



Erasmus+



2018-2021

ACTIVE AND RESPONSIBLE CITIZENSHIP



E-TOOL KIT

Educational resources-lesson plans





Erasmus+

ACTIVE AND RESPONSIBLE CITIZENSHIP nr. ref. 2018-1-EL01-KA229-047909_5



E-TOOL KIT

Educational resources-lesson plans



- ÇAĞDAŞ YAŞAM TÜRKAN TUTUMLUER PRIMARY SCHOOL
- 101ST PRIMARY SCHOOL OF THESSALONIKI
- 144 SECONDARY SCHOOL NARODNI BUDITELI SOFIA
- ISTITUTO COMPRENSIVO FOSSACESSIA
- SCOALA GIMNAZIALA ULMI



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ACTIVE CITIZENSHIP VOLUNTEERING

**ÇAĞDAŞ YAŞAM TÜRKAN TUTUMLUER PRIMARY SCHOOL****ACTIVE CITIZENSHIP THEME LESSON PLAN I****PART I:**

Time: 40+40 min.	
COURSE	HUMAN RIGHTS, CITIZENSHIP AND DEMOCRACY
GRADE	4.
UNITE	6.UNIT
LEARNING FIELD	ACTIVE CITIZENSHIP

PART II:

OBJECTIVES	HR&D.4.6.1. Students learn about their rights as a child and give examples.
LEARNING-TEACHING TECHNIQUES AND METHODS	Lecture, Question and Answer, Role Play, Brainstorming, Visual Reading
EDUCATIONAL AND TECHNOLOGICAL DEVICES AND MATERIALS NEEDED	Course Book, Pc, Overhead Projection
PLACE	Classroom- Library
TEACHING-LEARNING PROCESS	
TOPIC	“I AM A CHILD; I EXIST WITH MY RIGHTS”

As warm up, students are asked to talk about the problems a child face in family, school or society. Students are asked to guess the topic from the pictures and the sub-titles in the course book.

The following questions can be asked to draw their attention:

- What would be your reaction if your family refused to send you to school?
- What would you say to your parents if they do not take you the hospital when you feel sick for a long time?

Students learn that the UN General Assembly adopted the Declaration of the Rights of the Child In 1959 which defines children's rights to protection, education, health care, shelter and good nutrition. Students can explain and give examples about their rights:

Right to Survival – to life, health, nutrition, name, nationality.

Right to Development – to education, care, leisure, recreation, cultural activities.

Right to Protection – from exploitation, abuse, neglect.



<p>Right to Participation – to expression, information, thought, religion.</p> <p>Students read about stories of kids from different countries on the course book. They can discuss about the stories and explain what should be done and what should not have been done.</p>	
<p>Individual Learning Activities (Homework, experiment, problem solving, etc.)</p>	<p>“Your Turn” Section</p> <p>Students ask their parents “What are my rights as a child?” and take notes.</p> <p>Students research a memoir of Atatürk with kids in the library.</p>
<p>Learning in Group Activities (Project, visits, observation, etc.)</p>	<p>In groups, students discuss what other child rights should be there.</p>
<p>Learning Outcome</p>	<p>Students learn that a child means every human being below the age of eighteen years and their rights are ensured with the “Declaration of the Rights of the Child.”</p>

PART III

<p>Assessment and Evaluation: For Individual Learning Activities: For Learning in Group Activities: Extra Evaluation measures for students with learning disabilities and for student with high level of learning.</p>	<p>Individual Evaluation:</p> <ol style="list-style-type: none"> 1. What are your rights as a kid? <p>Group Evaluation:</p> <ol style="list-style-type: none"> 1. Do students have active part? 2. Can they express their ideas and emotions in a clear way?
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ACTIVE CITIZENSHIP LESSON PLAN II

PART I:

Time: 40+40 + 40 min.	
COURSE	SOCIAL SCIENCES
GRADE	4-
UNITE	6.UNIT
LEARNING FIELD	ACTIVE CITIZENSHIP-VOLUNTEERING

PART II:

OBJECTIVES	S.S.4.6.3. Students learn and participate in educational-social and volunteering activities and clubs at school life.
LEARNING-TEACHING TECHNIQUES AND METHODS	Lecture, Question and Answer, Role Play, Brainstorming, Visual Reading
EDUCATIONAL AND TECHNOLOGICAL DEVICES AND MATERIALS NEEDED	Course Book, Pc, Overhead Projection
PLACE	Classroom
TEACHING-LEARNING PROCESS	
TOPIC	I PARTICIPATE IN EDUCATIONAL AND SOCIAL ACTIVITIES
<p>As warm up, students look at the pictures and talk about the pictures, tell what the children are doing.</p> <ul style="list-style-type: none"> • What do you like doing at school besides lessons? • Do you attend any social club, volunteering activities or do you do any sports after school? • Would you like to participate in any volunteering events? <p>Students learn that each student can have different skills and interests. They can participate in activities according to their interests and skills. There are various activities and materials in the course book and teachers' book for different areas of learning. Students read the informative passages and answer which area would be more interesting or beneficial for them and why?</p> <p>With social activities students build stronger friendship, develop their sense of responsibility and self-confidence.</p> <p>The aim is also to give them ideas on how to make use of their spare time, develop recreation events for themselves while strengthening their sharing and cooperation senses.</p> <p>Students do the activities in the course book. Students are divided into groups. Each group either creates a volunteering event or establish a social club. They present their studies.</p>	



Individual Learning Activities (Homework, experiment, problem solving, etc.)	Reading, Explaining, Practice, Analyzing, Commenting “Your Turn” Section
Learning in Group Activities (Project, visits, observation, etc.)	What volunteering event or social club would you like to create? What activities would you design for the club or event?
Learning Outcome	Individuals have different skills and interests. People participate in activities according to their abilities and hobbies.

PART III

Assessment and Evaluation: For Individual Learning Activities: For Learning in Group Activities: Extra Evaluation measures for students with learning disabilities and for student with high level of learning.	Individual Evaluation: 1. What are the social clubs in your school Group Evaluation: 1. Do students have active part? 2. Can they express their ideas and emotions in a clear way??
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101ST PRIMARY SCHOOL OF THESSALONIKI

PROJECT: VOLUNTEERING AND TRADITION

Number of students: 273

Classes: All the classes in our school (6 grades, 12 classes)

Aims:

- To familiarize the children with traditions and customs of our country connected to Spring and Easter.
- To create Art projects different for each grade.
- To exhibit and sell the children's creations in order to donate the money to the "Child's smile", during "The Parents Day" that took place in our school playground on 17 April 2019.
- To help children work in teams in a loving, non-threatening and fully supportive atmosphere in order to experience the importance of volunteering. To help them realize the fulfillment one can feel when you offer without expecting something in return. Especially when it concerns people in need and children who seek our support.

Materials: school books of Language, History and Religious Education, relevant activities during Music and Art classes. Each class worked on a particular topic and with the assistance of the Music and Art teachers, together with the teachers of each class, created a number of art crafts related to the coming of Spring and Easter.

Grade 1 activities:

Grade 1 organized a short event concerning Lazarus Resurrection (New Testament reference). The children sang a relevant traditional song, "Lazarakia" holding decorated baskets in their hands. Walking in front of the students, teachers and parents who took part helped the students collected eggs according to the tradition.

In addition the first grade draws the important sights of Thessaloniki and with the help of their teachers their drawings were turned into wonderful placemats.

Finally they made little baskets which were decorated with flowers and ribbons, really amazing to look at.

Grade 2

The second graders brought candles and decorations like ribbons and different miniatures which they used to decorate their own Easter candles according to their individual taste.

Grade 3

The third graders created bunnies and Easter eggs using different materials (cotton, cotton buds) with wonderful results, as it was proved by the sales.

Grade 4, 5 and 6

The students of the last grades were involved in the creation of Easter candles. The classrooms were turned into workshops where the children together with their teachers used their imagination to create



real pieces of art. Ribbons, stickers, different miniatures were used to decorate the candles turning them into works art. The “decoupage” method was also used with outstanding results.

After working hard for about 3 weeks on 17 April 2019, our school was open and ready to welcome the students’ parents. A warm atmosphere embraced us all on that day and everybody was smiling showing his satisfaction.

Little stalls were installed in a very short time in the school playground and each class was ready to sell its creations while other groups were creating together with the parents new candles, baskets and eggs in small workshops.

The teacher of the Grade 2 created a small workshop giving «macramé” lessons to the children and adults too.

Our playground was filled with the 1st graders voices singing “Lazarakia” and their little baskets were filled with Easter eggs offered by the pleased audience.

The students of Grade 6 were under the responsibility to collect the money earned by all the classes, to count it and with the school headmistress’ help , their teachers and the Parents Association, the money was donated to the “Child’s smile” , a non-profit organization dealing with abused children.

The satisfaction and pleasure in the children’s eyes after the end of the event, was very moving. The parents were also very eager to take part in different activities, which made their children feel proud of them.

The students worked all together, supported and helped each other. They were really interested in having a good outcome and finally enjoyed the results of their cooperation.

The teachers felt that our aim, to make our students realize what volunteering really means, was fulfilled making us really happy and proud of this.

There were no problems at all during the process of the activities. On the contrary everything ran smoothly and we were all very generously awarded.



144 SECONDARY SCHOOL NARODNI BUDITELI SOFIA

LESSON PLAN - VOLUNTEERING

7th grade

Learning objectives:

- Students can define “a volunteer”
- Students can describe the value of volunteering
- Students can organize a volunteer initiative

Plan:

1. Define a volunteer.
2. Describe current volunteer trends, values and benefits.
3. Identify motivating factors that lead individuals to volunteer.
4. What volunteer initiatives can we organize in our school?
5. How to organize a School Volunteers Club?
6. A volunteer quiz

Length: 40 minutes

Materials needed for the lesson:

- Lesson plan
- Whiteboard markers, whiteboard
- Sheets of paper

Introduction: 2 minutes

Greeting of the students and introduction of the subject.

Objective 1 – Define a volunteer: 7 minutes

Students are divided into groups and are given 3 minutes to think of a definition of the word “volunteer”. A representative of each group tells the other the definition of their group.

Examples:

- a person who freely offers to take part in an enterprise or undertake a task
- a person who works for an organization without being paid

Objective 2 – Describe current volunteer trends, values and benefits: 5 minutes

- Women (46%) more likely to volunteer than men (42%)
- 35-44 years old group most likely to volunteer (35%) – this group is the most likely to volunteer because this is an age when that population has school-age children and their volunteer services are needed more than ever
- Those who volunteer typically contribute more than those who do not – those who volunteer time are also more likely to contribute financially
- **44%** of adults volunteer an average of 3.6 hours/week.



- **83.9 million adults** volunteer a total of **15.5 billion hours**; equivalent of over **9 million** full-time employees

Students in groups have to finish the sentence: 5 minutes

Youth benefit from volunteers who...

Examples:

- Care about them;
- Let them know they are valued;
- Provide opportunities for them to make decisions and try out ideas;
- Show confidence in their ability;
- Help them develop new skills

A representative of each group tells the answers.

Students have to list different volunteer initiatives – 6 minutes

Examples:

- Helping elderly people with shopping and cleaning the house;
- Reading stories to small children in kindergarten or in a hospital;
- Taking care of homeless people;
- Educating people from the community how to use a computer

Objective 3 – How to organize a volunteer initiative - 10 minutes

Students have to make a plan on how to organize a volunteer initiative. They are divided into groups and a representative of each group explains to the other group their plan.

Example:

1. Find a cause.
2. Find people interested in the cause.
3. Think of activities.
4. Talk to locals.
5. Find help from the locals.
6. Organize a group and apply the plan.

How to organize a club in the school – 3 minutes

Encourage the students to post a message on the Internet page of the school and put the message on the information boards in the school.

Closing: - 2 minutes

Thanking the students for the interest in the subject and good bye.



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ISTITUTO COMPRENSIVO FOSSACESSIA

PROJECT WORK

Title: ForLife

School: Primary and Secondary School

Period: All year

ForLife is an ONLUS based on volunteering. Its social engagement is focused on the solidarity towards children in the educational and healthcare fields.

Volunteer project presents a great opportunity for our students to prepare for the future, as well as to improve their communities.

AIMS

1. Make those children who aren't accustomed to doing it smile
2. Help poor children to grow up well and safe
3. Help people from poor countries who are in need

OUR SCHOOL:

Our students and teacher:

-Buy chocolate eggs during Easter time

-Chocolate Nativity for Xmas holidays

-Bread and oil breaks: twice a year our school offers two slices of bread greased with olive oil to all students, from the kindergarten to Secondary school, and each student pays just 1 euro as a symbol

BOOK "Flying crayons"

Some of our teachers wrote this book containing some stories inspired by some African legends. This book has been translated in English too. Students of Primary school bought it and the proceeds went to this ONLUS



SCOALA GIMNAZIALA ULMI

PROJECT WORK

Topic: Volunteering

Title: S.N.A.C.(The National System of Community Action). SNAC is a national association which promotes volunteering for students and teachers in their local communities to support the people in need.

School: Primary and Secondary School

Time: All year

Classes involved: all the classes in our school (preparatory class to 8th grade)

Aims:

- to help the disadvantaged people in our school and the local community
- to identify and grow awareness for the problems of some social categories (old people, orphans, poor children) and try to solve them partly
- to develop students' and teachers' volunteering action in their community as active citizens

Our school activities:

Students' and teachers' activities:

- Collect groceries to be delivered in the SNAC campaigns for orphanages or senior establishments
- Buy workbooks for their colleagues who can't afford them
- Picnics for the whole class
- Sweets and fruit for Saint Nicholas and the beginning of the school year
- The Autumn Festival, a local contest of handicrafts, drawings, flower bouquets, carved pumpkins and harvest traditional products: apple pies, jars of mashed eggplant and pepper (traditional Romanian *zacusca*), jams, stewed fruit, which are donated to old foster care or orphanages
- The sale of March traditional broches,' ' *martisoare* ' 'to help the poor children in our school in providing learning materials



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ACTIVE AND RESPONSIBLE CITIZENSHIP nr. ref. 2018-1-EL01-KA229-047909_5



CULTURAL HERITAGE

**ÇAĞDAŞ YAŞAM TÜRKAN TUTUMLUER PRIMARY SCHOOL****LESSON PLAN****PART I:**

Time: 40+40 + 40 MN	
COURSE	SOCIAL SCIENCES LESSON
GRADE	4-
UNITE	2.UNIT
LEARNING FIELD	CULTURE AND HERITAGE

PART II:

OBJECTIVES	SS.4.2.2. Students research and give examples about the things, events and rituals that reflect the national cultural components.
LEARNING-TEACHING TECHNIQUES AND METHODS	Lecture, Question and Answer, Role Play, Brainstorming, Visual Reading
EDUCATIONAL AND TECHNOLOGICAL DEVICES AND MATERIALS NEEDED	Course Book, Pc, Overhead Projection
PLACE	Classroom
TEACHING-LEARNING PROCESS	
TOPIC	CULTURAL COMPONENTS
<p>Students read a news passage. Their attention is drawn. Students are asked to discuss and answer the following questions.</p> <ul style="list-style-type: none"> • What is culture? • Are there any old or antique/nostalgic objects in your house? (Coins, pottery, rug, carpet, record discs, etc.) <p>Students learn about the objects, traditions, values and rituals that reflect the traditional culture. The importance of national, cultural and religious festivals is explained. Students are divided into five groups. Each group is assigned with a traditional event. In groups, students ask each other what they do during the that special event and take notes. Later, they present their study.</p> <p>Students will be able to explain that literature, education, arts, music, architecture, habits, beliefs, rituals, and traditions all together form culture which is formed by the people who live and share together for a long period of time. National culture is the core feature of each nation that keeps the citizens together. Students understand that there can be different traditions or rituals in the same country which is called diversity.</p> <p>Students read the informative passages on the course book and discuss about it and do the related activities.</p>	
Individual Learning Activities (Homework, experiment, problem solving, etc.)	Reading, Explaining, Practice, Analyzing, Commenting “Your Turn” Section They present pictures about the national folklore.
Learning in Group Activities (Project, visits, observation, etc.)	Students visit the archeological and Topkapı museums.
Learning Outcome	Students explain that each nation has their own culture and language which should be protected. There can also be different groups or minorities with their own way of life.



PART III

<p>Assessment and Evaluation: For Individual Learning Activities: For Learning in Group Activities: Extra Evaluation measures for students with learning disabilities and for student with high level of learning.</p>	<p>Individual Evaluation:</p> <ol style="list-style-type: none"> 1. What is Culture? 2. What are the Religious and National Celebration days? <p>Group Evaluation:</p> <ol style="list-style-type: none"> 1. Do students have active part? 2. Can they express their ideas and emotions in a clear way?
<p>Interdisciplinary Area: Visual Arts</p>	<p>Students in each group draw a picture about the traditional event that their group is assigned.</p>



101st PRIMARY SCHOOL OF THESSALONIKI

LESSON PLAN: CULTURAL HERITAGE

Subject: Traditional games, **Triliza** (Ticktacktoe or Noughts and Crosses)

Number of students: 45

Grade: 6th

In the framework of ‘Active and Responsible Citizenship’ Erasmus+ programme, the students of the 6th grade will be familiarized with traditional games of our country which are still played today with variations or in their original form.

Being aware of tradition helps children become more complete personalities and going back to their roots strengthens their characters. It makes them feel proud and responsible to hand over the traditions of their country to the forthcoming generations.

The game we will be presenting and playing is called **Triliza**

Aims:

1st aim: The first aim of the game is for the children to be entertained.

2nd aim: Exercising children’s mental ability is another important aim of **Triliza**.

3rd aim: Even physical exercise and speed are basic elements of the game, according to the variation the students are going to play.

4th aim: Finally, all the above will be taking place within the framework of fair play which is considered to be a very important fact in the child’s emotional development.

The presentation of the game as well as its rules will be presented initially in the classroom and afterwards the students will play the game in the school play ground under the supervision of the Physical Education teachers.

Presentation of the game:

Triliza is a game which has been accompanying for years younger and older people, not only entertaining but educating them at the same time. Two players are needed, single or in teams. We will be playing the game in mixed teams of both boys and girls. Pen and paper are also needed when the game is played inside. However, we are going to play the game on the playground, so we will need ropes and plates used in the P.E.

Game rules:

- ❖ Two leaders are set, one for each team.
- ❖ Each leader picks a classmate for his team, a boy or a girl in turns.
- ❖ **Triliza** is set on the playground using P.E ropes.
- ❖ The teams stand in line, 5 metres away from the set **Triliza**.
- ❖ Each child holds a plate in his hands. Different colours are used for each team.
- ❖ The P.E teacher whistles and the children standing in the front row run as fast as they can in order to place their plate in one of the **Triliza** squares.
- ❖ Then they run back to their teams, touch the next player and go to the end of the line.



- ❖ This continues until the first **Triliza** is formed. That is when one of the teams manages to place its plates in a line horizontally, vertically or diagonally.
- ❖ The players cannot touch or move any plate already placed in a square.
- ❖ The first team to form a **Triliza** wins.
- ❖ In case the squares are filled with plates but no **Triliza** is formed, the game continues and the players have the right to move one plate and put their own in its place until the first **Triliza** is formed.

After the presentation of the game in the classroom and after the rules have been understood and accepted, the students promise to keep them throughout the game. Finally the time is set for the game to be played.

The implementation of the game satisfies all the children and both winners and losers are pleased since they have been entertained and educated at the same time.

Triliza is a wonderful game during which the children have fun and exercise their physical and mental competencies within the framework of fair play.





144 SECONDARY SCHOOL NARODNI BUDITELI SOFIA

LESSON PLAN: CULTURAL HERITAGE

Subject: English

Level: 7th grade

Topic/Theme: Cultural heritage – Historic Bulgaria

Learning objectives:

- Reading for key information
- Listening for specific information
- Learning topic-related vocabulary

Materials: *Blaze for Bulgaria*- Student's Book, Workbook and Interactive Whiteboard Software

Activities:

- **Introducing the topic** – In order to present the topic the teacher asks students to look at the pictures of some historic sites in Bulgaria and elicit what, if anything, they know about these places. The aim of the task is to check that students know basic vocabulary related to the topic that will be used in the text.
- **Reading for key information** – the teacher asks students to read the itinerary and answer the questions:
 - Where is Alexander Nevsky Cathedral?
 - What is Kazanlak famous for?
 - What can visitors do in Nesebar?
- The teacher checks students' answers and helps them with any vocabulary if necessary.
- **Consolidating new vocabulary**
 - The teacher explains the task – students have to form collocations from words given and use them to make sentences based on the text.
 - The teacher gives the students time to look up the meanings of the words in the *Check these words box*.
 - The teacher plays the video.
 - The students continue working on their own. They check their answers in pairs before class feedback.
- **Expressing an opinion**
 - The teacher explains the task and gives students time to think about and answer the question “*Why would you go on that trip?*”. They write a short text giving 3 reasons.
 - The teacher asks students to present their texts to the class.
 - Alternatively, the task can be assigned as homework.
- **Listening for specific information**

- The teacher asks the students to read the gapped timetable. Then play the recording.
- Students listen and write the missing information in their notebooks.

Answer key: **1.** 9:00 **2.** Royal Palace **3.** 1:00 **4.** 7:30 **5.** hotel

- **Learning outcomes for students**

- They will be able to develop particular micro-skills of reading.
- They will learn and practice topic-related vocabulary.
- They will be able to reinforce their understanding of words connected with the topic.

- **Personal aims for the teacher**

- Deliver instructions clearly and smoothly
- Use simple and clear instructions to the students
- Improve classroom management

Multi-Level Adaptations:

- **Faster Students** – While waiting for the slower students to finish the tasks, they can make some of the exercises in the Workbook.
- **Slower Students** – They can do the exercises in the Workbook as a homework.

Anticipated Problems and Proposed Solutions: Students may not have enough time to do all exercises individually. In this case they can work in groups.



ISTITUTO COMPRENSIVO FOSSACESSIA

PROJECT WORK

TITLE: “Italy...our heritage”

STUDENTS: Primary and Secondary school

PERIOD: February – May

SHORT DESCRIPTION

Our cultural heritage is a unique resource for future social development and an important tool for teaching future generations about traditions and our history.

This project has the purpose of stimulating students’ interest in local history and cultural heritage through the use of multimedia tools and printing programs, an interdisciplinary education approach which aims at learning by doing and peer education.

AIMS:

- to raise awareness of the cultural heritage
- to show our students, which significant role it plays in our lives
- to encourage our students to identify their cultural heritage and accept the feeling of responsibility for it.
- to encourage our students to see and accept the cultural diversity which is important to promote democracy and peace
- to use English as a communication tool
- to give our students opportunity to raise their self-confidence by cooperating with peers from different countries
- to show our students the communication in other languages as a natural part of every life and motivate them to further studying, travelling, exploring

TOOLS: multimedia tools and printing programs

METHODS:

- learning by doing
- peer education
- problem based learning
- Brainstorming
- Role playing

SUBJECTS: Art, Technology, History, Geography

PROJECT DESCRIPTION

This activity involves students of our primary and secondary school. Through the experimentation of an interdisciplinary teaching approach (school subjects are Art, Geography, History and Maths), the



participating students will be stimulated to discover their territory and local cultural heritage through the use of multimedia tools and printing programs and the use of active teaching strategies such as Problem-Based Learning (PBL), brainstorming, peer education, learning by doing, role-playing and hands-on learning approach. In particular, by enhancing workshop, group, and game experience, students will progressively acquire reflection abilities and critical thinking, and will be able to negotiate meaning and build new knowledge related to disciplinary knowledge.

SKILLS:

- Social inclusion
- Active citizenship
- Attitudes related to “*cultural heritage*”
- Awareness and “expression” that can be acquired through expression, evaluation and appreciation of works of art

The project, at all phases, involves the use of specific assessment tools (questionnaires, focus groups, thinking aloud, personal journals, observation, photography, products of workshop activities) which allow the project team to constantly monitor the results achieved in terms of experience enjoyment, disciplinary learning objectives, acquired competences and educational implications.



SCOALA GIMNAZIALA ULMI

INTEGRATED LEARNING ACTIVITIES PLAN

Ulmi Kindergarten

Topic : ‘ Who am I / Are We ? ’

Learning activities :

Personal development activities

- The morning activities: From our grandparents’ peasant house
- Transition: musical game: ‘ *One behind the other* ’, song “ *I love Romanian dance* ‘
- Routines: ‘ Getting ready for the activities ’

Games and chosen learning activities

- Role play: ‘ We are getting ready for the meeting
- Building activity: ‘ My village ‘ (wooden cubes)
- Art: Romanian traditional blouse – adding cords to the hems

Learning activities based on experience domains

Language and communication

- The Romanian traditional costume – conversation

“Man in the Society” experience domain

- **The traditional costume – manufacturing using modelling paste**

Class organization : whole- group, small groups, individual

Type of activity : Checkpoint and skills consolidation

Procedure : Role play / Art / Conversation / Building

Place: Kindergarten room

Time: one day

Purpose :

- ❖ Broadening children’s knowledge about the Romanian traditional costume, worn in Ulmi county, to have a better representation of it
- ❖ Consolidating the skill of putting together the parts of the traditional costume , using different techniques and methods(moving around the classroom to see everybody’s work)

Lesson aims:

- ❖ **Role play :** ” We are getting ready for the activities “
 - to play the housewife’s part , acting specifically
 - to prepare breakfast for their guests
 - to prepare sponge cake from dough
 - to express their actions in words , using the appropriate language



- ❖ **Crafting activity:** ” **My village** ” building from wooden cubes and different materials
 - to identify the building material
 - to build peasant houses, resembling their native village , using specific architecture elements
 - to work together in the group activities

- ❖ **Art :** “ The traditional costume”- sticking activity
“ The Romanian traditional blouse” – cording
 - to consolidate practical skills: sticking, cording , sewing
 - to value the traditional costume by specific activities
 - to have the correct body position to have a better bodily coordination
 - to evaluate their work and their colleagues’ work
 - to be creative

- ❖ **The traditional Romanian costume** – conversation
 - to describe the parts of the traditional costume in Muntenia, both for boys and girls
 - to express their ideas in appropriate and correct sentences
 - to activate and enrich their vocabulary using words related to the traditional Romanian costume
 - to be aware of the way the traditional costume can be preserved

“Man in the Society” Experience Domain

- to consolidate practical skills : sticking , shaping , painting
- to apply by sticking the elements of the traditional costume on the modelling paste
- to shape up with a stick according to the model the traditional Romanian blouse
- to paint the traditional blouse and vest in black and red, using different folk elements
- to value the traditional costume by specific activities
- to have the correct body position to have a better kinesthetic coordination
- to evaluate their work and their colleagues’ work

Children sitting in a circle: ‘ **My village is celebrating** ’

- to use their knowledge about their native village, customs and traditions in a new context
- to emphasize the beauty of the traditional costume
- to sing folk songs
- to dance the traditional dance in our area
- to recite poems for children
- to express joy and admiration for the folk traditions of their native village

Learning strategies:

Methods and procedures: conversation, explanation , demonstration, exercises, team work , problem solving, brainstorming, “ Tour of the Gallery “ (moving around the classroom to see everybody’s work)

Materials: pictures, village photo albums, dishes, forks, spoons, food, wooden cubes, baskets, crayons, panel, peasant little houses, glue, folk costumes cut outs



The Day Scenario

I chose **the traditional celebration** as the day's topic. The classroom will be decorated accordingly. In the morning, children will find a peasant house at their thematic center. The teacher will surprise children because she will wear a traditional costume and will recite the poem ' My Village ' using a musical background.

Children will be invited in the wonderful world of customs and traditions of our native village. They will sit in a circle and will be given directions concerning the learning tasks. Children will be organized in activity centers. The activities centers support the learning activities based on experience domains. The prior knowledge has been taken into account to be linked with the present learning content.

The activities start with **the morning meeting** having the topic " From our grandparents' house ". The discussion will spin around the folk art objects children have brought.

Children will describe the Romanian traditional costume by conversation and then making the transition to building activities. The practical activity will be carried out through the Art center by moving around the classroom to see everybody's work. Children will manufacture the traditional costume by consolidating the sticking, sewing, painting skills.

Within the learning center Role Play, children will play the housewife's part, preparing traditional food for their celebration.

Within the Building center, children will build their native village taking into account architecture elements.

Today's activity ends by children 's sitting in a circle " My village is celebrating " , by which the thematic project will be evaluated.

I intended to carry out the lesson aims and I gave all children the opportunity to value their cognitive features and creativity.

The morning meeting

The topic of the morning meeting is " **From our grandparents' house** " .

Children sit in a circle to have a visual contact with all the group members. The kindergarten teacher , an example of good behaviour, looks at the children , smiles and encourages them by verbal and non - verbal communication.

After saying hello , the activity will stick to the Nature calendar , by telling the others the season and today's weather .

Sharing ideas

Children will show and describe the precious objects brought from their grandparents' house.

Today's News

All message will be short, directly addressed to everybody .

Praying moment - children will pray to the angels to grow big and healthy .

We stand in a row and we all go outside to do some refreshing gymnastics in the open air and we will sing ' I love Romanian dance ' .



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ACTIVE AND RESPONSIBLE CITIZENSHIP nr. ref. 2018-1-EL01-KA229-047909_5



DIVERSITY

**ÇAĞDAŞ YAŞAM TÜRKAN TUTUMLUER PRIMARY SCHOOL****DIVERSITY THEME LESSON PLAN I****PART I:**

Time: 40+40 min	
COURSE	SOCIAL SCIENCES
GRADE	4-
UNITE	2.UNIT
LEARNING FIELD	CULTURAL VALUES-DIVERSITY

PART II:

OBJECTIVES	SB.4.2.1. Students study about the family history benefitting from the verbal, written, visual resources and objects.
LEARNING-TEACHING TECHNICS AND METHOTS	Lecture, Question and Answer, Role Play, Brainstorming, Visual Reading
EDUCATIONAL AND TECHNOLOGICAL DEVICES AND MATERIALS NEEDED	Course Book, Pc, Overhead Projection
PLACE	Classroom
TEACHING-LEARNING PROCESS	
TOPIC	MY FAMILY HISTORY
<p>To draw attention and as warm up following questions can be directed to students:</p> <ul style="list-style-type: none"> • Do you know where your parents were born? • What is the age gap between you and your siblings? • What questions would you ask to your family to learn about the family history? <p>Students comprehends that the most effective way to learn about our family and ancestors is the oral history. The questions asked to family elders, photos, documents (id cards, diplomas, letters), old objects help us to learn more about the family history. Students learn about the family tree; who can be there, who cannot be. Students read the informative passages on the course book and discuss about it and do the related activities.</p>	
Individual Learning Activities (Homework, experiment, problem solving, etc.)	Reading, Explaining, Practice, Analyzing, Commenting “Your Turn” Section
Learning in Group Activities (Project, visits, observation, etc.)	Do each family inherit the same culture? Discuss.
Learning Outcome	Students will be able to explain their family trees and how to get information about their families’ background.



PART III

<p>Assessment and Evaluation: For Individual Learning Activities: For Learning in Paired Activities: Extra Evaluation measures for students with learning disabilities and for student with high level of learning.</p>	<p>Individual Evaluation: 3. How can we learn about the family history? Pair Evaluation: 3. Do students take active part? 4. Can they express their ideas and emotions in a clear way?</p>
<p>Interdisciplinary Area: Visual Arts and Turkish Lessons</p>	<p>Students draw a family tree on their art lesson. In pairs, students complete a reading text in their Turkish course book. They are asked to write appropriate sentences or questions to the missing parts.</p>



101ST PRIMARY SCHOOL OF THESSALONIKI

LESSON PLAN: DIVERSITY

Subject: English

Level: Beginners-A1

Topic/Theme: Diversity and Acceptance

Language Focus: Related Vocabulary

Estimated Time: 2 Lessons of 45 minutes

Aims:

- To create a relaxing, non-threatening classroom atmosphere through a song
- To cultivate students' visual perception
- To challenge prejudice and promote community cohesion
- To promote the ideas of uniqueness and cooperation

Materials: Magic Book 2 p.74/ Grade 3

Worksheets

Interactive Whiteboard

Whiteboard

The students are encouraged to accept and respect differences through a song.

Activities:

Pre-Listening

Activity 1

The teacher gives the students a worksheet with the heading 'It's ok to be different'. Students have to fill in personal information concerning physical appearance and likes/dislikes.

At bottom of the page the students draw a picture of themselves.

The teacher asks questions to encourage students to spot differences and similarities.

All the worksheets are collected and stapled together to make a class book to celebrate differences and similarities.

Activity 2

The teacher hands out paper hearts and students have to write something special about him/her.

Having each student hold his heart in front of the class the teacher encourages students to cheer for what makes each child unique.

The teacher sticks the hearts on the bulletin board and encourages students to compliment others on their unique gifts.

While-Listening



Activity 1

The students read the lyrics of the song and highlight key-words. The teacher checks students' understanding of new vocabulary by asking relevant questions.

e.g Are we all the same?/Can you help me?/Can I help you?

Students do an exercise on their book:

They listen to the song and match words they hear to the pictures given.

Students listen to the song again and sing along.

Post-Listening

Activity 1

The teacher sticks on the board a picture for children to colour and explains that each child can use only one colour. The students have to decide which.

One by one the students use their colours to complete the picture.

The teacher explains that different colours make the picture complete. He helps students understand that we are all different but when we work together we can accomplish great things.



144 SECONDARY SCHOOL NARODNI BUDITELI SOFIA

LESSON PLAN: DIVERSITY

Subject: English

Level: B2+

Topic/Theme: *Culture Clip- Theatre for the Deaf*

Language Focus: Reading Comprehension

Aims:

- Multiple matching – reading for main points
- Multiple choice – reading for details

Materials: *Upstream for Bulgaria B2+* Student's Book, Workbook and Interactive Whiteboard Software

Activities:

- **Warming up activity** - The teacher writes “Theatre” on the board and asks students if they ever go and what is enjoyable about the theatre. The aim of the discussion is to check that students know basic vocabulary to do with the theatre that will be used in the text.
- **The teacher asks students to look at the poster** – ex. 1a, p. 14 of the Students’ book. Talk about what is advertised and if students have attended one. Students are asked to answer why deaf people might not normally.
- **Scanning a text for information** – ex. 1c p. 14 SB - the teacher explains the task and what “to scan a text” means. Students think of three questions they would like to ask about a theatre interpreter and then scan the text to see if their questions are answered there. The teacher checks students' answers and helps them with any vocabulary if necessary.
- **Reading for details** - ex. 2a p. 14 SB
 - The teacher asks the students to read the rubric, explains the task and goes through Strategy Box together.
 - The teacher demonstrates the strategy by going through the first 2-3 questions with the class.
 - The students continue on their own for the remaining questions. They check their answers in pairs before class feedback. For each question they should focus particularly on the evidence in the text.
- **Vocabulary practice**
 - **ex. 3, p. 15 SB** - The teacher reminds students of the importance of recording new vocabulary in context.
 - The students reread the text to look at the items in context and match them to the meanings.
- **Text Analysis**
 - **ex.4, p. 15 SB** - The teacher helps students to work out the meaning of the phrases.
 - Answer key
 1. A big profit
 2. In the area where the actors perform the play
 3. In his mind sees the actor and the interpreter together as one person
- **Discussion**



- The teacher explains the task and asks the students to underline Ian Cox's words and then, in pairs, to discuss the questions that the reporter asked him.
- In pairs, the students complete the task
- The teacher asks some pairs to report back to the class

Multi-Level Adaptations:

- Faster Students – While waiting for the slower students to finish the tasks, they can make some of the exercises in the Workbook.
- Slower Students – They can do the exercises in the Workbook as a homework.

Homework

- The students have to work out mindmaps with "Theatre".
- The students have to write down the interview between the reporter and Ian Cox.

Anticipated Problems and Proposed Solutions: Students might not be very interested on the topic. In this case the teacher can provoke a discussion about their favourite free time activities and what they like and dislike about going to the theatre.



ISTITUTO COMPRENSIVO FOSSACESSIA

PROJECT WORK

Lesson/Unit Title	“You are one of us” (The Education of Students with special needs)
School	Students of Primary school
Students Expectations	Summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs
	In education, the reference to students with “special needs” is used to describe individuals with a disadvantaged background or a mental, emotional or physical disability, or a high risk of developing one. Students with conditions such as developmental disabilities, physical disabilities, emotional problems (behavior problems) and even giftedness are children with special needs.

The benefits of physical activity participation for students with special needs are the same as for other students. They include:

- Skill development
- Socialization
- Social-emotional well-being
- Greater confidence



1st lesson: CODING FOR ALL

AIMS:

- Know and use technological devices such as Ipad, pc...
- Improve students' attention and concentration skills
- Learn how to plan an activity in order to reach the purpose
- Understand the task in order to find a good strategy
- Develop creative thinking
- Learn how to plan the working steps

MAIN PURPOSE

The main purpose is teaching the students how to solve problems in a creative way through the use of logic

2nd lesson: SPORT LAB

AIMS:

- Promote the participation in sport activities
- Promote the construction of a multicultural and inclusive society thanks to the sport educational values
- Disseminate the importance of legality through sport

3rd lesson: LIGHT BOXES

A light box is fun and mesmerizing for all children, built specifically helps to increase the attention spans of children with special needs. Children can spend hours with a light box, exercising their fine motor skills by creating illuminated patterns and pictures with brightly colored transparent shapes. Even better, this easy homemade version works great in a home or classroom. Be sure to have plenty of brightly colored transparent items on hand like decorating rocks, plastic blocks and even colored salt.

Materials

- 1 large opaque storage tub.
- 2 strings of holiday lights
- Large sheets of tracing paper
- Tape

**To assemble:**

Line the inside of the tublid with tracing paper and secure with tape. This will help create an even distribution of light. Drill a small hole in the corner of the tub and feed the string lights through. Arrange evenly on the bottom of the tub. Place the lid on top of the tube and plug in the lights.

4th lesson: MUSIC AND CIRCLE TIME

Music activate severy subsystem in the brain, including areas that regulate emotion and motivation. Setting aside specific time to sit together and make music in a circle allows children to bond with each other and gives them a sense of belonging to a group.

Music time can be especially beneficial to children who are non-verbal. For them, music can be a way of expressing themselves and interacting with their peers.

AIMS:

- During circle time, provide children with instruments, like egg shakers, bells or toy drums.
- Encourage them to make noise with their instruments and move their bodies to the music.
- Sing songs that incorporate the name of each child so that everyone feels like they have an individual role in the activity.

“Making music with others gives children a wonderful feeling of belonging to the group. Children who might have difficulty joining activities with others because they are shy, have limited English ability or special needs, can freely participate when it comes to music activity,”



SCOALA GIMNAZIALA ULMI

LESSON PLAN-DIVERSITY

Title of the lesson: Democratic citizenship: Learning the value of tolerance and accepting diversity

Grade: VII- th

Level: secondary

Number of students: 15

Module: Democracy

Lesson: Democratic/Active citizenship

Type of lesson: Mixed

Method: collaborative work

Existing knowledge: good knowledge about democracy and society

Skills involved: interaction and intrapersonal skills, awareness of democracy and human rights, social awareness of diversity in terms of nationality, customs and traditions, religious beliefs

Objectives/learning goals:

-to define an active citizen and democratic citizenship

-to define cultural and individual diversity

-to acknowledge the importance of tolerance and acceptance

Useful equipment: flipchart, markers, colored sheets of paper

The plan:

- Students form 3 groups (5 members each)
- **Activity 1** (10 minutes): **Topic introduction**
Each group tries to answer the question:” What does cultural, individual and national diversity mean for you?” Students’ answers such as: history, religious beliefs, customs and traditions, family, art, literature, music are stuck on a flipchart in the shape of an iceberg / mountain.
- **Activity 2** (20 minutes): **Making sense**
Students get 3 colorful strips of paper: brown, green and red. The teacher reads the questions specific to each color and the students write the answers on the colored strips of paper

Green questions:

- 1.What clothes do you like to wear?
- 2.What kind of music do you prefer?



3. What is your favorite food?
4. Which are your most important customs and traditions?

Brown questions:

1. What do you value people for?
2. What don't you like about other people?
3. What do you and your friends talk about?
4. How do you spend your free time?

Red questions:

1. Which are your beliefs?
2. Which are your values?
3. What would you never do?
4. Which are your qualities?

- **Activity 3** (15 minutes): **Reflection**

Each student takes the paper and squeezes in his fist, then puts the green paper into the red one and the red one into the brown one. The outcome is similar to an onion. Students put all the 'onions' into a box, they pick up one small paper ball.

According to their favorite clothes, customs, qualities, attitudes and values written on the paper, they try to identify their colleagues. Afterwards, Ss. discuss which color helped them guess their classmates' identity and how their personal values impact communication and social relations.

- **Activity 4** (5 minutes): **Evaluation**

Students say how they feel about diversity and build a tower with their stretched arms.



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ACTIVE AND RESPONSIBLE CITIZENSHIP nr. ref. 2018-1-EL01-KA229-047909_5



ENVIRONMENT

**ÇAĞDAŞ YAŞAM TÜRKAN TUTUMLUER PRIMARY SCHOOL****LESSON PLAN: ENVIRONMENT****PART I:**

Time: 40+40 + 40 min.	
COURSE	SOCIAL SCIENCES LESSON
GRADE	4-A
UNITE	3.UNIT
LEARNING FIELD	PEOPLE, PLACES AND ENVIRONMENT

PART II:

OBJECTIVES	SS.4.3.3. Students identify the natural and man-made (human) components. SS.4.3.4. Students observe weather events occurring around them and transfer the findings to the illustrated graphics.
LEARNING-TEACHING TECHNIQUES AND METHODS	Lecture, Question and Answer, Role Play, Brainstorming, Visual Reading
EDUCATIONAL AND TECHNOLOGICAL DEVICES AND MATERIALS NEEDED	Course Book, Pc, Overhead Projection
PLACE	Classroom
TEACHING-LEARNING PROCESS	
TOPIC	What can you see in your environment? Weather Forecast
<p>Where I Live With the help of images in the textbook, students remember the natural and human elements learned before at the Science course.</p> <p>Natural Environment: Means all living and non-living things occurring naturally without human interference; (sea, lake, mountain, stream, soil, etc.)</p> <p>Artificial Environment: Built for the needs of human activity ranging in scale from buildings to cities and beyond;(house, park, dam, way, etc.)</p> <p>Students read the passage about environment and do the related activities.</p> <p>How is the weather going to be tomorrow? During the preparation section, students are asked which weather events they can see in the visuals given in the textbook. What else comes into your mind when you hear the word “weather event”? What is the weather event you fear most? Students learn the difference between weather events and weather conditions The formation of temperature, wind, humidity, rainfall (rain, snow, hail) that occurs in the atmosphere are called weather events. Weather condition refers to the weather events that are effective in a given place in a short period of time. Students show the weather events with symbols and graphics.</p>	
Individual Learning Activities (Homework, experiment, problem solving, etc.)	Reading, Explaining, Practice, Analyzing, Commenting “Your Turn” Section The children are asked to make a weekly weather observation and to create a graphic with their findings. (Course Book Pg. 69)



Learning in Group Activities (Project, visits, observation, etc.)	Different groups prepare a poster about natural environment and artificial environment. Students discuss if natural environment and artificial environment depend on each other and if they harm each other in any way.
Learning Outcome	Students know their immediate environment with all its components. Students can read and create weather graphics. Students can express their ideas on a debate topic about natural and built environment.

PART III

Assessment and Evaluation: For Individual Learning Activities: For Learning in Group Activities: Extra Evaluation measures for students with learning disabilities and for student with high level of learning.	Individual Evaluation: 1. What is natural environment? Give an example. 2. What is artificial environment? Give an example. Group Evaluation: 5. Do students have active part? 6. Can they express their ideas and emotions in a clear way?
Interdisciplinary Area: Science Course	Microscopic Creatures and Our Environment.



101ST PRIMARY SCHOOL OF THESSALONIKI

LESSON PLAN: ENVIRONMENT

SUBJECT: ENVIRONMENTAL STUDIES

CLASS: C

TOPIC: ENVIRONMENT, LITTERING ISSUE, RECYCLING

AIM: To get students in contact with one of the most significant socio-environmental problems of our era: overconsumption and waste handling, emphasizing on recycling.

TARGETS:

To realize that the problem of waste handling is an important environmental issue.

To discover solutions to the problem, i.e. reducing, reusing and recycling waste.

To realize how useful recycling is in reducing and reusing.

To discover the travel of rubbish from our households to the recycling station, to comprehend the recycling stages, to recognize our individual responsibility as consumers and our significant part in the recycling procedure.

To comprehend the necessity that all citizens should try to participate in reducing, reusing and recycling waste and recognize their own part as active citizens who respect and act for the environment and sustainability.

MATERIAL: Internet (3 videos about recycling)

ACTIVITIES:

1. Introduction to the speculation on the issue of recycling.

Littering is one of the most important problems of our planet and demands immediate solutions. Teacher presents a relevant video to students in order to discuss their everyday experiences about the issue and therefore, highlight their ideas about the problem of rubbish.

2. Acquaintance with the travel of rubbish from households to recycling station.

Teacher presents a second video to students about the travel of rubbish from our households to the recycling station. Whenever it is considered necessary, teacher pauses the video and asks appropriate questions to raise discussions about the various stages of recycling.

3. Creating a poster about recycling.

Children draw a poster about recycling on pieces of paper. They present the dimension of the littering issue on their own way, they highlight recycling as a nice solution to the problem and, they demonstrate their own message. Students in single or pair work draw a world without rubbish, within smiling bins, and write down their own message about recycling. Teacher records every student work on the camera and shoots the craftwork procedure in real time. He/ She asks students relevant questions and stimulates them to describe their drawings and writings. At the end of activity, the video recording is presented in class. Students express their views about recycling issue (self-reflection).

4. Children sing about recycling



Teacher presents a third video about a recycling song. Students sing along and the teacher records their singing on a camera.

5. Children send their own message about recycling (final activity)

Whole class brainstorm to come up with a team message on recycling and they form a slogan. Two students hold the paper recycling bin and all class chant the slogan.



144 SECONDARY SCHOOL NARODNI BUDITELI SOFIA

LESSON PLAN: ENVIRONMENT

Subject: English

Level: B1.1

Topic/Theme: *Our planet – Nature and ecology*

Language Focus: Vocabulary

Aims:

- To learn topic-related vocabulary
- To talk about volunteering work
- To listen to specific information

Materials: *Legacy B1.1* Student's Book, Workbook and Interactive Whiteboard Software

Activities:

• **Warming up activity** – In order to present and categorize the new vocabulary the teacher writes on the whiteboard the topic Global issues and asks students to write as many environmental and social problems as they can for one minute. The aim of the task is to check that students know basic vocabulary to do with global issues and volunteering that will be used in the text.

• **The teacher asks students to look at the pictures** – ex. 1a, p. 126 of the Students' book and explains the meaning of any unknown words. Then there is a short class discussion which problems are shown there.

• **To match headings to problems** – ex. 2 p. 126 SB - the teacher explains the task and asks students to read the headlines and to match them to the problems in ex. 1a. The teacher checks students' answers and helps them with any vocabulary if necessary.

• **To present/practice collocations related to problems** - ex. 3 p. 126 SB

-The teacher explains the meaning of any unknown words.

-The teacher explains the task and gives students time to read the texts and complete them with the words in the list.

-The students continue working on their own. They check their answers in pairs before class feedback.

• **To compare charity organizations**

-ex. 3b, p. 126 SB - The teacher explains the task and gives students time to collect information from Internet using their mobile phones. They write a short text about a charity organization in Bulgaria.

-The teacher asks students to present their texts to the class.

-Alternatively, the task can be assigned as homework.

• **To present/practice new vocabulary**

-ex.4, p. 126 SB - The teacher goes through the list of words with the students and explains any unknown ones.

-Students are given time to choose the correct words and complete the sentences.

-*Answer key:* 1. create 2. abandon 3. provide 4. raise 5. prevent 6. fight

• **Learning outcomes for students**

-They will be able to develop particular micro-skills of reading.

-They will learn and practice topic-related vocabulary.

-They will be able to reinforce their understanding of words connected with global issues and volunteering.

• **Personal aims for the teacher**

-Deliver instructions clearly and smoothly



- Use simple and clear instructions to the students
- Improve classroom management

Multi-Level Adaptations:

- Faster Students – While waiting for the slower students to finish the tasks, they can make some of the exercises in the Workbook.
- Slower Students – They can do the exercises in the Workbook as a homework.

Anticipated Problems and Proposed Solutions: Students may not have enough time to do all exercises individually. In this case they can work in groups.



ISTITUTO COMPRENSIVO FOSSACESSIA

PROJECT WORK

TITLE OF THE ACTIVITY: Do it differently: Distinguish the rubbish... don't waste the waste

PERIOD: October

AIM: Learn about the importance of recycling

SUBJECTS: Science and Technology

STEPS:

- Each group starts with a brainstorming starting from the word "Waste"
- The students realize a list with all the words and start thinking where to put the rubbish
- Each group is given a kind of waste and study how to reuse it, why it is important, etc...
- Then each group presents its work to the other groups
- At the end the students realize a poster and a diagram about the right separate collection

SELF EVALUATION PERFORMANCE LIST				
<u>"Do it differently: Distinguish the rubbish... don't waste the waste"</u>				
1. Ho fatto domande pertinenti?	2. Ho ascoltato tutti i componenti del gruppo?	3. Ho rispettato il turno di parola?	4. Ho valorizzato l'intervento dei miei compagni?	5. Ho dato il mio aiuto a tutti i compagni del gruppo al fine di svolgere al meglio l'attività proposta?
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
1	Si			
2	In parte			
3	Non sempre			
4	No			



Group performance list

“Do it differently: Distinguish the rubbish... don’t waste the waste”

1. Avete dato un contributo positivo all'attività svolta?	2. Avete ascoltato le proposte di tutti?	3. Quando non eravate d'accordo avete trovato insieme una soluzione?	4. Il prodotto risponde ai requisiti richiesti?	5. E' stata completata l'attività nei tempi stabiliti ?
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

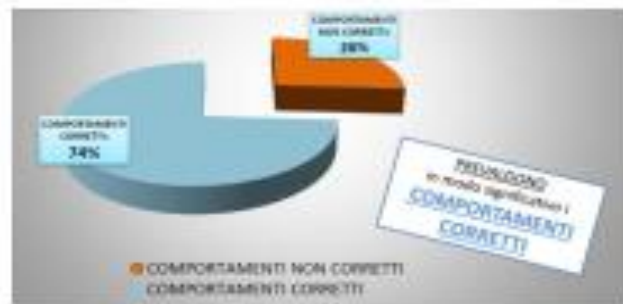
1	Si
2	In parte
3	Non sempre
4	No



STEPS WITH PHOTOS









SCOALA GIMNAZIALA ULMI

LESSON PLAN- ENVIRONMENT

Grade: VI-th

Level: Elementary, A1

Number of students: 9

Topic: Environment

Textbook: Right On 2, Uniscan

Module 5: Be green!

Lesson 5f: Save nature!

Type of lesson: Mixed

Skills involved: speaking, listening, writing

Assumption: familiarity with vocabulary related to environment

Aims: - to practise vocabulary on environment

-to build listening comprehension skills

-to talk about volunteering holidays

Competences:

1.Reception of oral messages in everyday situations

1.3 Identifying essential information in short recordings about predictable daily activities

3.Reception of written messages in situations of everyday communication

3.4 Showing availability to get information through reading

Values: Environmentalism

Preparations:

- ✓ Handouts, Go green map
- ✓ A recording about teen volunteering holidays
- ✓ Video on green living tips

ACTIVITY 1- CHECKING HOMEWORK, PREDICTING THE LESSON CONTENT

AIMS: - to present a poster (Environment Day at My School)

- to predict the lesson content

CLASS MANAGEMENT: teacher- student, student-student interaction

AIDS: strips of paper, students' posters

TIME: 12'

PROCEDURE:

The teacher asks students: 'How are you feeling?', 'Is there anybody absent?'. Then, she allows them to present their posters, the other classmates evaluate their work, taking into account the visual impact and the poster content. Then, T. gives students some journal extracts, students read them and have to predict the lesson topic and say which key words led them to choose their answers.



ACTIVITY 2- READING FOR KEY INFORMATION

AIMS: - to get students to answer gist questions
-to develop critical thinking skills

INTERACTION: students - students, teacher-student interaction

AIDS: Whiteboard, worksheets, recording

TIME: 12'

PROCEDURE:

The teacher asks students to work in pairs and answer the question: What jobs can you do as a volunteer in Yosemite National Park? Then, in their groups, students talk to each other and come up with reasons to consider Wendy an eco-teen. They have to rank their reasons from the most important one to the least important one.

ACTIVITY 3- THE LISTENING TASK

AIMS: - to get the main idea and check guesses
- to fill in the missing information

CLASS MANAGEMENT: Teacher - Students

AIDS: worksheets, recording

TIME: 10'

PROCEDURE:

Students are asked to read the content of their listening worksheets, then to make guesses about what they think the missing information is. They listen to check and children compare their answers, then they report to the class on how they completed the listening worksheet.

ACTIVITY 4 – GETTING TO THE GREEN FLAG

AIM: - to focus on vocabulary related to environment
- to work together to carry out the tasks

CLASS MANAGEMENT: group work

AIDS: flipchart sheets of paper, badges, video projector

TIME: 14'

PROCEDURE:

The teacher explains that students are in a competition. Students, organized in two teams, will race to get to the green flag on their Go green maps. The first step is to solve a riddle, then they do



a crossword and, the last step, writing green living tips after watching a video about the things we can do to help our planet.

Teacher monitors their work and helps, if necessary.

STAGE 5 – WRAP- UP

AIM: -to give feedback on students' work and to assign homework

CLASS MANAGEMENT: teacher- student, individual interaction

AIDS: textbook

TIME: 2'

PROCEDURE:

The teacher tells a few words about the lesson and the students' work. The teacher assigns homework: students have to research online and write more tips about green living.



VI- th grade

Unit 5 – Be green!

Level of language: A1

Worksheet

Task 1

Solve the riddle: I touch your face / I am in your words / I rise up when hot / and I am loved by birds / What am I?

Task 2

Complete the crossword:

		2								3	
		D					5	P			
1							R				
4	E										D

1. Ancamp is a fun summer camp for teens who want to help the environment.
2. is caused by cutting down too many trees.
3. Airis caused by smoke from cars and factories.
4. We need to protect the home ofanimals.
5. Students materials to create art.

Task 3

After you watch the video, in your groups, write three green living tips.