusiasm, mystery, fruits, animals and other cute characters.</p> <p>After learning what patience is like from the events he went through in the Magic Valley of Patience, Erus discovers how important generosity is during his journey through the valley of the same name. His journey is full of lessons and stories, but also funny moments.</p> <p>Doina Zavadschi's exceptional illustrations will transpose the little ones into a fairytale world, teaching them how important the riches of nature, the sun, the air, the water and the earth are and, above all, how important generosity is. A book for children that deserves to be read by adults as well.</p> <p>I will use the book and, of course, some digital resources.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Primary education (8-9 years)</p>

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • Because we do online teaching, these days, I'll use Google Classroom for the asynchronous part and Google Meet for the synchronous part of the lesson. The students are using their home desks and I'll use mine.
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1: Extracting detailed information from informative texts or Literary (active reading, pencil in hand); • Objective 2: Formulation of an emotional response to the literary text read (exercises such as "if I were (the character) ... I would feel / be ..."); • Objective 3: Formulation of an opinion about a story / its characters (personal expression exercises based on the elements in the text); • Objective 4: Appreciating the value of books (library activities, arranging a reading corner in the classroom/home);
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Physical materials: laptop, document camera, books, notebooks, pen, pencil, colors. • Digital materials: ChatterPix application, pdf virtual reading class, Kahoot and Padlet.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

<p>Catching the attention</p>	<p>In Romania, this is the part of the lesson where we organize the class and make something funny or especially for students in order to catch their attention. I remind them of the rules of online classes, they mute their microphones and activate their web cameras.</p> <ul style="list-style-type: none"> • <i>“Dear students, do you remember the books written by the author Alec Blenche? There were four and we read them in second grade”</i> • The students will enumerate the books well known by them “Erus and the Valley of patience” “Erus in the Valley of Generosity”, “Erus in the Valley of Love” and “Erus in the Valley of Gratitude”. • I’ll share with them my screen and bring in the camera the second book in the series, the one that we study today. I’ll ask students to recognize the book just by looking at the cover. • After that, I’ll ask them to tell me who was the main character of the book. I tell them that we have guests for this lesson to make them curious. Here I’ll use a digital material made by Chatter Pix application. Erus, will speak to my students today through a shared screen. https://drive.google.com/file/d/1G6fRj6YeVT06HGzn0P1mV4yQx3WueYVE/view?usp=sharing 	<p>10 min</p>
<p>Announcing the subject of the lesson</p>	<p>Today, my dear ones, we will learn together how to extract explicitly formulated information from a literary narrative text, to identify the characters of such a text and how to formulate opinions about the characters of the studied texts.</p>	<p>3 min</p>
<p>Directing learning</p>	<ul style="list-style-type: none"> • First of all, I will group my students into four groups using breakout rooms. Each group will have to read a specific part of the book we study today (just one specific page, sent in Classroom) and extract information about characters that appear in those parts. • I’ll ask for both physical and moral descriptions of characters. Students will write information about characters such as: the way they speak, act, think, interact with other characters, etc. • Next task will be done frontally and all four teams will present the character that they read about in the text. They will share information and screens, too, because the entire class will make some notes about the characters. • Next task is a Padlet. I’ll ask students to write a phrase describing how they would act if they were in characters’ places. How they would act, think and do things. https://padlet.com/adinageczi/8qeuktf67zxdk0e0 • Next we will have a conversation about the things written on the Padlet before and make some conclusions. <i>“The characters are created by authors to bring something to our lives. Some of them are bad and others are good, but from all we have to learn something. The</i> 	<p>20 min</p>

	<i>authors choose the characters carefully because they always want us to feel or understand something."</i>	
Achieving performance	For this section I choose a Kahoot game because it's easy and fun to complete and students love it. https://create.kahoot.it/share/duplicate-of-erus-and-the-valley-of-generosity-geczi-adina/c3286acf-2712-496d-83b0-eef07edb2ffc	5 min
Conclusion of the lesson	<i>"Today we learned some things that show us, again, how important books are. In the Club lecture we will read some new stories that will bring something new to our lives."</i> I'll make remarks about the lesson and student activity.	7 min
Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
This already is an online activity for third grade, done in my class.		

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Every lesson plan we make can be better but it's important to feel that for this lesson I did everything I thought will be easier for students to learn what they supposed to.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i>	<ul style="list-style-type: none"> For homework I suggest students write compositions related to the topic from today's lesson: "My home library", "A journey to a library", "The online library", "Why do we love books?", etc.
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

- This can be done by a Google Form or any other digital tool, but I suggest just assessing the compositions made at home.

Author: Alina Geczi

Country or region: Romania

My first book vlog

1. Preparing the Lesson Plan

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<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Technology can be used in a variety of ways to talk about books and reading by making short video presentations of favourite books.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower secondary</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>Classroom (physical or online meet), access to internet</p>

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Learning about book reviews • Learning to master digital technology (apps for video making) • Becoming aware of the vast diversity there is in reading topics, especially nonfiction
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Notebooks, laptops, smart phones, tablets</p>

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Acquisition – What is a book review?	<p>Students read in their textbooks about book reviews, their characteristics and ways of writing them – online, in blogs, vlogs or in magazines, brochures, leaflets etc.</p> <p>www. dilemaveche.ro observatorulcultural.ro revista22.ro youtube channels like “E cool sa citesti” They access the required reading material from the above publications where they focus mainly on literature and read or watch together several reviews.</p>	20 min
Collaboration	<p>In pairs, pupils use the dictionary to look up the meaning of new words. The aim is to make them aware that a book review may include specific language but it is not compulsory.</p>	10 min

Investigate - What digital means are there to write a book review and post it online?	<ul style="list-style-type: none"> Students open the apps indicated by the teacher (Google slides, powtoons, animoto, flipaclip etc) or take up suggestions from their colleagues. They try to use them in pairs or small groups to identify the means to record a small video about their favourite book. 	15 min.
Practice: Making a video review of a book	In small groups they decide on a common format for a book review (presentation of the book mindful of spoilers, characters, narrator, graphics, literary “cousins” whenever possible, reason why they chose it, how they heard about it etc.) They decide who is likely to see it and decide on a more formal/informal use of language and politeness strategies (in Romanian, it is possible to differentiate between sg and pl for 2 nd person)	20 min
Production My first book vlog Uploading on etwinning platform	Pupils work on their video reviews, choosing pictures and recording audio ONLY of their voice. The reviews are posted online in classroom or on a dedicated youtube channel. Then the vlogs are loaded on the page of the etwinning project READING DIGITALLY https://live.etwinning.net/projects/project/228315	A week
Discussion	In class, they discuss the posts and recommend improvements.	30 min
Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
This activity can be adapted to both hybrid and exclusively online scenarios since it requires internet connection and the group part can be easily done in pairs where pupils already have one phone number of a peer. It is necessary to prepare beforehand the links so that the time is not wasted waiting for the site to load.		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i>	<ul style="list-style-type: none"> Evaluation of the vlogs will be done according to their own decision about what to include in a good review so they learn to stick to their own plans throughout the activity.
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

- The essays can be posted online in the classroom and reviewed by anyone.

Author: Alina Budica

Country or region: Romania

Past Simple Practice

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

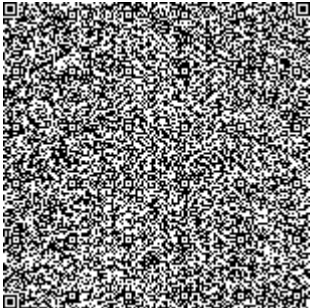
<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The lesson plan is designed to develop students' reading comprehension skills, use of Past Simple verb forms and digital skills by means of incorporating ICT tools into the lesson.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower secondary (12 to 14 years old).</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>The activity is intended to take place in the classroom, computer room or on the school's virtual platform. For the discussion activity in small groups the students will need to move around the classroom and form groups of 3-4. Also, for the activities that require the OHP, the lights need to be turned off and the curtains closed.</p>

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objective 1 to develop students' reading skills ● Objective 2 to practice and employ past simple verb forms in writing and speaking ● Objective 3 to gain confidence in their ability to use digital tools ● Objective 4 to increase students' motivation towards learning English with ICT content
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>The materials needed refer to Internet connection, smartphone/ laptop/computer.</p>

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Introduction-Quiz	<ul style="list-style-type: none"> ● The type of lesson is to practice the past simple verb forms in context. ● As a warm-up activity, the T will start the lesson with a quiz, generating a wheel with short infinitive regular and irregular verb forms. The students will take turns (or the teacher will do it for them), spin the wheel and come up with the answers. ● If one student does not know the answer or is wrong, another student will be appointed to answer. Thus, peer learning will be encouraged and the T will only prompt if necessary. https://www.classtools.net/random-name-picker/8_JGMAe9 	5 minutes
Reading comprehension and post-reading activities	<ul style="list-style-type: none"> ● This activity relies exclusively on the use of ICT tools: Internet connection, smartphone/laptop/computer/tablet 	25 minutes

	<ul style="list-style-type: none"> The T generated a QR code for a story and passed it on to the students to scan and read it. The QR code can be sent separately or it is included in the worksheet that will be done as a follow-up activity of reading comprehension stage.  <ul style="list-style-type: none"> After introducing the topic of the story, emphasizing the idea that Past Simple verb forms are mainly used in narratives, the T will assign the students approximately 10 minutes to read the story individually and not worry if they don't understand every word. When the time is up, the T will distribute the worksheet for the post-reading stage and give additional instructions (even in mother tongue so as to make sure everybody understands the tasks). https://www.liveworksheets.com/c?a=s&t=8zm94dcodpa&mn=dz&m=d&e=n&is=y&l=js&i=u&nscfu&r=jr&db=0 The first exercise will check students' reading comprehension skills, ability to scan the text and provide the required information by doing a fill in exercise with the past simple verb forms in the spaces, according to the information in the story and improve their grammar. While solving the second exercise (matching), the students will need to arrange the main ideas in the story which appear in random order, chronologically. This type of tasks will focus on cohesion, past simple verb forms in given context and test their memory regarding the events in the story. Afterwards, the students will discuss in small groups (breakout rooms in virtual classes) about the story they have just read, and share a few impressions. Finally, they will discuss them with the whole class as a debriefing discussion. 	
Final assessment	<ul style="list-style-type: none"> As final assessment, the T will use a quiz designed on Kahoot platform. It contains 15 questions that will test students' knowledge in terms of past simple verb forms (regular and irregular, all forms). Some verbs included will be from the reading comprehension stage. The overall score and individual results will be discussed at the end of the quiz. 	10 minutes

Blended and remote learning environments

Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?

The activity can be easily implemented in the classroom, blended learning environment as well as in a remote learning scenario.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<ul style="list-style-type: none"> • The students may be encouraged to draw a portrait of the clever shepherd and write a short description of his appearance and personality, using past simple verb forms.
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<ul style="list-style-type: none"> • The teacher will use Mentimeter to collect students' impressions about the lesson. • The questions to include: <ul style="list-style-type: none"> ○ I liked the lesson because ○ I didn't like the lesson because

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Country or region: Romania

Unknown Living things

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The students will explore the living things around them by using an easy application to classify them. They will collect the information for each other by using Padlet and Google Lens for Android or Google Photos for IOS.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper secondary (14 to 15 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>The lesson will take place in the classroom or at home (for remote learning).</p>

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Recognizing the living things around • Finding knowledge about the living things they have found and pictured • Classifying the kingdoms of living things that they had found • Increasing students' knowledge and skills about informatic technologies, mobile applications and Web 2.0 tools.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Every student needs a computer or laptop and a mobile phone with internet connection.</p>

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Presentation (Google Lens, Google Photos)	<ul style="list-style-type: none"> • The teacher will shortly explain the kingdoms used in the classification of the living things and the general characteristics of all kingdoms. • • The students will download the Google Lens or Google Photos application on their mobile phones or tablets. 	5 min
Practical experience	<ul style="list-style-type: none"> • The students will take photos of 5 different living things by mobile phones or tablets in nature or in their area where they live. 	15 min

	<ul style="list-style-type: none"> They will use the application on their mobile phones or tablets. They will use each photo for getting information from the application. They need the internet connection. The application will find the name of the living thing and give a short explanation about it. The teacher will help the students download the applications on their mobile phones or tablets and will explain how they will use the application. 	
Development	<ul style="list-style-type: none"> The students will note the names of the living things and short descriptions on word files. After that they will classify all of the living things they had found on Padlet. They will write a short description under the name of the kingdoms they had found. Online tool: Common padlet - https://padlet.com/drgoncacoskun/qhsuh7c51wq03zri 	15 min
Evaluation - kahoot quiz	<p>The students will have a short quiz for evaluation knowledge.</p> <p>Online tool: Kahoot.com - https://create.kahoot.it/details/8f5f2e14-f6de-4ea1-a490-e351e0abcc0f</p>	5 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>The activity can be fully replicated in a blended and remote learning scenario. It can be adapted for both learning environments. If the students mustn't go out, they can find photos of living things on the internet. They can use the photos of them and get the information at home.</p> <p>For communication we can use online communication tools such as ZOOM, Google Meet, etc. Individually they can use whatsapp for communication with the teacher.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the</i></p>	<ul style="list-style-type: none"> Book: Classifying Living Things (Gareth Stevens Vital Science – Life Science) Paperback: 48 pages; 15 July 2007; Author: Darlene R. Stille Video introductions: Classification of Living Things, Basic Taxonomy (Classification)
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<p><i>activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>https://www.youtube.com/watch?v=6DHcFX7StVg (in turkish)</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=XQccvAvSR0E (in english)
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<ul style="list-style-type: none"> • Student feedback about the lesson https://docs.google.com/forms/d/1AAUE1dnAPCuDAVCBbOtE0IMkruAhNs_XeSaL5rvK6D4/edit • A puzzle for fun – https://www.jigsawplanet.com/?rc=play&pid=1ed3bb12b818

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Country or region: Adana, Turkey

In our Senses

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Our five senses help us integrate our body in the environment, keep us healthy and safe. With our senses we can see, hear, feel the beauty of nature but also negative aspects in our neighbourhood. The aim of the lesson is to create awareness and understanding about the importance of our sense organs related with their structure using flipped classroom concept, collaborative, interactive and experiential learning.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower secondary education (12 -14 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • Activity will take place at home (for specified activities) and in the biology laboratory (for collaborative work, presentation and investigative activities). • At home, student need: computer connected to internet, worksheet for making paper - model of eye, ear, skin, tongue, nose • In the biology laboratory students have: 3D models of eye, ear, skin; photos for nose and tongue; computer with projector connected to Internet; materials for investigative activities.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● identify and describe human sense organs (eye, ear, skin, tongue, nose) ● make connection between structure and function of sense organs ● appreciate the importance of sense organs for health and integration in the environment
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● At home: Computer and projector connected to internet, printer for paper craft model ● In biology laboratory: 3D models of sense organs, unlabelled worksheets about structure of sense organs, glass filled with water, black and white paper, lamplight or flashlight, mirror, pencil, salt, plastic foil, plastic box, metal box, metal spoon, kite string, cotton buds, salt, lemon, sugar, eucalyptus oil, sensory box containing different materials (for tactile sense), inkpad, ink, sharpened pencils, adhesive tape

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
<p>STEP.1 At home</p> <ol style="list-style-type: none"> 1. watching videos about structure and functioning of sense organs, importance of our senses 2. creating a paper model of the sense organs 	<p>For the importance of our senses, all students will watch a short video about the human senses (for example, I have chosen Amazing Science – the 5 senses (https://youtu.be/4195HMbldLo). Following teacher instructions, students will be divided into five groups: SEE, HEAR, SMELL, TASTE, FEEL. Each group will watch a specific video about the assigned topic.</p> <p>Videos will show the basic structure of the sense organs underlining key components related to their function. Based on these videos, students will create a paper model, identify main components of the sense organs. They will bring this labelled paper model in the classroom (biology laboratory)</p>	<p>30 min</p>

<p>STEP 2. In the classroom (biology laboratory) 1. discussing about importance or our sense warming up exercise</p>	<p>Through a warming up exercise, teachers ask students to imagine what would happen if senses are missing. Through a brainstorming exercise, students will answer this question.</p>	<p>5 min</p>
<p>2. investigating the role of each sense organs through group activities</p>	<p>Through collaboration, communication and investigation, previous groups created by the teacher (SEE, HEAR, FEEL, SMELL, TASTE) will work in different stations in the biology laboratory. All groups will have a A3 flipchart paper (given by the teacher) in order to present their conclusions for other groups. In the middle of the paper, teacher will attach a big image with assigned sense organs (eye, ear, nose, tongue, skin):</p> <p>Station 1: SEE group (4 or 5 students). Materials: 3D eye model, paper craft model, unlabelled diagram Worksheet with instructions about: pupillary reflex, formation of the image on the retina, finding the blindspot.</p> <p>For pupillary reflex, they will have a mirror and stand at the window, observing each other's eyes. What components do you see? Which components are moving? Why? For image formation, students will need a glass of water, a black paper with a hole in the middle, a white paper and a flashlight. Students will observe and write their conclusions. For blindspot, they will realise Mariott experiment (using a little square and a circle drawn on a paper). For each experiment they write their conclusions</p> <p>All students form the group will communicate and collaborate for the completion of the task. Teacher will supervise students activity in order to give additional advices (if is needed)</p> <p>Station 2: HEAR group (4 or 5 students) Materials: 3D ear model, ear craft model, unlabelled diagram of the ear Worksheet with instructions about: propagation of sound waves, auditory acuity, Materials: salt, plastic box covered with plastic foil, metal box, metal spoon, clock, kite string</p> <p>One member of the group makes some noise with different objects. Students must recognise these sounds. Then, a student puts a clock on the table. Another student puts the ear on the table and they measure the distance between the clock and the point where there is no sound from the clock. (sound speed through different materials).</p>	<p>20 min</p>

	<p>With a spoon and a string, students will demonstrate how sound travels, using a spoon and a string. The sound came because the spoon vibrated, causing sound waves to travel up the string and into your ears.</p> <p>Station 3: SMELL and Station 4: TASTE it is recommended to work together. They will have on the table different aliments, type of food, aromatic herbs and some aromatic oil (eucalypt, menthol, vanilla, rose), cotton buds (teacher and students must be careful with food allergies and sanitary conditions). They will try answer to different questions: to identify a flavour is easier to use your nose, your mouth or both? Where do you sense sweet taste? But salt taste? All the data are registered in a table.</p> <p>Station 5: FEEL Sensory box with different object, Ink pad, ink, paper, two sharpened pencils, adhesive tape Identify the shape and size of the object from the box. Students draw a table and write what part of the body they use to recognise these things. They will put their fingers in the ink pad and will make digital prints on A3 flipchart paper. With two sharpened pencils they will test tactile acuity. They will discuss, collaborate and note these observations on their worksheets.</p>	
3. Presenting conclusions in the front of the class	After investigations, students will present in front of the class their conclusions about the role of sense organs in our lives. Guided by the teacher, they will explain the relationship between structure and function underlining the main components responsible for sense of vision, hear, taste, smell or tactile. Also, teachers underline the importance of having healthy sense organs for a good health of the entire body.	15 min
STEP 3. Evaluation of the activity	Using their smartphones, students will solve a quiz about structure, function and health of the sense organs (using Quizziz or Kahoot! applications	10 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>This activity can be successfully replicated in a blended environment but also in a remote learning scenario. Necessary materials are affordable and simple for every student, investigative work can be made at home and then presented to the class. The most appropriate platform for this learning scenario is Go Lab because it integrates all the elements necessary for learning, collaboration, and communication. Also, students have the possibility to experiment with interesting virtual lab, various instruments for formative assessment.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Teachers will encourage students to try other simple investigations at home (searching in different sources) in order to better understand the role of sense organs in our lives. Also, teacher ask for student to make a poster (in Canva or other apps) about first aid measure for sense organs (in case of injuries)</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Teacher will propose a follow up activity in Mentimeter where students will write some words about this lesson.</p>

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Country or region: Galați, Romania

Creating news texts with digital tools

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Discovering riddles from giving stimuli (with or without clues), discussing the intention of the writer and finishing creating one in three sessions in ESL teaching.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower secondary education (12-14 years old.)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • The activity should take place in the classroom and the computer room. • The classroom must be provided with a PC or a laptop and a projector. Good light conditions must be checked. • Also, it is possible to produce it in a remote learning through a platform such as Classroom or Teams.


<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objective 1: To solve and to invent riddles. ● Objective 2: To acquire digital competence. ● Objective 3: To develop critical thinking. ● Objective 4: To work the emotional approach. ● Objective 5: To improve punctuation and spelling skills in writing.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● Worksheets of riddles ● Projector ● Computer or laptop for each student (in the classroom or at home). ● Internet access

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Pre-activities	<p>Classroom activity: Reading riddles from the first to the fifth slides of this classroom bitmoji: https://docs.google.com/presentation/d/1hsU5eCuC2EacADMLjUgYel3yDwtidxMEbDJvcC6gGA0/edit?usp=sharing</p> <p>Guessing riddles with or without clues. Giving opinions about the answers. Can you give an example of a word with double meaning? Can you give an example of an adjective, an adverb, a verb...? Which senses can you explore in the riddle? Why are they tricky or clever?</p>	50 min

<p>Main body</p>	<p>Computer room activity with one laptop for each student. Projection of the sixth slide of the same classroom bitmoji.</p> <p>https://docs.google.com/presentation/d/1hsU5eCuC2EacADMLjUgYel3yDwtidxMEbDJvcC6gGA0/edit?usp=sharing</p> <p>Create your riddle in padlet</p> <p>Starts with: Riddle, riddle (optional)</p> <p>Write four sentences following these steps:</p> <ul style="list-style-type: none"> - Choose an answer. - Brainstorming about the word. (colours, shape, size, used for, places, people...) - Look for comparisons, metaphors or synonyms about the word. - Make four sentences (optional rhyme) - Finish with: What am I? (optional) <p>Insert a picture with the solution.</p> <p>Test your riddle out with friends or family.</p> <p>One example of this activity is still done in:</p> <p>https://es.padlet.com/angelcasado3/vl9xp7eco5wx0dzs</p>	<p>50 min</p>
<p>Post- activities (optional)</p>	<p>Write a four-sentence riddle about yourself:</p> <ul style="list-style-type: none"> - Physical description: I am slim, I've got brown hair. - Two qualities: I'm loyal and creative. - I feel good about myself: working hard and helping my brother. - In the future, I'd like to: study computer technology. <p>Insert your betmoji</p>	<p>50 min</p>

	 <p>Provide some feedback to a colleague, adding a positive quote: I'm impressed by your personality, You're a great cutie, I really love your clothes style, Great job, You have a nice look, It's good how you are...</p>	
Evaluation	<p>Review a partner's work through the rubric. Check his/her mistakes of spelling and punctuation. Give him/her suggestions to improve the riddle.</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfeX1wRL6VWgnysz4j-6YT5qwVHCP3Vso_XwvIR6xehMQuZMA/viewform?usp=sf_link</p>	50 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>The activity is quite recommended to be used in offline teaching. You can share the screen with the students in your video conference to explain it. The tasks can be sent and checked by a platform like TEAMS. So a teacher's computer, a nice WIFI connection and the certainty of the students' ones are needed.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>More riddle games: https://www.youtube.com/watch?v=-Wjl_xwOO5_w&feature=emb_logo https://games4esl.com/easy-riddles-for-esl-students/</p> <p>The post activity is a more challenging level of the activity touching the emotional approach. That's optional.</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can</i></p>	<p>Paddle rubric</p>

propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

https://docs.google.com/forms/d/e/1FAIpQLSfeX1wRL6VWgnysz4i-6YT5gwVHCP3Vso_XwvIR6xehMOuZMA/viewform?usp=sf_link

Author: Inmaculada Pérez

Country or region: Spain

Creating news texts with digital tools

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Discovering riddles from giving stimuli (with or without clues), discussing the intention of the writer and finishing creating one in three sessions in ESL teaching.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower secondary education (12-14 years old.)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> ● The activity should take place in the classroom and the computer room. ● The classroom must be provided with a PC or a laptop and a projector. Good light conditions must be checked. ● Also, it is possible to produce it in a remote learning through a platform such as Classroom or Teams.


<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objective 1: To solve and to invent riddles. ● Objective 2: To acquire digital competence. ● Objective 3: To develop critical thinking. ● Objective 4: To work the emotional approach. ● Objective 5: To improve punctuation and spelling skills in writing.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● Worksheets of riddles ● Projector ● Computer or laptop for each student (in the classroom or at home). ● Internet access

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Pre-activities	<p>Classroom activity: Reading riddles from the first to the fifth slides of this classroom bitmoji: https://docs.google.com/presentation/d/1hsU5eCuC2EacADMLjUgYel3yDwtidxMEbDJvcC6gGA0/edit?usp=sharing</p> <p>Guessing riddles with or without clues. Giving opinions about the answers. Can you give an example of a word with double meaning? Can you give an example of an adjective, an adverb, a verb...? Which senses can you explore in the riddle? Why are they tricky or clever?</p>	50 min

<p>Main body</p>	<p>Computer room activity with one laptop for each student. Projection of the sixth slide of the same classroom bitmoji.</p> <p>https://docs.google.com/presentation/d/1hsU5eCuC2EacADMLjUgYel3yDwtidxMEbDJvcC6gGA0/edit?usp=sharing</p> <p>Create your riddle in padlet</p> <p>Starts with: Riddle, riddle (optional)</p> <p>Write four sentences following these steps:</p> <ul style="list-style-type: none"> - Choose an answer. - Brainstorming about the word. (colours, shape, size, used for, places, people...) - Look for comparisons, metaphors or synonyms about the word. - Make four sentences (optional rhyme) - Finish with: What am I? (optional) <p>Insert a picture with the solution.</p> <p>Test your riddle out with friends or family.</p> <p>One example of this activity is still done in:</p> <p>https://es.padlet.com/angelcasado3/vl9xp7eco5wx0dzs</p>	<p>50 min</p>
<p>Post- activities (optional)</p>	<p>Write a four-sentence riddle about yourself:</p> <ul style="list-style-type: none"> - Physical description: I am slim, I've got brown hair. - Two qualities: I'm loyal and creative. - I feel good about myself: working hard and helping my brother. - In the future, I'd like to: study computer technology. <p>Insert your betmoji</p>	<p>50 min</p>

	 <p>Provide some feedback to a colleague, adding a positive quote: I'm impressed by your personality, You're a great cutie, I really love your clothes style, Great job, You have a nice look, It's good how you are...</p>	
Evaluation	<p>Review a partner's work through the rubric. Check his/her mistakes of spelling and punctuation. Give him/her suggestions to improve the riddle.</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfeX1wRL6VWqnyysz4j-6YT5qgVHCP3Vso_XwvIR6xehMQuZMA/viewform?usp=sf_link</p>	50 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>The activity is quite recommended to be used in offline teaching. You can share the screen with the students in your video conference to explain it. The tasks can be sent and checked by a platform like TEAMS. So a teacher's computer, a nice WIFI connection and the certainty of the students' ones are needed.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>More riddle games: https://www.youtube.com/watch?v=-WjLxwOO5_w&feature=emb_logo https://games4esl.com/easy-riddles-for-esl-students/</p> <p>The post activity is a more challenging level of the activity touching the emotional approach. That's optional.</p>
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

Paddle rubric

https://docs.google.com/forms/d/e/1FAIpQLSfeX1wRL6VWgnysz4j-6YT5qwVHCP3Vso_XwvIR6xehMOuZMA/viewform?usp=sf_link

Author: Mehmet Bora Sertkaya

Country or region: Turkey

Online Safety

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>This activity aims to raise awareness about online safety. The activity includes online safety rules. Many various web 2.0 tools such as mentimeter, prezzi, voki are used.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>This activity is for lower secondary students.</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • This is an online lesson plan. Students and the teacher will be connected via the ZOOM programme.
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1: Learners would gain an awareness about online safety. • Objective 2: Learners would set up online safety rules together. • Objective 3: Learners will develop attitudes about how to behave well in online lessons. • Objective 4: Learners will get some knowledge about how to be safe in an online environment.

<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • A presentation • A video • Web 2.0 tools such as voki, mentimeter ,canva
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2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Warm- up	As a warm-up activity, students are asked to write down the first three words about online safety through the mentimeter web 2.0 tool.A discussion is held about the answers.	10 min
Introduction	Students watch a presentation about online safety rules and netiquette. For further knowledge, they also watch a video about these rules and discuss these rules. After that, an exercise about online safety tips are done through learning apps.Students are asked these questions to set up their own rules: <ul style="list-style-type: none"> - What should I do if I am being cyberbullied ? - How can I protect my personal data when being an active user of online platforms ? - What should I do if I receive unwanted messages ? Students answer these questions through a voki character.	40 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		

This activity is planned for an online learning lesson. It can be adapted to a blended learning as well if the activity takes place in a computer classroom.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Students are asked to create online safety rules posters using canva.</p>
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>A self assessment form on google forms can be used for evaluation.</p>

Author: Büşra Kavan Alkan

Country or region: Turkey

WW2 Plane Challenge

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>In this lesson plan, concerning the 75th anniversary of the end of World War II (WWII), 8 May 2020, students are given a challenge of integrating a learning scenario in which, following an Engineering Design Process methodology, they are invited to join an aeronautical engineering team that will have the challenge of recreating models of WWII aircraft using a 3D design program and publishing their creations in a virtual exhibition.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower Secondary (12 to 16 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • In face-to-face learning environments the learning space could be a computer room in school, the library or even a class that allows BYOD. • The space should have Wi-Fi access to all students and media projector. • In an online learning environment ideally, students should have a personal computer with internet connection. Class meetings should be promoted using videoconferencing apps such as Cisco Webex Meetings.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • To know the main parts of an aircraft, especially World War II planes, identifying its structure, shape, colours, function and symbolism. • Recreate World War II planes, with specific characteristics, in an online platform for 3D design, applying Engineering Design Process. • Understand that conflict situations, such as wars, promote technological innovations. • To promote self-regulatory learning skills as well as autonomy and persistence skills in performing tasks.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Computer with internet connection • 3D printer (optional) <p>Online resources/ programs:</p> <ul style="list-style-type: none"> • Google Slides (https://www.google.com/slides/about/) • Tinkercad 3D (https://www.tinkercad.com/) • Blogger (https://www.blogger.com/) • Youtube (https://www.youtube.com/) • Poly (https://poly.google.com/) • Whatsapp (https://www.whatsapp.com/) <p>Other Materials:</p> <ul style="list-style-type: none"> • Paper, rubber, pencil.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

<p>Presentation</p> <p>Guided-discussion with formative assessment</p>	<p>Teacher begins the lesson sharing with students a Google Slides presentation about the project (slides 1 to 9):</p> <ul style="list-style-type: none"> ● Introduce the learning scenario to students and activity goals. ● Present the project challenge to class. ● Explain what Engineering Design Process (EDP) is, especially the different phases of the project that students will work in sequence: Ask, Imagine, Plan, Create, Test/ Experiment, Improve. ● EDP phases: <ul style="list-style-type: none"> ○ Ask - “Can we recreate a World War II plane?” (slide 5) ○ Imagine - the teacher clarifies students about the constraints of this challenge (slide 6). In this phase the teacher explores the aircraft parts and symbols of WWII planes associated with different countries by exploring a world map. Then the teacher and the students explore videos about WWII airplanes with the additional challenge to identify the country associated with each plane based on symbols learned previously. (slides 6 - 13) 	<p>60 min</p>
<p>Independent Practice</p> <p>Guided practice followed by independent Practice</p>	<ul style="list-style-type: none"> ● EDP phases: <ul style="list-style-type: none"> ○ Plan - Students perform this activity individually and at this phase they view images of their chosen aircraft model; draw on paper and pencil a sketch of the chosen plane and then sketch the plane in different views: up, down, left side and right side. A proper feedback is given by the teacher according to the chosen aircraft model. (slide 14 - 15) ○ Create - After the teacher explores with them how to use the 3D online platform Tinkercad, each student creates their own account and starts creating their chosen aircraft based on their previous design. (slide 16) 	<p>120 min</p>
<p>Independent Practice, Product presentation and Feedback</p>	<ul style="list-style-type: none"> ● EDP phases: <ul style="list-style-type: none"> ○ Improve - students share their creations with teachers through a link from their Tinkercad project in which the teacher can get access to their airplane and give proper feedback and make some adjustments if needed. After feedback they improve their plane design and finish it for the virtual exhibition. Later students share their final version of the aircrafts with their peers in a Whatsapp group. (slide 17) 	<p>120 min</p>
<p>Wrap-Up</p>	<p>Teacher uploads 3D creations to Poly and then posts the aircraft creations on Blogger, the platform chosen for the WWII virtual exhibition. For this virtual exhibition each student writes a small paragraph about its creation.</p>	<p>60 min</p>

Assessment	Final 3D design project assessment by teacher and peers. This is a summative assessment that consists in assessing the plane design considering the constraints and the aims of the project.	
Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
This activity can be done in a face-to-face environment, e-learning and b-learning scenarios with minor adaptation regarding the class management and guidance.		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i>	
Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i>	

Author: Helena Fonseca (co-author Liliana Silva), ANEIS Porto/ Gondomar

Country or region: Portugal

Highway Based Automatic Street Light with Drip Irrigation System

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Automatic street lights and irrigation systems are powered by integrated solar power and vertical wind turbines. The particular light will be switched on by detecting the presence of an object by sensors and other lights will be in off position on the road to save energy. Vertical wind turbine converts horizontal air turbulence (while moving vehicles) into electricity. DC submersible pump is used for drip irrigation. GSM module is used to give sms to respective authorities when a water tank goes empty. The greenery developed by this irrigation will increase the oxygen level and reduce air pollution and also beautify the street.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Both Lower Secondary (12-16) and Upper secondary</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • Home, classroom with smart TV

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • They will acquire the knowledge of using sensors, Arduino Uno, micro controller etc • Can develop critical thinking, creative thinking, problem solving and the use of 21st century 4.0 tools. • They will be able to construct the circuit • Positive attitude towards society, environment and social commitment.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Solar cells, vertical wind turbine, battery charge controller, power supply unit for arduino, LED, LDR, Arduino Uno, Infrared sensors, DC submersible pump, water tank, GSM module, Humidity sensor, laptop/smart phone with internet connection.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Introduction	<p>Problem is introduced through scratch. A lot of street lights are functioning even there are no one on the roads.</p> <ul style="list-style-type: none"> • https://scratch.mit.edu/projects/455733049/ 	
Explanation	<ul style="list-style-type: none"> • A lot of street lights are functioning even if there is no one on the roads. What can we do to reduce electrical energy? How can we reduce the pollution produced by vehicles? Can we use the wind energy produced by vehicles to produce electricity? 	

	<ul style="list-style-type: none"> Automatic street lights and irrigation systems are powered by integrated solar power and vertical wind turbines. The particular light will be switched on by detecting the presence of an object by infrared sensors and other lights will be in off position on the road to save energy. Vertical wind turbine converts horizontal air turbulence (while moving vehicles) into electricity. DC submersible pump is used for drip irrigation. GSM module is used to give a message to respective authorities when a water tank is going to empty. The greenery developed by this irrigation will increase the oxygen level and reduce air pollution and also beautify the street. LED lamps reduce the use of electrical energy. LDR to measure the light intensity (day or night) accordingly the street light system will work. 	
Activity Task -1	<ul style="list-style-type: none"> Divide the students into groups of 6 students. Assign different streets to each group. 	
Task -2	<p>Inform them to collect the details of street lights and the traffic in a Google sheet by using Google forms. Make a discussion related to pollution by vehicles.</p>	
Task - 3	<p>Suggest them to draw a circuit diagram Provide the materials and inform the students to make a working model according to the circuit diagram.</p>	
Conclusion	<p>This project reduces the consumption of electrical energy. It reduces pollution and increases beauty.</p> <p>Automatic street lights and irrigation systems are powered by integrated solar power and vertical wind turbines. The particular light will be switched on by detecting the presence of an object by infrared sensors and other lights will be in off position on the road to save energy. Vertical wind turbine converts horizontal air turbulence (while moving vehicles) into electricity. DC submersible pump is used for drip irrigation. GSM module is used to give sms to respective authorities when a water tank is going to empty. The greenery developed by this irrigation will increase the oxygen level and reduce air pollution and also beautify the street.</p> <p>LED lamps reduce the use of electrical energy. LDR to measure the light intensity (day or night) accordingly the street light system will work.</p>	
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>Blended learning Tools www.google forms</p>		

[www.google sheet](https://www.google.com/sheets/)
[www.google slide](https://www.google.com/slides/)
<https://scratch.mit.edu/>

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	

Author: K.L. Lissy

Country or region: Kerala, India

Towards a bullying-free school environment

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The lesson plan touches upon bullying and the various forms in which it appears in the students' environment. Topics include: Recognizing the hidden forms of bullying, The virus of bullying, A victim of cyberbullying, Spread the word against bullying with a meme, Online Hate Speech, Bullying / Hate Speech: What can I do?</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower Secondary (12 to 16 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> ● Online learning environment (synchronous – webex – and asynchronous – eclass)

Learning Objectives

What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.

KNOWLEDGE (in English, Level B1 according to the CEFR)

- to understand the main topic and the specific information contained in a short video · to understand simple structured texts (website articles, song lyrics) that refer to issues of everyday life and to understand the general idea, the topic they deal with and the basic organization of their meanings
- to understand simple descriptions of events, feelings or experiences
- to navigate a site and understand its structure and content
- to tell a story, to describe events, experiences, feelings, to present everyday problems by writing a short text with a simple structure (digital narratives, comics, memes, videos) · to exchange information on everyday social issues, to suggest or comment on possible solutions to a problem and to draw conclusions (in blog posts, forum, chat, wall, padlet, google doc)
- to formulate and briefly explain their point of view or to exchange views on topics of interest to them (in blog posts, forum, chat, wall, padlet, google doc)
- to produce coherent texts with logical connections and semantic relevance of the individual sentences and to make proper use of the appropriate linguistic coherence indicators · compose or summarize information from a variety of sources by writing a new, well structured, coherent text
- To convey in writing in the foreign language the basic idea or the basic meanings of a text formulated in Greek.
- to transfer information from one or more Greek language texts to a new communication · to summarize or compose the main points of one or more Greek language texts that concern relevant topics in the foreign language.

SKILLS

- to use the eclass environment and to utilize the small applications it offers such as: blog, chat, forum, wall, messages, etc.
- to use effective web 2.0 tools to communicate, share and co-create educational content with their classmates
- to co-create and edit a document in the Google docs collaborative environment · to create a comic (Storyboardthat)
- to create a digital story (Spark Adobe)
- to Create a Meme
- to create a digital poster (Canva, Crello or Postermywall)
- to Create an Infographic

ATTITUDES

- to understand exactly what the phenomenon of bullying is
- to identify which practices constitute bullying
- to distinguish the various forms in which the phenomenon occurs


	<ul style="list-style-type: none"> • to be aware of the signs of bullying • to give examples of bullying behaviors • to be aware of cyberbullying • to identify and describe the roles of participants in acts of bullying • to know about school bullying • to learn about the Panhellenic Day against school violence and bullying • to create their own collaborative comic book stories • to create their own collaborative digital stories • to learn about the ways they can protect themselves from bullying, cyberbullying and hate speech • to become familiar with the practice of reporting such incidents to specialized services which offer victim support • to study bullying and cyberbullying legislation to find out to what extent bullying acts constitute criminal offenses • to read the tips and learn ways to deal with the phenomena • to apply criteria for evaluating the sources and information they use • to take part in the British Council's competition "Say NO to cyberbullying"
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Anti-Bullying Resources</p> <ul style="list-style-type: none"> • Bullying. No Way! https://bullyingnoway.gov.au/ • NSPCC National Society for the Prevention of Cruelty to Children https://www.nspcc.org.uk/ • NCAB National Centre Against Bullying https://www.ncab.org.au/ • StopBullying.gov https://www.stopbullying.gov/ • Respect Me https://respectme.org.uk/ • Australia Department of Education https://www.education.wa.edu.au/bullying • Bully Free Australia Foundation (http://www.bfaf.org.au) • No hate speech youth campaign https://www.coe.int/en/web/no-hate-campaign/reporting-hate-speech • ABC Europe's antibullying campaign http://www.e-abc.eu/gr/grammes-voitheiias/ Live without bullying https://livewithoutbullying.com/home/useful-phone-numbers Safeline http://www.safeline.gr/ • Safer internet for kids https://saferinternet4kids.gr/ • European – AntiBullying Campaign και ηης εκζηρηραειας KANE TH DIAΦOPA... ΜΙΑ ΤΩΡΑ «Το Φαμόγελο ηος Παιδιού» https://antibullyingprevention.wordpress.com/2017/07/25/first-blog-post/ • British Council • Bully Level 1 https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-1 Bully Level 2 https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-2

	<p>Bully Level 3 https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-3 Online safety tips https://learnenglishteens.britishcouncil.org/uk-now/video-uk/online-safety-tips</p> <ul style="list-style-type: none"> ● Say NO to cyberbullying https://www.britishcouncil.gr/events/respecting-diversity Memes ● https://www.humor-literacy.eu/index-en.html ● https://onlinesense.org/bullying-quotes/ ● https://cyberbullying.org/memes ● https://makeameme.org/memegenerator ● https://www.kapwing.com/meme-maker ● https://www.iloveimg.com/meme-generator ● SELMA ● Selma Toolkit https://hackinghate.eu/toolkit/ ● Xorg the Xenovian https://hackinghate.eu/toolkit/content/how-do-i-recognise-hate-speech/media-analysis/media-analysis/?from=resources&resource=8 ● YouTube ● Secret Signs That You Are Being Bullied: https://www.youtube.com/watch?v=8pIKfz_kUws Unbreakable https://www.youtube.com/watch?v=UIUd-EdiFF8 ● You look disgusting https://www.youtube.com/watch?v=WWTRwj9t-vJ ● Teens react to you look disgusting https://www.youtube.com/watch?v=g8CRh6xgJcg ● YouTube Creators for Change https://www.youtube.com/creators-for-change/ Web 2.0 tools ● Padlet www.padlet.com ● Canva www.canva.com ● Crello www.crello.com ● edPuzzle www.edpuzzle.com ● Postermywall www.postermywall.com ● Spark Adobe https://spark.adobe.com/sp/ ● Google Docs docs.google.com ● Webex https://www.webex.com/ ● Eclass https://eclass.sch.gr/ (available only in the Greek school context) ● Website evaluation checklist Worksheet ● https://echalk-slate-prod.s3.amazonaws.com/private/schools/2144/site/fileLinks/362950d2-d-f61-4514-8b2c-bd61873e6623?AWSAccessKeyId=AKIAJSZKIBPXGFLSZTYQ&Expires=1921765407&response-cache-control=private%2C%20max-age%3D31536000&response-content-disposition=%3Bfilename%3D%22Website%2520Evaluation%2520Rubric.pdf%22&response-content-type=application%2Fpdf&Signature=PpSsEMVeb9yMV1PX9IQSzRRVK8g%3D Think Pair Share worksheet ● Reading Rockets: think-pair-share worksheet https://www.readingrockets.org/sites/default/files/Think-Pair-Share-template.pdf
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	<ul style="list-style-type: none"> • NATIONAL BULLYING HELPLINE https://www.nationalbullyinghelpline.co.uk/ • BULLYING AT SCHOOL AND ONLINE http://www.twpunionschools.org/documents/BullyingParents.pdf • UNDERSTANDING BULLYING IN SCHOOLS: A COMPENDIUM OF RESOURCES TO BETTER UNDERSTAND BULLYING BEHAVIORS https://files.nc.gov/ncdps/div/JJ/Bullyingcompendium.pdf • A GUIDE TO BULLYING PREVENTION https://www.mass.gov/files/documents/2016/07/wx/bullying-prevent-guide.pdf • BULLYING PREVENTION AND RESPONSE: A GUIDE FOR SCHOOLS • https://www.education.govt.nz/assets/Documents/School/Bullying-prevention/MOEBullyingGuide2015Web.pdf
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Method	Details and description <i>Provide details of the content of this activity, make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Individually 	Lesson 1 - Recognizing the hidden forms of bullying Introduction to the topic 1st Activity: Recognizing the hidden forms of bullying (part 1) The teacher instructs the students to watch the video Secret Signs That You Are Being Bullied. The video triggers students to discuss the phenomenon of bullying, to identify which practices constitute bullying and to distinguish the various forms in which the phenomenon occurs (school, online). After watching the video, the teacher asks the students to visit the eclass chat section and write a definition of school bullying, as they perceived the phenomenon from the video they watched. He then instructs students to watch the video for the second time from the Web 2.0 EdPuzzle tool, Secret Signs That You Are Being Bullied, and to answer the questions posed there. Students then discuss in the chat section the signs of bullying they can recall from the video. 2nd Activity: Recognizing the hidden forms of bullying (part 2)	50 min

	<p>Type of activity: think-pair-share.</p> <p>The teacher divides the students first into pairs and then into groups in the eclass. Assigns students the worksheet (WS) with the think-pair-share activity. In the WS the teacher asks the question "What are the 10 signs that show you are being bullied?",</p> <p>Students must first answer the question posed by the teacher individually</p> <p>(Forum 1> Think: On your own, write three ideas you have about this question). Then, they compare the answers they gave with their partner, check the similar answers and note down the different ones</p> <p>(Forum 2> Pair: Discuss your ideas with your partner. Put a check by any ideas, above, that your partner also wrote. Then write down ideas your partner had that you did not have). Finally, they share their ideas with their classmates and take notes from what was heard in plenary, the ideas they did not think of or the ones that impressed them the most</p> <p>(Forum 3> Share: Review all of your ideas and circle the one you think is most important. One of you will share this idea with the whole group. As you read the ideas of the whole group, write down three more ideas you liked).</p> <p>To enrich their answers they can read the comments posted below the video on YouTube and note any kind or sign of bullying that was not mentioned in the video.</p>	
<p>Group work</p>	<p>Lesson 2 - The virus of bullying</p> <p>1st Activity: Read between the lines</p> <ul style="list-style-type: none"> ● Student organization: group work ● Activity description: the teacher divides the students into groups in the eclass and assigns them the group work. The work concerns the evaluation of the websites with which the students will work with the help of an evaluation rubric. The aim of the activity is for students to become critical readers of information on the internet and to learn to enter the process of checking and researching the reliability of the information they consume online. ● Students are divided into groups and evaluate a web page, using a Website Evaluation Form found in the eclass material WS2. ● After the evaluation of the websites, each group posts in the respective forum their answers in a short structured text in English about the website they evaluated. The websites that are expected to evaluate are the following: ● Bullying. No Way! https://bullyingnoway.gov.au/ ● NSPCC National Society for the Prevention of Cruelty to Children https://www.nspcc.org.uk/ ● NCAB National Center Against Bullying https://www.ncab.org.au/ ● StopBullying.gov https://www.stopbullying.gov/ ● Respect Me https://respectme.org.uk/ ● Australia Department of Education https://www.education.wa.edu.au/bullying ● Activity 2: The virus of bullying ● Type of activity: search and collection of information from web pages, writing a collaborative text in google docs ● Student organization: group work 	<p>100 min</p>

	<ul style="list-style-type: none"> • Activity description: the teacher divides the students into groups in the class and assigns them the group work. Students search for information on official websites that present the topic of bullying and gather the results of their research in a collaborative google doc. Students give it a title, subtitles and enrich it with multimodal material. The article should include the following information: Panhellenic Day against school violence and bullying - National Day of Action against bullying, Signs of bullying - Examples of bullying behaviors - Types of Bullying, Cyberbullying or Online Bullying, Participants' Roles in bullying. The new, well-structured text will be published in the classroom Padlet and in the school newspaper. • Proposal / Expansion of the activity • To better understand the phenomenon and see examples of bullying behavior, students can also watch the short films in the Interactive Learning Tool created for this purpose as part of the European AntiBullying Campaign and the "MAKE THE DIFFERENCE... SPEAK" campaign. NOW ", from "The Smile of the Child ". This tool has an interactive format through which the film observer can intervene in a variety of ways in the development of the story (https://antibullyingprevention.wordpress.com/2017/07/25/first-blog-post/). • The websites that each group will undertake to explore are the following: <p>GROUP A</p> <ul style="list-style-type: none"> • Panhellenic Day against school bullying - National Anti-Bullying Day: 6th March https://www.iky.gr/el/iky-rss/item/2196-6-martiou-panellinia-imerakata-tis-sxolikis-vias-kai-to-u-ekfovismoy-min-fovasai-spase-tin-%20anoxi-spase-ti-siopi • Day against School Violence and Bullying (Greece) • https://el.wikipedia.org/wiki/%CE%97%CE%BC%CE%AD%CF%81%CE%B1_%CE%BA%CE%B1%CF%84%CE%AC_%CF%84%CE%B7%CF%82_%CE%A3%CF%87%CE%BF%CE%B9%CE%BA%CE%AE%CF%82_%CE%92%CE%AF%CE%B1%CF%82_%CE%BA%CE%B1%CE%B9_%CF%84%CE%BF%CF%85_%CE%95%CE%BA%CF%86%CE%BF%CE%B9%CF%83%CE%BC%CE%BF%CF%8D_(%CE%95%CE%BB%CE%BB%CE%AC%CE%B4%CE%B1) • Message from the Deputy Minister of Education & Religions • https://www.minedu.gov.gr/news/44260-06-03-20-minyma-tis-yfypourgoy-paideias-thriskevmaton-sofias-zaxaraki-gia-tin-6i-martiou-panellinia-imerakata-tis-sxolikis-vias-kai-tou-ekfovismoy-2 <p>GROUP B: Signs of bullying</p>	
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	<ul style="list-style-type: none"> • https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ https://www.ncab.org.au/bullying-advice/bullying-for-parents/signs-of-bullying/ https://bullyingnoway.gov.au/WhatsBullying/Pages/Signs-of-bullying.aspx <p>GROUP C: Examples of bullying behaviors - Types of Bullying</p> <ul style="list-style-type: none"> • https://bullyingnoway.gov.au/WhatsBullying/Pages/Types-of-bullying.aspx • https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/ https://respectme.org.uk/bullying/what-is-bullying/ <p>GROUP D: Cyberbullying or Online Bullying</p> <ul style="list-style-type: none"> • https://www.stopbullying.gov/cyberbullying/what-is-it • https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ https://bullyingnoway.gov.au/WhatsBullying/Pages/Online-bullying.aspx <p>GROUP E: Roles in bullying - Participants 'Roles in bullying</p> <ul style="list-style-type: none"> • https://bullyingnoway.gov.au/UnderstandingBullying/Pages/Roles-that-kids-play.aspx https://www.ncab.org.au/bullying-advice/bullying-for-schools/mobilising-bystanders/ https://www.stopbullying.gov/bullying/roles-kids-play 	
<p>Individually</p>	<p>Lesson 3 - A victim of cyberbullying</p> <p>Activity 1: Kay's story (part 1)</p> <ul style="list-style-type: none"> • Type of activity: reading text from a website on the internet and complete a WS Student organization: individually • Activity Description: The teacher instructs the students to read Kay's story who suffered cyberbullying and to do comprehension activities in the respective WS. Students read Kay's story and fill in the WS on the same page at the end of the digital text. The WS includes differentiated activities (vocabulary, true-false, gap-fill, multiple choice, ordering). This will allow students to engage in activities that interest them. Each student undertakes to complete a WS depending on his level of competence and depending on his learning style (i.e. which activities they feel able to complete easily). • British Council Resources - Learn English Teens • https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-1 https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-2 https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-3 <p>Activity 2: Kay's story (part 2)</p> <ul style="list-style-type: none"> • Type of activity: digital storytelling (comic, video) • Student organization: group work • Activity description: the teacher divides the students into groups in the eclass and assigns them the group work with a WS. The students download the WS on their computer and with 	<p>100 min</p>

	<p>the instruction of the teacher they try to create their digital stories. Teams choose whether to create comics in StoryboardThat or digital stories in Adobe Spark as videos. Next, they post their products on the Padlet.</p> <p>Lesson 4 - Spread the word against bullying with a meme</p> <p>Activity 1: Unbreakable</p> <ul style="list-style-type: none"> • Type of activity: watching a video clip of a song on You Tube and completing a WS Student organization: work in pairs • Activity description: The teacher instructs the students to watch the video clip of Faydee's song "Unbreakable", which is the official ambassador of the Bully Free Australia Foundation. Students watch the video twice. For the first time, they listen to the song and at the same time they watch the video without interference. The song tells the personal stories of two girls who have been bullied at school. At the end of the video the students understand that school bullying had different consequences for each girl. The students write in the eclass chat what had happened to each of the girls and express their opinion. • The second time the teacher assigns to the students a WS with the lyrics of the song and comprehension questions. Some words are highlighted in bold. After the students answer the comprehension questions in the respective eclass forum, according to what they saw in the video and understood from the lyrics, the teacher instructs the students, in pairs, to group the words in bold into those that have a positive meaning and those that have a negative meaning in the forum, in another post. At this stage they can use the Collins online dictionary, in the Glossary field, to make it easier for them to understand the unknown words as well as to find synonyms and antonyms of these words, which they will use to create a message in the form of a meme. After dividing the words into those that contain positive messages and those that contain negative messages, students will give their own message in the form of a meme against school bullying in the next activity. • Proposal / Expansion of the activity: • Students a) could read the comments below the song on YouTube and write their own message and b) look for information about the singer and find out how / why he took the initiative to lead this effort of the institution Bully Free Australia Foundation. They could contact him via facebook, twitter or email and ask him questions in the form of an interview or even talk to him via a video conferencing platform. <p>2nd Activity: Spread the word against bullying with a meme</p> <p>Type of activity: creating short messages in the form of memes</p> <ul style="list-style-type: none"> • On the internet and especially on social media, memes are usually standalone messages that combine text with image or video (e.g. variations of the same image and the same text structure). Memes express a new idea and give a new dimension to a message. Intertextuality of elements (image / text origin, references to pieces of culture) play a big role in the recognition and full understanding / uptake of a meme (humour-literacy.eu) 	
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	<ul style="list-style-type: none"> • Student organization: group work • Activity description: the teacher divides the students into groups in eclass and assigns them the task with a WS. Students search for copyright-free images on selected websites (pixabay, unsplash, openphoto, etc) related to the topic and save them on their computer. Using tools (meme generator, make a meme, iloveimg, etc) they convert the images into memes with the corresponding message. For their message students can use the vocabulary from the lyrics of the song in the previous activity and compose a message of their own or get ideas from the website https://onlinesense.org/bullying-quotes/ and from website https://cyberbullying.org/memes . After creating their memes, they publish them in the Padlet of the lesson 	
<p>Individually</p>	<p>Lesson 5 - Online Hate Speech Activity 1: You look disgusting Type of activity: watching videos on YouTube, asynchronous chat Student organization: individual activity Activity description: the teacher instructs the students to watch the video You look disgusting. The video was created by beauty vlogger Em Ford who is an Ambassador of YouTube Creators for change. When she started uploading photos of herself without make-up on social media, she received a lot of negative comments, insults and jokes which she used in order to make this video. Students watch the video and write in the chat what impressed them and the feelings it evoked in them.</p> <p>Activity 2: Teens react to “You look disgusting” Type of activity: watching video on YouTube, remote discussion in the forum Student organization: individual activity, students answer in the respective fora Activity description: The teacher instructs the students to watch the video Teens react to “You look disgusting”, in which a journalist records the reactions and comments of teenagers who watched the video “You look disgusting”, as well as the students themselves, asking them questions like the following:</p> <ul style="list-style-type: none"> · What do you think is the message she was trying to get across with this video? · Have you experienced people leaving comments about your appearance on social media? · As bad as comments might be, do you feel that people have a right to leave these types of comments? · The video got nearly 20 million views. What is it about this that connects with people? · We continue to be a big advocate against negativity towards people’s looks and how social media sets unrealistic expectations on beauty. What would you want to say to her for bringing this issue to such a large audience? · After watching Em’s video do you feel that you should use the power of free speech to express your voice more responsibly? <p>Activity 3: Xorg the Xenovian Type of activity: online exercise, asynchronous discussion in the forum</p>	<p>100 min</p>

	<p>Student organization: individual activity Activity description:</p> <ul style="list-style-type: none"> • Students study a presentation of the material offered on the internet by the SELMA (Social and Emotional Learning for Mutual Awareness) program of the European Union. The presentation in the Selma Toolkit presents Xenov, who has just arrived from the planet Xenovia and created a new social media account. After introducing himself and posting his profile picture, he received many messages, some of which upset him greatly. • Students, using the Xenov Xenovio Comment Cards contained in the presentation, classify them based on whether they believe they are positive, negative, or neutral (or vague). Which comments were clearly positive? Which were clearly negative? Which comments were vague? Were there any comments that seemed positive / neutral, but possibly had a negative purpose? (eg sarcasm, passive aggression). Students express and write their opinions in the respective forum of the course activity in eclass. Finally, they write their own positive comments about Xenov! 	
<p>Task - 3</p>	<p>Lesson 6 - Bullying / Hate Speech: What can I do? Activity 1: Online Safety Tips Type of activity: watching video from the British Council - Learn English teens, completing a WS and creating a poster with Canva / Postermywall / Crello tools Student organization: individual and group activity</p> <p>Activity description: Initially, students watch the video Online Safety Tips and complete the WS individually. Then, in groups, and with the help of another WS, they create a digital poster with the content of the video which will be printed and posted up in the school premises and will be published in the Padlet of the lesson. The poster should include the video tips on surfing the internet and using social media.</p>	<p>100 min</p>
<p>Groupwork</p>	<p>Activity 2: Report Hate Speech / Bullying Type of activity: searching selected web pages and creating an infographic Student organization: collaborative activity Activity Description: Where and how can I report hate speech and bullying? Students browse official websites that advise against bullying and hate speech and research ways in which victims can report an incident. The research includes the following websites and then they write in the respective forum in e class the institution / service, phone and / or email .</p> <ul style="list-style-type: none"> • No hate speech youth campaign https://www.coe.int/en/web/no-hate-campaign/reporting-hate-speech • ABC Europe's antibullying campaign http://www.e-abc.eu/gr/grammes-voitheids/ Live without bullying https://livewithoutbullying.com/home/useful-phone-numbers Safeline http://www.safeline.gr/ • Safer internet for kids https://saferinternet4kids.gr/ 	

	<ul style="list-style-type: none"> After gathering the results of their research in the respective eclass forum, they make a list of the organizations and telephone numbers to which the victims can address in the form of an infographic, in order to print it and post it in the public areas of the school as well as publish it in the Padlet of the course. The infographic will be created in the Canva tool with which they are already familiar with the help of a WS. 	
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>The learning scenario has been implemented fully online but it can also be implemented in a blended learning environment, combining the classroom with the computer laboratory. Each lesson lasts about two teaching sessions of 50 minutes each. Time may vary depending on the students' and the teachers' ICT skills and literacy. A very reliable internet connection is necessary and a modern computer laboratory. Worksheets can become available for the replication of the LS to whom it may concern</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>At the end of the lessons the knowledge acquired by the students and the impact of the LS are evaluated in the form of a questionnaire (google form) as a reflection activity for teacher and students. In particular, it assesses what the students have learned from all the lessons about the phenomenon of bullying and its forms and whether there was an impact on the school community in general, from the discussions that may have taken place, on the occasion of posting the products produced by the groups in public areas of the school as well as at the school's website. To develop a culture against bullying as well as to promote fair competition, students will compete with their digital stories in the British Council's Say NO to cyberbullying's "Say NO to school and cyberbullying" competition.</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

The LS was implemented during the first school closure of the covid19 pandemic in Greece, from March to May 2020. The products of the LS can be seen in this Padlet. I am also implementing this LS with another class this year, totally online because of the second school closure and we add all new products to the Padlet. It is a LS which students find interesting because it challenges views and opinions that they were not able to deal with on their own. If necessary, screenshots can be provided from the environment of the eclass since it is not available outside the Greek school context. Eclass can be substituted by PBworks (a wiki forum where students can collaborate online). Towards a bullying-free school environment <https://padlet.com/fmarvel/hackinghate>

Author: Sofronia Maravelaki

Country or region: Serres, Greece

How Fast is that Reaction?

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Monitor the speed of your chemical reactions with your phone. Topic: Factors affecting the speed of a chemical reaction. Use of mobile phone devices with an educational purpose.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>13-16, Highschool 2nd grade (Spain, 2 ESO, 3 ESO, 4 ESO).</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • This activity would use the methodology our team called Flipped Labroom; therefore, it will take place at home and at the Laboratory.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objective 1: Acquire the knowledge about the different factors affecting the speed of a chemical reaction. ● Objective 2: Connect the scientific knowledge learnt in class with that learnt in our daily life. ● Objective 3: Improve their scientific and critical thinking skills. ● Objective 4: Utilise their routine digital resources with an educational purpose.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● Mobile phones: Smartphones ● Weight balance ● Beakers ● Weighing boats ● Spatula ● Mortar and pestle ● Microwave ● Vinegar ● Sodium bicarbonate ● Effervescent pills ● Glasses ● Water ● Oil ● Food colouring

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

<p>The methodology used for this Lesson Plan is the so called Flipped Labroom, in which the students will perform an experiment at home and write down their results and hypothesis. After that, they will use the inclass time to clarify the theoretical concepts and doubts they could have. Once all doubts and wrong concepts are explained, they will perform other experiments in the laboratory, which will require higher theoretical knowledge and practical scientific skills.</p>		
Activity Introduction	<ul style="list-style-type: none"> • Introductory explanation of the activity and assessment process. • Give the students Activity 1 to perform at home for the next day. 	5 min
Experiment 1 (at home)	<p>Chemical reaction speed</p> <ul style="list-style-type: none"> • There are several factors affecting the speed of a chemical reaction,; such as, temperature, reagents concentration, reagents degree of division and presence of a catalyst. • How will the speed of a reaction change with the temperature? Materials • - 2 effervescent pills • - 2 glasses • - Water <p>Protocol</p> <ul style="list-style-type: none"> • - Fill a glass with cold water and the other one with hot water (boiling water, heat up in the microwave). • - Add one effervescent pill to each of the glasses. • - Time each of the reactions with your Smartphone. <p>Hypothesis</p> <ul style="list-style-type: none"> • What is going to happen? Suggest an initial hypothesis to which you will answer after the experiment. Which reaction will take place faster? • Results • Once you are done and you got the results, conclude about your initial hypothesis or remake it if necessary. <p>Note: It is important to record the process of the whole experiment set-up not only with notes but also with media resources (images or video). Take all your notes using your smartphone.</p>	45 min
Experiment 1 Debate (class)	<ul style="list-style-type: none"> • The first 10' of the class we will discuss the results and doubts they have in a big group (10 students). In this way they will have to argue and explain their ideas and conclusions and at the same time reflect about what their peers are commenting. The teacher will explain the errors and doubts that students have. 	10 min

<p>Experiments 2-3 (laboratory)</p>	<p>Chemical reaction speed</p> <p>There are several factors affecting the speed of a chemical reaction; such as, temperature, reagents concentration, and reagents degree of division and presence of a catalyst. How will the speed of a reaction change with the reagent degree of division? And with the reagent concentration?</p> <ul style="list-style-type: none"> - Reagent concentration <p>Materials</p> <ul style="list-style-type: none"> - 1 beaker - Oil - Food colouring - Sodium bicarbonate - Vinegar - Water - Stopwatch (Smartphone) <p>Protocol</p> <ul style="list-style-type: none"> - Pour 50 mL of vinegar in the beaker. - Add a few drops of food colouring and stir it. - Pour 150 mL of oil. - Weigh 5 g of sodium bicarbonate. - Add the sodium bicarbonate to the beaker containing vinegar and oil. - Time the reaction with your Smartphone. - Dilute the vinegar in water; add 5 mL of vinegar into 45 mL of water (dilution 1:10); add those 50 mL into a beaker. - Add a few drops of food colouring and stir it. - Pour 150 mL of oil. - Weigh 5 g of sodium bicarbonate. - Add the sodium bicarbonate to the beaker containing vinegar and oil. - Time the reaction with your Smartphone. - Compare the results - Reagent degree of division <p>Materials</p> <ul style="list-style-type: none"> - 2 effervescent pills - 2 beakers - Water - Mortar and pestle <p>Protocol</p> <ul style="list-style-type: none"> - Fill two beakers with water (same temperature) - Take one of the pills and with the help of the mortar and pestle make it powder. 	<p>45 min</p>
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	<p>- Add 1 pill to one of the beakers and the powder to the other. - Time each of the reactions with your Smartphone.</p> <p>Hypothesis What is going to happen? Suggest an initial hypothesis to which you will answer after the experiment. Which reaction will take faster? Results</p> <p>Once you are done and you got the results, conclude about your initial hypothesis or remake it if necessary. Note: It is important to record the process of the whole experiment set-up not only with notes but also with media resources (images or video). Take all your notes through your smartphone.</p>	
Experiment 2 Debate (class)	The first 10 min of the class we will discuss the results and doubts they have in a big group (10 students). In this way they will have to argue and explain their ideas and conclusions and at the same time reflect about what their peers are commenting. The teacher will explain the errors and doubts that students have.	10 min
	Scientific Poster Presentation For this activity students have to prepare a scientific poster in which they will explain the experiments performed and the information obtained from the papers and the biology teacher. This poster should have all sections of a scientific poster. The presentation should not last more than 5 minutes per student. Depending on the number of students 1 or 2 sessions should be required. The poster should be prepared using the media taken with the smartphones and by using an app on their smartphones to create it (Word Swag–Cool fonts, quotes; Font Studio— text on photo; Quark DesignPad; Pic Collage; Canva).	5 min /student
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>This activity is planned to be performed offline, but as the experiments are designed to be done at home with daily life resources, it could be developed as online teaching, through videoconference for the debates and the poster expositions.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>https://phet.colorado.edu/es/simulation/legacy/reactions-and-rates https://www.edumedia-sciences.com/es/media/564-velocidad-de-reaccion</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>The teacher can give the students a questionnaire about the activity, in which students should give feedback and suggestions for further activities.</p>

Author: Izaskun Mitxitorena

Country or region: Navarra, Spain

Jeu de piste - La destination de Dorothée

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>This French lesson plan is an active and engaging learning activity where students discover the content (clothes; past tense; Francophonie) from a song and through quiz and games. They practice collaborative and ICT skills, while looking for clues to discover a character's itinerary and destination. It is presented to students through this interactive game board design: https://view.genial.ly/5fa9a513209300127da8e1c3/interactive-content-jeu-de-piste-la-destination-de-dorothee-sans-solution</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Is intended for Lower Secondary, grades 12 to 14 with proficiency level A2 –intermediate. (Portuguese school)</p>

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>The teacher needs to:</p> <ul style="list-style-type: none"> - check the availability of the computer room; - decide the number of computers available, because sometimes students need to share and work in pairs and in teams; - check the internet connection. - prepare the Padlet collaboration tool.
<p>Learning Objectives</p> <ul style="list-style-type: none"> <i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i> 	<p>LITERACY COMPETENCE - Students will...</p> <ul style="list-style-type: none"> - applying vocabulary and grammar knowledge and understanding. - listen, speak, read and write for information. - identify explicit relevant information. - demonstrate an ability to use information in new situations. - integrate information to develop a coherent understanding of a topic or issue (clothing; past tense). <p>DIGITAL COMPETENCE - Students will...:</p> <ul style="list-style-type: none"> - use ICT. - know the basic function and use of different software. - access, filter, evaluate, create and share digital content. - follow instructions and complete tasks. - support collaboration with others. <p>PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE - Students will...: - demonstrate autonomy and responsibility.</p> <ul style="list-style-type: none"> - learn to learn with a problem-solving attitude to assess and ensure that assigned tasks have been completed effectively. - demonstrate collaborative capacity. <p>CULTURAL AWARENESS AND EXPRESSION COMPETENCE - Students will...: - broaden cultural awareness.</p> <ul style="list-style-type: none"> - develop respect for diversity of cultural expression(Francophonie).
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>HARDWARE :</p> <ul style="list-style-type: none"> - Computers and smartphones ; - Video projector - the projection to debate, exemplify and show results. <p>TECHNOLOGIES :</p> <ul style="list-style-type: none"> - Internet ; - Genially for presentation task and game links ;

	<ul style="list-style-type: none"> - Mentimeter to brainstorming; - H5P for flashcards and interactive video; - LearningApps.org to clues and vocabulary consolidation; - Padlet online class management (teams ; links ; tasks ; etc.) ; for collaborative learning ; share results and provide collective dialogue/ to give guidance and feedback ; - Google Forms to assessments. <p>ADDITIONAL RESOURCES :</p> <ul style="list-style-type: none"> - YouTube vidéo - Song « La valise » https://www.youtube.com/watch?v=Vg6Y1AI-OYA - Storyboard template to organize and analyse. - Student workbook.
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Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Students with SEN will be able to participate in teamwork and the use of digital tools with proper teacher guidance. They will have other visual aids (a suitcase and clothes cards; the world map) to accompany the tracks and to follow the route to destination.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
LEARNING OUTCOMES <ul style="list-style-type: none"> • Remember: recall facts and basic concepts. • Understand: explain ideas or concepts. • Apply: use information in new situations. • Analyze: draw connections among ideas. 	WARM-UP ACTIVITY Identifying a class profile <ul style="list-style-type: none"> - Brainstorming "Travel" with Word Cloud in Mentimeter. - Review activity: destinations types/places with flashcards: What kind of holiday maker are you? /Quel genre de vacancier êtes-vous? https://h5p.org/node/304181 	30 min

<ul style="list-style-type: none"> • Evaluate: justify a stand or decision. • Create: produce new or original work. <p>Type of activity:</p> <ul style="list-style-type: none"> • Read/ Watch/ Listen/ Write • Collaborate • Discuss • Investigate • Practice • Produce <p>Students role:</p> <ul style="list-style-type: none"> • Observe/Read /Work collaboratively. • Coachee - Apply concepts; seek help when needed • Contributor - Contribute to classmates' learning experience • Team member - Participate in and learn teamwork • Academic scholar - Learn the course content. • Producers - work in groups, research for information, create and present. 	<p>Setting the scene</p> <ul style="list-style-type: none"> - Break students into their designated groups in Padlet/ Direct students to Padlet web 2.0 tool. - Problem/task is presented to students where they are asked to find the solution: looking for clues to discover a character's itinerary and destination: https://view.genial.ly/5fa9a513209300127da8e1c3/interactive-content-jeu-de-piste-la-destination-de-dorothee-sans-solution - Hand storyboard template. ⁽¹⁾ <p>THE SUITCASE – LA VALISE</p> <p>Interaction with content</p> <ul style="list-style-type: none"> - Listening to the song "La valise" by Dorothée https://www.youtube.com/watch?v=Vg6Y1AI-OYA - Clothes vocabulary activity: hand out oral comprehension. Teams must associate words with categories / Classer par catégorie. https://learningapps.org/display?v=ph1boj1xn18 - Writing task: Name five essential items in the suitcase to travel. Justify your choice. - Share groups contribution in Padlet web 2.0 tool. <p>Analysis</p> <ul style="list-style-type: none"> - Team analyses everyone's answers and determines who are the most "effective". <p>Reflection (Google Forms)</p> <ul style="list-style-type: none"> - Peer assessment on checklist rubric: What do we know/ What do we have learned / What do we have to know. <p>Interaction with others</p> <ul style="list-style-type: none"> - Student presentation: the team's speaker presents an oral task report on the topic to classmates. <p>CLUES HUNT: DOROTHÉE DESTINATION – JEU DE PISTE: LA DESTINATION DE DOROTHÉE</p> <p>Interaction with digital content</p> <ul style="list-style-type: none"> - Gaming and quiz exercises: encouraging collaboration and/or competition within a controlled goal-oriented virtual environment (links) looking for ten clues to discover a character's itinerary and destination/ Hand storyboard template: Clues⁽¹⁾ <ol style="list-style-type: none"> 1. Hangman's game – Le jeu du pendu <ul style="list-style-type: none"> o Practise vocabulary: clothes topic. 	
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	<p>o Finding two clues hunt (ÎLE / Gant) with piece of clothing https://learningapps.org/display?v=p1pn3upkn18</p> <p>2. Video quiz : the postcard – La carte postale</p> <ul style="list-style-type: none"> o Understanding grammatical content and practice in interactive video: past tense (passé composé) / Hand storyboard template: Learning stairs ⁽¹⁾ o Identify simple and compound verb differences. o Guided and comprehension reading to find the character's itinerary using two clues (DOMINIQUE / MARTINIQUE), https://h5p.org/node/304582 <p>3. Millionnaire - Le millionnaire</p> <ul style="list-style-type: none"> o Practise past tense – passé compose – to save Dorothée from Jack Sparrow's claws. o Finding one clue hunt (CARAÏBES). https://learningapps.org/display?v=pm0cnknoen20 <p>4. Matches – Correspondances</p> <ul style="list-style-type: none"> o Associate images with messages to find the last clues. o Revisit clues information. o Apply knowledge about Francophonie. https://learningapps.org/display?v=p73zkt1w318 <p>Feedback (Padlet)</p> <ul style="list-style-type: none"> - Feedback is embedded in the hunt itself. The teacher and/or peer(s) provide information regarding aspects of performance or understanding. <p>Share</p> <ul style="list-style-type: none"> - Post storyboard photo results on Padlet. 	
<p>Role of the teacher:</p> <ul style="list-style-type: none"> ✓ Inform learners of objectives. ✓ Stimulate recall of prior knowledge. ✓ Facilitator and process guide. ✓ Support students in the hunt clues by clarifying the “directions”, they aren’t just hunting answers ✓ Monitors process and progress. ✓ Assess performance. 	<p>REWARD</p> <ul style="list-style-type: none"> ● Analysis <ul style="list-style-type: none"> - Debrief: Hand storyboard template: Learning stairs ⁽¹⁾ / Identification and location of Dorothée's game tracks and destination on a map with hotspots. https://h5p.org/node/305226 ● Reflection (Google Forms) <ul style="list-style-type: none"> - Peer assessment : Rubric (Content ; Purpose ; Overall goal). - Self-assessment : Rubric (The group decide the way the team worked together – Time; Collaboration; Autonomy and Responsibility; Tasks have been completed effectively). 	<p>10 min</p>

✓ Provide feedback.	Reward Super Detective badge - Badge Super Détective - Teams earn award badges when they achieve activities.	
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Blended and remote learning environments

Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?

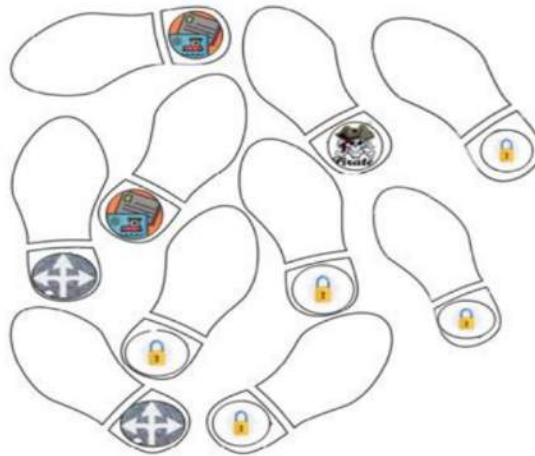
This activity can be adapted in both scenarios. In this lesson plan, Web 2.0 technologies create fun learning activities incorporating play mechanisms that encourage learning, but which also encourage pupils to learn in a positive and autonomous way. Activity Design is organised on a board presentation. Concepts can be acquired through videos, quizzes and games, and for contact points and feedback, there is an effective communication tool such as Padlet. However, for collaborative dynamic, a virtual collaboration tool for teams (WhatsApp, Zoom or Teams rooms for instance) should be added.

Other

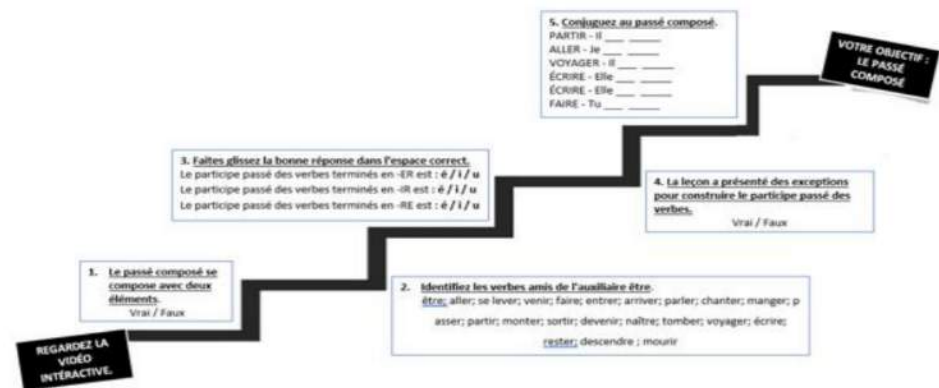
Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

(1) Hand storyboard template

CLUES



LEARNING STAIRS: LE PASSÉ COMPOSÉ



3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<ul style="list-style-type: none"> • Writing task individual Homework : <p>Dorothee’s trip description to the past tense (preparation, destination, itinerary, activities).</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Evaluation happens with:</p> <ul style="list-style-type: none"> - short-term goals by discovering clues and moving on in the game. - long-term goals by solving the challenge character's itinerary and destination. - post-hunt assessment with a writing task. - feedback. - peer and self assessments.

Author: Susana Silva

Country or region: Portugal

My Hero-My Idol

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>This activity(of 90 minutes) can be an online lesson, or a face to face lesson, using the computer room /the classroom and It can also be done as an outdoor activity.</p> <p>After the activities the students will develop their social skills: (communication skills, teamwork, empathy, increasing self-confidence) and their digital skills (working on various on-line platforms). The lesson will stimulate their critical thinking and creativity. Students will develop skills to identify behavioral patterns, necessary in everyday life, of authentic values, useful for their personal development.</p>
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<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower Secondary 12-16 years</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> ● 1. At home in online teaching- for EDU-LARP online using video conferences platforms as Zoom with digital backgrounds suitable to the play inspired from the story of "The Little Mermaid" ● 2. The classroom/ the computer room. The backgrounds for underwater, the sea shore and the castle's scenes can be projected with the video projector on the screen or on a white wall. Closing the curtains for a projection. 3. Outdoor for role -play LARP
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1 Literacy and creativity (learning active by role playing game) • Objective 2 Collaboration and teamwork • Objective 3. Critical thinking skills & problem solving • Objective 4. Computation thinking. Digital competences <ul style="list-style-type: none"> ● (To develop communication, critical thinking & problem solving skills of students by systematizing and organizing information on the character used as a model/idol) ● To develop students' creativity, learning active by role playing creating a version of the story using their own perspective ● To develop students' ability to describe characters by role playing and collaborate with other students to reconstruct the story. ● To provide practice in scanning a printed/electronic text for information and prove digital competences in using learning platforms and apps)
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● https://puzzlefactory.pl/ro/puzzle/joc/zana/123978-ariel-pe-barc%C4%83-Ariel-puzzle ● https://play.google.com/store/apps/details?id=com.roblox.client&hl=ro&gl=US ● https://app.asq.ro/#/test/-M6iGwAlUqQ2KUes9IP5-TEST-Farytales-QUIZ ● Using stories in the classroom student worksheet ● https://www.kidibot.ro/quizuri/ ● https://www.dramanotebook.com/drama-curriculum/scripts-for-kids/the-little-mermaid ● Ariel- the little Mermaid https://scratch.mit.edu/projects/455388590/ made by students ● The Little Mermaid by H.Ch.Andersen https://andersen.sdu.dk/moocfiles/littlemermaid.pdf

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Brainstorming Values line Debate-using guiding questions(GQ) Conversation	1.Introduction I.Discussion using brainstorming about the necessity of having or not an idol/model for their life. Do you think that the heroes from books or examples of personalities give you good life experiences or not? Students bring argument” for and against”. GQ: Do we need role models/ examples in order to have a qualitative life? What characteristic of your favorite personality/ hero/ character do you admire and think you could get? Why did you choose this quality/skill/ability? Teacher concludes the results by making a graphic of the values line (for-, against- neutral, on the whiteboard and shares on Zoom video conference to the students, or on the flipchart/ blackboard-in the classroom).	10 minutes
	II.A conversation about the story "The Little Mermaid" using guiding questions Teacher checks-out if all students already read the story: "The Little Mermaid", and know the biography Hans Christian Andersen.. Students choose a character from this story. 1. Are they the main or secondary character of the story? 2. What do they look like? How old are they? What physical and moral qualities do they have? 3. Where do they live? Are they a water creature? 4. How do they interact with the other characters? 5. What do you think about yourself compared to your favourite character ? 6. What do the other characters think about your favourite character? 7. What is your opinion about this favorite character? Is it a positive or a negative one? 8. Would you like to be "in the shoes" of your favorite character? 9. What quality of this character do you like and would you like to have?	15 minutes
	III. Using critical thinking: What would you change about this story?	5 minutes

"5 minutes essay"	Do you like the ending from the story of H.Ch. Andersen or the happy-ending from the adapted Disney film?	40 min
EDULARP/Role play- organizing	<p>2. Game: role-play /LARP</p> <p>Teacher start by distributing students (in online, or in the classroom) in different types of characters: the Little Mermaid, Ondine, Sea King Triton, Sea King's Mother, Sea Princesses, the octopus, prince Eric, Chorus (5-10)</p> <p>Coralia, Miranda, Ondine, Sabrina, Oceana, Adella, Fish (2-5), Prince, Sea Witch Ursula</p>	3 min
Digital game- puzzle	<p>If 2 or more students want the main role of the Little Mermaid, they have to play a digital game. For example: the first student that solve the Ariel – puzzle will receive the role:</p> <p>https://puzzlefactory.pl/ro/puzzle/joc/zana/123978-ariel-pe-barc%C4%83</p>	5 min
Making digital story, short movie animation Filling in the LARP work sheet	<p>Teacher gives/ sends in private chat -in online lessons on Zoom, to the students a LARP scenario for each character and tells each student a little secret about their characters and tell them not to share it with the others.</p> <p>Students also, can create the digital story on Roblox.com a short movie for "The Little Mermaid" adding to their characters their real voices:</p> <p>https://play.google.com/store/apps/details?id=com.roblox.client&hl=ro&gl=US</p> <p>Or they can made an animation on the Scratch.mit.edu Ariel- the little Mermaid:</p> <p>https://scratch.mit.edu/projects/455388590/</p> <p>Example: LARP –scenario. Role play. In "in the shoes" of my favorite character The Little Mermaid Hello! Nice to meet you. Let me introduce myself .</p> <ol style="list-style-type: none"> 1. My name is ARIEL 2. My father isTriton the God Protector of the Sea 3. My nickname isThe Little Mermaid 4. I'm years old..... .15 5. My friends are..... 6. I'm feeling..... 7. My hair is 9. I live in 8. I'm from 10. I want toevery day. 11. but I don't want to..... 12. I have ,..... but I don't have any 13. My favorite is, but I don't like 14. OnI usually 	15 min

Discussion	Teacher separates the students in 2 different chambers on Zoom / or in the 2 different groups in the classroom. The first are "The Little Mermaid's friends", and the second group is for " –"The Little Mermaid's Non - friends". Students propose and decide the end of the story in their group.	5 min
Negotiation	The 2 groups have to negotiate one of the variants of ending of the story that they have to play	5 min
Role play	After the discussions in chambers, the teacher brings back together the 2 groups in the main group and asks them to give the variant for the ending of the story and to play their roles.	25 min
Systematic observation	The teacher evaluates students using verbal appreciation and systematic observation during the entire activity	2 min
Verbal appreciation	Debriefing discussion. After the role-play, every student has to give a feedback of the activities by drawing or sending an emoticon on the classroom on-line group/or on a post-it on the flipchart in the classroom (the post-its can be organized in the shape of a tree or a big heart).	
Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
<p>YES. The activity can be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching) Face to face or in synchronous on-line learning. PC/smartphone/tablet/laptop internet connection, Zoom programme and account on Google/ an email address to access on-line platforms such as Edus.ro or Google Classroom and others, and using a lot of apps.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Homework</p> <p>Choose one of these:</p> <ol style="list-style-type: none"> 1. To solve the crossword about the Little Mermaid; https://www.dltk-teach.com/rhymes/little-mermaid/cross-word.htm 2. or to watch: The Little Mermaid Fairy Tales Musical + Compilation PINKFONG Story Time for Children https://www.youtube.com/watch?v=AuAPUmfT_XA&list=PL8sy90-_Z39_NRUQU9kpUuVbborH-49IQ&index=40&t=0s or: Ariel the Little Mermaid Disney Princess story played in a Roblox Royale High roleplay (a Roblox short movie!) https://www.youtube.com/watch?v=K16BnRwEt8c&list=RDCMUCNmQCKo35ACnJkJavKG0C3A&start_radio=1&t=103 3. or to create an interactive stories/ games/ and animations inspired by The Little Mermaid on https://scratch.mit.edu/projects/455388590/
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Students can send on the Zoom chat/or post on the classroom Facebook group - in the online meetings for lessons/or write emoticons on the post-it and put them on the flipchart in the classroom, in face to face lessons</p>

Author: Marilena Radu

Country or region: Romania

Big Mistakes on the Web

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>This activity aims to achieve different goals related to online Safety and mistakes young people do online</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Level of school: Lower Secondary School - Age of students: 12-13</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • In a Classroom with projector and Interactive White Board, wifi and laptop computer, speakers. Students will work in groups so the desks are moved to create four/five working stations • Students will use their own devices or tablets and laptops of the school.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objectives: <ul style="list-style-type: none"> · Understanding online mistakes · Problems of Social Networks · Cyberbullying: dos and don'ts · Online Safety Positive Digital Footprint ● Outcomes: <ul style="list-style-type: none"> · Identify Online mistakes and risks of the net · Classify Dos and don'ts How to behave online · Demonstrate The risks of being online without knowing terms and conditions · Analyse Different kinds of behaviour - How to create a Positive Digital Footprint · Give arguments for and against Debate about pros and cons of being online · Give feedback Using a Self-Evaluation Rubric and SWOT Analysis
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● A video about Dos and Don'ts on the web: https://youtu.be/u0lk3tremKM ● SWOT Analysis Template: https://drive.google.com/open?id=1UtMw9oBHlfDHj3e8hEbPKKyO8awC5TPy ● A video about Digital Footprint: https://youtu.be/zIM-YuUQ3Ms ● A text about Digital Footprint: ● http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/your-digital-footprint ● Social Media vs Reality: https://youtu.be/OEFHbruKEmw

2. Developing the Lesson Plan

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Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

Watching a short video and taking notes Discussion on the topic	Social Networking: Introducing Social networking and "Dos and Don'ts" when being online Discussion about social networks and which dangers there could be	15 min
Collaborative activities in groups	Staying Safe Online: Students will work in small groups (2-3) to talk about experiences they have had and they want to share or possible problems and dangers they could experience online The Teacher will moderate and help.	20 min
Production of digital materials	Students of the groups will create posters or digital products by using laptops and tablets to show their ideas or tell their experiences to the class.	40 min
Debate	Pros and Cons of the Web: Students will discuss and investigate Pros and Cons of the Web and e-Safety. It could be a sort of DEBATE between students who are pro social networks and the ones who are against, by showing: - aims - importance - dangers of being online as active users.	30 min
Assessment	Assessment will be through a S.W.O.T. Analysis It is a personal and important topic for each student, so the aim of the activity is understanding dangers and problems they can have online. So the best way to assess products and ideas after the debate is to have clearer ideas about what to do in the future and awareness. Students will discuss strengths and weaknesses of Social Networking and which is the right way to behave online.	20 min
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>I think this activity can be easily replicated in a blended learning environment by using the same tools.</p>		

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

This topic can be used by teachers for eSafety days. This is a really interesting topic for students because it is a reflection on their own behaviours and it is a real task.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Positive Digital Footprint: watching videos as a reflections on students own behaviours</p> <p>Students will watch a video to understand what a Digital Footprint is and how it can influence their life, not only online.</p> <p>Students will reflect on the video: Social Network vs Real life to understand if they are doing the same mistakes</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Written test</p> <p>Reading and comprehension on how to create a positive Digital Footprint. Reading a text and completing exercises about Dos and Don'ts for a positive Digital Footprint. It could be a final test.</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Other tips on my online Lesson Plan: <https://www.pearltrees.com/emilianarufo/cyberbullying-footprint/id18816322>.

Author: Emiliana Rufo

Country or region: Italy

Ancient Egypt Magazine

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>topic: Ancient Egypt aim of the lesson: gather information about Ancient Egypt through collaboration materials needed: mobile phones / tablets / laptops / computers with Internet access</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Lower Secondary Education (14-15 years old)</p>

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • This lesson can take place in any classroom where there is enough space for 5 different groups. • In the lesson we have 5 groups, so we need to have 5 workstations
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1 Learners will gain basic knowledge about Ancient Egyptian life by collecting and highlighting information from given sources • Objective 2 Learners will practise explaining facts and finding reasons behind facts practise collaboration by writing an article in Groups • Objective 3 Learners will improve their communication skills by writing an article • Objective 4 Learners will practise collaboration by writing an article in Groups
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • mobile phones / tablets / laptops / computers with Internet access

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

warmer / lead-in activity	<p>brainstorming on Ancient Egypt to get to know the students' (Ss) previous knowledge of Ancient Egypt - individual activity followed by a class discussion</p> <ol style="list-style-type: none"> 1. Teacher (T) asks Ss to think of 3 words in connection with Ancient Egypt 2. Ss submit their ideas here: www.menti.com code: 292125; a word cloud will be generated automatically from the words that the Ss have submitted 3. Ss may bring up words such as mummies, pharaohs, pyramids, etc.; during the discussion of the words T should encourage Ss to elaborate as much as possible on any of the topics that Ss have mentioned in the word cloud. 	5 min
discussion - leading in the main concepts	<p>Anagrams to practice the most important vocabulary items in connection with Ancient Egyptian history - individual work / pair work</p> <ol style="list-style-type: none"> 1. T asks Ss to go to the following link: https://wordwall.net/hu/resource/7832516 2. Here Ss have to solve some anagrams which refer to the most important concepts in connection with Ancient Egyptian history. Pictures help the students to find the correct expressions. vocabulary items listed in the anagram exercise: irrigation, River Nile, work organizer, scribe, pharaoh, pyramid, sarcophagus, mummy, polytheism, afterlife 	4 min
grouping the main concepts / practising new vocabulary group formation	<p>Grouping the vocabulary items into 5 categories – class activity</p> <ol style="list-style-type: none"> 1. Task the Ss to open the following link: https://padlet.com/knopfler_szilvia/zawg69yarmfgap9v 2. Ss have to group the 10 words from the previous exercises under the correct headings (headings are the following: Geography and Economy; Political Life; Religion; Mummification; Pyramid Building). They can move other Ss' post-its if they think that they are not under the correct heading. 3. During this activity, Ss can practice expressing their reasons why they put the words under a given heading. 4. These 5 headings will be the basis for the following group activity. T forms 5 groups (ideal group size: 3 or 4 students / group) (a tip for quick group formation: https://teach.classdojo.com; here in Toolkit there is an advance group maker in which T can tick Ss who shouldn't be in one group) 	3 min
collaborative activity - highlighting information	<p>Information gathering from online resources – group work The 5 groups are given different topics to collect information about.</p> <p>T gives the 5 topics that were mentioned as headings in the Padlet (https://padlet.com/knopfler_szilvia/zawg69yarmfgap9v) to different groups and gives them an online source to study. In groups the Ss read / watch their source and in the previous Padlet they collect the most important ideas from their online source about their own topic. 2Group 1's topic: Geography and Economy; their source: https://video.link/w/2Ur4b</p>	15 min

	<p>Group 2's topic: Political Life; their source: https://www.ducksters.com/history/ancient_egyptian_government.php Group 3's topic: Religion; their source: https://video.link/w/wms4b Group 4's topic: Mummification; their source: https://video.link/w/Lpt4b Group 5's topic: Pyramid Building; their source: https://www.ducksters.com/history/ancient_egyptian_pyramids.php While Ss study their source and collect their ideas in the Padlet in post-its under their own topic's headings, T monitors them and helps them with questions if it is needed</p>	
<p>collaborative activity - Writing a newspaper article</p>	<p>Group Work – writing an article</p> <ol style="list-style-type: none"> 1. T tells the Ss that they are going to make an Ancient Egyptian Special Edition for their school's magazine. T has to create a team before the lesson in www.canva.com. Within the Canva team T should create a magazine template in which the Groups can work and can write their articles. (my example: https://www.canva.com/design/DAEPGPRNI8w/xPjFyZ1llnnTQIWycN1Q/edit) 2. The 5 groups have to write articles about their own topic in the given page of the magazine in Canva. The groups can decide on the type of the article they would like to write (report, traveller's guide, interview, etc.). 3. The length of the articles should be 150 - 200 words. 	25 min
<p>collaborative activity -create an image to illustrate your report</p>	<p>Group Work – Image creation</p> <ol style="list-style-type: none"> 1. T asks students to create an image to illustrate their articles. 2. T gives some tips to the Ss by saying to make a photo collage or a word cloud. 3. My Ss use https://wordart.com/ for making word clouds and ShapeX-Collage (https://www.reasyze.com/shapex/) for photo collages. 4. Ss have to include their image into their article in Canva. 	10 min
<p>evaluation of the groups' work</p>	<ol style="list-style-type: none"> 1. T ask the Ss to read the 4 other articles in the magazine 2. Ss has to fill in an evaluation sheet on the 4 articles. (an example for the evaluation sheet: https://forms.office.com/Pages/ResponsePage.aspx?id=qVZW7MgO0K4E0QEK58QZ8101yS9565OpnW90SnYYQ9UME0yMTFQNTJIN0dJREwxWTNCS1pNNUFPVS4u) 3. T collects the answers from the Ss and then sends the Groups the overall opinion about their article 	15 min
<p>Homework</p>	<p>T tells the Ss that the Groups have to improve their articles using the data gained from the evaluation sheets.</p>	2 min
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two</i></p>		

learning environments can it be adapted, or both? Which tools and what preparations are necessary?

The lesson plan can be replicated both in a blended learning environment and in a remote learning scenario without any alterations.

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

It is important to give video links to learners that do not contain unwanted advertisements which are not suitable for children. That's why I always convert YouTube videos in the following website: <https://video.link/?src=syt> Here I can create safe video links with videos that won't contain distracting advertisements or rude comments.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>If some groups want to improve the quality of their article's content, they can visit the following sites: https://www.bbc.co.uk/bitesize/topics/zg87xnb https://www.nationalgeographic.org/topics/resource-library-ancient-egypt/?q=&page=1&per_page=25</p>
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>This part was included in my lesson plan.</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Other tips on my online Lesson Plan: <https://www.pearltrees.com/emilianarufocyperbullying-footprint/id18816322>.

Author: Salánkiné Knopfler Szilvia

Country or region: Hungary

The European Union

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The teacher's aim is that the students know the main facts of the training process of EEC, its main Institutions and how the EEC is present in the life of a citizen. The lessons help the students to become good European citizens who know the EEC policy (Europe's Union aim), and who are aware of social and cultural diversity (Awareness of self and other, identify , citizen, and pluricultural understanding). Tools used connected with activity: whiteboard; answer garden or Jam board; fun songs; YouTube; padlet ; flippity ; lap book; Kahoot.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>This activity is recommended for Lower Secondary (12-14 years). It is a CLIL lesson Level of language: A+</p>

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • We need a room with white board, internet connection and space to work in peer groups (workstations).
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<p>Objective 1: knowledge:</p> <ul style="list-style-type: none"> - Knowledge of the European continent: general, physical and political characteristics - Knowledge of what a state, a federation, an international body are What is EU and how it is connected with your life <p>(The teacher's aim is that the students know the main facts of the training process of EEC, its main Institutions and how the EEC is present in the life of a citizen).</p> <p>Objective 2 : interdisciplinarity; citizen competences; L2 development;</p> <ul style="list-style-type: none"> • The topic can be linked to the syllabus of other subjects, such as civic education, statistics, history . Another uplifting aim is to offer a new perspective to analyze the reality geographically, socially... The lessons help the students to become good European citizens who know the EEC policy (Europe's Union aim), and who are aware of social and cultural diversity (Awareness of self and other, identity , citizen, and pluricultural understanding). • Objective 3: skills and attitudes developed by activities proposed: cooperative learning, problem solving, creativity. • The topic is connected to the present time and it helps students to understand the complexity of modern society , particularly their continent and their state . Students can identify themselves in a democratic reality where a project of common intent is realized (lap book in group).
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Whiteboard with internet connection ; billboards; scissors; makers, exercise book...etc.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
CLIL LESSON LEVEL : A1 GEOGRAPHY- HISTORY -CIVICS	INTRODUCTION - Details and description I can identify curriculum requirements and learning aims in order to satisfy my students' needs including different levels of ability/learning process. I would start the lesson in an involving way, generally by brainstorming, by showing videos.I can be flexible when I am working on a lesson plan and I can respond better to the interests and needs of the learners. The evaluation skills will be done through a variety of methodologies, throughout the lessons. The content of the lesson will be anticipated by the teacher ; also some materials can be provided before it . I find it very important for me to be able to adjust time schedules when unforeseen situations occur, or to be able to plan further actions to correct failures and to fill the gaps "in itinere". If needed, glossaries can be added to the written sources.	Approximately, this UNIT takes about 17 hours
Learning Outcomes LOW LEVEL: List Exemplifying Show and tell Show and tell HIGH LEVEL: Check list Demonstration	LESSON PROCEDURE- Method Each lesson will focus on different skills and competences even if any of them can be used alone or together in the lesson. I 'll analyze the language demands of the subject lesson and then , I'll plan and prepare a language glossary to support my students. Some differentiating measures can be offered to the students with special needs by using additional worksheets ,videos, more time,worksheets adapted... I can, however , provide new materials and different contexts to my students in order to enhance their skills and encourage them to integrate the language learned into larger structures. At the end of every lesson or at the end of every small unit, we 'll try to summarise and to consolidate the outcomes with the whole class, for example with a poster , with a Padlet or jamboard...	

	<p>The homework assigned aims at consolidating the purpose stated (e.g :google quiz...).This can be differentiated (questioning , searching additional materials..).</p> <p>At the end of the Unit: a big game.This is a very gripping activity and it has proved to be a good type of assessment.</p> <p>Last but not least ,we need a big smile because “TOGETHER WE CAN !”</p>	
<p>Unit 1: 2 lessons</p> <p>Objective: To generate motivation and activate ideas, while I introduce a new topic</p>	<p>Lesson 1</p> <p>Introduction to our topic – warming activity</p> <p>Video :The Story of Syhai and Alex , Expo 2015- the main meaning of the EEC</p> <p>Activity: students must try to answer some questions orally...and then write the correct answer -</p> <p>Discussion about the meaning of this important concept</p> <p>- Summarise these tasks</p>	<p>Unit length : 1 hour</p>
	<p>Lesson 2</p> <p>GENERAL CONCEPTS:</p> <p>Discuss together and complete the conceptual map</p> <p>Objective:For students to confirm their vocabulary knowledge</p> <p>“Citizen and residents; the European continent”</p> <p>- song: www.funsongs.co.uk about UE</p> <p>Or: http://www.youtube.com – fun songs</p>	<p>Unit length : 1 hour</p>
<p>Unit 2: 5 lessons</p> <p>EU AND EUROPEAN CONTINENT</p>	<p>Lesson 1</p> <p>“How we can define the European Union by comparing it with the European Continent”.</p> <p>Activating prior knowledge-brainstorming, row discussion - Vell Diagram - Collecting observation-posters: PADLET</p> <p>- All countries and capitals of Europe in song; YOU TUBE- kids song Eu- THE COUNTRIES OF THE WORLD SONG</p> <p>Lesson 2</p> <p>“WHAT IS THE EUROPE CONTINENT”</p> <p>Come explore...Europe with Lonely Planet Kids - YouTube</p> <p>https://www.youtube.com/watch?v=Zs_DIdO_G1w</p> <p>Activity: complete the map</p> <p>Students have to summarize the main concepts and complete the map (mountains , rivers , capitals, languages.....)</p> <p>Lesson 3</p> <p>“The myth of the Europe ; etymology of the word” (Create a storytelling using SCRATCH)</p> <p>Lesson 4</p> <p>The flag of the Europe Union –The European Hymn</p>	<p>Unit 2: 3 lessons</p> <p>Unit length :5 hours</p>

	<p>- listen to ... How to learn the EUROPEAN FLAGS easily- VIDEO FOR KIDS: EUROPE Samu TV Kids Learning & Songs Lesson 5 GAME OF THE GOOLS - COMPETITIONS IN THE CLASSROOM WITH SCORES....Assessment</p>	
<p>Unit 3: 2 lessons Process of the European cooperation</p>	<p>Lesson 1 " HISTORY OF THE EUROPEAN COOPERATION PROCESS" - (timeline padlet...) Lesson 2 MAP: ACTIVITY; QUIZ GAME Objective: For Students to check their Knowledge- Assessment</p>	<p>Unit 3 Unit length :2 hours</p>
<p>Unit 4 The Eu and the European Treaties</p> <p>Checking the previous activity introducing with a map , the main aspects to summarise: - Classifying - Summarise - Exemplifying</p>	<p>Lesson 1 What is the Eu?"(Getting materials ready to begin) - Row discussion Summarise the main concepts (Jam board or using answer garden app) - The Countries of the World Song – Europe The History of Europe: Every Year - YouTube https://www.youtube.com/watch?v=UY9POQSxlnI This video shows the borders and populations of each country in Europe, for every year. Homework – Answer this question in written form: "What is Brexit? (Carrying out investigations)</p> <p>Lesson 2 "THE MAIN PURPOSE OF THE EUROPEAN TREATIES" - Activity: poster (padlet) - Getting materials ready to begin</p> <p>Lesson3 "THE MAIN EUROPEAN GOVERNING BODIES" The teacher helps to extract the relevant information to complete the conceptual map At home with the European institutions LINK:: - European Union - Institutions of EU</p>	<p>Unit length : 5 hours + 3 hours for final lapbook</p>

<p>Student practice: Reorganizer Reproduction Workbook Worksheet skimming</p>	<p>Lesson 4 Quiz using plikers or kahoot</p> <p>Lesson 5 Divide your class in groups; create a lapbook to sum up the main concepts and then present it to other students. (cooperative learning; problem solving, L2...)</p>	
<p>CLIL LESSON LEVEL : A1 GEOGRAPHY- HISTORY -CIVICS</p>	<p>INTRODUCTION - Details and description I can identify curriculum requirements and learning aims in order to satisfy my students' needs including different levels of ability/learning process. I would start the lesson in an involving way, generally by brainstorming, by showing videos.I can be flexible when I am working on a lesson plan and I can respond better to the interests and needs of the learners. The evaluation skills will be done through a variety of methodologies, throughout the lessons. The content of the lesson will be anticipated by the teacher ; also some materials can be provided before it . I find it very important for me to be able to adjust time schedules when unforeseen situations occur, or to be able to plan further actions to correct failures and to fill the gaps "in itinere". If needed, glossaries can be added to the written sources.</p>	<p>Approximately, this UNIT takes about 17 hours</p>
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>You can replicate the activity in a blended learning environment but you have to change the approach:</p>		
<p>In presence:</p>	<p>In dad:</p>	<p>online and offline teaching combined</p>
<p>textbooks or other reference books</p>	<p>links to videos or digital resources</p>	<p>quiz on line</p>
<p>supplementary notes</p>	<p>YouTube channels</p>	<p>Oral discussion</p>
<p>multimedia interactive whiteboard</p>	<p>electronic register board</p>	<p>multimedia work</p>
<p>group work</p>	<p>Classroom</p>	

links to videos or digital resources	Synchronous and asynchronous lesson with assignment of tasks	
Workshheet	Electronic Worksheet	
Learning maps	learning maps	

Other:

- Introducing the topic (teacher guidance, discussion allowing students to reflect) or referring to work done in previous lessons .
- Group discussion and debate - group and pair work .
- Open discussion, group discussion (peer assessment).
- Brainstorming: strategies to promote interaction and communication during the lesson in group or with all the class.
- Measuring time while the students discuss will push them to stay focused on activity At the end of the lesson, summarising what we have taught.
- Encourage weak learners to participate and choose them to explain and read the groups' written ideas.
- Reading short texts from the white board .
- Listening to and watching some videos.
- Open discussion, group discussion .
- Taking notes and expressing opinions in the written form.
- Working materials.
- Questions, debates.
- Less able learners can be given support adapted worksheets and fewer tasks (at home or in class).

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<ul style="list-style-type: none"> - Initially, I have chosen a film ("The story of Syhai and Alex, Expo 2015) to start the unit because it is uplifting, it helps to understand the Schumann's dream : TOGETHER WE CAN! - The Union Song - action song about the Europea Fun Songs Education <p>It is very funny , gripping and offers a good pronunciation of different European nations and nationalities</p> <ul style="list-style-type: none"> - Come explore...Europe with Lonely Planet Kids - YouTube <p>It is very easy and permits to understand the concept easily</p>
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	<ul style="list-style-type: none"> - http://ec.europa.eu/agriculture/teachers-pack -video n23 - The European Union Explained* CGP Grey <p>They are very clear to understand and help all students to learn better the concept</p> <ul style="list-style-type: none"> - The History of Europe: Every Year - YouTube ▶ 11:45 https://www.youtube.com/watch?v=UY9P0QSxlnI <p>This video shows the borders and populations of each country in Europe, for every year. "Citizen and residents; the European continent"</p> <ul style="list-style-type: none"> - song: www.funsongs.co.uk about UE <p>Or: http://www.youtube.com – fun songs</p> <ul style="list-style-type: none"> - All countries and capitals of Europe in song YOU TUBE- kids song Eu- THE COUNTRIES OF THE WORLD SONG "WHAT IS THE EUROPE CONTINENT" <p>Come explore...Europe with Lonely Planet Kids - YouTube https://www.youtube.com/watch?v=Zs_DldO_G1w How to learn the EUROPEAN FLAGS easily- VIDEO FOR KIDS: EUROPE Samu TV Kids Learning & Songs The European Union Explained* CGP Grey</p> <ul style="list-style-type: none"> - The Countries of the World Song – Europe The History of Europe: Every Year - YouTube https://www.youtube.com/watch?v=UY9P0QSxlnI <p>LINK- European Union - Institutions of EU</p> <p>EU Institutions in 5 minutes</p> <p>OTHER USEFUL LINKS: video UE – 3 A (AGRICULTURE, ALIMENTATION, ENVIRONMENT) da Kit for teachers : http://ec.europa.eu/agriculture/teachers-pack</p> <p>Sources:</p> <ul style="list-style-type: none"> - Web sites - European citizens are growing up-Olga Bombardelli, Lidia Santana , Eacea -"Handouts" proposal by Europe Direct Center - http://ec.europa.eu/agriculture/teachers-pack - Valentina Pezzi- percorsi Cill di Geografia, Rizzoli Education
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

Author: Amelia Torniero

Country or region: Italy

Probability Laws

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Axiomatic definition of probability</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>The student's age varies from 16 to 18 years (Upper secondary).</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • In the classroom. • This activity is best to be applied in a room with curtains for projection.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objective 1: Motivate students to learn mathematic; ● Objective 2: Calculate the probability of an event, associated with a random experience, applying the classic Laplace definition; ● Objective 3: Calculate probabilities using schemes; ● Objective 4: Know the axiomatic definition of probabilities; ● Objective 5: Apply the probability axioms;
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● Computer for the teacher; ● Smartphones for each student; ● Black/white board (can be an app that simulate whiteboard); ● A video projector and a screen for the projection; ● An internet connection.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
An activity on the geogebra	Students enter in the geogebra classroom where there is ana activity: https://www.geogebra.org/m/c29bmqau . Because students are in the geogebra classroom, I can project the screen of each student and share with all students.	30 min
Game	The project https://scratch.mit.edu/projects/453103979 will be for students to practice in a funny way.	15 min

Powerpoint	At the end of the class, the teacher uses a powerpoint to resume all the probability laws.	5 min
Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i>		
You can apply this activity on remote learning or in the classroom.		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i>	
Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i>	You can make another activity in the geogebra classroom for students to respond to more complex exercises.

Author: Anabela Costa

Country or region: Coimbra

We Schedule Recycling

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The objective of the activity is to make students aware of the need to move towards a sustainable society, based on respect for the environment. Developing a recycling culture based on a circular economy in which the rule of the three R's (reduce, reuse, recycle) is something natural.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>The activity is aimed at primary education (6 to 12 years) focusing on the highest courses (10 to 12 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • The activity will take place in the classroom and at home. In the classroom we need to have spaces free of objects since we will make groups of 4 students and we will put the tables together to have a wide base to deploy the kits, computer and assembly area. The students are distributed around the workplace, dividing up the different roles and will have their devices to write down in their recycling diaries. At home they will have to complete the journal on the group's collaborative notes blog.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ol style="list-style-type: none"> 1- Know and recognize different wastes and be able to reuse them in a creative way to give them a second chance. 2- Reflect and research on the circular economy and act accordingly by informing those around us of the possibilities and consequences of our actions. 3- Design a prototype that depends on the physical properties of an object (shape, size, color ...) and can classify them for later classification. 4- Present the conclusions and show the final prototype to the classmates and extrapolate the conclusions of the investigation to the closest environment. Providing solutions and benefits.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • We need a WeDo 2.0 Kit for every two students. As this is very difficult it can be adapted to 1 kit for every 4-5 students. A device is also needed to perform the prototype programming. • The students need to have a computer at home to write the Recycler's diary, in which they will show the evidence of their learning. Although this could be replaced by a normal notebook, losing the possibility of collaboration with the group mates. • https://education.lego.com/en-us/lessons/wedo-2-science/sort-to-recycle/student-worksheet

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

This project is part of the activities aimed at working on the Sustainable Development Goals of the 2030 agenda. Although we do it by incorporating robotics as a final product, to increase motivation, it could be replicated by seeking the creativity of the students to develop prototypes with recycled materials.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

<p>To start the project, we will brainstorm what the students already know. To incorporate some innovation we would use mentimeter. You can do a traditional brainstorming or simply use a template with three sections.</p> <p>1.- What. 2nd.- What do I want to learn? 3rd.- What have I learned. (as evaluation). https://www.menti.com/b_rydfdht92</p>	<p>MOTIVATION PHASE It would start with an alert message. With an alarm sound or pictures https://youtu.be/lhi5dRsr0dE And an important phrase that students will have to work on. "The Earth is a loan from our children so that we can take care of it." Then individually on their computer they will enter the application by typing mentimeter and enter the code. 40 71 19 4 (this code lasts seven days so it may not be operational) https://www.menti.com This is what the students would initially see https://educajcyl-my.sharepoint.com/:i:/g/personal/fjdelgado_educa_jcyl_es/Eaqewt18p9Gv9sDCUuRY7EBt3NRXEGDOTIJUPC3sOOpeg?e=aZeOCp https://educajcyl-my.sharepoint.com/:i:/g/personal/fjdelgado_educa_jcyl_es/ETq17eQdyE1Bn2PCwedKMn4BzZzv9j0DnwISFrDbxITsw?e=Zqy03Y Starting from these first ideas of the students, we will focus the project and direct it towards the final objective.</p>	<p>25 min</p>
<p>Then we will show you a motivational video that shows the importance of recycling and maintaining a circular economy, to be consistent with the rule of the 3 r's (recycle, reuse and reduce)</p>	<p>EXPLORE PHASE To make students aware of the need to recycle, we will show them some videos on which they will reflect in groups of 4 or 5 students. This reflection will be recorded in the recycler's diary that is on his Notes Blog. Link only available with permission https://educajcyl.sharepoint.com/:o:/s/PIEEXPLORA20182019/ErNszp0OKMhBuoJ0vD_PpbsB3U7F2AcFmCEOpNjC4F3MBQ?e=W0Ne7S</p> <p>Example blog notes for the project. https://educajcyl-my.sharepoint.com/:i:/g/personal/fjdelgado_educa_jcyl_es/EYTcgqQIZ7NHtJgXZnS2kyYBNRsdMAoaxcPsdu8N8t7Wsg?e=vlarEg https://youtu.be/M3z-YPsumOw https://youtu.be/cvakvfXi0KE</p>	<p>25 min</p>
<p>Once the students have reflected on the need to take care of the planet and the risks we run if we do not act quickly, we will carry out a motivational activity in which they will have to color a card with containers, once colored we use augmented reality devices, in this case we will use the Chromville app (Tablet, mobile)</p>	<p>In the second session the students are already divided into groups of 4 - 5. We begin the session by reading the conclusions of the recycler's diary. https://chromville.com/chromvillescience/planetearth/ And to increase motivation in the project, we give them an augmented reality card, which once colored will become a recycling game, in which they will have to select the containers and garbage in their containers. We will end the session by completing the work done in the recycler's diary, referring to the rule of the three R's and the different materials and containers. https://youtu.be/JPOocS4iY2Y</p>	

Powerpoint	At the end of the class, the teacher uses a powerpoint to resume all the probability laws.	5 min
Once the students have reflected on the need to take care of the planet and the risks we run if we do not act quickly, we will carry out a motivational activity in which they will have to color a card with containers, once colored we use augmented reality devices, in this case we will use the Chromville app (Tablet, mobile)	In the second session the students are already divided into groups of 4 - 5. We begin the session by reading the conclusions of the recycler's diary. https://chromville.com/chromvillescience/planetearth/ And to increase motivation in the project, we give them an augmented reality card, which once colored will become a recycling game, in which they will have to select the containers and garbage in their containers. We will end the session by completing the work done in the recycler's diary, referring to the rule of the three R's and the different materials and containers. https://youtu.be/JPOocS4iY2Y	50 min
When the students have done their research and have a clear idea about recycling we introduce the Lego WeDo 2.0 Kit and we will focus on recycling project 8.	<p>CREATION PHASE</p> <p>The students are divided into groups of 4 and within each group different roles are distributed: engineer, builder, supervisor and secretary, although in practice they change. Each group of 4 has a kit consisting of a briefcase and a computer, in addition the secretary will have another computer or a notebook where they will record the process and the agreements they reach, the difficulties they encounter, how they solve them, if they have achieved the objective and if there are possible improvements to be made.</p> <p>Once the teacher has started this process, he only has to check that everyone fulfills their function and that the projects evolve, with the recycler's diary of each group, he will be able to check how the different groups are working and the work dynamics of each one, being able to correct things that are not right directly in the notes blog.</p> <p>https://education.lego.com/en-us/lessons/wedo-2-science/sort-to-recycle#1-preparation Students will begin building the recycling truck by following the instructions provided. Once built, they will perform the basic programming of the program.</p> <p>Once construction and programming are verified to be working, students will test the truck's utility and show it to other students.</p> <p>To end the session, students will complete the recycler's diary and propose possible improvements in both the design and the programming.</p>	55 min
Depending on the level of the students and their involvement in the project, we can include this phase or skip it, it is optional.	<p>CONTINUE WITH CREATION PHASE (OPTIONAL):</p> <p>In this session we will try to let the creativity of the students fly and advance in their own designs regardless of the final result. The objective is for them to explore the different possibilities they have found and hit. Without forgetting that the fundamental objective is to work on the Sustainable Development Goals. (recycling) So it is very important to document all of them in the Recycler's journal.</p>	55 min

<p>We finished the recycling project showing the final product, although the students have already been seeing how the prototypes of their classmates evolved, in this phase the students make an exhibition of the process carried out.</p>	<p>SHARE PHASE We will make sure students document their prototypes, noting what works and what doesn't, and explain what kinds of design challenges they have had to face in their Recycler journal. In this phase the students will show their progress and explain the process carried out throughout the process. Students will share their experiences in different ways, with interactive presentations, such as Genially, Power Point or simply by showing the journal from the Notes Blog. The projects will end with a final reflection and a commitment to trying to find a sustainable and environmentally friendly life.</p>	<p>55 min</p>
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Blended and remote learning environments

Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?

The project is designed for a mixed learning environment since collaborative work and confrontation of ideas is very important. But it is not ruled out that it can be carried out in an online learning environment, since from the first moment in brainstorming, we can do it online. After, except for the actual construction of the prototype, which is the most striking thing, everything else can be done collaboratively online by each student from their home and the teacher supervising everything, since they are within a safe learning environment, where everyone can step in and contribute. Regardless of the environment in which we move, we would both need the same, a secure environment that in this case Office 365 with ONE NOTE provides, where each student has their passwords, internet and a device (mobile, tablet, computer).

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Although it seems strange, there are more and more students who at home have a robotics kit that could help us to carry out the project. The construction of the prototype with Lego pieces is due to the manageability of the product, but in the case of not having any robotics kit we could propose the realization of a prototype with recycled material. The project would continue to be maintained and the Sustainable Development Goals would be worked on in the same way, the only thing that is lost in the programming and robotics work.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>To carry out this project, the students will have the support of a lot of material that the company ECOEMBES provides us through its website for teachers https://www.naturalizaeducacion.org/actividades/ where they can find information, activities and different projects, both for this task and for the application in their closest environment.</p>
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

The evaluation will be carried out throughout the process, by evaluating the Recycler's diary and the contributions of each team member, the involvement and the material provided will be valued, not taking into account the final prototype, since what we are looking for is the environmental awareness work and the prototype is the excuse to achieve it.

We will value the presentation of the group and we will help ourselves with the evaluation rubric

<https://educajcyl>

my.sharepoint.com/:b:/g/personal/fjdelgado_educa_jcyl_es/EZfagtfnNGhIvCcG_3L2CyMBCN896FpoS7wzSzkMJVSbA?e=34mih6

Author: Francisco José Delgado Cecilia

Country or region: Spain

Gamification in teaching: escape room and financial literacy

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>How to combine play and financial literacy in an interesting way? Financial literacy is a key life skill. But how much do today's teens know about the value of money, attitudes toward money, savings, and other financial concepts? We will discover this using Google forms to create an escape room.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper Secondary (16- 19)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • The activity can also take place in the classroom, computer room, at home. We will hold it in the classroom. Students need a smartphone, tablet or laptop and an internet connection.

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • The student will be able to calculate the basic elements of an interest bill • By solving escape room students develop 21st century skills: creativity, collaboration, critical thinking and communication • They also develop financial literacy • They develop an attitude towards money, savings; • They realize the value of money
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Materials needed for the lesson are: smartphone, tablet or laptop, internet connection, paper, pen, online Python editor: https://www.programiz.com/python-programming/online-compiler/

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Read/Watch/Listen	The teacher will present a short video https://www.youtube.com/watch?v=nYnbapB5YI8 , which talks about gamification in teaching. Teacher asks questions about what is the video about? How much do we know about gamification? Do we use it in teaching? What is the purpose of gamification in teaching? Can we give an example of gamification in teaching? In order to engage as many students as possible, the teacher will ask open-ended questions, encouraging students to answer.	20'
Read/Watch/Listen	The teacher will present a short video https://www.youtube.com/watch?v=Rc9DyJLlqXE , which talks about financial literacy. Teacher asks questions: what is the video about? How much do we know about money? Do we use some form of savings? What is the purpose of saving? Can we give an	15'

	example of saving from everyday life? In order to engage as many students as possible, the teacher will ask open-ended questions, encouraging students to answer.	
Listen/Discuss	The teacher presents the task to the students, to solve the escape room. If they solve all the puzzles they will discover the gift. Students must carefully write down the solutions to the puzzles because they will need them for the final code. Students ask questions related to the escape room.	10'
Practice	Students solve escape room: https://forms.gle/XNA3ZhDWWHJLJimEA Escape room solutions: https://drive.google.com/file/d/1h4WERc8C17sdDkslBJw6b5SvyMHAERI/view?usp=sharing	20'
Discuss	After solving the escape room, the students and the teacher discuss this activity.	10'
Practice	Students solve the European money quiz on their own. It is a competition in financial literacy for students aged 13-15 and is organized every year. https://www.youtube.com/watch?v=VFVPOQ1oQ8I Quiz: https://www.ebf.eu/europeanmoneyquiz/practice/	10'
Discuss/Practice	After completing the activities, students give feedback to the teacher by solving the evaluation list. https://forms.gle/ie3UZdhg5vneJssVZ	10'
Discuss	Lesson Conclusion: The teacher will ask students for discussion with encouraging questions - what have they learned? What surprised them? Why do they think so? What are the differences and similarities between the topics? He will perform this last exercise by writing to each student: 1 new thing he has learned, 1 surprising thing, 1 similarity and 1 difference. Students will read their friends 'notes.	15'
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
Activity can be customized for both models. You need a smartphone, tablet, laptop and internet connection.		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>-----</p>
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Evaluation can also be done by solving a quiz in the Wizer https://wizer.me tool or via this evaluation sheet: https://drive.google.com/file/d/1YoNv_SqQ0HYZen651vHVLN-ZwQ7yu1V5/view?usp=sharing</p>

Author: Snježana Damjanović

Country or region: Bosnia and Herzegovina

Descriptive Statistics: Air Quality Index: Box and whisker plot (1) and Bar Graphs (2)

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>A "box and whisker plot" and a bar graph display visual distributions of data. It is useful to compare data sets of quantitative (1) and qualitative (2) variables as air quality index (AQI) and dominant pollutants, related to human health.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper Secondary (16 to 18/19 years). This activity is designed for students attending health technical and vocational courses.</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>Locations at school</p> <ul style="list-style-type: none"> ○ Playground. ○ The classroom with computers (each student has their own computer). ○ School entrance (dashboard) <p>Virtual learning environment: Twinspace</p>

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<p>At the end of the lesson, students will be able</p> <ul style="list-style-type: none"> ● Objective 1: To define and describe the International Quality Index (AQI), the dominant pollutant and their impact on health. ● Objective 2: To gather air quality index (AQI) data on a spreadsheet as Excel and create a box and whisker plot. ● Objective 3: To develop a critical understanding of the information that a boxplot displays relevant to AQI and dominant pollutants in a location (cities of the eTwinning project). Minimum, Maximum, outliers, Median, Average, Quartiles (first Q1, second Q2, third Q3 and fourth Q4) and interquartile range (Q3-Q1) ● Objective 4: To analyse data sets related to air quality and health from their own city and other eTwinners' cities in the project. ● Objective 4: To research, critically think, present information with a video tutorial per team and virtual exhibition of videos on Moodle and Twinspace. ● Objective 5: To boost autonomy and responsibility when students are asked to gather information about AQI two weeks before the lesson starts.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● Computer with camera and microphone, Excel spreadsheet, internet, Google Meets, Moodle (as support virtual learning environment of the subject) and a free, fun, and easy to use video creator app like https://screencast-o-matic.com/login ● Virtual dashboard: Padlet https://padlet.com/ to share posters of the wander wall, final products presentations, videos, graphs, pictures of the molecules... ● Virtual space to share their thoughts about the wonder wall. https://answer garden.ch/ <ul style="list-style-type: none"> ● QR codes of interactive activities with learning apps IT tool: https://learningapps.org/ ● Printer and printed posters about air pollution (WHO information) ● Mobile phone with AQI app. http://pollution-alert.com/ ● Mobile phone with camera ● Coloured sheets and pencils ● Recycled materials to build some air pollutant structures. ● Traffic light, to visualize that help is needed (visual and easy students' feed-back) ● Digital products created with https://www.canva.com/en_gb/, https://www.genial.ly/en and https://piktochart.com/

2. Developing the Lesson Plan

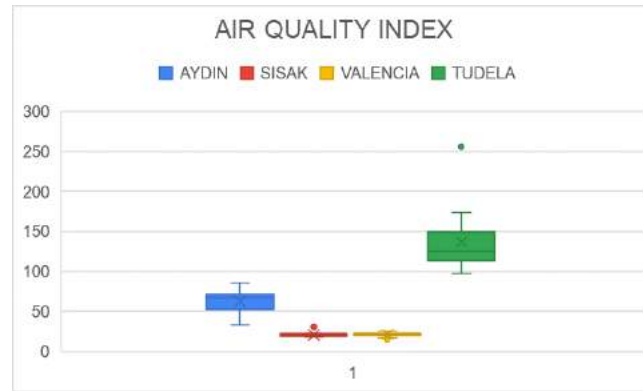
In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	<p>Details and description</p> <p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p>Time</p> <p><i>Approximately, how long does this part of the lesson plan take?</i></p>
<p>Inquiry based learning (IBL)</p>	<p>The purpose of this lesson plan is to investigate the Air Quality Index (AQI) and the dominant pollutants in the cities of the eTwinning project.</p> <p>Students will control, gather, analyse, and display information about within an IBL approach.</p> <p>Inquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Learners are encouraged to research, explore the materials, ask questions, find scientific responses, and share information of their results and conclusions. This IBL lesson allows students to build knowledge through exploration, research, experience, discussion, discussion, and dissemination. This lesson is simultaneously taught in four cities of three countries of eTwinning project: Sisak (Croatia), Aydin (Turkey), Tudela and Valencia (Spain).</p>	
<p>Warming activity (ice breaker activity): Wonder wall</p>	<p>Posters and driving questions are shared on a virtual dashboard with padlet:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="663 821 1153 1184"> <p>Where does air pollution come from?</p> <p>Air pollution is gases or particles that can harm our health. NADA is a NADA project that will study the health impacts of the air pollution that comes from particles (called particulate matter or PM). PM is produced by various natural events and human activities, each of which creates different types.</p> <ul style="list-style-type: none"> Volcanoes: Volcanic eruptions are one source of sulfate particles, though their overall contribution is small. Traffic: Car exhausts and black carbon and organic carbon particles to the atmosphere. Power: Power generation creates a variety of different types of particles, especially sulfates. Fire: Wildfires and residential and agricultural burning produce black and organic carbon and nitrate particles. Agriculture: Farming processes invertebrate particles from termites and can also kick up dust. Dust storms: The dust that can cover the sky in desert areas is made up of tiny pieces of rock. </div> <div data-bbox="1191 821 1682 1184"> <p>How can air pollution affect our health?</p> <p>Particulate matter air pollution has been shown (through a branch of scientific study called epidemiology) to increase our risk of experiencing the following health problems:</p> <ol style="list-style-type: none"> Stroke: a reduction in blood flow to the brain, which can be fatal if not treated right away. Heart disease, meaning a reduction in blood flow to the heart, which increases the risk of heart attack and stroke. Heart attack: a very dangerous condition where part or all of the heart muscle is deprived of oxygen. Lung cancer: one of the most common and deadly forms of cancer. Problems during pregnancy, including pre-term delivery, low birth weight and other issues. Lower respiratory infections, including pneumonia, some types of flu, and bronchitis. Chronic obstructive pulmonary disease, or COPD, meaning a reduction in the amount of air going in and out of the lungs. </div> </div>	

<p>Driving question</p>	<p>Do you know the air we breathe? They can draw a poster with the driving lessons to share on the school entrance or on the class board.</p>	
<p>Initial debate</p>	<p>To discover and motion students' background knowledge about air pollution To foster students' research skills Students register their thoughts with short statements on a brainstorming virtual space . https://answer garden.ch/</p>	

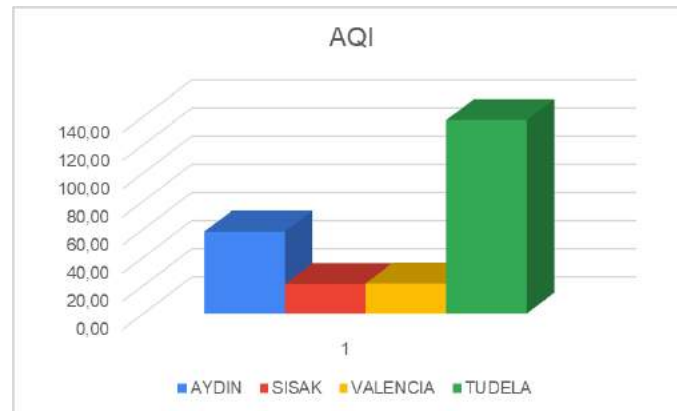
<p>Groups</p>	<p>International teams. On each team will be participants of four cities in the project.</p>						
<p>Students visual feedback Students show if some of the teammates need help and students who will show green lights can help students with red light in order to motivate cooperation and help.</p> <p>Learning form mistakes is also welcome and awarded with positive grades.</p>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>Lesson: Topic:</p> <p>Student's Name: _____</p> <p>RATING YOUR UNDERSTANDING</p> <p>LEARNING OBJECTIVES</p> <p>It is a good point to learn form mistakes and help my classmates</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid red; padding: 2px; width: 40%;">Topic</div> <div style="border: 1px solid yellow; padding: 2px; width: 40%;">Topic</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid blue; padding: 2px; width: 40%;">Topic</div> <div style="border: 1px solid green; padding: 2px; width: 40%;">Topic</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid pink; padding: 2px; width: 40%;">Topic</div> <div style="border: 1px solid cyan; padding: 2px; width: 40%;">Topic</div> </div> </div> </div> <div style="margin-left: 20px;"> <p>Name:</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: red; border-radius: 50%; margin-right: 10px;"></div> <p>Idon't really understand and need someone to help me</p> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: orange; border-radius: 50%; margin-right: 10px;"></div> <p>I think I understand what to do but need more practice</p> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: green; border-radius: 50%; margin-right: 10px;"></div> <p>I understand what to do and can do it on my own</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> </div> </div>						
<p>Research (Structured Inquiry Based Learning)</p>	<p>Students gather information about AQI in four cities:</p> <p>Sisak: https://aqicn.org/city/croatia/sisak-1 Tudela: https://aqicn.org/city/croatia/sisak-1 Aydin: https://aqicn.org/city/turkey/ege/aydin Valencia: https://aqicn.org/city/spain/valencia/valencia/politecnio/</p> <p>Students gather information about AQI and dominant pollutant on an Excel spreadsheet</p> <p>In rows: students will save AQI (each row a day of data set) In columns: Students will save cities' names</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ADD8E6;">Control day</td> <td>AYDIN</td> <td>SISAK</td> <td>VALENCIA</td> <td>TUDELA</td> </tr> </table>	Control day	AYDIN	SISAK	VALENCIA	TUDELA	
Control day	AYDIN	SISAK	VALENCIA	TUDELA			

	1	1	22	22	114
	2	86	20	15	140
	3	75	21	23	125
	4	70	20	20	256
	5	33	23	17	125
	6	60	31	19	99
	7	68	19	23	98
	8	53	20	22	97
	9	60	19	26	119
	10	73	18	25	125
	11	40	21	22	125
	12	53	20	24	150
	13	68	18	20	174
	14	71	22	22	142
	15	60	19	20	172
	Average	58,07	20,87	21,33	137,40
	<p>The teacher will ask students to gather data during 2 weeks before the lesson starts in order to have enough data (sample size=15) to work with.</p>				
Box and whisker plot (Guided Inquiry Based Learning)	<p>On an excel spreadsheet, select columns with cities and the rows with 15 days of AQI control and insert box and whisker plot to visually compare results with only one graph where 4 box and whisker plots are shown together.</p>				



Bar graph
(Guided Inquiry Based Learning)

Average of AQI



Dominant pollutant absolute frequency

<p>Dominant pollutant Absolute frequency bar graph. (Guided Inquiry Based Learning)</p>	<p style="text-align: center;">DOMINANT POLLUTANT. 20-10-2020 Statistics Day</p> <table border="1"> <thead> <tr> <th>Pollutant</th> <th>Absolute Frequency</th> </tr> </thead> <tbody> <tr> <td>NO2 (ppb)</td> <td>1</td> </tr> <tr> <td>Ozone (ppb)</td> <td>2</td> </tr> <tr> <td>PM10 (µg/m3)</td> <td>4</td> </tr> <tr> <td>PM2.5 (µg/m3) blanco</td> <td>4</td> </tr> </tbody> </table>	Pollutant	Absolute Frequency	NO2 (ppb)	1	Ozone (ppb)	2	PM10 (µg/m3)	4	PM2.5 (µg/m3) blanco	4	
Pollutant	Absolute Frequency											
NO2 (ppb)	1											
Ozone (ppb)	2											
PM10 (µg/m3)	4											
PM2.5 (µg/m3) blanco	4											
<p>Molecules made with recycled materials (Free Inquiry Based Learning)</p>	<p>Students in the international teams will decide which material will be used and what molecules are going to be made. Students from 4 cities create their molecules and share pictures on the padlet that is embedded on the Twinspace and on Moodle used as support a virtual learning environment. MOLECULES CONTEST. The molecule that has more likes (padlet is configured in a way that students can click on like (Heart). The molecule that has more votes will be the winner and the international team will be awarded with a medal and a virtual badge.</p>											
<p>Pictures of live graphs</p>	<p>Students take pictures on the playground where they make a live graph. Each student will write AQI level and locate from minimum to maximum AQI in order to draw a Live Box and Whisker Plot and a Bar graph made with dominant pollutant frequency.</p>											

<p>Final products</p>	<p>Teams will create a shared presentation in Canva, Piktochart or Genially. They will sign up and log in in a video creator app like https://screencast-o-matic.com/login</p> <p>The video will be made by each international team. Students record part of their research and the video will be a scientific presentation of their learning experience.</p> <p>This will be the result of the collaboration of teammates from different cities of the project.</p> <ul style="list-style-type: none"> ○ All videos will be also shared in the padlet to show all the learning experience with IBL ○ This padlet will be embedded on Twinspace on the page created by this aim and on Moodle. ○ The padlet will also be shared on the school webpage 	
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>Students in blended and remote learning take part in the eTwinning project and on the learning experience within Inquiry Based Learning approach:</p> <ul style="list-style-type: none"> ○ The subject Mathematics (Statistics) has a course in Moodle (virtual learning environment at school for blended or remote learning) ○ Etwinning project's link is on this Moodle course ○ Students enter with the username and password given by the teachers in the project. ○ Wander wall with posters are shares on Moodle (it is the padlet) and on the Twinspace ○ Instructions are given to students on a video tutorial made by teachers and uploaded on Materials of Twinspace and on Moodle course. ○ Students follow Structure-Guided and Free Inquiry Based Learning tasks ○ All digital products are shared on both virtual spaces (Moodle and Twinspace) ○ Results are shared on school webpages, on Moodle course and on Twinspace. 		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

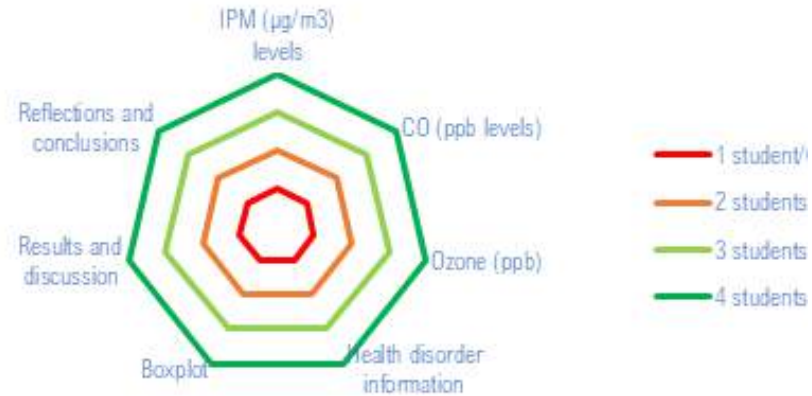
<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>-----</p>
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Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

Students will create activities with an app to foster their teammates and learn from their peers at school and in groups in the twinspace.

-
- QR codes of interactive activities with learning apps IT tool: <https://learningapps.org/>
- Radar graphs will be used to check their air pollutants control, AQI (air quality index, and dominant pollutant)



Author: María José García García-Saavedra

Country or region: Valencia, Spain

Codex Delta

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>My lesson is integration of language and heritage - it encourages the students to investigate old manuscripts (script, language, translation) and hopefully enjoy it. I use collaboration tools (google slide) and self-assessment tools (google form). The entire lesson plan is also presented in a wakelet collection.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper Secondary</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>This lesson plan has been designed for a classroom or a virtual classroom but in real time. It can also be implemented in a blended learning environment (online and offline teaching combined).</p>

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1: the student will be able to read and translate parts of the gospels written on Codex Delta • Objective 2: the student will be able to explain terms: manuscript, codex, paleography, Septuaginta, Vulgata • Objective 3: the student will be able to explain some problems in the reception of ancient texts • Objective 4: the student will be able to cooperate with peers in finding information on the internet, working on it and presenting it to others
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • All materials required in the lesson plan are incorporated in digital tools (when teaching in the real classroom some of them can be printed), so it is important that students have access to the internet (mobile phone and tablet/laptop), as well as a google account. • This wakelet collection contains all the links and materials involved in the lesson. https://wke.it/w/s/skcc14

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
a discussion between students in groups	<p>Introduction to the topic: Students are divided in groups of 2-4. They are given selected parts of the Codex Delta (printed or on screen) with questions below. Here is the link to the whole Codex:</p> <p>http://www.europeana.eu/hr/item/9200211/en_list_one_csg_0048</p> <p>Here are the links to the selected parts:</p> <p>https://drive.google.com/file/d/11YkMuyJ2vQxHUfZcQZ6aPESQHKrFJjh/view?usp=sharing</p>	

	<p>https://drive.google.com/file/d/1br-nUIITXlakbs2nuNAeOYWU4Z8lh_Vd/view?usp=sharing https://drive.google.com/file/d/1Hw5U-pmYmooFC_xlSjDQU6e6psGVRQF7/view?usp=sharing</p> <p>They discuss the pictures trying to answer the questions.</p> <ol style="list-style-type: none"> 1. What is in the pictures? 2. Do you recognize the script? 3. Do you recognize the language? 4. Do you recognize some words? 5. Do you recognize the content? 	
<p>a class discussion</p>	<p>The students tell their answers to the teacher. It is really not important how many questions they have managed to answer, because it is only an introduction. If the students haven't got the answers, the teacher leads them in discussion. Here are some of the possible answers as well as the explanations:</p> <ol style="list-style-type: none"> 1. What is in the pictures? (Is it a book? Is it old or new? Does it look like our books? What is the difference?) Manuscript. Until Gutenberg all the books had to be copied by hand. The most important places for making copies were cloisters. 2. Do you recognize the script? (The teacher can find out and point to the letters the students would recognize easier) Greek alphabet, Latin script over Greek words. The study of ancient handwriting is called paleography. 3. Do you recognize the language? Ancient Greek, Latin 4. Do you recognize some words? (The teacher can find out and point to the words the students would recognize easier, both Greek and Latin.) 5. Do you recognize the content? (The title is MATΘΑΙΟΝ, it is actually Mathew. Who could be that Mathew?) The gospel according to Mathew. <p>At the end of the introduction the teacher says that the lesson's topic is a manuscript with the gospels in Ancient Greek with translation in Latin, written probably in the Cloister of Bobbio around 850.</p> <p>http://www.europeana.eu/hr/item/9200211/en_list_one_csg_0048z</p>	
<p>group work – searching for data in the internet</p>	<p>The students remain in the same groups as before. Each group gets one theme linked to the lesson topic:</p> <p>Group A: Codex (What is a codex? How does it look? Origin of the word?...) Group B: The Cloister of Bobbio (Where is it? What is it known for?...) Group C: Languages of the Bible (Which language is the Bible written in?) Group D: Translations of the Bible (Septuaginta and Vulgata) Group E: Paleography (What is it? What are the difficulties in a paleograph's study?)</p>	

	<p>Each group has to find on the internet the most important information about its topic as well as a few pictures. The teacher has to share the google presentation to each student in the class. (If you use Google classroom, it is the simplest way, if not, you can share the link). Google applications are great for collaboration, so each group can fill its presentation's pages simultaneously and at the end they will all have access to one presentation with all the data linked to the lesson topic. (If your students don't have a google account or tablet/laptop, they can of course write down the information in their notebooks. Searching information on the internet requires at least a mobile phone.)</p> <p>https://docs.google.com/presentation/d/18sHmO38qASnPKVNtJ7oy3DoiAXSybFs0A6IAiGW4_uQ/edit?usp=sharing</p>	
presentation of the each group's data	The teacher puts the shared presentation on the screen moving it from slide to slide while each group presents its topic. The other students can ask questions as well as add some new information.	
group work	<p>They remain in the same groups as before. They are given a task sheet with selected text from the Codex and questions that lead them through the script.</p> <p>https://drive.google.com/file/d/1HsobeQwOFeyeJQrrzYkSRs2PvuBXc10q/view?usp=sharing</p> <p>Here are the question to the text:</p> <ol style="list-style-type: none"> 1. Which gospel does the text above belong to? Please copy the title of the Gospel in Greek alphabet. 2. Can you recognize some Greek words (perhaps articles, conjunctions, prepositions...)? 3. Can you find the names in the text? Gabriel, Galilee, Ioseph, David, Maria (they could be in a different form) 4. Look at the Latin translations above the Greek text. Can you read some words? 5. Can you recognize Latin words by reading Greek? And vice versa? Write down the pairs you can put together. 	
class discussion	The groups discuss with the teacher what they have managed to read.	
quiz (individual)	<p>The students take a quiz as an assessment for learning. (google forms). The last question of the quiz is an exit card.</p> <p>https://forms.gle/75pDxE31MEAQy6hM6</p>	

<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>	
<p>As mentioned above the scenario can also be applied in a blended learning environment (online and offline teaching combined), but in real time.</p>	

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

This learning scenario is made for the students who can read Greek script and understand the basics of Ancient Greek language. However,

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>The evaluation (assessment for learning) is a part of the lesson plan.</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

The lesson plan is made for the students who can read the Greek alphabet. However, it can be adapted for the students who only can read Latin, but it is harder for them to read the manuscript.

Author: Marija Pustišek

Country or region: Croatia

José Saramago’s novel “The year of the death of Ricardo Reis” – Media and censorship in Estado Novo

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>As the title of the novel suggests, the narrative focuses on the year 1936, the year in which we witnessed the consolidation of Estado Novo, the fascist regime in Portugal, and the political-military events that were at the origin of the Spanish Civil War, a war considered, to various titles, as a kind of crossroads of the 20th century.</p> <p>In the first moment, students take a quiz and participate in a plenary session to (self) assess their reading of the novel and discuss the narrative representation of historical events and the insertion of fantastic elements. In a second moment, they will investigate the concepts of reality and truth constructed by the regime, analyzing the role of censorship in the construction of the version of reality imposed by the regime (in media and in cultural publications in general).</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper Secondary (18/19 years)</p>

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>Classroom, home, library school Requirements: computers, internet, BYOD The classroom needs preparation: closing the curtains for a projection</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Objective 1: To improve literacy skills: reading, writing, information and media literacies. ● Objective 2: To acquire the knowledge and to practice the skills needed to create one's own content, either it being done in groups or alone, and to work on multimodal tasks. ● Objective 3: To work collaboratively and to unlock creativity. ● Objective 4: To value the importance of free speech and of living in democracy.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ● Materials: Saramago novel "The Year of Death of Ricardo Reis" ● Equipments: Computer, internet connection, software updates, projector ● ICT resources used in this activity: <ul style="list-style-type: none"> Flipboard (aggregator of news, articles and network topics): <ul style="list-style-type: none"> - Saramago - The year of the death of Ricardo Reis - 20th Century History - Fake News ● Digital tools: <ul style="list-style-type: none"> - Kahoot (Quiz) - Popplet (mind map) - Mentimeter (Word Cloud) - Padlet (Role – Play) - TED-Ed lessons (vídeo quiz) - Tricider (Opinion text)

2. Developing the Lesson Plan

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<p>1. Role-play: To be a journalist Investigation: searching for information Producing: creating journalistic, multimodal texts</p>	<p>- task 1: Happiness in a newspaper of a single copy - Write a pleasant news, an optimistic article, a humorous journalistic report that could appear in the edition of a single copy offered to Rockefeller by the New York times. Unlock your creativity! You can create a multi-modal text and insert images, podcasts, videos...</p> <p>- task 2: Pessimism in a shared newspaper - Write a pessimist news (tragedy, drama, faits divers, ...) that could cause the "thrill and shiver" in the two old men of the viewpoint of</p>	
<p>2. Assessing and commenting</p>	<p>Santa Catarina. Unlock your creativity! You can create a multi-modal text and insert images, podcasts, videos... Contents covered: textual typologies: journalistic texts</p> <p>concepts of truth / lie, reality / fiction Students (group work): Investigate: search for information; apply media and information literacy ideas and concepts; create a collaborative board in which they produce and share multimedia texts: verbal texts, photos, flowcharts, videos, podcasts, ... Teacher: bring up ways in which words and images are manipulated in order to alter the truth; guiding group work Students: group work Digital tool: Padlet 2. Interact with each other: students assess and comment (at least) two posts of their colleagues</p>	<p>10 min</p>
<p>3rd Lesson 90 minutes Learning outcomes: Understand: explain concepts; Apply: use information in new situations; Analyze: draw connections among ideas; Evaluate: justify a stand or decision; Create: produce new work</p>	<p>1st moment - What ideas do students have about Censorship? Brainstorming about the concept using Mentimeter to create a word cloud. – “Indicate 4 words you associate with censorship” Visualization of the word cloud to discuss the results obtained. Digital tool: Mentimeter</p> <p>nd moment - Censorship - Mass media in Estado Novo 2.1. Students watch the first 12:40 minutes of the Documentary “Censorship - blue pencil” (A Censura – lápis azul), produced by Lusófona University. Well-known Portuguese politicians, historians, writers, journalists and directors of newspapers speak of the mechanisms of censorship in Portugal, from 1926 to 1974 (for 48 years).</p>	<p>7 min</p> <p>13 min</p>
<p>Answering a quiz – TED-Ed Lessons</p> <p>Investigating collaboratively and interacting Sharing, interacting, discussing</p>	<p>Task instructions: - Watch the vídeo - a documentary about censorship in mass media. - Take notes while watching the documentary – Later, you are going to answer a quiz. Digital tool: TED-Ed Lessons</p> <p>2.2. Students access TED-Ed Lessons to answer a Quiz about the documentary. PDF version of the Quiz.</p>	<p>10 min + 10 min + 10 min</p>

	<p>3rd moment – Censorship - From mass media to literary works</p> <p>3.1. Students investigate the narratological concept of “Title”</p> <p>Instructions (Peer work):</p> <ul style="list-style-type: none"> - What is the title of a literary and of a non-literary work? - What functions does it perform in relation to the text as a whole? - What is its importance in the process of communication with the reader? - Are there any particular rules for choosing a good title? - Read carefully the narratological concept “Title”, consult the entry “Título” (Title) in the eDictionary of literary terms and try to answer all the previous questions. <p>3.2. Students presentation of peer work - discussion in the whole class setting.</p> <p>Students: participate in plenary discussion.</p> <p>Teacher: initiates discussion and coordinates the plenary.</p> <p>Materials: computer, internet connection, software updates, projector.</p> <p>Assessment: Feedback: encourage students to monitor their own learning and learning <i>needs</i>.</p> <p>4th moment - Research work in the National Digital Archive of Torre do Tombo</p>	
<p>investigating</p> <p>Collaborating</p> <p>Analyzing: drawing connections among ideas</p> <p>Evaluating</p> <p>Reflecting</p>	<p>4.1. Peer work</p> <p>In the video on censorship in Portugal, it is underlined that “Censorship’s performance is known: in some cases it is cut, in other cases it is partially cut, in other cases it is authorized and in other cases it is suspended.” To deepen knowledge about censorship students are asked to search for information in the "Reports of censored books 1934-1972", to survey the works that passed through the censorship magnifying glass in 1936 (The Year of Death of Ricardo Reis) and analyse the titles of the books that were banned.</p> <p>Task instructions:</p> <ul style="list-style-type: none"> - Focus on the first and last points of the entry “Título” presented in the eDictionary of literary terms. - Access the site of National Digital Archive of Torre do Tombo - Reports of censored books 1934-1972 . - Analyse the titles of the books that were viewed by the censors, in 1936. - Check the titles of the books that were banned from circulation. - Draw conclusions about the target (s) of the Censorship: What themes, what subjects, which authors were censored in the period in question? - <p>4.2. Share your conclusions with the class.</p> <p>5th moment - Rating: 3-2-1</p> <p>At the end of this 90-minutes class, students will be asked to reflect on what they have learned by answering the following questions: 3 things they learned in class; 2 things they want to know more; and 1 question they want to ask.</p> <p>The student's reflection on the class helps the learning process.</p>	<p>25 minutes</p> <p>10 minutes</p> <p>5 minutes</p>

<p>4th Lesson 45 minutes</p> <p>Creating a text Sharing Interacting Evaluating (peer review)</p>	<p>Task instruction (to be shared on Tricider): It is said in Saramago's novel "The year of the death of Ricardo Reis" that every morning the magnate John D. Rockefeller read a complete fake New York Times, without knowing it was a single copy with fake news expressly prepared for him. Then, we wonder: "Is reality real?"</p> <ul style="list-style-type: none"> - Reflect on the role of power (of all kind of power) in the construction of reality. - State your opinion on the subject (maximum 200 words). - Then comment on the opinions of two of your classmate posts and vote for two others. <p>2. Peer Review: Assess two colleagues's opinion texts by filling in twice the following evaluation rubric. Who evaluates whom, will be defined in the context of the class using the WordWall random wheel.</p>	<p>20 minutes</p> <p>25 minutes</p>
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	

Author: Maria Adelaide Jordão da Costa

Country or region: Vila Real, Portugal

Processing of agricultural products by drying

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Through this teaching plan, the students will explore the technology of drying fruits, vegetables, mushrooms, aromatic and spicy herbs and cereals. Instead of writing a classic seminar in Word, they will create a story on a given topic in the Sway application - in which it is possible to add links to websites and videos along with text and images. In this way, they will learn to do reports in a new digital tool and learn everything that is specified by the curriculum on the drying of agricultural products through the subject Storage and processing of agricultural products.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Third grade high school students 16-17 years old.</p>

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>Computer room. Classroom - make five workstations for 3 – 5 students, one laptop on each station. At home, in the school library.</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<p>Knowledge that students will acquire:</p> <ul style="list-style-type: none"> ● Technology of drying agricultural products ● Knowledge about drying devices and facilities. ● They will develop skills in processing, collecting, and presenting data using specific programs. ● Students will develop awareness about copyrights and use content from computer networks accordingly and gain a foundation for lifelong learning and continuous education.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Laptops or computers Internet connection Projector Internet tools: Sway Office 365 Google Drive Yammer</p>

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

<p>Verbal method of oral presentation</p> <p>Visual methods: Demonstration and instruction method textual - illustrative method</p> <p>Forms of work: frontal work</p>	<p>Introduction to the work and Sway application</p> <p>Students need to be divided to work in five groups. The size of the groups depends on the size of the class, my classes are 15 - 25 students so the groups are 3 - 5 students. Each group will, instead of writing a classic seminar, create a story in the Sway app on a given topic:</p> <ul style="list-style-type: none"> • fruit drying • drying vegetables • drying mushrooms • drying of aromatic and spicy herbs • drying of cereals and oilseeds. <p>Students need to be explained how the Sway app works and what its benefits are. The application is part of the Office 365 tool and can be accessed very easily from any Internet browser.</p> <p>This lesson needs to be done in an IT classroom so that each student has access to a computer. If the school is equipped with tablets, students can use them as well, the most important thing is that each student has their own workplace.</p> <p>The image from my computer is projected on a screen so that all students can see what I am doing and that they can follow these steps on their computer.</p> <p>Students need to be introduced to the way Sway app works - opening a new story, entering text, photos, videos and links to websites, and finally designing and sharing a story. For the exercise, students should create a simple 4-page story called "My story - the name of the student" in which they will introduce themselves:</p> <ol style="list-style-type: none"> 1. p. Title and picture of student 2. p. My family and pets 3. p. My hobbies / my passion 4. p. My friends <p>Finally, select a design and share the story on a shared Google Drive, which the teacher should open in advance, and which should contain the "Student Stories for Exercise" folder. If necessary, the teacher can briefly show students how to put the material on Google Drive, if they have not used it in their work before - there is enough time for that in this 90 minutes.</p> <p>It is also necessary for the teacher to open five folders in advance on Google Drive, with the names of the topics. The teacher will provide the students in the virtual classroom in Yammer with a link to a shared Google Drive and Power point presentation with instructions for making a story in Sway and short instructions for using Google Drive, so that students always have these instructions available while working at home.</p> <p>Then the students need to be divided into five groups, each group will cover one topic.</p> <p>Students need to be given detailed instructions on what their story must contain, and the number of pages may or may not be limited. Each story must contain:</p> <ul style="list-style-type: none"> • title • list of different drying technologies for a given product • briefly describe the two most common drying technologies through: drying devices / dryers, preparation of drying products, drying conditions, brief description of drying process, changes in products • nutritional value of the obtained products 	<p>90 min. 2 school classes</p>
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	<ul style="list-style-type: none"> • curiosities <p>The story must contain text and pictures. It is desirable but not required to contain video material or links to websites. Video material may contain footage of the processing of the product or its use, and links may lead to websites that talk about the nutritional value or health benefits of the product.</p> <p>The first task for students is to research the Internet and the school library and find materials - text, pictures, websites and lectures on a given topic. This part of the task is done by students independently, at home and in the school library, and all materials they come across online must be placed on the Google platform in the folder provided for their group.</p> <p>Here it is very important to emphasize to students the importance of respecting copyright and explain the labels on the Internet content that allow us to use some material or not. The teacher will also share the list of labels in a virtual classroom in Yammer.</p>	
group work	<p>Making of Sway story</p> <p>This part can also be done in a regular classroom, if the computer room is busy, it is only necessary to provide students with 5 laptops on which they will be able to work in groups on five workstations and internet access. Students should shape the collected materials into one Sway story that they will present to other students. Students should create their own stories, and the teacher's role is to help them with technical difficulties - how to add a picture or video or something else to the story, and to help them if they have a dilemma to include something or not. The teacher must also make sure that students include all the necessary facts in their story and guide them through the process of shaping the story, answering questions, giving instructions...</p> <p>After they create stories, students must share them on Google Drive so that all other students can access them. A link to the stories should be sent to the teacher.</p> <p>The teacher then places links to all five stories in a virtual classroom in Yammer and instructs students to learn this piece of material from these stories.</p>	135 min 3 school classes
Presentation	<p>Presentation to classmates</p> <p>At the last part, students present their stories, thus presenting the material to other colleagues. Each part of the topic can be presented by another student, which ensures that everyone in the group participates in all parts of the work process.</p> <p>This allows the teacher to grade all students in presenting.</p> <p>The presentation of one group can last a maximum of 15 minutes.</p>	90 min. 2 school classes
Assessment	<p>Quizz</p> <p>According to the stories, the teacher compiles a test that will give students a grade on how well they learned this part of the curriculum. The test can be in the form of Google forms, Kahoot! quiz or a classic test on paper in class. The choice of testing method depends on the teacher's assessment and organizational conditions in the school.</p>	45 min. 1 school class
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which</i></p>		

of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?

This activity as it is, is adapted in a blended learning environment because part of it takes place online, students do some work at home and part of it at school. This activity is designed to be easily adapted to online learning. The first activity can be held via Zoom or some other video conference. With the proviso that it is not possible to assign group work, but each student does their own Sway story, so all students in one group are writing their own story on the same topic. Students can be divided into five groups, each student from home adds materials to the folder provided for his topic, and all students in the group can use the materials contained in the folder. Students search for materials themselves, only the internet is available to them and not the school library. If necessary, students can turn to the teacher for help through the virtual classroom in Yammer. The presentation of the paper also takes place via Zoom video conferencing. The test of learning content can be performed only through the online tool for testing knowledge.

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Teachers do not have to use Yammer as a virtual classroom for this work. If they otherwise use another tool, they can also replace Google Drive with another tool.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>It can be offered to students, if someone wants an additional grade to make their own Sway story about one of the products obtained by drying - some of the topics can be:</p> <ul style="list-style-type: none"> • dried tomatoes • dried figs • What is corn used for? • Spices - a world of flavors <p>Or students can suggest a topic on their own. The teacher, depending on the topic, gives parameters, now they can be even more demanding - a certain number of pages in the story, what kind of media files should be added...</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>A survey for students in one of the tools on the Internet, such as Google forms, which will examine the attitudes and satisfaction of students with this lesson plan.</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Preparation for the teacher:

- open a Google Drive with 5 folders
- open a virtual classroom in Yammer and add students
- prepare a Powerpoint presentation with instructions for using the Sway application
- prepare instructions for using Google Drive

Author: Mirela Marković

Country or region: Croatia (Poreč, reg. Istria)

Generations X, Y and Z

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The topic is Generations X, Y, Z for EFL students, for one lesson (45 minutes). The aim is for students to identify characteristics of different generations and to describe people. Tools used are Genially, Mentimeter, Quizlet (live), Wordwall, Learning Apps, Wakelet, Vocaroo/Flipgrid.</p>
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<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>The students are lower secondary (15 years old), vocational secondary school, 6th/9th year of studying English as a foreign language.</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstation etc.</i></p>	<p>It's planned as an online lesson, but it can be done in the classroom or for blended learning. Students and teachers should have a device with internet connection. There are no special requirements as far as learning space is concerned.</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> ● Students can identify differences between generations ● Students can describe people of different generations ● Students apply critical thinking to agree or disagree and explain their opinion
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Students need a device with internet connection - a laptop/PC would be best, but mobile phones could also be used. In the classroom, cards for memory game can be designed, but not necessary (the game is also available online).</p>

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Introduction: Discussion and collaboration	<ul style="list-style-type: none"> Teacher gives names of three generations – X, Y and Z and the age group they cover (X – 40-59; Y – 20-39; Z – 15-19). Students define which of these groups they belong to and think of one person they know well belonging to other groups. Next, students are divided into groups of 3-4 (Zoom breakout rooms) and discuss similarities between the people they know from each group – e.g. What similarities do all their acquaintances/friends/relatives from generation X have? Short debriefing in the main room – each group has a representative who reports their findings. 	7 min
Main part: Reading comprehension	<ul style="list-style-type: none"> Students read three short texts about generations X, Y and Z. Then they do a short quiz for comprehension. Texts and Quiz on an interactive image 	7 min
Main part Giving opinion	<ul style="list-style-type: none"> Individually, students find answers to the following questions for each generation: 1) What are they like? 2) What do they like? 3) How do they use technology? Students then reflect and compare the information from the texts with characteristics of people from each generation they have mentioned from the introduction part. They also compare what is said about their generation and how they feel about it (agree/disagree and why). They express their opinion in 1-2 sentences. Menti What do you think 	7 min
Main part Vocabulary – game, collaborative work	<ul style="list-style-type: none"> Students individually match nouns and adjectives from the texts (in bold) using Memory Game Students in groups of 3-4 (Zoom breakout rooms) come up with their own description of adjectives from the previous game (e.g. What is an adventurous person like?) Debriefing in the main room - each group gives their explanation of one adjective and others comment and come to an agreement together. 	10 min
Main part Game – team work	<ul style="list-style-type: none"> Students play a team game to practice the vocabulary (adjectives) Quizlet live - adjectives 	7 min
Closing	<ul style="list-style-type: none"> With Random wheel, students (7 of them chosen randomly or in any other way the teacher finds appropriate) get one adjective they have to use to describe one person they know and define which of the generations that person belongs to. 	5 min

Evaluation	<ul style="list-style-type: none"> Students choose one image which best describes how they feel after today's lesson Menti How do you feel? 	2 min
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>LS is designed for a remote learning environment, but can be used in a regular classroom, with little or no adaptations (e.g. Memory game can be created using cards instead of the online game, but it can also be played online even in the classroom). Instead of Zoom breakout rooms, students work in groups in the classroom. It can also be used for blended learning, where students do part of their work at home and discussions in the classroom. All the tools (links) are provided in the activities' description.</p>		

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

All the links to the activities are provided and free to use.

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>For homework students need to describe three members of their family, each one belonging to a different generation (x, y and z), not including themselves. They need to mention</p> <ul style="list-style-type: none"> how they are related how old they are/when they were born how they use their mobile phones/internet what they are like (using at least 3 adjectives from the lesson for each person) what kind of music they like and how important it is for them <p>They need to prepare a talk covering all these topics and record their talk using Flipgrid or vocaroo.com (no reading but speaking naturally). They also need to find a photo of each person they talk about and create a collection in Wakelet where they display their work (photo and description of each person). Teacher creates a Wakelet space for their collections and gives them the link/code.</p>
Evaluation	3, 2, 1 evaluation Students write

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

- three things they can do after the lesson
- two things they'd like to practise some more
- one thing they need help with

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Each teacher should individually create a Wakelet space for their students (that's why the link is not provided). The tasks in this part can be adapted according to the abilities and level of students.

Evaluation is just a suggestion, depending on the environment the lesson is conducted in. If it's in the classroom, the students could also get a printed-out handout to write the 3, 2, 1 evaluation, or it can be sent to the teacher on an LMS, using Forms (Google/Office). They can also use post-its, write their comments and leave them on a board in the classroom, so that the teacher gets immediate feedback.

Author: Rejhana Nuhanović Tadijan

Country or region: Croatia

Fairy Tale

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The lesson aims to explore characteristics of a fairy-tale, to compare them by using graphs in Word, and to collaborate using Padlet and Textaventyr to create a fairy-tale.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Age group: 14</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<p>A regular classroom, students have their own laptops + Internet connection Projector (better) OR Classroom equipped with computers and an Internet connection Projector (Can be done online or in situ, projections are being replaced with screen sharing).</p>

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • to gain knowledge about characteristics of a fairy-tale • to distinguish between a traditional fairy-tale, an artistic fairy-tale and a modern fairy-tale, based on predominant characteristics • to compare characteristics of a myth, a fable and a fairy-tale • to use graphs to visually represent predominant and less dominant characteristics of a specific text • to read graphs and talk about them fluently • to write a fairy-tale respecting the characteristics
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>computers with internet projector paper, marker, whiteboard textbook / printed text / text provided in OneNote</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

L1 Croatian, 9th year (grammar school)

The lesson is elaborated for students who have previous knowledge about fairy-tales and have been studying about myths and fables just before. All the texts mentioned in the plan have been studied before except from one that we read in class.

4 period of 45 minutes

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

MOTIVATION (CODING THE TITLE)	To reveal the title of the lesson, students work in pairs. They are given letters written in white A4 papers. Using basic instruction about the positioning of the pen and direction, they have to navigate the other student to write a letter. (Ex. Put your pen in the lower right corner and go up.) When all the letters in the class have been written, students try to rearrange letters to discover the title (BAJKA in Croatian – fairy-tale). Depending on the number of students in the classroom, there can be several groups with the same task.	10 min
SELF-EVALUATION	Since students know a lot about fairy-tales, they are given a self-evaluation form (using Microsoft forms or Google forms, for example) to self-evaluate how much they know. Questions can be very simple, but they can also be about something that you plan to deepen during the class. Examples: Evaluate how much you know about fairy-tales. How many characteristics of a fairy-tale can you name and explain? Do you know what a polarization of characters is? Do you know what 'in media res' stands for? How many authors of fairy-tales can you name?	5 min
WORDCLOUD ABOUT FAIRY-TALE	To activate the previous knowledge, students write single words or phrases related to fairy-tales using mentimeter. The word cloud is being projected as it changes. Objective: a word-cloud describing a fairy-tale with the most predominant characteristics being the biggest (visually representing the characteristics of a fairy-tale)	5 min
FIND AN INFORMATION (research)	Using their own devices, students are searching for various information on the internet about the subject to (1) activate their previous knowledge and to (2) learn more about the topic. In order to make it easier, the teacher made posts on Padlet and numbered them. Posts have different tasks. Task 1. Find at least 5 domestic and foreign authors that wrote fairy-tales. Write them into comments of the post. Task 2. Write 5 different titles of what you consider to be traditional fairy-tales. Task 3. Write 3 different titles of what you consider a modern fairy-tale. Task 4. Find at least one extract from a fairy-tale (100 words), copy and paste it and write what makes it a fairy-tale (2 reasons). Try to give reasons other than 'fantastical creatures and events'.	15 min
DISCUSSING THE RESULTS	Oral discussion about their results, focusing on task 4. From what is written in the padlet, we deduct main characteristics of a fairy-tale (ex. the evil is always punished) that we shall expand during the second period.	10 min 45
LEARNING THE CHARACTERISTICS OF A TRADITIONAL FAIRY-TALE	The teacher should use a textbook or provide the material in any other way (presentation, sheets, a page in OneNote) and present characteristics of a traditional fairy-tale. The information is presented in bullet points. Every characteristic is being explained orally by a student or by a teacher (if they need clarification).	10 min

COMPARING THE COMMON CHARACTERISTICS USING GRAPHS

Teacher found 5 common characteristics between myths, fables and fairy-tales and made a graph using Word to show how pertinent they were for a certain type of a text. To make graphs readable in literature, he assigned legend to numbers.

Example. The good always wins.

0 – (almost) never

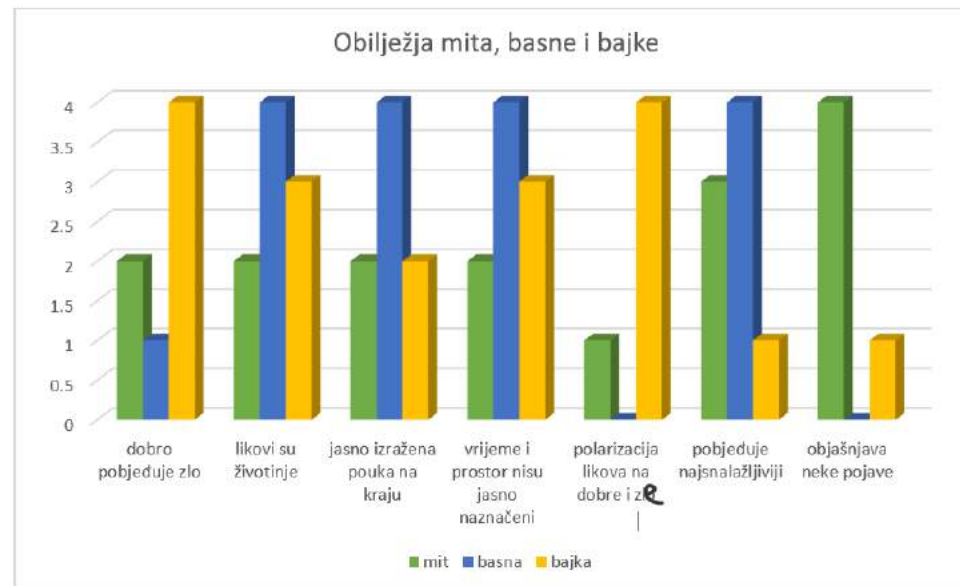
1 – rarely

2 – sometimes

3 – often

4 – (almost) always

- 0- (gotovo) nikad
- 1- rijetko
- 2- ponekad
- 3- često
- 4- (gotovo) uvijek



Graphs are projected.

20 min

	<p>Students read the information from the graph and are invited to structure their speech well around the information. Each student explains a different information. They are also invited to contest the information provided if they do not agree. (They have previous knowledge about myth and fable). They give examples of texts (just the title) they have read before (myths and fables) to prove their points.</p> <p>If a teacher has a very good group of students, he/she can put some information that is completely wrong to provoke students to correct the data.</p>	
READING A SHORT FAIRY-TALE	<p>Introduction: a couple of words about Hans Christian Andersen. (If online, it can be recorded as an audio on Padlet.)</p> <p>Reading the fairy-tale and/or listening: The Emperor's New Clothes. https://hr.izzi.digital/DOS/2517/2754.html</p> <p>Checking how much the characteristics of the given fairy-tale coincide with the data provided in the graph.</p> <p>Conclusion: this is not a traditional fairy-tale. It is an artistic fairy-tale.</p>	15 min
MAKING A GRAPH TO COMPARE DIFFERENT FAIRY-TALES	<p>Compare which fairy-tale is traditional, which is an artistic one, and which one is modern using a graph like in previous activity.</p> <p>Students are using Word or Canva to make graphs themselves. If students already make graphs in some other way, they are invited to do so.</p> <p>Students are encouraged to search online what kind of graph is best for comparisons and choose one.</p> <p>Fairy-tales that are being compared are those that students have read in previous years and know them well. If they forgot the plot, one of the students (or the teacher) briefly retells it.</p> <p>Fairy-tales compared: Cinderella, The Sleeping Beauty, The Little Red Riding Hood, Kako je Potjeh tražio istinu / How Quest Sought the Truth (Ivana Brlić-Mažuranić), The Little Prince (Antoine de Saint- Exupéry). The teacher can adjust the titles to his/her language.</p> <p>Students share their graphs on Padlet.</p> <p>We compare if all the students have more or less the same results. The differences are being explained. The teacher points out the less precise use of graphs in literature in comparison to math, for example. He/she explains this is a visual aid to learn and open a discussion.</p>	10 min
GAME	<p>Students are making a short Kahoot in groups of 3. One is the "driver", the other two help with the questions and answers. The link is sent to our padlet where we gather all the materials.</p> <p>Objective: present the main ideas them in form of questions and answers</p>	10 min
FINAL SELF-EVALUATION	<p>Students are given the same self-evaluations form as in the beginning.</p> <p>Teacher collects the data, projects it with a projector.</p> <p>Teacher uses the data to:</p> <ol style="list-style-type: none"> (1) summarize the lessons (2) find critical areas that still need explaining. <p>The teacher gives supplementary explanations if needed.</p>	5 min 45 min

SUMMARIZE	Students use padlet to write their own very short summary of the previous lessons.	5 min 45 min
MAKE AN INTERACTIVE FAIRY-TALE	<p>In groups of four, students are writing their own fairy-tales using https://www.textaventyr.se. When they finish, they link stories to our padlet.</p> <p>(The padlet now contains their previous knowledge, their graphs, their summary, their games and links to the fairy-tales they can read at home.)</p> <p>Teacher helps with the use of the tool.</p> <p>Role in a group:</p> <ol style="list-style-type: none"> 1. person: introduction of data into the app 2. person: translation of instructions from Swedish 3. person: creating the outline of the story (the alternative paths) and having in mind the greater picture 4. person: creating the text <p>Roles are flexible.</p> <p>Objective: writing a story having in mind 3 main types of fairy-tales and their characteristics; putting knowledge to use; making the story more modern by adding alternative paths.</p> <p>(If done online, the groups should be replaced by pairs to make communication easier.)</p>	45 min 45 min
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>The lesson can be used in any learning scenario.</p> <p>All the oral activities can be done in a video-call using Microsoft teams, for example.</p> <p>In online lessons, the first activity can be adapted so that students make video-calls in pairs. After finishing the shape, students take a photo of the result and post it on a shared space (like the padlet that the teacher prepared in advance).</p> <p>All activities where the teacher projects something are done in Teams application by screen-sharing.</p> <p>If students need to share their graphs, they will screenshot them and upload them to Padlet.</p> <p>When writing a story, groups of four are made into pairs to make communication easier.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>OPTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Students can read more about functions that appear in fairy-tales on Wikipedia. https://hr.wikipedia.org/wiki/Vladimir_Jakovljevi%C4%8D_Propp • Students can explore more about fairy-tales in Croatian on a web-page exclusively dedicated to fairy-tales: https://www.bajke.hr/ • Students can read how the fairy-tale is presented in an online encyclopedia: https://www.enciklopedija.hr/natuknica.aspx?id=5313 • Students can research different types of graphs on pinterest. • www.pinterest.com • Students can use graphs related to some other topic they are interested in (climate change, relation between vaccines and life expectancy etc.) and prepare a short oral presentation around the information presented in the graphs. <p>HOMEWORK</p> <ul style="list-style-type: none"> • Students write their own fairy-tale individually as in the last activity and link it to the padlet. https://www.textaventyr.se • Students read other groups fairy-tales and leave a comment on the padlet to evaluate the work.
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>The Teacher can send a quick question using Polly in Microsoft Teams to evaluate the lesson plan. The question can be:</p> <p>Rate the lesson from 1 to 5 and leave a short comment. He/she can use some other short poll to evaluate. .</p>

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

The lesson is made for L1 Croatian, age 14 (first year of grammar school).

Author: Branimira Palić

Country or region: Belgium/Croatia

3, 2, 1 ...Start to MARS!

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The proposed activity is helpful for the discovery of the different features of the solar system, especially those of planet Mars, using an online application Google Mars https://www.google.com/mars which transports us into a virtual reality where we can explore new things about the subject matter.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<ul style="list-style-type: none"> - Lower Secondary (12 to 16 years), - Upper Secondary (16 to 18/19 years)
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • Classroom and labs (with minimum 12 computers) • online application Google Mars https://www.google.com/mars/

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • To know the main parts of an aircraft, especially World War II planes, identifying its structure, shape, colours, function and symbolism. • Recreate World War II planes, with specific characteristics, in an online platform for 3D design, applying Engineering Design Process. • Understand that conflict situations, such as wars, promote technological innovations. • To promote self-regulatory learning skills as well as autonomy and persistence skills in performing tasks.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Computer with internet connection • 3D printer (optional) <p>Online resources/ programs:</p> <ul style="list-style-type: none"> • Google Slides (https://www.google.com/slides/about/) • Tinkercad 3D (https://www.tinkercad.com/) • Blogger (https://www.blogger.com/) • Youtube (https://www.youtube.com/) • Poly (https://poly.google.com/) • Whatsapp (https://www.whatsapp.com/) <p>Other Materials:</p> <ul style="list-style-type: none"> • Paper, rubber, pencil.

2. Developing the Lesson Plan

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Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

	<ul style="list-style-type: none"> ○ Due to the complexity of the subject matter, the activity can be used inter or/and transdisciplinary – astronomy, geography, physics, biology, history, etc., the student motivation and the positive attitude being the starting point of this teaching approach. 	1-hour class:
discussion	<ul style="list-style-type: none"> ● Teacher will start the activity with the question “Is there life on Mars?”, inviting students to share their point of view based on their personal experiences and knowledge. ● We review some of the general content of planet Mars, as well as the other locations from our solar system. The students are invited to discuss the probes and robots which watched the planet/ the different missions that took place after the year 1960. 	10 minutes
discussion, presentation	<ul style="list-style-type: none"> ● Teacher explains the functionality of the application Google Mars https://www.google.com/mars/ with multiple features, necessary to realize a virtual tour of the “RED PLANET”. ● 	5 minutes
discussion, collaboration	The students are invited to research as many attributes of planet Mars as they can by exploring the surface of the planet (different Points of Interest) with the help of the proposed software and the different materials provided by the teacher, with the help of the Internet	5 minutes
discussion, presentation, collaboration, assessment	<p>Following the positioning of the students against the issues and based on the preferences and inclinations of each, 4-5 teams will be made that will work together like so: the expert team in history, the expert team in robotics and technology, the expert team in travel, the expert team in astrobiology.</p> <p style="text-align: center;">THE EXPERT TEAM IN HISTORY</p> <p>Q: How were our ancestors perceiving the solar system and planet Mars? When was the first telescope invented? How have things evolved since then? Why do telescopes need to use adaptive optics?</p> <p style="text-align: center;">THE EXPERT TEAM IN ROBOTICS AND TECHNOLOGY</p> <p>Q: How much would a mission on Mars cost? Why are scientists trying to make new ways of traveling into space, which don't require rocket fuel?</p> <p style="text-align: center;">THE EXPERT TEAM IN TRAVEL</p> <p>Q: What are the most known locations on Mars? What information from Mars can the astronauts obtain? ABOUT: We can find different Points of Interest on planet Mars</p> <p style="text-align: center;">THE EXPERT TEAM IN ASTROBIOLOGY</p> <p>Q: What information from Mars can the astronauts obtain? Describe the condition of the Mars environment. Some scientists discuss the possibility of using green houses in the atmosphere of planet Mars, to make it habitable. Do you approve of this idea?</p>	30 minutes

Blended and remote learning environments

Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?

Due to the complexity of the subject matter, the activity can be used inter or/and transdisciplinary – astronomy, geography, physics, biology, history, etc., the student motivation and the positive attitude being the starting point of this teaching approach.
Activity „3, 2, 1 ... Start to MARS!“ can be easily adapted for use with a virtual telescope - WorldWide Telescope (WWT).

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>Based on the scientific content and using the suggested applications, the students will be involved individually or in teams doing collaborative work, communications, creations that will materialize in the performance of much more digital transdisciplinary content with support from real life.</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>FOR THE STUDENTS: “Make your own virtual tour on Mars about the specific questions of each team. Create a PowerPoint Presentation or a movie (which you upload to YouTube) about the virtual tour on which you approach. Make a poster on the conclusions found.”</p>

Author: Gabriela-Violeta Tanasescu

Country or region: Romania

Escape Room Code for Happiness

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>The lesson is designed to revise the topics Genetic instructions and The achievement of the genetic instructions. The following tools have been used : Piktochart, Padlet, Bitmoji, Google Slides, Jigsaw, Wizer.me, Nearpod</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Upper Secondary Education (16 to 18/19 years)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations etc.</i></p>	<ul style="list-style-type: none"> • IT classroom , at home

<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Create / design digital content responsibly using Internet resources • Describe the structure of the DNA molecule and its importance for the cell (organism) functioning • Explain the role of messenger, transfer and ribosomal RNA in the protein synthesis • Determine the order of amino acids formed in a given section of the DNA molecule
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Personal Computer or Tablet, Internet access, paper and pen

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description <i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
Homework	The students have built an infographic on the subject of The Life and Work of Rosalind Franklin using the tool Piktochart. Previously , the teacher shared The rubric for infographic design (Attachment 1). They posted their work on the padlet wall.	
Homework Analysis	The students choose the best infographic which the author himself presents to the rest of the class. Presentation Rubric (Attachment 2.)	15 min

<p>Escape Room Code for Happiness</p>	<p>Virtual Classroom , instructions (Attachment 3.)</p> <p>The Escape Room is applied for the formative assessment. The tools, which have been used to create the task, enable teachers to follow the student's result through each phase.</p> <p>If the lesson is carried out in the classroom, the teacher can divide students in pairs or smaller groups in order to encourage the contest between groups. If the students access Escape Room individually not being present in the virtual environment, the same learning process can be applied for the summative assessment.</p>	<p>20 min</p>
<p>Solution and Evaluation</p>	<p>The found solution is the motivation for discussion and the new research .</p>	<p>10 min</p>
<p>Blended and remote learning environments <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>Remote learning environment : Choosing the best infographic and its presentation is done by Zoom application . The teacher shares the screen (padlet)and the students ,by videoconference , choose the best infographic . The student ,whose infographic is proclaimed the best ,presents his work on the padlet wall. Escape Room link is shared by the teacher in the chat -space.</p> <p>Blended learning environment : In the classroom students choose the best infographic . The authors present it to their colleagues . Escape Room is the activity that can be carried out in the virtual classroom as well as in the classroom .</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>For those who want more</p> <p>Click on the link to (re)walk through the steps of protein synthesis.</p> <p>Review the Steps of Protein Synthesis.</p>
<p>Evaluation</p>	

<p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>Attachment 4.</p>
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Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

Attachment 1.-Infographic Assessment Criteria

Assessment Criteria	Excellent	Correct	Satisfactory	In development	Needs to be fixed
Leaflet, poster, PP is legible and clear.	5	4	3	2	1
The headline describes the theme clearly .	5	4	3	2	1
All the content components are present .	5	4	3	2	1
The data is correct.	5	4	3	2	1
On the leaflet or poster there are charts ,diagrams and graphics .	5	4	3	2	1
The graphic is connected with the text.	5	4	3	2	1
The text is grammatically and ortographically correct	5	4	3	2	1
The text is summarised .	5	4	3	2	1
The text is written in notes .	5	4	3	2	1
The essential is bolded (marked with the other colour, underlined or bolded).	5	4	3	2	1
The colours and graphic are used due to better understanding of content .	5	4	3	2	1
The letters are big and legible .	5	4	3	2	1
Clear structure : introduction , content (work methods, material , results) and conclusion .	5	4	3	2	1
The student s signature is clear.	5	4	3	2	1

Attachment 2. – Oral Presentation Criteria

CATEGORY	CRITERIA			
	1 point	2 points	3 points	4 points

ORGANISATION	The presentation is unintelligible because there is no logical flow of ideas and information .	The presentation is hard to follow because the speaker changes the subject constantly.	Information and ideas are presented by logical flow.	Information and ideas are presented in an amusing way by logical flow which is very easy to follow.
TOPIC	The presentation is not connected to the topic.	The presentation is partially connected to the topic.	The presentation is mainly connected to the topic.	The presentation is completely connected to the topic.
EYE CONTACT	The speaker reads the presentation and does not make eye contact with the audience .	The speaker reads the majority of the presentation and only occasionally makes eye contact with the audience .	The speaker mostly makes eye contact with the audience by using notes occasionally .	The speaker makes eye contact with the audience and rarely uses notes .
SPEECH	The speaker speaks unclearly, mispronounces words and talks quietly.	The speaker speaks quietly and unclearly , mispronouncing some words.	The speaker speaks clearly and loudly , most of the words are pronounced correctly .	The speaker speaks loud and clear . The pronunciation is correct and precise .
TIME	The speaker says only a few words.	The speaker does not speak long enough .	The speaker gives a too long speech .	The speaker is in the timeframe .

Attachment 3. [Virtual Classroom](#) , instructions



Attachment 3.a [Virtual Classroom](#) , instructions on my laptop
Escape Room Code for Happiness

My dear students , we all want to be happy , don't we?

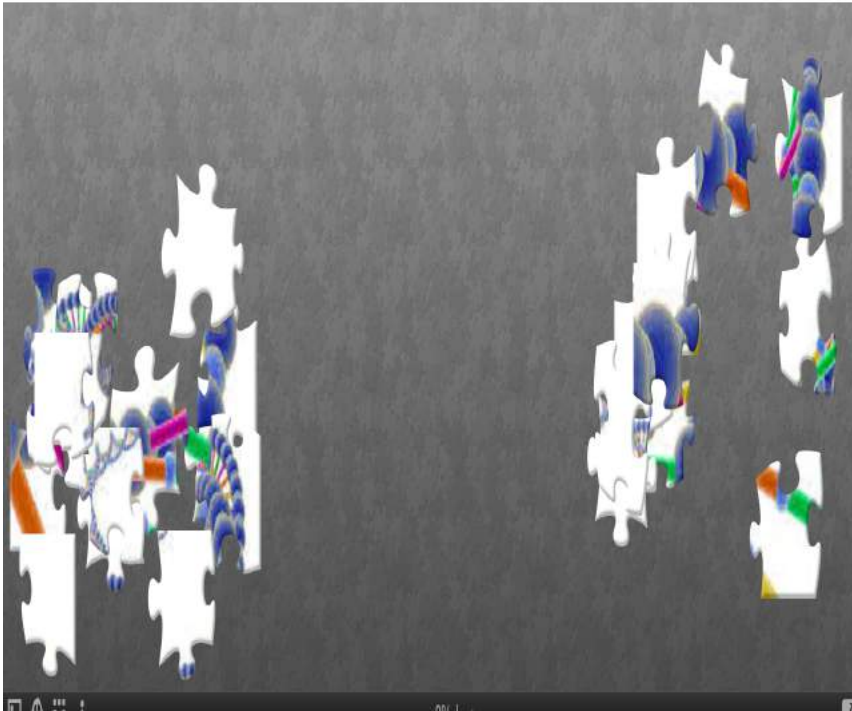
It is so nice when we are so close to experiencing happiness, but it is not always so easy. It is an interesting fact that each of us in our genome (the entire DNA molecule) contains a code (cipher) for happiness.

Can you guess what the code is ? Wouldn't it be nice to know it ? 😊

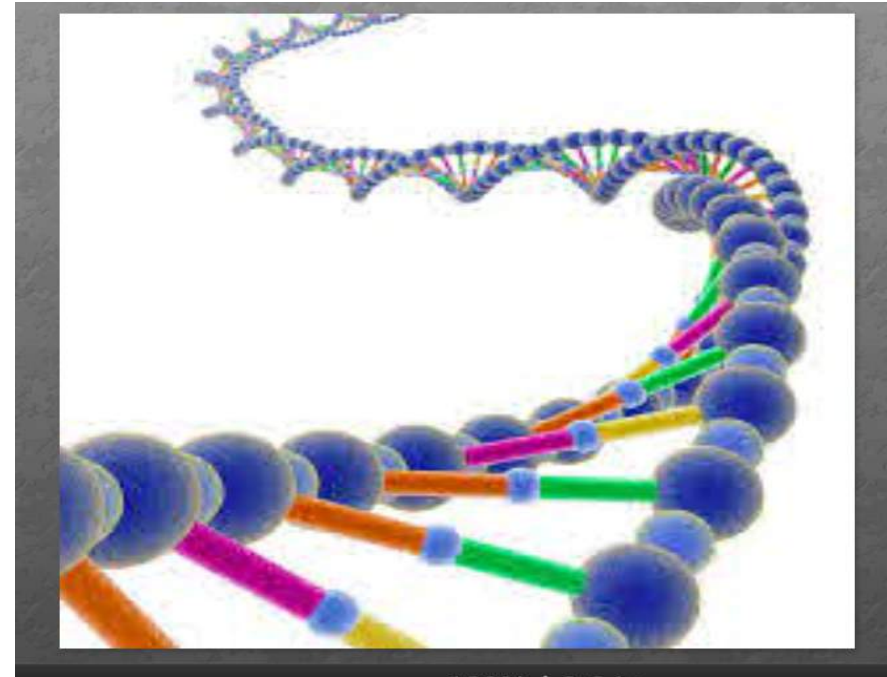
In order to activate that code in your genome , you need to find it ! Start searching , follow the instructions !

1. The first step is the scientist in your virtual classroom .
2. After each activity follow the instructions carefully in order to write down your solution in the link which leads/takes you one step further .
- 2a. The first task is to put the jigsaw puzzle together . Open the new window and THE SOLUTION OF YOUR JIGSAW PUZZLE insert in the link bit.ly/ESCAPESOLUTION.
ATTENTION: write in capital letters (two words , 1.the abbreviated form of molecule , and the second word in English language plural form.)
- 2b. For the second task the instructions are at the very end of the activity .
3. The first part of the link is solved , the rest of the link is the correct solution .
4. Be careful to use capitalisation accurately.
5. At the end of the search you need to go back to the classroom to read an explanation from the book which is situated on the shelf.
6. I hope you will succeed!
7. Do not forget to fill in the Assessment Table .
8. Thank you! Good luck!

For the students who want more, serve yourself, the materials are on the shelf.
Attachment 3.b Puzzle



Attachment 3.c DNA & RNA



Attachment 3.d Time to Climb

DNA & RNA

Insert specified parts of the DNA molecule in the tasking point.
Write the words in block capitals.

0 out of 5 completed.

Note: The solution of this task (three letters) write down in the link bit.ly/ESCAPEsolution
For example, bit.ly/ESCAPETTTT
If you have answered correctly , you are a step closer to find you Code for Happiness !

The codon UUU in the messenger RNA molecule fits the code on the DNA molecule:

a TTT	b CCC
c GGG	d AAA

NOTE: Link should be written in the new open card on your browser .
For example : bit.ly/ESCAPETTTT
If you have answered correctly, you are a step forward to find your Code for Happiness !



1. What nucleic acid carries instructions from the nucleus to the cytoplasm?
Transfer RNA messenger RNA ribosomal RNA
2. What is the name of the enzyme responsible for the synthesis of messenger RNA?
DNA polymerase RNA polymerase ligase
3. In which part of the cell are the ribosomes involved in protein synthesis located?
nucleus nucleolus cytoplasm
4. Which molecule is involved in binding amino acids to protein?
helicase ligase ribosomal RNA transfer RNA

Attachment 3.e PROTEIN SYNTHESIS

PROTEIN SYNTHESIS

Determine the order of amino acids, which was formed on the following section of the DNA molecule:

5 TGT TAT ATT CAA TGT CCT CTT GGT 3
 3 ACA ATA TAA GTT ACA GGA GAA CCA 5

	U	C	A	G	
U	Phe	Ser	Tyr	Cys	U
	Phe	Ser	Tyr	Cys	C
	Leu	Ser	STOP	STOP	A
	Leu	Ser	STOP	Trp	G
C	Leu	Pro	His	Arg	U
	Leu	Pro	His	Arg	C
	Leu	Pro	Gln	Arg	A
	Leu	Pro	Gln	Arg	G
A	Ile	Thr	Asn	Ser	U
	Ile	Thr	Asn	Ser	C
	Ile	Thr	Lys	Arg	A
	Met	Thr	Lys	Arg	G
G	Val	Ala	Asp	Gly	U
	Val	Ala	Asp	Gly	C
	Val	Ala	Glu	Gly	A
	Val	Ala	Glu	Gly	G

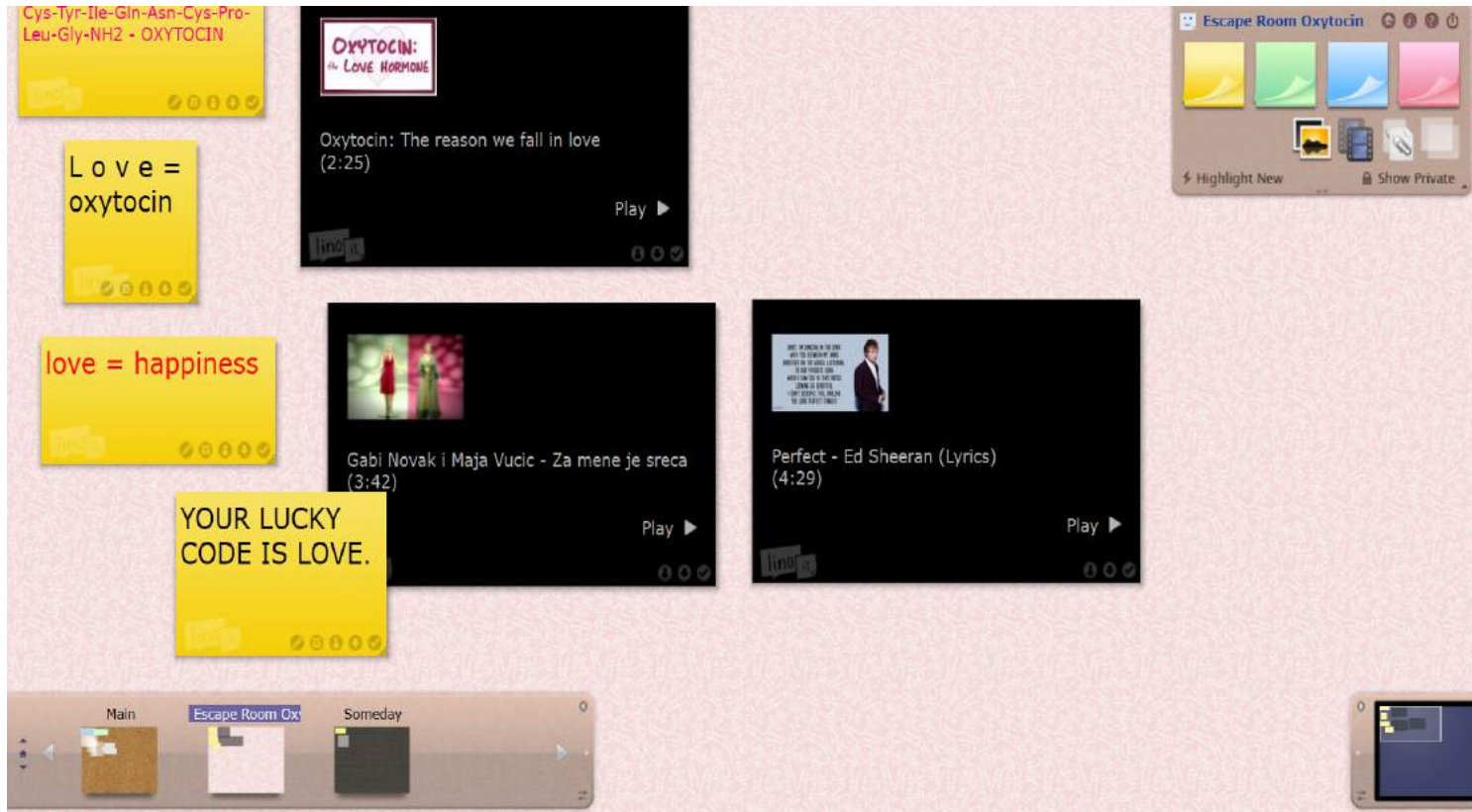
B I U T - ▲ ○ ✎ % □ × ° > <

Write your answer...

Answer recorder (optional) - Voice

The solution is a polypeptide consisting of 9 amino acids, and write that order in the following link: bit.ly/EROOMAc-Ac-Ac...
 if your order is correct the link will take you to your lucky code.

Attachment 3.f Code for Happiness



PUZZLE https://www.jigsawplanet.com/?rc=play&pid=3e79a61dfebc	Key 1. https://bit.ly/ESCAPEDNASTRANDS
	Key 2. https://bit.ly/ESCAPEAAA
	Key 3. https://bit.ly/RIBOSOMALRNA

	Key 4. https://bit.ly/EROOMCys-Tyr-Ile-Gln-Asn-Cys-Pro-Leu-Gly
	Password: LUCKYCODE
Key 5.	http://linoit.com/users/Marijana1404/canvases/Escape%20Room%20Oxytocin

Attachment 4.- Assessment /Evaluation

Reflect on today's activities:

What did you like?	What didn't you like?
What was easy?	What was hard?



Students, draw anywhere on this slide!

Peer Deck Interactive Slide
Do not remove this bar

Author: Marijana Vuković

Country or region: Croatia

Healthy Foods by Skilful Language Learners

1. Preparing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Learners will improve their command of English in a fun and digital way.</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<ul style="list-style-type: none"> - Upper Secondary 16 to 19.

<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstation etc.</i></p>	<p>A remote learning space</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • The learners will be able to learn vocabulary related to cooking in English. • The learners will be able to create digital recipes of healthy snacks by shooting videos. • The learners will be able to collaborate in digital spaces to create a common cookbook. • The learners will be able to improve their foreign language skills and their digital competence.
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier it will be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> • Digital flashcards representing foods and kitchen utensils. (Teachers may use the following Web 2.0 tool for this purpose: https://quizlet.com/features/flashcards) • • Learners will need various Web 2.0 tools to create videos and publish a cookbook. • • Learners can shoot their video at their homes under the guidance of their parents.

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to clearly understand each step of the process. Please, use clear language, add the necessary details, and make sure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method	Details and description	Time
	<p><i>Provide details of the content of this activity. make sure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i></p>	<p><i>Approximately, how long does this part of the lesson plan take?</i></p>

A presentation	<ul style="list-style-type: none"> ○ The teacher will present the cooking vocabulary flashcards prepared with “Quizlet” tool on an online Zoom lesson. (The number of flashcards may vary depending on your learners’ level.) 	10 minutes
Online quiz for practice	<ul style="list-style-type: none"> ● The teacher will prepare games on either Word Wall or Quizizz. ● The learners will play these digital games to practice the vocabulary they have learnt. ● 	30 minutes
Collaboration	<ul style="list-style-type: none"> ● The learners will play a digital escape room game with their friends in groups to find the secret ingredients of a traditional food and guess that food’s name to escape the room. The first group to escape the room will win. 	10-15 minutes
Brainstorming	The learners will brainstorm ideas about the healthy snacks on a ‘Tricider’ page.	10-15 minutes
Research	The learners will write their recipes in English and share them on a Padlet page.	20-30 minutes
Peer review	Each learner will peer-review one of their friends’ reviews using the rubric created by the teacher in terms of language use. The learners will review their recipe and make necessary changes.	30 minutes
Homework and Assessment	The learners will shoot videos of their healthy snack recipes and share them on Youtube. They will create QR codes for their videos. Finally, an e-book consisting of the recipes of healthy snacks and the QR codes of the videos shot by the students will be created. ‘Joomag’ tool will be used to create the e-book. The quality of the writing and the video content will be assessed by the teacher using a rubric.	May vary
<h3>Blended and remote learning environments</h3> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<p>This lesson is planned to be conducted in an online learning environment. Yet presentation, brainstorming and peer review steps may be conducted in class as well. Also instead of shooting online videos the learners can prepare healthy sandwiches in class and they can talk about the ingredients, their preferences and how they prepared. They can take photos of the food they prepared and share them on a Padlet page as a follow-up activity.</p>		

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework</p> <p><i>Help learners complete their learning process by suggesting materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, make sure you have the rights to share those resources.</i></p>	<p>The students will create an e-book in collaboration with their peers as mentioned above.</p>
<p>Evaluation</p> <p><i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<p>The teacher will create an online survey using Google forms and ask the students to review this lesson and collect feedback from them on the different stages of the plan.</p>

Author: Hatice Yagci

Country or region: Turkey



Project website

fcl.eun.org/edu-regio



Digitally Competent Teachers



@Eduregio1 #EduRegio

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Intellectual Output 2: School & Classroom Kit



Provincia Autonoma di Trento

