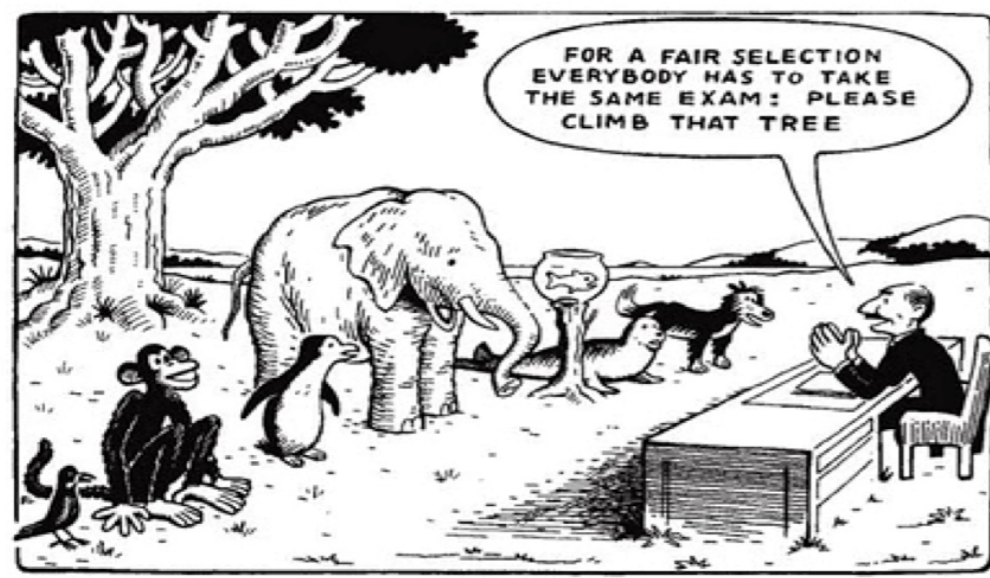




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HOW TO REACH AND TEACH ALL CHILDREN



"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid"

Albert Einstein

lawebdelestudiante.es



ERASMUS+ KA229 SCHOOL EXCHANGE PARTNERSHIP
ALL IN ONE HAND
2018-1-RO01-KA229-049582

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ISBN 978-606-30-3862-4



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BOOK FOR TEACHERS WITH INCLUSIVE TEACHING METHODS AND TECHNIQUES TO USE IN CLASS

"Each student plays his or her instrument, there's no point in arguing with that. The tricky part is knowing our musicians well enough to play in harmony. A good class isn't a military regiment marching to the same beat, but an orchestra working on the same symphony. And if you've inherited a triangle which can only go ting-ting or a Jew's harp which can only go bloing-bloing, what matters is that they do it at the right time, and to the best of their ability, that they become an excellent triangle, an irreproachable Jew's harp, and that they're proud of what their contribution brings to the group. Since they're all inspired by a taste for harmony, even the triangle will end up knowing the music, perhaps not as brilliantly as the first violin, but to some degree of familiarity at least."

(Diario di Scuola – Daniel Pennac)

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PREFACE

How to reach and teach all children is a teaching material with latest research, inclusive methods and techniques, suggested by the participants in the Short-term joint staff training events held in Prato, Italy, 17-23 March 2019, within the Erasmus+ KA229 Project "ALL in One Hand", 2018-1-RO01-KA229-049582.

It came out for an inclusive teaching approach in working with all the students in class. The 50 methods and techniques were identified by groups of teachers from the partner countries (the Czech Republic, Greece, Poland, Romania and Turkey), to which the host partner ISIS GRAMSCI KEYNES added their input into the staff training throughout the C2 mobility on "Cultural Inclusion". There is also a PDP for SEN students used by the Italian partner school on a regular basis in working with special needs students.

Provider of Short-term joint staff training events:

- **ISIS GRAMSCI KEYNES, Prato, Italy:** Mirela Bacita, Chiara Aiazzi, Sara Crispo, Maria Serena Desogus, Maurizio Donati, Enrica Ricci

Participants:

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CZECH REPUBLIC: Základní škola Olomouc, Zeyerova 28, příspěvková organizace, Olomouc



1. Signatures of pupils (suggested by Iveta Krejčí)

Age group: 10+

Aim: for newly arranged classes

- Getting information about classmates in nontraditional way
- Getting to know each other in the class
- Developing friendly relations in the class

Time: 20 minutes

Materials: copies of forms with different statements for each pupil, pens

Preparation:

- Make one big chart with 24 squares/fields
- Think about 24 statements connected with the names of personalities, skills and other features

- Write each statement separately into one field in the chart

Procedure:

Each pupil gets one form with the chart. The task for pupils is to find a classmate who gives a positive answer for written statements. If the pupil finds the classmate with the mentioned skill, the classmate must write his/her own signature in the fields with the given statement. Pupils must have at least one signature of their classmates in each field. The winner of this activity is the first pupil to have all the signatures in his/her chart. Then he/she sits on his/her seat and waits for other pupils to finish this activity successfully. When all pupils complete the technique, it's time for reflection.

You can use the following questions:

How were you satisfied with the results?

Which fields did you find to be the easiest to fill? Why do you think it was easy?

Which fields did you find to be the most difficult to fill? Why do you think it was difficult?

Which field didn't you know in who of your classmates to turn to?

Which fields do you have the most signatures for?

Is there anyone who also meets a feature and is not signed in the box?

Have you learned anything new about your classmates? What and who was it?

Did you find out that you have something in common with someone you had not known before?

Notes / Practical recommendations:

In the discussion, find out if the pupils provided up-to-date information in the boxes.

Prompt your pupils to learn how to get to know each other best, to find information about their classmates, to look for common interests and characteristics that strengthen the closer relationships between pupils.

Common features also increase mutual trust and respect and support communication in the groups.

You can vary the topics according to class knowledge or what you would like to learn about the pupils.

The most common complication of the technique is:

- Some pupil have only a few fields (or even none) filled in. - Use discussion to help to fill in the missing fields.
- Pupils break the rules of the technique - they put their signatures anywhere, deliberately ignoring the requirements.

Have a class discussion to check the correctness of the form filling...

Signatures of pupils

Try to find someone who...

1. plays any musical instrument	2. has got a dog at home	3. has ever flown by plane	4. would like to become a millionaire
5. has visited some non-European country	6. got lost in foreign town / city	7. was born in the same month as me	8. has read Harry Potter
9. can eat spaghetti with a fork and a spoon	10. has got more than one brother or sister	11. writes his/her own diary	12. has got blue eyes
13. is afraid of heights	14. has moved at least once	15. likes winter more than summer	16. would like to be an adult
17. reads at least one funny book monthly	18. likes to go camping	19. does sports at least two times a week	20. was by the sea last summer

2. Small backpack (suggested by Kateřina Skladaná)

Age group: 10+

Aim: for newly arranged classes

- Getting to know each other in the class
- Developing mutual learning with pupils and friendly relations in the class
- Enabling mutual contact between all pupils

Time: 25-30 minutes

Materials: sheets of paper with a pre-drawn backpack for each pupil, pins or stick labels, pens

Preparation:

- Draw a big backpack on the sheet of paper
- Copy the sheets of paper for each pupil.

Procedure:

1. Give pupils the sheet of paper with a pre-drawn backpack.
2. Each pupil writes three sentences about himself/herself, one of these sentences should be untrue/false (for example: I have two siblings, I was to the USA, I love spaghetti with cheese). True sentences should include information that the pupil thinks that other classmates still don't know about him/her.
3. The teacher puts the pupil's paper with a backpack on his/her own back (with pins or labels) so that others can see the information.
4. All pupils have pens in their hands and their task is to read what everyone wrote on their backpacks. They mark the sentence that they consider to be false.
5. This way everyone marks painted backpacks on all of their classmates' backs. The pupils have ten minutes to mark the sentences.
6. After the timeout, the pupils form a circle and everybody puts their backpacks in front of them.

7. They take it in turns to read what they wrote on their backpacks and tell their own untrue/false sentence. Then they also tell whether their classmates correctly identified the untrue sentence.

8. Reflect the technique using questions for discussion.

Discussion questions:

- Did you manage to read all backpacks of all your classmates in the time limit?
- Have you learnt anything about your classmates that you didn't know?
- Did you find out that you have something in common with someone you had not known before?

Notes / Practical recommendations:

In the discussion, give your students feedback on the progress of the technique.

At the stage where the students think about three sentences about themselves, check their progress continuously and try to motivate them so that the sentences are not a negative self-assessment

The most common complication of the technique is:

Technique usually runs smoothly without any problems.

3. Hands (suggested by Andrea Krejčí)

Age group: 10+

Aim: for newly arranged classes

- Recognition of positive characteristics of classmates in the class
- Getting to know each other in the class
- Developing mutual learning with pupils and friendly relations in the class

Time: 20 minutes

Materials: sheets of paper A4 for each pupil, markers

Procedure:

1. Each pupil draws his/her palm with five fingers on the sheet of paper. The task for each pupil is to write one of his/her own positive characteristics into each finger on the paper.
2. Then the pupils cut their own drawn hands out of the paper and they give it to the teacher. All of them then sit in a circle.
3. Mix the cut-outs of all pupils and place them in the center of the circle.
4. Pupils take it in turns to choose one hand, reads what is written in its fingers, then pupil has to guess whose hand it is. If the answer is not true/correct, the pupil can ask his classmates for help.
5. Other pupils in the circle continue in the same way.

Discussion questions:

- Did you learn anything new about your classmates that you hadn't known before? What was it?
- Whose hand was the easiest to guess for you? Which, was the most difficult? Why did you think so?
- Did you find any common feature/characteristic with any of your classmates?
- Which characteristics appeared most often?

Notes / Practical recommendations:

It is a simple technique aimed at mutual understanding of the positive characteristics of pupils in the classroom. Pupils learn to reflect and present their characteristics.

Be patient if the pupils fail to figure out which features to present or if they have some difficulties guessing whose hand is drawn.

Discussion can lead to the search for common characteristics in the classroom.

The most common complication of the technique is:

Pupils sometimes comment on the characteristics of each other negatively. In this case stop the technique, describe what you see, and support the right of each pupil to present his own presentation of his/her characteristics.

4. The place on my right is free (suggested by Barbara Sittková)

Age group: 10+

Aim: for newly arranged classes

- Developing pupils' ability to pass positive feedback
- Getting to know new pupils in the class
- Stimulating attention

Time: 10 minutes

Materials: without materials, only chairs in the class

Preparation: without preparation

Procedure:

1. Pupils sit on the chairs in a circle.
2. Place one more free chair on the right side of you. Explain the principle of the game to the pupils. The teacher starts as first.
3. The pupil who has the free chair on his/her right hand invites one of his/her classmates and appreciates him/her verbally for something. The pupil invited receives the feedback in a form of the following statement: "I would like to invite Jane. Jane, I like the fact that you wait for me in front of school every morning. "; "I want Tom here. Tom, I like about you that you always know what our homework is. "
4. The technique takes place until all pupils change seats.

You can use the following questions:

Have you heard anything about yourself that pleased you? What exactly?

Notes / Practical recommendations:

In this technique, your active involvement is important, especially in situations where you need to appreciate even less popular pupils.

It is also necessary to ensure that all pupils were appreciated and support this aim in the classroom.

The most common complication of the technique is:

- For some pupils, it is difficult to formulate direct articulated appreciation, they often say: "I like Karl ...". So you must remind the pupils how the formulation of the sentence should sound.
- Pupils sometimes use negative feedback or irony. In this case stop the technique, name what you have heard, and ask the pupil for a new message.
- Pupils formulate a message in general ("... you are a good friend"). In this case use the appropriate questions to tell the pupil to specify the message.

5. Guardian angel (suggested by Zuzana Hostašová)

Age group: 8+

Aim: Extending the "goblins" into normal life of the group, not only to one particular person but to all people in the ground.

It's a pleasant and mysterious play suitable for long-term stays - everyone becomes a good sprite/guardian angel of someone else.

Time: the whole day at school, on the school trip, in the camp... but it can also be taken as a year-round activity.

Materials: empty small cards, a pen

Preparation:

- Try to think about the introduction of the game, it's very important to motivate and pique pupils' interest in the game. You can start with the question for example: What do you imagine when you hear the word „school“? Then pupils answer: „holiday, subjects, breaks...“
- Then ask them: What do you imagine when you hear the word „angel“? Where were we able to meet with them?
- It is very important to praise the pupils for all word associations that they say.
- It is very important to say that some people believe in them while others don't.
- Then ask the pupils if they know what characteristics the angels have and write on the board the ideas pupils have e.g. The angels help, stand up for others, guard somebody, cheer others

up... It's much better to try to get as many pupils' ideas as possible... and after that you can explain the rules of this game.

- The most effective work with pupils on their relationships is to work with their experiences in the closed communication circle.

- Consider writing the names of pupils on the cards before the beginning of the game.

Procedure:

Legend: Any tale of inconspicuous, invisible elves that show good deeds to their people, provide unexpected pleasant surprises, and so on.

1. All pupils write their names on a small card that they fold so that the name can not be read and they put the card into an empty box/hat...

2. They take one card out of the box/hat and at that moment they become a good elf of the pupil whose name they read on the paper. If they read themselves, they choose one more card for the second time and they return their name back to the box/hat.).

3. They try to make an unnoticed experience and show helpfulness and he/she has to make life more pleasant to the pupil with the name written on the card until the end of their stay.

4. The pupil taken out of the box mustn't know or learn that the other classmate will help him/her.

5. Nobody should be odd (they are all elves of someone else in the class but other pupils don't know their own elf – they must find it out).

6. The game ends the last lesson of the day before leaving the school or night before leaving the school camp / mountains / water ...

Discussion questions:

- It is good to talk about who really made their presence felt, who knew who his elf was... eventually all the elves should step out of anonymity and match themselves to their people.

Activity evaluation

- At the end of this activity/game we have to ask pupils: „Did anybody know his/her own angel?“

- If pupils in the class want to repeat this activity/game and continue with it, there are healthy relationships in the class.

· If pupils in the class don't want to repeat this activity/game and continue with it, there are unhealthy/ill relationships in the class.

· It is also important at the end to ask pupils: „What was the secret of the game“ and then discuss it in the circle. The explanation then will be to help and do it for everybody in the class. Then you can also ask the pupils to help their parents at home too.

Notes / Practical recommendations:

At the beginning it is very important to say or explain that: „The Guardian Angel is a very exceptional game but I would like to play it with you (the pupils)“. You should keep children in suspense for some time and you can talk about a secret in generally, that it's very important to keep a secret in our lives but it's becoming that I said the secret to somebody in past.

You can often ask the pupils during the game if they found out who their own angel was.

It is also possible to play this game only with one angel.

It can also be taken as a year-round activity.

6. Molecules or “what we have in common” (by Kateřina Skladaná)

Age Group: 10+

Aim: for newly arranged classes

- Supporting to getting to know each other in the class
- Developing mutual learning with pupils and friendly relations in the class
- Enabling looking for common characteristics and interests
- Enabling mutual contact between all pupils

Time: 20 minutes

Materials: nothing

Procedure:

1. Pupils move freely in the limited space.
2. Tell the pupils that their task will be to create a molecule according to the given characteristic.
3. The molecule is always formed only by the pupils with the given characteristic, other pupils are standing.
4. A molecule means that pupils form a group and touch each other.
5. Specify the characteristics, eg "The molecule will be created by the one who ..."

- has a sibling
- goes to the mountains in the winter
- has a cat
- likes football
- likes watching TV
- listens to music
- usually sings in the shower
- would like to become famous
- wears trousers rather than a skirt
- likes school, etc.

Discussion questions:

- Have you learnt anything about your classmates that you hadn't known before?
- Were you surprised by any information about anybody?

Notes / Practical recommendations:

This is a motion learning technique that you can adapt by modifying questions according to what you would like to learn about the class or what you think the pupils do not know about each other. Ask questions so that all pupils in the classroom get involved and mutual contact across the group is enabled.

You can also ask pupils about their opinions on different current topics. It is important not to force the pupils to say their personal problems or problems in classroom relationships aloud.

The most common complication of the technique is:

The technique usually runs smoothly without any problems.

7. Throwing balls (suggested by Iveta Krejčí)

Age Group: 10+

Aim: for newly arranged classes

- Getting information about classmates in nontraditional way
- Getting to know each other in the class
- Developing friendly relations in the class
- Supporting to getting to know each other in the class

Time: 25 minutes

Materials: three small balls

Procedure:

1. Place pupils in a circle. Their task will be to tell their name one by one and then add what they like, eg "I'm Jana, I like singing" or "I'm Peter and I like honesty."
2. The task of the pupils is to remember as much information as possible about their classmates.
3. Then choose one pupil, repeat his/her name and say what he/she likes and throw one ball to him/her.
4. The pupil who catches the ball passes the ball in the same way.
5. All the pupils should také turns in the technique.

6. As soon as the ball reaches the last pupil in the game, he/she throws it back to the player whom he/she received the ball from. Again he will say his classmate's name and what he likes.

7. The game ends when the ball comes back to you as the first player.

Discussion questions:

- What new or interesting things have you learned about your classmates?

Notes / Practical recommendations:

The main task of the pupils in this technique is to remember whom they received the ball from, whom they used to throw to, and also information that other classmates said at the beginning.

Therefore all pupils are required to concentrate on others.

The technique usually fails on the first attempt, so repeat it with the class as long as the pupils are not successful. Add two more balls at a certain time.

The most common complication of the technique is:

The technique usually runs smoothly without any problems.

8. Places are exchanged (suggested by Andrea Krejčí)

Age Group: 8+

Aim: for mapping the situation in the classroom

- Getting knowledge about pupils' awareness in the given problematics
- Developing friendly relations in the class
- Supporting to getting to know each other in the class
- It can also be played in a team of people who know each other very well

Time: 10 minutes

Materials: chairs for all pupils

Procedure:

1. Pupils sit in a circle on the chairs. After the first round, one of the chairs is removed, in each of the following rounds one more chair is removed.
2. The play begins with the teacher who says: "Places are exchanged by all those who ..." and completes the statement.

For example: "Places are exchanged by all who use a computer every day."

3. The task of the pupils is to think quickly if the statement applies to them, then they should stand up and swap a seat with another classmate who also stood up. The most important rule is that the pupil must not sit back on his/her chair or the right / left neighbouring chair.
4. After the first round, the teacher removes one of the chairs. The pupil with no chair to sit on stands in the middle of the circle and completes the next sentence "All pupils who... - exchange your seats now." And the pupil must try to find a free chair.
5. The game continues in the same way.
6. You can use the statements such as: „All pupils who... - exchange your seats now“

- has a sibling
- goes to the mountains in the winter
- has a cat
- likes football
- likes watching TV
- listens to music
- usually sings in the shower
- would like to become famous
- wears trousers rather than a skirt
- likes school, etc.

Discussion questions:

- Have you learnt anything about your classmates that you hadn't known before?
- Were you surprised by any information about anybody?
- How did you like this game?
- Do you want to ask anything?

Notes / Practical recommendations:

Make sure that the pupils stay on the given topic during the game.

You can join the activity from time to time and ask the pupils what interests you about the topic.

The most common complication of the technique is:

The activity usually causes increased noise. It is also necessary to take care of the safety of children as they move between the chairs.

9. Sculptural groups (suggested by Barbara Sittková)

Age Group: 11+

Aim: for mapping the situation in the classroom

- Getting knowledge about pupils' awareness in the given problematics
- Developing friendly relations in the class
- Achieving to establish cooperation in the class
- Supporting empathy and relaxing
- Making stronger relationships in the class
- Cooperation in random groups of pupils

Time: 30 minutes

Materials: parachute, blankets, colorful bottle caps for randomizing groups.

Parachute is a practical aid that we use especially for cooperation with children in the Personality Development Club of Pohoda, Canisterapie and adaptive stays with pupils of the 6th class for children's meeting, also for the developing and strengthening cooperation. There are lots of parachute techniques and games, children like them very much and they are very popular. This tool is suitable for all age groups.

Procedure:

1. Children are divided into random groups, for example by choice of a colourful cap or choice of a "family". After the choice, each child moves to his/her group on the blanket.
2. The teacher covers the members of the first group with the parachute in such a way that they are completely hidden and then they can create a common sculpture within the limit of 3 minutes. Meanwhile, other groups in their blankets are turned away from the covered group, and they agree in their own group who will run to the sculpturing group, carefully trying to find out the status of the sculptures by their touch and then they have to immediately make a sculpture of the members of their group. At the same time, they agree their own sculpture too.
3. When the sculpturing group is finished, the other groups are instructed to create a copy of the covered sculpture together on their blankets within 2 minutes.
4. After expiration of the time limit, the teacher announces or whistles the "end of sculpturing" and he uncovers the sculpture. Then the teacher compares, discovers and evaluates the sculptures.
5. Groups take it in turns to make sculptures.
6. After all groups have sculpted, the best group is announced.

Discussion questions:

- Were you surprised by anything?
- How did you like this game?
- Do you want to ask anything?

Notes / Practical recommendations:

Make sure that the pupils stay on the given topic in the game.

The most common complication of the technique is:

The activity usually causes some noise. It is also necessary to take care of the safety of children when moving.

10. Common rolling (suggested by Zuzana Hostašová)

Age Group: 7+

Aim:

- Strengthening the coordination of movements and speed
- Skillfulness
- Developing friendly relations in the class
- Achieving to establish cooperation in the class
- Relaxing
- Teamwork

Time: 10 minutes

Materials: a parachute with a hole in the middle and small balloons / balls.

Parachute is a practical aid that we use especially for cooperation with children for the development and strengthening of cooperation. There are lot sof parachutist techniques and games, children like them very much, they are very popular. This tool is suitable for all age groups.

Procedure:

Children hold a parachute at the waist level. The teacher puts the balls into the parachute, and children try to keep as many balls circling and not falling through with the funnel as possible.

Discussion questions:

- Were you surprised by anything?
- How did you like this game?
- Do you want to ask anything?

GREECE: 1st High School of Helliniko, Athens



1. Cyberbullying in an English language class (suggested by Katerina Gerogianni)

Age Group: 12+, linguistic level A2-B1

Aims: To learn about Cyberbullying

To practice ICT skills

Language focus: Reading and Listening

Students practice reading skills, skim and scan a text they are given in order to extract specific information and answer comprehension questions. Furthermore, they integrate and practice their ICT skills and interact with StoryJumper in order to create a digital book

Pedagogical

aims:

- To discuss and give ideas about the story (within the groups)
- To work in groups in order to create a digital book
- To talk about the social problem of bullying

Time: 45-60 minutes, 1 to 2 teaching hours

Materials: whiteboard, computer, interactive board, projector, internet access, YouTube short video about Cyberbullying: www.youtube.com/watch?v=Jz-HwnyvUwY&t=4s , story text and activities about Cyberbullying taken from British Council:

https://learnenglishteens.britishcouncil.org/sites/teens/files/bully_a2_text_1.pdf , storyJumper

website (www.storyjumper.com/). If the website cannot function properly, students can use paper and crayons to create the story.

Preparation:

Students have already discussed with their English teacher about cases of cyberbullying and if they wish they can mention such experiences in their familiar environment.

Procedure:

a. The students watch the following video and then engage in a short talk

VIDEO “Cyber- bullying” YouTube video, uploaded by londonayrfamily, November 12, 2012, www.youtube.com/watch?v=Jz-HwnyvUwY&t=4s

b. The teacher gives the the text and they do the reading comprehension questions

https://learnenglishteens.britishcouncil.org/sites/teens/files/bully_a2_-_text_1.pdf

c. The teacher divides the students into groups of 4-5 and opens the StoryJumper platform. The students make a story about a character named Mario, who is being bullied at school. T assigns different parts of the story to different groups, so every group will contribute.

One group at a time comes to the board and creates a part of a story. The other groups will prepare their part of the story.

Discussion questions: The aim is to encourage learners to be active, flexible and reflective readers. They can practise and develop a range of reading strategies. In order to answer the questions, students need to skim and scan the text for the information they need (top-down reading process). After reading the text, we take a minute to correct the answers.

Then we move to the digital part of the lesson plan, which is the creation and development of the story of Mario. The students create a digital book with a character Mario. The students are expected to understand and make use of a web 2.0 tool and integrate skills from ICT school lessons (i.e. typing on a computer).

The class is divided in groups of 4-5. The story is divided into parts beforehand and each group is assigned to create their part of the story. Each group takes the time to discuss and decide how they are going to make i.e. the character of Mario, the setting, where to put the dialogue cloud, what each character is saying etc. The whole story will be created on the StoryJumper website, which enables users to put their stories into digital form. This stage aims to boost students’ self- esteem about something they collaboratively created.

Notes / Practical recommendations:

1) Because there is a reading activity, students with dyslexia may have a hard time performing this activity. We can modify the text for these students: cut parts of the text, in order not to get too tiring for them. Concerning the reading comprehension activity, the teacher can assign them different kinds of activities, i.e. to choose between two pictures the one that refers to Cyberbullying or underline in the text words related to Cyberbullying.

2) If the website does not work properly, either the Teacher will assign the story for homework, or the class will be divided into groups and create the story on paper. Secondly, in case Story Jumper is an unfamiliar platform to them, students may face some difficulties during the procedure, which will slow down the pace of the activity.

The most common complication of the technique is:

Adjustment might be needed to suit a) the level of language of the students and b) the understanding of the text for dyslexic students.

Web resources

- “What is Bullying”, article uploaded in stopbullying.gov” www.stopbullying.gov/what-is-bullying/index.html
- “What is Cyber bullying”, article uploaded in stopbullying.gov: www.stopbullying.gov/cyberbullying/what-is-it/index.html
- Tips against Cyberbullying from Carnegie Cadets, Carnegie Mellon University, 2012: www.carnegiecyberacademy.com/documents/hintSheet04.jpg
- “Cyber- bullying” YouTube video, uploaded by londonayrfamily, November 12, 2012, www.youtube.com/watch?v=Jz-HwnyvUwY&t=4s
- “Bully” text and exercises, Learn English Teens, British Council: https://learnenglishteens.britishcouncil.org/sites/teens/files/bully_a2_text_1.pdf
- StoryJumper website: www.storyjumper.com/
- Extra for advanced or older students How to stop a bully <https://www.youtube.com/watch?v=7oKjW1OIjuw>

2. The legend of the scarecrow and the technique of “Character chairs” (suggested by Katerina Gerogianni)

<https://www.edushorts.com/edushort-of-the-week/the-legend-of-the-scarecrow-2005-marco-besas>

Age Group: 12+

Aim: to promote empathy, identify and express emotions, discussion on social connections, talk about friendship and loneliness

Time: 45-60 minutes

Materials: video, projector, a chair, pen and paper

Preparation: The teacher talks about the stereotype of a scarecrow. Students discuss the function of a scarecrow and predict the content of the video from the title Q The legend of a scarecrow

Procedure: The students watch the video <https://www.edushorts.com/edushort-of-the-week/the-legend-of-the-scarecrow-2005-marco-besas> and keep notes.

Then the teacher engages the students in the following **technique:**

- Point Of View / Character Chairs

In this cooperative learning strategy, learners take on the roles of characters from a story and work to understand the motivation behind the actions of these characters. Groups of learners write questions directed toward an assigned character from the story (the scarecrow in this case). Learners from each group come to the front of the class to answer the questions, as if they were the characters (the scarecrow, the mates, the birds, the villagers).

Learners work in groups of about four to think of questions to ask a character. The teacher assigns each group one character. You include as one character a non-human living thing or something inanimate (bird, fire, wind).

Ask each group to write three or more questions directed to their assigned character. When learners are ready, ask each group to send one person to the front of the class play the part of their character. You may choose to label the chairs with names of the characters or to put signs around the necks of characters to show who they are.

Invite the class to ask characters questions. You will probably start with questions from that character's group, but can soon open up the questioning to everyone. Remind the questioners to tell which character they are addressing the question to.

The characters answer the question as completely as possible, using sentences and staying in character.

Discussion questions:

The teacher provides question prompts like “Who ____? What ____? When ____? Where ____? Why ____? and How ____?”

The teacher encourages learners to ask more questions that start with Why and How -- questions that don't have one- word answers.

Notes / Practical recommendations:

There are varying degrees of emotional responses from different students. This activity can extend to an excellent writing opportunity. Students can write about themselves by starting with the phrase "Once I felt like a scarecrow..."

The most common complication of the technique is:

This video and the follow-up activities can run smoothly.

3. The Other Person (Xenos) as a Foreigner (suggested by Anna Makrygianni)

Age Group: 12+

Aim: Students should understand the dramatic nature of human history and feel the situation of people who are forced to become refugees in order to reduce hostility and racism. Students identify and judge widespread prejudices against foreigners through concrete examples. Students feel that people, albeit different, have the same needs and the same rights in life. Xenos may be our next class member.

Time: 45 minutes

Materials: Paper, pencil, image (with or without projection)

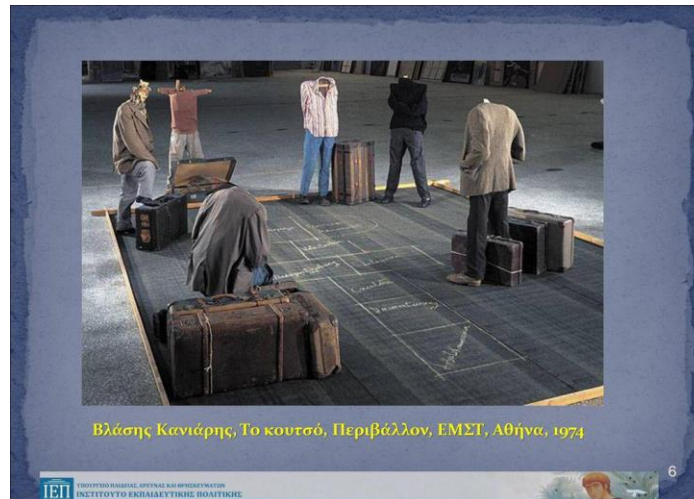
Preparation: Students are divided into three groups.

Procedure:

1) Technique: Brain storming based on the word "Xenos" (the other person)

Each group records a word related to the word "Xenos" and then, a phrase that imparts meaning and feelings (unknown, different, foreign, black, fear, difficulty, refugee, distant, heathen, filthy, sick, danger...)

2) Artful Thinking Technique: The work of Vlasia Kaniaris "The Koutsos" is displayed.



They are called on each group to record

Pattern 1

"What do you see;",

(Headless dolls, open / closed suitcases, bodies with bent shoulders, a body with hands in pockets, no one presses on the squares that look like the play with chick "lace".)

"What's in your mind?"

(People without a face, people without identity, people waiting for something, people who want or do not want to travel, people who carry something different in them.)

"What makes you wonder?"

(Who are these people, why don't they have a face, where do they come from? Where do they go?)

Pattern 2:

What title would you put to the project? (A game, people without a face, weird travelers with suitcases, people figures in a station.)

Pattern 3:

If the work you see is the middle of a story, what has preceded and what follows?

Artful Thinking: Giannis Behrakis -6 photos Refugees 2015



Discussion questions: How do the headless dolls get body and face? What are the similarities between the images? Differences and similarities compared to our own families. Can one who comes from afar become one of us?

Notes/practical recommendations:

The teacher guides pupils to recognize and accept that “the Other Person” (Xenos) needs to satisfy vital material and intellectual needs (food, hospital care, sanitary environment, education, work, dreams), even now that he is far from his/her country.

The most common complication of the technique is:

Technique usually runs smoothly without any problems

4. Europe today: religious faith as a private affair (suggested by Anna Makrygianni)

Age Group: 13+

Aim: 1) The students to understand that in modern society religion is a personal and private affair, as a free acceptance not imposed by the state or the community. The state guarantees the relevant rights of all citizens regardless of their religious beliefs.

2) The students to understand that today the citizen, as far as religion is concerned, is free to be religious or not or to choose the confessions that he/she wants and to change them at will. Private religious beliefs can be worshiped collectively and, consequently, religion always has a social dimension.

3) Each religious community is obliged to recognize and respect the existence of other religious communities.

Time: 45 – 60 minutes (1 to 2 teaching hours)

Materials: Excerpts from published texts for reflection, Computer and Projector for viewing pictures, Cardboard, paper sheets, pencils.

Preparation: Students are divided into 3 + 2 groups with various numbers of participants.

A) One group for the technique: controversial debate B) Two groups for the technique: Circle of Consciousness (internal / external circle), C) Two dramatization groups.

Procedure:

Published texts: Reading excerpts of religious fundamentalism. (anti-Christian, anti-Semitic, Islamophobic), Atheism

Artful Thinking: View images showing sacrilege (desecration) of places of worship.

A) Debate on the question: Is religion a private affair or has it public extensions?

A four-pupil group controversy

B) Technique: A Circle of Consciousness investigating the hypothesis: "Let us put ourselves in the shoes of a man who has committed practices of degrading places of worship, by writing abusive slogans on them. "

Students are divided into two groups, forming two concentric circles. Those in the inner circle experience and manifest improvising the role of this man. Those in the outer circle think of a word or phrase as a voice of consciousness about the act. With the teacher's nod, those in the outer circle begin to say their phrase, one after the other and then simultaneously. The two groups alternate positions and the process is repeated. In the end, they discuss the views they heard and the emotions they experienced.

C) Activity: Drawing by pupils

On a large cardboard the students draw the outline of a human form that represents a fundamentalist. This is shown by the thoughts and feelings that students write inside the figure. Outside the contour of the figure are written third-party thoughts and feelings about the figure.

Students express successively thoughts of their own, of heterodox people, fundamentalists from other religious confessions, etc.

Questions for discussion: Can we co-exist in a multicultural society respecting everyone's freedom of religious conscience?

Notes / practical recommendations:

Teacher coordinates group forming and role interchanging

The most common complication of the technique is:

Difficulty in the synchronization of the pupils taking part in the groups

5. Creative activities in the context of teaching the poem: “Kallipateira” by Lorenzo Mavilis. (suggested by Laiou Christina)

Age Group: 13-14 years (B' Class students)

Number of students: 20-40 (Co-teaching of 2 B Class sections)

Aim and objectives (General Aim and Specific Objectives of the Activities):

Aim: To help students get in touch with ancient Greek civilisation by means of an experiential approach in which all students can participate in the way they wish, depending on their interests and abilities.

Objectives:

- 1.To collaborate in groups and make decisions, while maintaining enough room for self-motivation.
- 2.To practice writing and speaking.
- 3.To develop their critical ability by assessing behaviors and formulating arguments.
4. Develop their creativity through artistic expression.
5. Make the most of what they have learned from the analysis of the poem.

Time: 2-3 teaching Hours

1st-2nd teaching hours: Activity description, group forming, activities

3rd teaching hour: Presentation of activities

Means and materials: Based on the poem, the students create a theatrical act to reconstruct this historical anecdote, School book, Empty space in the center, for students to be able to move testing their activities, pencil and paper, cardboard and colours

Note: the text is available at <http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1691,5414/>

The poem translated into English:

Kallipateira

'Rhodian lady, how come you entered the stadium?
 An ancient custom does not allow in women spectators.'
 I have a nephew, Eucles,
 a father, a son, and three brothers: all Olympic champions;
 I must be let in, Judges,
 to take pride in the fine bodies wrestling
 for Hercules' wild-olive branch as a prize,
 admirable manly souls.
 I am not like other women;
 my kin will shine down the ages
 with the never-fading privileges of bravery.
 Written in gold on bright marble
 it is glorified by a golden hymn
 by the immortal Pindar.'

Kallipateira was a Greek lady of noble birth, daughter of the famous Olympic Games champion, Diagoras of Rhodes, for whom Pindar wrote his celebrated VIIth Olympian Ode. Pindar's ode was carved in golden letters on a marble slab at the temple of Athena at Lindos, Rhodes.

Interactive board to show a transparency of the groups and the activity implementation guidelines

A relevant brochure is distributed to the students.

Procedure

1st-2nd Teaching Hours: A short summary of the important elements of the analysis of the poem that will be useful to the students for their activities (eg The motives of Kallipateira, the pride and bravery of hers as shown by her words to the Hellanodikis, the position of women in ancient Greek society)

The teacher gives descriptive names to the student groups that will present, in theatrical form, parts of the story and basic instructions for implementing the activity.

Group 1: Hellanodikis

Guideline:: a. Each member of your team is also an Hellanodikis. Describe your reaction to the fact that Kallipateira entered the Olympic Games Stadium, commenting her action verbally as well as by means of the body language. You can also draw your feelings on cardboard, in the form of a mask.

b. Declare Kallipateira innocent and express your arguments verbally and in body language.

Group 2: Spectators

Guideline:: a. Every member of your team is also a spectator. After Kallipateira was identified a woman, try to guess the reactions of the spectators, write dialogues with one another and create a small theatrical event to bring these reactions to life.

b. Kallipateira is acquitted. Work in a similar way to give the reactions of the audience. Write applause dialogues, but also disapproval ones of the decision. Give life to them improvising, which may include exclamatory sounds, etc. You could even paint a masque showing the feelings the decision produced.

Group 3: Athletes and, among them, Kallipateira's son

Guideline:: a. Work in the same way as Group 2

b. One of you undertakes the role of Kallipateira's son. The group decide his reactions and the way of playing this role.

Group 4th: Kallipateira

Guideline: Your team members work together and write Kallipateira's apology. They decide who or which members of the group will give it a say in the theatrical play and how the rest of the team

will surround Kallipateira. Finally, they all decide together the guidelines to give to their individual 'Kallipateiras.

3rd teaching hour: Presentation of activities –Discussion

Implementation Difficulties: .1. The number of members of each group is not predetermined. If many students choose the same group, they should be redistributed to the other groups with their own consent (this is why it is proposed that 2 B' Class sections collaborate)

2. It is not possible to predetermine precisely the time required for each activity. The instructor monitors the progress of the activities and guides the teams accordingly.

Eventual enrichment of the activity

1. The students' groups could watch a play on the same subject (using a projector). On August 4th 2010, the theatrical group METHEXI and the KALAMATA FILM STUDY CENTER presented it in the archaeological site of Ancient Messina.

<https://www.youtube.com/watch?list=UU7Qj-7T8SIPKvDcKht5s2lQ&v=DvDmWG1Jbuo>

In a follow-up they compare this effort to their own and make their remarks.

2. There could be many extensions of and complements to the activities so that the whole project becomes a complete theatrical performance. (e.g. Dress the groups, design the stage, decide on the necessary stage furniture, select musical pieces that could enrich the show, etc.).

However, it is necessary to integrate this effort into a cultural activity, beyond teaching the subject of Modern Greek Texts.

6. Intervention about school bullying (suggested by Laiou Christina)

Age Group: 12 +

Objectives and aims (General Purpose of the Intervention and Specific Objectives of the Actions).

Aims: 1. Preventing school bullying.

2. A more successful action towards already manifested incidents by activating the students.

Objectives: 1. To urge students grow empathy for the feelings of children who feel they are different and, because of this, they receive school intimidation, and perform them in a way that is suitable to each child's specific abilities (activity 1)

2. To understand their own feelings towards these children and to reflect on the ways in which they themselves could react as spectators (Activities 1 and 2)

3. Children like dedications from friends as well as songs. The aim of this action is to gradually help the students feel that their classmate, who feels he/she can't easily fit in, could be their friend who needs support and think what he/she would need to hear from them. (activity on 3)

4. To get in touch with an important text - a symbolic tale entitled: "The island of emotions" written by the great Greek music composer Manos Hadjidakis - and relate it to the problem they are examining in order to understand which emotions lead to negative attitude, which ones to apathy and which to their energetic intervention (activity 4)

TIME: 3 teaching hours

1st teaching hour: Video watching

2nd teaching hour: Activities

3rd teaching hour: Activity presentation

Materials: Electronic computer, video projector, paper, colors, documentary film, Booklet with short description of cases and activity directions Booklet with the text of "The Island of Feelings"

Procedure:

1st teaching Hour Documentary Film Watching

A short description on the material:

The documentary film "Bullying Diaries" was created in the frame of «European Antibullying Network» materialised by "The Smile of Children" organisation with the cooperation of 16 organisations based in 12 countries members of EU working on Bullying.

Filmed in Greece and UK, this documentary gives the chance to boys and girls having experienced Bullying as victims or perpetrators to speak. The aim is to publicly recognize this phenomenon by exploring the root causes of the problem in the hope that the vicious circle of intimidation can break. Are we willing, however, to listen when our children talk?

Accredited scientists from all over Europe are trying to answer these questions and illuminate all aspects of the phenomenon. Also, the children themselves try to give their own answers and reasons. The film (English subtitles) can be found at <https://www.youtube.com/watch?v=wAdT6HwRqk8>.

2nd teaching hour: Activities

A booklet is handed out containing

- a) A short synopsis of the bullying incidents that the students just watched
- b) The question: Which case moved you most?
- c) Questions and tips on the implementation of the Activities

Based on the answers given to the question b, students are divided into groups'

They are asked the Questions-activities:

1. Which are the feelings of the film's main figure and which are your feelings about him?

Tip: describe your feelings in the way your group will decide, choosing among a drawing palette, freeze frame, or any other technique you could think, provided that each student refers to at least one feeling.

- 2) Suggest three ways you could help the intimidated child.

Tip: Describe these ways in a short text or by improvising

- 3) Pick a song you would like to dedicate to the child/main figure and sing a couplet.

- 4) Manos Chadjidakis, one of our greatest composers, has written a symbolic musical composition on Feelings under the title "The Island of Feelings". Discuss whether the characters of this fairy tale (wealth, arrogance, sorrow, happiness, knowledge, love) could be found amongst us. Which ones could intimidate your classmates? Which ones make onseers of bullying incidents unable to react? Which ones could help face the problem of school intimidation?

Manos Hadjidakis - The Island of Emotions

Once upon a time, there was an island on which all Emotions lived.

There lived Happiness, Sorrow, Knowledge, Love and all other feelings.

One day they learned that their island would sink, so they all repaired their boats and started to leave.

Love was the only one left behind. He wanted to last until the last minute.

When the island began to sink, Love decided to ask for help.

He sees Wealth that pass with a glittering yacht.

Love asks, "Are you able to take me with you?",

"No, I cannot," said Wealth. "I have silver and gold on my boat and there is no room for you"

Love then decided to ask for help from the Arrogance, which was also passing by on board a beautiful ship.

"Please help me," said Love.

"I can not help you, Love. You are soaked and you will spoil my beautiful boat," replied Arrogance. Sorrow was farther away and so Love decided to ask her for help.
 "Sorrow, let me come with you."
 "Oh Love, I'm so sad that I want to stay alone," said Sorrow.
 Happiness passed past Love, but she did not care.
 She was so happy that she did not even hear Love asking for help.
 Suddenly a voice was heard: "Love, come onboard! I will take you with me! "
 He was a very old gentleman whom Love did not know but was full of such gratitude that he forgot to ask his name.
 When they reached the land the gentleman left and went on his way.
 Love, knowing how much she owed to the helper, asked Knowledge:
 "Knowledge, who helped me"?
 "Time" answered Knowledge.
 "Time?" Love wondered. "Why would Time care to help me?"
 Then Knowledge smiled and, wise as she was, she said:
 "Only Time can understand how important Love is."

Alternatively, students could watch this tale at this address:

<https://www.youtube.com/watch?v=GvuDjGwQFik>

3rd teaching hour: Activity presentation-Discussion

Listening to the song:

Whoever likes us

Lately, I've been doing all I can for you
 and although full of flaws, I pretend to be something strong so you can hold on
 Please, do for me whatever you can do
 in the years going by, let's both stay
 together in honesty and pride.

Whoever likes us,
 for the rest, there's nothing we can do.
 And how could there be space for so many people in the void?

Whoever likes us,
 for the rest, nothing we can do.
 How could we connect boundaries and heavens?

I do for you all I can, as if I were a plane's wing
 I wander around the world, and don't think about what I'm going through
 Do for me whatever you can do, it's getting dark soon
 and seems like eyes look elsewhere
 because of shadows and pain.

<https://lyricstranslate.com/el/se-opoion-aresoume-%CF%83-%CF%8C%CF%80%CE%BF%CE%B9%CE%BF%CE%BD-%CE%B1%CF%81%CE%AD%CF%83%CE%BF%CF%85%CE%BC%CE%B5-who-ever-likes-us.html>

7. Getting to know the human cells (suggested by Maria Kraniti)

Age Group: 14 +

Aim: The acquaintance of children with human cells and getting to know each other.

Time: 45 minutes

Materials:

Big photo-presentation of the human body with all systems (nervous, circulatory, etc.), sheets of paper, colour pencils and scissors to cut drawings in the shape of cells.

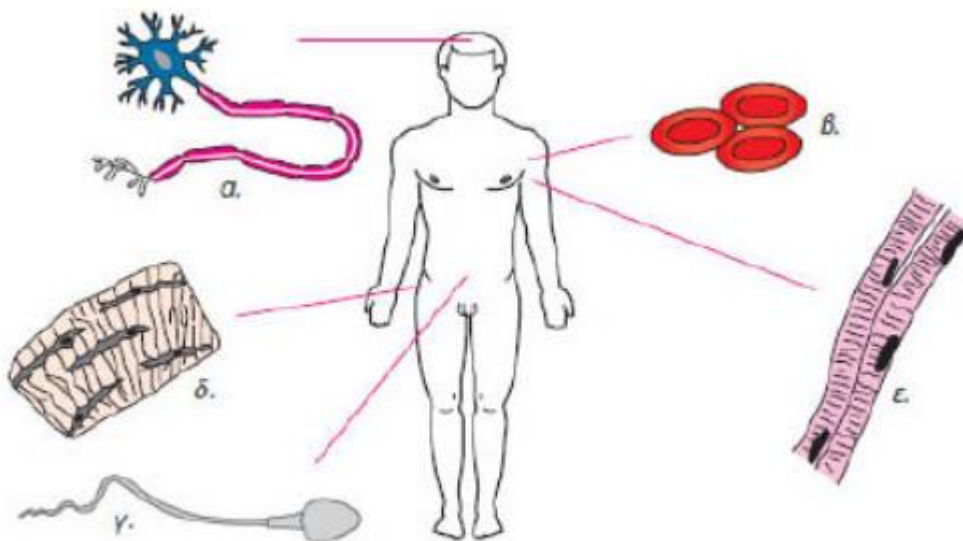
Procedure:

We divide children into small groups. Each team has to draw a cell (nervous, muscular, red blood cell, ovum, sperm etc.)

Each group then has to put a pin on the drawn cell in the appropriate point on the human body image. So all children will now work together for the best result Getting to know the human cells (suggested by Maria Kraniti)

Notes/Practical recommendations:

The game requires some knowledge that the teacher has previously shown in class.



8. Drawing Europe (suggested by Maria Kraniti)

Age Group: 14 +

Aim: Getting acquainted with Europe and getting to know each other.

Time: 2 teaching hours

Materials:

A big map of Europe, sheets of paper, colour pencils and scissors to cut drawings in the shape of the parts

Procedure:

1st hour: We divide children into groups. Each team has to draw a part of Europe (northern, central, eastern, etc.)

2nd hour: We ask teams to match the different parts to make a map of Europe.

Then we can ask each child to choose a country he/she wants to visit. New groups are formed, each group can describe why they have chosen this country.

The most common complication of the technique is:

The activity is usually completed without serious problems apart from the fact that not everyone enjoys drawing so much.

POLAND: II Liceum Ogólnokształcące Zespół Szkół Budowlanych i Ogólnokształcących im. Józefa Dechnika, Biłgoraj



1. Question Bank (suggested by Anna Michalska)

Age Group: 15+

Number of students: 10-16

Aim: Integration of the students at the beginning of the school year, improving communication among the students during the first English class at school.

Preparation: The teacher prepares slips of paper and a box.

Procedure: The students sit in a circle. The teacher distributes the slips of paper among the students. Each student is supposed to think of one question he/she would like to get the answer to from the other members of the class. The teacher collects all the questions and puts them into the box. The box is given to the first student who draws a question from the box and is to answer the question. After answering the question, the student passes the box to his classmate.

Notes:

This method can be also used during the first foreign language class with newcomers. Not only does it help the students to integrate but also develops their speaking skills.

2. A flower (suggested by Marzena Galka)

Age Group: 12+

Number of students: 16-30 - divided into groups of 5-6 students

Aim:

Looking for similarities to feel included in the group of students, developing communication skills

Preparation: The teacher prepares the drawing of a flower with a few petals for each group of students (A3 size). The number of petals equals the number of students in each group.

Procedure:

The students are divided into groups. Each group receives a sheet of paper with the drawing of a flower. The students are asked to write their name on one petal. The students are to write down the answers to the following questions on their petal:

What is your hobby?

What is your favourite food?

What kind of films do you like?

Who is your favourite singer?

Who do you like to spend your free time with?

What sports do you practise?

While the students answer the questions, soft music can be played. The students then are asked to compare their answers. Next, they write their common answers in the middle of the flower. The representative of each group presents the results to the classmates - showing how much they have in common and how they differ.

Notes:

This method helps the students to realise there are not many differences between them, their sense of belonging to the group is strengthened.

Afterwards, the posters of the flowers can be used as the classroom decoration.

3. Hands of Friendship (suggested by Adam Buczek)

Age Group: 10+

Aim: strengthening the feeling of belonging to the group, improving self-esteem

Preparation:

The teacher prepares a sheet of paper (A4 size) for each student.

Procedure:

The students stand in a circle. The teacher asks them to draw their hand on the sheet of paper and to write their name below it. Then, they move right and are asked to write some compliment on their neighbour's sheet of paper. The students go round the circle until they come back to their own paper. The teacher asks the students to report which notes have surprised them most, which one they like most.

Notes:

If the group of students is big, the teacher standing in the middle of the circle says: **START** and the students start moving to the right, when the teacher says **STOP**, the students stop and write the compliment on the sheet of paper they are standing in front of. The teacher repeats the commands as many times as he/she wants.

4. Wishes (suggested by Adam Buczek)

Age Group: 10+

Aim:

Strengthening the feeling of being included into the group, writing skills development

Preparations:

The teacher prepares a small piece of paper for each student and one big box.

Procedure:

The teacher distributes the pieces of paper among the students and the students sign them with their names. The teacher collects all the cards and puts them into the box. Then, the students take turns to draw one piece of paper from the box. The teacher asks them to write their wishes for the person whose name they can see on the chosen paper.

Notes:

This activity can be conducted before holidays like Christmas, Easter etc.

5. Balloon Battle (suggested by Mariusz Zych)

Age Group: 10+

Aim: Integration of the group of students through sports activities

Preparation:

The teacher prepares balloons and pieces of string as well as some music to be played during the activity.

Procedure: Each student blows a balloon and using the string ties it to his/her ankle. The goal of the activity is to step onto and destroy other student's balloon, not allowing his/her balloon to be damaged at the same time. The person whose balloon is destroyed, steps away. The last person with the saved balloon wins the game.

Notes:

This activity suits PE classes and it is suitable for an average student.

6. Dancing round the chairs (suggested by Marzena Galka)

Age Group: 10+

Number of students: 10

Aim:

Integration through sports activities and dance

Preparation: Ten chairs are put to form a circle. Some lively music should be chosen.

Procedure: The students sit on the chairs. When the music starts, they go round the chairs dancing to the rhythm of the music. The moment the music stops, the students sit on the chairs. After the first round one chair is taken away by the teacher, the music is played and the students go round the chairs dancing again. When the music stops, students try to find a chair to sit on. The student who doesn't manage to find a chair - steps away. The procedure is repeated until two students and one chair are left. The winner is the person who manages to sit on the last chair.

Notes:

The number of chairs always depends on the number of students. If there are too many students, they can be divided into smaller groups and take turns doing the activity.

7. Moving Bridge (Ireneusz Zarczuk)

Age Group: 14+

Number of students: 8 and more

Aim: Developing teamwork skills, concentration, maintaining the balance.

Preparation:

The teacher prepares plastic bottle crates or other boxes hard enough for the students to stand on. There should be one more box than the number of members in each team.

Procedure:

The students are divided into groups. Each group consists of four students who stand in a line at the start line. Five boxes stand in a line in front of each group. Nobody stands on the last box. The last person in the line takes the free box and passes it to the next person in the line, who passes it on until the box reaches the first person in the line who puts it on the floor in front of him/her and steps onto it. The other members move forward and step on the box in front of them. The procedure is repeated until the last group member crosses the finish line. The students must not touch the floor. If somebody does, the whole group have to stand on the floor and do three squats before continuing the game.

Notes: The number of groups depends on the size of the class.

8. A drawing relay (suggested by Mariusz Zych)

Age Group: 12+

Aims: Building up strong bonds, teamwork skills development.

Preparation:

The teacher prepares one poster for each team. The poster should present the contours of a drawing in pencil (e.g. a logo, a Christmas tree etc). Each drawing is divided into elements which are marked with a number (1, 2, 3 ...). The number of elements corresponds to the number of students in each team. The posters are put on boards a few metres away from the start line.

Procedure:

Each group of students stand in a line at the start line. When the teacher blows a whistle, the first student runs to the poster and draws elements marked as number 1 on it, then he/she comes back to his/her team and passes the marker to the next student from his team. The procedure is repeated until the whole drawing is finished. The team who finishes first - wins.

Notes:

You can take into consideration the quality of the drawing as well as the time of completing the task. You may award point for time and precision.

9. For and against (suggested by Anna Michalska)

Age Group: 15+

Aims: Developing writing skills and argumentative discussion, teamwork development

Preparation:

The teacher prepares sticky notes for the students and the topic for the discussion (e.g. *Advantages and disadvantages of living in a big city.*)

Procedure:

The students are divided into two groups. Each student is given a sticky note. The teacher gives each group a different task - the first group is to think of the advantages of living in a big city, another group is to think of the disadvantages. The teacher sets the time limit. The students discuss

the topic in groups and write down their arguments on the sticky notes. The teacher writes FOR and AGAINST on the whiteboard and when the students finish their task, they stick their notes under the proper heading on the board. The teacher leads the discussion with the students. The aim of the discussion is to choose three best arguments FOR and AGAINST. The students write the arguments down in their notebooks. Their homework is preparing two paragraphs of a FOR and AGAINST essay.

Notes:

If the language level of the students allows, they may be asked to write the whole essay, including not only two paragraphs, but also the introduction and summary.

10. Story Writing Competition (suggested by Anna Kraczowska)

Age Group: 15+

Aims: Developing writing skills, teamwork development

Preparation:

The teacher prepares pieces of paper with a few words, the same words for each group (e.g. *FOREST, CHOCOLATES, SCHOOL, FRIENDS, MIDNIGHT, FOGGY*). Each group of students is given a sheet of paper (A3 size). Each student is given a ping-pong ball.

Procedure:

The students are divided into groups (3-5 students in one group). Each group is given the list of words prepared by the teacher. Their task is to write a short story using all the given words. The time limit is set by the teacher (about 30 minutes). Each group writes their story on a big sheets of paper. After they have finished, their stories are displayed on the classroom boards. Next to each story the teacher puts a basket. The students go round the classroom and read the stories. The teacher asks them to vote for the story they like most. They vote by putting the ping-pong balls into the basket next to their favourite story.

Notes:

To make the task more challenging, the students may be asked not to change the order of the words on the word list. The winner group can be awarded with the highest marks.

ROMANIA: Școala Gimnazială “Nicolae Iorga” Focșani



1. Thinking Hats (suggested by Nicoleta Dănilă)

Age Group: 12+

Aim: Stimulating creativity, analytical thinking and problem-solving through role-play

Preparation:

Colored hats are used as metaphors for different directions. You can have all six colour hats, as the author of this method (Edward de Bono) designed it, or only three or four colour hats.

The targeted directions of the six colours are as follows:

- Managing **Blue** – What is the subject? What are we thinking about? What is the goal?
- Information **White** – considering purely what information is available, what the facts are
- Emotions **Red** – intuitive or instinctive gut reactions or statements of emotional feeling (but not any justification).
- Discernment **Black** – logic applied to identifying reasons to be cautious and conservative. Practical, realistic.
- Optimistic response **Yellow** – logic applied to identifying benefits, seeking harmony. Sees the brighter, sunny side of situations.

- Creativity *Green* – statements of provocation and investigation, seeing where a thought goes. Thinks creatively, outside the box.

Procedure:

The students are presented the roles to play and they choose the one they think it best suits them, according to their abilities and knowledge. By wearing a coloured hat, learners are given help, guidance and more support when they are taking part in discussions. They are also free of the burden of having to share their own opinions, which can be useful if they have very little to say, or feel shy about giving their views.

Learners will first work with members of their own group, wearing the same colour hat, developing their role further by brainstorming words and expressions. Then they will regroup into multicoloured hat groups with learners wearing hats of each of the four colours. They will discuss a list of questions for a limited time. During the discussions they will take on the role they have been given.

Notes:

If this is the first time you have tried the activity, ask learners for some feedback. Ask them to share their opinion of having a discussion with coloured hat roles.

2. Change places if... (suggested by Nicoleta Dănilă)

Age Group: 9+

Aim: Getting to know more about the group

Preparation:

Sit everyone in a circle – this game works best sat on chairs.

Procedure:

1. One player (the caller) stands in the middle of the circle.
2. The caller calls “Change places if you have brown hair” for example.
3. The students who have brown hair change places as quickly as possible, moving across the circle and sitting on an empty chair.

4. The game continues with more “*Change places if...*”.

Notes:

- It is always more interesting if the teacher plays the game as well.
- Link the questions to a particular theme of the lesson. e.g. for a Victorian theme “Change places if you think child labour was unfair.”

Variation:

Take a chair away so that the person left standing becomes the caller.

3. Starbursting (suggested by Adriana Măciucă)

Age Group: the method is easy to apply to any age and a wide range of domains

Aim: stimulates individual and group creativity, facilitates the creation of questions to solve the proposed problem.

Preparation: a big star, five small yellow stars on which a question is written, with a different color text:

WHAT ? -write in *Red*,

WHO? - write in *Green*,

WHERE? -write in *Orange*,

WHY?- write in *Brown*,

WHEN? write in *Blue*,

five arrows.

Procedure: The students in the semicircle propose the problem to solve. On the big star the central idea is written. On the five small stars there is a question like: **WHAT?, WHO?, WHERE?, WHY?, WHEN?**

Each student out of five chooses three - four colleagues and is organized into five groups. The groups are working to produce a list of as many questions as diverse as possible. At the expiration

of time, the students return to the semicircle around the big star and communicate the elaborated questions, either a representative of the group or individually, depending on the potential of the group.

The student of the other groups answer questions or ask questions for questions. Students questions are appreciated, their efforts to develop correct questions as well as how to cooperate and interact.

Notes: Ask them to share their opinion about this method.

4. The Cube (suggested by Adriana Măciucă)

Age Group: 11+

Aim: it offers the opportunity to develop the skills needed for a complex and integrative approach, is used when exploring a subject / situation from multiple perspectives

Preparation: A cube is made of cardboard. The face of the cube are colored differently. The following verbs are written on the sides of the cube:

Describe: colors, shapes, sizes,...-Blue

Compare: what is it same? what's different?- Red

Analyzes: says what it is composed of?- Yellow

Associate: what urge you to think?- Green

Apply: what can be used?- Purple

Argues: pros and cons and lists a number of reasons that support your statement - Orange

Procedure: Students are divided into heterogeneous groups in the nuances mentioned above. The cube is presented and the verbs and implicit requirements on the sides of the cube are explained (mandatory on first application of the method in class). Indicate working time.

Roles are assigned to the members of each group. *The reader* - rolls the cube and announces to the group the requirement on the upper face; *The active listener / pionner*- repeats the task, rephrases it to be understood by each member, asks questions. *The interrogator* - Asks for ideas on how to solve the task from the group members. *The leader*- will be the group's rapporteur, draw conclusions and write them to the whole class. Each group resolves the task on the notebook or sheets. *The leader* of each group as the presence of the whole class how his group solved the requirement. Will fall within the indicated time. Students in the other groups will complete

additions, ask questions. The teacher will assess qualitatively both the correctness of the solving and the way of collaborating in the team, which it will observe as the groups solve the tasks they have received.

At the end of the hour the posters of each group will be displayed, conclusions will be drawn on the way of working and the impact of this method. Responses will be noted on a white sheet and displayed on the blackboard.

Notes: Ask them to share their opinions about this method.

5. Think, work in pairs, communicate (suggested by Ecaterina Galoiu)

Age Group: 9+

Aim: Each student realise that in some situation he is becoming a source and a support within the learning process for his colleague;- improvement of the communication abilities, collaboration and mutual help.

Preparation: Think method- Work in pairs- Communicate (think-pair-share) it is a discussion through cooperation strategy, which involves three action stages, in which the students talk about the content and discuss ideas before sharing them to the entire group. This method introduces “thinking time” elements as well as interaction “with the classmate”, these being two important characteristics of learning through cooperation. It can be utilised during a lecture to debate an interesting problem or to reflect on the given text. The method engages students into discussion, making them more active, eager to collaborate, to change ideas and opinions.

Pair no. 1

Ideas of the first child

Ideas of the second child

Common ideas.

Procedure:

This technique involves the following stages:

a) The teacher will ask a question which has multiple possible answers, and the students will give an individual short answer, which will be transmitted to a chosen partner or to an assigned colleague.

b) After each student presented their answers, they will elaborate a common answer, integrating the individual answers

c) The teacher will then ask few pairs to share their results, on which they have commonly agreed, to the entire class

The retained ideas as a result of the team work activity, are commented/analysed frontally and the main ideas are noted.

Notes:

Due to the fact that students have time to think of the proper answer, then they communicate it to a classmate which gives them a different perspective on the matter, can be more keen and less worried when sharing their answer to a bigger group. This method offers also time to change their answer if necessary and decreases the fear of giving a “wrong” answer.

6. I know, I want to know, I learned (suggested by Ecaterina Galoiu)

Age Group: 9+

Aim: conscious understanding of the text and theme, increased ability to achieve categorization, authentic and sustainable learning, development of oral expression, increased interest in learning, analytical thinking and problem-solving

Preparation: This model of teaching (elaborated by Donna M. Ogle in 1986) starts from the premise that the student's previous information should be taken into account when teaching new information.

Applying *the I know / I want to know / I learned* method involves going through three steps: accessing what we know, determining what we want to learn and updating what we have learned. The first two can be done orally, on a conversational basis, and the third is written, either while the text is being lectured, or as soon as the text has been fully completed.

The method consists of filling in a worksheet, by group or individual activities.

The Stage *I know* involves brainstorming with a role of anticipation and categorization activity. Brainstorming takes place around a key concept, through general questions such as "What do you know about ...". Students are asked to analyze what they know, to look at those that have common points and can be included in a more general category.

Stage *I want* to know involves asking some questions about unclear topics.

The stage *I learned* is done in writing by the students after the content of the lesson has been taught. Students are asked to check the questions they have answered; you can note the key terms, main ideas, or individually, any type of acquisition recognized by students.

Procedure:

Class is divided into 4 groups of 5 pupils (heterogeneous groups). Each group will choose a secretary who will record on the fiche those established by the members of the group.

At the beginning of the activity, the teacher announces the theme of the lesson and asks the students to make a list of everything they know about the subject to be discussed, then each group will read what they have noted. Together with the teacher, the students will determine what should be noted in the "I know" table, then complete the first column of the table, both on the sheets and on the blackboard.

In the next stage, the teacher requires students to ask questions about things they are not sure about or wanting to know something new about. These questions are noted in the middle column "I want to know" both on the blackboard and on the charts. The teacher further teaches the content of the lesson, using the methods and teaching methods appropriate to the subject, the level of the class and the organization of the class.

In the third step, each question is resumed and the answers given during the submission of the new content in the third column "I have learned" are noted.

At the end of the lesson, in order to make a brief feed-back, students return to the scheme

K / W / L and decide what they knew at the beginning of the lesson, what they wanted to learn along the way and what they had learned from the lesson. Then students will be given the opportunity to fill in a lacunar text. Students will fill out the missing text without using the table previously completed.

Notes: If there are questions that have not been answered, can be discussed with the students on that theme (at the time depending on the time of the teacher) or remain as a starting point for other activities, suggest further reading

7. The cluster (suggested by Elena Apopei)

Age Group: any

Aim: The cluster is a nonlinear method of brainstorming that stimulates critical thinking, connections between ideas, creation of a graphical structure, classification and correlation of knowledge, using information from an analyzed source.

Preparation: in the middle of a sheet of paper / board write a word, a phrase that represents the subject

Procedure: As ideas come, they form "branches" that are written in smaller circles on the side lines related to the main subject. It is a technique designed to encourage students to think freely and to stimulate ideas connections. This exercise encourages the participation of the whole class. It can be successfully used to evaluate a content unit, and also in the course of teaching, making the call to the knowledge acquired by students.

The students are divided into five teams, each team receiving a cluster that starts from one of the parts of speech studied. Each group completes the cluster received the work being carried out as a game, in a pleasant way.

Notes: Ask them to share their opinion about this method.

8. The quadrants (suggested by Elena Apopei)

Age Group: any

Aim: selecting, classifying and summarizing information.

Preparation: a sheet of paper / board divided in four quadrants using two perpendicular lines. The quadrants are then numbered from one to four

Procedure: This is a graphic method and is efficient for selection, classification and synthesis of information. It can be used successfully in all stages of the lesson, but also to achieve feed-back of learning. The work is done individually or in groups, each student has to complete a dial, the tasks being distributed among them, not by the teacher.

In order to use this method, the paper is divided in four quadrants using two perpendicular lines. The quadrants are then numbered from one to four.

The teacher presents the material to be studied. In each quadrant, the information relating to the requirements established in the form of titles shall be recorded. The results are confronted, debated and analyzed. The last quadrant can be left to the student, where he can express his own views, impressions, feelings, fill pro or contra, or even draw.

Notes: Ask them to share their opinion about this method.

<p>Underline the subject.</p> <p>Mary has a book.</p> <p>The autumn has arrived.</p>	<p>Give two examples of sentences in which the subject to be expressed using common noun, and personal pronoun.</p>
<p>Correct the mistakes by making the subject-verb agreement.</p> <p>Alina read a story.</p> <p>The birds flys.</p>	<p>Analyse the subjects:</p> <p>The apples and the pears are ripe.</p> <p>The computer is new.</p>

9. The quintet (suggested by Camelia Stoinescu)

Age Group: 12+

Aim: Stimulating creativity, analytical thinking

Preparation: The quintet - is a creative method, in five verses, a synthesis of ideas . It is a tool for assessing the profound understanding of the text being read and expressing students' creativity; more recently it was introduced as a form of poetry creation for a given theme in school competitions at national level.

It is a five-verse poem, its writing assuming a reflection based on the nuanced understanding of the meaning of the chosen subject, the students reflecting the subject to their own life experience.

Procedure:

Quintet shape:

- the first verse is a key word referring to a general theme, usually the subject, usually a noun;
- the second verse consists of two attributes of the first verse, two adjectives;

- the third verse contains three words expressing actions of the noun, three verbs in the gerund (as I say to the students, ends in "ind");

- the fourth verse contains four words that make up a sentence that expresses the student's feelings about the subject;

- the fifth verse is a word that expresses the essence of the word, usually another noun.

Notes: This method is usually used at the moment of reflection of the lesson at any activity. Operation with concepts and notions of Romanian language supports the student's artistic creation in lyrics.

10. The corners (suggested by Camelia Stoinescu)

Age Group: 12+

Aim: Stimulating creativity, analytical thinking

Preparation: Reading a text or watching a movie asking for children's opinion can be followed by "corners", this being a collaborative activity meant to generate debates. After choosing the theme, children will reflect on it to draw a conclusion in the end.

Procedure: Every child will express a certain point of view by formulating the arguments that seem to him most convincing. The teacher will draw up a list that will summarize all these views. Children will be physically oriented in favor of an opinion, forming groups and changing arguments. A group will occupy one corner of the room, another corner, etc. Each group will find arguments, representative of the group, and will choose one or two spokesmen, who will represent the group in the debates. The actual debate will be followed by a summary of points of view and arguments by each group.

Notes:

- The purpose of the debate is to give each participant the opportunity to find the group whose position he / she shares, not to participate in a competition that attracts as many participants as possible.
- The debate negotiates positions without degenerating into personal disputes.
- Make the debate a certain politeness by asking for appropriate language and gesture

11. Two Stray, One Stay (suggested by Viorica Dumitrașcu)

Age Group: 12 +

Aim: This collaborative strategy gets students moving around the room while working with classmates to solve problems and answer questions. This also allows all students the opportunity to “be the teacher,” which students love to do. As students talk about their ideas and thinking process with others, it helps them develop a deeper understanding of the concepts at hand.

Preparation:

Arrange students into groups of three and assign each student a number, either: 1, 2, or 3. Then assign a letter to each group.

Give all groups the same assignment. This could be a task to perform, a problem to solve, or a question to discuss. Tell the students that after a certain amount of time, they will each be going to another group to share how their response to the assignment. Every group member needs to be able to talk about their response.

Procedure:

After groups have had their chance to formulate their response (adjust according to the task performed), have all students who were numbered 1 stand up. They will rotate to the group next to them. For example, Student #1 in Group A will move to Group B and Student #1 in Group B will move to Group C. Then, have all students who were numbered 2 stand up. They will rotate two groups. For example, Student #2 in Group A will move to Group C and Student #2 in Group B will move to Group D. Student #3 stays in his or her original position.

In their new groups, students interview one another about how they completed the assignment. Everyone should take notes and prepare to take the new ideas back to their own original group.

After five to ten minutes (depending on the complexity of the assignment), all students return to their original groups. As the original group of three, they will each share what they learned from the other groups they worked with.

Notes:

Use Two Stray, One Stay to encourage group discussion and collaboration among students during guided practice so students can work as a group to practice what they just learned, with open-ended or controversial questions after reading a text, as a closing activity so that students can synthesize important points in the lesson – or apply what they’ve learned in a new situation

12. Save the last word for me (suggested by Viorica Dumitraşcu)

Age Group: 12+

Aim: This discussion technique encourages meaningful classroom conversations by eliciting differing opinions and interpretations of text. Asking students to think about their reading stimulates reflection and helps to develop active and thoughtful readers. Save the Last Word for Me also prompts classroom interaction and cooperative group discussion.

Preparation:

Assign a section of text and ask students to find three to five quotes from the text that they think are particularly interesting. The quotes may be something they agree or disagree with, something they find interesting, something they didn't know, something they would like to tell someone about, etc.

Procedure:

Pass out index cards or slips of paper to each student, one card for each quote they have found. On one side of the card, ask students to write down the statements from the text. On the other side, instruct them to write any comments or feelings about their statements.

Divide the class into groups of 3-5 students. All students in the group are allowed to share one of their quote cards. The first student reads one of their quotes to the group and shows where to locate it in the text. However, the student isn't allowed to make any comments about his or her quote until the other members of the group give their reactions. Therefore, the student gets the last word in the discussion of the statement. This process continues until everyone in the group has shared at least one quote and has provided the last word in the discussion.

Notes:

Students can use this same strategy while watching a film, choosing five moments in the film, five actions, five characters. This same process can be used with images instead of quotations.

TURKEY: Kenan Cetinel Ortaokulu, Adana



Activities suggested by Ferda Deniz Özkoc

1. What's my problem

Age Group: All ages and levels. This game works well with any age group, just adapt it to fit the age you're working with.

Aim: Speaking and Listening; Giving Advice

Procedure:

- Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back.
- The students must mingle and ask for advice from other students to solve their problem.
- Students should be able to guess their problem based on the advice they get from their peers.
- Use more complicated or obscure problems to make the game more interesting for older students. For lower levels and younger students, announce a category or reference a recent lesson, like "Health", to help them along.

These games will keep your students engaged and happy as they learn! Remember, these are just ten on the hundreds of different EFL games that you can play with your students. As you get more confident in the classroom, you can start putting your own spin on games and eventually make up your own.

Whatever the age of your students, they're guaranteed to love playing EFL games in the classroom. An EFL classroom should be fun, active and challenging and these games are sure to get you heading in the right direction.

2. Hot seat

Age Group: All ages and levels

Aim: Vocabulary; Speaking and Listening. Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

Procedure:

- Split the class into 2 teams, or more if you have a large class.
- Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
- Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
- Continue until each team member has described a word to the student in the Hot Seat.

3. Where shall I go?

Age Group: All ages and levels. It is also excellent for the adult EFL classroom, or if you're teenagers

Aim: Prepositions; Speaking and Listening . This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom. This game is so much fun

but it can be a little bit dangerous since you'll be having one student in each pair be blindfolded while the other directs them. So make sure to keep your eyes open!

Procedure:

- Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
- When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
- Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

4. Information gap

Age Group: This activity can be used in all levels or with multilevel groups. It is suitable for general ESL classes as well as specific classes such as family literacy or workplace classes

Aim: Learners find and share information by asking and answering questions in order to complete a task.

Highlights: In this activity two learners share information to complete a task. In one-way gap activities, one learner has all the information (e.g., one learner describes a picture and the other learner draws it). In two-way gap activities, both learners have some information and must share it with the other to complete the task. Because this activity usually combines speaking and listening with reading and writing, all the skills are practiced.

Estimated time: The time varies, but usually ranges between 20 and 35 minutes.

Materials: The teacher prepares a master handout based on information, language structures, and vocabulary the students have been working on. Then, the teacher deletes pieces of information on two sets of handouts. For example, Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have other pieces of information deleted that handout "A" will provide. For example, in a workplace context the master could be a weekly schedule or list of work tasks. The teacher can make one side more challenging than the other, to meet the needs of learners at different levels.

Procedure:

1. Pre-teach and practice vocabulary and structures for the particular task. Learners should also be familiar with question and answer formulas (e.g., “What time is ___” and “It’s at ___”), and ways to ask for clarification (e.g., “Excuse me, can you repeat,” or “I’m sorry, I don’t understand”). These can be introduced in the beginning days of a class, and recycled, adapted, and extended over time.
2. Explain the information-gap procedures by modeling a sample gap activity with an able volunteer from the class.
3. Have learners work with a partner. One learner in each pair gets Handout “A” and the other gets Handout “B”. Ask two learners to model the asking and answering of questions in the gap activity before the whole class begins the activity.

Notes: For a multilevel class you can make the “A” form more difficult than the “B” form. Be sure to pass out the papers to the appropriate person. The first time you do this activity, some learners may be somewhat confused, but as you reuse this activity in other contexts, learners will feel comfortable. Ask learners not to show each other the forms, but don’t worry when that occurs.

1. Learners ask and answer questions and record answers until both form “A” and form “B” have been completed.
2. Ask learners to compare their papers with each other.
3. To complete the activity as a whole group, you can ask volunteers to come up to the board or overhead to fill in information they’ve gathered from their partner. This helps solidify the knowledge and gives some slower learners or pairs a chance to catch up and check their work without stress.

Evaluation: Walking around the room observing learners during the activity will let you know how well individual learners use and understand English in the activity.

Variations: The handouts may be menus, store ads, maps, pictures, or charts, as well as readings.

Extension activities: Let learners create their own information gap activities.

<p>Student A:</p> <p>Read the story to your partner. When you find a blank _____, ask your partner for help.</p> <p>The Pilgrims came from (1) _____.</p> <p>They came on the ship, the Mayflower, in the winter of (2) _____. Before these immigrants landed on shore at Plymouth Rock, they signed a document to form a simple government called the (3) _____.</p> <p>Listen to the story. Help your partner</p>	<p>Student B:</p> <p>Listen to the story. Help your partner with words on the list.</p> <p>1 England</p> <p>2. 1620</p> <p>3. The Mayflower Compact</p> <p>Read the story to your partner. When you find a blank _____, ask your partner for help.</p> <p>The Pilgrims had a difficult time because</p>
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<p>with words on the list.</p> <p>1. Atlantic Ocean 2. Squanto</p> <p>3. Massasoit</p> <p>Now, take turns reading the entire story.</p>	<p>many were sick from crossing the (1) _____, the weather was very cold, and they had only a little food. Native Americans including (2) _____ and (3) _____ helped the immigrants by giving them food and advice.</p> <p>Now take turns reading the entire story.</p>
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5. Hello, how are you?

Age Group: Students aged 10 to 18

Aim:

- to raise the communicative awareness
- to acknowledge and value the multilingualism within a group of people
- to lose the fear of speaking a foreign language
- to convey some elements related to the mother tongue
- to learn some basic vocabulary in foreign languages
- to discover cultural elements in languages

Time: 25 minutes

Procedure:

All the students sit on chairs in a circle except one person staying in the middle without a chair. This person is going to ask randomly someone sitting the question “Hello, how are you doing?” According to the answer, something will happen. If the questioned person answers “Fine, thank you” his or her neighbour sitting right and left from him/her have to swap places and the person staying in the middle tries to sit down. If the questioned person answers “Not so well”, all the people sitting must swap places with each other and the person in the middle tries of course to sit down. If the questioned person answers “I’m OK”, nothing happens and the questioning person addresses to someone else. In order to integrate the different languages (mother tongues) which exist within a group (or the foreign languages that the people learn), the main question and the corresponding answers are translated and written down on a flip chart. Before it starts, all people shall try to pronounce the sentences in the different languages.

Recommendations/Tips:

It is recommended to visualize on a flip chart the expressions in the different languages with different colours. It is also important to ask the members of the group if one or several people speak another language and not to assume that they do. Besides, it might be very interesting at the end to have a short discussion on the real meaning of the question “hello, how are you doing?” and its possible answers which can be very different depending on the cultural context and which can be also hard to translate sometimes because this expression, although sounding simple, is not universal.

6. Line dialogue

Age Group: For all ages and levels or multilevel classes. This activity works best for classes with at least 10-12 learners.

Aim: During this activity, the teacher can observe learners’ speaking and listening skills, vocabulary knowledge, question formation or clarification skills, and even comfort level using English.

Estimated Time: The first time this activity is used, the explanation may require several repetitions and demonstrations. Afterwards, line dialogues should take no more than 15 minutes. After 15 minutes, the activity may become a little tedious.

Preparation:

Learners in one line have Cue Cards that are used to elicit responses from learners in the other line. Cue cards can contain word or picture clues for responses to questions. Realia (authentic items) are also effective for beginning level classes. If learners are using familiar questions such as “What is your name?” or “How are you?” no cue card prompts may be necessary. For higher level students, cue cards will probably not be needed. Questions for higher level students come from the targeted language. “What would you do if you won one million dollars?” or “What would you like to be doing 10 years from now?” might be questions asked and answered in a line dialogue with intermediate or advanced learners.

Procedure:

1. Pre-teach dialogue.
2. Learners form two lines facing each other. Hand out cue cards to learners in LINE A. These cue cards are used to elicit responses from learners in LINE B.
3. LINE A remains stationary, repeating the same questions to every learner in Line B. Learners in LINE B listen to the question, look at the cue cards, respond to the question,

and then move to the right and face another learner in Line A. All pairs talk at once. The last person in Line B moves to the beginning of the line. The activity continues until everyone in Line A has asked a question to everyone in Line B. Example: Task: Learners will identify body parts from visuals. Dialogue: A: What's wrong? B: My back hurts.

Note: There are a variety of ways to set up a line dialogue. There may be only one line asking questions, or both lines can ask questions. As discussed above, cue cards may or may not be used. In classes where learners have some comfort and familiarity with everyday language, learners decide on their own what questions to ask. In all cases, one line remains stationary and the other moves.

7. My history

Age Group: a class of pupils from 14 to 18

Aim: self awareness and self knowledge, empathy and decentring, knowledge and understanding of other cultures

- to raise curiosity and empathy about the other participants' cultures
- to generate a critical approach to our own history
- to create awareness of the diversity of the world history
- to help pupils to know each other better

Preparation:

- a calendar on a board or large sheet of paper. It should be marked off in years and start at the year of birth of the oldest pupil and end at the present.
- Felt-tip pen

Procedure: Ask each pupil to think about 3 “public” events that have marked their lives and then ask them to write their name against the year in which the events occurred. The events may be related to politics, history, sports, music...

- Then ask the pupils to say why those dates are important, what they stand for and why they have chosen them.

- Invite the pupils to say if they were surprised or shocked by any of the dates or events and whether were they familiar with all of them. It also may be interesting to discuss why we attach importance to some events rather than to others.

Recommendations/Tips:

This activity works with any group and is also a very good activity at the beginning of the school year as a “get to know each other” activity.

If you are working with a local group, this activity helps participants realize that, even though they may live in the same street, people often attach different degrees of importance to the same events. It may also be interesting to notice that some particular event has marked a majority of the participants regardless of their origin or educational background – we are “all equal”.

In a multicultural group, the activity is useful to raise curiosity about our recent past and cultural influences and, to encourage people to have greater respect for each other’s beliefs and convictions.

8. Guess the emotion

Age Group: All ages and levels

Aim: This is a fun competitive game that’s concerned with getting participants to become more aware of their feelings or emotions. Participants are split into teams and act out an emotion, such as disgust, affection, fear, anxiety, embarrassment, anger, determination..etc. and the total group will try to guess what the emotion is

Procedure:

1. Divide the group into two teams.
2. Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
3. Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
4. If the emotion is guessed correctly by Group A, they receive ten points.
5. Now have a participant from Group B act out an emotion; award points as appropriate.
6. Rotate the acting opportunities between the two groups.
7. After 20–30 minutes, call time and announce the winning team based on its point total.

9. Superlative noughts and crosses

Age Group: 14+ Intermediate and Advanced Levels

Aim: to promote the use of the superlative form. It utilises a well-known game that students find stimulating and fun to play.

Preparation: Have a selection of superlative adjectives readily prepared. For example strongest, fastest, biggest, heaviest, tallest, most dangerous, etc.

Procedure: Write one of these adjectives on the board and elicit something that each adjective describes. Try to encourage students to describe a number of things. For example 'tallest'. Students could use this to describe a student in the class 'Pablo is the tallest' or describe a building in the city they live in 'Baiyoke Tower is the tallest building in Bangkok'.

- Continue until you have exhausted all the adjectives.
- Draw a noughts and crosses grid on the board.
- Put students into two teams.
- Play a game of noughts and crosses (tic tac toe) to establish the idea of the game for students who may not know how to play.
- Now write names in each of the squares. These could be anything, the limits are endless. For example you could have famous people, animals, sports, foods, etc. You might want to choose a lexical area you've recently studied.
- Students then play noughts and crosses. In order to fill a square they must give a sentence using the superlative form. For example with famous people you may have a student say Tom Cruise is the shortest. Students must use a different adjective every time and encourage students to referee themselves.
- Repeat with different topics as you see fit.

Extension

To provide a discussion you could give students the names of famous people and ask them to stand in a line from most famous to least famous or most attractive to least attractive. Students can discuss together and justify opinions as to why they feel their person is more or less attractive. Again the topics can vary. This adds an element of TPR and can provide a fun way of discussing opinions. To feedback, students at the end of each line say their sentence. For example 'Tom Cruise is the most attractive' and 'Mickey Rourke is the least attractive'.

You can also review comparatives by having a number of different celebrities or objects and have students compare two of these in order to receive a nought or a cross.

10. Can you trade

Age Group: 12 to 18 (group size : at least 8 and maximum 35 participants).

Aim:

- to understand the concept of value and to reflect on it
- to learn to listen to other's perspectives, to set out arguments and to negotiate

- to improve self awareness and self knowledge

Time: the necessary time will vary, but is estimated between 1 and 2 hours (approximately 10 minutes to explain the exercise, 20 minutes of trading, between 20 and 60 minutes of compromising, and another 30 minutes for the debrief). Variations are possible which will require more time (e.g. leaving more time and room for the negotiation part).

Preparations:

- A room big enough for participants to walk around in
- Cardboard cards, each holding one value (e.g. “Most people cannot be trusted”, “Humans should, in every way, live in complete harmony with nature”, etc.). Enough cards so that every participant can have eight. There can be duplicates, but there should be at least 20 different value-cards

Procedure:

Prepare the value-cards. Make sure that they contain values, deeply rooted beliefs about what is good and what is bad. Also, try to ensure that each value you note down could be actively supported by at least one of the participants.

- After explaining the exercise to the participants, randomly hand out the value cards to the participants, and make sure everybody receives 8 cards.
- Ask participants to “upgrade” the cards through trading – that is, exchange values they have on their cards with values they prefer. There is no obligation to trade 1:1, the only rule is that nobody should end up with less than 2 cards.
- Once trading has stopped, ask participants to get together in groups holding similar value-cards. They should discuss what it is they have in common. If you like, you could also ask them to focus on where these values came from and why they hold similar values.
- Then ask them to find somebody that holds values that are very different than theirs. These pairs should try to formulate values they can both agree on, on the basis of what they have on their cards. Although participants might be tempted to simply find compromises by finding more and more abstract or very broad and almost meaningless statements, motivate them to stay as concrete as possible.
- Finish the exercise when you feel that most of the pairs have come up with two or three compromise statements. With the whole group, hold a debriefing, asking the following questions:
 - How did participants feel about the exercise? Was it easy to trade values? What made it easy/difficult?
 - Did they find out something about their own values – and where they come from?
 - How was it to compromise on their values? What made it particularly difficult? How can you compromise on values?

– Values are very often seen as at the foundation of “culture”, and they are so deeply rooted that most people find it difficult to negotiate about them. How can we really live together interculturally then? Are there some common values everybody can agree on? How do you live together if you cannot agree on values? What kind of “working arrangements” could you make?

Recommendations/Tips:

The formulation of the values on the cards is very important – some of the values used proved too broad (everybody could agree on them), some too specific. The best thing is to discuss in your team about the values and see if you can find a good variety of opinions on the values for the cards.

ITALY: ISIS GRAMSCI KEYNES, Prato

Provider of Short-term joint staff training events, 17-23 March 2019



FILIPPO MAZZEI: A TUSCAN BETWEEN REVOLUTIONS...

Our revolutions in progress

As has been the case over the last few years, the Theatre Teaching Project is the way that has enabled us to set in motion a multi-stage route aimed at inclusion whose protagonists are both disabled students and the classes they belong to. This project is based on workshop activities specifically planned for disabled students.

The common theme of the different facets of this year's project is Filippo Mazzei (B. in Poggio a Caiano 1730, D. in Pisa 1816), who was peculiarly involved in two events that changed the course of history: The war of Independence of the United States and the French Revolution.

STAGE ADAPTATION WORKSHOP

The historical character Mazzei, who was born in a small town a few miles away from our school, is supposed to be “the extraordinary guide” to lead our students into the study of Enlightenment and its philosophical principles (Freedom, Fraternity, Equality), but also into exploring the “raison d’être” (his thirst for knowledge, the fight for the principles he believed in) he gave over all his life to.

These two stages are expected to be summed up through a group work by the students with normal abilities by drawing up a special stage script providing for scenes and dialogues.

STAGING

“Our theatre”, as a matter of fact, is a small living facility provided with a proscenium, a modular wooden structure, a sort of “boite à miracle”, that can be put up wherever we need. Inside it, our students with disabilities handle puppets helped by their schoolmates. Before the end-of-year performance, however, during-term preparatory activities take place within two fundamental workshops planned for students with disabilities in particular.

THE PUPPETS WORKSHOP

During this stage the students get familiar with the characters by manufacturing them with papier-maché, sewing their clothes on them, colouring their faces and hands, learning their names, and identifying with them while their story is being told.

This workshop provides for many students the opportunity to develop a certain amount of manual ability when some of them are impaired in moving their hands due to physical problems.

STAGE DESIGNING WORKSHOP

Some students also take part in the workshop where scenes are designed and set in place inside the “theatre box”. However, before painting sceneries, some preliminary works, such as making the curtains, enable them to carry out some simple geometrical operations: measuring out, dividing, scaling up.

These operations are followed by drawing and painting. Mixing colours (from primary to secondary ones) all the way up to painting the canvas, are all operations performed by the students themselves. Thanks to the scenery, the whole “context” of the story is made more perceivable, so that it is no longer just imagined but takes on tangible features.

PSHYCHOMOTOR WORKSHOP

This year, this workshop, which over the last few years had developed in parallel, has been integrated into the framework of the Theatre Teaching Project. By designing a choreography supported by a lighting device called “Wood Lamp” a counterpoint to the storyline is generated that sometimes takes on ironic or surreal overtones. On the other hand, theatre is like this.

Starting from the Revolutions of the past, seen through the eyes of a character who personally experienced them, two classes in the fourth form, one from the scientific sector and the other one from the business-tourist sector, will take a Pindaric flight towards the revolutions facing our lives today:

- the pursuit of happiness, on the basis of the Declaration of Independence, as the engine of human life;

- The principle of equality, cornerstone of the French Revolution, and today the very foundation of the idea of inclusion.

The students will be guided on this detour from the storyline by poems by Montale and Symbroska. Their poems will help them explore the two very frameworks that allow us to call ourselves happy: the building up of authentic relationships with the others and fulfilling our natural talents. Happiness tastes like a process, a transformation, like getting mature. It just boils down to a metamorphosis, like a caterpillar turning into a butterfly, passing from the fear to be happy to being in complicity with our happiness, thus making our life really enjoyable, fertile, and accomplished. A choreography that will see the interaction of all the students will contribute to doing justice to the real meaning of this itinerary.

The second detour will lead the students to look into the progress of the Italian idea of inclusion, from the principle of equality to that of fairness. Fairness is ultimately the courage to treat differently, that is to say, to give more to those who have less and provide opportunities for those whose fate would otherwise be doomed and pave the way for their success in life. In this way we can compensate for differences that would otherwise turn into disparities, we fight against the different forms of marginalisation and exclusion, we remove the obstacles, so that everybody may develop their full potentialities, no matter what their personal and social conditions may be. The final show will be concluded by a video summarising all the processes that have been developed in the various workshops.

This is a project that is involving about 80 students, 20 of whom are disabled students. Its aim is turning disability into a resource for our curriculum and making this school into an instrument to expand everybody's ability to recognise the others, no matter who they are and what they have been diagnosed as, as persons who have value and talent, and are entitled to an opportunity.

"THE VEGETABLE GARDEN" TEACHING PROJECT

ALL THE WAY FROM THE VEGETABLE GARDEN TO THE TABLE...BY WAY OF SCHOOL

By Rita Goldoni

This is a hands-on workshop taking place outdoors in a green area within the school precinct. In this green area vegetables and herbs are grown.

WHY THIS WORKSHOP?

This workshop has been conceived to motivate those students to attend school who, for different reasons, are not able to cope regularly with traditional classroom activities and teacher-to-student lessons. It's a way to bring pupils back to school, so that they can keep within the school environment but working in a practical way, focusing on some sides of everyday life such as the succession of the seasons, the different clothing needed for the different tasks, the variety of

produces, the experience of cooking and arranging the various flavours. An experience that starts in the vegetable garden and goes all the way to the table...but by way of school!

WHAT IS NEEDED?

- Gardening tools
- A green area available
- Seeds

HOW DOES IT TAKE PLACE?

1. First of all, the students are introduced to the tools needed for gardening and are taught how to use them.
2. Next, they are introduced to the various types of seeds that are going to be grown exclusively according to their own season.
3. Finally, they are introduced to the gardening manure and are taught how to use it.
4. Now work gets under way: first, the soil is tilled and cleaned to get it ready for gardening.
5. Furrows are dug for sowing.
6. Then, seeds are sown according to their own season.
7. In the hot seasons of the year, spring and summer, the garden obviously needs watering.
8. Something unexpected may occur: for example, plants may be plagued by pests. In this case they need to be disinfested.
9. As soon as they are ready, vegetables and herbs are harvested.
10. At the same time researches are carried out about how the produces obtained can be cooked.
11. The vegetables grown in the garden are carried home by the students and cooked according to a recipe with the help of their families.

This stage is important for the students in order to find an operational agreement with their family members and establish a common ground that may facilitate their relationship with them.

Besides, this practice has also a positive effect on students' health, educates them to use healthy food and encourages them to eat vegetables.

All of this about the teaching project "All the way from the Vegetable Garden to the table.. By way of School"

(We are now moving back into the school premises)

These photos highlight some outstanding phases of "The Vegetable Garden" project.

(We stand for a while in front of the board with the photos)

Here questions, or requests for clarification may be advanced...

However, who today has got the opportunity to get their own vegetable garden where they can grow seasonal vegetables?

Unluckily, just few people can have their own vegetable garden today. That's why we're now going to introduce the second workshop, the one about the shopping at the supermarket.

(We're now moving over to the place where our supermarket as been set up)

"THE SUPERMARKET SHOPPING" TEACHING PROJECT

"MUM! I'M GOING TO DO THE SHOPPING MYSELF TODAY!"

The area where we are now used to be a place the school wasn't making use of. It's now become a very important place for us because it has turned into "the street where we live", where we can find the shops for our daily needs.

WHY THIS WORKSHOP?

The origin of this workshop is to be found in the aim to stimulate the students to achieve their basic autonomy in a fundamental side of everyone's daily life: the ability to do the shopping for food, that is to say, the ability of finding what you need in your everyday life, of getting the right thing in the right place.

WHAT IS NEEDED FOR THIS WORKSHOP?

- **SHOP SIGNS:** We've chosen to call the shops with general names and write their words for them in the signs, but, in order to allow also non verbal students to identify them immediately, we've put an AAC image as well along with them indicating what is contained in each shop.
- Tins and cans and plastic objects representing the products you can buy
- Shelves
- A cash desk and money

HOW DOES IT TAKE PLACE?

1. First, all the shops are set up in all their components. The first step is identifying every single shop. The teacher asks, 'Where can you buy bread?' The answer the students should give is, 'At the baker's!' Then, the teacher shows the inscription BAKER'S and along with it an image of BREAD. The student can see that here BREAD is on display.

2. The next step enables us to get to reasoning by abstraction. The shops are empty, only shop signs and images are visible. The teacher asks, 'What can you buy at the baker's?' The answer from the students should be, 'Bread!' Then, the teacher hands out loaves of bread to each student and asks them to place them within the correct shop.
3. We're now ready for a further step towards generalisation. We know very well that not all shops are called the same, and that not all of them have the same signs. Some have different names, shapes, and colours. Now the students are asked to identify the signs of the different shops from images taken from a street and to place them within a macro category.

(We stop for a while in front of the poster made by the students)

1. Now that the students are able to find their way among the different shops, they can try to do the shopping. The students now move into the room that has been turned into 'the street where we live' and walk around from one shop to another, buying what they've got on their shopping list and placing their products in the shoppers.
2. Once the students have learned this skill as well, they move on to learn 'the shopping words', that is, the terms used when you walk into a shop and you ask for something, and finally you pay for the things you've bought.

*Moreover, it is advisable that this kind of work should be further integrated by individual exercise with each single student, where, for example, you can teach him or her how to use the euro.

1. Once the students make sure where they can find what, the moment has come for them to walk into a supermarket. 'The street where we live', by means of shelves, turns into the aisles of a supermarket, each marked by a sign with the list of the products contained there. Here the words are once more accompanied by AAC images. When the students have learnt to do this, it means they have reached a further level of abstraction and are now more autonomous in finding their way around.
2. After this stage, at the end of term, it is planned for all the students to go outside the school to visit a real supermarket. They get their own shopping list and they do the shopping indeed provided with trolley and shoppers, and, eventually they really pay at the counter.

So, in the end, they will really be able to say,

SOAPMAKING WORKSHOP

CAKES OF SOAP AND REACTIONS

Good morning everybody! My name's Alessia Frati, and I'm a support teacher of this school. This morning, with the help of a few students, I'm going to present you the teaching project concerning the production, the packaging and the sale of cakes of soap.

This workshop is subdivided into two parts with different operational ways and different aims.

Practical part (Inside the Chemistry laboratory) The manufacturing properly so called of soap has been taking place in the school Chemistry laboratory for an hour a week along several weeks. This practical part represents, strictly speaking, the most inclusive side of the project, as it's been effected by students with a special curriculum, aided by a class of the school. On the first morning, all the students of the class took part in the activity along with the other students with special curriculum. In this context, all the students were instructed about all the stages of the work and got to know each other. From the second morning on, the class students took turns in working in small groups along with the special curriculum students, cooperating and socialising with them.

The work stages were as follows:

- Heating vegetable oil to a temperature of 45 C°, checking temperature by means of a thermometer;
- Adding a caustic soda solution to the pot containing the oil;
- Mixing the whole content until thickening point with the help of a “minipimer”
- Adding a colouring agent and scented essence and pouring the whole into the moulds;
- Leaving the mixture to cool until soap solidifies.

All the students worked wearing overalls, gloves and glasses and took turns in the various groups and tasks.

(All the students show the working and safety tools)

Technical part (going through the Science Laboratories all the way to the Main Hall)

The students with special curriculum were involved in a few lessons characterised by more theoretical aspects and experience based reflections. For an hour a week, along a few successive weeks, these students attended brief, simple lessons, just a few minutes long, followed by workshop activities. Such activities took place in the Science laboratory and the main hall.

During the first two lessons we summed up the stages of soap manufacturing, explaining why soap can be obtained from oil and how it works when we wash. On this occasion we tried and discarded several cakes of soap and pointed out that oil doesn't get mixed with water, while soap, on the contrary, does so, removing dirt from hands.

Two more lessons were focused on scented essences. We explained which parts of plants we draw essences from and we also hinted briefly at how distillation works. After that we smelt

a few essential oils and mixed them up trying to get new essences. This part of the workshop involved and attracted some of the most delicate students, getting them to relax in an aromatherapy-like atmosphere.

The final part was dedicated to Ph. We briefly explained what Ph is and why different parts of our body have different Ph levels. By a litmus test, where colours change according to the substance where it is dipped, we finally gauged the Ph level of a lemon, of ash, of water, and of some pieces of soap, including those that we had manufactured.

These lessons aimed at linking as much as possible the students' experience with the theoretical contents of the work they had been doing, so that they could cooperate with the students of the class being aware, as far as they could, of the successive steps they were about to go through.

(We take a look at the board showing the pictures of the lessons while the students manufacture cakes of soap)

This general experience will then pass through the stage of packaging and with the final sale of the packaged and labelled products. The proceeds will be made over to a non-profit agency chosen by teachers and students together. By this project, all the students are offered the opportunity to cooperate with manufacturing a product to be sold, to help their classmates and let themselves be helped, to share and take turns in different working tasks, to learn and experiment through the various stages of handicraft production of an item for common use.

PDP for SEN students

(Personalised Didactic Plan for Students with Learning Difficulties)

Unique model

Primary school

Middle school

High school

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8. SIGNATURES

1. RELEVANT LEGISLATION

- Law n. 170 of 08/10/2010 «New rules regarding Specific Learning Disorders in school environment»
- D.M. n. 5669 dated 12/07/2011
- «Guidelines for the right to study of pupils and students with Specific Learning Disorders» attached to the D.M. dated 12/07/2011
- D.G.R. n.1159 of 17/12/2012: «Regional guidelines for the diagnosis and management of Specific Learning Disorders», with attachments A and B

2. STUDENT'S PERSONAL DATA

2. STUDENT'S PERSONAL DATA	
SURNAME AND NAME	
PLACE AND DATE OF BIRTH	
DIAGNOSIS	Diagnosis held by: _ PUBLIC HEALTH SERVICE: _ ACCREDITED PRIVATE HEALTH SERVICE: _ PRIVATE HEALTH SERVICE (*): _ (*) Pending appointment at the LOCAL PUBLIC HEALTH SERVICE:
INFORMATION FROM THE STUDENT'S FAMILY	
FEATURES OF THE STUDENT'S EDUCATIONAL EXPERIENCE	
OTHER OBSERVATIONS	

Cross your choice “_” and report any additional information and / or comments in "NOTES”

3. STUDENT’S OBSERVATION	NOTES
<p>1. Attends school</p> <ul style="list-style-type: none"> _ Regularly _ Irregularly _ Occasionally <p>2. Management and care of school materials</p> <ul style="list-style-type: none"> _ Good _ Enough _ Poor _ Brings the necessary material to school _ Takes care of the material (personal and scholastic) _ Regularly does his homework <p>3. Class behaviour</p> <ul style="list-style-type: none"> _ Accepts the use of compensatory tools and dispensatory measures _ Understands the proposed tasks _ Performs the proposed tasks _ Performs the task even if the student perceives it as demanding _ Participates in the activities _ Participates in a relevant way _ Participates in the collective conversations _ Respects the rules _ Maintains the attention _ Disturbs the lessons <p>4. Relationship with adults</p> <ul style="list-style-type: none"> _ Confidence _ Cooperation _ Opposition _ is available to talk about his Learning Disorder <p>5. Relationship with his classmates</p> <ul style="list-style-type: none"> _ Confidence _ Cooperation _ Integration _ Opposition _ Conflict _ Isolation _ Is available to talk about his Learning Disorder <p>6. Autonomy</p> <ul style="list-style-type: none"> _ Good _ Sufficient _ Poor <p>7. Self esteem</p> <ul style="list-style-type: none"> _ Good _ Sufficient _ Poor <p>8. Strenghts</p>	

_ Motivation and determination _ Willing to listen _ Other: 9. He/She is aware _ Of his/her strengths _ Of his/her own difficulties	
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4. DESCRIPTION OF THE FUNCTIONING OF THE INSTRUMENTAL SKILLS		
READING	DIAGNOSIS	<p style="text-align: center;">OBSERVATION</p> <u>Speed:</u> _ Very slow _ Slow _ Average _ Other: <u>Accuracy:</u> _ Phonological mistakes _ Non-phonological mistakes _ Doubles and accent marks _ Other: <u>Comprehension:</u> _ Very good _ Good _ Enough _ Poor _ Other:
FOREIGN LANGUAGES	DIAGNOSIS	<u>Difficulty in:</u> _ speaking _ writing <u>Comprehension difficulty:</u> _ speaking _ writing

<p style="text-align: center;">WRITING (types of mistakes, spelling, writing, planning, draft, revision)</p>	<p style="text-align: center;">DIAGNOSIS</p>	<p>OBSERVATION</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> _ Difficulty in writing letters _ Difficulty in spacing _ Untidy/unreadable hand-writing _ Slow hand-writing _ Other type of character _ Other: <p><u>Types of mistakes:</u></p> <ul style="list-style-type: none"> _ Phonological mistakes (depend on mother tongue) _ Non-phonological mistakes _ Other types of mistakes (accent mark, doubles, apostrophe, capital letters etc.) <p><u>Written production:</u></p> <ul style="list-style-type: none"> _ Difficulty in copying (board, text etc.) _ Slow writing _ Difficulty in writing from dictation _ Other: <p><u>Structure of a text:</u></p> <ul style="list-style-type: none"> _ Incomplete and poorly coherent _ Short and simple _ Coherent _ Other: <p><u>Propriety of language:</u></p> <ul style="list-style-type: none"> _ Difficulty in organising a speech _ Difficulty in remembering procedures _ Difficulty in remembering names, dates, etc. _ Other:
<p style="text-align: center;">MATHS (accuracy and speed in mental and written calculation)</p>	<p style="text-align: center;">DIAGNOSIS</p>	<p style="text-align: center;">OBSERVATION</p> <ul style="list-style-type: none"> _ Difficulty in writing signs (+ - x :) _ Difficulty in remembering numerical/algebraic facts _ Difficulty in application of formulas _ Difficulty in choice of strategies _ Difficulty in solving Problems _ Visual-spatial difficulty _ Difficulty in semantic understanding _ Difficulty in written and mental calculation _ Difficulty in recognizing formulas and in their application _ Other:
<p style="text-align: center;">OTHER ASSOCIATED DISORDERS</p>	<p style="text-align: center;">DIAGNOSIS</p>	<p style="text-align: center;">OBSERVATION</p>

5. FEATURES OF THE LEARNING PROCESS - TEACHERS	NOTES
1. Privileged learning mode _ Visual _ Auditory _ Kinaesthetic 2. Methods of storing and retrieving information _ Underlines/highlights _ Identifies keywords _ Uses diagrams, charts, mind maps, etc. _ Repeat aloud _ Repeats together with his classmates _ Uses iconic strategies (images, colours, etc.) _ Makes use of auditory memory _ Makes use of visual memory 3. Working time _ Appropriate _ Reduced _ Dilated/Expanded	

6. PERSONALIZED TEACHING METHODS	
DISPENSATORY MEASURES	SUBJECTS
The student is exempted from: - Reading aloud in class (if not required by the student) - Copying from the board and fast writing under dictation - Taking notes during lessons - Handwriting and cursive writing - Writing on the board - Reading and writing of Roman numbers - Mnemonic study of charts, verbal forms, formulas, poems, etc. - Standard time in tests (or provide tests with fewer requests) - Written form study of foreign languages if necessary - Writing in fair copy - Too much homework - No more than one written test every day - Copying texts, formulas and exercises both during tests and at home - The production of complex motor sequences - Others	
COMPENSATORY TOOLS	SUBJECTS

<ul style="list-style-type: none"> - Specific software for reading, writing and studying - Audiobooks and digital books - Computer with writing software, spelling and syntactic check, speech synthesis - Charts, formulas, specific procedures - Summaries, charts, mind maps - Digital dictionary - Computer with Maths software and printer - Recorder, e-books and audiobooks - Free didactic software - Diagrams, tables, maps - Measure and formulas used in Geometry - Multiplication tables - Glossaries - Others 	
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METHODS AND TEACHING STRATEGIES	SUBJECTS
<ul style="list-style-type: none"> - Shorter texts with the same information - Use different types of communication - Stimulate and support the student during oral tests - Stimulate the use of compensatory tools - Reduced homework - Avoid planning more than one oral and one written test a day except for special situations - Stimulate the use of capital letters - Give further information on oral or written form requests - Divide requests in sub objectives - Provide appropriate time for written and oral tests - Encourage and support good performance to increase self-esteem - Encourage cooperative learning in small groups - Plan mentoring or peer support - Teach how to identify titles, chapters, paragraphs in texts - Employ appropriate methodologies for the difficulties and the learning process of each student - Develop self assessment and personal check of the learning strategies - Focus on hands-on activities to stimulate dialogue and reflexion on them - Stimulate the use of compensatory tools 	

ASSESSMENT CRITERIA AND WAYS OF EVALUATION	SUBJECTS
<ul style="list-style-type: none"> - Digital format of written tests - Read the text of the tests with speech synthesis and/or by the teacher - Provide 30 % additional time or reduced number of tasks without lowering quality of knowledge - Make sure of the comprehension of the requests - Divide tasks in subtasks, provide meaningful but reduced content - While assessing emphasize content avoiding spelling and morphological errors - Avoid requesting definitions or mnemonic data - Emphasize accuracy even if it contains grammar errors both in written or oral form - Assess concepts, ways of organizing information and cohesion - Set the text of the tests with high readability fonts (font: Open Dyslexic/Arial/ Trebuchet/Verdana - size: 16 – space lining: 1.5 – character spacing: expanded of 1.5) - Planned oral tests - Oral tests to compensate for written tests - Assess procedures in Maths problems - Provide true/false or multiple choice tests - Written tests on paper, digital form or with specific software - Use of mind maps, images, charts during oral tests after sharing them with the teacher - Frequent written tests with reduced number of tasks - Highlight on knowledge and analysis, synthesis and linking skills with personal elaboration of content instead of formal accuracy - Assessment of on-going effort and progress 	

7. AGREEMENT WITH THE FAMILY

The school undertakes to:

- _ Create a positive atmosphere within the class
- _ Promote autonomy in school activities
- _ Verify the skills achieved and bring out the achieved learning aims
- _ Promote the use of compensative tools, guarantee the dispensatory measures and the planned forms of tests and evaluation
- _ Plan oral tests
- _ Assess positively focusing on content
- _ Make sure that students are aware of their errors and how to improve their performance
- _ Carry out what agreed upon the document
- _ Reassess this document if necessary

The family undertakes to:

- _ Check regularly homework, grades, behaviour and communications in the electronic register
- _ Use the compensative tools and respect the planned dispensatory measures in doing homework
- _ Support the student's motivation and commitment in school work and at home
- _ Promote autonomy in the study and organisation of the school work
- _ Support the student to organise planned oral tests being aware of the possibility that teachers cannot guarantee planning it without making it coincide with other tests
- _ Meet periodically the class teachers/the coordinator/ the head of learning disorders department to guarantee the continuity of the shared path

8. SIGNATURES

THE PARTS INVOLVED ARE COMMITTED TO RESPECT AS AGREED AND SHARED IN THIS DOCUMENT, FOR THE FORMATIVE SUCCESS OF THE STUDENT

SIGNATURES OF:

- Teachers team
- Class council

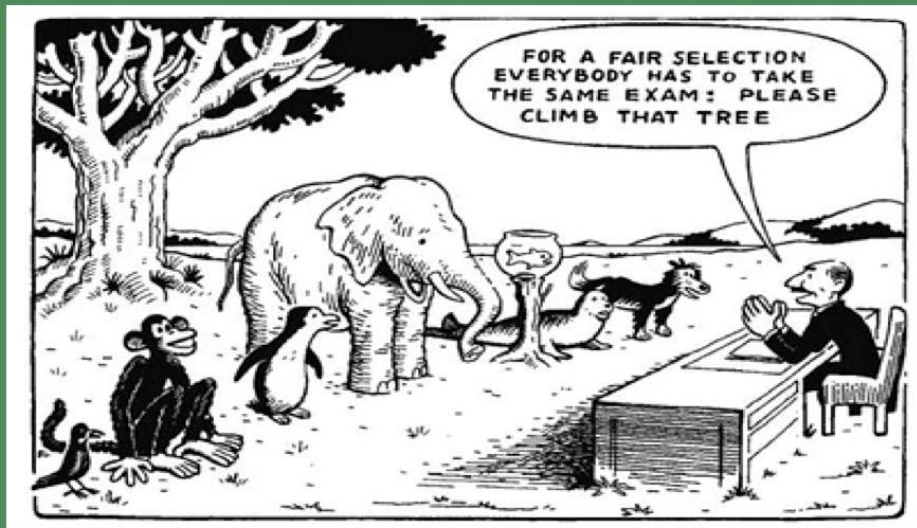
	NAME AND SURNAME	SUBJECT	SIGNATURE
1			
2			
3			
4			
5			
6			
7			

SIGNATURES OF PARENTS OR SOMEONE ELSE IN AUTHORITY

	NAME AND SURNAME	ACTING AS	SIGNATURE
1			
2			
3		student	

SIGNATURES OF OTHER PROFESSIONALS PRESENT

	NAME AND SURNAME	ACTING AS	SIGNATURE
1			
2			



"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid"

Albert Einstein