



“Using CLIL methodology on cultural heritage topic”

eTextbook for teachers

in the Consortium with:
Primary school „Žarko Zrenjanin“ Novi Sad, Serbia
Primary school „13“ Timisoara, Romania
Istituto omnicomprensivo Dante Alighieri,
Nocera Umbra, Italy



Co-funded by the
Erasmus+ Programme
of the European Union




eTextbook is a collection of lesson plans for using CLIL methodology combining subjects into the classroom for learning about connections between prominent persons from each partners country with culture heritage.

The Collection is a result of the Erasmus+ project „21st century skills and CLIL for learning about Cultural heritage“ acronym CLIL4CH
Project number: **2020-1-RS01-KA201-065422**

Created in Novi Sad, 2022.

Content:

1. Introduction
2. Lesson plans Serbia
3. Lesson plans Romania
4. Lesson plans Italy





Introduction:

According to one of the project main objective of our project: to introduce a new innovative methodology (CLIL) in the existing curriculum we formed a guide of 10 lessons in three different subjects all integrated around the theme of cultural heritage. The eTextbook is elaborated as a series of 10 lesson plans, through which students and teachers will be able to improve, their knowledge of the heritage, habits, and language of the countries participating in this project. In each country teachers who create eTextbook had worked on the following themes:

1. Gender equality and women in science- Serbia
2. Creativity and inventions- Romania
3. Communication and tolerance- Italy

This tool is suitable for re-processing and for being used with a wide range of different target profiles, in different contexts and starting from different topics.



1. Gender equality and women in science- Lesson plans Serbia





GENDER EQUALITY AND WOMEN IN SCIENCE

Co-funded by the
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of the European Union



Teachers: Milana Rangelov- English language
Aleksandra Spasić- civic education



In loving memory of Nada Purčić
English teacher from Primary school
„Žarko Zrenjanin“ Novi Sad

Brief introduction

The general purpose of these lessons is to make students aware of gender roles and stereotypes in everyday life with a special accent of gender stereotypes in the field of education. Students are introduced to the fact that, even though it was not easy for the girls to get educated in the past, there were many examples of the women scientists who had made a considerable contribution to the science. Special attention was paid to Mileva Maric Einstein who is the great example of one of the rare exceptions of the girl who got educated but, unfortunately didn't get to achieve her full potential due to the gender stereotypes and gender roles that were expected of her. Through her example it is shown that it is crucial to raise the awareness of the importance of education of girls, especially in the field of STEM.

Lesson organization

GENDER ROLES AND STEREOTYPES

1

PROMINENT WOMEN OF NOVI SAD

3

'NOBEL FOR MILEVA'

5

WHY AREN'T THERE MORE WOMEN IN STEM

2

WOMEN IN SCIENCE

4

WOMEN IN SCIENCE THEN AND NOW

6



General information about the lessons

Age group and level of knowledge

- **7.grade**
- **A2/B1**

Things taken into account in lesson planning

- Learner's needs: Interests, age, background, proficiency
- Environment and context
 - Students' feedback

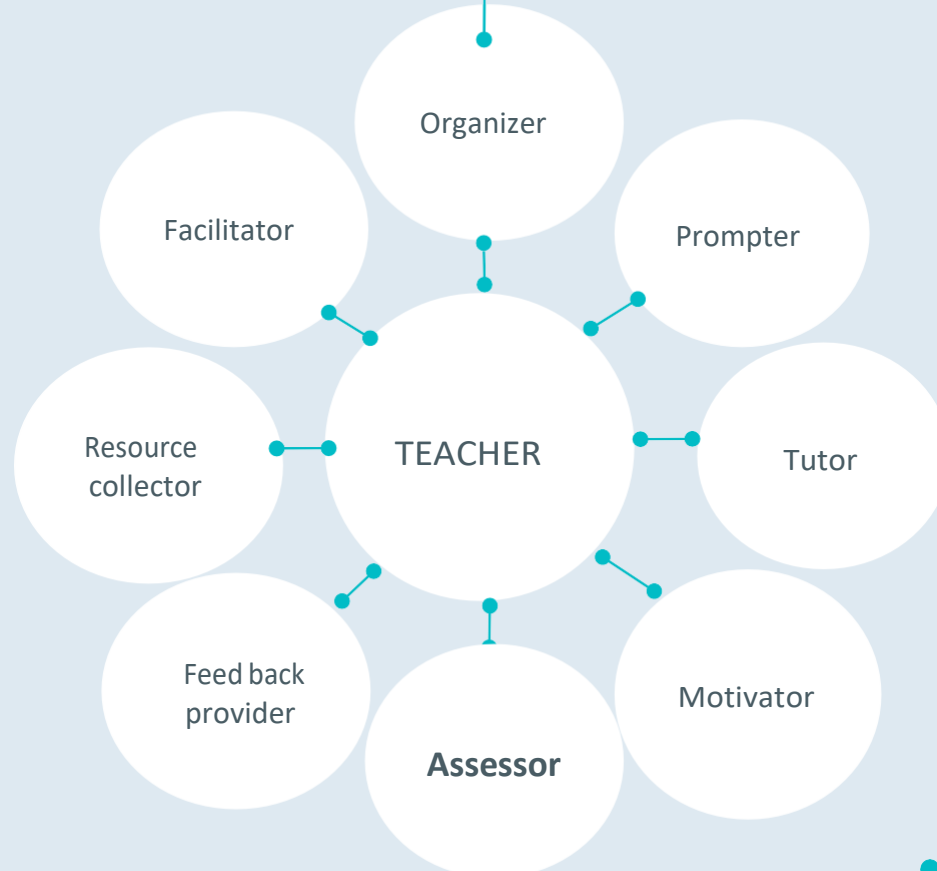
Duration and period of lessons

- 6 lessons of 120'
- 23.05-3.06.2022

Type of class and Resources

- Hybrid classes
- Handouts, worksheets, video and digital


The lessons are the result of cooperation between Civic and English teacher in joint curriculum delivery and in tandem planning (identifying target language, paying attention to coherence between the lessons and similarities of content). The task of both teachers was to ensure that the students acquire content knowledge and achieve linguistic goals.





Key competences for lifelong learning

Competences incorporated in the lessons:

- **Digital**
 - **Personal, social and learning to learn**
 - **Active citizenship**
 - **Cultural awareness and expression**
- 

Key issues for lesson planning

- **Prior knowledge** - What students already know about the selected topic (cross curricular knowledge)
- What are the linguistic, content, communication and culture learning **objectives**
- The learning **interests of children**
- What **materials and resources** should be used- Visual, illustrative and authentic materials (the use of photos, infographics, video materials, posters, poster boards)
- Use of **digital technology** - Canva application, Quizizz application, Learning app, online games, use of Google classroom, Kahoot
- Focus on communication in which **fluency** is more important than accuracy
- **Language comprehension solutions** – exposure of students to skimming and scanning techniques, increasing visualization of content (infographics, videos, posters..)
- **Problems in language production solutions** – Students can use their mother tongue language if they feel insecure, ashamed or stressed, praises are used to ensure a safe and welcoming environment
- **Key terms** and structures on the CLIL topic and not forgetting to recycle regularly
- What kind of **assessment** is relevant (diagnostic, summative, formative)

Learning strategies

- **Repetition** of key words
- **Rephrasing and restating:** the teacher shows a video, pauses, and asks questions and children answer
- **Visualization:** the teacher uses a poster to show content and language
- **Project work:** children build a poster at the end of the topic
- **Searching on the Internet for information:** students use the Internet to find relevant information, they develop selecting information and note taking skills
- **Bridging, contextualizing, schema building, re-presenting text (written or oral):** the teacher shows a concept-map with key-words before children read a text or watch a video
- **Using multimedia:** doing research online, looking for relevant images, playing games, doing a PowerPoint presentation, doing a collaborative work, making a poster etc.
- **Cooperative learning:** students work together and learn from one another. In the process, they'll also have learnt critical thinking skills, communication skills, problem solving skills, and more.

The use of scaffolding in classes

- Playing video clips, showing photos, infographics to create interest
- Providing key vocabulary and phrases (matching the new words with their definitions, synonyms or antonyms), also describing the key words by giving definitions, synonyms or antonyms
- Using the KWL tables which are given to students to complete (K - what I know; W – what I want to know; L – what I learned)
- Using scanning (reading to get the main idea) and skimming (reading to find specific information) technique
- Project work (students built a poster about women scientist, prominent women in Novi Sad and Nobel for Mileva)
- Searching on the internet for information, writing a text and doing a collaborative work

4 Cs planning grid (Teaching objectives)



Content

Content to be taught:

- Vocabulary related to the topic of gender equality/inequality, gender roles and stereotypes.
- Vocabulary related to short biographies of prominent women in science.

Cognition

- Provide learners with opportunities to understand the key concepts. They are able to understand the importance of women who were pioneers in their scientific fields.
- They are able to infer that there were and still are some stereotypes regarding education of girls.

Learning outcomes:

- By the end of these lessons' students will be able to talk about and compare gender roles and stereotypes in past and now.
- They will be able to talk about the importance of some of women scientists and some prominent women of Novi Sad.
- Students are able to describe gender roles and discuss them.
- They are able to understand simple information from video clip and compare their opinions with common opinion regarding gender roles.



4 Cs planning grid (Teaching objectives)



Culture

- Finding connections of gender roles and stereotypes in daily life activities.
- Broadening the knowledge of cultural heritage of Novi Sad through the examples of women who fought for improvement of education opportunities for girls.
- Giving example of Mileva Maric Einstein who went from a brilliant scientist to a housewife and who remains unrecognized today as well.
- Students infer that more attention should be paid to the education of girls, especially in the field of STEM

Communication:

-**Language of learning:** Key vocabulary connected to the topic, words for: expressing gender roles and stereotypes, describing lives and accomplishments of prominent women scientists, the term of STEM, Nobel prize, movement 'Nobel for Mileva'

-**Language for learning:** Language needed to express one's opinion, agree, disagree, summarize the biography

Asking each other questions: What do you know about...? Can you tell me something about...

Comparing and contrasting; Unlike ... this woman had..., All of them except..,

Debating: What do you think about..? – What would you ask her if..?, If I could ask her... I would..

Others: How do you spell...? What does... mean?

- **Language through learning** - The use of phrases needed to carry out activities. - Use peer explanations. - Record, predict and learn new words through the activities.



ASSESSMENTS

During and after the lessons the teachers did evaluation of the lessons, formative assessment of students' accomplishments and also acquired students' feedback.

Reflection questions after the lessons






Gender roles and women in science

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	1	2	3	4	5	6	
- Did we use age and topic appropriate materials?							
-Did we consider at least two of the four Cs?							
-Were all the students involved in the lesson?							
- Did we have enough time for all activities?							
- Did we include revision questions and activities?							
- Things that went wrong							
- Did the students enjoy the lessons?							
- Did we create situations for students to communicate?							
- How can we improve our lesson plan?							


SELF ASSESSMENT AND STUDENT FEEDBACK



Write the 3 words that you've learned/key words of the lesson	Write a question for your peer	I couldn't understand:	I understood: Everything/most  Half or less  Nothing 

At the end of the first lesson, the students make this chart in their notebooks and use it after each lesson. The teachers go from student to student quickly checking the results





Lesson 1

Gender roles and stereotypes



Linguistic objectives of the lesson

-Vocabulary and structures:

Students know personality adjectives, they can make comparisons and try to explain the meaning of some words in context, use the target vocabulary to answer the questions, give the brief summary of a lesson

-Specific vocabulary or key language:

Students learn or reinforce specific vocabulary: nouns- gender, gender roles, stereotype, gender inequality, adjectives- equal, male, female, phrases- is expected from.../are expected to, are seen as..,

-Specific structures or language functions

Stating agreement or disagreement

Expressing opinion – I believe that, I agree/disagree, In my opinion, To my mind...

Recycling of passive (As a boy I am expected to.., Boys are forbidden What are girls supposed to do?

Girls are supposed to

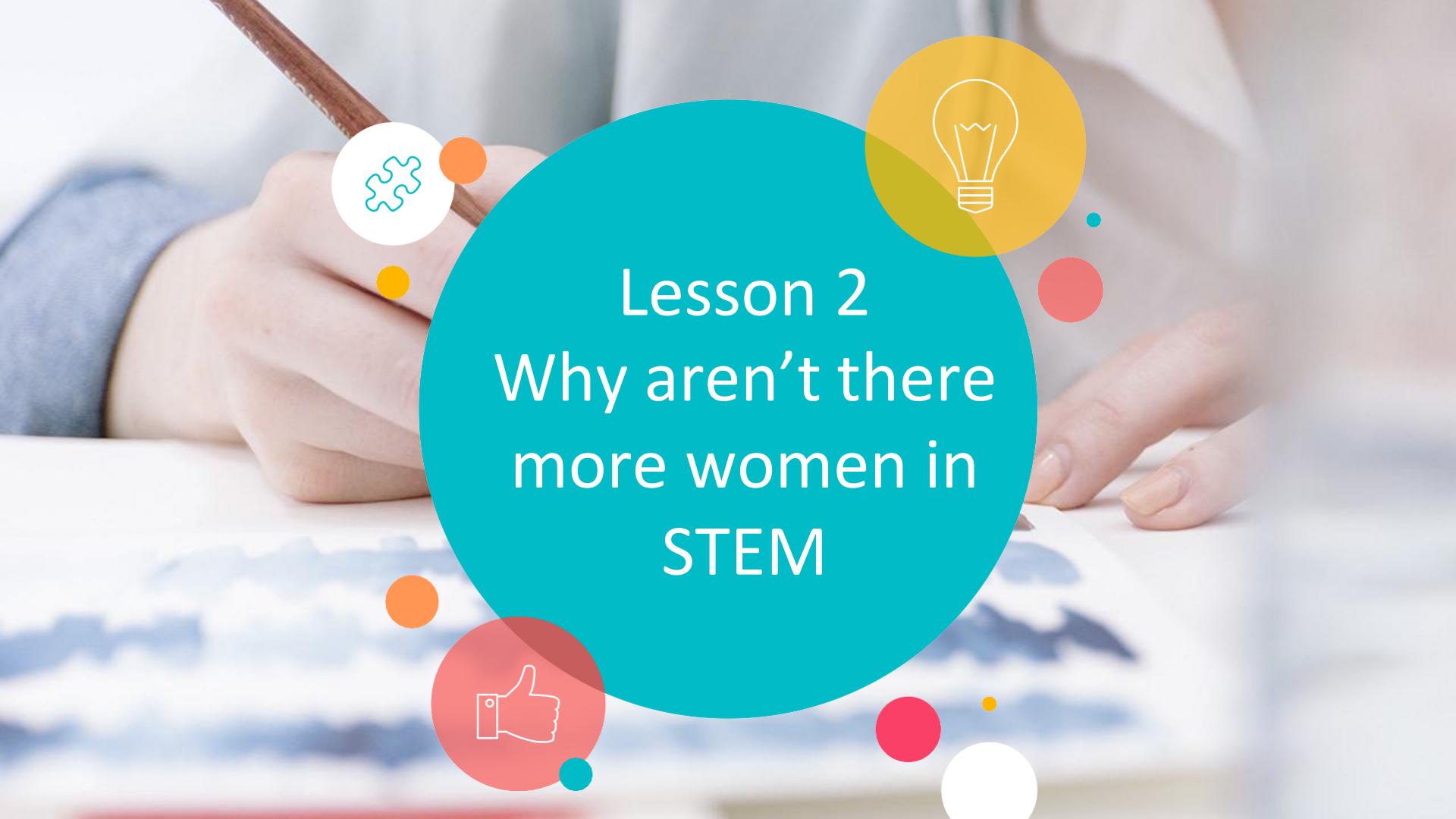


PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Warm-up Guessing game	5	TC SS	T reads a list of professions and asks SS to assign gender to specific professions	Students raise their hands only if they think of male gender	Engage students into thinking about gender roles Raise awareness of gender roles by giving various <u>concepts</u>
Activity 1 Pair discussion about gender roles	15	TC SS	T divides students in pairs and instructs SS about their tasks T monitors SS discussions and work and gives them adequate feedback	SS work in pairs- they write typical features connected to gender, domestic roles (adjectives, nouns) on sticky notes and finally stick them on joint poster	Become aware of existence of gender roles Recycling of comparison of adjectives (Boys are stronger than girls.,) Engage students to use personality adjectives <u>Add the new and reinforce use of ICT</u>
Activity 2 Listening and expressing opinion	15	SS	T plays a video, checks if SS understand topic vocabulary, personality adjectives Instructs SS to write a list of expectations and comment T elicits SS to come to the definition of gender stereotypes	SS watch and comment the video clip They write short list of gender expectation from their peers, teachers, parents etc. Explain the notion of gender stereotypes	Define gender stereotypes and its impact on SS lives Recycling of passive structure (As a boy I am expected to..)

Lesson plan

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PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Activity 3 Summary discussion	10	TC SS	T writes a discussion topic on the board and guides the SS' conversation	SS express their thoughts and believes about the topic	Circling the topic of gender roles and stereotypes and connection it to real life situations Using expressions and structures connected with the topic
Homework	SS get handout with the text Gender roles. They should find the meaning of targeted vocabulary and watch a video about Toys commercials https://www.youtube.com/watch?v=04loNxkpg5g and do the questionnaire in the Google classroom				



Lesson 2
Why aren't there
more women in
STEM





Linguistic objectives of the lesson

-Vocabulary and structures:

Students match key words to their synonyms, antonyms or explanations, they try to explain the meaning of some words in context, use the target vocabulary to answer the questions, give the brief summary of a lesson

-Specific vocabulary or key language:

Students learn or reinforce specific vocabulary: nouns- gender, gender equality, STEM, gender stereotype, gender inequality, role model, adjectives- equal

-Specific structures or language functions

Stating agreement or disagreement

Expressing opinion

Recycling of Present Perfect (*Have you heard..., I have never heard, I've already heard...*)



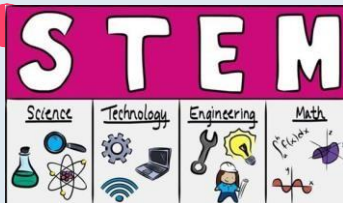
LESSON PLAN

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Warm-up	10	TC SS	<p>T writes STEM on the board and asks Ss if they know the meaning</p> <p>T shows Ss a poster explaining what STEM is and asks them if they know any women working in STEM</p> <p>T writes the complete title on the board by adding Women in before STEM on the board</p>	Students answer the questions	Develop Ss' speaking skills
Activity 1 Reading	35	TC SS	<p>T instructs Ss to read the part of the article and answer the question</p> <p>T tells Ss to read the rest of the article and try to fill in the gaps with the given words</p> <p>T monitors and listens Ss while they read</p>	SS read the beginning of the article and give their own opinions, then they read the rest and fill in the gaps with the given words	Broadening and reinforcing vocabulary

LESSON PLAN

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PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Activity 2 Vocabulary	10	TC SS	T monitors Ss while they do the matching vocabulary exercise T instructs Ss to think of the examples of stereotypes and write them down	Students match the keywords with their definitions Ss think of the examples of stereotypes and write them down	Develop Ss' vocabulary skills and reinforce the vocabulary learned on Civic lessons
Activity 3 Discussion	35	TC SS	T mediated the discussion between the Ss by asking them to answer the questions from the handout and later comment on the infographic	Ss get involved in discussion, they share and compare their ideas and opinions	Broadening and reinforcing vocabulary skills and Ss' oratory skills
Homework	5		T gives Ss homework research which should be posted into Google classroom. They can choose between several tasks from the handout. They should also watch a short video and then do the quiz made by the teacher		



Explanation of the term STEM

Why aren't there more women in science?

Read the first paragraph of the article and think about the question:

In the UK, only 12,8% of jobs in **STEM** (science, technology, engineering and math) are held by women. At universities, about 78% of students studying Physics, for example, are boys.

What do you think are the reason for this? *

Put the following words into the rest of the article:

careers equal STEM role models stereotypes

As children, there's no limits to what we believe we can become, but as boys and girls we **are different** directions while growing up. This happens for what we call **gender stereotypes**- traditional ideas of what boys and girls can and should do.

It seems that, from an early age, the girls are often discouraged to study science. Two negative gender stereotypes are that: girls are not as good as boys in math, and scientific work is better suited to boys and men. Even as early as elementary school children are aware of these

Girls also have fewerto inspire their interest in seeing limited examples of female scientists and engineers in books, media and popular culture.

Later on, women are typically expected to take time out of work to have children and care for them. Many people think that women leave academic because they cannot balance work and family responsibilities. In traditional **gender roles** women are usually seen as caregivers while men are seen as providers for the family. However, the situation is slowly changing.

Today, women have improved their positions since the mid-1900's, but that doesn't mean that women are completely

Part of the article taken from https://www.teachingenglish.org.uk/sites/teacheng/files/women_in_science_worksheet.pdf



VOCABULARY OF KEY WORDS:

Match the keywords with definitions:

- Gender -~
- Equal -
- Gender equality** -
- STEM -~
- Gender stereotype -
- Gender inequality -
- Role model -

1. **Science, technology, engineering and maths**
2. Ideas of how men and women are or should be
3. one gender doesn't have the same rights or opportunities as the other
4. People of both genders have the same rights and responsibilities
5. the same
6. someone who inspires others to imitate his or her good **behaviour**.
7. male or female

to men yet. People should be more aware of **gender inequality** and try to change it, wouldn't you agree?

Think about the following questions:

- Do you agree with this article? Why/why not?
- Do you know any woman working in STEM?
- Have you heard/ learned about any famous women scientists?
- What do you think, what was the situation in the past with gender roles?



Think of examples of gender stereotypes and write them down:

Homework research:

- Try to think of or find the ways in which girls could be encouraged to study STEM. Make a poster of possible solutions.
- Write a short text of a women scientist of your choice. If you could interview her, what would you ask her?
- If you know a women scientist (relative, parent, family friend) make a short interview with her.
- Write a survey about gender stereotypes that you can conduct. Which questions can you include?



Part of the article taken from https://www.teachingenglish.org.uk/sites/teacheng/files/women_in_science_worksheet.pdf

How girls HOLD THEMSELVES BACK from pursuing computer science

Girls are just as good as boys are at computer science, but their misconceptions hold them back from pursuing computer science as a career.

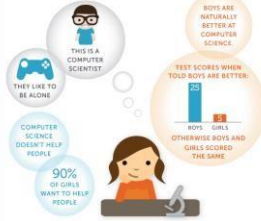
Girls...

...are interested in computer science and good at it.



But their perceptions hold them back...

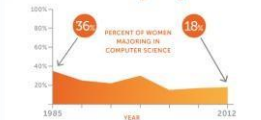
...from pursuing computer science.



In college women make up...



And the situation is getting worse:



How you can change the story



Infographics

Homework assignment:

To broaden their knowledge of Nobel Prize, students watch a short video and then do the quiz made by the teacher.

- <https://www.youtube.com/watch?v=c0Ou3X9SfB8>
- <https://quizizz.com/admin/quiz/628a06ffbf5d5001d88f339/nobel-prize>

QUIZ

Nobel Prize

71% average accuracy

7th grade

"FOR THE GREATEST BENEFIT TO HUMANKIND"
ALFRED NOBEL

Nobel Prize is:

- 1 annual award given only in Sweden
- 2 annual award for English speaking countries only
- 3 annual international award



Linguistic objectives of the lesson



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-Vocabulary and structures:

Students use synonyms, antonyms, own sentences, examples, descriptions to explain the meaning of some words in context, they use target vocabulary to answer the questions, give the brief summary of famous woman from Novi Sad

-Specific vocabulary or key language:

Students learn or reinforce specific vocabulary: adjectives *-prominent, wealthy, curiosity*
nouns-*science, scientist, contribution, merchant, establish, orphan, foundation, literate, property, philanthropist, benefactor, obstacle, advocate, handicraft, financial independence, separation, contribution, patriarchal, prejudice, superstition*
verbs- *invest, purchase, establish, invest, rebuilt, support, enroll, deny, vote, grant, gaze, struggle*

-Specific structures or language functions

Students revise and use the structures of Past Simple Passive (*was excluded, was denied, were awarded*) and recycle (*It is assumed that...*)

Lesson plan

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Warm-up Guessing game	5	TC SS	T write the word Heroes on the board. Ask SS to write down the names of at least five people they would regard as heroes. Set a time limit of 2–3 minutes T ask how many people on their list were women.	Task students to compare their list with a partner, and explain why they chose the people they did Elicit some names and explanations from the class. Discuss as a class.	Engage students into thinking about engagement of women in history Raise awareness of gender equality by giving various <u>concepts</u>
Activity 1 Jigsaw Work in groups	15	TC SS	T divides students in 5 groups and instructs SS about their tasks T monitors SS reading and taking notes and gives them adequate feedback	SS work in groups- they write interesting fact about the education and biography of prominent women in Novi Sad (adjectives, nouns) on notes	Getting to know fact about life of 5 important women from Novi Sad (Milica Tomic, Marija Trandafil, Marta Jorgovic, Jelisaveta Subotic, Mileva Maric Einstein) Engage students to use new words, adjectives
Activity 2 Jigsaw Listening and expressing opinion	15	SS	T form new 5 groups made from one member of each previous group Instructs SS to present their important woman to other members of the group T elicits SS to come to the definition of position of women in Novi Sad and gender equality	SS present their famous person using their notes They listen about all 5 women and compare fact about their education and contribution for women rights Explain the notion of gender equality	Define position of girls in education and its impact on women lives Encourage students to compare facts and draw conclusion about the position of women in education To understand meaning of gender equality

Lesson plan

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PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Activity 3 Watching a video about gender equality and discussion	10	SS	T plays a video https://www.youtube.com/watch?v=-hc0kZh6CnM checks if SS understand topic vocabulary T elicits SS to come to the definition of gender equality T writes a discussion topic on the board and guides the SS' conversation	SS watch and comment the video clip Explain the notion of gender equality SS express their thoughts and believes about the topic	To gain better understanding of the position of the girls in the society and the role of education in their lives Using expressions and structures connected with the topic
Activity 3 Summary discussion	10	TC SS	T runs Kahoot quiz for SS https://create.kahoot.it/details/7e30df60-e8a2-4911-ac46-408961d1704c	SS play Kahoot quiz	Circling the topic of prominent women and their role in fight for gender equality in Novi Sad and conclusion of the topic
Homework	SS get task to research education of girls and gender equality events in relations to Serbia and the world in time, and then to create a timeline poster				

Handouts used in class



First prominent women in Novi Sad



She was born to a rich and respected family around 1742. She enrolled at high school where she took Latin, Rhetoric, Syntax and Poetry. Marta graduated from the First Serbian Grammar School (today's Zmaj Jovina Grammar School) in Novi Sad, where women were usually denied education even decades later.

Marta Jorgović was the first Serbian woman to enroll and graduate from a high school. She graduated from the first Serbian Grammar School in Novi Sad in 1757, when the right to education was a male privilege.



MARTA JORGOVIĆ (NEŠKOVA)

1742—1780

There is not too much information on Marta's life, as one could expect. We know that she got married - what was considered late back in the day late - at 25 years. It is assumed that her being educated was an obstacle to getting married earlier or because she could choose her own husband. She was married to an educated trader.



First prominent women in Novi Sad



She was married to Jovan Trandafil, a Greek merchant from Ardeal (Transylvania). Almost all the money they earned, Marija and Jovan Trandafil invested primarily in the purchase of houses and for charity, for education of the poor but gifted children and orphans. She established foundation for the financial support of Novi Sad's high school students.

Marija was born in Novi Sad in 1816, in the wealthy family Popović. Not much is known about her schooling, but there is data that she was literate and that she was reading German literature.



MARIJA TRANDAFIL

(1816-1885)

One part of their property Marija and Jovan donated to hospitals in Novi Sad, Sombor, and Osijek, and have they rebuilt the Saint Nicholas Church in Novi Sad, the iconostasis of the Church of the Assumption, as well as the Armenian-Catholic church. She founded the "Orphanage of Marija Trandafil for Serbian Orthodox-Christian Children", which is today known as the Serbian Cultural Society- MatICA Srpska. Part of the building faces the square named after her. She was awarded the Order of the Red Cross.

Marija is a famous Serbian philanthropist often called the "greatest Serbian benefactor". She could afford a wealthy life. However, that was not what she wanted. She decided to use her wealth to help others.



First prominent women in Novi Sad



After her talk "Woman in the East and the West" at the Science Club in Vienna in 1911, and her speech at the International Congress on Women's Voting Rights in 1913, she became the most famous woman in the region. Because of her contribution to her work on the emancipation of women, she became a member of numerous local and international women's organizations. In Novi Sad, she formed the First Women's Charitable Cooperative, which financed the education of poor girls. She was the first president of the Circle of Serbian Sisters.

Savka was born in a wealthy family Polit on 11 October 1834. She was sent to a private primary girls' school when she turned four. She continued her education in Timișoara and then Vienna, where she married Jovan Subotić in 1851. Jovan Subotić was a doctor of law, writer, and politician, one of the most important persons in the cultural and political life of Serbs in the Habsburg Monarchy in the 19th century.

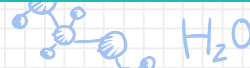


JELISAVETA SAVKA SUBOTIĆ

(1834-1918)

Savka Subotić worked as an advocate for female education and was leading the action for opening high schools for girls in Serbia, which were opened in Novi Sad and Pančevo in 1874, and in Sombor in 1875. Her goal was to better the position of women in society and to allow them the right to education and work. She invested a lot in pedagogical work among the youth and women in the countryside. She understood the value of women's folk handicrafts and focused part of her activities on the development, production and branding of Serbian folk handicrafts, i.e. domestic industry.

Savka Subotić was a researcher in the field of traditions concerning the social lives of women. She fought for women's rights to education and financial independence.





Homework evaluation

1 I know... (What do you already know about....?)	2 I have learned... (State 3 main ideas you have learned from <i>the article/video / teacher talk.</i>)	3 I know because... (Record 1 supporting fact or detail for each of your main ideas in 2.)	4 This relates to... (Link what you have learned to what you knew before. See column1)	5 I want to know... (Write down any new questions you have.)
SPACE for NOTES				

Lesson 4

Women in science



Linguistic objectives of the lesson

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-Vocabulary and structures:

Students use synonyms, antonyms, own sentences, examples, descriptions to explain the meaning of some words in context, they use target vocabulary to answer the questions, give the brief summary of a women scientist

-Specific vocabulary or key language:

Students learn or reinforce specific vocabulary: adjectives *-prominent, enormous, vital*, nouns- *science, scientist, contribution, pioneer, achievement, astronomer, award*, verbs- *exclude, deny, award, pioneer*

-Specific structures or language functions

Students revise and use the structures of Past Simple Passive (*was excluded, was denied, were awarded*) and recycle Second conditional (*If I could ask her something, I would ask her...*)

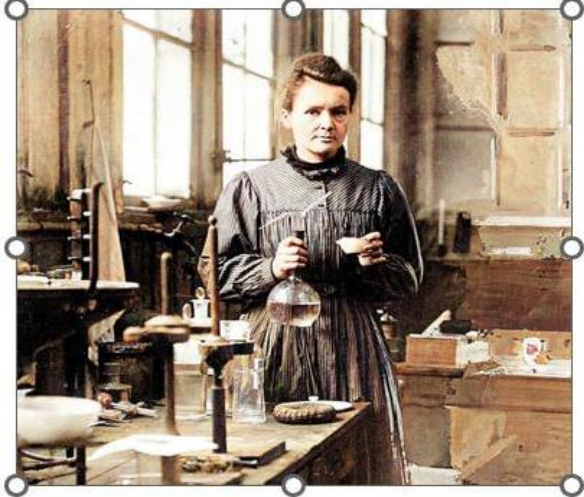
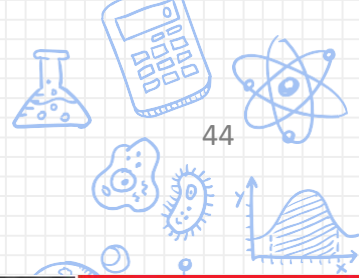
LESSON PLAN

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Warm-up Activate prior knowledge	10	TC SS	<p>T asks students about female scientists that they learned or heard of</p> <p>T writes key words on the board (Nobel prize, radiation, comet, DNA, algebra, philosopher)</p> <p>T informs Ss that the key words have to do with some of the important women scientists and introduces the topic of today's lesson</p>	<p>Students answer the questions by giving the names of women scientists</p> <p>Students may associate some of the words with some female scientists</p>	<p>Activate the prior knowledge of students by making them remember what they learned from other subjects (chemistry, biology, history etc)</p>
Activity 1 Group research and short presentations	35	TC SS	<p>T divides students in groups of five and gives each group three handouts with a picture of a women scientist and a KWL table</p> <p>T instructs the groups to see if they recognize the woman in each picture and to do the KWL table by filling in the first two columns</p> <p>T tells Ss that they are allowed to use their phones for this activity but that they should not copy the text from the internet, they are supposed to take short notes</p>	<p>SS write notes or try to find out who the women in their pictures are, they write the things they would like to know about these women</p> <p>Each group does a short presentation about women they have in their task</p>	<p>Encourage team work and collaboration between Ss</p> <p>Get students used to scan the text and filter out the most important information</p> <p>Develop Ss' oratory skills</p>

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS 43
Activity 2 Understanding video material	35	TC SS	<p>T plays a short video <i>Women in science</i></p> <p>After the video, T elicits Ss comments, hands out the Women in science worksheet and makes Ss skim and scan each short text</p> <p>T goes through vocabulary part with students, commenting on the passive structure of some of the unknown words</p> <p>T plays the video for the second time and instructs Ss to fill in the gaps in short texts with the given words</p>	<p>Ss watch the video, make notes of possible unknown words</p> <p>Comment on the video material</p> <p>Ss skim each text on the worksheet, write the name of the woman and match the text to the picture</p> <p>Watch the video for the second time and fill in the gaps</p>	<p>Building vocabulary, practicing listening and speaking skills</p> <p>Recycling of Past Simple Passive structures</p>
Summary Concluding and giving homework	10	TC SS	<p>T asks Ss question from the second exercise (If you could ask a question to one of these women what would it be)</p> <p>T assigns and clarifies homework research project that should be posted in the Google classroom</p>	<p>Ss answer the question using Second conditional form (If I could ask them something, I would ask..)</p>	<p>Develop Ss' speaking skills</p> <p>Recycling of Second conditional</p>



Handouts for introduction of Women in science (Marie Curie, Caroline Herschel, Rosalind Franklin, Hypatia, Emmy Noether) with KWL table group work research and presentation



What I already know	What I want to know	What I learned

What I already know	What I want to know	What I learned

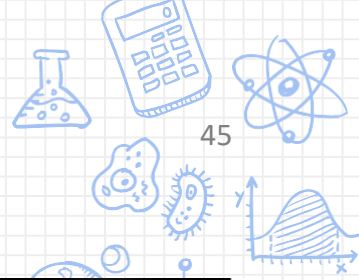
What I already know	What I want to know	What I learned



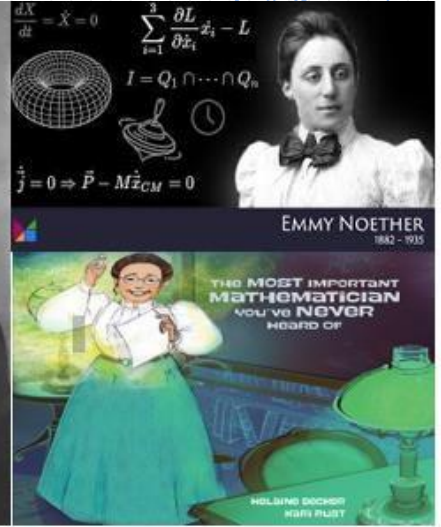


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group work research and presentation



What I already know	What I want to know	What I learned



What I already know	What I want to know	What I learned





Handout for Women in science with homework research task

video material: <https://www.youtube.com/watch?v=W53Ks824GTA>



WOMEN IN SCIENCE

1. You probably know who she is. She is one of the most scientists of all time. The first and the only person in history to win two separate Nobel prizes in two separate sciences. She also discovered two new elements. She was also a member of the French Academy of Sciences - because she was a woman. However, she was recognized for her

HYPATIA

THINK 'WRONGLY IS BETTER THAN NOT TO THINK AT ALL'

FILL THE GAPS WITH THE FOLLOWING WORDS

astronomer, was denied enormous, was excluded, prominent, was paid, vital, were awarded, philosopher, pioneered, contribution, achievements

Comet-anything became popular in the 1700s. Astronomer CAROLINE HERSCHEL discovered EIGHT of them

2. A scientist did the work that was to the discovery of the structure of DNA. Her colleague shared her work without her permission with James Watson and Francis Crick. With this information the two were able to make their famous discovery. Watson and Crick, along with Franklin's colleague later Nobel Prize for the discovery. She

3. This woman was a mathematician who made contributions to algebra. Her theorem has been called one of the most important mathematical theorems ever proved. She had to work without pay for 7 years as women were from academic positions at the time. Later in her career she had to lecture under her male colleague's name because there were no lecturers at the university. She is also called Mother of modern Algebra!

4. She was a German who discovered several comets. She was also the first woman we know of who for her science. So this woman was the history's first professional woman astronomer!

5. She was a Greek mathematician... She was head of a school in Alexandria and none of her work survived to the modern day.

6. Marie Curie

- Write the synonyms, antonyms or explanation of the words that appear in the text:
 - astronomer -
 - was denied -
 - enormous -
 - was excluded -
 - was paid -
 - prominent -
 - vital -
 - were awarded -
 - contribution -
 - they pioneered -
 - achievements -
2. If you could ask these women some questions what would it be?
 - 1. Marie Curie/ vital _____
 - 2. Prominent/were excluded _____
 - 3. Mother of modern algebra _____
 - 4. Hypatia _____
 - 5. Rosalind Franklin/discovery _____
 - 6. Caroline Herschel/ first _____
 - 7. Nobel Prize _____
 - 8. These women show us _____

HOMECOMING RESEARCH MAGAZINE

FILM REVIEWER

Watch one of the following movies and write a short review: Who and what's it about, why is it important.

FILMMAKER

Write a short script of a scene that you liked or make up one.

POSTER CREATOR

Do a research about life of a famous woman scientist and create a poster about her life and work. Explain why you choose her. Use some of the applications: Canva, Prezi or other

DESIGNER

Design an award for one of these women based on their contributions to STEM. Explain your choice, say why they deserve an award.

RESEARCHER

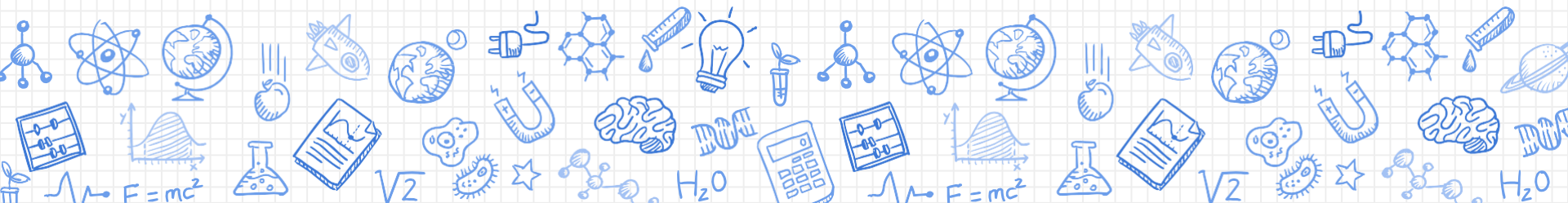
Make a list of things named after some of these women.

ILLUSTRATOR

Imagine and make an illustration of a scene from the life of one of these women or create a

Lesson 5

“Nobel for Mileva”



LESSON PLAN

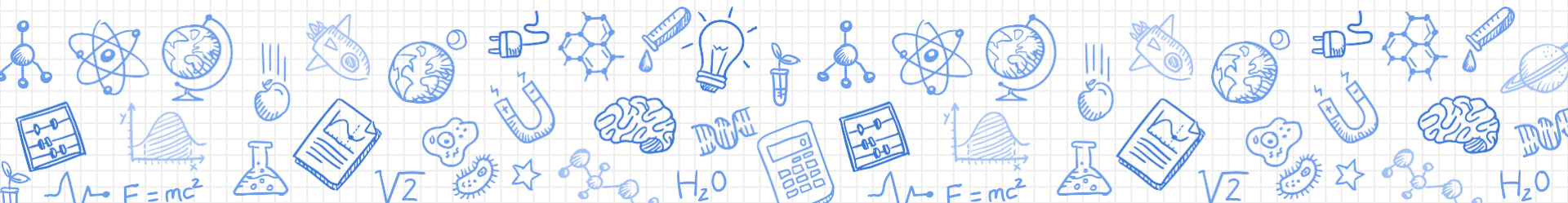
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PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Warm-up Homework check Vocabulary check	20	TC SS	<p>T checks Ss homework and the knowledge of key words</p> <p>T tells Ss to do the Exercise number 3 from the worksheet Women in science</p>	<p>Students read their homework</p> <p>They fill in the last columns of the KWLtable (L- What I learned)</p> <p>Students make their own sentences from the given words</p>	Reinforce key vocabulary
Activity 1 Expressing opinion	25	TC SS	<p>T writes the title on the board – Mileva Maric</p> <p>T shows Ss some photos of Mileva and her personal life and elicits Ss responses</p> <p>T shows Einstein’s iconic photo and a photo of Mileva sticking her tongue out after which the T asks why was Mileva made to appear this way</p> <p>T mediates the discussion</p>	<p>SS discuss the photos and talk about Mileva’s life which they had already read about on Civic lesson</p> <p>Ss give their answers to why was Mileva portrayed with her tongue sticking out</p>	<p>Developing Ss speaking skills</p> <p>Activating and reinforcing content learned on Civic classes</p> <p>Broadening the knowledge about Mileva and importance of her recognition</p> <p>Learning about cultural heritage</p>

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Activity 2 Understanding video material	15	TC SS	T plays a short video 'Nobel for Mileva' Gives a short explanation of the organization 'Nobel for Mileva' Encourages Ss to give their opinions	Ss watch the video Comment on the video material and answer T's questions	Building vocabulary, practicing listening and speaking skills
Activity 3 Writing a synopsis	20	TC SS	T plays another short video 'Inspiring girls' (the video material is without speaking, it is a story which involves gender roles and stereotypes, position of women in science and Mileva) and elicits Ss' comments T instructs the Ss to write a short description of the video using the key vocabulary	Ss comment on the video material and write a short description of the short story they watched answering the question <i>What is the purpose of the video and what do they want to achieve with it</i>	Practice Ss' writing abilities
Activity 4 Sum up	10	SS SS	Listens to and evaluates Ss short compositions Mediates the possible discussion	Ss read their compositions, agree or disagree with each others	Building vocabulary, practicing speaking skills

Lesson 6

Women in science then and now



Linguistic objectives of the lesson

-Vocabulary and structures:

Students use target vocabulary to answer the questions, they use the target vocabulary and expressions for role plays

-Specific vocabulary or key language:

Students learn or reinforce specific vocabulary: expressions-get into touch with, to be hold responsible, it would be nice that

nouns- PhD, experiment, lab, chemist, grades, award, contribution, scientific verbs- recognize= give credit, contribute adjectives- equal, independent, worth, proud

-Specific structures or language functions

Students practice listening, speaking on this lesson



LESSON PLAN

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS
Warm-up Activate prior knowledge	10	TC SS	T asks students about female scientists that they learned or heard of	Students answer the questions by giving the example of stories of female scientists mentioned in previous classes	Activate the prior knowledge of students by making them remember female scientist from any field
Activity 1 Watching the video Women in science	25	TC SS	<p>T plays a short video - stories of female scientist https://www.youtube.com/watch?v=_CSuMjEwTlc</p> <p>After the video, T elicits Ss comments about life stories from the video</p> <p>T informs Ss to think about the life stories of the important women scientists today and to compare their life stories with previous about prominent women of Novi Sad</p>	<p>Ss watch and listen to the video</p> <p>Students may associate some of the stories with education of women before in 19 century and today in 21 century, SS express their opinion what are the similarities between these two period and what are the differences</p>	<p>Building vocabulary, practicing listening and speaking skills</p> <p>Learn about the life of real female scientists and compare it with life of women in 19th century and their opportunity to educate</p>


PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS 56
Activity 1 Role play	35	TC SS	<p>T divides students in pairs and gives each pair instructions what is expected from person 1 who's role is to be a journalist and second person whose role is to be a female scientist</p> <p>T tells Ss that "journalist" should write down questions they would like to have answered by the "scientist expert".</p> <p>T set a time limit 10 minutes for interview</p>	<p>SS write questions the things they would like to know about these women experts</p> <p>Each group does a short role play using their questions to an Expert</p>	<p>Encourage team work and collaboration between Ss</p> <p>Get students used to recognize and ask the most important information</p> <p>Develop Ss' oratory skills</p>
Summary Concluding and giving homework	10	TC SS	<p>T asks Ss question from the second exercise (If you could ask a question to one of these women what would it be)</p> <p>T assigns and clarifies homework research project about their reflection on the topic and comparison of girls education before and now</p>	<p>Ss answer the question using Second conditional form (If I could ask them something, I would ask..)</p>	<p>Develop Ss' speaking skills</p> <p>Recycling of relative sentences</p>

CLIL LESSONS

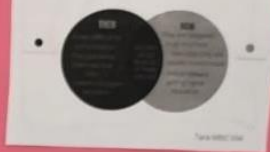
CLILACH


Women in science once and today

Women in science once	Women in science today
<ul style="list-style-type: none"> Weren't able to get proper education in our country Had to travel abroad just to attend all-boys schools were underestimated 	<ul style="list-style-type: none"> Can get well educated in our country Can attend all the schools and universities Get more appreciated and encouraged to become scientists




EDUCATION OF GIRLS





GENDER EQUALITY
APPROXIMATELY HALF THE WORLD



Around 61 million girls are in schools, according to UNICEF in 2016. 32 million girls of primary schools and 15 million of lower secondary school age.

Novatia d'Andrea taught Law at the University of Bologna 1500s

Isabella Losa gets a D.D. (Doctor of Divinity) theology degree. The Swedish Church stipulate that both boys and girls should be given basic schooling 1500s

Catherine the Great opened free public primary and high school education to girls in Russia 1700s

Newsham College was founded. They argued that women were more like an intelligence as men, and other women too. 1900s

1200s: It started in the early 1200s when Bemisia Goostadin earned a law degree at the University of Bologna

1400s: Cornance Colanda received a medical degree from the University of Naples

1600s: Rosa Venerini opens the first free school for girls in Italy, in the town of Viterbo

1800s: Girls in Serbia were allowed to attend elementary schools with boys up until the 6th grade

1950s: During the 1950s it was not common for a woman to attend college in this time period, only 1.2% of women in America went to college, in the common time would parents in common in middle would be almost 0%

2022s: We're still making education women's rights for education. Millions of girls children are still denied access to education, but it's slowly improving

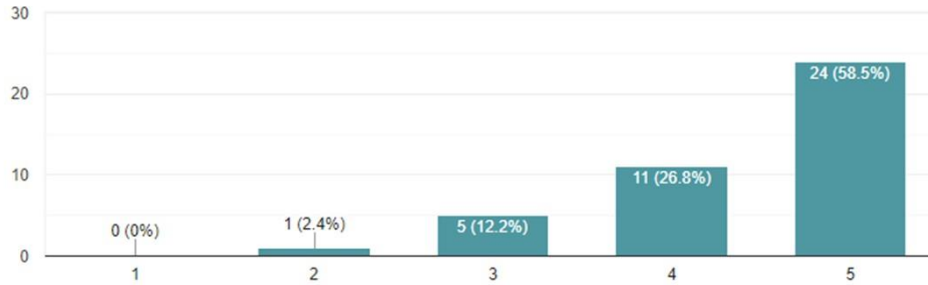
Students' evaluation after the lessons:

58

Did you enjoy the lessons about gender equality in English and civic education classes?

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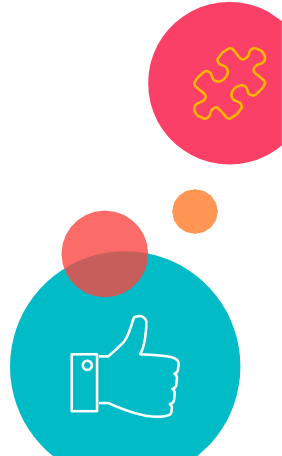
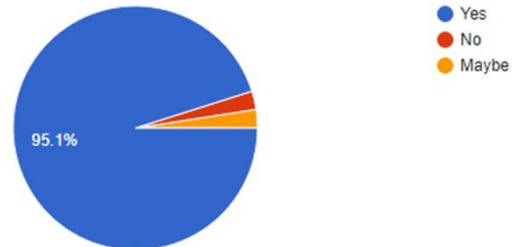
41 responses



Did you understand the lessons content in English?

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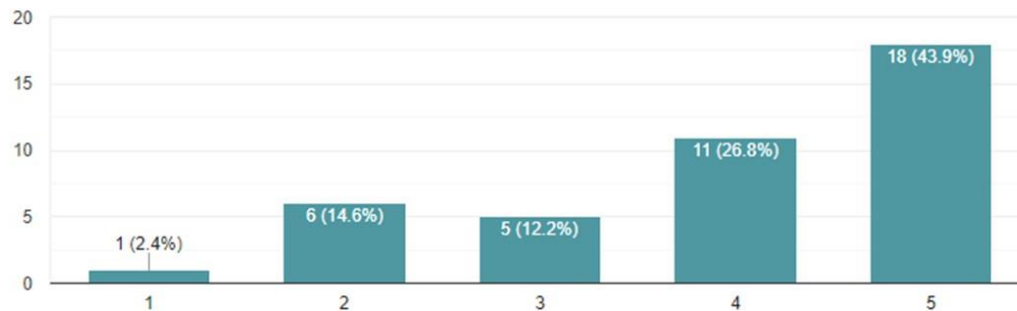
41 responses



Value the level of your knowledge about the topic at start of lessons



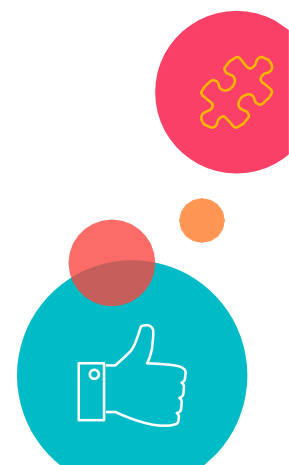
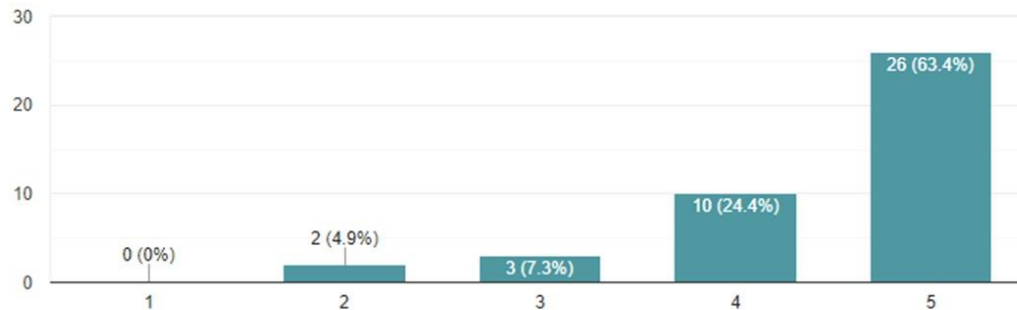
41 responses



Did the level of your knowledge about gender roles, stereotypes, gender equality in education and women in science increase at end of CLIL lessons



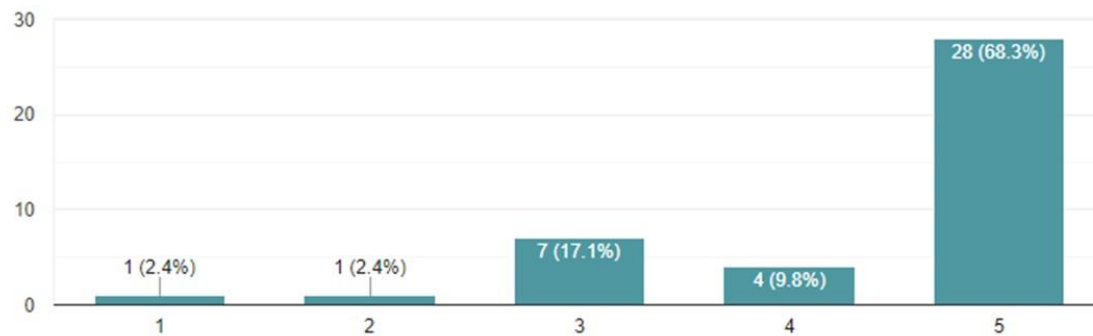
41 responses



Can you communicate with others about this topic in English and use examples?



41 responses

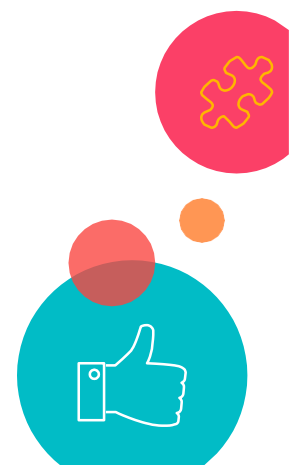
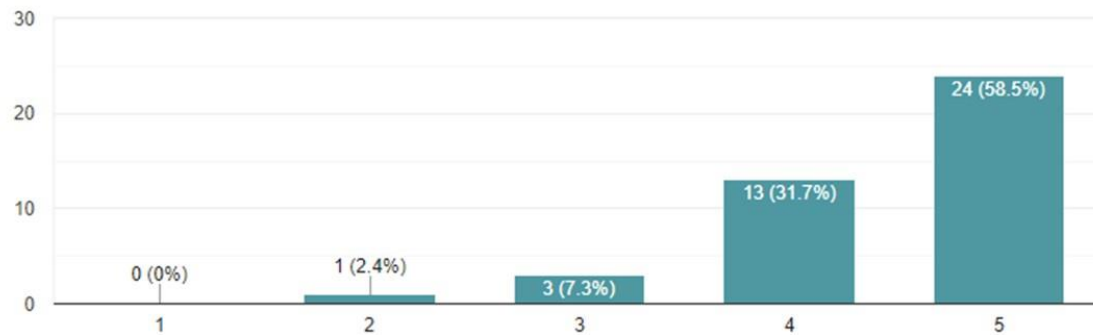


60

Give your evaluation for these lessons



41 responses



What aspects of these lessons were most useful or valuable for you?

The informations about women's lives that aren't talked about much.

some new things I learned about scientists

Gender Equality

Gender stereotypes

Everything!

various new interesting things

Learning about this women

Learning about STEM

smart women

learning about the women

The presentations and the short videos

All of them

i Never heard about "STEM" before and i didnt know a lot about women sciencists

all of them

Marie Curie Biographie

i am not sure but i think its the part of me learning that men and women are the same

All lessons





Gender equality
I learn most about Mileva Ajnštajn
Studying about Mileva Marić Einstein was the most useful and valuable for me.
Maybe women in science, because we've been able to learn a lot about them and their lives, as well as connect with situations where they've been unrecognized because of their gender
most useful aspects of these lessons were about Rosalind Franklin and Caroline Herschel. I learned so much about them. My favorite thing that i learned about Rosalind Franklin is that she was called The Dark Lady of DNA. Also my favorite thing that i learned about Caroline Herschel is that she won gold medal od Royal Astronomical society.
learning about Marie Curie
Learning about scientists.
Everything we did was useful
the lesson that interest me the most is Mileva Maric. I think she's really good example of sexism in history, and i think more people should know about her.
The most useful part of the lesson was when we heard about Mileva Marić Einstein
The most valuable thing for me was that I gained knowledge about how society views the roles of women and what stereotypes it creates about them.
How to work with others, how to increase my knowledge about famous women scientists and also how to increase beliefs about gender equality
Showing how prevalent sexism is in society today, and encouraging girls to fight against it
Gender equality
probably that i actually started thinking about gender equality and how most of the time its not that fair
Women in science
I learned about some really smart women.
I mostly enjoyed learning about Mileva Marić and i learned a lot about her.
so this last part where we learned about scientists and the Nobel Prizes they won
For stereotypes



How would you improve these lessons?

There perfect

Maybe we could try focusing more on today's problems on this topic and educate some of the students that do not really understand the meaning of this topic

I don't know, because it was great!

I would post more pictures

Group projects

More group projects

they are perfect

I think there's nothing to improve

Learn more about it

i wish we had a bit more group projects

I wouldn't they're perfect

By going outside more

i would add more women and some more lessons

I think it would be better if we had classes more than once a week .

Its ok

I wouldn't!

I think it would be better if we had more frequent classes, because we could organize projects more easily

i would't improve this lessons because i learned so much about women in science. I learned most of this lessons from animation movie that we wached in class.

More group projects

I wouldn't

I wouldn't. I wouldn't change them.



probably talking to someone about this lessons, and sharing mine knowledge with them.

I wouldn't change anything.

I would make groups of boys and girls who would discuss certain topics and who would oppose their opinions.

By learning more about we could do to help with gender equality and learn about what other ppl have to say

I have no suggestions

Giving us extra credit

i think the lesson doesn't need improving and is just fine the way it already is, especially because a lot of the kids in our class learned way more than they already knew

I don't know they were really good

I would not improve lessons we learned because i think they were good enough.

I have nothing to say, they are all up

I think they are really improving already so I wouldn't change anything



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smart women

learning about the women

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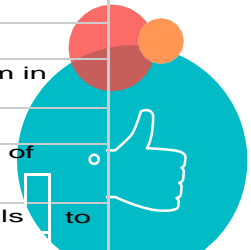
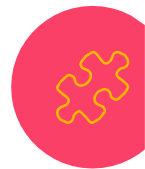
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2. Creativity and inventions- Lesson plans Romania





BRIEF DESCRIPTION OF THE LESSONS

“Be the change you want to see in this world.” – Gandhi

The lessons further described are designed to teach students about role models, cultural heritage, science, personal development, inclusion and overcoming obstacles.



SCHOOL CONTEXT

The school is located in Timișoara, one of the biggest and most important cities in the West of Romania, but in a small neighborhood towards the outskirts of the city. It is among the first ten schools in the Timiș county as far as learning results and National Evaluation marks are concerned. The students are 6 to 15 years old and most of them have had very good results in learning English, many of them participating in competitions and Cambridge examinations every year.



THINGS TAKEN INTO ACCOUNT FOR LESSON PLANS AND UNIT PLANNING



- Learner's needs: interests, age, background, language level
- Learning style - visual, auditory, kinesthetic
- Learner's reflection and feedback
- Environment and context
- National curriculum
- Principle of integration and acceptance



CLASS PROFILE

- Class: Forth class of lower secondary school, 8th grade
- Age: 13/14
- Number of students: 25
- The class is made up of students with mixed abilities, some of whom lack motivation), others with excessive energy and very intelligent, one with special needs (CES).

Therefore, after a needs analysis through observation, reports, counselling, feed-back forms and open discussions showing the need to motivate, balance abilities in pair and team work, or provide ways to compensate difficulty, it is advisable to provide personalized learning plans to motivate more passive students or very energetic ones and implement a differentiation strategy for specific learning difficulties.

- Level of English: A2, A2+, B1, B1+



Global scale - Table 1 (CEFR 3.3): Common Reference levels

INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



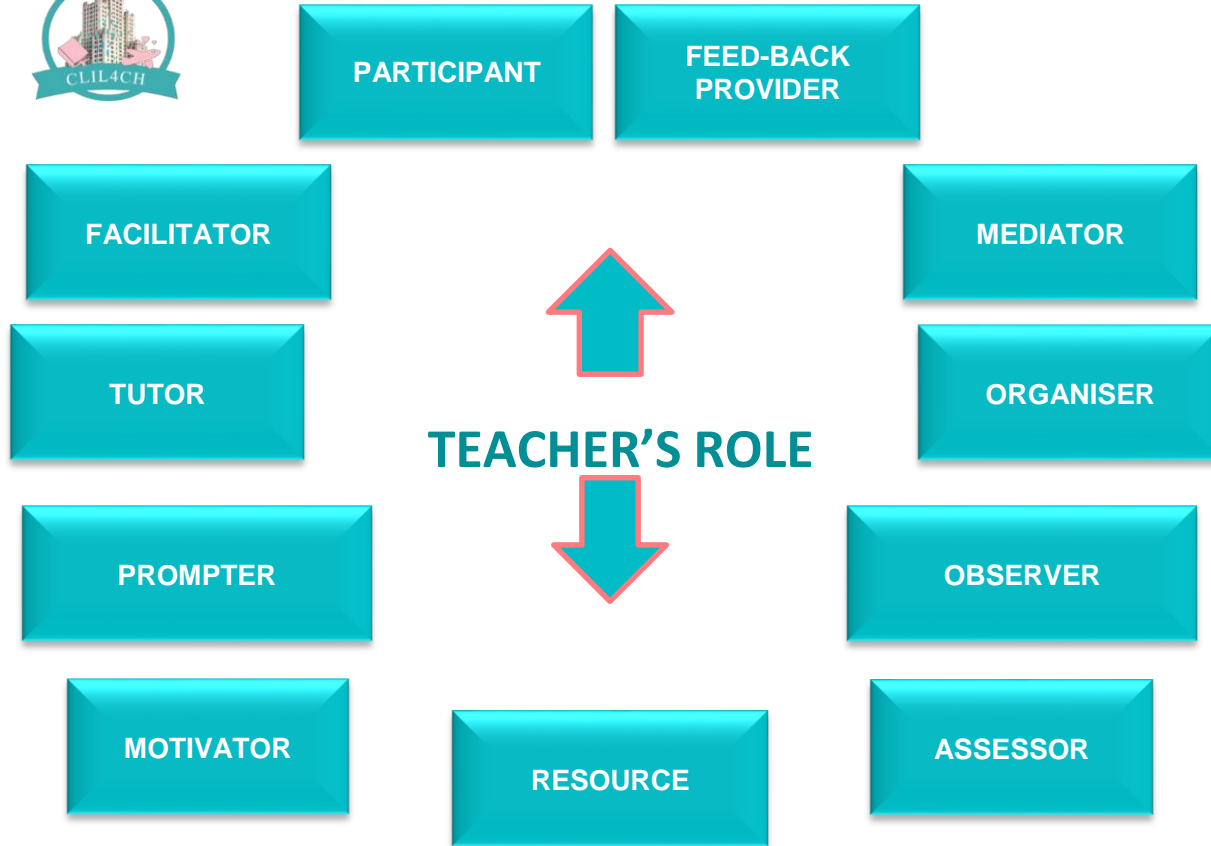
Qualitative aspects of spoken language use – Table 3 (CEFR 3.3): Common Reference levels

B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.



Qualitative aspects of spoken language use – Table 3 (CEFR 3.3): Common Reference levels

A2	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".





GENERAL AIMS OF THE UNIT

- To develop bilingual and multicultural skills;
- To use interpersonal skills;
- To discover and use their own learning style;
- To develop problem solving skills;
- To develop effective communication skills;
- To develop the ability to speak in front of an audience;
- To develop the ability to express their point of view and give arguments.



KEY COMPETENCES FOR LIFELONG LEARNING

- 0 Literacy
- 0 **Multilingualism**
- 0 **Mathematical, science, technology and engineering**
- 0 Digital
- 0 **Personal, social and learning to learn**
- 0 Active citizenship
- 0 Entrepreneurship
- 0 **Cultural awareness and expression**



Unit 1: REACHING FOR THE SKY

- L1 – DREAMS OF FLYING
- L2 – LIVING THE DREAM
- L3 – CHECK POINT

DESCRIPTION OF LESSON 1 “DREAMS OF FLYING”





SPECIFIC LEARNING OBJECTIVES

By the end of LESSON 1 of U1 (DREAMS OF FLYING) students will:

LINGUISTIC OBJECTIVES

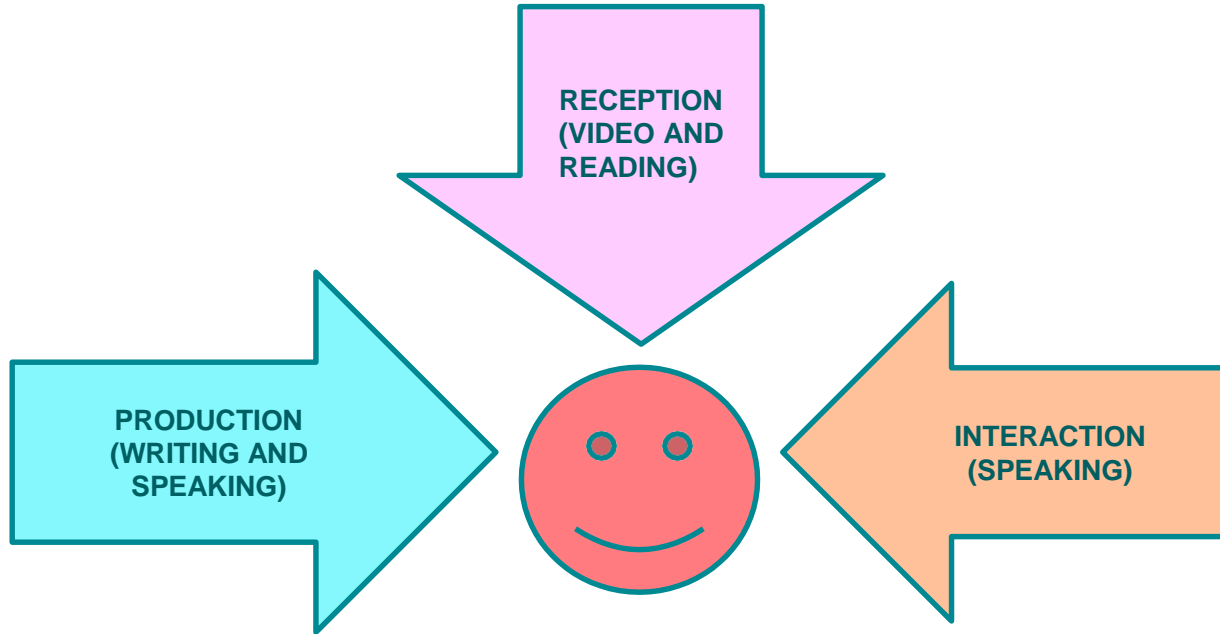
- acquire new vocabulary on the topic of flying aircrafts and mechanics
- use past simple and past continuous in stories about famous inventors
- report information about inventors (written and oral production)
- exchange ideas (oral production)

CONTENT OBJECTIVES

- become aware of the importance of cultural heritage (CULTURAL AWARENESS)
- be able to select information on famous inventors (ICT AND SUMMERISING SKILLS)
- be able to use technical information to recreate their own prototype of Vuia 1 using recycled materials (TECHNICAL AND ARTISTIC SKILLS)
- open up to communication even if they would not normally interact with each other (CRITICAL THINKING AND PROBLEM- SOLVING)



SKILLS AND MODES OF COMMUNICATION INVOLVED





PREVIOUSLY ACQUIRED KNOWLEDGE

LANGUAGE LEVEL:

Minimum A2 Level – according to CEFR

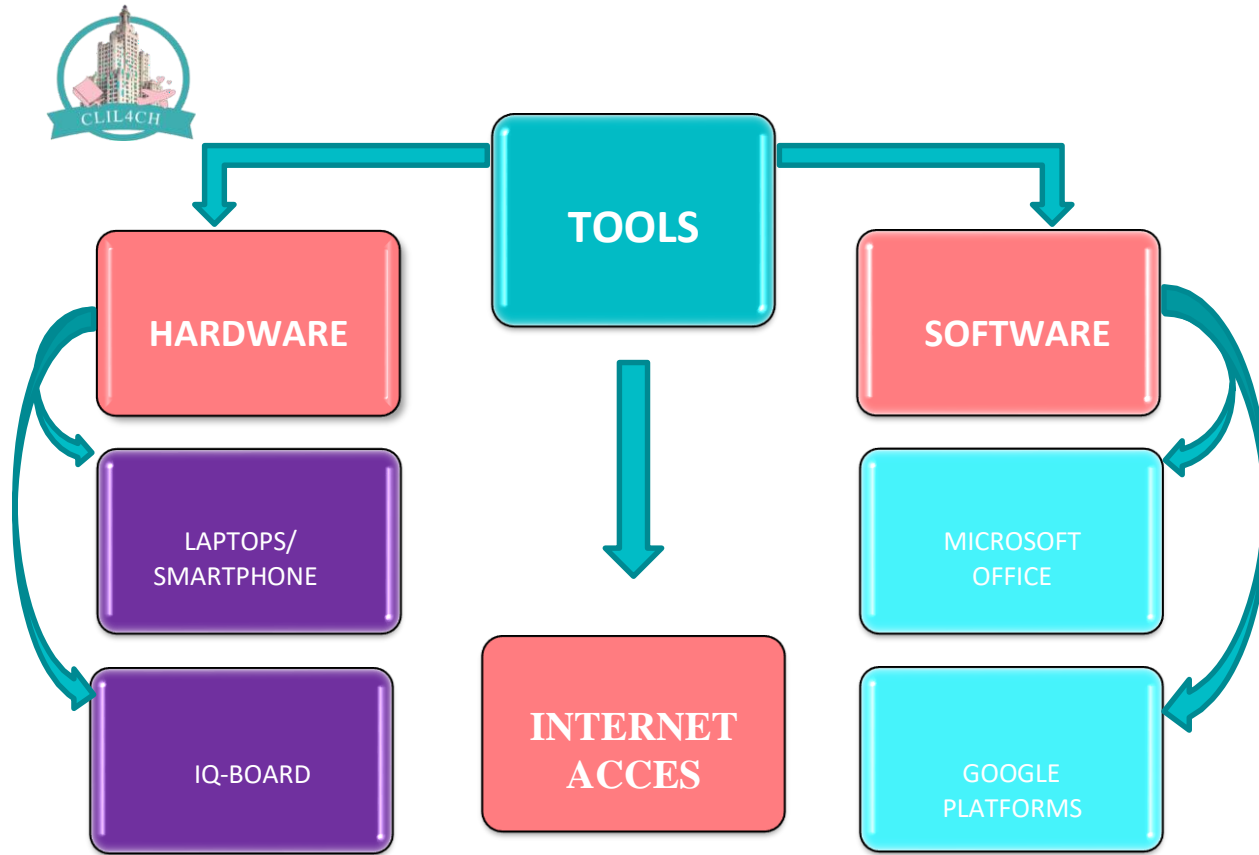
TECHNOLOGY:

Can use INTERNET, QUIZZIZ PLATFORM, MICROSOFTOFFICE

Can build objects from recycled materials

CLASSROOM/ INTERDISCIPLINARY KNOWLEDGE:

Know past simple and basic elements of physics



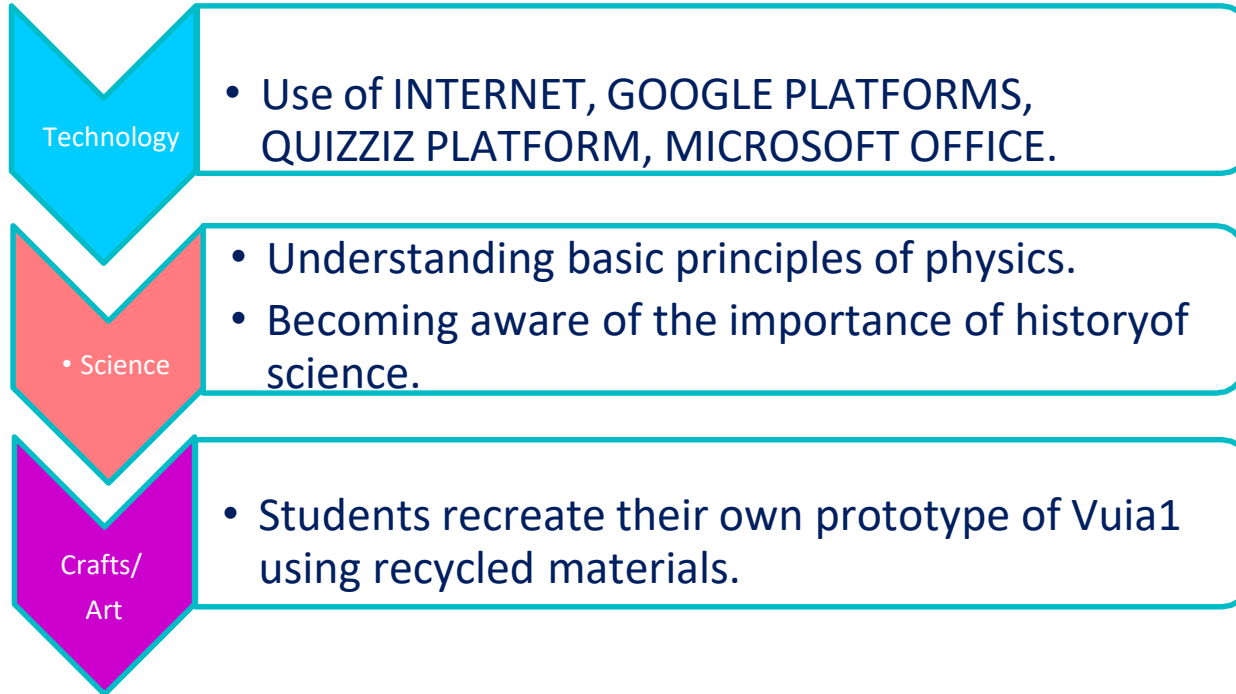


TEACHING METHODOLOGY

UNDERLYING THEORY	CONSTRUCTIVISM
FRAMEWORK	● TASK-BASED LEARNING (TBL)
APPROACH	● LEARNER-CENTRED, COMMUNICATIVE
ACTIVITIES	● TASK-BASED ● SELECTING INFORMATION ● FILL IN THE GAPS ● ANSWERING QUESTIONS ● CLASS DISCUSSION ● COOPERATIVE LEARNING
INTERACTION	● INDIVIDUAL – GROUP WORK

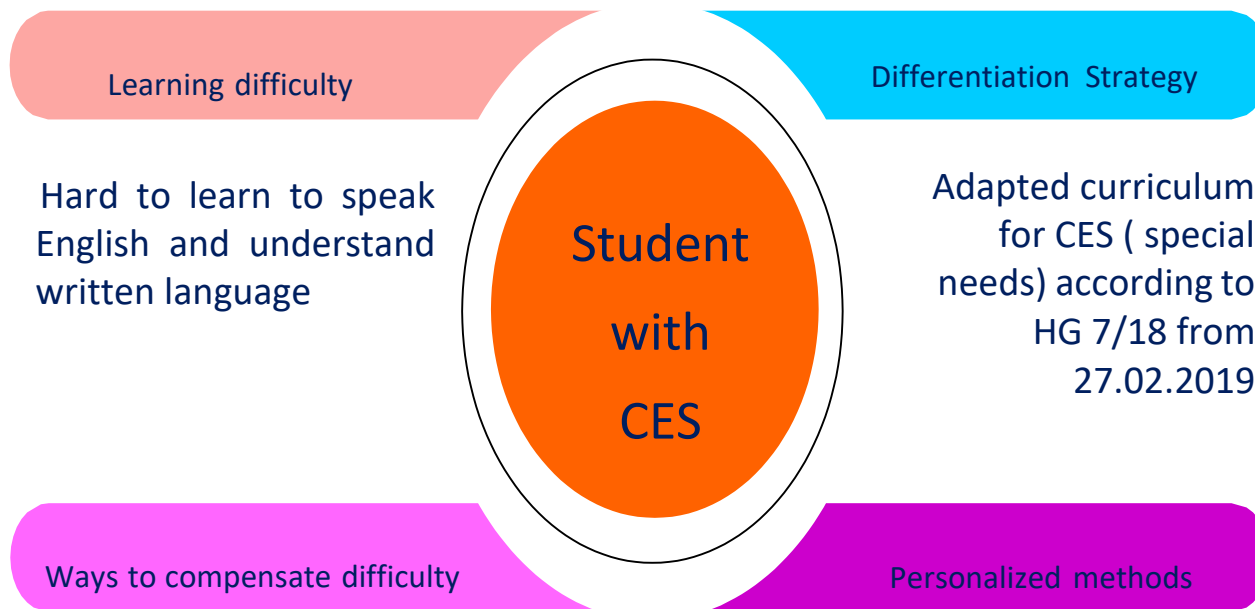


CURRICULUM CONNECTIONS





INCLUSION. WAYS TO INTEGRATE AND SUPPORT SS WITH LEARNING CHALLENGES





PERSONALISATION STRATEGY



For students lacking motivation

- Involve them as much as possible during the whole lesson
- Ensure balanced abilities in each small group: two weaker students grouped with three more advanced
- Promote peer tutoring and working together
- Personalize the lesson to fit their interests

For students with a lot of energy

- Involve them as much as possible during the whole lesson
- Offering the role of leader in their group
- Promote working together



DIFFERENTIATION STRATEGY

For students with specific learning difficulties (CES)

Ways to compensate difficulty

- extra time
- less work
- visual aids
- peer tutoring – group work
- simplified tests to account for learning difficulties

Personalized methods

- copying from the board
- notes taking
- spelling or agreement mistakes won't be considered



FORMATIVE ASSESSMENT

Because the lessons are part of a learning unit, formative assessment will take place during the lessons and will be based on involvement and performance of the students and their response to oral conversations, presentations, debates, small projects and discussions.



POSSIBLE PROBLEMS AND SOLUTIONS

Internet
not
working

Provide paper handouts, have an offline version that can be used from the T's laptop, use phones

Energetic/
Disruptive
students

Keep them actively involved, assign responsibilities

Speaking
anxiety

Extra support, encourage and guide them gradually towards production (written/ oral)

More
difficult
than
expected

Prepare alternative, encourage and guide them gradually

If
student
finishes
earlier

Prepare extra handouts





Description of Procedure of Lesson1 U1 DREAMS OF FLYING

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PHASE/ STAGE	TIME	INTER- ACTION	T ACTIVITY	SS ACTIVITY	AIDS	EVALUATION	INCLUSION
ENGAGE/ WARM-UP	2	T C	Greetings, T checks attendance.	SS answer			
INTRO	5	T C	T writes the title, then shows the student a picture of Icarus and asks them about the legend, as a dream becoming reality.	SS identify the legend and answer	Projector Laptop Internet	Observation	S is helped to identify the legend, writes 5 words in Romanian and translates them in English
TASK/ READING AND SUMMERY	12	S S	T groups Ss IN 5 groups, gives them cards with the name of an inventor and asks them to look up info. about them, then write about their findings in past simple (T gives an example and acts as facilitator). T explains new words related to flying.	SS work together, search and select the relevant info. SS write new words.	Laptop/ Phones Internet Notebooks	Observation Formative	S identifies and writes name, period, country in English. S writes new words from the board.
SPEAKING	10	Ss C	T asks students to report to another group info about period, country, flying aircraft and difficulty in discovery or invention, using past simple. (T supervises, gently corrects or clarifies meaning) T shows Ppt with the most important info	SS change places and report to another group	Board Notebooks	Observation	S reports the info with help from the T. S writes from the board.

PHASE/ STAGE	TIME	INTER- ACTION	T ACTIVITY	SS ACTIVITY	AIDS	EVALUATION	INCLUSION 92
POST-READING/ PRACTICE	7	T C S S	T reinforces and checks info about flying aircrafts and inventors, past simple and new vocabulary on the Quizziz platform (fill in the gaps).	SS answer	QUIZZIZ Laptop Internet	Frontal Observation	S is helped by colleagues
CONCLUSION	8	T C	T plays the video about Traian Vuia, created by SS and asks for the SS opinion about his determination and if they think we can learn something from his attitude in chasing his dream.	SS watch the video and answer.	Projector Laptop Internet	Observation	S is helped to identify the legend, writes 5 words in Romanian and translates them in English
HW FEEDBACK AND ASSESSMENT	6	S S	T asks SS to work in groups to make a model airplane similar to Vuia 1 from recycled materials. T gives SS handouts with feedback and self-assessment and asks them to complete them.	SS reflect on the lesson and write.	Board Notebooks	Observation	S completes feedback and assessment with help from the teacher.

Examples of slides/ handouts



The legend of Icarus

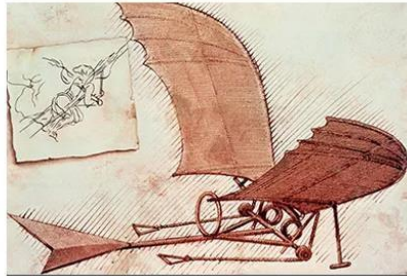
- ▶ People's dream to fly began with the legend of Icarus.
- ▶ Being locked in the labyrinth by king Minos, Dedalus' son made a pair of wings from feathers glued with wax and rose to the sky, in an attempt to escape.
- ▶ As Icarus came close to the sun, the wax melted because of the heat and Icarus fell into the sea.
- ▶ Considered impossible at first, this dream became reality over time, the airplane proving to be very useful and necessary.





Leonardo da Vinci

- ▶ During the Renaissance, Leonardo da Vinci thought of a machine that would allow people to fly. Having carefully studied the flight of birds, he projected the so-called "ornithopter". His project would unfortunately prove impossible as the wings designed for this machine should have been moved at the same time with the hands and feet.





Homework

- ▶ Build a small prototype of an aircraft similar to Vuia 1 from recycled materials.





Lesson 2 U1 in brief – “Living the Dream”

No.	Stage	Activity	Skills	Interaction	Aids	Evaluation	Time
1.	Warm-up	Greetings, check attendance and hw	Speaking	T - Ss			3'
2.	Project presentation	Ss present their work in front of the class, answer questions, give explanations	Speaking	S - Ss	Board Laptop Projector	Observation Formative	15'
3.	Discovery stage	Ss discuss physics principles used by Traian Vuia and advantages of flying	Speaking	Ss - SsT - Ss	Board Laptop Prototype	Observation Formative	8'
4.	Theory	Ss write the definition and formula for speed	Writing	T - Ss	Board	Observation	5'
5.	Practice	Ss calculate speed of planes and distance in different situations	Writing	Ss – Ss, P	Board Notebook	Observation Formative	12'
6.	Wrap up	Hw, feedback, self-evaluation	Writing	T - Ss Ss - T	Handouts		7'

Lesson 3 U1 in brief – Check Point

No.	Stage	Activity	Skills	Interaction	Aids	Time
1.	Warm-up	Greetings, check attendance	Speaking	T - Ss		3'
2.	Explanations	Announcing the content of the test and giving guidelines, rules, explanations	Speaking	T - Ss	Board Handouts	5'
3.	Testing	T supervises the Ss	Writing	Lockstep	Handouts	40'
4.	Wrap up	Hw, feedback	Writing Speaking	T - Ss	Notebooks	2'



CRITERIA FOR FORMATIVE ASSESSMENT

Social and cross-cultural skills	SCORE
Respects cultural difference	
Open to different ideas	
Team-work	
Interacts effectively in a team towards negotiation	
Works well in a team (at ease and collaborative)	
Communication	
Communicates clearly and effectively in oral and written form	



SELF - ASSESSEMENT

- On a scale from 1 to 5 now I can***
- A) select information on a given subject***
- B) use new words when talking about flying aircrafts***
- C) talk about famous inventors in the past tense***
- D) communicate with my classmates more efficiently to exchange ideas and solve problems***
- E) be more confident about speaking in front of people***
- The easiest thing was***
- The most difficult thing was***
- In the future I am determined to***

LESSON ASSESSEMENT/ TEACHER FEEDBACK

- ***What I liked the most was***
- ***I found it boring to***
- ***In the future I would like to***



GROUP WORK ASSESSEMENT

INDICATORS	RARELY	SOMETIMES	FREQUENTLY	USUALLY	ALWAYS
Interest and participation					
Participates actively and contributes with ideas or research					
Time and work load management					
Can manage time and work properly and completes the task					
Social and intercultural skills					
Respects cultural differences and is open to different ideas					



PROPOSAL FOR WRITING ASSESSEMENT

INDICATORS	CRITERIA DESCRIPTORS				
LEVEL	Excellent	Good	Medium	Basic	Below basic
CONTENT	Quality content, relevant to the task (eg: 28 - 30 p)	Generally relevant content	Content related to the task	Attempts content related to the task, may have misinterpretations	Content is irrelevant
ORGANISATION	Text is well organised and coherent, using a variety of linking words and cohesive devices and the ideas are logical and well connected (eg: 19 - 20 p)	Text is connected and coherent, using basic linking words and a limited number of cohesive devices (<i>first of all, afterwards, moreover, in conclusion</i>)	Ideas are connected using basic linkers correctly and there are paragraphs	Ideas are connected using basic linking words (<i>and, but, so</i>) and there is an attempt to organise them in paragraphs	Text is impossible to understand due to incoherence and lack of linking words and paragraphs
VOCABULARY	Uses wide range of lexis correctly (including uncommon and field specific terms) and appropriate to the task or type of text (eg: 24 - 25 p)	Uses everyday vocabulary correctly and may try to use more uncommon and field specific terms	Uses common vocabulary generally correctly and the message is clear	Uses common and basic vocabulary and may have mistakes, but the message is understood	Vocabulary confusions and words from native language that impede the meaning of the message
GRAMMAR	Uses complex grammar forms correctly and appropriate to the task or type of text (eg: 14 - 15p) 10 p granted 100 p maximum of a 10 in the Romanian system of education)	Uses simple grammar forms correctly, attempts complex structures <u>Total: 85-94 p maximum</u> -(equivalent of a 9)- <u>Obs: An 8 would be between categories Good and Medium, 75p-89</u> p.	Uses simple grammar forms correctly, and the message is clear <u>Total: 74 p maximum</u> -(equivalent of a 7)-	Uses simple grammar forms and may have mistakes, but the message is understood <u>Total: 54 p max.</u> -(equivalent of a 5- <u>passing)</u>	Grammar errors that make it difficult for the reader to understand the message <u>Total: 34 p max.</u> -(equivalent of a 3- <u>not passing)</u>



PROPOSAL FOR SPEAKING ASSESSMENT

Level	Excellent 10	Good 9	Medium 7	Basic 5	Below basic 3
Presentation skills	Uses a clear voice, captures, maintains the attention of the audience and interacts with them	Generally clear voice, captures and maintains the attention of the audience	Attempts to capture and maintain the attention of the audience, the pace is too slow or too fast	Speaks too quietly for the majority of students, attempts to get the attention of the audience	Is unable to speak in front an audience without help
Language (grammar and vocabulary)	Language is precise and appropriate for the context, very good use of filler words.	Uses common vocabulary, expressions linking words and simple grammar structures correctly	Recognizes and uses common vocabulary, expressions and simple grammar structures generally correctly	Basic vocabulary and simple grammar, with mistakes that do not impede communication	Words from native language and grammar errors impede the meaning of the message
Interaction skills	Initiates, maintains and concludes conversation and gives details on a given topic easily	Initiates, maintains and concludes simple conversation on a given topic without effort	Initiates and tries to maintain a simple conversation on a given topic with some effort	Attempts to initiate and maintain simple conversations on a given topic generally with mistakes	Does not initiate conversation, has trouble responding to questions
Organisation	Information is presented in a logical way which audience or interlocutor can follow easily	Information is presented in logical sequence which audience can generally follow	Ideas are connected despite some errors	Attempt to connect ideas and use simple linking words	Speech is impossible to understand due to incoherence
<p>Obs: In the Romanian system of education the first passing mark is 5.</p> <p>Marks 8, 6 and 4 in between these categories would take into account features from both categories of descriptors. Ss can be granted different marks (for instance: 7 in interaction, 7 in organization, 6 in presentation and 5 in language.)</p>					Final Score:



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CLIL LESSONS ON SCIENCE AND PERSONAL DEVELOPMENT

Unit 2: HEROES



CLIL4CH is a partnership between Serbia, Romania and Italy and has received funding from EU Erasmus + programme - grant agreement 2020-1-RSO1-KA201-065422



Co-funded by the
Erasmus+ Programme
of the European Union



BRIEF DESCRIPTION OF THE LESSONS

"I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles."

-Christopher Reeve.

The lessons below are meant to teach students about role models, cultural heritage, science, personal development, inclusion and overcoming obstacles.



CLASS PROFILE

- Class: Forth class of lower secondary school, 8th grade
- Age: 13/14
- Number of students: 25
- The class is made up of students with mixed abilities, some of whom lack motivation), others with excessive energy and very intelligent, one with special needs (CES).

Therefore, after a needs analysis through observation, reports, counselling, feed-back forms and open discussions showing the need to motivate, balance abilities in pair and team work, or provide ways to compensate difficulty, it is advisable to provide personalised learning plans to motivate more passive students or very energetic ones and implement a differentiation strategy for specific learning difficulties.

- Level of English: A2, A2+, B1, B1+



GENERAL AIMS

- To develop bilingual and intercultural competences;
- To foster interpersonal skills;
- To make connections between different types of texts and different areas of knowledge;
- To develop problem solving skills;
- To develop effective communication skills;
- To identify moral and cultural values;
- To develop the ability to speak in front of an audience;
- To develop the ability to express their point of view and give arguments.



Unit: HEROES

- L1 – WHAT IS A HERO?
- L2 – ACHIEVEMENTS OF MODERN HEROES
- L3 – CHECK POINT

DESCRIPTION OF LESSON 1 “WHAT IS A HERO?”





SPECIFIC LEARNING OBJECTIVES

By the end of the lesson 1 of Unit 2 students will:

LINGUISTIC OBJECTIVES

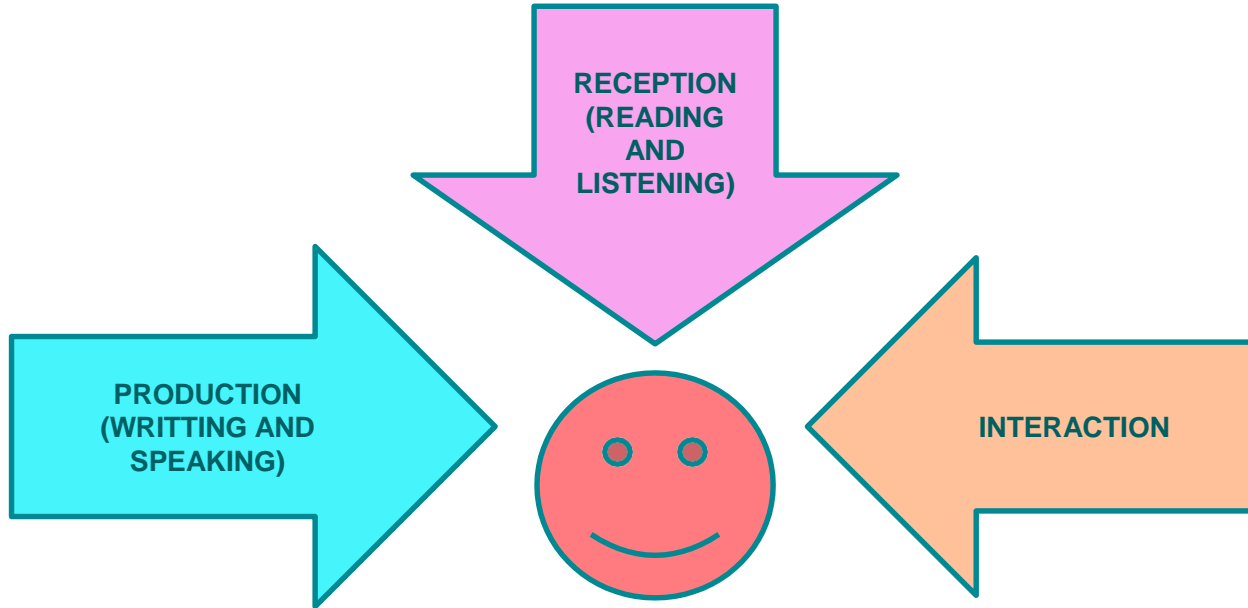
- acquire new vocabulary on the topic of traditional and modern heroes
- use adjectives and degrees of comparison to write about heroes and role models
- write a blog about modern heroes (written production)
- exchange ideas about the meaning of hero (oral production, podcast)

CONTENT OBJECTIVES

- become aware of the importance of role models (CULTURAL AWARENESS)
- be able to find points of reference and connections between different texts and role models (CRITICAL AND ANALYTICAL THINKING)
- be able to use information to engage the audience and get the needed responses (COMMUNICATION AND CREATIVE SKILLS)
- find ways to express different opinions with diplomacy, empathy and politely (DIPLOMATIC AND PROBLEM-SOLVING SKILLS)



SKILLS AND MODES OF COMMUNICATION INVOLVED





PREVIOUSLY ACQUIRED KNOWLEDGE

LANGUAGE LEVEL:

Minimum A2 Level – according to CEFR

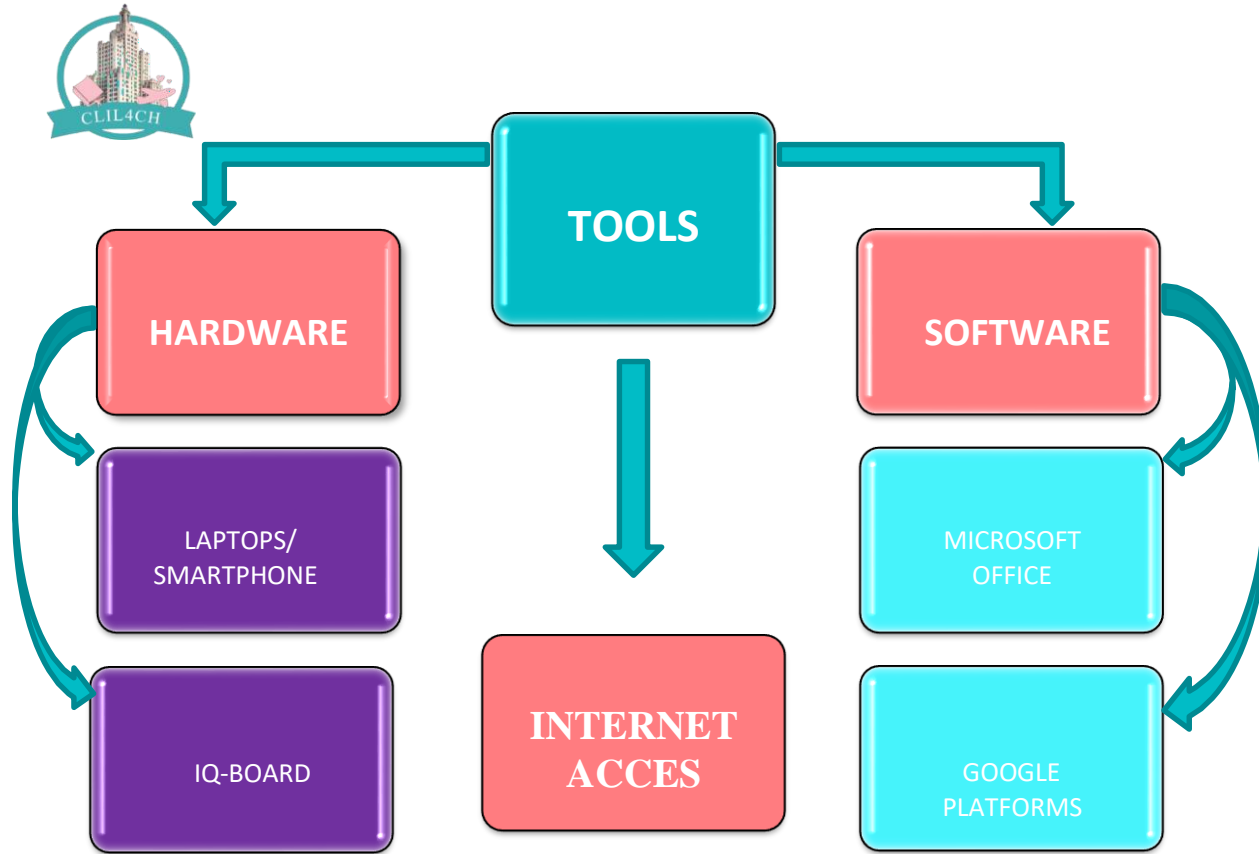
TECHNOLOGY:

Can use THE INTERNET, G-SUITE PLATFORM, CANVA,
MICROSOFT OFFICE

Can create a blog and a podcast

GENERAL KNOWLEDGE:

Have cultural and moral values



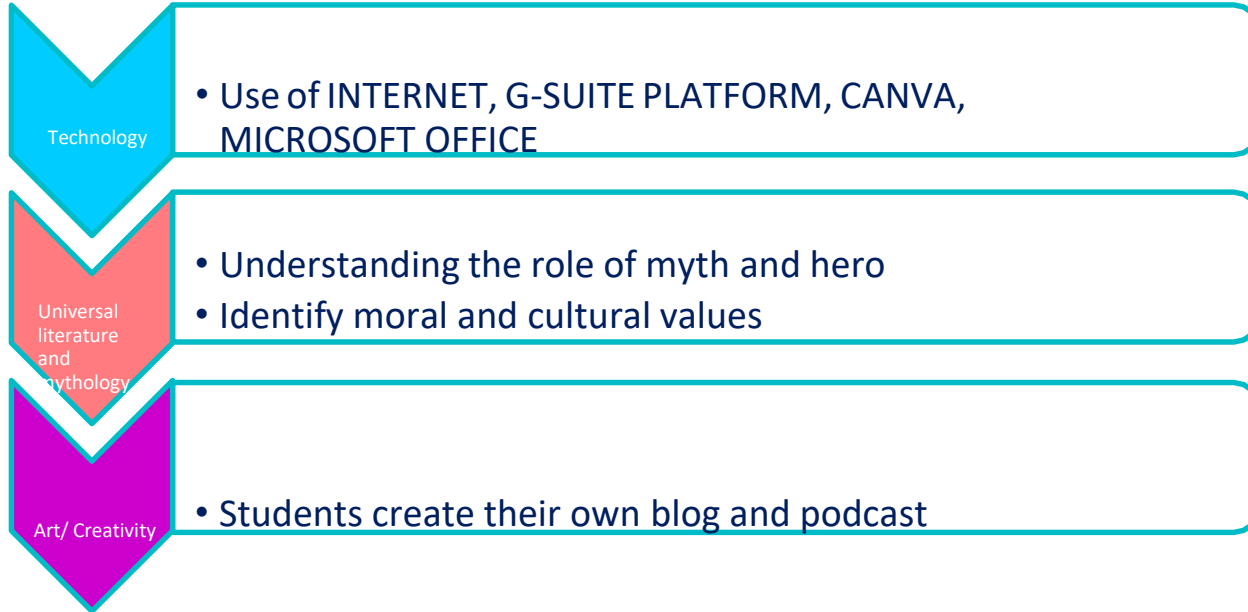


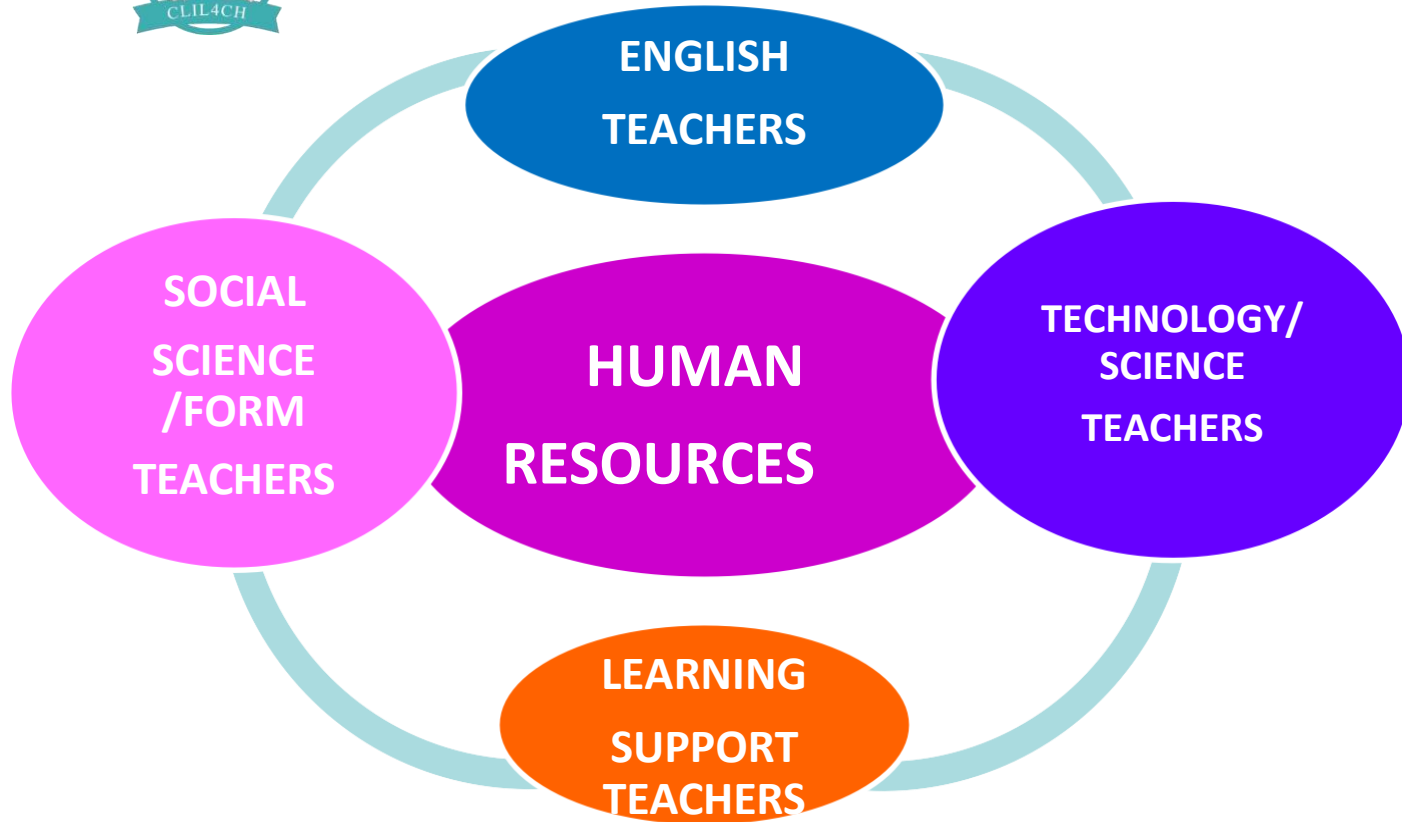
TEACHING METHODOLOGY

UNDERLYING THEORY	CONSTRUCTIVISM
FRAMEWORK	<ul style="list-style-type: none"> ● TASK-BASED LEARNING (TBL)
APPROACH	<ul style="list-style-type: none"> ● LEARNER-CENTRED, COMMUNICATIVE
ACTIVITIES	<ul style="list-style-type: none"> ● TASK-BASED ● SELECTING AND USING INFORMATION TO ACHIEVE A PURPOSE ● ANSWERING QUESTIONS ● DEBATE ● COOPERATIVE LEARNING
INTERACTION	<ul style="list-style-type: none"> ● INDIVIDUAL – GROUP WORK



CURRICULUM CONNECTIONS







INCLUSION. WAYS TO INTEGRATE AND SUPPORT SS WITH LEARNING CHALLENGES

Learning difficulty

Hard to learn to speak
English and understand
written language

Differentiation Strategy

Adapted curriculum
for CES (special
needs) according to
HG 7/18 from
27.02.2019

Student
with
CES

Ways to compensate difficulty

Personalized methods





PERSONALISATION STRATEGY



For students lacking motivation

- ❓ Involve them as much as possible during the whole lesson
- ❓ Ensure balanced abilities in each small group: two weaker students grouped with three more advanced
- ❓ Promote peer tutoring and working together
- ❓ Personalise lesson to fit their interests

For students with a lot of energy

- ❓ Involve them as much as possible during the whole lesson
- ❓ Offering the role of leader in their group
- ❓ Promote working together



DIFFERENTIATION STRATEGY

For students with specific learning difficulties (CES)

Ways to compensate difficulty

- extra time
- less work
- visual aids
- peer tutoring – group work
- simplified tests to account for learning difficulties

Personalized methods

- copying from the board
- notes taking
- spelling or agreement mistakes won't be considered



POSSIBLE PROBLEMS AND SOLUTIONS

Internet
not
working

Provide paper handouts, have an offline version that can be used from the T's laptop, use phones

Energetic/
Disruptive
students

Keep them actively involved, assign responsibilities

Speaking
anxiety

Extra support, encourage and guide them gradually towards production (written/ oral)

More
difficult
than
expected

Prepare alternative, encourage and guide them gradually

If
student
finishes

Prepare extra handouts and activities





Description of Procedure of Lesson 1 Unit 2

WHAT IS A HERO?

PHASE/ STAGE	TIME	INTER- ACTION	T ACTIVITY	SS ACTIVITY	AIDS	EVALUATION	INCLUSION
ENGAGE/ WARM-UP	2'	T C	T checks attendance and asks student what hero is	SS answer			
INTRO	5'	T C	T shows the student a picture of an ancient hero (Hercules) and asks them to describe him	SS identify physical and moral traits and write them in Canva	CANVA	observation	S identifies two traits in Romanian and translates in english
TASK/ PRE-READING	5'	SS	T shows the student a picture of an important personality with a positive impact on society and asks them to describe him/her.	SS identify physical and moral traits and write them in Canva	CANVA	observation	S identifies two traits in Romanian and translates in English
SPEAKING	5'		T ask students to come up with a definition of a hero	S give the definition of a hero	board	observation	S copy the definition from the board
READING	10'		T makes 5 groups and gives students 5 different texts about modern heroes and asks students to identify the adjectives and give arguments why the people in the text can be considered heroes	SS work together to complete the task about Malala, Nelson Mandela, Greta T, David Popovici and Stephen Hawking	notebooks board worksheets	observation giving arguments	S read a sentence and his team helps him understand the text

PHASE/ STAGE	TIME	INTER- ACTION	T ACTIVITY	SS ACTIVITY	AIDS	EVALUATION	INCLUSION
POST – READING	5'		T asks students to compare personalities using the degrees of comparison of adjective	S try to find similarities and differences between the personalities	notebooks board worksheets	observation	S find a similarity between two of personalities
PRACTICE	15'	SS	T divides the class in five groups and asks them to create a podcast on a chosen personality of the moment on the heroic qualities T gives them notes with the role (moderator, pro, against)	SS search information and organise their arguments and after that record the podcast	notebooks smartphones	oral frontal creative	S can be moderator
HOMEWORK	1'	S,S,S	T asks students to write a blog about their favorite modern hero	SS write down the task	notebooks		S writes down the task
FEED- BACK AND SELF ASSESSMENT	2'	S,S,S	T gives students cards with Feed-back and self assessment	SS complete the cards	cards	observation	S completes the cards



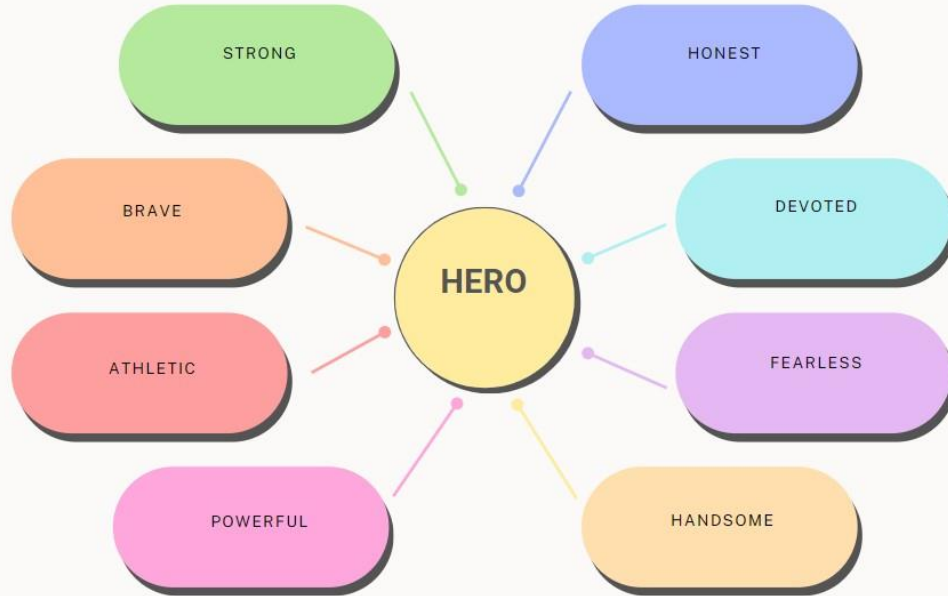
Examples of slides/ handouts

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MIND MAP



Activate Win
Go to Settings to





MODERN HEROS



Picture by 2022 Getty Images

This has been the year of David Popovici.

First, the Romanian swimmer did the sprint freestyle double at the World Aquatics Championships in Budapest, Hungary, setting world junior records over both 100m and 200m en route to winning his first two world titles.

Meeting world leaders

In 2019, Thunberg sailed across the Atlantic on a yacht to attend a UN climate conference in New York.

Delivering what is probably her most famous speech, she angrily told world leaders they were not doing enough.

"You all come to us young people for hope. How dare you? You have stolen my dreams and my childhood with your empty words," she said.



Getty Images

“

How dare you? You have stolen my dreams and my childhood with your empty words.



Stephen got a first in Physics from Oxford, and started a PhD at Cambridge. His own private universe expanded when he proposed to his future wife.

Jane was also from St Albans, and was a modern languages undergraduate. She had met Hawking at a New Year's party, before his diagnosis. The couple decided to marry quickly, because they did not know how long Stephen had to live. As Stephen's health deteriorated, he took to walking with a stick. Jane, who was two years younger than her fiancé, had to seek a special exemption from her college as students were not normally allowed to wed.



Stephen Hawking at his graduation in 1962.



CRITERIA FOR FORMATIVE ASSESSMENT

Social and cross-cultural skills	SCORE
Respects cultural differences	
Open to different ideas	
Team-work	
Interacts effectively in a team towards negotiation	
Works well in a team (at ease and collaborative)	
Communication	
Communicates clearly and effectively in oral and written form	



SELF - ASSESSMENT

- *On a scale from 1 to 5 now I can*
- A) *compare different texts and find similarities between different people*
- B) *use new words when talking about traditional and modern heroes*
- C) *talk about characteristics of heroes using degrees of comparison of adjectives*
- D) *communicate with my classmates efficiently to exchange ideas and to negotiate*
- E) *be more confident about speaking in front of an audience*
- *The easiest thing was*
- *The most difficult thing was*
- *In the future I am determined to*

LESSON ASSESSEMENT/ TEACHER FEEDBACK

- *What I liked the most was*
- *I found it boring to*
- *In the future I would like to*



GROUP WORK ASSESSEMENT

INDICATORS	RARELY	SOMETIMES	FREQUENTLY	USUALLY	ALWAYS
Interest and participation					
Participates actively and contributes with ideas or research					
Time and work load management					
Can manage time and work properly and completes the task					
Social and intercultural skills					
Respects cultural differences and is open to different ideas					



PROPOSAL FOR WRITING ASSESSEMENT

	INDICATORS		CRITERIA DESCRIPTORS		
LEVEL	Excellent	Good	Medium	Basic	Below basic
CONTENT	Quality content, relevant to the task (eg: 28 - 30 p)	Generally relevant content	Content related to the task	Attempts content related to the task, may have misinterpretations	Content is irrelevant
ORGANISATION	Text is well organised and coherent, using a variety of linking words and cohesive devices and the ideas are logical and well connected (eg: 19 - 20 p)	Text is connected and coherent, using basic linking words and a limited number of cohesive devices (<i>first of all, afterwards, moreover, in conclusion</i>)	Ideas are connected using basic linkers correctly and there are paragraphs	Ideas are connected using basic linking words (<i>and, but, so</i>) and there is an attempt to organise them in paragraphs	Text is impossible to understand due to incoherence and lack of linking words and paragraphs
VOCABULARY	Uses wide range of lexis correctly (including uncommon and field specific terms) and appropriate to the task or type of text (eg: 24 - 25 p)	Uses everyday vocabulary correctly and may try to use more uncommon and field specific terms	Uses common vocabulary generally correctly and the message is clear	Uses common and basic vocabulary and may have mistakes, but the message is understood	Vocabulary confusions and words from native language that impede the meaning of the message
GRAMMAR	Uses complex grammar forms correctly and appropriate to the task or type of text (eg: 14 - 15p)	Uses simple grammar forms correctly, attempts complex structures Total: 85-94 p maximum (equivalent of a 9) Obs: An 8 would be between categories Good and Medium, 75p-89 p.	Uses simple grammar forms correctly, and the message is clear Total: 74 p maximum (equivalent of a 7)	Uses simple grammar forms and may have mistakes, but the message is understood Total: 54 p max. (equivalent of a 5 - passing)	Grammar errors that make it difficult for the reader to understand the message Total: 34 p max. (equivalent of a 3 - not passing)

10 p - 100 p maximum
granted out of a 10 in the
Romanian system of
education)



PROPOSAL FOR SPEAKING ASSESSMENT

Level	Excellent 10	Good 9	Medium 7	Basic 5	Below basic 3
Presentation skills	Uses a clear voice, captures, maintains the attention of the audience and interacts with them	Generally clear voice, captures and maintains the attention of the audience	Attempts to capture and maintain the attention of the audience, the pace is too slow or too fast	Speaks too quietly for the majority of students, attempts to get the attention of the audience	Is unable to speak in front of audience without help
Language (grammar and vocabulary)	Language is precise and appropriate for the context, very good use of filler words.	Uses common vocabulary, expressions linking words and simple grammar structures correctly	Recognizes and uses common vocabulary, expressions and simple grammar structures generally correctly	Basic vocabulary and simple grammar, with mistakes that do not impede communication	Words from native language and grammar errors impede the meaning of the message
Interaction skills	Initiates, maintains and concludes conversation and gives details on a given topic easily	Initiates, maintains and concludes simple conversation on a given topic generally without effort	Initiates and tries to maintain a simple conversation on a given topic with some effort	Attempts to initiate and maintain simple conversations on a given topic generally with mistakes	Does not initiate conversation, has trouble responding to questions
Organisation	Information is presented in a logical way which audience or interlocutor can follow easily	Information is presented in a logical sequence which audience can generally follow	Ideas are connected despite some errors	Attempt to connect ideas and use simple linking words	Speech is impossible to understand due to incoherence
<p>Obs: In the Romanian system of education the first passing mark is 5.</p> <p>Marks 8, 6 and 4 in between these categories would take into account features from both categories of descriptors. Ss can be granted different marks (for instance: 7 in interaction, 7 in organization, 6 in presentation and 5 in language.)</p>					Final Score:



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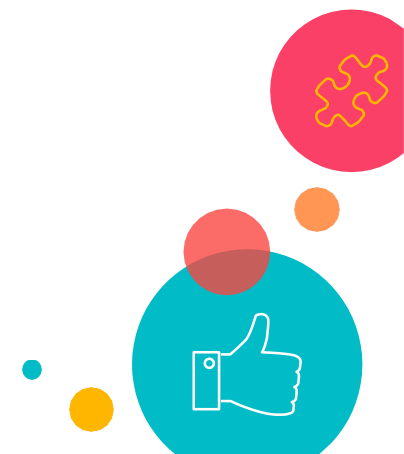
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- [https://www.swimmingworldmagazine.com/news/flash-david-popovici-sets-100-free-world-record-of-46- 86/](https://www.swimmingworldmagazine.com/news/flash-david-popovici-sets-100-free-world-record-of-46-86/)
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- <https://olympics.com/en/news/european-championships-david-popovici-swimming-world-record-award>
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- https://www.ucv.ro/pdf/invatamant/educatie/grade_didactice/ENGLEZA-GRD.II.pdf
- <https://www.edu.ro/sites/default/files/fisiere%20articole/Strategie%20LLL.pdf>
- https://www.edu.ro/sites/default/files/fi%C8%99iere/Invatamant-Preuniversitar/2016/special/ORDIN%205574_2011_Ordin_si_Metodologie_servicii_sprijin_educ_a%C5%A3ional_tinerii_CES_integra%C8%9Bi_%C3%AEn_%C3%AEnv_de_mas%C4%83.pdf
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3. Communication and tolerance- Lesson plans Italy



Three Social Science e-Lessons on Tolerance & Communication

Classes involved: 2 ITI, 1 Liceo and 2 Liceo

Lead teacher: Silvia Segatori

When: 1 morning a week for 5 weeks

Total hours: 5 days / 40 hours **Students involved:**

II ITI: Scopini, Cambiotti, Mencarellil

Liceo: Moriconi, Ippoliti, Sorbelli

II Liceo: Giada Moretti, Gaia Moretti, Fadili

Teachers involved:

Paola Falcinelli, Alice Spito, Maurizio Morini, Laura Bargagna, Stefania D'Amato

THE DISCOVERY OF THE OTHER



CLIL4CH is a partnership between Serbia, Romania and Italy and has received funding from EU Erasmus + programme - grant agreement 2020-1-RSO1-KA201-065422



Lesson 1

1. Tolerance and intolerance – a critical viewpoint
2. From acceptance to unconditional love

Lesson 2

1. Active listening as the key to real communication
2. Non-violent communication through loving word

Lesson 3

3. Effective communication in writing
1. Truthful communication on the net – the Assisi Card

BIBLIOGRAPHY AND REFERENCES



CLIL4CH is a partnership between Serbia, Romania and Italy and has received funding from EU Erasmus + programme - grant agreement 2020-1-RSO1-KA201-065422



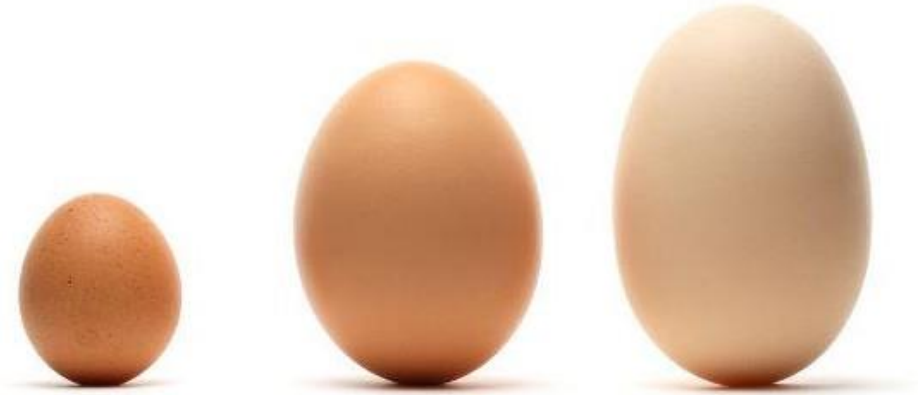
Lesson 1

THE DISCOVERY OF THE OTHER

TOLERANCE – DIVERSITY – STEREOTYPE – PREJUDICE



CLIL4CH is a partnership between Serbia, Romania and Italy and has received funding from
EU Erasmus + programme - grant agreement 2020-1-RSO1-KA201-065422



We are all the same on the inside

WHAT TO CONSIDER WHEN PLANNING A LESSON OR A LEARNING UNIT:



Learner's needs: Interests, age, background, proficiency



Learning style



Learner's feedback



Environment and context

BRIEF DESCRIPTION OF THE LESSONS

Martin Luther King Jr. dreamed of a world more tolerant than the one he lived in. The lessons below are designed to teach students about tolerance. Included: Lessons on stereotyping, appreciating differences, and recognizing how words can hurt.

CLASS PROFILE

- **Class:** Third class of lower secondary school
- **Age:** 13/14
- **Number of students:** 21
- The class is composed of students with mixed abilities, some of whom lacking motivation, one affected by Special Learning disorder (SpLDs), namely dyslexia, and one by mild cognitive impairment. Therefore, after a needs analysis through observation, prompt questions and open discussion showing the need to motivate, balance abilities in pair work, or provide compensatory tools and dispensatory devices, it is essential to provide personalisation ideas to motivate passive students (through TBL) and implement a differentiation strategy to cater for specific learning difficulties.
- **Level of English:** A2/A2+

SCHOOL CONTEXT

The school is located in a medium-sized city. Since English is the only language taught, the school offers its pupils enhancement courses in English as well as preparation courses for A2 Key level. Thus, the exit level is often A2+.

LEVEL A2 (OR A.2.1)

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Modes of Communication	Activity/Scale	Descriptors
Reception	Overall oral comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.
Reception	Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
Production	Overall written production	Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
Production	Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
Interaction	Overall oral interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
Mediation	Overall mediation	Can use simple words/signs to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language

LEVEL A2+ (OR A.2.2)

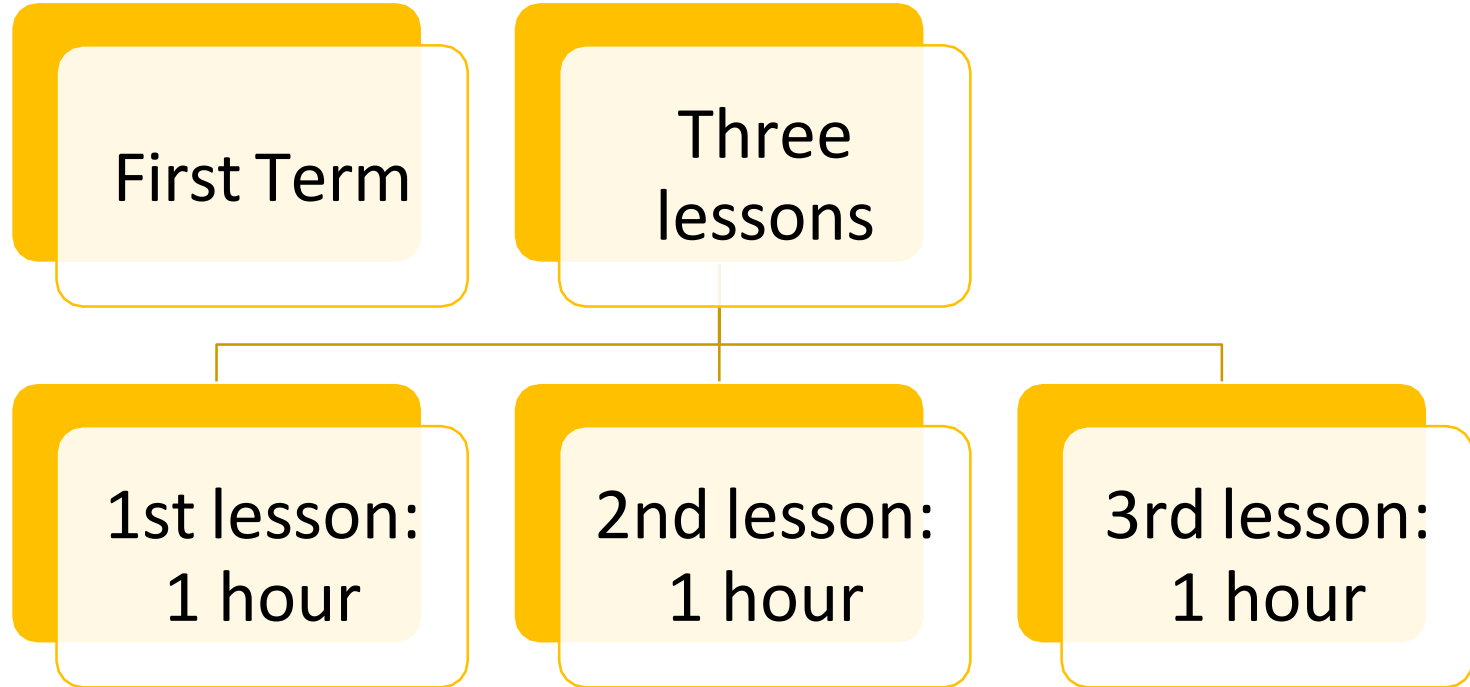
142

Modes of Communication	Activity/Scale	Descriptor
Reception	Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
Reception	Overall oral comprehension	Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.
Interaction	Overall oral interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
Mediation	Overall mediation	Can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language.

TEACHER'S ROLE



TIMING AND DURATION



GENERAL AIMS

LANGUAGE LEARNING

To develop a plurilingual and pluricultural competence

To foster interpersonal skills

To become aware of own cognitive style for language acquisition

To develop problem solving

To foster the natural attitude to interact and discuss ideas

LIFELONG COMPETENCES

for

Personal development

Social inclusion

Active

citizenship

Employment

1. Literacy
2. Multilingual
3. Mathematical and science, technology and engineering
4. Digital
5. Personal, social and learning to learn
6. Civic
7. Entrepreneurship
8. Cultural awareness and expression

KEY COMPETENCES FOR ACTIVE CITIZENSHIP

Active Citizenship MD 137/2007

- Learning to learn
- Communicating
- Cooperating and participating
- Acting responsively and autonomously
- Identify connection and relationship
- Acquiring and interpreting information
- Project building
- Problem solving

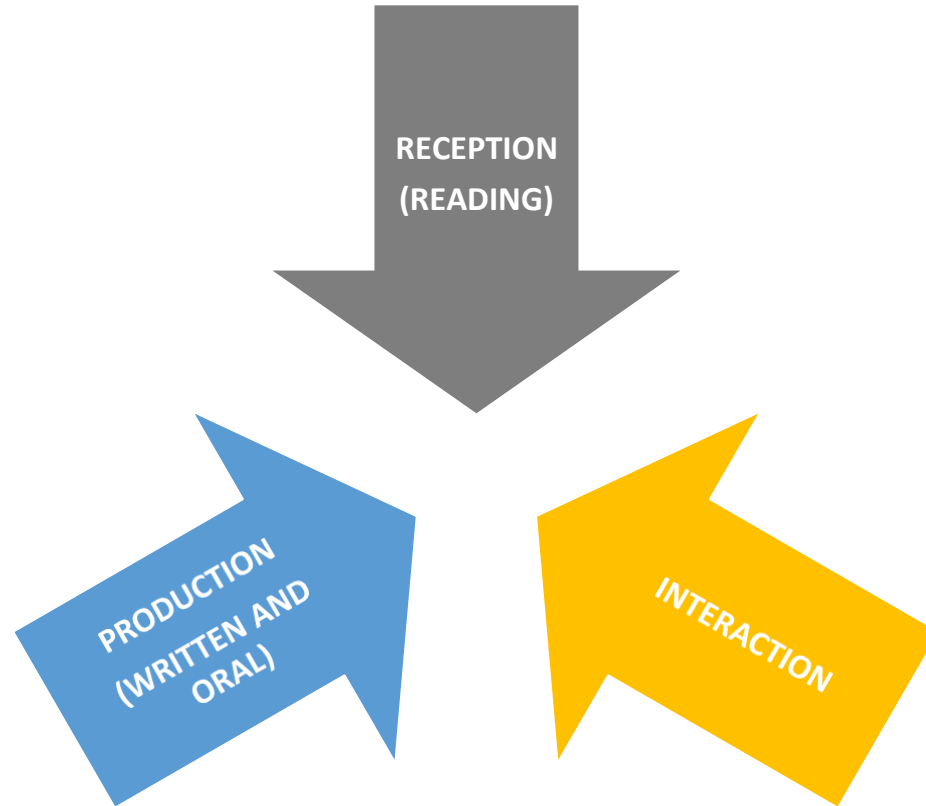
Specific
Measurable
Attainable
Realistic
Timely

SPECIFIC LEARNING OBJECTIVES

By the end of the lesson students will

LINGUISTIC OBJECTIVES	CONTENT OBJECTIVES
acquire new vocabulary on the topic of tolerance, prejudice and stereotypes (language structure).	become aware of the concepts of tolerance, respect of diversity, and acceptance (SOCIAL AWARENESS)
report survey findings (written and oral production).	be able to take a survey, collect and analyse data, create graphs using Excel (TECHNICAL AND ANALYTICAL SKILLS)
discuss ideas and propose solutions (oral production)	suggest ways to open up communications between groups of students who would not normally interact with one another (CRITICAL THINKING AND PROBLEM-SOLVING)

MODES OF COMMUNICATION INVOLVED



PREREQUISITES

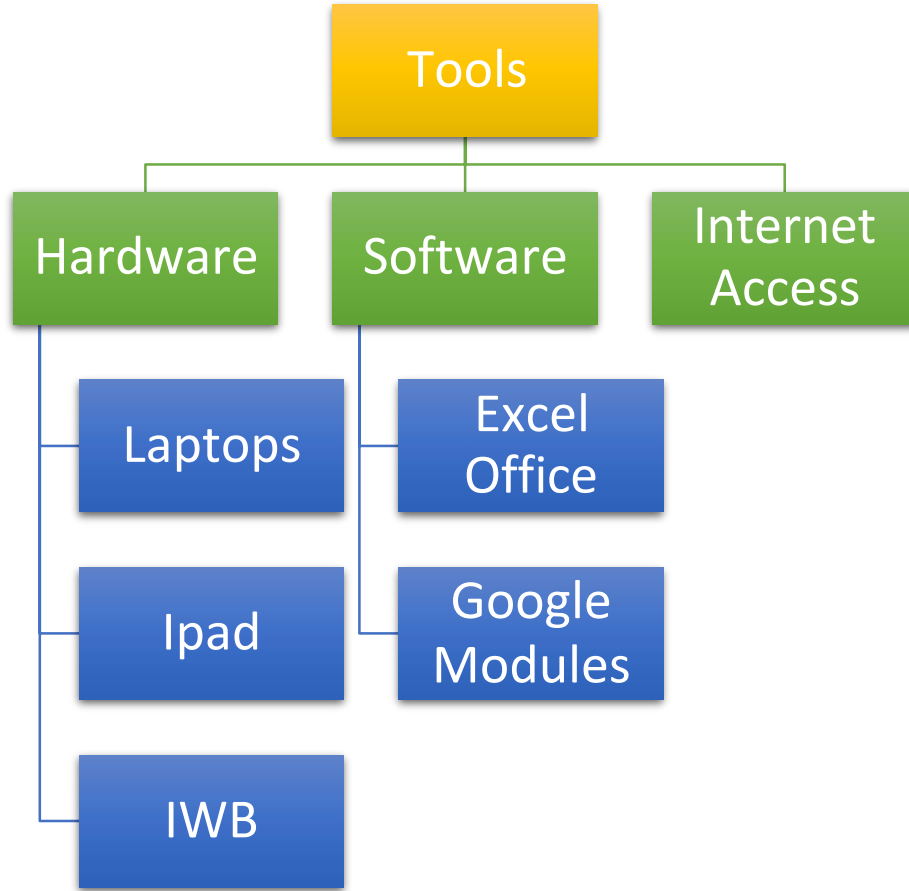
LANGUAGE PROFICIENCY: A2 Level – see above

TECHNOLOGY:

Can use Excel Spreadsheet

Can draw bar graphs

KNOWLEDGE: Knows the basic concept of tolerance





Teaching Methodologies

UNDERLYING THEORY**CONSTRUCTIVISM****FRAMEWORK**

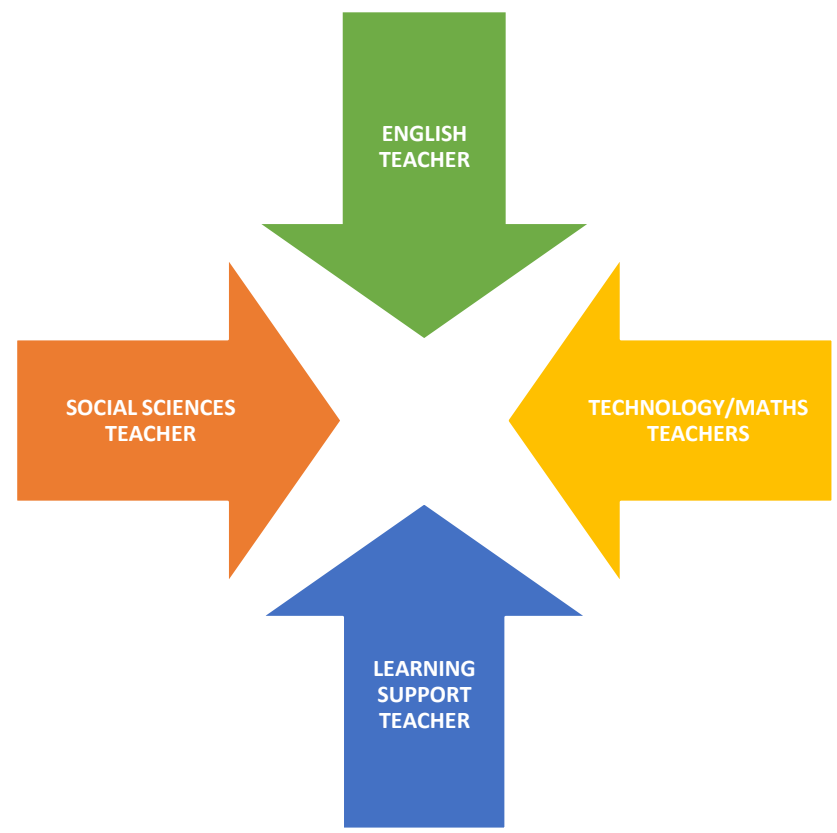
TASK-BASED LEARNING (TBL)

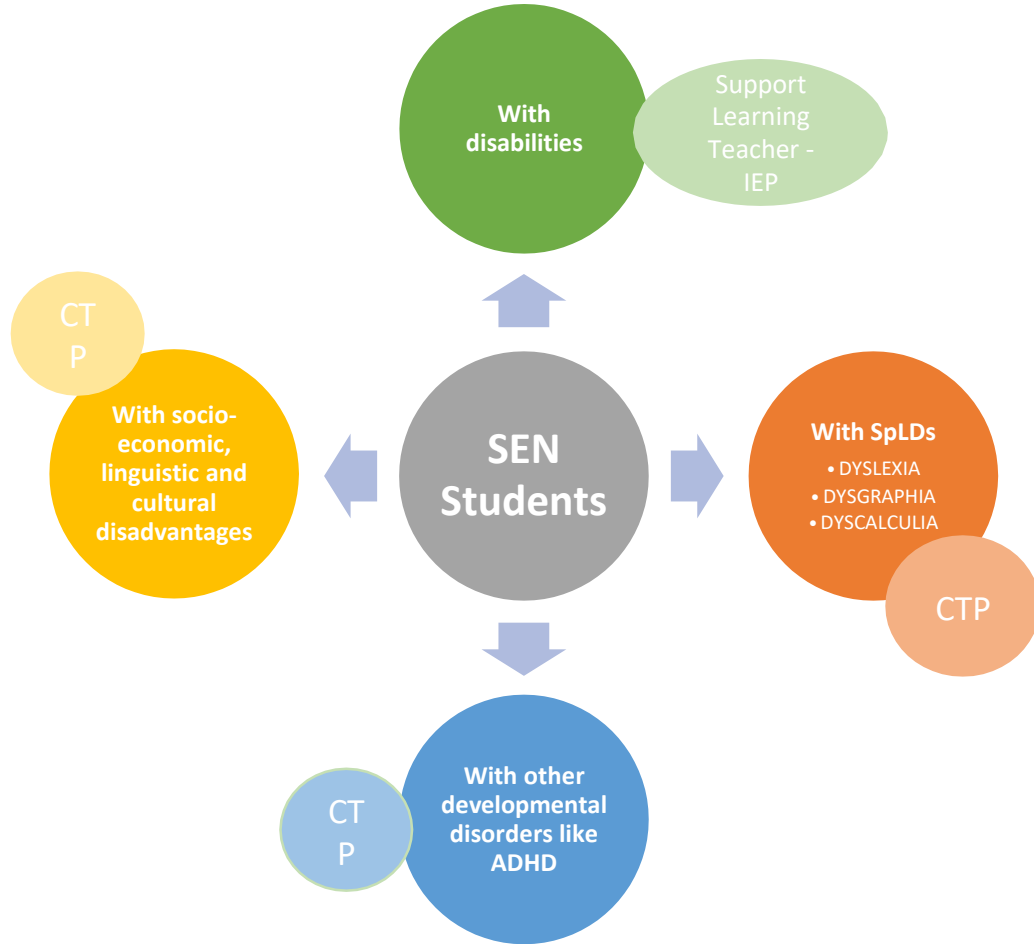
APPROACHLEARNER-CENTRED
PROBLEM-SOLVING
COMMUNICATIVE**ACTIVITIES**TASK-BASED
INFORMATION-GAP (JIGSAW)
CLASS DISCUSSION
COOPERATIVE LEARNING**INTERACTION**

INDIVIDUAL – GROUP WORK

- **Technology.** Use of Excel spreadsheet.
- **Maths.** Students could convert the numbers into percentages.
- **Art.** Instead of the traditional bar graph, students can create their bar graphs in more creative or symbolic ways. A photograph of the school building might be cut into strips to form the bars.

HUMAN RESOURCES







PERSONALISATION STRATEGY

For students lacking motivation

- Involve them as much as possible in the warm-up phase
- Ensure balanced abilities in each small group: two weaker students grouped with one stronger student or vice versa
- Promote peer tutoring
- Personalise lesson to their lives or interests



DIFFERENTIATION STRATEGY

For students with specific learning difficulties

Compensatory tools

- Extra time
- Visual aids
- Peer tutoring – pair work
- Large printed and double spaced text
- Simplified tests to account for decoding difficulties

Dispensatory devices:

- Silent reading
- Copying from the board
- Notes taking
- Spelling mistakes won't be considered

FORMATIVE ASSESSMENT

Since the lessons are part of a wider learning unit, the focus will be on formative assessment which will be carried out *in itinere* during the lessons and based on correction of proposed activities and students' response to oral conversations and discussions. Students will also be informally assessed on the basis of their active interest and participation.

LESSON 1 – PROCEDURE

STEPS	STRUCTURE	FRAMEWORK	MODES OF COMMUNICATION	ACTIVITY	INTERACTION	TOOLS AND MATERIALS	TIMING
1	PRE-TASK	CONTEXT	SPOKEN INTERACTION	INSTRUCTION	TTC	IWB	5 MINS
2		LANGUAGE ANALYSIS	RECEPTION (VISUAL)	PRE-READING ACTIVITY	TTC	WORDCLOUD	10 MINS
3		LANGUAGE IN CONTEXT	RECEPTION (LISTENING)	TAKING A SURVEY	S, S, S	VIDEO	10 MINS
4	TASK CYCLE	LANGUAGE IN CONTEXT	RECEPTION (READING)	COLLECTING DATA	S, S, S	HANDOUTS AND AUDIO	10 MINS
5		LANGUAGE ANALYSIS	MEDIATION	ANALYSING DATA	TTC	IWB	10 MINS
6	REPORT	FORMATIVE ASSESSMENT	PRODUCTION	REPORTING AND DISCUSSING FINDINGS	SS PPS	FLASH CARDS	15 MINS



AND NOW...
LET'S GET
INTO THE CLASSROOM



LESSON 1

How tolerant are kids in your school?

STEP 1: PRE-TASK

|

INSTRUCTION

- English teacher introduces the topic of tolerance, social inclusion and diversity through prompt questions, images, posters or mindmaps (multi-media/multi-channel communication).
- Teacher links the topic to their personal experience by proposing a survey (**personalisation strategy**).
- Teacher proposes a survey to help learners determine whether in their school students are open to getting to know kids with interests different from their own.
- Students are asked to carefully consider each question and respond honestly.

Use of
Images or
mind maps
for
**Students
with SEN**



STEP 2: PRE-TASK II

PRE-READING ACTIVITY

Teacher clarifies meaning of unknown words or phrases, like clique (exclusive group = cerchia, cricca, gruppo chiuso) and clarifies the core questions:

- What is the social climate in this school like?
- Do students form social groups because of race, neighborhood, income level, or special interests?
- How difficult do you think it is for other students to break into those cliques?
- Do you think kids in this school make an effort to "mix it up?»
- **Differentiation Strategy:** Offer students with SEN opportunity to record explanations so that they can listen again.

STEP 3: TASK CYCLE

SURVEY

- Students answer the questions individually.
- The survey is authentic material provided by Mix It Up website.
- **Differentiation strategy:**
 - provide extra time to complete the survey to students with SEN
 - make survey easy to read by using sans serif fonts and larger spaces between words and lines
 - Use of glossary within the survey

MIX IT UP SURVEY

Photocopy this survey and distribute among students in your class.

1. Which best describes our school?
 - Welcoming to all kinds of people
 - Quick to put people into categories
2. In what settings have you noticed people grouping themselves and others by categories?
 - After-school clubs
 - Assemblies
 - The bus**
 - The lunchroom
 - Recreational activities
 - Spectator events
 - Other _____
3. Which of the following categories create group boundaries at our school? (Check all that apply.)
 - Race
 - Parents' income
 - The language you speak at home
 - Gender**
 - Sexual orientation
 - Hobbies/interests
 - Where you live
 - The clothes you wear
 - Religion
 - The music you listen to
4. Which group boundaries are hardest to cross?
5. At our school, how easy is it to make friends with people in different groups?

1	2	3	4	5
<i>very easy</i>	<i>somewhat easy</i>	<i>not sure/it's complicated</i>	<i>somewhat difficult</i>	<i>very difficult</i>
6. Have you ever felt unwelcome or rejected by others on the basis of any of the categories listed in Question 3? If so, which ones? How did it make you feel?
7. Have you ever been a part of a group that rejected someone on the basis of any of these categories?
 - Yes
 - No
8. What one thing will you do to help break down the walls of social separation in our school?

STEP 4: TASK CYCLE II

DATA COLLECTION AND BAR GRAPH DESIGN

- Teacher collects all the forms and makes photocopies.
- The class is divided into 7 small groups of three. **Each group is balanced in abilities** and has a specific role to encourage cooperative learning:
 - One will input the data
 - One will dictate the data
 - One will supervise the job
- Each group inputs the data into an Excel spreadsheet and then designs a bar graph on one of the issues (see next slide):

1. The number of students who have seen unwelcoming cliques in any of the following situations: after-school clubs, assemblies, buses, the cafeteria, classrooms, recreational activities, and/or at spectator events.

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2. The number of students who are aware of school cliques based on any of the following: academic ability, athletic ability, beliefs, ethnicity, family income, gender, hobbies/interests, home neighborhood, primary language spoken, musical interest, personal appearance, race, sexual orientation, and/or style.

3. The group among the following that appears to be the most difficult to break into: a group formed based on academic ability, athletic ability, beliefs, ethnicity, family income, gender, hobbies/interests, home neighborhood, primary language spoken, musical interest, personal appearance, race, sexual orientation, or style.

4. Whether it is a) very easy, b) kind of easy, c) kind of hard, or d) very hard for kids in the school to make friends with kids in different groups.

5. The number of students who have felt unwelcome or rejected by a particular group because of their academic ability, athletic ability, beliefs, ethnicity, family income, gender, hobbies/interests, home neighborhood, primary language spoken, musical interest, personal appearance, race, sexual orientation, or style.

6. The number of students who have ever been part of a group that rejected others, based on academic ability, athletic ability, beliefs, ethnicity, family income, gender, hobbies/interests, home neighborhood, primary language spoken, musical interest, personal appearance, race, sexual orientation, or style.

7. The number of students who would be willing to do any of the following to encourage more intra-group interaction in school: introduce themselves to someone new, sit with someone different at lunch, help the school participate in Mix It Up at Lunch Day, choose someone they do not know for a pick-up team, dance with someone from another group, invite "outsiders" to a party with their friends, or join a club of others who want to "Mix It Up."

Calibri (Corpo) 14 A A

G C S

Testo a capo

Generale

Unisci e centra

Formattazione condizionale Formatta come tabella Stili cella

Inserisci Elimina Formato

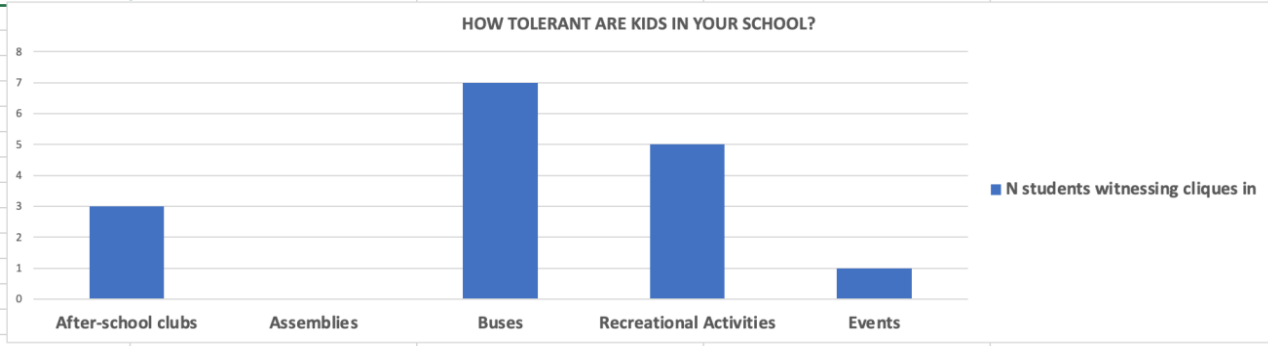
Ordina e filtra Trova e seleziona

Crea e condividi Adobe PDF

Aggiornamento di Office Per continuare a ricevere aggiornamenti della sicurezza, correzioni e miglioramenti, scegliere Controlla aggiornamenti.

A6

	A	B	C	D	E	F	G
1	GROUP 1						
2							
3		After-school clubs	Assemblies	Buses	Recreational Activities	Events	
4	N students witnessing cliques in	3	0	7	5	1	
5							
6							



Summary: The majority of students experiences social discrimination in buses, followed by recreational activities.

STEP 5: TASK CYCLE III

DATA ANALYSIS AND SUMMARY

- Each group analyses data, interprets findings and draws conclusions.
- Each group writes a summary report of the survey results.

Teacher offers scaffolding guiding students on how to interpret findings and write a report.

STEP 6: REPOR T

REPORT AND DISCUSSION

- Each group reports back to the class their findings.
- The class discusses the main issues guided by the **teacher who acts as a mediator throughout, supervising and encouraging learners to speak in English and checking possible mistakes.** Oral feedback is as important as written feedback.

STEP 7: FORMATIVE ASSESSMENT

Following the discussion, as a formative and achievement assessment, students are required to write a brief paragraph offering two recommendations for improving communication among student groups in their school.

Offer students with SEN the option to give oral presentations or audio-visual summaries instead of writing longer texts.

STEP 8: Self- assessment

THREE-TWO-ONE



Students will write down three things they learned, two things that they found interesting, one question they still have.

POST-CLASS

UPLOADING MATERIAL ON CLASSROOM

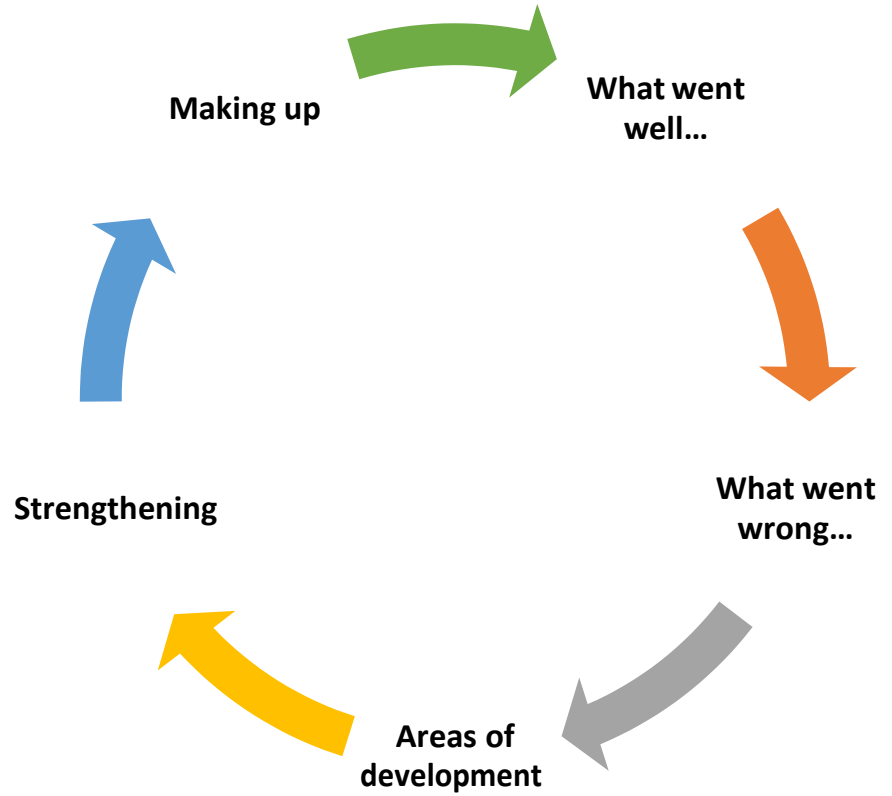
After class, teacher uploads on Google Classroom notes, glossaries, word lists, key points, etc. in a written format for students in general, and in

particular to facilitate learners with SEN.

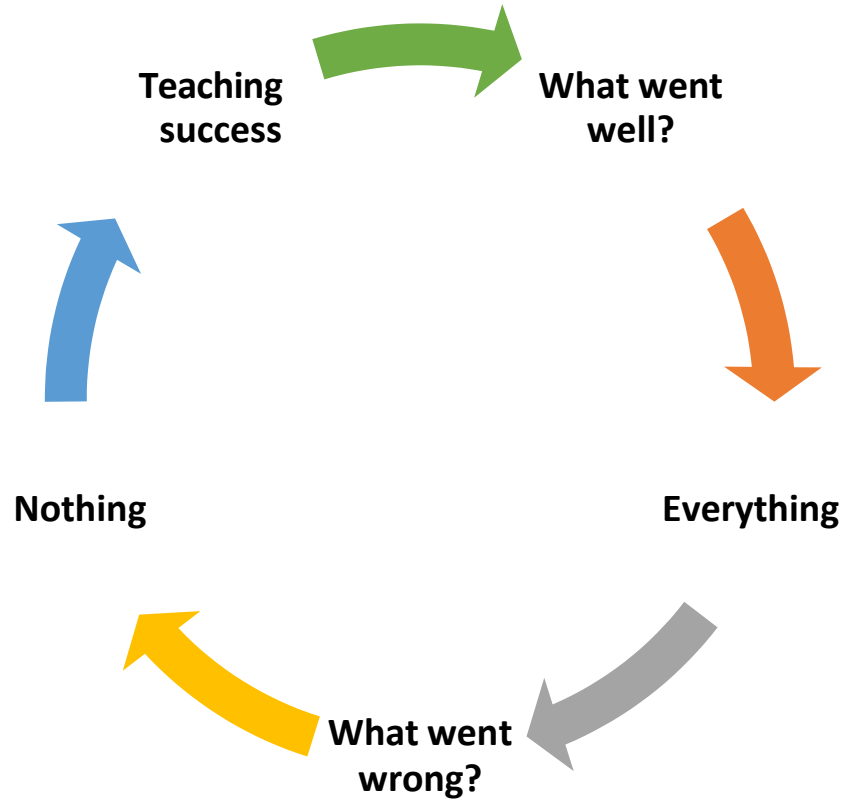
CRITERIA GRID FOR FORMATIVE ASSESSMENT

Social and cross-cultural skills	SCORE
Respects cultural differences	
Open to different ideas and values	
Team-work	
Interacts effectively in a team towards problem-solving	
Works well in a team (at ease and collaborative)	
Communication	
Communicates clearly and effectively	
Communicates using a variety of media: in oral and written form	

REFLECTION 1



REFLECTION 2



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ONLINE RESOURCES

[LanguageED](#)

[British Council Teaching English](#)

[ESL Brains](#)

Write and Improve

Speak and Improve

Grammarly

EUROPEAN REFERENCES

- Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning
- European Framework for the Digital Competence of Educators: DigCompEdu” (Redecker & Punie, 2017)
- Defining, Writing and Applying Learning Outcomes, A European Handbook (2017)
- The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018)
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Companion Volume (2020)



LAW REFERENCES

- Law on school inclusion 104/1992
- School autonomy DPR 275/1999 (P.O.F.)
- School inclusion guidelines of 2009
- Law 170/2010 for SLD students
- Ministerial Directive of 27/12/2012 for SEN students
- SpLD Guidelines of 2011
- Decree 5669/2011 about Customised Teaching Plan (CTP)
- National Guidelines for the curriculum 254/2012
- Operational Guidelines n.8/2013 of Directive of 27 December 2012



Ministero



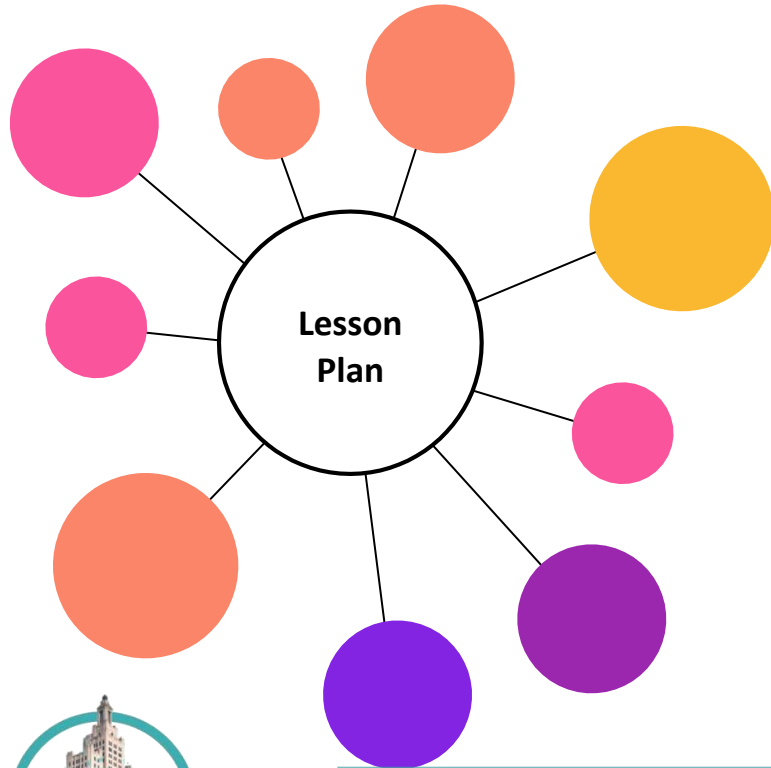
Istruzione



Università



Ricerca



Lesson 2.

Emotions & Hate Speech



CLIL4CH is a partnership between Serbia, Romania and Italy and has received funding from EU Erasmus + programme - grant agreement 2020-1-RSO1-KA201-065422



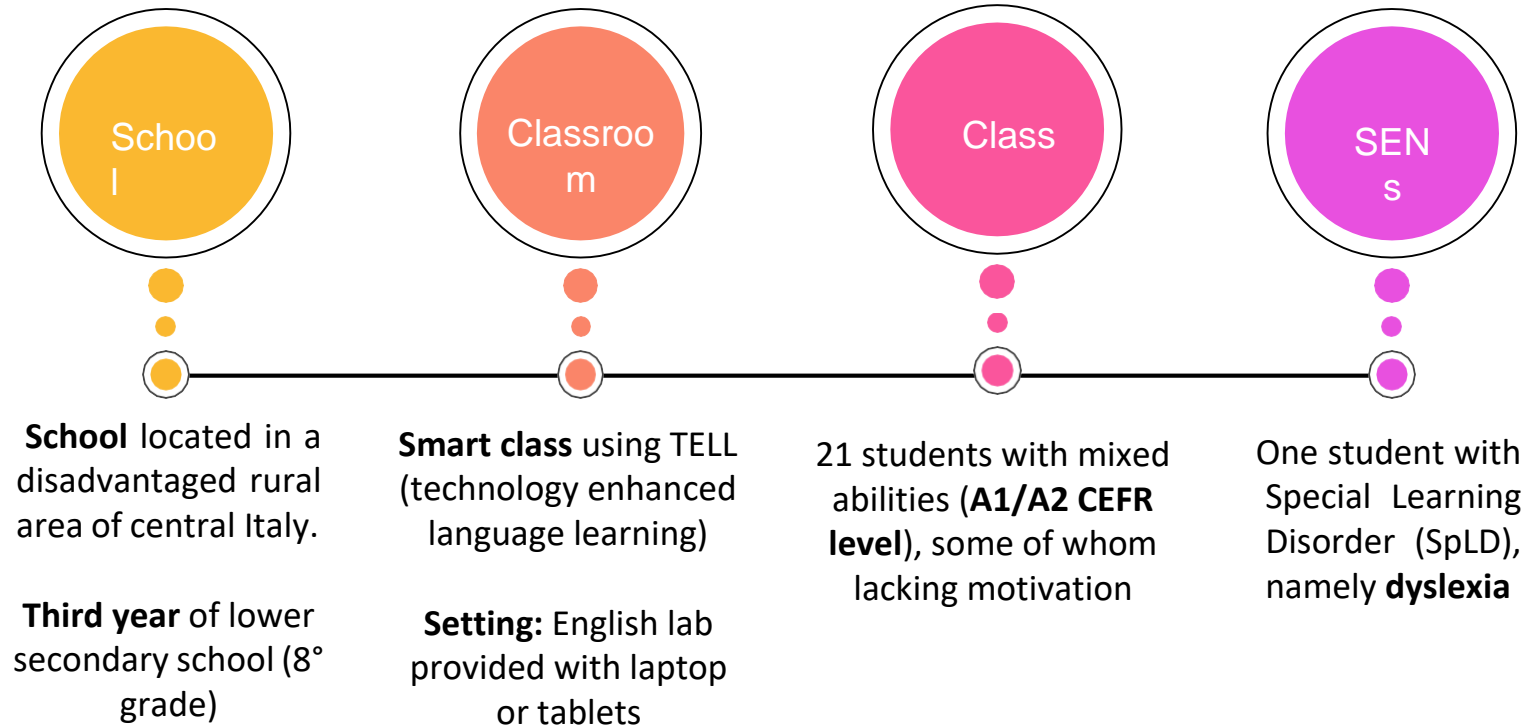
Co-funded by the
Erasmus+ Programme
of the European Union

Brief Description of the Learning Unit

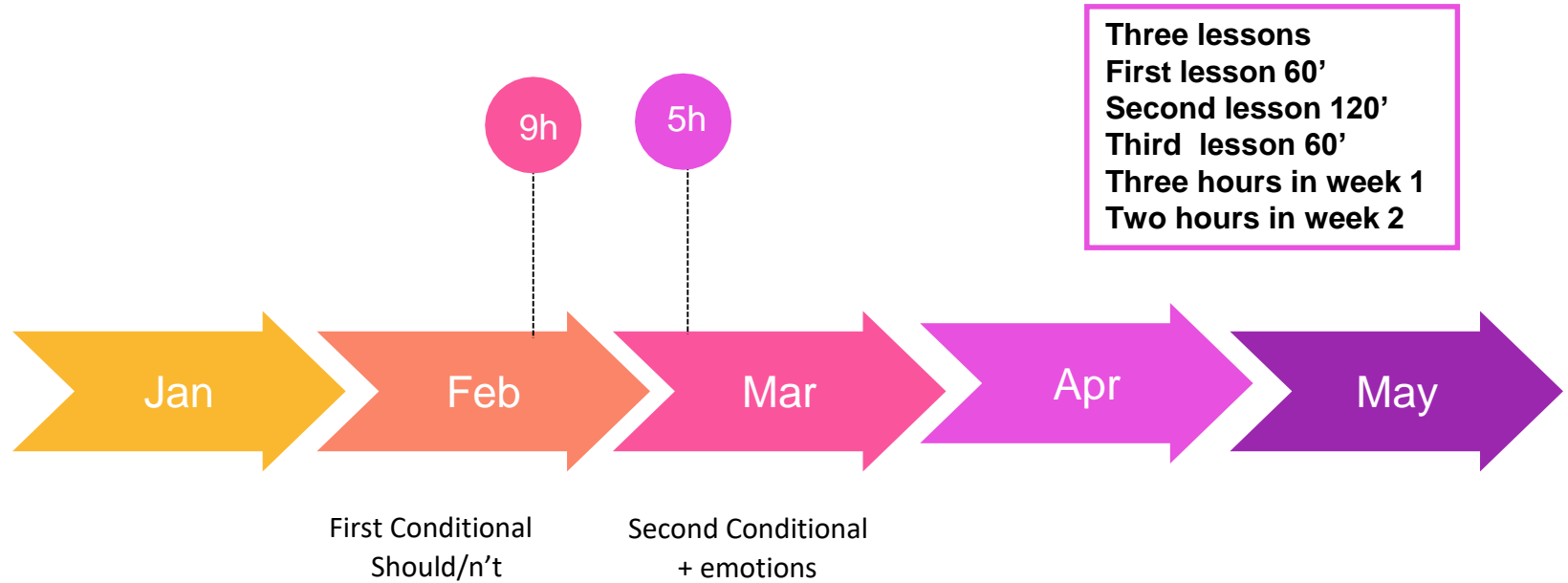
In these lessons students will learn to identify, name and sort their emotions while enriching their vocabulary and learning to use second conditional. This lessons are part of a wider learning unit including

1. First conditional (grammar)
2. Should/shouldn't (form) to ask for and give advice (function)
- 3. Second conditional and expressing emotions (current lessons)**

Context



Timetable Fit



Assumed Knowledge

GRAMMAR & FUNCTIONS

First conditional and giving advice with should/shouldn't

DIGITAL SKILLS

Students are familiar with Wordwall, Google Classroom and Google Forms



SKILLS & COMPETENCES

Students are used to working in pairs and are familiar with different reading, listening & speaking strategies

LANGUAGE PROFICIENCY

Students have reached an A1 level of proficiency in English language

Possible problems and solutions

Risk

Mitigation

Provide paper worksheet,
Implement gaming strategies,
focus on communication

Internet
not
working

Speaking
anxiety

If student
finishes
earlier

Risk

Mitigation

Prepare extra activities

Disruptive
students

More
difficult
than
expected

Risk

Mitigation

Balance ability in group work,
keep them actively involved,
promote peer tutoring

Risk Mitigation

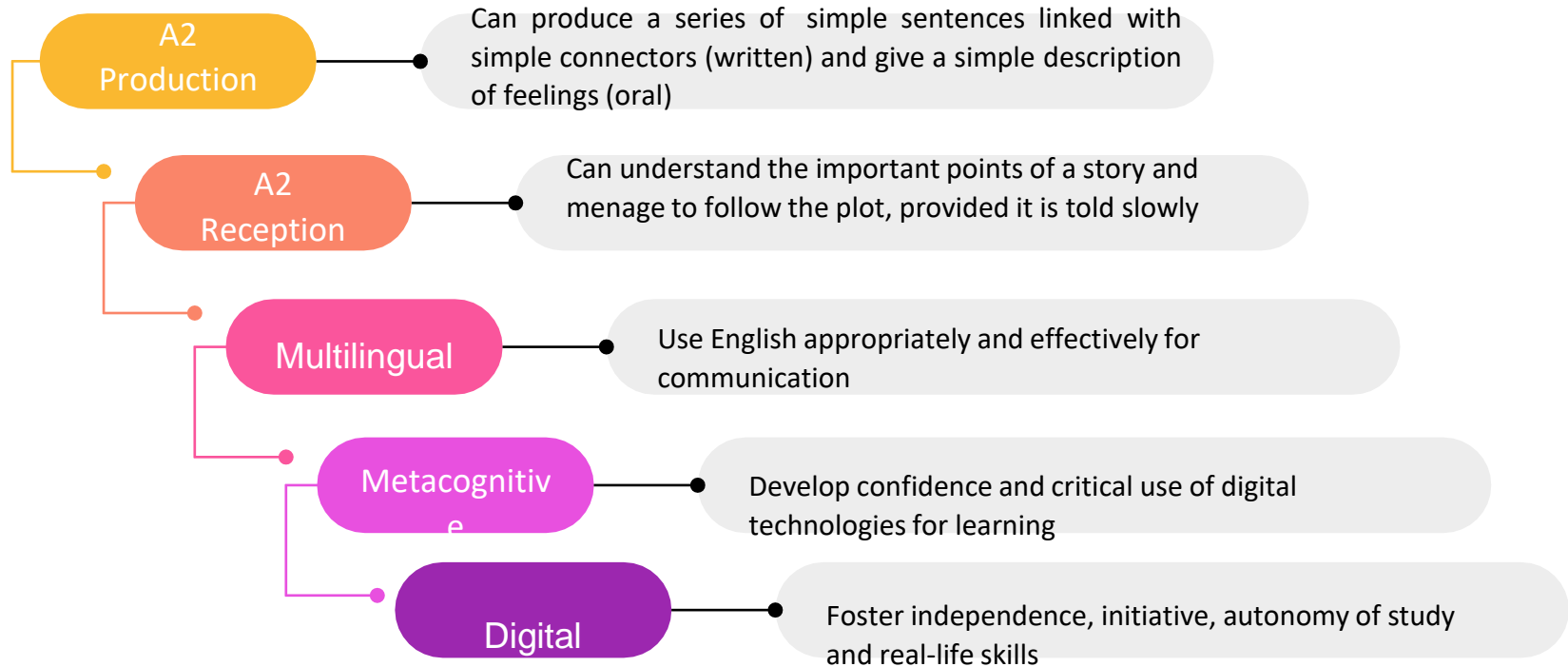
Provide scaffolding and
praises to aid self-
esteem, ensure a
welcoming and safe
environment, guide them
gradually towards
production

Risk

Mitigation

Provide more scaffolding

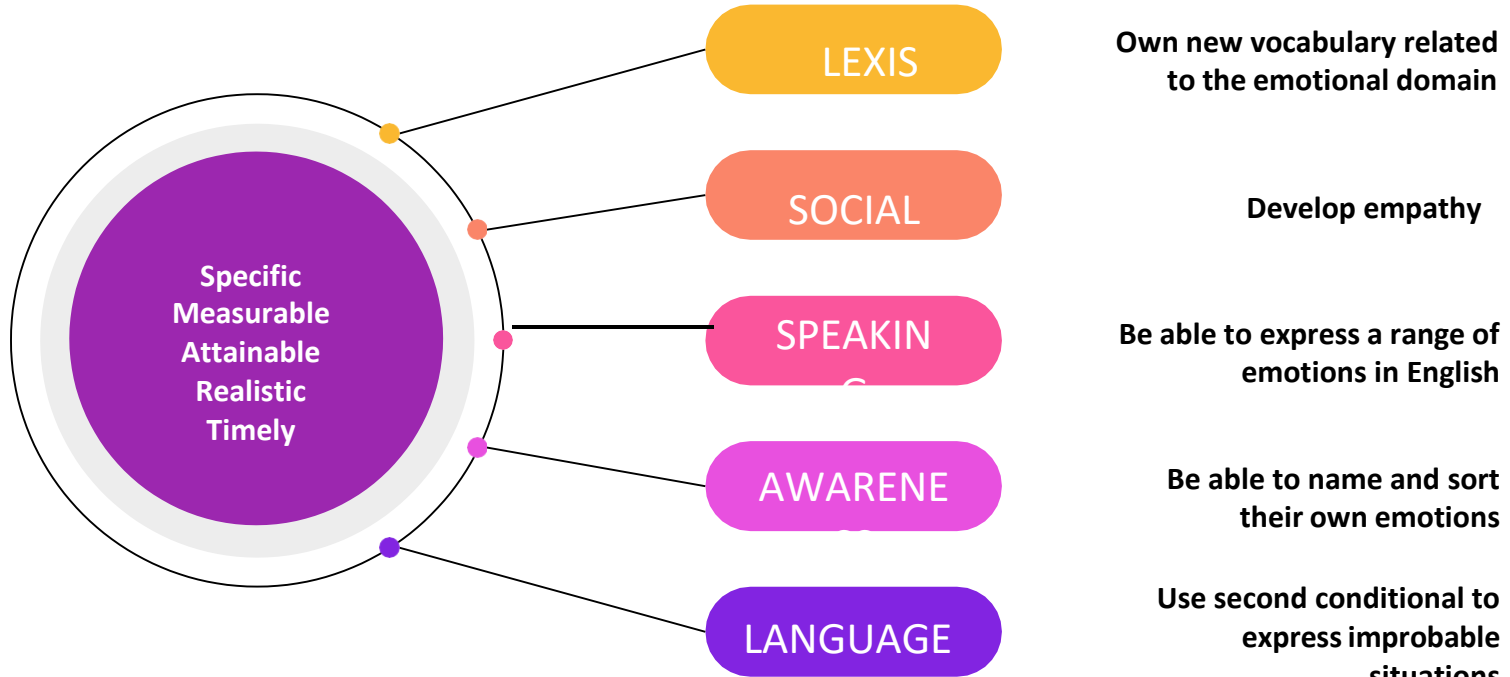
General Aims



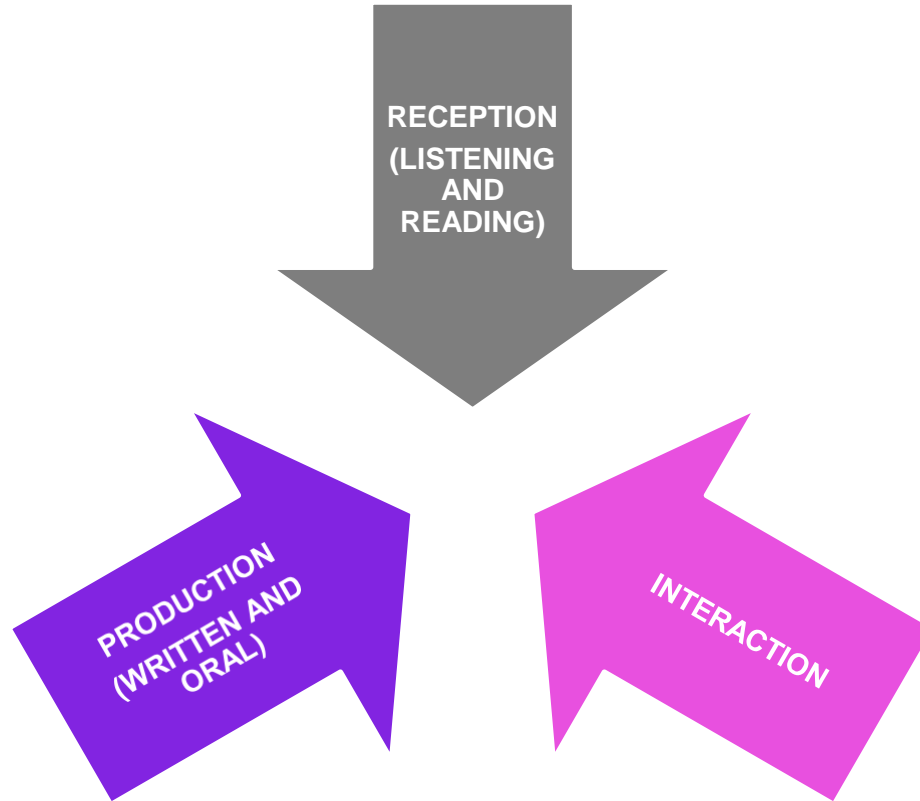
The European Reference Framework for Key Competences for Lifelong Learning (2018)

Area 6 di DigiCompEdu: Key Competences for Active Citizenship MD 139/2007: National Guidelines for the curriculum 254/2012

Specific Learning Objectives



Modes of Communication



Inclusion

Student with dyslexia

Dyslexia is a learning disability that makes it hard to learn to read and understand written language

Differentiation Strategy

Customised Teaching Plan (CTP)
according to Operational Guidelines
n.8/2013 + Decree 5669/2011

**Student
with
SpLDs**

Compensatory tools

- Offer customised learning aids and computer software
- Recognise their strengths to provide emotional support

Dispensatory devices

- Give reading assignments in audio formats
 - Provide extra time to practise reading

Resources

MATERIALS

Selma website
(authentic
material)

DIGITAL

Internet
access
IWB
Laptop

PAPER

Handouts and
worksheets

APPS

Wordwall
Google
Classroom
Power Point

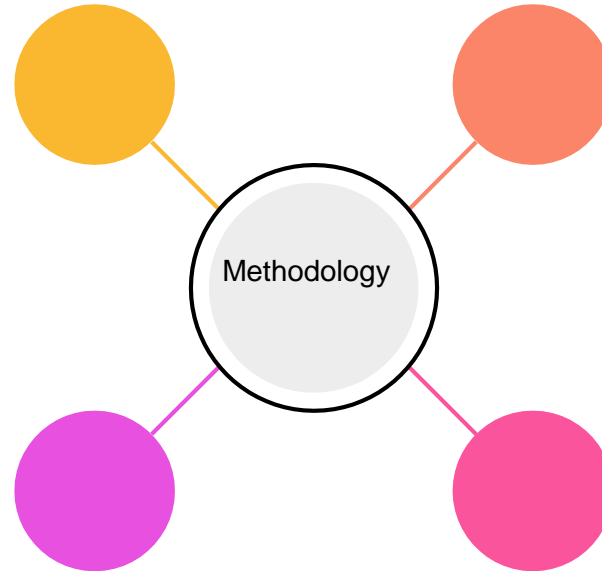
Teaching Strategies

Framework

Engage-Study-Activate
Presentation-Practice-Production

Activities

Matching, sorting,
guessing, writing,
speaking, interacting



Approach

Action-oriented:
language is a tool to act in
real-life situations and the
speaker social agent,
i.e. an actor co-
constructing meaning

Underlying theories

Constructivism
Cognitivism
Connetivism


Teacher's Role



National Guidelines and New scenarios (22 February 2018)

Needs analysis

Learner's needs: interests, age, background, proficiency



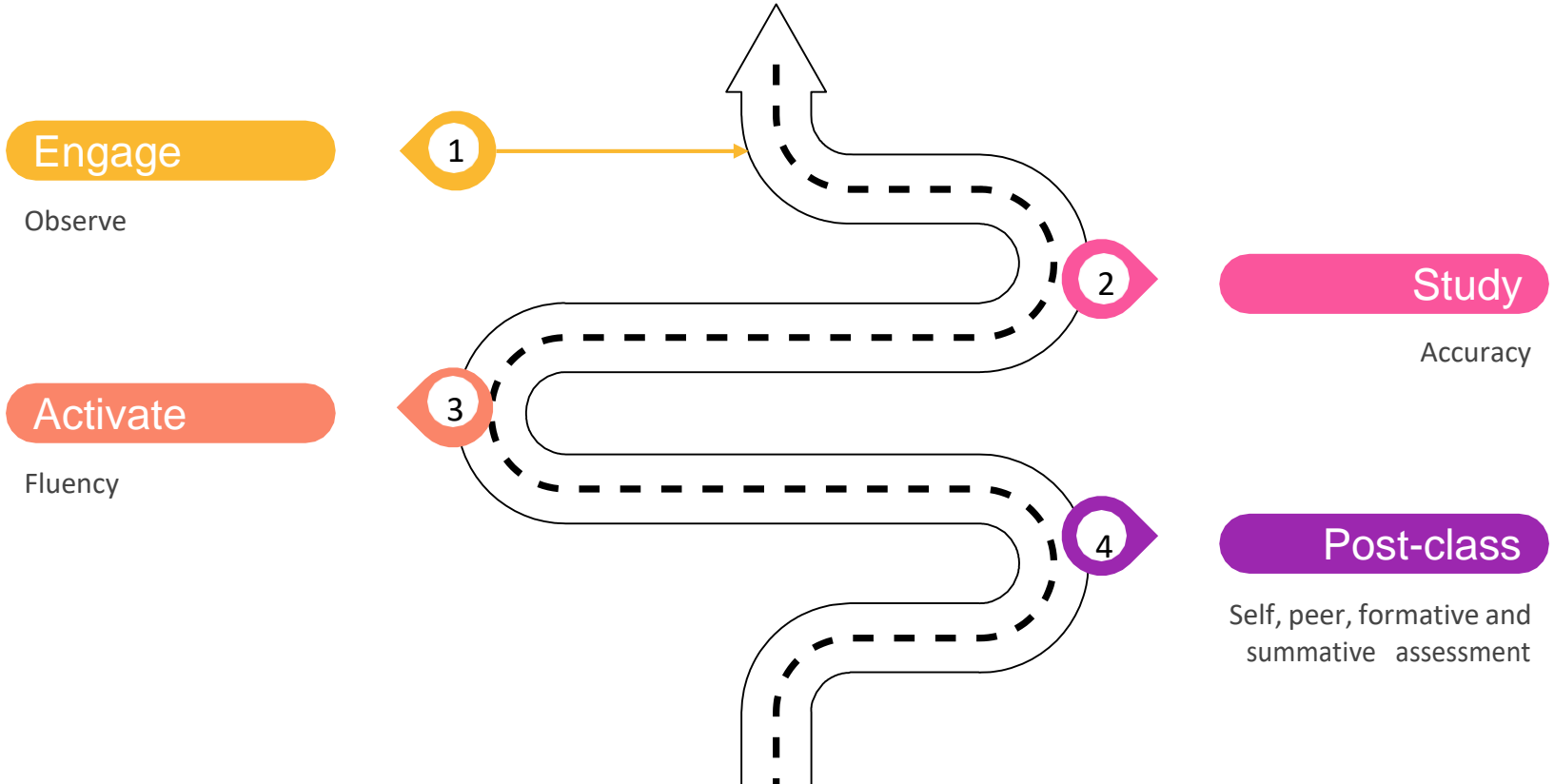
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graph TD; A[Learner's needs: interests, age, background, proficiency] --> B[Learning preference]; B --> C[Learner's feedback]; C --> D[Environment and context];
```

Learning preference

Learner's feedback

Environment and context

Lessons' Roadmap



Description of Procedures of Lesson 1

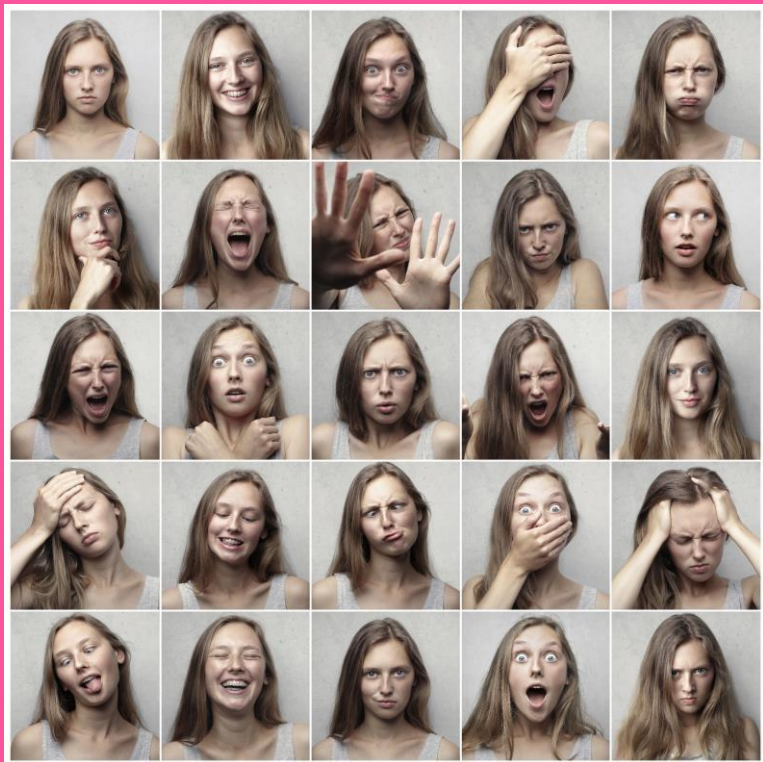
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PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
ENGAGE Guessing game	10	T??C S??S	T divides class into pairs and asks SS to guess what emotions are shown in photos	Pairs have a guess, write it down and share it with class	Build engagement and getSS to think and speak in English Assess vocabulary knowledge and reinforce speaking skills	T provides examples and form balanced ability pairs
STUDY 1 Matching activity to name emotions	15	T??C S??S	T presents SS a list of adjectives related to emotions, discusses them with the class and assigns a matching activity on Wordwall. T corrects errors, fills in knowledge gaps and clarifies meanings	SS must guess meaning and match emotions to emoticons on Wordwall	Add the new and reinforce use of ICT	T reads adjectives out loud to facilitate student with dyslexia
STUDY 2 Mapping emotions	15	S??S	T shows SS a Cartesian graph on PPT dividing emotions into positive and negative and high and low intensity	SS in pairs must map the list of emotions to its level and type: ex. happiness is a yellow emotion: positive and high in energy	Building an emotional vocabulary, discerning emotions and mapping them to build more sophisticated routes for expression	Balanced ability pair

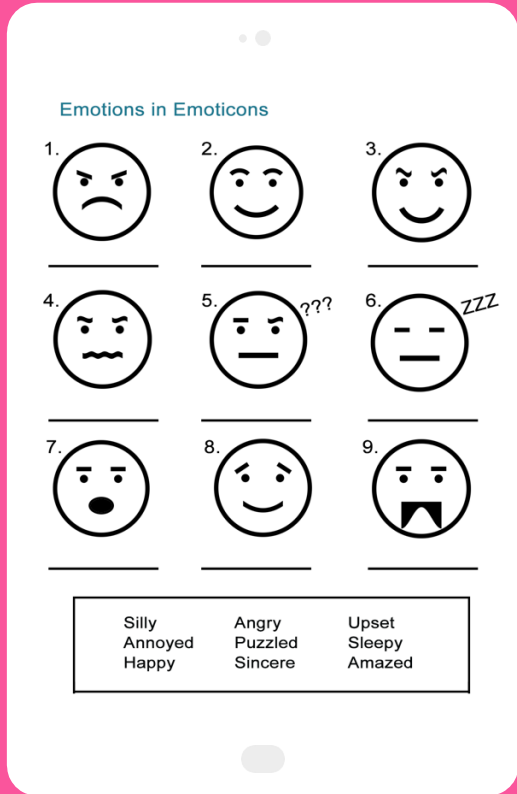
Description of Procedures of Lesson 1

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
ACTIVATE Expressing emotions	15'	T??C S??S	T tells SS the story of Yorg the Xenovian and asks them how they would feel if they were Yorg and why, to elicit a discussion. The discussion is mediated by T	SS express their feelings and thoughts	Explore how hate speech makes them feel while activating new vocabulary	T provides language and content scaffolding through examples
SELF ASSESSMENT	5'	S, S, S	T assigns students self-assessment questionnaire	SS fill in the questionnaire individually	To develop meta-cognitive skills and become aware of own learning mode	For SEN student content over form

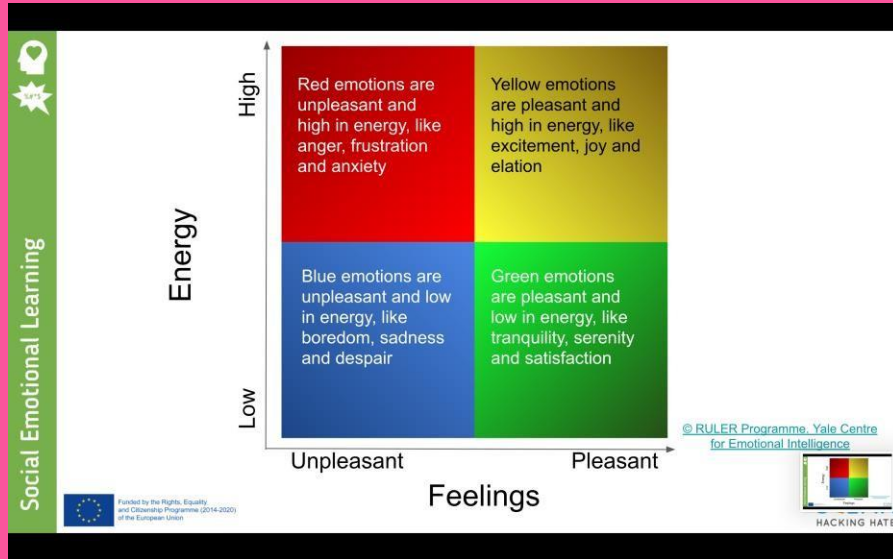
Engage: Guessing Game



Study 1: Matching Activity



Study 2: Mapping emotions



Activate: Expressing Emotions

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Meet Yorg

Yorg the Xenovian has just arrived from the planet Xenovia. He has just created a social media account and wants to be your friend.

After posting his photo and presenting himself, he has received a lot of mean messages.



How would you feel if someone said
to you:

«OMG! You're green, that's GROSS!»

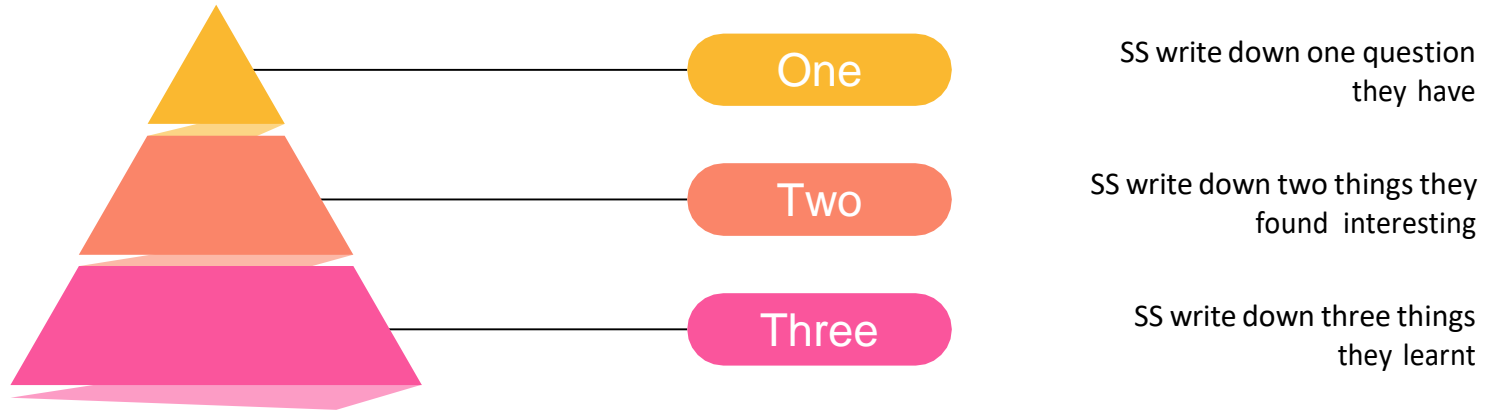
«It's aliens like you that are ruining our
country. »

«Are your kids as ugly as you?»

«I hate all Xenovians!»

«You stink! Do you eat slime for
breakfast?»

Self-Assessment



Exit card: five minutes before leaving the class SS provide formative feedback to T

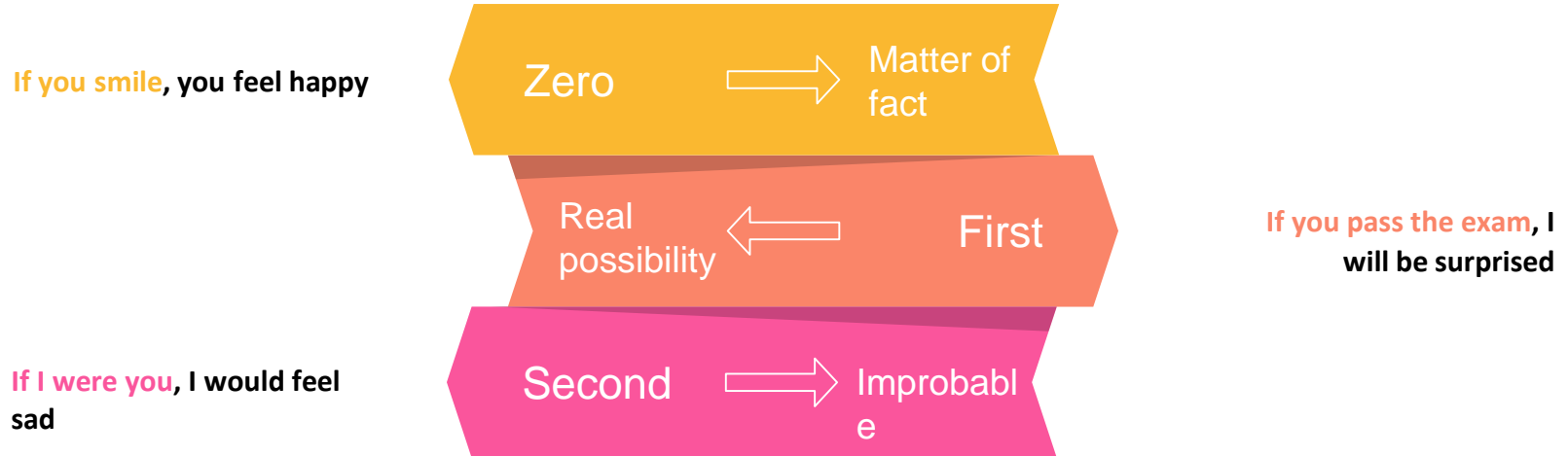
Description of Procedures of Lesson 2

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
ENGAGE Review	10'	T??C	T reviews adjectives related to emotions and first conditional through concept check questions	SS activate given knowledge	Assess given knowledge	
STUDY 1	20'	T??C	<p>T presents second conditional by comparing a sentence with first conditional, for example: I'll be happy if I win the lottery I would be happy if I won the lottery</p> <p>T explains how a second conditional sentence is formulated and its use, with focus on verb tenses in the main clause and "if clause". T makes examples on the IWB. T consolidates using drills.</p>	<p>SS have to infer inductively what the differences are and which tenses form second conditional</p> <p>Introducing a new language structure in an inductive way</p> <p>SS repeat in chorus and ask questions</p>	<p>T will show SS a concept map made with Canva</p> <p>To explain language form</p>	T uses a wide range of communicative strategies to make herself clear (gesture, voice, pace, visual aids)

Description of Procedures of Lesson 2

PHASES ACTIVITIES		INTERACTI ON	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
STUDY 2	20	T??C	T assigns SS gap-fill exercise using Wordwall	SS practice voicing emotions with second conditionals through gap-fill and complete sentences	Putting theory into practice	
ACTIVATE	10	T??C	T divides SS in pairs and asks them to exchange questions and answers on how they would feel in certain situations	SS exchange questions and answers using second conditional	Practicing second conditional and speaking skills	T walks around and helps students in need
HOMEWORK		S, S, S	T assigns SS to find new emotions for each letter of the alphabet	SS write an adjective for each letter of the alphabet using a dictionary	To build vocabulary and train them in the use of dictionary	T does not take into account spelling mistakes

Study 1: Map on Conditionals



N.B. I can pass the exam if I study ? NO COMMA

Study 2: Gap Fill Exercise

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Second conditional and emotions

Feelings & Emotions

Read and complete: How would you feel if...

1. ... everyone forgot your birthday. _____
2. ... you won the lottery. _____
3. ... you had an important test tomorrow. _____
4. ... you found out you were adopted. _____
5. ... you were going on holiday tomorrow. _____
6. ... you had just run 10 kilometres. _____
7. ... someone stole your wallet. _____
8. ... your father went missing. _____
9. ... you got 100% on a test. _____
10. ... the doctor told you you had one week to live. _____
11. ... you got lost in the desert. _____
12. ... you could meet your favourite celebrity. _____
13. ... you won the first prize in a competition. _____
14. ... you bought a car and it broke down the next day. _____
15. ... everyone asked for your advice. _____

IELTSCollectors.com

Activate: Dialogue

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Second conditional and emotions

In pairs, taking turns, exchange questions and answers on how you would feel in one of the following situations. Use second conditional:

- You have nothing to do
- You watch a horror film
- It's the last day of school
- You have a test at school
- You don't sleep very well
- Your friends read your phone messages

- A. How would you feel if you had nothing to do?
B. I would feel bored if I had nothing to do.
If I had nothing to do, I would feel bored.

Homework

Description of Procedures of Lesson 3

PHASE ACTIVITY	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIM	INCLUSION
SUMMATIVE TEST Writing a dialogue	100'	S, S, S	T assigns to write a dialogue on a phone conversation about feelings and the use of second conditional	SS write individually	Testing writing skills, vocabulary and grammar	T won't consider spelling mistakes for SEN student
PEER ASSESSMENT	20'	S, S, S	T asks students to swap the dialogue and correct classmate's writing using a simplified assessment grid	SS correct each other writing	To develop meta-cognitive and self-awareness skills	Peer tutoring

Summative Test: writing a dialogue

Phone Emoticons

Make a phone conversation with 10 emoticons below.



Use also 2 second conditional sentences in your phone conversation

EXAMPLE

A. Hello Theo, it's Biba.

B. Hi Biba, what'up? You sound **angry**.

A. Well, actually I am **disgusted**.

B. How come?

A. Some haters cyberbullied my new friend Yorg the Xenovian. He feels so **upset** and **frightened**. He can't stop crying. If something like that occurred to me, I would close down my account.

B. Oh, that's **horrible**! I am **sorry** to hear! Poor Yorg,he must be so **sad**. This makes me really **angry**. What can we do to help him? If I were him, I would disable comments. He should report these insults.

A. I don't know, but if that happened again, I would recommend him to stay away from social media.

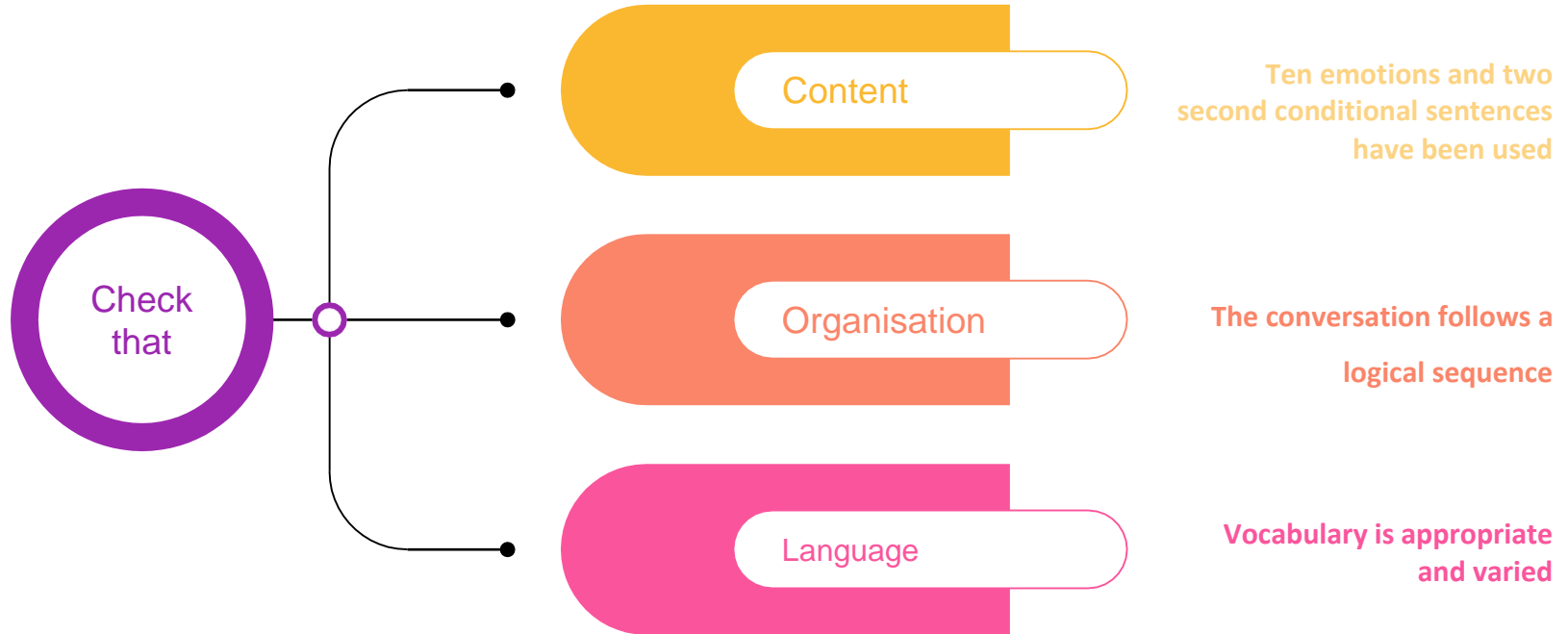
B. I agree. Anyway, I am **happy** to hear you andYorg have become such good friends.

A. Oh, he is lovely, sensitive and funny! He makes me laugh a lot and makes me so **cheerful**.

Call a friend telling him or her

1. what happened to your friend Yorg
2. how he feels about it
3. how you feel about it
4. What you would do if you were him

Peer-assessment



Teacher's Self-Assessment

Was the activity successful?

Reflection

Self-criticism

What went wrong?

Did the students enjoy it? Did they learn anything from it?

Feedback

Self Assess

Areas of development

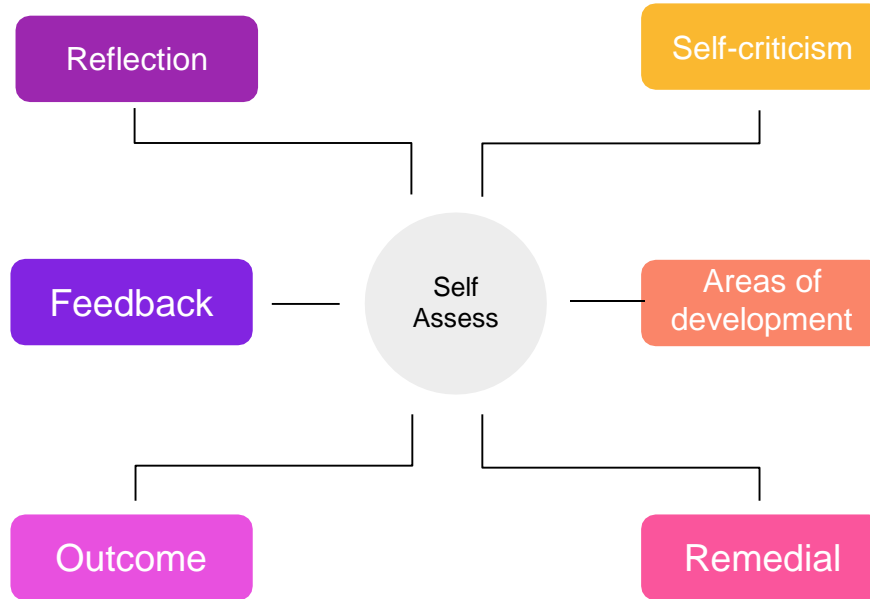
What can be improved?

What did they get from it?

Outcome

Remedial

Planning remedial or enrichment courses



Google Classroom

After class, T uploads on Google Classroom notes, glossaries, word lists, key points, etc. to facilitate learners with SENs.



Group Work Rubric

INDICATORS	RARELY	OCCASIONALLY	FREQUENTLY	MOST OF THE TIME	ALWAYS
Interest and participation					
Participates actively and gives his/her contribution					
Works with dedication					
Time and workload management					
Can manage time and work properly					
Completed his/her task					
Social and corss-cultural skills					
Respects cultural differences					
Is open to different ideas					

According to the school's tree year plan (PTOF)

Pair Work Rubric

Indicators	Criteria Descriptors			
Level	Advanced 4	Competent 3	Progressing 2	Beginning 1
Cooperation	Works extremely well with others. Never argues	Works well with others. Rarely argues	Requires structure, directions, and leadership. Argues sometimes	Does not work well with others. Usually argues with teammates
Attitude	Always displays a positive attitude	Generally, displays a positive attitude	Rarely displays a positive attitude	Is disruptive
Focus	Almost always focused on the task and what needs to be done	Focuses on the task and what needs to be done most of the time	Sometimes focused on the task and what needs to be done	Does not focus on the task and what needs to be done
Ability to communicate	Always listens to, shares with, and supports the efforts of others	Usually listens to, shares with, and supports the efforts of others	Often listens to, shares with, and supports the efforts of others	Rarely listens to, shares with, and supports the efforts of others
Feedback	Provides effective feedback to other members	Provides some effective feedback to others	Provides little feedback to others	Provides no feedback to others

Writing Assessment Grid

Indicators	Criteria Descriptors			
Level	Advanced 4 (9/10)	Competent 3 (7/8)	Progressing 2 (6)	Beginning 1 (4/5)
CONTENT	All content is relevant to the task	Minor irrelevances and/or omissions may be present	Irrelevances and misinterpretation of task may be present	Content is often irrelevant
ORGANISATION	Text is generally well organised and coherent, using a variety of linking words and cohesive devices	Text is connected and coherent, using basic linking words and a limited number of cohesive devices	Text is connected using basic, high frequency linking words uses simple grammatical forms	Text is impossible to understand due to incoherence of organisation
VOCABULARY	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of minor irrelevances	Uses everyday vocabulary generally, appropriately, while occasionally overusing certain lexis	Uses basic vocabulary reasonably appropriately	Inappropriate use of vocabulary
GRAMMAR	Uses a range of simple and some complex grammatical forms with a good degree of control	Uses simple grammatical forms with a good degree of control	Uses simple grammatical forms with some degree of control	Grammatical errors impede meaning

Speaking Assessment Grid

	4 – Exceptional (10/9)	3 – Good (8/7)	2 – Acceptable (6)	1 - Poor (4/5)	4	3	2	1
Speaking skills	Uses a clear voice and speaks at a good pace.	Student’s voice is clear. The pace is a little slower fast at times	Student’s voice is low. The paces too rapid/slow.	Student mumbles during talk and speakstoo quietly for the majority of students to hear & understand				
Language	Language is precise and appropriate for the context. Appropriate use of filler words.	Language is appropriate. Little use of filler words	Language is not precise. Occasional use of filler words	Language choices are ineffective or limited, frequent use of filler words				
Introduction	Speaker effectively grabs audience’s attention. Purpose of presentation is clear	Topic is introduced effectively. Purpose outlined	Topic is not effectively introduced. Purpose of presentation unclear	Topic not introduced and purpose of presentation unclear				
Speaking skills	Uses a clear voice and speaks at a good pace.	Student’s voice is clear. The pace is a little slower fast at times	Student’s voice is low. The paces too rapid/slow.	Student mumbles during talk and speakstoo quietly for the majority of students to hear & understand				
Organisation	Information is presented in logical and interesting sequence which audience can follow. Flows well	Information is presented in logical sequence which audience can follow	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions	Audience cannot understand presentation because there is no sequence of information				
Conclusion	Speaker wraps up speech effectively leaving audience intrigued	Presentation is concluded and coveredall main ideas stated	Presentation not effectively concluded and may have left 1-2 main points unfulfilled	Presentation not concluded and main points left unfilled				
Final Score:								

References & biography

- Harmer, *The Practice of English Language Teaching*, Pearson Longman; 5° ed. (01/09/2015)
- Wesker, *Lesson Planning in an EFL Class: concorso a cattedra 2020 classi AB24 & AB25*, Independently published (29/01/2020)
- Larsen, *Techniques and Principles in Language Teaching*, OUP Oxford; 3° edizione (24/03/2011)
- Haynes, *100 Ideas for Lesson Planning*, Continuum Intl Pub Group (10 marzo 2007)
- Serragiotto, *La valutazione degli apprendimenti linguistici*, Atti delle II Giornate di Formazione per Insegnanti di Italiano L2/LS a Cipro, 2017
- Dexter, P. (2020) *Supporting every teacher: ten top approaches to inclusive teaching and learning – part one*, World of Better Learning Kormos, J. (2020)
- British Council - Teaching English: <https://www.teachingenglish.org.uk>
- Linguahouse: <https://www.linguahouse.com>

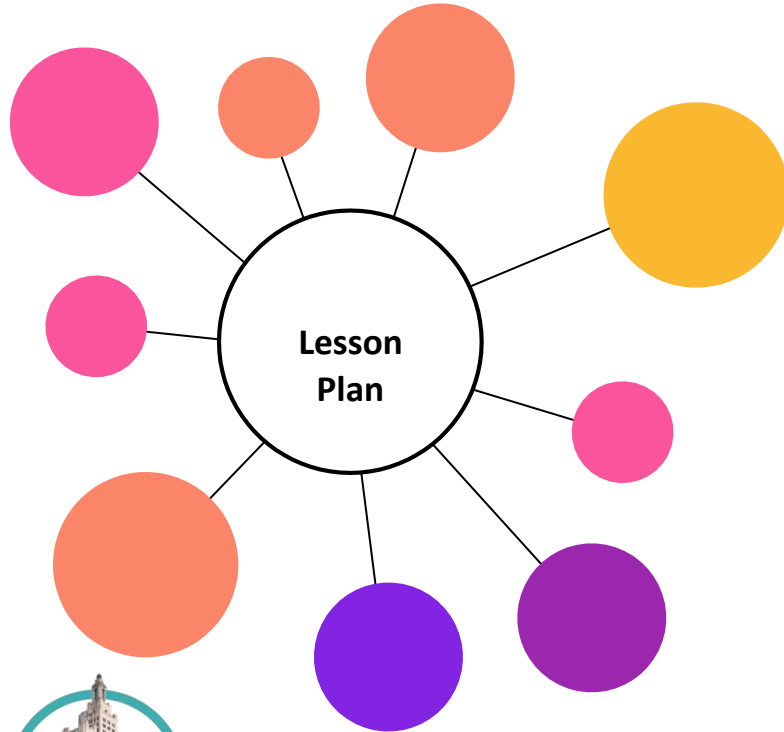
European References

- Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning
- European Framework for the Digital Competence of Educators: DigCompEdu (Redecker & Punie, 2017)
- Defining, Writing and Applying Learning Outcomes, A European Handbook (2017)
- The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018)
- CEFR: Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Companion Volume (2020)
- Piano Nazionale Scuola Digitale (PNSD)

Italian Law References

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- **Law 104/1992** on school inclusion
- **DPR 275/1999** (P.O.F.) on school autonomy
- **Law 53/2003** introducing personalisation in learning
- **Guidelines n.4279 04/08/2009** on school inclusion
- **MD 139/2007** on active citizenship
- **Law 170/2010** for SpLD students
- **Decree 5669/2011** SpLD Guidelines of 2011
- **MD 27/12/2012** for SEN students
- **Operational Guidelines n.8/2013** of Directive of 27 December 2012
- **MD 31/7/2007** National Guidelines for infancy and first cycle of education
- National Guidelines for the curriculum **254/2012 of 16/11/2012**
- National Guidelines and New scenarios (**22 February 2018**)



LESSON 3.

BE KIND



CLIL4CH is a partnership between Serbia, Romania and Italy and has received funding from EU Erasmus + programme - grant agreement 2020-1-RSO1-KA201-065422

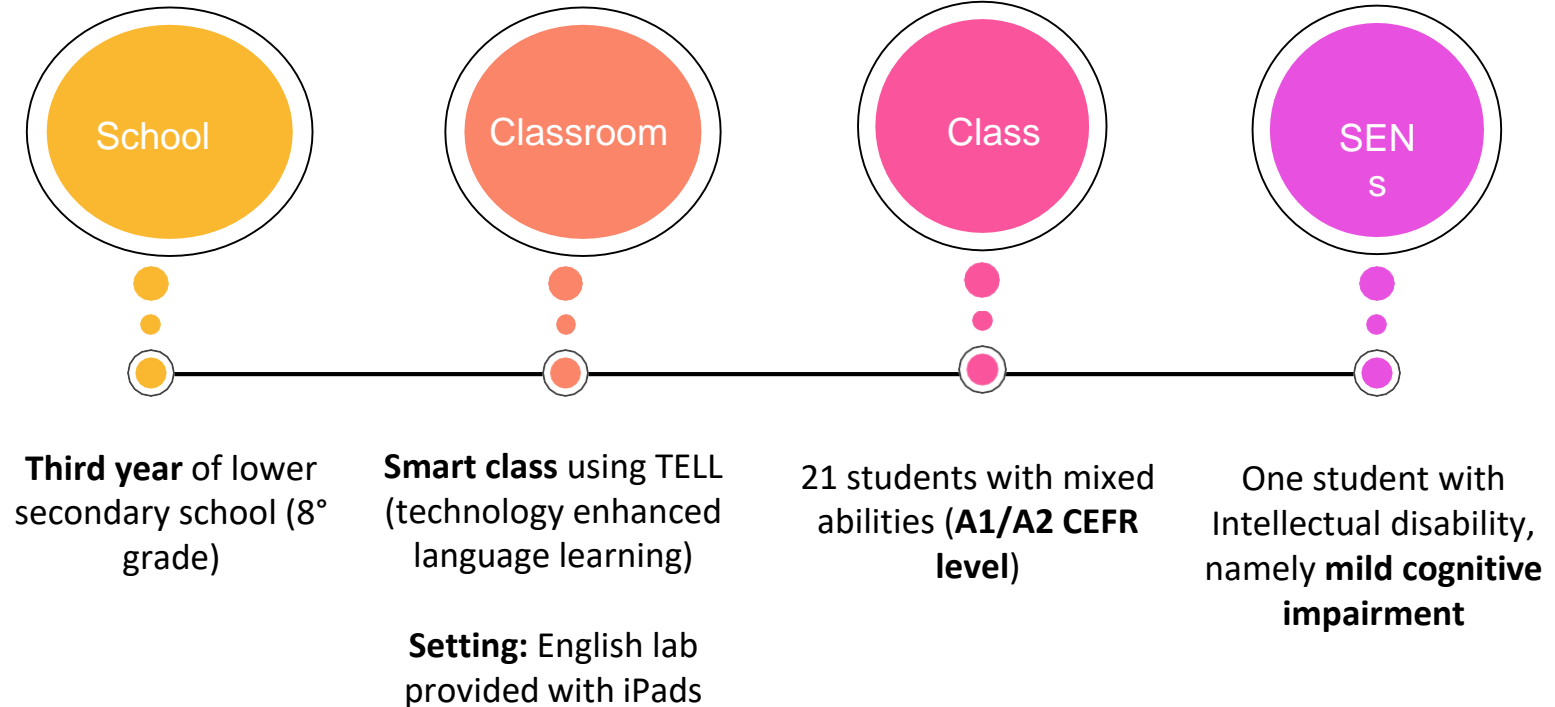


Co-funded by the
Erasmus+ Programme
of the European Union

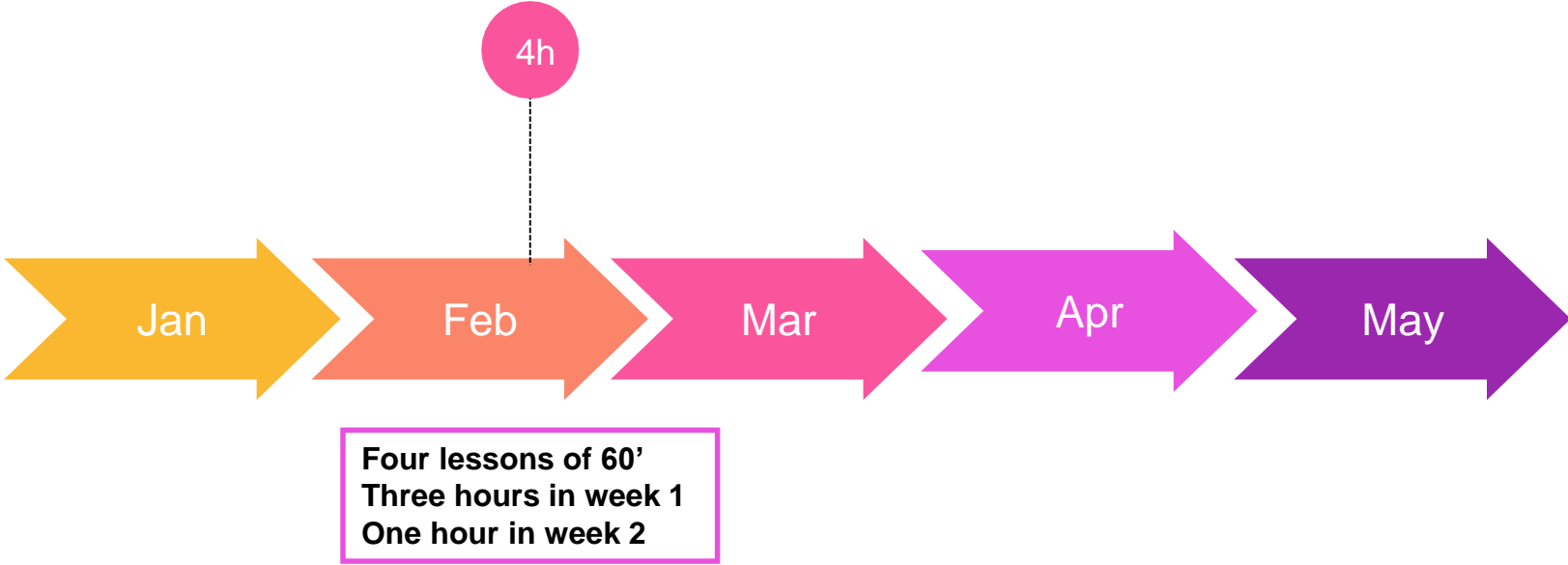
Brief Description of the Learning Unit

In these lessons students will acknowledge the importance of being kind to themselves and to the others while learning new vocabulary and activating speaking skills. This learning unit is divided into four classes. The first class will focus on the value of gratitude, the second class will centre on random acts of kindness, the third class will unravel how to be kind with oneself; the fourth one will include a summative oral test, a peer-assessment and a self-assessment activity.

Context



Timetable Fit



Teacher's Role



National Guidelines and New scenarios (22 February 2018)

Needs analysis

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Learner's needs: interests, age, background, proficiency



Learning preference



Learner's feedback



Environment and context

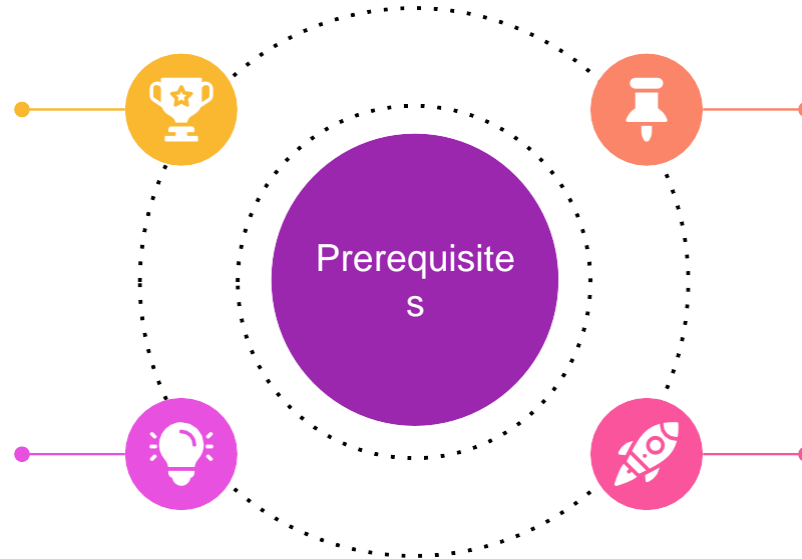
Assumed Knowledge

GRAMMAR & FUNCTIONS

Past simple

DIGITAL SKILLS

SS are familiar with Canva, Google Classroom and Google Forms



SKILLS & COMPETENCES

SS are used to working in pairs and group and are familiar with different reading, listening & speaking strategies

LANGUAGE PROFICIENCY

SS have reached an A1 level of proficiency in English language

Possible problems and solutions

Risk Mitigation

Provide paper worksheet, implement gaming strategies, focus on communication

Internet not working

Speaking anxiety

If student finishes earlier

Risk Mitigation

Prepare extra activities

Disruptive students

More difficult than expected

Risk Mitigation

Balance ability in group work, keep them actively involved, promote peer tutoring, praise appropriate behaviour

Risk Mitigation

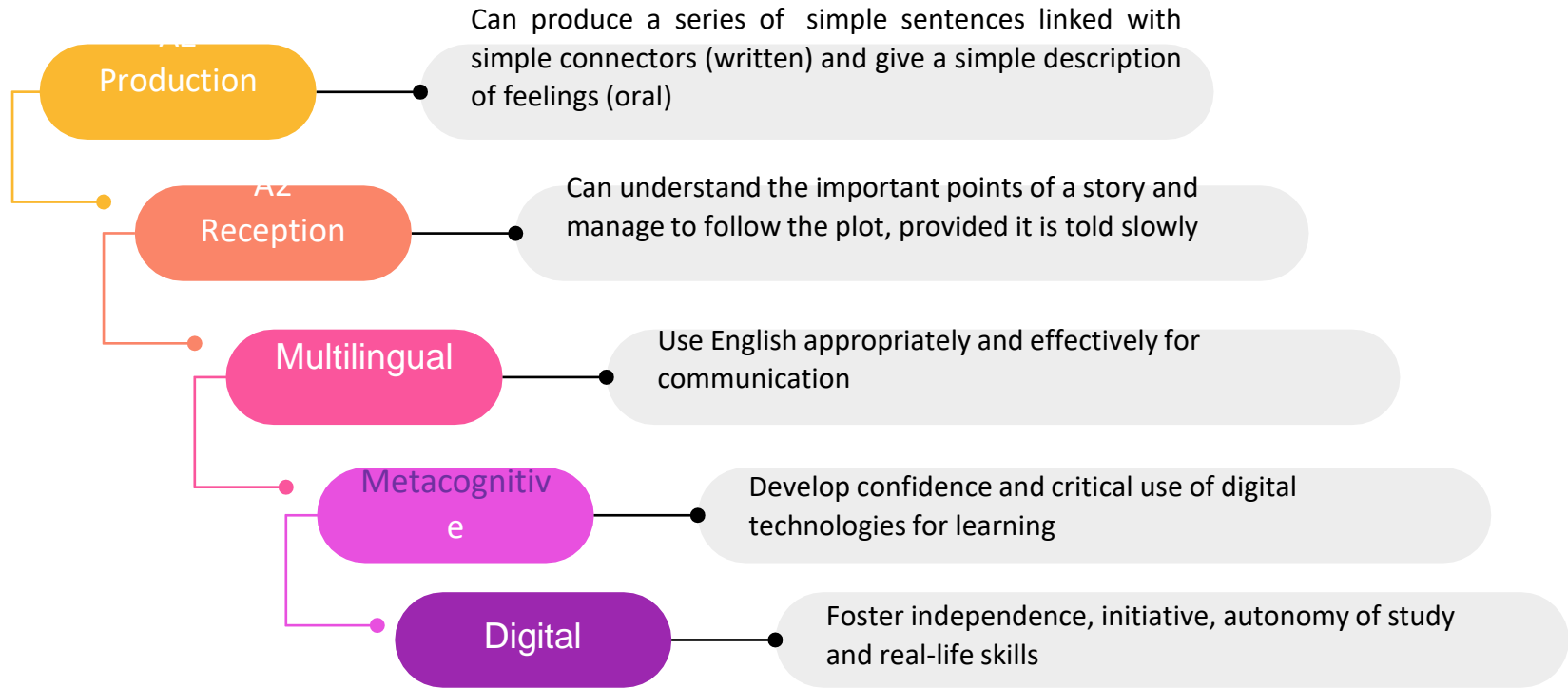
Provide scaffolding and praises to aid self-esteem, ensure a welcoming and safe environment, guide them gradually towards production

Risk Mitigation

Provide more scaffolding

General Aims

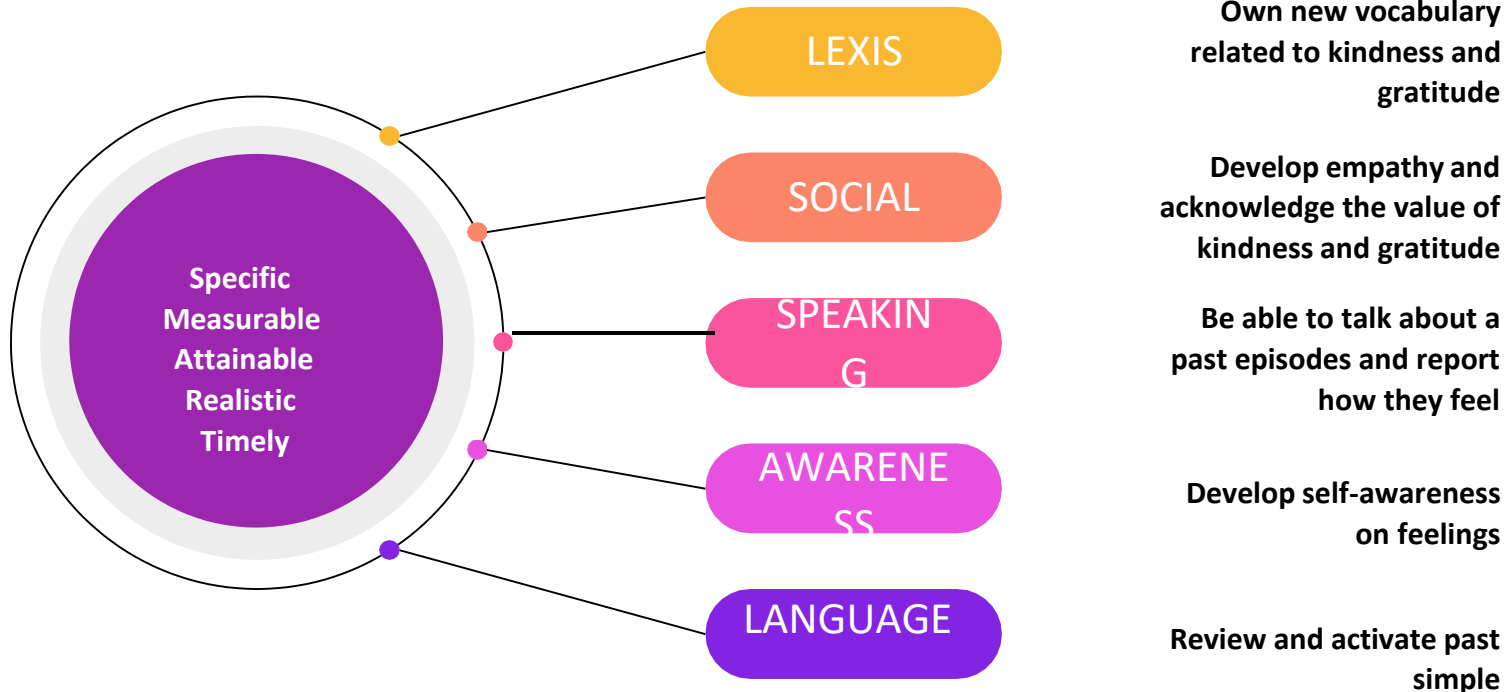
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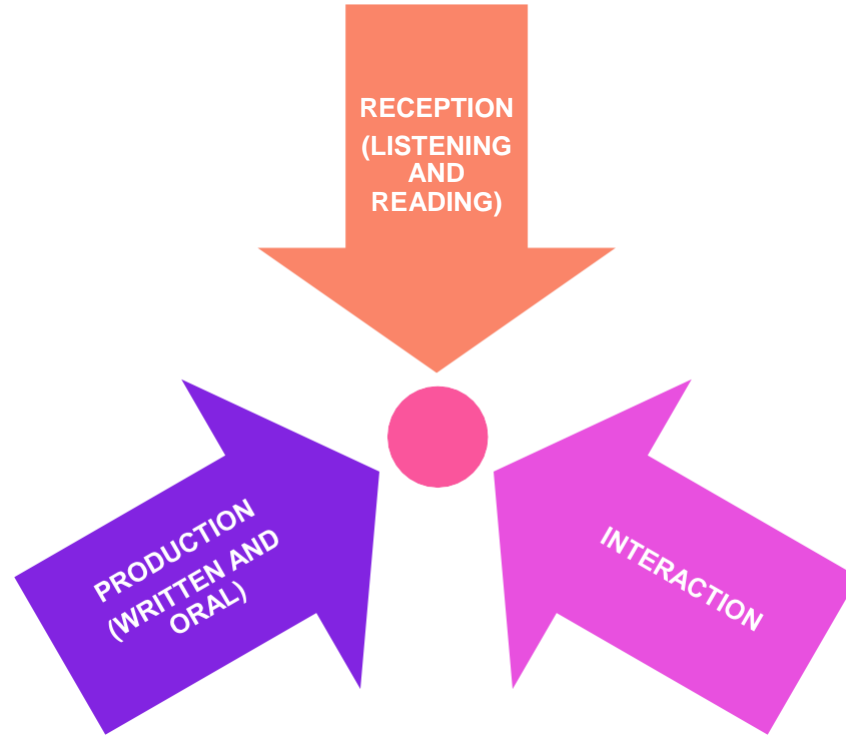
The European Reference Framework for Key Competences for Lifelong Learning (2018):

Area 6 di DigiCompEdu: Key Competences for Active Citizenship MD 139/2007: National Guidelines for the curriculum 254/2012

Specific Learning Objectives



Modes of Communication



Inclusion

Student with Intellectual dysability

Significantly reduced ability to understand new or complex information, learn new skills and cope independently including social functioning

Differentiation Strategy

As per Italian law 104/1992, Language Teacher will work closely with Learning Support Teacher. Objectives and assessment will be based on their Individualised Educational Plan

**Mild
Cognitive
Impairment**

Compensatory tools

Present material diagrammatically. Keep diagrams uncluttered. Use colour to highlight. Ensure key statements are repeated. Provide one-to-one tutoring and peer tutoring. Use assistive technology. Use verbal descriptions to supplement material presented on IWB. Reinforce learning by using real-life examples

Dispensatory devices

Provide oral rather than written feedback on their written assignments, allow use of L1

Resources

MATERIALS

Authentic
Material:
c
Digital
version
of
*Molly's
School
of
Kindness*
(Usborne)

DIGITAL

Internet
access
IWB
iPads

PAPER

Handouts and
worksheets

APPS

Google
Classroom
Canva

Teaching Strategies

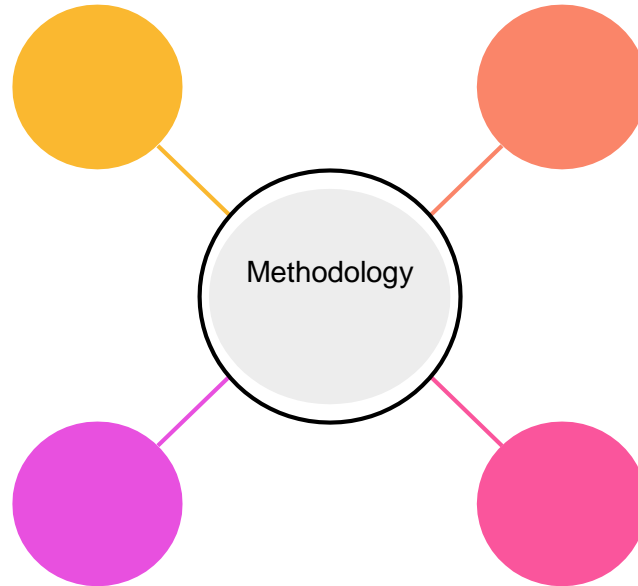
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Framework

Engage-Study-Activate (ESA)
Task-based Learning (TBL)

Activities

Learning by doing (TBL=,
skimming, reading for detail,
brainstorming, speaking,
lecture, writing, presenting,
self and peer assessing



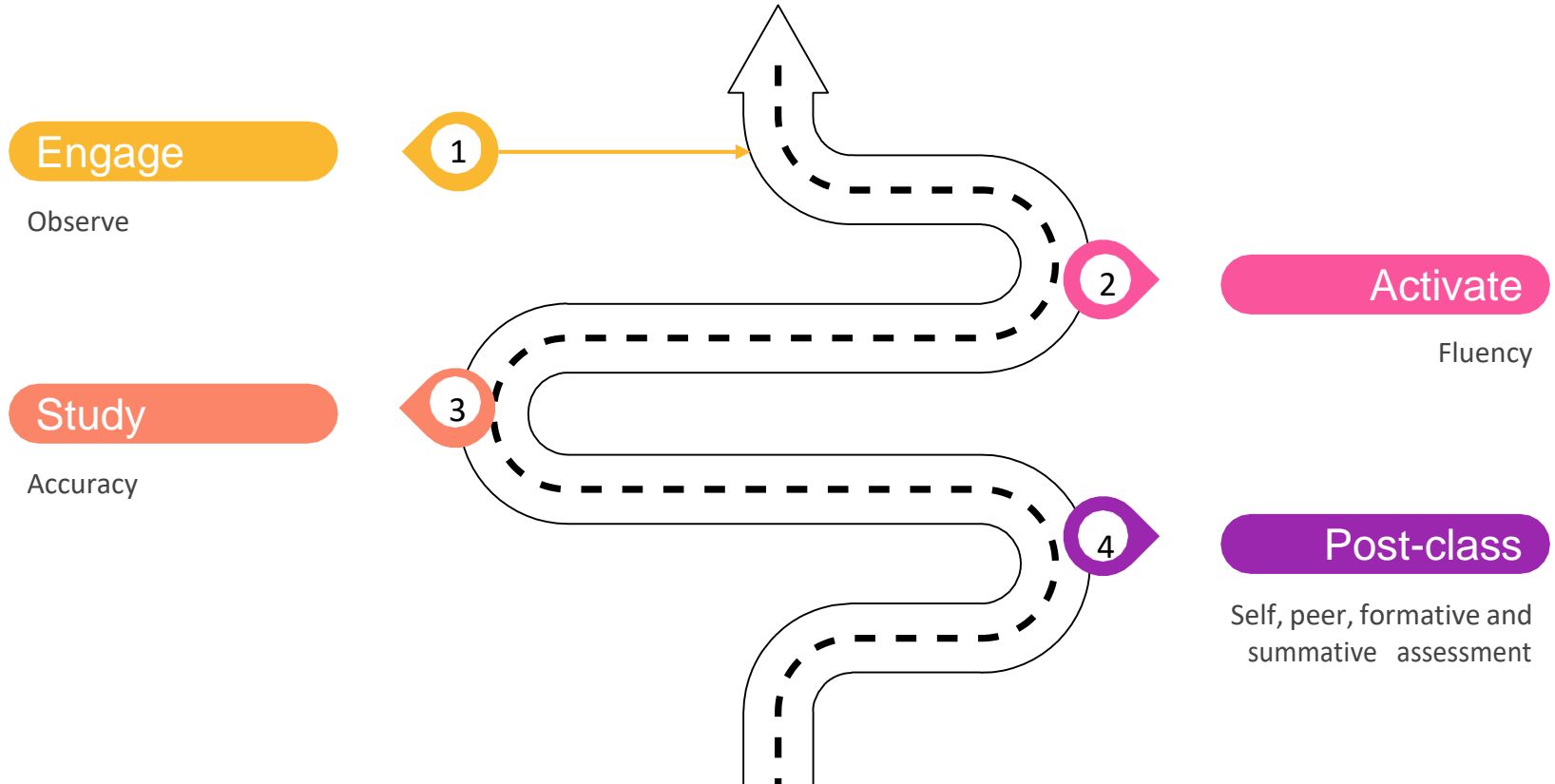
Approach

Communicative-based
and action-oriented:
language is a tool to act in
real-life situations and the
speaker social agent,
i.e. an actor co-
constructing meaning

Underlying theories

Constructivism
Cognitivism
Second Language Acquisition
(SLA)

Lessons' Roadmap: ESA Boomerang



Description of Procedures – Lesson 1: SAY THANK-YOU

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
ENGAGE Brainstorming	15'	T??C	T writes the word “kindness” on the IWB asking SS to define it (divergent phase) T selects with shortlist with SS the most appropriate definitions and agree on one definition (convergent phase)	SS brainstorm their ideas on what kindness is providing examples	To activate cognitive abilities and given knowledge	SS are invited to express their ideas freely S with mild cognitive impairment is allowed to use L1
ACTIVATE Speaking	30'	S??S	T asks students in pairs to share acts of kindness they have received from others	Students recall past events using past simple interacting with one another. They then report their stories to the class	To get SS to practise speaking and review the use of past simple	SEN S is paired up with stronger S SS are required to speak at least one sentence in English
STUDY Lecture	15'	T??C	T draws their attention to the positive feelings that acts of kindness cause providing the definition of gratitude	SS write down the definition of kindness	To understand the concept of kindness and gain awareness of its value	SEN S is dispensed from note taking

Activate: Speaking



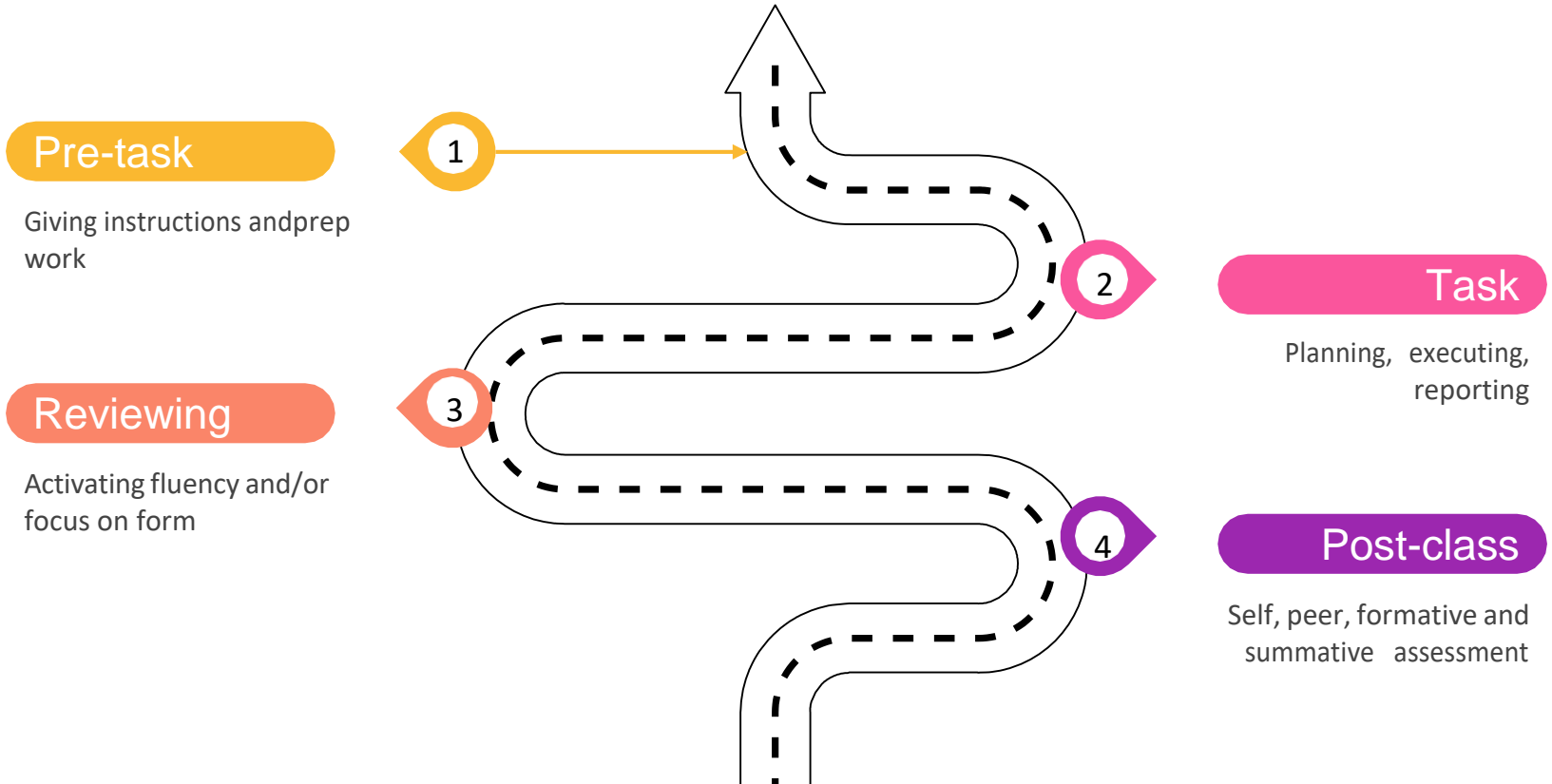
Examples:

My friend held my hand when I was sad

My dad taught me to ride a bicycle

My brother brought me a flower

Lessons' Roadmap: TBL



Description of Procedures – Lesson 2: BEKIND

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
PRE-TASK Giving instructions	10	T←→C	T divides class into groups of four and gives each group a list of kind acts	Groups must go out and do as many acts of kindness as they can in the given time	To get students to develop social, interpersonal and cooperative competences	T balances groups according to their abilities
TASK Planning Executing Reporting	40	SSS	T supervises SS' work, providing assistance when needed	Planning: SS read the list together and discuss idea interacting with one another Executing: SS go out and do as many acts as possible while filming them with iPads Reporting: When time is up, SS show their clips to the class	To learn by doing and perform authentic tasks	SLT working closely with SEN S and other students in difficulty
REVIEW Focus on form	10	T←→C	T asks SS what they did and how they felt	SS, in turn, respond activating their fluency	To reinforce speaking skills and their self awareness	SEN S is allowed to use L1

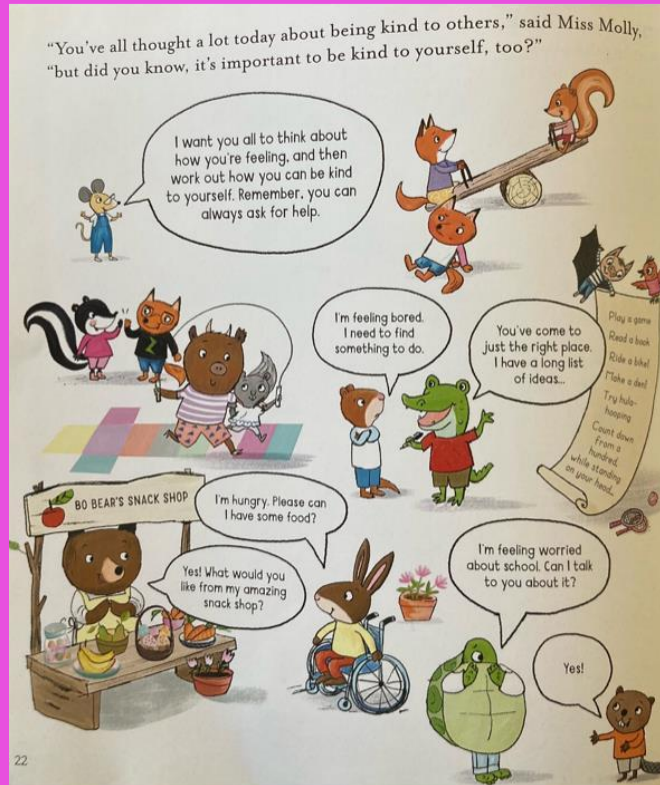
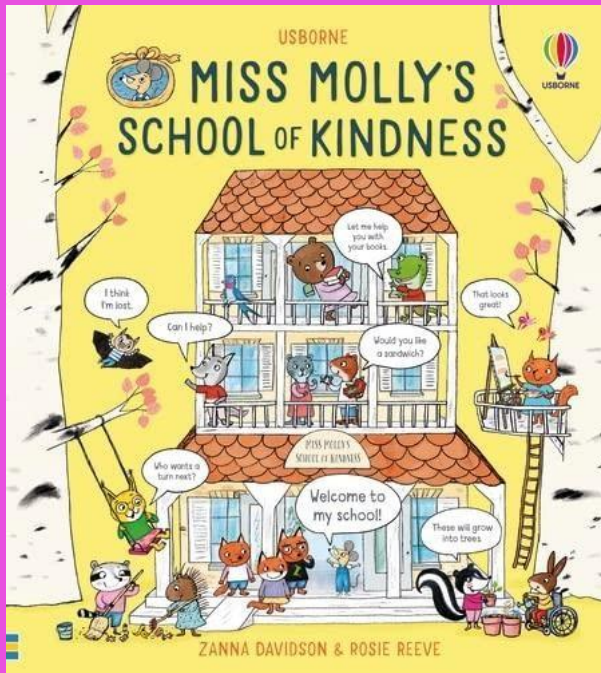
Pre-task: checklist of acts of kindness



Description of Procedures – Lesson 3: BE KIND TO YOURSELF

PHASES ACTIVITIES	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIMS	INCLUSION
ENGAGE Pre-reading activity	20	SSS	T writes a series of words and shows images to work on vocabulary	SS guess meaning and write down definitions	To widen vocabulary and prepare SS for autonomous reading	SEN S is allowed to use L1
STUDY Skimming and reading for detail	40	S?S	T proposes the reading “The School of Kindness”	SS read it in pairs on their iPad, write down unknown words and answer concept check questions SS read the story again writing down all the sentences related to: How to be kind with others How to be kind with yourself	To develop reading skills and autonomous study	SEN S is coupled up with collaborative S for peer-to-peer
ACTIVATE Homework (Freer practice)	–	SSS	As a final task, T assigns to create a poster on Canva on how to be kind to themselves and to others	SS, divided in same groups as previous lesson, have one week to produce a poster with ideas on self-kindness and kindness towards others	To develop creative thinking, writing skills and self awareness	SEN S is assigned a supportive role in cooperative learning

Study: Reading



1. How does helping Lily make Frankie feel?
 - a. Happy
 - b. Indifferent
 - c. Satisfied
 - d. Nervous
2. What to do if someone is unkind to you?
 - a. Reply straight back
 - b. Ignore them
 - c. Stop and think a moment
 - d. Run away from them
3. Why are people unkind?
 - a. Because they are not feeling good about themselves
 - b. Because they have been hurt
 - c. Because they have been left out
 - d. Because they feel depressed
3. How can you be kind to yourself?
4. How can you be kind to the planet?
5. Kindness is only for friends and family
Activate: Homework

Canva

Home

Modelli ▾

Strumenti ▾

Piani ▾

Q kindness

X

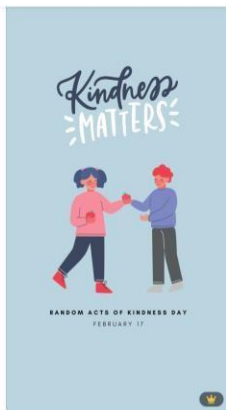
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Crea un progetto



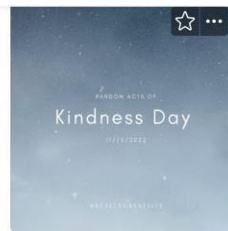
Blue and Orange Kindness Typo..
T-shirt di Canva Creative Studio



Random Acts of Kindness - St..
La tua storia di Imágenes de Maria



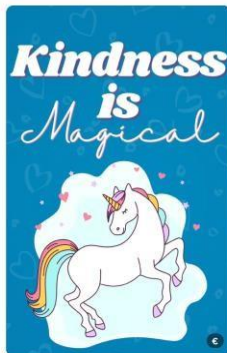
Colourful fun kindness poster
Poster di Miss D's Resources's Team



Blue White Gradient Kindness ..
Post di Instagram di Lemannas



National Random Acts of Kind..
Post di Instagram di Niorka Designs



Blue Inspirational Quote: Kind..
Poster di Zuzel



Blue and Green Kindness Is Be..
Post di Facebook di Hana Creative S..



Pink Minimalist Kindness Quo..
Post di Instagram (ritratto) di Canva..



Colorful Ripple Kindness Typo..
T-shirt di Canva Creative Studio



Description of Procedures – Lesson 4:

ASSESSMENT

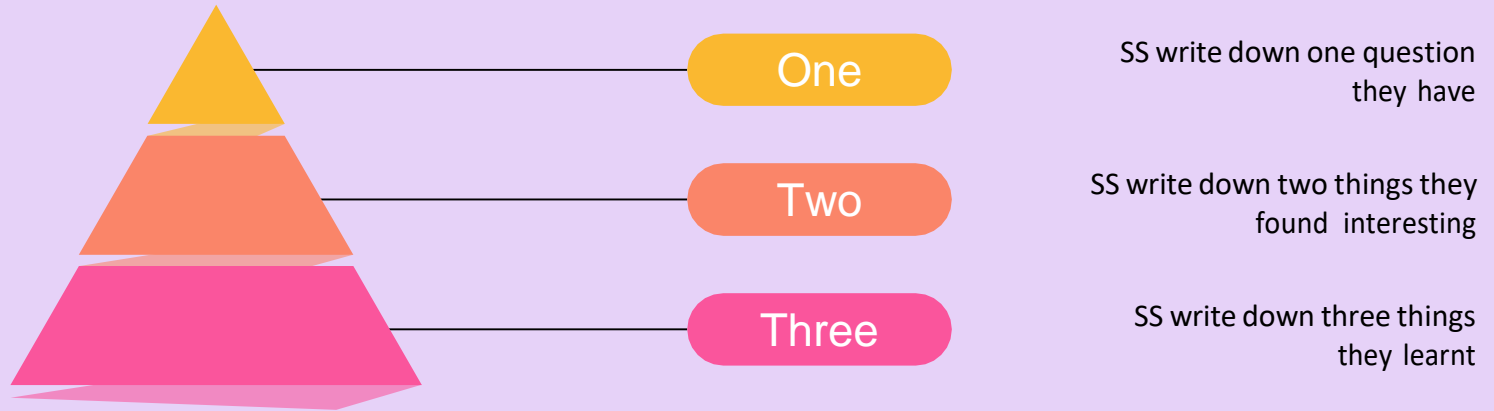
PHASE ACTIVITY	TIMING	INTERACTION	WHAT T DOES	WHAT SS DO	AIM	INCLUSION
SUMMATIVE ORAL TEST	80'	T??C	T evaluates the student's speaking skills as a summative assessment	SS present their poster to the class and T	To assess integrated speaking skills	T provides language scaffolding where needed and allows SEN S to deliver a shorter presentation
PEER ASSESSMENT	20'	S, S, S	T gives student a brief peer-assessment questionnaire to fill in	SS reflect on other group's work through a constructive questionnaire	To develop meta-cognitive skills	SLT provides scaffolding to SEN S
SELF ASSESSMENT	20'	S, S, S	T gives student a self-assessment questionnaire to fill in	SS fill in the questionnaire individually	To develop meta-cognitive skills	SEN S is allowed to use L1

Peer-Assessment



DESCRIPTOR	ALWAYS	SOMETIMES	NEVER
They make eye contact and tries to engage with the audience			
They speak clearly and loudly enough			
He/she speaks about the topic in detail			
One thing I enjoyed about the presentation was:			

Self-Assessment



Exit card: five minutes before leaving the class SS provide formative feedback to T

Teacher's Self-Assessment

Was the activity successful?

Reflection

Self-criticism

What went wrong?

Did the students enjoy it? Did they learn anything from it?

Feedback

Self Assess

Areas of development

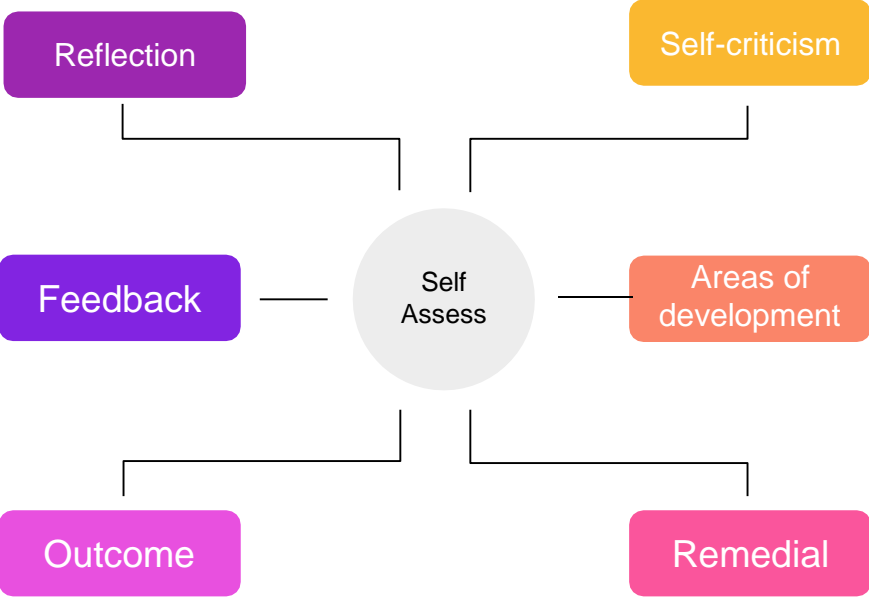
What can be improved?

What did they get from it?

Outcome

Remedial

Planning remedial or enrichment courses



Google Classroom

After class, T uploads on Google Classroom notes, glossaries, word lists, key points, etc. to facilitate learners with SENs.



Group Work Rubric

INDICATORS	RARELY	OCCASIONALLY	FREQUENTLY	MOST OF THE TIME	ALWAYS
Interest and participation					
Participates actively and gives his/her contribution					
Works with dedication					
Time and workload management					
Can manage time and work properly					
Completed his/her task					
Social and cross-cultural skills					
Respects cultural differences					
Is open to different ideas					

According to the school's tree year plan (PTOF)

Group Work Rubric

Indicators	Criteria Descriptors			
Level	Advanced 4	Competent 3	Progressing 2	Beginning 1
Cooperation	Works extremely well with others. Never argues	Works well with others. Rarely argues	Requires structure, directions, and leadership. Argues sometimes	Does not work well with others. Usually argues with teammates
Attitude	Always displays a positive attitude	Generally, displays a positive attitude	Rarely displays a positive attitude	Is disruptive
Focus	Almost always focused on the task and what needs to be done	Focuses on the task and what needs to be done most of the time	Sometimes focused on the task and what needs to be done	Does not focus on the task and what needs to be done
Ability to communicate	Always listens to, shares with, and supports the efforts of others	Usually listens to, shares with, and supports the efforts of others	Often listens to, shares with, and supports the efforts of others	Rarely listens to, shares with, and supports the efforts of others
Feedback	Provides effective feedback to other members	Provides some effective feedback to others	Provides little feedback to others	Provides no feedback to others

Speaking Assessment Grid

	4 – Exceptional (10/9)	3 – Good (8/7)	2 – Acceptable (6)	1 - Poor (4/5)	4	3	2	1
Speaking skills	Uses a clear voice and speaks at a good pace.	Student’s voice is clear. The pace is a little slower fast at times	Student’s voice is low. The paces too rapid/slow.	Student mumbles during talk and speakstoo quietly for the majority of students to hear & understand				
Language	Language is precise and appropriate for the context. Appropriate use of filler words.	Language is appropriate. Little use of filler words	Language is not precise. Occasional use of filler words	Language choices are ineffective or limited, frequent use of filler words				
Introduction	Speaker effectively grabs audience’s attention. Purpose of presentation is clear	Topic is introduced effectively. Purpose outlined	Topic is not effectively introduced. Purpose of presentation unclear	Topic not introduced and purpose of presentation unclear				
Speaking skills	Uses a clear voice and speaks at a good pace.	Student’s voice is clear. The pace is a little slower fast at times	Student’s voice is low. The paces too rapid/slow.	Student mumbles during talk and speakstoo quietly for the majority of students to hear & understand				
Organisation	Information is presented in logical and interesting sequence which audience can follow. Flows well	Information is presented in logical sequence which audience can follow	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions	Audience cannot understand presentation because there is no sequence of information				
Conclusion	Speaker wraps up speech effectively leaving audience intrigued	Presentation is concluded and coveredall main ideas stated	Presentation not effectively concluded and may have left 1-2 main points unfulfilled	Presentation not concluded and main points left unfilled				
Final Score:								

References & biography


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- **Law 53/2003** introducing personalisation in learning
- **Guidelines n.4279 04/08/2009** on school inclusion
- **MD 139/2007** on active citizenship
- **Law 170/2010** for SpLD students
- **Decree 5669/2011** SpLD Guidelines of 2011
- **MD 27/12/2012** for SEN students
- **Operational Guidelines n.8/2013** of Directive of 27 December 2012
- **MD 31/7/2007** National Guidelines for infancy and first cycle of education
- National Guidelines for the curriculum **254/2012 of 16/11/2012**
- National Guidelines and New scenarios (**22 February 2018**)




eTextbook:
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culture heritage
topic”
for teachers

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