



Bridge

E+ project

TOOLKIT

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COLLABORATION 1 Building a Collaborative Community

DIDEAS

Template

n. 1

This activity aims to foster collaboration and teamwork among students while creating a sense of community within the classroom.

Methodology:	Small group work	facilitation of group discussions
Subject	Social Studies	
Life skill related	Collaboration	
Title	Building a Collaborative Community	
Age/Grade	12-14 years old	
Timing	140 minutes	
Materials/Suggestion for who facilitate	To do list: Before starting the activity, ensure that students understand the importance of collaboration and how it benefits everyone in the classroom. ● Encourage students to listen to each other's ideas and opinions respectfully, fostering a supportive and inclusive environment. ● Provide guidance and support as needed, but allow students to take ownership of the creative process and problem-solving. ● Facilitate a brief discussion after the activity to reflect on the experience and reinforce the value of collaboration in achieving common goals. Materials Needed: ● Large sheet of paper ● Markers ● Tape Anticipated Supports and Barriers: ● Potential Barriers: ○ Varying levels of participation: Some students may feel intimidated when expressing their ideas. Implement strategies such as "turn-taking rounds" where every student has an opportunity to contribute. ○ Diverse needs: For students from disadvantaged backgrounds, consider providing additional resources, such as affordable art kits or access to digital devices. ● Mitigation Strategies: ○ Differentiated Instruction: Offer specific support tailored to students' levels and needs, such as peer mentoring or quick tutoring during the activity. ○ Continuous Monitoring: Actively engage with groups throughout the activity to address doubts and ensure all students are involved.	

	Suggestions • Interactive Technology: Incorporate the use of digital tools (such as interactive whiteboards or collaborative design apps) for students who may lack drawing skills, ensuring a more inclusive and engaging experience. • Differentiated Roles: Extend the roles within the groups to include a "facilitator" or "documenter" who can take notes and organize ideas for those who prefer not to draw. • Supportive Templates: Provide pre-designed templates or examples for students with additional needs, helping them contribute effectively to the mural.
Description of the activity	Procedure: 1. Divide the students into small groups of 4-5 members each. 2. Provide each group with a large sheet of paper and markers. 3. Explain to the students that they will be working together to create a collaborative mural that represents their classroom community. 4. Assign each group a specific theme related to their classroom community, such as friendship, respect, diversity, or teamwork. 5. Encourage the groups to brainstorm ideas and plan out their mural together, ensuring that each member has a role to play. 6. Set a time limit for the groups to complete their murals (approximately 20-30 minutes). 7. After the allotted time, have each group present their mural to the class, explaining the significance of their chosen theme and the collaborative process they used to create it. 8. Hang the completed murals around the classroom as a visual representation of the collaborative spirit within the classroom community.

COLLABORATION 2 Classopolis

La Strada - der Weg

Template

n.2

Student collaboration is a key element within the educational environment, as it fosters the development of social, cognitive and emotional skills that are essential for individual and collective success. When students work together, they are able to share ideas, experiences and knowledge, thus enriching the learning process.

One of the main characteristics of student collaboration is the promotion of diversity of perspectives and approaches. Each student brings with them a unique set of knowledge and skills, and collaboration provides an opportunity to share and integrate these different perspectives. This promotes more comprehensive and deeper learning, as students are exposed to a wider range of ideas and viewpoints.

Methodology:	Work group	
Subject	Technology, geography	
Life skill related	Collaboration	
Title	Classopolis	
Age/Grade	Middle School	
Timing	2- 3 lessons (120 minutes)	
Materials /Suggestion for who facilitate	- Divide the class into groups - Each group must identify itself with a name, e.g. company name	
Description of the activity	1. Forming Groups and Assigning Roles - The students are divided into groups, each representing a work team or a small company. - Each group member receives a card describing a specific profession or role within the company, such as human resources manager, project manager, marketing expert, or technical specialist. - 2. Assignment of Projects - Each group is assigned one or more projects to carry out, which may be either internal to the team or external, requiring collaboration with other groups. - Projects may include developing a new product, creating an advertising campaign, solving a technical problem, or organizing an event. Each project requires specific skills that may not all be available within the individual group. - 3. Collaboration between groups - To complete assigned projects, groups must identify missing resources and contract with other groups for help. This may include temporarily hiring a member of another group with specific skills, or reaching a collaboration agreement with an entire group. - During the bargaining process, the groups must negotiate terms and conditions, such as the duration of the loan of a resource, possible exchange of services, or the division of profits of the final project.	

4. Developing Collaborative Strategies

- Each team must develop collaborative strategies to achieve its goals, considering factors such as internal and external communication, time management, and fair distribution of resources.
- Groups must also establish ways to resolve conflicts that may arise during collaboration with other teams.

5. Final Presentation

- At the end of the activity, each group must present its work to the class, describing the assigned project, the collaborative strategies implemented, the difficulties encountered and how they were overcome, and the results obtained.
- The presentation should include a reflection on how collaboration with other groups influenced the success of the project and what was learnt from the process.

This activity is designed to develop key competences such as collaboration, negotiation, effective communication, and teamwork management, preparing students to work in real and dynamic contexts.

Summary:

- Each group is a work team/company
- Each individual member receives a card with a profession
- Each group receives projects to be carried out either internally within the team or externally for which collaboration with a member of another group or an entire group is required (e.g. hiring/borrowing a professional figure or reaching an agreement with the other group)
- Inviting teams to contract/collaborate to achieve the objectives assigned in the projects
- Exposing all the activity carried out to the class

COLLABORATION 3 Come, let's do it together!

La Strada - der Weg

Template

n.3

Peer Tutoring is an educational method based on the cooperative approach to learning, in which a more experienced student (tutor) helps a classmate (tutee) improve his or her skills. This approach promotes mutual help and active involvement of students in the teaching and learning process. In Peer Tutoring, students gain knowledge not only from traditional lectures, but also through peer explanations, discussions and collaborative activities. This promotes the deepening of concepts, development of communication skills and consolidation of competencies.

Methodology:	Peer tutoring	
Subject	Second Language	
Life skill related	Collaboration	
Title	Come, let's do it together!	
Age/Grade	Middle school	
Timing	50 minutes each session. The program runs throughout the entire school year. Students were paired together, with a more advanced student supporting a peer who faced learning challenges.	
Materials / Suggestion for who facilitate	- Division of the class into pairs - Explanation of the activity - The activity enable the children to understand how important is to speak correctly in another language	
Description of the activity	A student who is a native speaker of a foreign language or who speaks English or German easily (tutor) offers support to a fellow student (tutee) who has to learn the main language (e.g. Italian). The tutor can organize language conversation sessions with the tutee, in which they discuss specific topics, practice pronunciation and improve language skills. The tutee will have the opportunity to practice listening and speaking in an authentic way, while the tutor offers corrections and suggestions. For an initial period, the tutor can also offer accompanying support at school. For example, he/she can offer support in asking teachers, the secretary, etc. for information. This process promotes collaborative learning, improves the tutee's language fluency and boosts confidence in language skills.	

COLLABORATION 4 Our English stories

Irecoop AAS

Template

n. 4

- Develop linguistic skills in English through collaborative activities.
- Promote the competence "Collaboration" by encouraging effective communication and idea sharing.
- Foster peer learning and cooperative learning.
- Create an inclusive environment and stimulate creativity through collaboration.

Methodology:	Peer Learning and Cooperative Learning / Self-Assessment / Group Work / Creative Writing / Interpretation	
Subject	English	
Life skill related	COLLABORATION	
Title	Our English stories	
Age/Grade	Ages 11-14	
Timing	4 meetings of about 90 minutes	
Materials / Suggestion for who facilitate	Materials Needed: - Paper and pens - Online resources for learning English - Large sheets or posters - Markers, colors, and other artistic materials Suggestion: In this activity, students enhance their storytelling abilities through various engaging activities. They begin by learning new vocabulary related to specific themes and receive sentence models to help them construct narratives effectively. Guidance is provided on structuring a story, focusing on elements like the beginning, problem, climax, and conclusion, as well as identifying different genres such as horror, thriller, drama, comedy, and fantasy. To aid in character development, students use a 'character creation sheet' that prompts them to consider aspects like physical appearance, abilities, and knowledge. The program includes collaborative exercises: in small groups, students create stories using three words provided by the teacher; in pairs, they craft narratives inspired by Rory's Story Cubes (https://www.storycubes.com/it/). This activity is designed to foster creativity, collaboration, and a deeper understanding of storytelling components. Anticipated supports and barriers: - Barriers: some problems with the language, especially with specific terms; difficulties in cooperation and using all the different ideas that could emerge from each student and their different interest in general and about what kind of story to create. - Supports: list of new and specific terms provided by teacher and educator, Online dictionary; - Mediation and supports from teacher and educator for the peer-cooperation, hints for creating a story and characters and support to integrate all ideas.	
Description of the activity	Lesson 1: "Building a Collective Story"	

Opening Activity (15 min): Introduction to the concept of storytelling and the importance of collaboration in creating stories. See TRACK 1 for activity organization.

Brainstorming Ideas (20 min): Divide the students into groups. Each group should brainstorm ideas for a fantasy story to write in English. Each group needs to identify the main character, setting, and initial problem of the story. Example: Main character: a young explorer; Setting: a city suspended in the clouds; Initial problem: the disappearance of magical objects. See TRACK 2 for activity organization.

Story Construction (25 min): Each group develops a short story based on the generated ideas, taking turns writing in English. Students should define a short plot, characters, and identify at least three key words important to the story to present to their classmates. For each chosen word, groups define the meaning and create a poster to present words and meanings. Students can use digital tools to search for content and images. The collected words will form a Story Vocabulary that will remain available to the class.

Lesson 2: "Story Dramatization"

Warm-Up Activity (10 min): Exercises to prepare students for dramatization, such as improvisation games. See TRACK 3 for activity organization.

Script and Roles (25 min): Divide the students into the groups formed in Lesson 1. Each group reads and presents their story. Groups discuss the various stories and choose one to represent. Encourage a collaborative atmosphere and exchange of opinions among students. It's also possible to mix the various stories to highlight different creative talents that emerged. Once the story is chosen, groups agree on any script changes and choose the roles each group will interpret. For example, one group might take on the role of a character or the narrator.

Dramatization and Recording (25 min): Groups organize themselves and perform their part of the story, and the class records the performances. The created video can be used and made available to the class as an output of the activity.

Lesson 4: "Idea Exchange and Reflection" Opening Activity (15 min): Discussion on the experience of collaboration, story creation, dramatization, and visual vocabulary.

Idea Exchange (25 min): Students participate in an idea exchange session among groups, discussing challenges and discoveries during the collaborative process.

Final Reflection (20 min): Each group reflects on their experiences, identifying the strengths of the collaboration and areas for improvement. See TRACK 4 for activity organization.

Expected Outputs: At the end of the activity, the following will be produced:

- A poster for each group with at least three key words representing the created story
- A video with the dramatization of one of the stories created by the working groups

Evaluation: Evaluation will be based on active participation, peer learning, creativity in collaborative activities, the quality of dramatization, and final reflection on collaboration.

Final Notes: The activity is designed to strengthen vocabulary and knowledge of new words in English. It can be used as a basis for similar activities in other languages. It also aims to integrate English learning with the competence

"Collaboration," offering students an engaging experience that develops linguistic skills and collaboration abilities. The provided examples are suitable for middle school students, stimulating creativity and positive interaction among students.

TRACK 1: LESSON 1 Explanation of Storytelling Begin with a clear and straightforward definition of what "storytelling" means. You can start by highlighting how storytelling is the art of sharing stories and how we share experiences, emotions, and life lessons with others through words, images, or even gestures. To facilitate understanding, you can use everyday examples by linking the concept of storytelling to daily situations students can recognize. Example: "Think about when you tell your friends what you did over the weekend or when you describe a movie you really liked. That is also storytelling." **Cultural Importance:** Emphasize how storytelling is a fundamental part of every culture worldwide, used to transmit history, values, traditions, and knowledge.

The Importance of Collaboration in Storytelling Collective Creation: Explain that while stories can be created individually, when people work together, they can combine their ideas, experiences, and creativity to create richer and more complex stories. **Examples of Collaboration:** Present examples of famous works created through collaboration. For instance, many movies and TV series are the result of teamwork among writers, directors, actors, and other professionals. **Benefits of Diverse Perspectives:** Discuss how different people bring different perspectives to a story. Each person in a team has unique life experiences and ideas. When these come together, the story is enriched with details and facets that one person alone might not consider.

Recommended Activity: To make the introduction interactive, you could include a brief ice-breaker game involving storytelling. **Game "Story Relay":** Students sit in a circle. You start by telling one sentence of a story, and then each student adds a sentence. This is not only fun but also demonstrates concretely how collaboration can build something that no one could have created alone.

Conclusion: Conclude the introduction by summarizing and emphasizing how, through teamwork and sharing diverse ideas, the quality and depth of created stories can be improved, thus enriching everyone's learning experience. This introduction should help students understand the value of storytelling and the collaborative approach, preparing them for the following activities where they will apply these concepts.

TRACK 2: LESSON 1 Dividing students into groups for a brainstorming session is an excellent way to stimulate creativity and promote collaboration. Here are some examples that each group can use as a starting point to create their own fantasy story in English:

Example 1: Main character: A girl who can talk to animals. Setting: An enchanted forest where each tree has its own soul. Initial problem: The forest starts losing its color and life, and the girl must discover the cause.

Example 2: Main character: A teenage inventor passionate about mechanics. Setting: A futuristic metropolis where everything is automated. Initial problem: The city's machines suddenly start malfunctioning, and chaos ensues.

Example 3: Main character: A ghost pirate roaming the seas. Setting: An archipelago of mysterious islands that appear only at midnight. Initial problem: The pirate must recover a lost treasure to find redemption and move on to the afterlife.

Example 4: Main character: A princess who refuses to follow her kingdom's traditions. Setting: An ancient castle built on a volcano. Initial problem: The

volcano awakens, and the princess must find a way to save her people without sacrificing her freedom.

Example 5: Main character: A boy who discovers he can travel through time with his mind. Setting: Various historical periods, from the Middle Ages to the modern era. Initial problem: During one of his trips, the boy gets trapped in the past and must find a way to return to the present.

These examples can serve as models for students, who, through discussion and collective brainstorming, can modify, expand, or combine different elements to create a unique story. The goal is to encourage creativity and the use of English vocabulary in a fun and imaginative context.

TRACK 3: LESSON 2 To prepare students for dramatization, improvisation games can be an excellent tool to unlock creativity, improve communication fluency, and build self-confidence. Here are some examples of improvisation exercises you can use as warm-up activities:

1. "Whisper Down the Lane" How to play: Students stand in a circle. One student starts by whispering a sentence into the ear of the person next to them. The sentence must be passed in secret from one student to another until it returns to the original sender. **Objective:** This game helps improve concentration and active listening, crucial elements in dramatization.

2. "Musical Statues" How to play: Play some music and let the students move freely around the classroom. When the music stops, everyone must freeze in a pose. The last one to freeze is out. **Objective:** This game helps relax and prepare for improvisation, promoting quick reactions to external stimuli.

3. "One Emotion at a Time" How to play: Students stand in a circle. Each student, in turn, must step into the circle and express a sentence with a different emotion (joy, sadness, anger, fear, etc.). The others must guess which emotion it is. **Objective:** This exercise helps students explore different emotional expressions and use them effectively in dramatization.

4. "Random Dialogues" How to play: Prepare strips of paper with random phrases written on them. Students form pairs, draw a strip of paper, and start an improvised scene that includes that phrase. **Objective:** This game stimulates creativity and the ability to quickly build a coherent narrative or dialogue, essential for dramatization.

5. "Secret Objectives" How to play: Each student receives a secret objective on a piece of paper (e.g., convincing others to sing, making someone laugh, etc.). During an improvised group interaction, each student must try to achieve their objective without explicitly revealing it. **Objective:** This exercise promotes subtlety and complexity in character interpretation, encouraging students to pursue hidden goals.

Using these improvisation games as a warm-up can make students more open and responsive, two essential qualities for good dramatization.

TRACK 4: LESSON 4 Guide Questions for Leading Discussion during Opening Activities (15 min).

What was the most rewarding part of creating the story together? What challenges did you encounter while working as a group? How did you overcome disagreements or differences of opinion during the creation of the story? How did collaboration influence the final outcome of the story? What did you learn about teamwork through this experience?

Idea Exchange (25 min): Discussion of challenges and discoveries during the collaborative process
Guiding Questions for Fostering Discussion:

What was the most difficult moment in the creative process and how did you handle it? What techniques or strategies did you find useful for maintaining group cohesion? What were some of the most enlightening or surprising moments during the creation of the story? How do you think your collaboration skills have changed because of this experience? What personal skills do you think you have developed through this project?

Final Reflection (20 min): Reflection on group experiences
Guide for Final Reflection:

What are the three main points each group member contributed to the project? What aspects of group work would you like to improve or change for future projects? How could you apply the lessons learned from this experience to other areas of your school or personal life? What communication methods within the group worked best? If you could redo the project, what would you do differently?

Using these guiding questions, students can have a clear framework for discussing and critically reflecting on their collaborative experiences, thereby improving their analytical and understanding capabilities of collaborative processes. These discussions and reflections also help consolidate the skills learned and promote a greater awareness of group dynamics.

COLLABORATION 5 Word Treasure Hunt

Irecoop AAS

Template

n. 5

- Develop linguistic skills in English through research and collaboration activities.
- Enhance the competence of "Collaboration" by encouraging knowledge sharing, peer learning, and teamwork.
- Promote active learning and stimulate creativity through the linguistic treasure hunt.

Methodology:	Peer Learning and Cooperative Learning / Group Work	
Subject	Second Language	
Life skill related	COLLABORATION	
Title	Word Treasure Hunt	
Age/Grade	Ages: 11-14	
Timing	240 minuti - 3 sessions	
Suggestion for who facilitate	Materials Needed: • Sheets and pens • Computers and online resources for learning English As an alternative to computers, you can use non-digital research tools such as books, newspapers, magazines, etc. • Sheets with lists of keywords • Magazines, books, newspapers in a foreign language • Small prizes or awards for the winning teams • In time management, envisage the possibility of using the 'flipped classroom' strategy in which the pupils research and study in depth in small groups at home or independently and share the research results in class.	
Description of the activity	Lesson 1: "Preparation for the Treasure Hunt" Opening Activity (15 min): Start with a brief discussion on the importance of researching and exploring words in a foreign language. Create an atmosphere of excitement for the treasure hunt. To create an atmosphere of excitement in class for the treasure hunt, you can use various strategies to stimulate students' interest and curiosity. Tell an engaging story that serves as a prelude to the treasure hunt. For example, you could invent a legend about an ancient lost manuscript containing secret words to explore in the foreign language or culture they are studying. Students must explore these secrets during the treasure hunt. Selection of Keywords (20 min):	

Students, divided into groups, receive lists of keywords in a foreign language. Each group selects the words they wish to explore. These lists can be used to explore different thematic areas (es. English language).

List 1: Travel and Adventures

Explore / Journey / Discover / Navigate / Expedition

List 2: Environment and Nature

Forest / Ocean / Wildlife / Habitat / Ecosystem

List 3: Emotions and Interpersonal Relationships

Friendship / Joy / Trust / Support / Conflict

List 4: Technology and Innovation

Invent / Create / Program / Advance / Design

List 5: Art and Culture

Paint / Sculpture / Dance / Literature / Music

Each list is designed to delve into a specific theme and can be used to generate discussions, research, and creative activities during the treasure hunt. Students can explore the words, connect them with the appropriate cultural context, and use the information found to complete specific tasks or create projects based on the chosen words. This type of activity not only enriches students' vocabulary but also stimulates critical thinking and collaboration.

Research Planning (25 min):

Groups plan how to explore the meaning, use, and connotations of the selected words. Divide each group into subgroups of up to 5 students. In this phase, participants should discuss how to divide the work among group members.

Lesson 2: "The Linguistic Treasure Hunt"

Word Exploration (30 min):

Groups, after dividing the work, use online resources and educational materials to explore the assigned keywords. They can look for definitions, usage examples, and cultural information related to the words. It is important for each group to have a computer with internet access for research and materials such as magazines, newspapers, and books to use.

Poster Creation (30 min):

Each group creates a visual poster representing the information collected about the keywords. They can use drawings, collages, or images found online or using magazines/newspapers provided to them or online graphic design tools like CANVA or AI-based chatbots.

Lesson 3: "Presentation of Linguistic Treasures"

Presentation Preparation (30 min):

Groups prepare brief presentations to share their linguistic treasures with the class. They can create sentences, stories, or role-plays that incorporate the keywords. During this activity, students decide how to divide the work so that everyone can participate in the presentation, identifying the best collaboration strategy.

Presentation and Discussion (30 min):

Each group presents their poster and linguistic discoveries, opening a discussion on the diversity of words and expressions in a foreign language. It is important to

stimulate participation from other students who can ask questions, share their opinions, and point out elements they find clear and convincing.

Expected Outputs:

At the end of the activity, each group should have produced:

- Posters/comics or posters that can be displayed in the classroom, containing the research done on the meaning of the foreign language words from the list.
- For the creation of graphic materials, groups can use both manual and digital tools (GPT chat or CANVA) to set up the graphic work that must be cared for not only in terms of the meaning of the words but also in terms of graphic appearance.
- A presentation (power point presentation, short story, rollplay...) of the work done by each group that involves all participants and tells the choices and strategies adopted by the group, the identified contents, and how the students collaborated with each other.

Evaluation:

The evaluation will be based on active participation, the quality of the information presented, collaboration among group members, and creativity in the visual representation of the keywords. Students will also be evaluated on their ability to work together as a team.

Final Notes:

This activity offers an engaging and practical approach to improving English language skills through collaboration. The specific examples of activities stimulate active research and knowledge sharing, encouraging students to explore the language in a fun and informative way. The activity is designed to reinforce the knowledge of new vocabulary and words in English. It can be used as a basis for similar activities in other languages.

COLLABORATION 6 Exploring Our Country

Asociatia Edulifelong

Template

n. 6

Methodologies: Collaborative Learning

The Exploring Our Country is an immersive activity designed to develop students' collaboration skills while deepening their understanding of the regions of their country. By working together to research, analyze, and map out the various regions, students will cultivate teamwork, communication, and critical thinking abilities.

Methodology:	Collaborative Learning	Project-Based Learning Collaborative Learning Experiential Learning Peer Review Presentation and Discussion
Subject	Geography	
Life skill related	<u>Collaboration</u> , Social Skills, Communication,	
Title	Exploring Our Country	
Age/Grade	14-15 years old/ 8th Grade	
Timing	200 minutes, 2-3 class periods for research, 1 for presentations	
Suggestion for who facilitate	- Teachers of Second Languages - Allowed for additional time to refine maps in future iterations of these activities.	
Description of the activity	Activity Overview: Stage 1: Planning and Research (1-2 class periods): - Introduction to the Project: Introduce the Collaborative Regional Mapping Project to the students, explaining the objectives and expectations. Emphasize the importance of collaboration and teamwork in completing the project successfully. - Regional Allocation: Divide the class into small groups and assign each group a different region of the country to research and map. Provide resources such as textbooks, maps, and online databases to facilitate their research. - Research and Data Collection: Instruct students to conduct research on their assigned region, gathering information about its geographical features, climate, economy, culture, and major cities. Encourage them to take notes and collect relevant data to include in their maps. Stage 2: Map Creation (2-3 class periods): Map Design: Provide students with blank maps of the country and its regions, either in print or digital format. Instruct them to use the research findings to create detailed maps of their assigned regions, including key landmarks, natural features, and major cities. For less confident students: Offer templates or partially completed maps as starting points. Collaborative Mapping: Encourage students to work collaboratively within their groups to design and annotate their maps. Emphasize the importance of	

communication and teamwork in organizing and presenting the information effectively.

Peer Review: Facilitate peer review sessions where groups share their draft maps with other groups for feedback and suggestions. Encourage constructive criticism and provide guidance on areas for improvement.

Stage 3: Presentation and Discussion (1 class period):

- Map Presentation: Invite each group to present their completed maps to the class. Encourage students to explain the geographical features, cultural aspects, and economic characteristics of their assigned regions.
- Discussion: Facilitate a class discussion where students compare and contrast the different regions of the country. Encourage them to identify similarities and differences, as well as the significance of regional diversity in shaping the country's identity.

Conclusion:

Wrap up the activity by reinforcing the importance of collaboration and teamwork in understanding and appreciating the diverse regions of their country. Encourage students to reflect on their learning experiences and the skills they developed throughout the project.

COLLABORATION 7 Social media & privacy

Asturia vzw

Template

n. 7

What are social media? Students will learn about social media and express their opinions on certain statements related to social media. They will analyze the advantages and disadvantages of social networks and share the meaning of privacy, what they consider safe to post online and what not, and which information to share with everyone.

Methodology:	Individual or group work	Strategies for the use and recognizing the impact social media on their privacy
Subject	Ethics	
Life skill related	Collaboration	
Title	Social media & privacy	
Age/Grade	Children of the age of 14	
Timing	150 minutes	
Suggestion for who facilitate	Children of the age of 14 who have to learn to use social media and recognize the impact on their privacy	
Description of the activity	The teacher hands out a worksheet with an empty Facebook (Instagram or TikTok can be used after changing the exercises) profile. The learners have to complete this so that the teacher can learn more about the learners. Step 1. The teacher asks the learners by showing a photo: - what kind of profile they have created? - which social networking sites they remember? - which sites they have used? - which networking sites they still use? - why they use social networking sites? In groups of two they have a small discussion/brainstorming about this. Step 2: The teacher tells the learner to have a discussion about some statements on social networking sites. The learners are asked to fill the worksheet of the position game. They must say whether they agree or disagree with each statement. Then there is a group discussion about the learners' answers. Step 3: The teachers asks to learners why they even open Facebook? The teachers listens to the answers and responds to them. The teachers asks to the learners to give 5 reasons on the worksheet and to rank their answers according to the importance of the reason. Then there is a group discussion about the learners' answers. Step 4: The teachers asks to learners if they know people who don't have Facebook? The teachers asks the learners to write down why they wouldn't have this? Then there is a group discussion about the learners' answers.	

Step 5:

In groups of two, the students should look up some advantages and disadvantages of social media sites. The answers are then brought to the board. Then there is a group discussion about the learners' answers.

Step 6:

After watching a video about social networking, the teachers asks to learners to fill some questions on the worksheet. Then there is a group discussion about the learners' answers.

Step 7:

The teachers asks to learners to read the article on "Facebook can break careers". The teachers asks to the group: Do you think it is right that Facebook can have an impact on your work, on your life? It can also be to your advantage when applying for a job, is that fair? What if you don't have Facebook? People have already been fired because of this, is that fair? Facebook has become our second life, do you think so? Who doesn't have Facebook? Why?

Then there is a group discussion about the learners' thoughts.

The teachers asks to learners what exactly privacy is for them?

The learners answers that it's being able to keep personal information to yourself or share it with whoever you want.

Step 8:

The teachers asks to learners who may know something about them and who is not?

The teachers asks to learners to look at the number of circles on the worksheet. In these circles the learners put who is allowed to know what. In the inner circle the learners put things that are only for them. In the second circle the learners put things that their friends should know. In the third circle the learners put things that their family should know and outside the circles the learners put things that others should know (e.g. teachers, bosses, etc.)

Then there is a group discussion about the learners' answers.

Step 9:

The teachers asks to learners decide which photos can be put online and which can't. Then there is a group discussion about the learners' answers.

facebook®



NAME:

Nickname	
Date of birth	
Favorite book	
Favorite movie	
Favorite song	
Favorite subject	
Favorite food	
Best sport	
Favorite subject	
Best friends	
Hobbies	

SELF PORTRAIT

I live together with...	
I do not like this:	
I like this:	
I find this difficult (subject):	
I speak these languages at home:	
This is what I am good at:	
You should definitely know these 3 things about me:	

1) What do young people use social networking sites for?



2) Positions game

Position	Agree	Not agree
All young people have a Facebook profile		
If you have 1000 friends on Facebook, you are a social person		
I can't live without social media. A day without Facebook, mobile phone, internet is a disaster for me!		
If you are not active on social networking sites such as Facebook, you no longer belong.		
I actually know all my friends on social networking sites.		
I am friends with my parents on Facebook		
Posting a photo of someone's head with pig ears online is just funny, nothing to make a fuss about.		
The information you find on a social networking site is always correct and reliable.		
Social media is a major threat to everyone's privacy		
I never give personal information to strangers on the Internet (password, surname, address, etc.), even if they ask.		

3) What do you open Facebook on?

If you open Facebook, why do you open it? Are there certain reasons for this? Order your answers from 1 (the most important reason) to 5 (the least important reason).

1.
2.
3.
4.
5.



4) Why are certain people not on Facebook?

.....

.....

.....

.....

5) What are the advantages and disadvantages of social media

Advantages	Disadvantages

6) What do we put on social networking sites?

<https://www.youtube.com/watch?v=8UHaIVxvyA>

- Watch the video and answer the following questions?

.....

.....

How do visitors react?



.....
.....
What do you think is the message of the video?

.....
.....
Do you think the makers will achieve their goal? Why/why not?

.....
.....
What is privacy?

7) Read the article.

Facebook can break careers

A study by Microsoft shows that seventy percent of employers look for applicants online. The photos and messages found can be a reason not to hire someone or to hire someone.

The message for job seekers is clear: pay attention to your digital identity. Your Facebook or Twitter page is undoubtedly viewed. The survey results show that seventy percent of employers reject candidates because of offensive photos, whining about work or inappropriate language.

On the other hand, if the online profile is rock solid, this is a reason to hire someone.

An image expert says that it is important to consider what you want to convey to whom. 'Make a distinction between a private and business network. Only post relevant things for that platform. It is therefore okay to post a cheerful holiday photo on Facebook, after all, you also have a private life. But don't embarrass an employer by making embarrassing pictures public.'

Even after you have found a job, taking care of what you put online remains the motto. A study by the English Careerbuilder shows that 28 percent of employers have fired a worker because he complained about the company and colleagues online.

Source: A local newspaper

8) Who should know something about you?

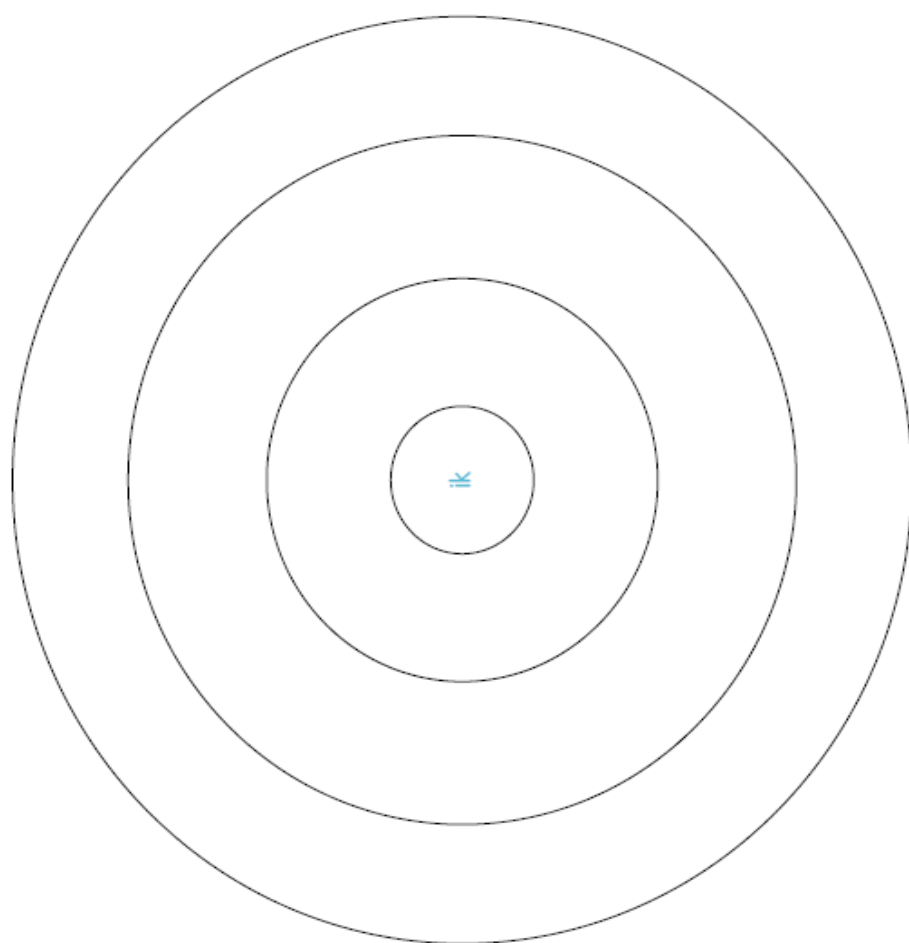
Fill in the circles who is allowed to know what about you and who is not allowed to know certain things.

Inner circle: I'll just keep this to myself

Second circle: My friends may know this

Third circle: Only my family should know this

Outside the circle: Only others may know this (e.g. teachers, bosses, etc.)



9) Which photos do you put online and which do you not?

- Which photos would you put online? (Put a green cross next to the photo)
- Which photos definitely not. Why not? (Put a red cross next to the photo)
- Which photos are suitable as a profile photo? (Put a blue cross next to the photo)
- Which not? Why not?



COLLABORATION 8 Collaborative Explorers

YAEDA Template

n.8

Methodologies: Project- based learning

Objective: To develop students' collaboration skills through a condensed group inquiry project where they work together to explore and analyze historical events while respecting diverse perspectives.

Methodology:	Project- based learning	Group Work, Inquiry-Based Learning, Presentation-Based Learning, Reflection
Subject	History	
Life skill related	Collaboration	
Title	Collaborative Explorers	
Age/Grade	7 th grade, age 13-14	
Timing	45 minutes	
Suggestion for who facilitate	History teacher, drama teacher, educator figure Allow more time for the activity to give more space for feedback and listening to each other. Collaboration should not only be with one's own group but with the whole class.	
Description of the activity	<u>Introduction to Historical Inquiry:</u> Briefly discuss the importance of collaboration in historical research and inquiry. Emphasize the value of respecting diverse perspectives when studying history. <u>Topic Selection and Research:</u> Each group quickly selects a specific historical event, period, or figure to investigate. Provide guidelines for conducting rapid research using available resources. Students begin their research, focusing on gathering key information and diverse viewpoints. <u>Analysis and Interpretation:</u> Groups work together to analyze and interpret the historical significance of their chosen topic. Encourage brief discussions within groups to explore different interpretations and viewpoints. Students jot down key insights and ideas as they collaborate. <u>Presentation Preparation:</u> Each group quickly outlines a presentation format and assigns roles. Emphasize the importance of clear communication and effective teamwork during presentations. <u>Presentation and Reflection:</u> Each group presents their findings to the class in a concise format, focusing on key insights and diverse perspectives. After each presentation, facilitate a brief reflection session where students discuss their collaborative experiences and lessons learned. <u>Conclusion:</u> Wrap up the project by summarizing the value of collaboration in historical inquiry and encouraging students to continue applying their collaboration skills in future learning experiences.	

COMMUNICATION 1 Intercultural communication types

Asturia vzw

Template

n.9

Methodologies: Developing intercultural communications skills

The way in which we communicate can differ considerably from culture to culture. This activity identifies some important areas in which paralinguistic (volume, speed of speech and so on), extra-linguistic (gestures, eye contact, touch, physical proximity and so on) and communication styles (direct versus indirect, and so on) differ across national boundaries. It asks learners first to identify the particular approach to communication that predominates in their own and other cultures, and then asks to reflect on the possible consequences when individuals with different approaches in each area interact.

Tip: To help students understand cultural differences between countries, you can use the free online tool at [The Culture Factor – Country Comparison Tool](#). This interactive resource allows students to compare up to four countries based on six cultural dimensions, such as individualism, power distance, and uncertainty avoidance. It's a great way to start discussions about how cultures vary around the world.

Methodology:	Group work	Strategies for developing intercultural communication
Subject	Ethics	
Life skill related	Communication	
Title	Intercultural communication types	
Age/Grade	Children of the age of 14	
Timing	120 minutes	
Suggestion for who facilitate	Children of the age of 14 with a different background who have to work on a mutual task during a training.	
Description of the activity	• Provide each pair with a copy of the 'Exploring Communication Approaches' handout • Work through each element, comparing and contrasting the learner's culture with another country or culture. • Read each of the following pairs of descriptions. • Decide which descriptions is more like your country, A or B. • Think of another culture or country of interest to you. Does it come closer to type A or type B? • Choose one or two statement pairs that interest you. Can you think of any misunderstandings that might arise when people from cultures more like A, communicate with people from cultures more like B? Additional questions for the young adults • Where you have identified important differences in communication styles between you approach and that of people in the culture or country of interest to you, consider... • Are these differences important? • How might these differences become apparent in the living environment? • How might people from that country or culture perceive your approach? • What challenge do these differences present? • In what ways might you adapt your communication to manage and overcome these cultural differences	

'Exploring communication approaches' handout

	A	B
1	In some countries, people tend to talk quite quickly, frequently interrupting others in order to get their ideas across.	In other countries, people tend to talk in a slow and considered way, rarely interrupting other people when they are talking
2	In some countries, people tend to talk quite loudly and are not particularly concerned if people they do not know overhear their conversations.	In other countries, people tend to be more soft-spoken, and take care to ensure that they do not talk so loudly that other people can hear their conversation
3	In some countries, people use many physical gestures (such as smiling a lot, waving their arms or banging the table) to emphasize what they are saying and to communicate important ideas and feelings.	In other countries, people do not often use many physical gestures (such as smiling a lot, waving their arms or banging the table). Instead, they use words and their tone of voice to communicate important ideas and information
4	In some countries, demonstrating interest in what other people have to say means maintaining good eye contact with them when they are talking.	In other countries, demonstrating respect for other people means trying to avoid too much direct or close eye contact while they are speaking
5	In some countries, even people who do not know each other very well will hold hands, embrace, place their arms around each other's shoulders, or touch each other on the arms	In other countries, people are taught not to touch other people they do not know, and will try to avoid physical contact with strangers wherever possible.
6	In some countries, when people talk to each other they stand or sit a considerable distance apart, sometimes as much as 50 cm	In other countries, when people talk to each other than stand or sit very close to each other - sometimes so close that they are almost touching the other person
7	In some countries, people are direct and frank in the way they speak. They will give their personal opinions freely, regardless of whom they are talking to, and will often criticize other people directly if necessary.	In other countries, people are less direct in the way they speak. They will often avoid giving their personal opinions unless they know the people they are talking to well, and will try to avoid saying things that might come across as too critical of others.
8	In some countries, people write e-mails or faxes that are as short, direct and factual as possible. They pose questions directly and ask for information in an explicit and unambiguous way.	In other countries, people sometimes write e-mails or faxes in a less direct and wordier way. They often don't feel the need to spell out precisely and unambiguously the information they require
9	In some countries, people often prefer to use e-mails, faxes, letters or other forms of written communication to pass on important information and make sure they get the response they want.	In other countries, people often prefer to use face-to-face discussions, telephone calls or other forms of spoken communication to pass on important information and make sure they get the response they want.
10	In some countries, learning foreign languages (particularly English) forms a big part of the educational curriculum. People from these countries often speak other languages very well	In other countries, learning foreign languages is not an important part of the educational curriculum. People from these countries often do speak other languages very well
11	In some countries, people are happy to talk about their personal and family life with their colleagues at work. They are also inclined to ask other people questions about their private and family life, even if they do not know them very well	In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well.
12	In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well.	In other countries, people like to get straight into business without bothering with too much 'small talk' (that is, talk about the weather, football, politics).
13	In some countries, people are happy to talk about their accomplishments without embarrassment or shame. They think it is polite and honest to describe what they have achieved in their lives.	In other countries, people feel uncomfortable talking about what they have accomplished. They think it is polite and courteous to keep quiet about their attainments
14	In some countries, people will try to remain as reasonable, rational and dispassionate as possible during business discussions and conversations. They believe that the best way to remain objective is to argue based on facts and talk from the head, not from the heart.	In other countries, people feel comfortable following their feelings and intuition during business discussions and conversations. They believe that the best way to get their message across is to talk with passion and conviction, even if this sometimes comes across as being emotional.
15	In some countries, people are happy cracking jokes and telling funny stories at work or in business situations, even with people they do not know very well	In other countries, people think work is a serious place to be and try to avoid making jokes or telling funny stories unless they know the other person very well

16	In some countries, people tend to communicate in an informal way, using first names at work or when dealing with customers and colleagues. People rarely use formal titles (like Mr or Mrs, Doctor, Engineer, Architect)	In other countries, people tend to use formal titles (like Mr or Mrs, Doctor, Engineer, Architect) at work, or when dealing with customers and colleagues, people tend to use first names mainly with family and close friends
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10 COMMUNICATION 2 Now let's talk about...

La Strada - der Weg Template

n.10

Methodologies: Debate is an active didactic methodology for teaching disciplines tried and tested and used in secondary school. With debate, two teams of students compete against each other in an argumentative competition on a given content proposed by the teacher or chosen with the students themselves.

Methodology:	Work group	
Subject	Educazione civica	
Life skill related	Communication	
Title	Now let's talk about...	
Age/Grade	Middle school	
Timing	120 minutes	
Suggestion for who facilitate	- Divide the class into 4 groups - Explaining to the class what a debate is and how it is done	
Description of the activity	Division of the class into 4 groups - Each group is assigned a topic and a specific position to support on a topic - The groups will have contrasting positions 2 by 2 - Allow time for the groups to develop arguments in favor of the position to be supported and antithesis of the opposing position - Open discussion between the pairs of groups - Reflection on the solution to the problem	

11 COMMUNICATION 3 The word game

La Strada - der Weg Template

n.11

Methodologies:

This activity helps students explore different modes of communication and understand how language can influence the perception and understanding of others. Additionally, it promotes awareness of the challenges and opportunities in everyday communication.

This activity helps students explore different modes of communication and understand how language can influence their perception and understanding of others. It also promotes awareness of the challenges and opportunities in everyday communication.

Methodology:	Work group	
Subject	Italian/ or other foreign languages	
Life skill related	Communication	
Title	The word game	
Age/Grade	Middle school (13 - 14 years old)	
Timing	50 minutes	
Materials / Suggestion for who facilitate	- A pack of cards with words (or lists of words) on each card - Explain to the students that effective communication is essential to relate to others in a positive way and to understand the ideas of others. - Introduce the activity by telling students that they will play a game that will help them explore different modes of communication. - Distribute a sheet of paper and a pen to each of the students. Divide the class into groups of 4-5 people. - Each group will receive a card with a word written on it. This will be the key word they will use to create a short skit or dialogue. - This activity can be adapted for foreign language (L2) classes, depending on the curriculum. It is recommended for students aged 13–14 who have a basic understanding of relevant vocabulary. If needed, allow extra time (15–20 minutes) for students to prepare their short dialogues.	
Description of the activity	- Each group receives a card with a word on it. After receiving the word, the groups will have 10 minutes to prepare a short skit or dialogue that includes the assigned word. Be sure to encourage creativity and original use of the word in the context of the skit. - Once the 10 minutes are up, ask each group to present their skit or dialogue to the rest of the class. After each presentation, encourage the class to reflect on how the word was used to communicate different meanings and how effective or ineffective the communication was. - After all groups have presented their improvisations, initiate a class discussion on the experiences and challenges encountered during the activity. - Ask the students to reflect on how language influences communication and how they can improve their communication skills in everyday life.	

- | | |
|--|--|
| | <ul style="list-style-type: none"> - Summarise the main concepts addressed during the activity. Emphasise the importance of clarity, creativity and awareness in effective communication. |
|--|--|

List with words:

- Creativity
- Imagination
- Innovation
- Exploration
- Expression
- Fantasy
- Originality
- Inventiveness
- Conception
- Experimentation
- Invention
- Collaboration
- Team
- Sharing
- Synergy
- Cooperation
- Support
- Participation
- Communication
- Respect
- Responsibility
- Integration
- Friendship
- Trust
- Empathy
- Loyalty
- Affection
- Complicity
- Solidarity
- Generosity
- Sincerity
- Altruism
- Care

14 COMMUNICATION 6 Communicating through Letters: Correspondence in the 19th Century

YAEDA

Template

n.14

Methodologies: Developing communication skills

The goal of this history class is to develop communication skills by exploring the art of letter writing during the 19th century. Through this activity, students will learn how to craft well-structured and expressive letters, gaining an appreciation for the importance of effective communication in historical and contemporary contexts.

Methodology:	Group work	
Subject	History /Language	
Life skill related	Communication	
Title	Communicating through Letters: Correspondence in the 19th Century	
Age/Grade	13-14, 7. grade	
Timing	45 minutes	
Materials / Suggestion for who facilitate	History teacher, language teacher, educator Materials Needed: • Whiteboard or chalkboard • Markers or chalk • Printed examples of historical letters from the 19th century (https://www.sothebys.com/en/buy/auction/2021/collection-of-a-connoisseur-history-in-manuscript-part-2/european-royalty-a-collection-of-documents-19th) 	
	1. Introduction: Begin the class by introducing the theme of communication in the 19th century. Explain that during this period, letter writing was a primary means of communication, allowing people to connect and convey their thoughts, emotions, and ideas over long distances. Discuss the importance of effective communication skills, both in historical contexts and in everyday life. 2. Historical Context: Provide a brief overview of the historical context of the 19th century, highlighting key events, advancements, and societal norms related to communication and letter writing. Optionally, share printed examples of historical letters from the 19th century, discussing their format, language, and content.	

3. Letter Writing Activity:

Divide the class into pairs or small groups, ensuring each group has access to writing materials (paper, pens, etc.).

Assign each group a specific scenario or historical figure from the 19th century.

Examples could include:

Writing a letter from a soldier on the front lines of the Civil War to a loved one back home.

Crafting a letter from an immigrant to their family in the old country, describing their experiences in America.

Composing a letter from a suffragette advocating for women's rights to a local newspaper editor.

Instruct students to work together to draft a letter based on their assigned scenario or historical figure. Encourage them to consider the tone, language, and content appropriate for the time period and context.

Emphasize the importance of clarity, organization, and expression in their writing.

4. Presentation and Peer Feedback:

After the writing activity, invite each group to share their letter with the class.

Encourage classmates to provide constructive feedback on the clarity, persuasiveness, and overall effectiveness of the letters.

Facilitate a brief discussion on the similarities and differences between the letters, highlighting the diverse perspectives and communication styles of individuals in the 19th century.

5. Reflection and Conclusion:

Lead a class-wide reflection on the letter writing activity, discussing the challenges and insights gained from communicating through written correspondence.

Summarize the key elements of effective communication highlighted during the lesson.

Encourage students to apply the communication skills they've developed to their everyday interactions, recognizing the enduring relevance of clear and expressive communication in the modern world.

COMMUNICATION 7 Discovering Classmates' Summer Adventures

Asociatia Edulifelong Template

n.15

The activity "Discovering Classmates' Summer Adventures" aims to encourage students to engage in meaningful communication while getting to know their classmates better. By exploring each other's hobbies, activities, and summer experiences, students not only practice language skills but also foster a sense of community within the classroom.

Methodology:	Find a Colleague Who...	Interactive Learning Peer Interaction Questioning Techniques Active Listening Writing Skills
Subject	English or French / Second Language	
Life skill related	Communication, Collaboration, Social Skills	
Title	Discovering Classmates' Summer Adventures	
Age/Grade	11-12 years old/ 5th Grade	
Timing	45-50 minutes	
Suggestion for who facilitate	Teachers of Second Languages	
Description of the activity	Activity Overview: Getting Started: Explain the activity to the students, emphasizing the importance of learning about the people around them. Let them know that this activity will provide an opportunity to discover new hobbies and learn about each other's summer adventures. Procedure: • Distribute a chart to each student containing a list of hobbies, activities, and experiences. Or feel free to use the STUDENT SHEET we have created. • Instruct students to go around the class, asking each classmate if they have engaged in any of the activities listed on the chart. • If a classmate confirms having done a listed activity, they must sign their name next to it on the chart. • Each student is allowed to ask only two questions to each classmate and cannot sign someone else's name. • Set a time limit of 10 minutes for students to complete the chart. Feedback on What Was Learned: After the activity, facilitate a discussion where students share what they learned about their classmates. Identify common hobbies or activities that could inspire future class projects. Feedback on the Cooperative Process: Have students complete a feedback sheet, reflecting on how they got the attention of their classmates and how they knew their classmates were listening to them. Reflections: Encourage students to categorize the items listed on the chart by hobbies or activities. These can be listed on large pieces of cardboard for reference during future projects. Teachers can customize the chart according to the subject, themes, or objectives of the class.	

Name: _____

STUDENT SHEET

Find a colleague who...



Had swimming lessons _____	Visited a different state _____	Read 5 or more books this summer _____	Has Green eyes _____	Got hurt this summer _____
Favorite color is purple _____	Visited their grandparents _____	Went camping in a tent _____	Went to a Zoo this summer _____	Went boating on the water _____
Is left handed _____	Has a scar _____	Saw 10 Movies _____	Has a pet dog _____	Has a sister _____
Has a garden at their house _____	Traveled in a different state _____	Can play an instrument _____	Can wiggle their ears _____	Can do a cartwheel _____
Likes to play video games _____	Went in an adventure park _____	Has a cell phone _____	Likes to eat sushi _____	Jumped on a trampoline _____

Name: _____

FEEDBACK SHEET



*How did you get
the attention of the
person to whom
you wanted to
speak?*



*How did you
know the person
was listening to
you?*



16 COMMUNICATION 8 Analyze SMS Language

Asturia vzw Template

n.16

Methodologies: Analyze SMS language

The final objective of this task is that learners can consciously reflect on language use and the language system. Also this exercise encourages learners to use the acquired insights in their linguistic actions. An important goal is that children of the age of 14 can reflect on their native and other standard languages. Teachers can focus on the national, regional, social and situational language varieties. Additionally the class can focus on norms, attitudes, prejudices and role behavior through language.

Methodology:	Group work	Strategies for analyzing SMS language
Subject	Languages	
Life skill related	Communication	
Title	Analyze SMS Language	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 who are prepared to think about their own language use and the language system.	
Description of the activity	Step 1: The class is divided into two or more groups. Each group is given the assignment to formulate a text with a specified structure. One group formulates an SMS message and the other a regular text message (e.g. a letter or postcard). Both groups must keep track of the number of characters. They each get 10' time. For example, the assignment is as follows: Formulate your message in such a way that it addresses the following elements: - Opening greeting - Ask where your friend is - Suggest a visit to the cinema - Ask for an answer - Closing. Step 2: After the agreed time, both texts are compared and discussed. Guiding questions include, for example: - What are the differences between a letter and a text? - Which expressions have become part of the text reduced by SMS? - Are certain media more or less suitable for certain messages? Step 3: all groups are given the task to formulate a standard response as a text message, using as few characters as possible. The results can be presented and discussed by the class. The standard answer, for example, is as follows: "Hello Benny. Thank you for your answer! I'm glad you want to go to the movies with me. We'll meet at my house at 5:00 PM. Please be on time. See you later!" Points of attention This assignment is fun, recognizable for most students and does not require much extra material. In principle, a single mobile phone is sufficient	

17 COMMUNICATION 9 Historical Podcast

YAEDA Template

n. 17

Objective: To develop students' communication skills by engaging them in the creation of a historical podcast where they use relevant communication strategies, domain-specific codes, and tools to explore and present historical content.

Methodology:	Group Work	Experiential Learning, Project-Based Learning, Peer Feedback, Presentation
Subject	History	
Life skill related	Communication	
Title	Historical Podcast	
Age/Grade	7 th grade, 13-14 years old	
Timing	270 minutes (2 classes)	
Suggestion for who facilitate	History teacher, arts teacher, music teacher, drama teacher, educator figure	

Description of the activity	<u>Introduction to Historical Podcasting :</u> Begin with a brief overview of podcasting as a communication medium and its relevance to historical storytelling. Discuss the importance of using relevant communication strategies, domain-specific codes, and tools in crafting engaging and informative content. <u>Topic Selection and Research:</u> Each group selects a specific historical topic or event to explore in their podcast episode. Provide guidance on conducting research using reliable sources, domain-specific terminology, and citation practices. Students begin their research, gathering information and identifying key points to include in their podcast. Every group works on the same theme, in the same way: Working in pairs, students are asked to find information on the internet about the civil rights activist Ruby Bridges. They transform that information into an interview pretending to be a journalist of a local paper. In a role-play the students act as if they were the interviewer and the interviewed. <u>Scriptwriting and Recording :</u> Students work collaboratively to draft a script for their podcast episode, ensuring clarity, coherence, and engagement. Emphasize the use of storytelling techniques, historical context, and vivid language to captivate the audience. Groups record their podcast episodes, focusing on clear pronunciation, pacing, and expression to effectively communicate their ideas. Tip for teachers: You may use Audacity https://www.audacityteam.org/ for editing the recordings
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Editing and Feedback:

After recording, students edit their podcast episodes using audio editing software, refining content and addressing any technical issues. Peer feedback sessions are conducted, where students listen to and provide constructive feedback on each other's podcast episodes, focusing on communication effectiveness and adherence to domain-specific codes and tools.

Presentation and Reflection:

Each group presents their podcast episode to the class, highlighting key historical insights and communication strategies used. Following the presentations, students reflect on their experiences, discussing challenges faced, lessons learned, and areas for improvement in their communication skills.

Conclusion: Wrap up the project by emphasizing the importance of effective communication in historical storytelling and encouraging students to continue developing their communication skills through further exploration of history and podcasting.

Esempio: RUBY BRIDGES

Pre-prepared worksheet with a guided research:

WHO IS RUBY BRIDGES?

- **Step 1:** Find some information on this person on internet following the inputs below:

Mention at least 3 different web sources that you have used in your research:

- 1.
- 2.
- 3.

FACT FILE

NAME	
SURNAME	
DATE OF BIRTH	
PLACE OF BIRTH	
REMEMBERED FOR	
PAST JOB	
PRESENT JOB	

- **Step 2:** Find two pictures of Ruby Bridges

RUBY BRIDGES WHEN SHE BECAME A "CASE"	RUBY BRIDGES WHEN SHE BECAME A NOW
Paste here the pic	Paste here the pic
Write a short caption	Write a short caption

- **Step 3:** Upload your work on e-learning platform Fuss Campus in the folder "Elaborati" named "Ruby Bridges"

Dedicated child-friendly websites:

<https://kids.britannica.com/kids/article/Ruby-Bridges/487557>

https://www.ducksters.com/history/civil_rights/ruby_bridges.php

https://kids.kiddle.co/Ruby_Bridges

18 CRITICAL THINKING 1 What do they need to know about us?

Asturia vzw

Template

n. 18

Methodologies: Reflecting on important elements of information about yourself.

Research suggests that the way in which each of us thinks and acts in daily life can be influenced by the way we handle information effectively and ethically. We can describe the term "information literacy" as a set of abilities that enables an individual to acquire, evaluate, and use information. One can think of information literacy as having five components: identify, find, evaluate, apply, and acknowledge sources of information. The 'What do they need to know about us?' handout is designed to help you identify some of the ways in which you can handle information.

Methodology:	Group work	Strategies for reflecting on important elements of information about yourself.
Subject	Ethics	
Life skill related	Critical thinking	
Title	What do they need to know about us ?	
Age/Grade	Children of the age of 14 who are able to prioritize important information about themselves that other people would benefit from knowing	
Timing	135 minutes (3 meetings / 45 minutes)	
Suggestion for who facilitate	Preparatory training: - Providing new specific lexical set (sentence, question and answer structure) - Providing sentence modeling - Providing examples of conversation Supports: - Online dictionary, how to search particular information (e.g. economy, labor, politics, every day life); curiosity of peers, absence of judgment or criticism.	
Description of the activity	Provide each pair with a copy of the 'What do they need to know about us' handout Each pair has to prepare an interview where one child is a leader of a group and the other child wants to join the group. Use the table below as a guide to the content. The child who is the leader of the group asks questions about 1. Background 2. Society 3. Traditions and customs 4. Daily life 5. Business etiquette After 20 minutes the children change roles. Additional questions for the children of the age of 14 1. Where you have identified important differences in information given by the child who wants to join the group, consider... 2. Are these differences important? 3. How might these differences become apparent in the group environment? 4. How might new candidates perceive certain questions? 5. What challenges do these differences present?	

‘What do they need to know about us?’ handout

1	Background of the child who wants to join the group	Geography and topography History Economic system Business and commerce Political structures Media and broadcasting Language(s)
2	View on society of the child who wants to join the group	Current political situation Legal system Religious influences Regional differences Social and community life Ethnic minorities Gender issues Education system Heroes and myths Private / work life overlap
3	Traditions and customs of child who wants to join the group	Communication styles Greetings Gestures Levels of formality Holidays and festivals Taboos Gift-giving
4	Daily life of the child who wants to join the group	Shopping Entertaining Food and Eating out Getting around Climate Healthcare Housing Security
5	Business etiquette of the child who wants to join the group	Business relationships Approaches to work Approaches to leadership and teams Management styles Formal and informal meetings and discussions Negotiations and presentations

19 CRITICAL THINKING 2 Mathematics for Everyone

IRECOOP AAS Template

n. 19

Methodology:	Peer and cooperative learning /Group work/simulations	
Subject	Mathematics	
Life skill related	Critical Thinking	
Title	Mathematics for Everyone	
Age/Grade	Ages 11-14	
Timing	120/150 minutes - 2 sessions	
Suggestion for who facilitate	- Developing mathematical skills through the application of concepts in real situations. - Enhancing critical thinking through solving complex problems. - Foster collaboration and discussion among students to stimulate critical reasoning. Tip: before the activity it is suggested to implement the lesson on percentages, introducing students to the concept of a monthly budget. You can use real-life data from national statistics institutes, such as the Italian National Institute of Statistics (ISTAT), to show how families spend their income on different needs like housing, food, and transportation. This practical example makes it easier for students to understand how percentages are used in everyday life.	
Description of the activity	Lesson 1: Application of Mathematical Concepts Warm-up Activity (15 min): Percentage Calculation To engage students in the activity, we recommend starting with a warm-up game that applies basic mathematical concepts through practical examples. ● Review: Recap percentage calculation using practical examples. ○ Example: "If an item initially costs 100 euros and is discounted by 20%, what will be the discounted price?" ○ Guide students through calculating a 20% discount on 100 euros (20 euros), then determining the discounted price (80 euros). Introduction to Context (15 min): Monthly Budget Management The objective of this activity is to analyze, define, and solve a real-world problem, specifically managing a monthly budget for everyday expenses. ● Introduction: Introduce the concept of a monthly budget. ○ Example: "Each student receives an imaginary 'monthly budget' and must plan how to allocate money for expenses such as food, transportation, and leisure." ○ Discussion on key aspects to consider in budget planning: basic needs vs. leisure, prioritizing expenses, balancing different spending categories. Group Work (30 min): Monthly Budget Planning	

Divide the class into small groups. Students in each group will collaborate to plan a monthly budget.

- Roles: Assign specific roles within each group (e.g., food expenses manager, transportation manager, etc.).
- Use percentage and proportion concepts to allocate a percentage of the budget to each expense category.
- Each group prepares a brief presentation to illustrate their budget plan to the class.
- Encourage discussion and shared decision-making within the group.

Lesson 2: Stimulating Critical Thinking

Discussion of Results (30 min): Group Presentations

Each group presents their budget plan to the class, explaining the decision-making process behind their choices.

- Facilitate discussion on the different strategies used by groups, comparing various spending proportions and priorities identified.
- Reflect on budget management and the importance of making informed decisions based on financial limits and personal needs.

Problem Review (30 min): Discussion of Proposed Solutions and Introduction to Critical Thinking

Review the solutions proposed by various groups for the budget problem from the previous lesson.

- Discuss the different strategies and approaches used by groups to allocate the budget among different spending categories.
- Compare the decisions made and the implications of choices in different budget scenarios. Introduce concepts of analysis, evaluation, and synthesis.
- Engage students in a discussion using concepts of analysis (breaking down the problem), evaluation (judging available options), and synthesis (constructing a comprehensive solution) in the context of solving mathematical problems.
- Connect the problem-solving process in mathematics with the critical thinking skills necessary to tackle complex problems.

Output

- At the end of the work, the working groups will have produced posters/posters that will be made available to the class.
- **Poster Presentation:** Ask the working groups to display different models of monthly budgets for daily expenses.

Assessment:

Assessment will be based on active participation, quality of responses, ability to apply mathematical concepts in real-world situations, and clarity in critical reasoning. Collaboration during group activities will also be evaluated.

Final Notes:

This activity aims to integrate mathematics with critical thinking, encouraging collaboration and stimulating students to explore different perspectives in problem-solving. The use of realistic problems fosters a deeper understanding of mathematical concepts and promotes critical thinking.

CRITICAL THINKING 3 Language and critical thinking

IRECOOP AAS

Template

n. 20

Methodologies:

Developing students' language skills through critical analysis of literary texts and promoting critical thinking through restorative justice approaches among peers.

Methodology:	Tools for developing peer-to-peer restorative justice approaches/text analysis/text production	
Subject	Italian	
Life skill related	Critical Thinking	
Title	Language and critical thinking	
Age/Grade	11- 14 years	
Timing	120-240 minutes - at least in 2 meetings	
Suggestion for who facilitate	Materials Needed: Literary texts (poems, short stories, excerpts from novels) For example, "Romeo and Juliet" by William Shakespeare is suggested in the example. In general, choose appropriate texts that can stimulate discussion on themes of conflict and interpersonal relationships. For instance, you could select an excerpt from a novel, a poem, or a short story that presents a significant conflict between characters. Italian Literature Text: "Pinocchio" by Carlo Collodi Description: This classic tale follows the adventures of Pinocchio, a wooden puppet who dreams of becoming a real boy. The story addresses themes of honesty, responsibility, and the consequences of one's actions. Activity: Focus on the conflicts Pinocchio faces due to his decisions and interactions with characters like Geppetto, the Blue Fairy, and the Fox and the Cat. Discuss how Pinocchio learns from his mistakes and apply peer restorative justice principles to explore how misunderstandings and conflicts can be resolved. Romanian Literature Text: "The Story of the Pig" (Povestea Porcului) by Ion Creangă Description: This folktale tells the story of a poor man and his magical pig that can transform into a young man. The story touches on themes of kindness, bravery, and the rewards of good deeds. Activity: Discuss the various conflicts and resolutions within the story, focusing on how characters resolve their differences. Use restorative justice principles to explore alternative ways conflicts could be handled to promote understanding and cooperation. Greek Literature Text: "The Adventures of Odysseus" (Adapted versions of Homer's "Odyssey") Description: Simplified and adapted versions of "The Odyssey" tell the story of Odysseus' long journey home after the Trojan War, highlighting his cleverness and perseverance in overcoming obstacles and conflicts. Activity: Focus on the conflicts Odysseus encounters, such as with the Cyclops, the Sirens, and the suitors in Ithaca. Discuss the different ways	

	Odysseus resolves these conflicts and apply restorative justice principles to imagine peaceful resolutions and mutual understanding. Serbian Literature Text: "Stribor's Forest" (Šuma Striborova) by Ivana Brlić-Mažuranić Description: This fairy tale, part of the book "Croatian Tales of Long Ago," is about a young man who, bewitched by a snake-woman, returns to his village with her, only to face various trials and conflicts. Activity: Analyze the conflicts between the young man, his mother, and the snake-woman. Discuss the lessons learned and apply restorative justice principles to explore how the characters could better understand and resolve their differences. • Sheets of paper and pens • Guides for the development of peer restorative justice approaches
Description of the activity	Lesson 1: Critical Analysis of Literary Texts Warm-up Activity (15 minutes): The activity begins with a brief discussion on the concepts of critical thinking and peer restorative justice. During the brief discussion, present hypothetical cases of peer conflicts. For example, discuss situations where a classmate unintentionally damaged another student's property. Students can explore together possible solutions to address the conflict fairly and respectfully. GUIDE 1 Reading and Analysis (20 minutes): At the start of the activity, introduce the literary texts that you will analyze. In the example provided, "Romeo and Juliet" by William Shakespeare is used. Students read and critically analyze an assigned literary text, identifying themes, characters, and implicit messages. They use guides for the development of peer restorative justice approaches to examine conflicts and relational dynamics present in the text. For this activity, divide the class into small groups to enhance their ability to work collaboratively. GUIDE 2 Discussion and Reflection (25 minutes): During the class discussion using the guides for the development of peer restorative justice approaches, students examine how characters in the text address conflicts. For example, they can focus on the conflict between the rival families, the Montagues and Capulets, and explore possible solutions to the conflict that leads to the tragic end of the protagonists. Alternatively, they could reflect on how misunderstanding and hatred between the two families could be addressed more fairly using principles of peer restorative justice, seeking ways to promote mutual understanding and reconciliation between the conflicting factions. GUIDE 3 Lesson 2: Textual Production and Practical Application Review Activity (10 minutes): Review key concepts covered in the previous lesson: critical thinking, peer restorative justice, and critical analysis of literary texts.

Textual Production (25 minutes):

Students (individually or in small groups) write a short text (story, poem, etc.) based on the themes and characters discussed in the previous lesson. They must integrate peer restorative justice approaches into their text.

Sharing and Feedback (25 minutes):

Students read their work aloud and receive feedback from their classmates using the guide for the development of peer restorative justice approaches used previously. Discuss strengths and areas for improvement in their texts.

Evaluation:

Assessment will be based on active participation in class discussions, the quality of critical analysis of literary texts, and the creativity and originality of the texts produced. Additionally, students' ability to apply peer restorative justice approaches in their written work will be evaluated.

Final Notes:

This integrated activity aims to develop students' language skills through critical analysis of literary texts while simultaneously promoting critical thinking and the ability to resolve conflicts constructively through peer restorative justice approaches. The combination of these skills fosters the development of critical and aware citizens capable of understanding and effectively responding to relational and social dynamics.

According to the class group, it could also be possible to anticipate the topic in different ways: reading the book in advance, listening to podcasts, going to the theater, etc.

GUIDE 1

Warm-up Activity Guide (15 minutes):

Introduction to Concepts (5 minutes):

- Start the activity by briefly introducing the concepts of critical thinking and peer restorative justice.
- Explain that critical thinking involves carefully examining a problem, considering different perspectives, and making informed decisions.
- Define peer restorative justice as an approach aimed at resolving conflicts fairly, involving dialogue and mutual understanding.

Group Discussion Activity (10 minutes):

- Divide the class into groups of 3-4 students each.
- Assign each group a hypothetical case of peer conflict. Use realistic scenarios that could occur among students, such as accidental damage to property. Another option could be to use scenarios from the text that was chosen, like in this case different relations between the protagonists of "Romeo and Juliet".
- Students should discuss the following questions within their groups:
 - What is the conflict in this scenario?
 - Who are the people involved and what are their viewpoints?
 - What are the underlying causes of the conflict?
 - What could be balanced and respectful solutions to resolve the conflict?

GUIDE 2

Reading and Analysis of "Romeo and Juliet" (30 minutes):

Introduction to the Text (10 minutes):

- Briefly present the play "Romeo and Juliet" by William Shakespeare.
- Discuss the central themes of love, rivalry, and tragedy present in the text.
- Emphasize the importance of relational dynamics and conflicts between the main characters.

Group Division and Role Assignment (5 minutes):

- Divide the class into groups of 3-4 students each.
- Assign each group a specific aspect of the text to focus on during the analysis, such as:
 - Conflicts between the rival families (Montagues and Capulets)
 - The relationship between Romeo and Juliet
 - The role of Mercutio in the conflicts

Reading the Text (15 minutes):

- Students read the assigned excerpt or a significant passage from "Romeo and Juliet."
- During the reading, they should note the main themes, the characters involved, and the critical points of the conflict.

GUIDE 3

Guide for the Development of Peer Restorative Justice Approaches:

- **Identification of the Conflict:** Describe the main conflict in the text.
- **Analysis of Perspectives:** Explore the different perspectives of the characters involved in the conflict. What do they think and feel?
- **Recognition of Responsibilities:** Determine the responsibilities of each character in the conflict. Who has been harmed and who caused the problem?
- **Generation of Solutions:** Brainstorm possible solutions that promote mutual understanding and peaceful resolution of conflicts between the characters.
- **Implementation:** Decide which solution might be most effective in the context of the text and how it could be implemented.
- **Reflection:** Reflect on the consequences of the characters' actions and the effectiveness of the proposed solutions

CRITICAL THINKING 4 Creative workshops

Secondary School „Voievod Litovoi”- Romania Template

n. 21

Methodology:	The role of education in personality development	
Subject	Education in schools-extracurricular activities.	
Life skill related	<u>Critical thinking</u> Problem solving Confidence Motivation Communication Learning Listening, writing, speaking and reading skills Creativity	
Title	Creative workshops	
Age/Grade	7 th grade	
Timing	60 minutes	
Suggestion for who facilitate	- This activity can be co-facilitated by a teacher and a visual or performing arts educator. - A youth worker, school counselor, or external artist can support the reflection and emotional expression components. It's important the facilitator encourages exploration, respects diverse forms of expression, and promotes a safe, judgment-free environment. Creative workshops and development of artistic skills represent an important aspect in the learning process. Cultivating artistic skills through painting and drawing workshops are conducive environments for the expression of creativity and the development of individual talents. Through this kind of activities, teachers observe that children discover and develop their artistic abilities. These contribute to the formation of their own vision of the world around them.	
Description of the activity	This workshop uses learning corners to guide students through a creative exploration of their emotions, ideas, and identity. Each corner represents a different artistic form — offering hands-on, movement-based, or visual ways to express their “inner world.” Introduction (Whole Group) Introduce the theme: “Discovering and expressing who we are through art.” Explain the format: students will rotate through 3 creative corners, spending 15–20 minutes at each. Encourage them to reflect on their emotions and imagination during each task. Learning Corners (max 20 minutes per station): Corner 1: Visual Expression – Painting & Drawing Task: Students create a visual representation of a feeling, memory, or imaginary world using watercolor, crayons, or markers. “Draw a safe place in your imagination.”	

“Use colors to show how happiness or curiosity feels.”

Corner 2: Paper Craft – Origami Creation

Task: Students fold paper into simple origami shapes (heart, butterfly, star, bird).

Each student assigns a symbolic meaning to their origami and writes a short sentence about what it represents.

Example: “My butterfly means freedom and transformation.”

Corner 3: Music & Movement – Choreography Corner

Focus: Emotional expression through body movement

Task: Students listen to a short piece of music (2–3 minutes) and create a few simple gestures or movements that express the rhythm or emotion.

They can work solo or in small groups.

Final Reflection Circle (Whole Group – 10 minutes)

Gather all students in a circle to share one creation or insight from their favorite corner. Reflect with questions like:

“What did you discover about yourself?”

“Which way of expressing yourself felt easiest or hardest?”

CRITICAL THINKING 6 Problem Solving Through POWER Model in Algebra

Asociatia Edulifelong

n. 23

Methodologies: POWER method

The first step to problem-solving is the identification of the problem. Until we identify and acquaint ourselves with the issue/problem, it will be difficult to address it properly. This activity will help achieve the following learning outcomes:

- Understand the process of problem solving
- Apply the POWER model in daily life situations

Methodology:	POWER method	Critical Thinking Reflection
Subject	Mathematics/ Geometry / Technology	
Life skill related	Problem Solving, Critical Thinking, Decision Making	
Title	Problem Solving Through POWER Model in Algebra	
Age/Grade	13-14 years old/ 7th Grade	
Timing	45-50 Minutes	
Suggestion for who facilitate	Mathematics Teachers/ Tutors Dividing students into numerically equal, heterogeneous work groups that have access to different sources of information, internet, computer/laptop, video projector, interactive whiteboard.	
Description of the activity	Activity Overview: ● Initiate the Activity (10 minutes): Explain the POWER model for problem-solving to the students. Clearly outline the steps of the adapted P.O.W.E.R. Model for Problem Solving in the context of algebra. ● Problem Analysis in Groups (25 minutes): Divide students into small groups of three or four. Distribute the following problem statements to each group and instruct them to apply the POWER model to solve the problem. Sample Problems for Groups: ● Group 1: Problem Statement: You are running a concession stand at a basketball game. You are selling hot dogs and sodas. Each hot dog costs \$1.50 and each soda costs \$0.50. At the end of the night, you made a total of \$78.50. You sold a total of 87 hot dogs and sodas combined. You must report the number of hot dogs sold and the number of sodas sold. How many hot dogs were sold and how many sodas were sold? ● Solution Steps: P (Problem): Identify the problem: finding the number of hot dogs and sodas sold. O (Options): Set up equations based on the given information.	

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Group 2:**

Problem Statement:

A theater sells tickets for a play at \$8 for adults and \$5 for children. If 250 tickets were sold and the total amount collected was \$1700, how many adult tickets and how many children's tickets were sold?

- **Solution Steps:**

P (Problem): Identify the problem: finding the number of adult and children's tickets sold.

O (Options): Set up equations based on the given information.

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Group 3:**

Problem Statement:

You have a budget of \$100 to spend on pencils and notebooks for a school project. Pencils cost \$1 each and notebooks cost \$2.50 each. If you need to buy a total of 50 items, how many pencils and how many notebooks can you buy?

- **Solution Steps:**

P (Problem): Identify the problem: finding the number of pencils and notebooks to buy within the budget.

O (Options): Set up equations based on the given information.

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Group 4:**

Problem Statement:

A farmer wants to plant two types of crops on his 120-acre farm. He plans to plant wheat on one part and corn on the other. He wants to plant twice as many acres of wheat as corn. If he plants the whole farm, how many acres of each crop will he plant?

- **Solution Steps:**

P (Problem): Identify the problem: determining the acres of wheat and corn to plant.

O (Options): Set up equations based on the given information.

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Class Discussion (10 minutes):**

Invite each group to present their problem, the options they considered, their chosen solution, and their reflections.

Encourage other groups to provide feedback and discuss alternative solutions.

- **Wrap-Up (5 minutes):**

Summarize the key points discussed and emphasize the importance of structured problem-solving.

Encourage students to apply the POWER model to other areas of their academic and personal lives.

24 CRITICAL THINKING 7 Modeling Velocity in Real-Life Scenarios

Asociatia Edulifelong

n. 24

Methodologies: Problem-Based Learning, Experiential Learning, Graphical Representation, Reflection

The Motion Modeling with Linear Functions activity challenges students to explore how linear functions can be used to model motion and velocity in real-life scenarios. By analyzing motion data and applying mathematical concepts, students will develop a deeper understanding of linear functions and their practical applications in physics and everyday life.

Methodology:	Problem-Based Learning	
Subject	Mathematics	
Life skill related	Critical Thinking, Problem-Solving, Analytical Skills	
Title	Modeling Velocity in Real-Life Scenarios	
Age/Grade	14-15 years old/ 8th Grade	
Timing	1 hour	
Suggestion for who facilitate	Mathematics Teachers/ Physics Teachers	
Description of the activity	Activity Overview: Getting Started: Introduce the Motion Modeling with Linear Functions activity to the students, framing it as an opportunity to investigate the relationship between motion and linear functions. Emphasize the importance of understanding velocity in physics and its relevance to real-world situations. Procedure: • Introduction to Linear Functions and Velocity: Begin by reviewing key concepts related to linear functions and velocity, including slope, y-intercept, and the equation of a line ($y = mx + b$). Explain how linear functions can be used to model velocity, where the slope represents the rate of change (velocity) and the y-intercept represents the initial position. • Real-Life Scenario: Present students with a real-life scenario involving motion, such as a car traveling along a straight road or a person riding a bicycle. Provide data sets containing information about the distance traveled over time. Feel free to use this Geogebra simulation https://www.geogebra.org/m/vujgfrw • Data Analysis: Instruct students to analyze the given data sets and identify patterns in the motion. Encourage them to calculate the velocity (rate of change) between different time intervals and graph the data points on a coordinate plane. • Linear Function Modeling: Guide students in using linear functions to model the motion data. Have them determine the equation of the line that best fits the data points, using techniques such as finding the slope and y-intercept. • Graphing and Interpretation: Provide students with graph paper or graphing software to graph the linear function representing the motion. Encourage them to interpret the slope of the line in terms of velocity and the y-intercept in terms of initial position. • Discussion and Reflection: Facilitate a discussion where students share their findings and interpretations. Encourage them to discuss the significance of the slope and y-intercept in the context of the motion scenario. Ask guiding questions to prompt critical thinking and deeper understanding.	

Reflections:

Encourage students to reflect on the connections between linear functions and motion. Discuss how understanding velocity and linear functions enables individuals to analyze and predict motion in various contexts, from physics experiments to everyday activities like driving or running

27 CRITICAL THINKING 10 Unraveling the Past

YAEDA Template

n. 27

Methodologies: Problem- based learning

Objective: To develop students' critical thinking skills by engaging them in an investigative project where they assess historical information and arguments to support reasoned conclusions and develop innovative solutions.

Methodology:	Problem- based learning	
Subject	History	
Life skill related	Critical thinking	
Title	Unraveling the Past	
Age/Grade	13-14 age, 7 th grade	
Timing	60 minutes	
Suggestion for who facilitate	History teacher , educator figure, language teacher, drama teacher	
Description of the activity	<u>Introduction to Historical Investigation:</u> Begin with a discussion about the importance of critical thinking in historical research and analysis. Introduce the concept of historical investigation as a process of assessing evidence, evaluating arguments, and drawing reasoned conclusions. <u>Case Assignment and Evidence Collection:</u> Assign each student or group a specific historical mystery or unsolved question to investigate. Provide Case Files containing primary and secondary sources, artifacts, and other clues related to the assigned case. Students examine the evidence, take notes, and brainstorm possible hypotheses or solutions to the historical mystery. <u>Analysis and Argumentation:</u> Students analyze the evidence collected in their Case Files, critically evaluating the reliability, relevance, and credibility of each source. Encourage students to construct reasoned arguments and develop innovative solutions based on their analysis of the historical evidence. Facilitate discussions within groups to explore different interpretations and perspectives on the historical mystery. <u>Presentation and Peer Review:</u> Each student or group presents their findings, arguments, and proposed solutions to the class. After each presentation, facilitate a peer review session where students provide feedback on the strength of the arguments presented and offer constructive criticism or alternative perspectives. <u>Reflection and Conclusion :</u> Lead a guided reflection session where students reflect on their experiences as historical detectives and the critical thinking skills they applied during the investigation. Wrap up the activity by emphasizing the importance of critical thinking in historical inquiry and encouraging students to continue developing these skills in future investigation	

CRITICAL THINKING 11 Debating the Theme

YAEDA

Template

n.28

Methodologies: Debate bas learning

Objective: To develop students' critical thinking skills by assessing information and arguments to support reasoned conclusions and develop innovative solutions through the analysis and debate of themes in Lois Lowry's novel "The Giver."

Methodology:	Debate bas learning	Inquiry-Based Learning Collaborative Learning Reflective Practice Textual Analysis
Subject	English language and history	
Life skill related	Critical thinking	
Title	Debating the Theme	
Age/Grade	7 th grade, 13-14 years old	
Timing	45 minutes	
Suggestion for who facilitate	English teacher	
Description of the activity	Class Setup: The classroom is arranged for a debate, with desks set up in two opposing rows and a central space for speakers. Copies of "The Giver," as well as debate guidelines and evaluation sheets, are provided. Class Activities: Introduction to Critical Thinking and Debate: Begin with a brief discussion about critical thinking and its importance in analyzing literature. Introduce the concept of debate as a method for assessing information and forming reasoned conclusions. Theme Identification and Group Assignment Discuss major themes in "The Giver" (e.g., freedom vs. control, individuality vs. conformity). Divide students into small groups, assigning each group a specific theme to analyze and debate.	

Argument Development

Groups work together to develop arguments supporting and opposing their assigned theme.

Encourage students to find textual evidence from "The Giver" to support their arguments.

Provide an argument development template to help students organize their points logically and coherently.

Debate Preparation

Each group selects speakers for the debate, ensuring everyone has a role (e.g., researchers, note-takers, speakers).

Groups practice their arguments and prepare for possible counterarguments.

Also teacher and educator can take part of the debate, giving suggestions and help students to expose and argue ideas.

Debate

Conduct the debate, with each group presenting their arguments and responding to counter arguments. Encourage active listening and respectful engagement, reminding students to critically assess the information presented by their peers.

Reflection and Conclusion

Lead a guided reflection session where students discuss what they learned about critical thinking and forming reasoned conclusions through the debate.

Have students complete a reflection journal entry about the experience, noting any new insights or changes in their understanding of the themes in "The Giver."

EMPATHY 1 Languages & framing

Asturia vzw

Template

n.29

Methodologies: Languages & framing

Children of the age of 14 will learn how framing works in practice by finding a news item themselves and framing it in a negative and positive way. They will look for an article that interests them alone or together with a writing partner. They use a neutral source for this. They make it clear how they worked by explaining changes in a legend, possibly with colors. They do all this in a formatted document.

The learners complete this assignment alone or in pairs after having processed the learning material with a large number of examples in class.

The assignment should ideally also be provided with a detailed example. In addition to the lesson content, spelling and digital competencies are also evaluated. The list of framing techniques can be a starting point for this assignment. The carefully detailed step-by-step plan should ensure that the learners can complete this assignment completely independently.

Methodology:	Individual or group work	Strategies for the use and recognizing the impact of framing
Subject	Languages	
Life skill related	Empathy	
Title	Languages & framing	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 who have to learn to use and recognize the impact of framing. Dividing students into numerically equal, heterogeneous work groups that have access to different sources of information, internet, computer/laptop, video projector, interactive whiteboard.	
Description of the activity	THE TEACHERS EXPLAINS THE FRAMING TYPES TO CARRY OUT BY THE LEARNERS - Copy the original text on your paper. - Make a source reference. - Now edit the text but make sure to mark all changes. - Frame the news story in a way that presents the topic differently than the original text. o Make at least three clear adjustments to the text. For example: → ☐ a testimony → ☐ at least five words with a clearly positive or negative connotation → ☐ a new angle → ☐ ... o Make sure that the topic and the answer to the topical questions remain approximately the same. o Be clear and creative. Under the subheading “explanation” of each part, write a short paragraph (at least 100 words) in which you answer the following questions: - o What was the purpose of your positive or negative framing? - o What three adjustments did you make to the original text to achieve this goal? - o Refer to concrete adjustments you have made in the text. (Use a color legend if necessary.) - o What is the effect of each of these adjustments?	

TO REFLECT BY LEARNERS

- ☐ Go through this checklist above to make sure you haven't forgotten anything.
- ☐ Check the text thoroughly for language and spelling errors.
- ☐ Take a critical look at the layout of your document and make sure it is neat.

Overview of framing types

There are actually an unlimited number of possible forms of framing. Of course, manipulating a message largely depends on the context. Below you will find a few examples.

The health frame

This is one of the most commonly used methods of framing. Especially in the food industry, this is an important weapon to mislead people.

For example: 'Now 90% fat-free' instead of 'Only 10% fat'

The scarcity frame

With this frame you use the principle of scarcity. You emphasize that the other person must act quickly.

For example: 'The question is how long this technique will continue to work, so take advantage of it now.' Instead of 'This technique is working very well at the moment.'

The gain frame

A gain frame focuses on the positive aspects of a product or service. This concerns the benefits that the customer can achieve by using the product or service.

For example: an advertisement for a toothpaste that emphasizes getting a radiant smile

The loss frame

A loss frame focuses on the negative aspects of not having a product or service. It's about what the customer misses if he doesn't use the product or service.

For example: an advertisement for a security camera that emphasizes preventing burglaries.

The goal frame

This frame focuses on the goal that the customer wants to achieve by using a product or service. It's about what the customer wants to achieve and how the product or service can help with that.

For example: an advertisement for a fitness program that emphasizes achieving a healthy weight.

The moral frame

With the moral frame you use framing to give someone a 'feeling of guilt'. This often happens in advertising for charities. Another way to frame morally is to convince someone that this is the "right" or "good" thing to do.

For example, you see an advertisement in which a child lives in harsh conditions or how some people treat animals.

You as the recipient are then told that this will not stop by itself and that you therefore also have 'some responsibility'.

For example: Animal suffering does not stop by itself, support 10 euros now to put an end to...

The ego frame

With this frame you are talking about the interests of the recipient. You no longer talk about what you have to offer, but what the reader, viewer or listener gets.

For example: 'You get the best online marketing tips.' instead of 'We offer you the best online marketing tips.'

The temporal frame

This frame emphasizes the most effective time or period to use the product or service.

For example: an advertisement for a sunscreen that emphasizes the importance of using it during the summer months to protect the skin from harmful UV rays.

30 EMPATHY 2 Exploring Emotions through Storytelling

IC BOLZANO II Template

n.30

Methodologies:

Implementing empathy through storytelling and putting oneself in others' shoes is a powerful approach. Telling stories that showcase different perspectives can help people better understand others' experiences and increase their empathy. Putting oneself in others' shoes requires practice and an open mind, but it can lead to deeper relationships and mutual understanding.

Methodology:	Collaborative Storytelling	Foster a collaborative environment where participants can share ideas and co-create stories together, enhancing their understanding of emotional dynamics in life.
Subject	Second language	
Life skill related	Empathy Communication Collaboration	
Title	Exploring Emotions through Storytelling	
Age/Grade	11-13 years	
Timing	240 minutes	
Suggestion for who facilitate	Understanding empathy involves a multifaceted approach that combines self-reflection, active listening, perspective-taking, and experiential learning. Here's a suggested plan. - Encourage participants to reflect on their own experiences of empathy. Ask questions like: What does empathy mean to you? Can you recall a time when you felt deeply connected to someone else's emotions? - Provide a clear definition of empathy and facilitate discussions on its importance in storytelling and interpersonal relationships. Explore the role of empathy in fostering understanding and communication. - Engage participants in activities designed to cultivate empathy, such as role-playing scenarios from different perspectives. - Teach active listening skills, emphasizing the importance of fully attending to and validating others' emotions. - Guide participants to step into the shoes of others and see the world from different perspectives. This could involve writing from the viewpoint of a character with contrasting emotions or backgrounds. - Foster an open and supportive environment where participants can share their emotions, ask questions, and provide feedback to one another encouraging dialogue.	

Description of the activity

Week 1: Introduction to emotions and empathy

- Brief description of the main emotions: happiness, sadness, fear, anger, disgust, surprise, love.
 - Explanation and discussion of the concept of empathy
- To make this activity more engaging, we recommend using parts of the film “ Inside out”.

Week 2: Narrative techniques for emotion communication: perspective-taking stories

Perspective-taking stories: Ask participants to write or share stories that offer **different perspectives** on a situation or issue. Afterwards, discuss how each perspective influenced the characters' emotions and actions, encouraging empathy and understanding.

Week 3: Narrative techniques for emotion communication: interactive storytelling

Interactive Storytelling: Develop interactive stories where participants contribute to the narrative by making choices that **influence the plot**. This promotes communication and collaboration as participants work together to build the story.

Write short stories in groups based on a chosen emotion using the learned techniques

Each story circle provides an opportunity for participants to connect with one another, empathize with different experiences, and gain insights into the range of emotions we all encounter in life.

Example: Anger

Participants take turns sharing stories about times when they felt angry. They might discuss what triggered their anger, how they reacted, and any lessons learned from the experience. For example, someone might share a story about a frustrating encounter with a difficult coworker or a heated argument with a friend.

Week 4: Impact of emotions in storytelling: feelings mapping and sharing

- Presentation of created stories and discussion on conveyed emotions.
- Feelings mapping to explore and visualize emotions, and how they relate to specific situations and visualizing their intensity or frequency. Mapping occurs through word clouds, drawings, diagrams.
- Reflection on the storytelling experience.

Assessment:

- Active participation in discussions and activities.
- Quality and originality of created stories.
- Ability to convey emotions through storytelling.

Materials and Resources:

- Worksheets for writing and mapping activities.
- Online resources on narrative techniques and storytelling.

EMPATHY 3 Building Empathy through the Mirror Game

Asociatia Edulifelong

n. 31

Methodologies: Developing Empathy Through Historical Narratives

Empathy is a fundamental skill for understanding and connecting with others. The Mirror Game offers a playful yet profound way to develop empathy by reflecting each other's movements and emotions. Through this activity, participants will learn to appreciate individuality, pay attention to non-verbal cues, and foster empathy.

Methodology:	Mirror Game	experiential learning, pair work, role reversal, reflection, questioning, movement-based learning, and real-life correlation
Subject	Life skills	
Life skill related	Empathy	
Title	Building Empathy through the Mirror Game	
Age/Grade	11-14 years old/ 7th-8th Grade	
Timing	50 minutes	
Suggestion for who facilitate	Educators	
Description of the activity	Advance Preparation: Create a suitable space for conducting the activity, ensuring there is enough room for movement and pairs to face each other comfortably. Process: • Initiate the activity by asking participants to find a partner and form pairs, facing each other. • Explain that the activity is the Mirror Game. • Provide the following instructions: • Designate one partner as "A" and the other as "B." • In the first round, partner A will be "the person" and partner B will be "the mirror"; then they will switch roles. • Encourage partners to make various movements for their mirror images to follow, starting with facial expressions and progressing to body movements. Based on the class, it is recommended to create and use cards depicting specific situations and emotions for simulation purposes. For example, cards from the game <i>Dixit</i> can be utilized. <i>Dixit</i> is a storytelling card game that features dreamlike illustrations designed to inspire imagination and creativity. Each card presents a unique, surreal image that can evoke various interpretations, making them ideal for activities involving emotional expression and scenario simulation, and create narratives, thereby enhancing their language skills and emotional intelligence. https://www.trainers-toolbox.com/dixit-creativity-meets-storytelling/ After two rounds, facilitate a discussion based on the following questions: • How did you find the activity? What did you enjoy about it? • When you were the mirror, how did you manage to synchronize with your partner's movements?	

	- In real-life situations, when is it important to reflect each other's actions or emotions, and why? Conclusion: Summarize the activity by reinforcing key points: - Empathy involves understanding and replicating the emotions, concerns, and needs of others. - Empathy strengthens connections and fosters a deeper understanding of one another.
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Emotional flash cards

Emoji	Emotion	Situation
😞	Guilt	I snapped at a classmate, parent, or teacher—and now I feel really bad about it.
😳	Shame	Everyone was watching me during the oral exam, and I just wanted to disappear.
🤢	Disgust	I saw a bug or tasted something weird, and it totally grossed me out.
😡	Anger	I got into a fight with a classmate, and I was so mad.
😰	Anxiety	I had a test coming up—or I lost something important—and I couldn't stop worrying.
😱	Fear	I noticed something dangerous, and my heart started racing.
😞	Sadness	I failed a test, got held back, or broke up with my girlfriend—and I felt really down.
😊	Joy / Satisfaction	I did a great job on an assignment, and I felt proud of myself.

32 EMPATHY 4 Emotions of history

LA STRADA - DER WEG

Template

n. 32

Methodologies: Develop empathy through important characters in history

Methodology:	- Focus group - Materials made by students to be displayed in class	
Subject	History	
Life skill related	Empathy	
Title	Emotions of history	
Age/Grade	Middle school	
Timing	120 min	
Suggestion for who facilitate	- Choose and prepare a number of historical figures with descriptions of their major exploits/actions (positive and negative) - Divide the class into groups, max. 3 members - Each group chooses one character - Internal discussion of the character	
Description of the activity	- Each group chooses a character and works out what emotions, feelings and motivations prompted the character to perform the actions; - Each group discusses what the character may have felt during the various phases (victory, success, rejection, fall, excommunication, etc.); - Each group identifies with the character and tries to imagine what emotion they would have felt if they were in their place; - Reflection on how they would have acted if they had been in their place; - Exposure to the class of the work done through posters with images and writing.	

33 EMPATHY 5 Virtual Journey

IRECOOP AAS

Template

n. 33

Deepen geographical understanding through virtual exploration of different cultures and places.
Develop empathy skills by raising awareness of cultural differences.
Foster collaboration and the sharing of experiences among students.

Methodology:	Restorative justice	
Subject	Geography / Social sciences	
Life skill related	Empathy	
Title	Virtual Journey	
Age/Grade	13- 14 years	
Timing	4 to 6 hours (suggestion: once a week for one/two months)	
Materials / Suggestion for who facilitate	Computer or tablet with internet access Paper and pens World map Online resources (documentaries, videos, images)	
Description of the activity	Lesson 1: Introduction to the Virtual Journey Opening Activity: Concrete Example: Start the lesson with a guided discussion on the concept of empathy and the importance of understanding and respecting different cultures and people's experiences. Use examples of situations where empathy played a crucial role in overcoming cultural differences. For instance: ● Personal Experience: Imagine you were in a situation where you didn't know anyone and didn't understand the local language. Ask students to reflect on how they would feel in this situation and what actions they would appreciate from others to feel welcomed and understood. ● Film or Book: You can cite a film or book where characters from different cultures faced challenges together. For example, "The Blind Side" tells the true story of an African-American boy adopted by a white family, showing how empathy and mutual understanding helped overcome cultural barriers. ● Historical Events: Refer to historical events where empathy played a crucial role in promoting peace and understanding between different peoples. For instance, discuss the Civil Rights Movement in the United States, highlighting how the ability to empathize contributed to promoting equality and social justice. ● Success Stories: Share success stories of people who overcame cultural differences through empathy and mutual understanding. For example, the story of Anne Frank, who found support and friendship even in difficult situations during the Holocaust, can inspire a discussion on the power of empathy even in the most adverse circumstances. Virtual Exploration (20 minutes): Concrete Example: Use online resources such as documentaries, videos, and images to present brief overviews of different cultures and places around the world. Focus on aspects such as geography, traditions, cuisine, and typical celebrations of each region. Some specific	

examples of online resources and topics to focus on during the virtual exploration:

- **Documentaries:** "Our Planet" on Netflix and "Anthony Bourdain: Parts Unknown" on Amazon Prime Video.
- **YouTube:** Videos from travelers or bloggers like "Rick Steves' Europe."
- **Google Earth:** To explore iconic places around the world, such as the Great Wall of China, the Taj Mahal in India, or the Sahara Desert in Africa.
- **Travel Websites:** Such as National Geographic.

Discussion and Reflection (15 minutes): Concrete Example: After the virtual exploration, initiate a guided discussion on the students' impressions and the cultural differences highlighted in the presentations. Encourage students to reflect on how they felt exploring different cultures and share their observations.

Lesson 2: Interactive Virtual Journey

Research Activity: Divide the class into small groups. Assign each group a region of the world and ask them to use online resources or pre-prepared documents to gather information on the geography, culture, and daily life of that region. Highlight also the challenges and social injustices present in those areas. For instance:

Sub-Saharan Africa:

- **Geography:** Students can examine the physical geography of Sub-Saharan Africa, focusing on features like the vast savannas, major rivers such as the Nile and the Congo, and mountain ranges like the Ruwenzori Mountains.
- **Culture:** Explore the cultural traditions of different ethnic groups in this region, including rites of passage, traditional music and dance, and religious practices.
- **Daily Life:** Investigate the daily challenges faced by local communities, such as access to clean water, education, and healthcare.

South America:

- **Geography:** Examine the geographical diversity of the region, from the vast rainforests of the Amazon to the Andes Mountains and the coasts of the Pacific and Atlantic Oceans.
- **Culture:** Investigate the rich cultural traditions of indigenous peoples, such as the Incas, Mayas, and Aymaras, along with Spanish and Portuguese colonial influences.
- **Daily Life:** Explore the challenges related to urbanization, poverty, and social inequality in South American cities, as well as local initiatives to address these problems.

South Asia:

- **Geography:** Analyze the geographical variety of the region, including the vast plains of the Ganges in India, the Himalayan mountain ranges in Nepal and Bhutan, and the floodplains of the Brahmaputra River Delta in Bangladesh.
- **Culture:** Explore the religious and cultural traditions of the major religions in this region, such as Hinduism, Buddhism, and Islam, and how these influence daily life and celebrations.
- **Daily Life:** Investigate challenges related to poverty, access to education and health, as well as environmental issues such as air and water pollution and climate change.

Presentation Preparation: After the research, students—working together—prepare brief presentations on their region, highlighting geographical and cultural characteristics as well as social challenges and injustices. Promote awareness and in-depth understanding of social justice issues.

Presentation and Discussion

Student Presentations: Each student presents their region, focusing on both cultural aspects and social challenges. After each presentation, open a discussion on restorative justice and actions that can be taken to address the highlighted injustices.

Empathy Analysis: Ask the other students to reflect on the learning experience and the challenges faced by the presented region. Encourage them to put themselves in the shoes of the inhabitants of that region and consider how they would feel dealing with the daily difficulties highlighted in the presentation.

Guided Discussion: Guide a discussion on restorative justice and actions that can be taken to address the social and economic injustices highlighted during the presentations. Provide students with reflection prompts, such as the importance of active listening, mutual understanding, and respecting cultural differences. For example:

- **Active Listening:** Ask students to reflect on how they would feel if they were involved in a situation of injustice. Then, encourage them to think about how important it would be to be listened to and understood in that context. Example: "Imagine being discriminated against because of your cultural background. How would you feel? What would you want others to do to better understand you?"
- **Mutual Understanding:** Encourage students to put themselves in others' shoes and try to understand their perspectives and experiences. Example: "Think of a situation where you judged someone without really knowing their reasons. What could you have done to better understand their point of view?"
- **Respect for Cultural Differences:** Invite students to reflect on the importance of respecting and valuing the different cultures present in the world. Example: "Each of us has different cultural traditions and habits. What can we do to learn from others and promote respect for cultural differences?"
- **Role of Education and Advocacy:** Discuss the role that education and advocacy can play in promoting restorative justice. Ask students to think of concrete ways they can help raise awareness and adopt more inclusive behaviors. Example: "How can we use our knowledge and our voice to fight the injustices we see around us?"

Conflict and Resolution Simulations:

- **Role Play: Water Resource Conflict:** Divide the class into groups and assign them different roles, such as farmers, local communities, and government authorities, each with diverging interests regarding access to water resources. Students must work together to find a solution that considers the needs of all parties involved, aiming to avoid conflicts and promote collaboration.
- **Interfaith Dialogue Simulation:** Organize a simulation where students represent members of different religious communities who must resolve a conflict based on cultural or religious misunderstandings. Through dialogue and negotiation, students must find common ground and develop a plan to promote tolerance and mutual respect among different faiths.
- **Simulated Cultural Exchange:** Create a simulated environment where students take on the role of representatives from different cultures or nations. Students must address conflict situations arising from cultural

misunderstandings or prejudices and work together to find ways to overcome differences and promote empathy and mutual understanding.

After each simulation, facilitate an in-depth discussion on the conflict dynamics and resolution strategies. Ask students to reflect on their experiences during the simulation and propose solutions that foster peace and mutual understanding. These activities provide students with the opportunity to concretely experience the conflict resolution process and develop essential skills in empathy and intercultural understanding.

Lesson 3: Creating an Empathy Project

Group Activity: Divide students into groups and ask them to design a collaborative project aimed at promoting restorative justice in one of the regions studied. Students should identify the main causes of injustices and develop an action plan that includes concrete activities to address these issues, such as awareness campaigns, fundraising, or volunteer projects.

Project Design and Presentation: Groups create a project that aims to promote empathy and understanding among different cultures, addressing the identified social injustices. Each group presents their idea to the class, highlighting how their project can contribute to restorative justice. Examples of projects:

- Peer-to-Peer Intercultural Mentoring Program:
- Awareness Campaigns on Human Rights and Social Inequalities:
- Workshops Exploring Causes and Effects of Economic Disparities: Promote access to opportunities.

Contribution to Restorative Justice: By fostering empathy, creating an inclusive environment, promoting positive change, and raising awareness, students can be inspired to take concrete actions within their own context/environment. These lessons and activities aim to foster empathy, intercultural understanding, and social justice awareness among students, empowering them to become advocates for positive change in their communities.

Final Reflection:

Conclude the lesson with a discussion on the relevance of restorative justice in addressing social injustices and promoting intercultural understanding. Encourage students to reflect on how they can be agents of change in their own community.

Assessment:

Assessment will be based on active participation, the quality of presentations, group collaboration, and the ability to reflect on the importance of empathy in intercultural relationships.

Final Notes:

This activity aims to combine geographical learning with empathy skills, integrating a peer approach to restorative justice at every stage of the activity. This allows students to explore the world interactively, develop an awareness of cultural diversity through experience and mutual understanding, while simultaneously raising awareness of social injustices and encouraging students to work together to promote empathy and interculturality. It is recommended to use the flipped classroom approach, allowing the students to integrate their researches on the topics also at home as homework.

34 EMPATHY 6 Understanding Empathy through Narrative

IRECOOP AAS

Template

n. 34

Improve linguistic skills through text analysis and creative and reflective writing.

Foster an inclusive and supportive environment.

stimulate empathy through reading and discussing literary texts and creative writing exercises.

Promote collaboration and dialogue among students through the organization of focus groups.

Methodology:	focus group	
Subject	Italian	
Life skill related	Empathy	
Title	Understanding Empathy through Narrative.	
Age/Grade	11- 14 anni	
Timing	3 hours – 3 meetings	
Materials / Suggestion for who facilitate	- Literary texts (such as stories, poems, or excerpts from novels) that address themes related to empathy. Recommended example: "The Little Prince" by Antoine de Saint-Exupéry. - Paper and pens for students. - Post-it notes or note paper. - Whiteboard or wall chart for writing. - Worksheets, flip chart, computer/laptop, video projector, interactive whiteboard. - It is possible that students do not express their feelings related to empathy very well, and they may not be able to imagine being a character from a story who has just faced an emotional challenge; In case students avoid expressing their feelings in front of their classmates, teacher/educator invites/helps the more reserved students to share their ideas.	
Description of the activity	Lesson 1: "Textual Exploration" Opening Activity (10 minutes): Guided Discussion: Start with a brief discussion on the importance of empathy in interpersonal relationships. Concrete Example: Ask students to reflect on a situation where they felt understood and supported. Invite them to briefly share their experiences with the class. Guided Reading (20 minutes): Reading Activity: Students read an excerpt from a literary text that presents situations of empathy, such as an excerpt from "The Little Prince" by Antoine de Saint-Exupéry. Guided Discussion (15 minutes): Class Discussion: Lead a discussion on the emotions evoked by the passage and the actions of the characters that demonstrate empathy.	

Focus Group (15 minutes):

- **Group Activity:** Divide the class into small groups and assign each a theme related to empathy, such as bullying or social inclusion. Each group discusses personal experiences or observations related to their assigned theme and how characters understand each other.

TRACK 1

Lesson 2: "Creative Expression of Empathy"

Warm-Up Activity (10 minutes):

- **Review:** Review the discussions from the previous lesson and reflect on the topics covered.

Empathetic Writing Exercise (20 minutes):

- **Writing Activity:** Ask students to imagine being a character from a story who has just faced an emotional challenge. They write a letter to an imaginary friend expressing their emotions and desire to be understood, using the focus group discussions as inspiration.

Presentation and Discussion (20 minutes):

- **Sharing Work:** Each student has the opportunity to share their writing with the class. After each presentation, open a discussion on the ability to express empathy through writing.

Final Reflection (10 minutes):

- **Collective Reflection:** Conclude with a collective reflection on the lesson and the importance of understanding and expressing empathy in daily life.

Assessment:

- **Criteria:** Assessment will be based on active participation during discussions, the quality of creative writing, and positive interaction in focus groups.

Final Notes:

- **Objective:** These activities aim to promote empathy through literature and creative writing, encouraging students to understand and express empathy in their relationships and daily interactions. Forming focus groups provides an opportunity for deeper reflection on important themes, further consolidating their understanding and developing collaborative skills.

TRACK 1 Practical Guide for Focus Group Organisation:

Preparation:

Identify Themes: Before the lesson, identify several empathy-related themes on which groups could focus. For example, bullying, social inclusion, friendship, cultural diversity, etc.

Assign Groups: Divide the class into groups of 4-5 students, making sure to have a variety of personalities and perspectives in each group.

Introduction:

Explain the Objective: At the beginning of the focus group, make it clear that the objective is to openly and respectfully discuss experiences and opinions on the assigned topic.

Respect and Confidentiality: Stress the importance of mutual respect and confidentiality of discussions within the group.

Discussion Initiation:

Guiding Questions: Provide some guiding questions to start the discussion and stimulate reflection on the assigned topics. For example:

"What experiences have you had or observed regarding the assigned topic?"

"How do you feel about these experiences?"

"What are the challenges and opportunities related to this theme?"

"What challenges do you encounter in trying to understand the experiences of others?"

"What makes it easier for you to understand and support your classmates?"

"What strategies do you think can help foster a more empathetic environment in our classroom?"

Moderator Role Rotation: Designate a moderator for each group, whose task is to guide the discussion and ensure that everyone has the opportunity to speak.

Facilitation of Discussion:

Promote Participation: Ensure that every member of the group has the opportunity to express their opinions and experiences. Invite the more reserved students to share their ideas.

Deepen Responses: Encourage participants to explain and elaborate on their answers, asking for clarifications and specific examples.

Time Management: Monitor time to ensure that the discussion remains focused and does not overextend on individual topics.

Synthesis and Conclusion:

Synthesis of Ideas: At the end of the discussion, ask each group to summarize the main ideas that emerged during the discussion. They can do this by designating a speaker or writing key points on a sheet of paper.

Conclusion: Make a brief collective reflection on the discussion and emphasize the importance of understanding different perspectives and practicing empathy in daily life.

Final Notes:

Make sure to create a safe and respectful environment during the focus group, where students feel free to express their opinions without fear of judgment.

Discussions should be guided so that students can better understand the experiences of others and develop greater empathy.

35 EMPATHY 7 Walking in Their Shoes

Asociatia Edulifelong Template

n. 35

Methodologies: Developing Empathy Through Historical Narratives

This activity aims to develop empathy among 7th-grade students by immersing them in the personal narratives of individuals who lived through the Holocaust. By encouraging students to empathize with the emotions and experiences of these individuals, they gain a deeper understanding of the human impact of historical events and the importance of empathy in honoring the memories of those who suffered.

Methodology:	immersive education	strategies for empathizing with the emotions and experiences of others
Subject	History	
Life skill related	Empathy	
Title	Walking in Their Shoes	
Age/Grade	14-16	
Timing	270 minutes (3 meetings of about 90 minutes per week)	
Suggestion for who facilitate	History/Social science Teacher/Language teacher/ Support teacher Setting: activities in class group	
Description of the activity	Activity Overview: Introduction (5 minutes): ● Begin by explaining the significance of empathy in understanding historical events, particularly tragedies. ● Introduce the Holocaust as one of the darkest periods in European history, emphasizing the importance of empathizing with the experiences of those who lived through it. Group Discussion (10 minutes): ● Lead a discussion on the concept of empathy, asking students to share their thoughts on what it means to empathize with others. ● Discuss the challenges of empathizing with individuals who lived through traumatic events. Personal Narratives (15 minutes): ● Provide students with excerpts from diaries, letters, or memoirs written by individuals who experienced the Holocaust firsthand, such as Anne Frank or Elie Wiesel. Feel free to use VR glasses to explore Anne Frank house or virtual tours in Auschwitz, if available. ● Assign each student a different paragraph and ask them to read it silently, imagining themselves in the shoes of the author. ● Encourage students to reflect on the emotions, thoughts, and experiences conveyed in the narrative. Creative Expression (10 minutes): ● Provide students with art supplies or writing materials. ● Ask students to express their empathy for the individual whose narrative they read through a creative medium, such as writing a letter	

from the perspective of the author, drawing a scene from their life, or composing a poem inspired by their experiences.

Sharing and Reflection (15 minutes):

- Invite students to share their creative expressions with the class, explaining how they attempted to empathize with the author.
- Facilitate a reflective discussion on the challenges and insights gained from stepping into the shoes of someone who lived through the Holocaust.

Conclusion (5 minutes):

- Summarize the key insights gained from the activity and emphasize the importance of empathy in understanding historical events and honoring the experiences of those who lived through them.
- Encourage students to continue practicing empathy in their daily lives, both in their interactions with others and in their study of history.

Suggestions:

The activity can be declined on different themes. A further example could be:

The condition of the slaves working on plantations in the southern states of north America by the end of the 19th century.

Writing a letter from a different point of view trying to empathize with the emotions of a slave forced to leave his family.

Book “**Uncle Tom’s Cabin**”, Helbling Readers Red Series Classics (CEFR A2)

Dedicated (child-friendly) websites on the author of the book:

https://www.ducksters.com/biography/women_leaders/harriet_beecher_stowe.php

<https://kids.britannica.com/kids/article/Harriet-Beecher-Stowe/399984>

Students were asked to read the book “Uncle Tom’s cabin”

The most relevant points of the story were analyzed in class together with the teacher and the educator

After having prepared summaries with the help of the teacher and the educator, students have been tested on the content through oral tests in order to improve their speaking skills and through a letter-writing activity to improve both their writing skills and their soft skills (empathy)

36 EMPATHY 8 Voices of the French Revolution

YAEDA Template

n. 36

Methodologies: Developing empathy

The objective of this history class is to cultivate empathy as a life skill through an exploration of the French Revolution. By examining the diverse perspectives and experiences of individuals involved in this tumultuous period, students will develop a deeper understanding of empathy and its importance in historical interpretation and everyday life.

Methodology:	Group work	
Subject	History	
Life skill related	Empathy	
Title	Voices of the French Revolution	
Age/Grade	12 - 14	
Timing	120 minutes	
Materials / Suggestion for who facilitate	History teacher, language and drama teacher, educator Materials Needed: - Whiteboard or chalkboard - Markers or chalk - Printed handouts with background information on various perspectives (aristocrats, peasants, revolutionaries, clergy, women) - Props or costumes for role-play activity (optional) Setting: activities in small groups	

Description of the activity

Introduction :

- Begin the class by writing the title "Empathy and the French Revolution: Understanding Perspectives" on the board.
- Briefly summarize the significance of the French Revolution in history, emphasizing its impact on society and governance.
- Explain that today's lesson will focus on understanding the diverse perspectives of individuals involved in the French Revolution and developing empathy as a life skill.

Perspective-taking Exercise :

- Divide the class into small groups, assigning each group a specific role or perspective related to the French Revolution (aristocrats, peasants, revolutionaries, clergy, women).
- Distribute printed handouts with background information about each perspective.
- Instruct students to read the information provided and discuss within their groups, focusing on the experiences, emotions, and challenges faced by individuals from their assigned perspective.
- Encourage students to consider how historical context shaped the beliefs and actions of people during the French Revolution.

Role-play Activity:

- After the discussion, explain that each group will prepare a short role-play or skit depicting a scene from the French Revolution from their assigned perspective.
 - Provide time for groups to plan and rehearse their role-plays. Encourage creativity and attention to detail.
 - Optional: Provide props or costumes to enhance the role-play experience.
- Presentation and Discussion:**
- Invite each group to present their role-play to the class.
 - After each presentation, facilitate a brief discussion about the emotions, motivations, and perspectives portrayed.
 - Encourage students to reflect on how understanding different perspectives enhances their empathy and appreciation for historical events.
- Reflection and Conclusion:**
- Lead a class-wide reflection on the importance of empathy in understanding historical events.
- Summarize the key insights gained from the lesson, emphasizing the role of empathy as a valuable life skill.
- Encourage students to continue practicing empathy in their interactions with others, both inside and outside the classroom.

EMPATHY 9 Socialization activities in the classroom

Secondary School „Voievod Litovoi”- Romania Template

n. 37

Methodology:	Games for personal development	
Subject	subject of your choice	
Life skill related	Personal growth Emotional intelligence Empathy Efficient communication	
Title	Socialization activities in the classroom	
Age/Grade	12 - 14	
Timing	60 minutes	
Suggestion for who facilitate	This activity should be facilitated by: • A classroom teacher with an interest in social-emotional learning • A school counselor or psychologist who can provide emotional support if needed. The facilitators should create a safe, inclusive, and non-judgmental space, encouraging respectful communication and active listening. Emotional intelligence is fundamental to manage our emotions and understand those around us, essential to healthy personal and professional relationships. Developing emotional intelligence not only improves interpersonal relationships, but also contributes to better stress management and optimal mental health. Effective communication is the key to success in almost any field, facilitating the exchange of ideas and collaboration. Clear and precise communication with students leads to better team collaboration and more efficient decision-making. At the same time, effective communication also requires the ability to actively listen to students' needs, which allows a better understanding of their perspectives and an appropriate adaptation to their needs and expectations. The one who facilitates this activity must take into account these aspects in achieving these common objectives.	
Description of the activity	This activity helps students reflect on their own emotions and social behaviors and encourages respectful communication within the classroom. It involves three main steps: Step 1: Self-Discovery Questionnaire Each student receives a self-discovery questionnaire https://surfdrive.surf.nl/files/index.php/s/xka3CPWH3r2OA4d This part is done individually and silently to encourage introspection. Step 2: Setting Personal Goals	

After completing the questionnaire, each student reflects on their answers and sets 2–3 personal goals related to their emotional and social development.

Examples may include:

“I want to be more open when I feel sad.”

“I will try to ask my friends how they are feeling more often.”

“I want to express my emotions instead of hiding them.”

Step 3: Sharing & Group Socialization Game

Students are invited to participate in a light team-building game designed to foster empathy and communication. “Two Truths and a Goal”

Students say two true things about themselves and one personal goal.

Builds openness and trust among peers.

Step 4: Self Reflection

Students sit in a circle and reflect:

What did I learn about myself today?

What did I learn about others?

How did it feel to share and listen?

38 FLEXIBILITY 1 Creative Adaptation

DIDEAS

n. 38

Template

Provide clear instructions and examples to help students understand the concept of creative adaptation and how it applies to their artwork.

Encourage students to embrace mistakes and view them as opportunities for creative problem-solving.

Offer support and encouragement as students encounter difficulties or frustrations, emphasizing the importance of perseverance and resilience.

Foster a positive and non-judgmental atmosphere where students feel comfortable experimenting with new ideas and approaches.

Methodology:	Independent work with mid-activity introduction of new challenges	
Subject	Art	
Life skill related	Flexibility	
Title	Creative Adaptation	
Age/Grade	12-13	
Timing	60 minutes	
Suggestion for who facilitate	● Drawing paper ● Crayons, markers, or colored pencils ● Random objects (e.g., buttons, feathers, fabric scraps, pipe cleaners)	
Description of the activity	This activity focuses on promoting flexibility and adaptability by encouraging students to think creatively and adapt their artwork based on unexpected challenges. Procedure: 1. Begin by providing each student with a sheet of drawing paper and a selection of drawing materials. 2. Explain to the students that they will be creating a piece of artwork using the provided materials, but with a twist - they will also need to incorporate a random object that will be revealed later. 3. Allow the students some time to start working on their artwork, encouraging them to let their creativity flow. 4. After a few minutes, introduce the random objects and distribute one to each student. 5. Instruct the students to find a way to incorporate their assigned object into their artwork, even if it means making changes or adapting their original ideas. 6. Encourage the students to be flexible and open-minded as they integrate the random object into their artwork, reminding them that sometimes the best creations come from unexpected changes. 7. Once the students have finished their artwork, have them share their pieces with the class, discussing how they adapted their original ideas to incorporate the random object.	

39 FLEXIBILITY 2 Order It

IRECOOP AAS Template

n. 39

Methodology:	Cooperative learning	
Subject	history	
Life skill related	flexibility	
Title	Order It	
Age/Grade	11 - 14	
Timing	30 min	
Suggestion for who facilitate	This Exercise can be done after an explanation about the elements you choose and to use kinesthetics to make a link to the content, making easier (even funnier) to memorize facts or data. Beware, give the rules to the participants and be sure that they have understand how to play, you can make a round example if you prefer. Try to not interrupt the participants when they goes wrong, just be patience and respect the time of the exercise. Don't be judgmental, try just to note the fact, don't use word such right or wrong, bad, and so on. Try to focus the participants on the results, say them to don't take it too personal, but just for the sake to understand how can be improve the life skill related or the learning of the subject. Take note of the word and action used by participants, divide it in category as: - Words/actions that valorize other member of the group - Words/actions that make lighter the task - Aggressive Words/actions - Words/action of retire Material needed: a list of elements (dates, events or continents name) that have a right order or disposition. The number of elements need to be at least 7 to 10. Choose the numbers of elements on the numbers of participants and the groups you can form (suggest at least 2). This activity can be adapted to the content of different subjects	
Description of the activity	Decide the elements like several events date in history and define the task to participants that they need to put them in the right order. Divide the class in 2 groups or more if needed by the number of elements you choose and the number of participants. Write a single element in a closed sheet, one for every participant in a group (you can prepare this material before this game, maybe together with the participants itself). Repeat the same for every group of participants. Give in a random order the closed sheet, one for every participant. Beware the participant that after the first match they can not speak anymore with each other, or they loose a point. Sign them on the board. At your start, the participants must read the content of their sheet and choose the right order (decide, in the case of historical date, if the order need to be from the closest to the fareset or vice versa). Give them 2 minutes. After time passed, they will be frozen.	

Don't give them the solution! Just say how many right answers they have given. If all elements are in the right position they won.

For the second match and after they cannot speak when you decide to start again the match. Give them 2 minutes and stop again. Declare how many right answers have make the single group and start over again until the fourth match or a group find all the right answers.

At the end the group that answers right have points than the elements minus one point for every time they break the rules, other group have one point for every right answer they give in the last match.

At the end make a follow up on the life skill flexibility in the aspect of how they respond to the challenge, if they are stressed, if they have some violence reaction and so on(follow the note described on the suggestion section) and the importance of rules and why and when they can be element of stress or comfort.

The activity can be repeated at the end of each chapter.

FLEXIBILITY 3 Historical Investigators

IRECOOP AAS

Template

n. 40

Flexibility is a crucial quality for the study of history, as it allows one to adapt approaches and methodologies according to different sources, perspectives and historical contexts. It means being open to new ideas, approaches and sources, and being willing to adapt and change one's understanding according to new information and challenges along the way. It includes the use of an interdisciplinary approach that incorporates methods and concepts from different disciplines, the exploration of different perspectives that is not limited to a single narrative or a single point of view the use of diverse methodological approaches, the exploration of new forms of historical narrative.

Methodology:	questionnaires for opinion polling and feedback gathering, Group work/research/	
Subject	History	
Life skill related	FLEXIBILITY	
Title	Historical Investigators	
Age/Grade	14 - 16	
Timing	240 minutes	
Suggestion for who facilitate	- Understand the concept of flexibility in historical interpretation. - Recognize the importance of multiple perspectives in studying history. - Develop critical thinking and adaptability when analyzing historical sources. Required Materials: ● History books ● Online resources with historical documents ● Paper and pens ● Whiteboard or chart paper	
Description of the activity	4 meetings <u>Lesson 1: The Richness of Historical Sources</u> Opening Activity (15 minutes): ● Concept Introduction: Start the lesson by explaining the concept of "Flexibility," highlighting its essential role in interpreting history. Use concrete examples to illustrate how we can adapt and modify our viewpoint based on new information. ● Survey Activity: Conduct a survey to gather students' opinions on the importance of flexibility in historical interpretation. You can use the Mentimeter app or prepare survey sheets with the following questions. Ask students to respond individually and then share their opinions with the class. Opinion Survey on Flexibility in Historical Interpretation 1. What is your opinion on flexibility in interpreting history?	

- Very important
 - Quite important
 - Neutral
 - Not very important
 - Not important at all
2. **Do you believe there are multiple perspectives to consider when studying history?**
 - Yes
 - No
 - Not sure
 3. **How important do you think it is to be flexible in interpreting historical sources?**
 - Very important
 - Quite important
 - Neutral
 - Not very important
 - Not important at all
 4. **Have you ever encountered instances where your interpretation of a historical event changed after considering different perspectives?**
 - Yes
 - No
 - Not sure
 5. **How do you think flexibility in interpreting history can enrich your learning?**
 - Provides a more complete view of historical events
 - Helps understand the motivations and actions of people in the past
 - Promotes critical reflection and creative thinking
 - All of the above
 - Other (specify): _____

Document Analysis (25 minutes):

- **Group Activity:** Divide students into groups and provide them with a series of historical documents offering different perspectives on a specific historical event. Each group analyzes the documents and notes the various interpretations presented.

Discussion and Feedback Collection (20 minutes):

- **Class Discussion:** After the analysis, ask each group to share their observations with the class and gather feedback from other students using guided questionnaire prompts. Encourage students to reflect on how flexibility in approaching sources can enrich their understanding of history.
- **Questionnaire Prompts:** The questionnaires could include questions about classmates' understanding of history and how different perspectives have influenced their interpretation.

Examples of Questions:

Questions on Understanding History:

1. How confident do you feel in your understanding of the historical event studied in class?
2. Which aspects have been the most difficult for you to understand so far?
3. What could help improve your understanding?

Questions on Different Perspectives:

1. Have you ever considered different perspectives when studying a historical event?
2. If so, how has exploring different perspectives influenced your interpretation of history?
3. Do you believe that a flexible approach to historical sources can enrich your understanding of history? Why?

Lesson 2: Exploring Diverse Historical Sources

Introduction to the Concept of Perspectives (15 minutes):

Begin the lesson with a brief presentation on different perspectives in history and the concept of flexibility in interpreting historical sources.

Reading Historical Accounts (30 minutes):

Provide students with various historical sources such as articles, testimonies, or diaries that present different perspectives on a specific historical event. After reading, ask them to fill out individual assessment sheets to evaluate the clarity and completeness of the sources.

Example Assessment Sheet Questions Historical Event: [Insert title of historical event]

Clarity of the Source:

- Clarity of presentation:
 - Very clear
 - Clear
 - Neutral
 - Confusing
 - Very confusing
- Ease of understanding:
 - Easy to understand
 - Fairly easy to understand
 - Neutral
 - Somewhat difficult to understand
 - Very difficult to understand

Completeness of the Source:

- Coverage of the main aspects of the event:
 - Complete
 - Almost complete
 - Partial
 - Incomplete
 - Very incomplete
- Depth of the topics covered:
 - In-depth
 - Fairly in-depth
 - Neutral
 - Superficial
 - Very superficial

Personal Opinion:

- Interest sparked by the source:
 - Very interesting
 - Interesting
 - Neutral
 - Not very interesting
 - Not interesting at all

- Utility of the source for understanding the historical event:
 - Very useful
 - Useful
 - Neutral
 - Not very useful
 - Not useful at all

Discussion and Feedback Collection (15 minutes):

Lead a group discussion on the variety of historical sources and the different perspectives they can offer. Ask students to use the assessment sheets to provide feedback on the analyzed historical sources.

Example: During the reading of historical accounts, students might choose to narrate the French Revolution from different perspectives such as the nobility, clergy, peasants, or bourgeoisie, highlighting the diverse perceptions of historical events.

Lesson 3: Simulation of Diverse Historical Perspectives

Introduction to the Simulation (20 minutes):

Explain to the students that they will participate in a historical simulation where they will be divided into groups representing different historical factions. Distribute pre-simulation questionnaire sheets to gather their expectations about the simulation and their personal objectives.

Pre-Simulation Questionnaire Track

Expectations for the Simulation:

- What are your expectations for this historical simulation?
- What do you expect to learn or experience during the simulation?

Personal Objectives:

- What are your personal objectives for this simulation?
- What do you hope to achieve from your participation?

Preparation:

- Have you prepared in any way for the simulation? If yes, how?
- Is there anything you feel you need to do before starting the simulation?

Simulation (30 minutes):

The groups engage in the historical simulation, tackling complex decisions and situations that require flexibility in interpreting historical actions and reactions. During the simulation, ask them to collect feedback on their experience and the challenges faced.

Discussion and Feedback Collection (10 minutes):

Conclude the lesson with a discussion on the outcomes of the simulation and the flexibility demonstrated by the students in handling diverse historical perspectives. Use the questionnaire tracks to gather final feedback on the lesson.

Post-Simulation Questionnaire Track

Experience during the Simulation:

- Briefly describe your experience during the simulation.
- What did you find most interesting or engaging during the activity?

Flexibility in Historical Interpretation:

- How did you approach the diverse historical perspectives during the simulation?
- Did you find it challenging to adapt to new information or viewpoints?

Personal Reflection:

- What lessons did you learn about flexibility and historical interpretation during this activity?
- Is there anything you would have done differently?

Example: During the historical simulation of the American Civil War, groups might be tasked with representing different factions such as the Union, Confederate South, abolitionists, and slaves, thus facing a variety of viewpoints and complex historical situations.

Lesson 4: Presentation of Historical Research Results

Introduction to the Project (15 minutes):

Introduce the historical research project to the students, providing them with questionnaire tracks to gather their preliminary ideas and expectations about the project.

Pre-Research Project Preliminary Ideas Questionnaire Track:

Project Objectives:

- What are your expectations for this historical research project?
- What do you hope to learn or discover during this research?

Research Strategies:

- Which sources do you plan to use for your research?
- Do you already have specific strategies in mind to find relevant information for your topic?

Expectations for the Presentation:

- What are your expectations for the final presentation of your research?
- What do you think is important to include in your presentation to make it effective?

Research and Preparation (30 minutes):

Students work individually or in groups to gather sources and prepare a presentation on their research. During this process, they use the evaluation sheets to assess historical sources and the questionnaire tracks to gather feedback on their research strategies.

Research and Preparation Feedback Questionnaire Track:

Evaluation of Sources:

- How do you evaluate the quality and reliability of the sources you found?
- Did you encounter difficulties in finding relevant sources for your topic?

Effective Research Strategies:

- Did the research strategies you adopted prove to be effective?
- Is there anything you would have done differently in your research?

Feedback on Organization and Preparation:

- What do you think about the organization and preparation of your presentation?
- Did you face difficulties in organizing the collected information for the presentation?

Presentation and Final Discussion (15 minutes):

Each group presents their research, highlighting the flexibility demonstrated in interpreting various historical perspectives. At the end of the presentations, use the questionnaire tracks to gather feedback on the quality of the presentations and students' historical understanding.

Final Presentation Feedback Questionnaire Track:

Clarity and Completeness of the Presentation:

- Was the presentation clear and well-structured?
- Did you feel that all relevant information was presented comprehensively?

Flexibility in Historical Interpretation:

- Did you notice flexibility in interpreting diverse historical perspectives during the presentation?
- Is there anything you would suggest to improve the approach to historical understanding?

Students' Historical Understanding:

- Did you clearly understand the topic and conclusions of the presented research?
- Is there anything you found particularly interesting or worthy of further exploration?

Evaluation:

Evaluation will be based on active participation, the ability to analyze diverse historical perspectives, creativity in writing, and flexibility demonstrated in activities.

Final Notes:

This activity integrates history with the competency of "Flexibility," encouraging students to explore and appreciate the diversity of viewpoints and historical interpretations. Flexibility becomes a key element in understanding historical complexity and adapting to different perspectives.

FLEXIBILITY 4 Flexibility in the Trenches

YAEDA

Template

n. 41

Methodologies: Experiential learning Role-Playing, Primary Source Analysis ,Reflection and Discussion.

Objective: To develop students' ability to manage transitions, uncertainty, and challenges by exploring the experiences of soldiers during World War I and the strategies they employed to adapt.

Methodology:	Experiential learning	
Subject	History	
Life skill related	Flexibility	
Title	Flexibility in the Trenches	
Age/Grade	14 - 16	
Timing	60 minutes	
Suggestion for who facilitate	History teacher, drama teacher, language teacher, arts teacher, educator figure... We suggest to prepare the activity adequately by taking care of the emotional and motivational impact on the pupils. Activity in small groups.	
Description of the activity	<u>Introduction to Flexibility:</u> Begin with a brief discussion about the importance of flexibility in facing challenges and uncertainty, using everyday examples that students can relate to. <u>Historical Context: World War I :</u> Provide an overview of World War I, focusing on the trench warfare and the harsh conditions faced by soldiers on both sides of the conflict. Before doing the activity, it is suggested to watch a video to introduce the topic of the activity - RO video https://www.youtube.com/watch?v=geonLNBjos - 1917 video https://www.youtube.com/watch?v=D4JmMBC28x8 - https://www.imdb.com/title/tt8579674/ Discuss the unpredictable nature of war and the need for soldiers to adapt quickly to changing circumstances. <u>Trench Simulation Activity :</u> Divide students into small groups and assign them roles as soldiers stationed in a trench. Create simulated challenges such as sudden attacks, supply shortages, and changing weather conditions. Students must work together to navigate these challenges, making quick decisions and adapting their strategies accordingly. <u>Primary Source Analysis: Letters from the Front:</u> Provide excerpts from letters written by soldiers during World War I, detailing their experiences and reflections on adapting to life in the trenches. Have students analyze the letters and identify examples of flexibility and resilience demonstrated by the soldiers. <u>Reflection and Discussion :</u> Lead a guided reflection session where students discuss their experiences during the trench simulation activity and compare them to the challenges faced by soldiers during World War I. Facilitate a discussion about the importance of flexibility in overcoming adversity and managing uncertainty in both historical and modern contexts. <u>Conclusion:</u> Wrap up the class by emphasizing the lessons learned about flexibility from the experiences of soldiers during World War I. Encourage students to apply these lessons to their own lives, particularly in situations where they face transitions, uncertainty, and challenges	

GROWTH MINDSET 1 Values in society

Asturia vzw

n. 42

Methodologies: Developing social & cross-cultural interactions

Research suggests that the way in which each of us thinks and acts in daily life can be influenced by the attitudes and values in the cultures to which we belong. When we come into contact with people from different cultural backgrounds we can sometimes encounter in daily life behavior that does not match our assumptions and expectations. We can sometimes even misinterpret other people's behavior in daily life and make incorrect assumptions based on our own cultural background. This can result in confusion, misunderstandings and even conflict. The checklist has been designed to help you identify some of the ways in which your cultural background has had an impact on your behavior in daily life.

Methodology:	Group work	Strategies for developing social & cross-cultural interaction
Subject	Ethics	
Life skill related	Growth mindset	
Title	Values in society	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 with a different background who are invited to reflect on some of their own cultural values, and asking them to explore the potential impact of cultural differences as they work in a new country.	
Description of the activity	• Give a copy of the Values in society checklist to the learner. • The learner will have probably identified important cultural differences between his or her own approach and that of another culture or country of interest. Discuss some of the following questions with the learner • Read each description in order. • Decide which behavior is closest to your own. If you identify with both statements, choose the one you identify with more often, or in more situations. • Mark a score indicating how strongly you tend to exhibit this behavior. • When you have completed this activity, decide how you think people in a different culture of interest to you would probably respond to the statements. Additional activities: Where you have identified important cultural differences between you approach and that of people in the culture or country of interest to you, consider... • Are these differences important? • How might these differences become apparent in the working environment? • How might people from that country or culture perceive your approach? • What challenge do these differences present? • In what ways might you adapt your behavior to manage and overcome these cultural differences	

The values in society checklist

Direct I prefer people to go directly to the point and not to spend time beating around the bush 5 4 3 2 1	Indirect I think it is important to avoid conflict even if it means only hinting at difficult issues. 1 2 3 4 5
Being frank It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame. 5 4 3 2 1	Saving face It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information. 1 2 3 4 5
Theory I prefer to learn by receiving and absorbing information from an expert source 5 4 3 2 1	Practise I prefer to learn by exploring, practising and experimenting with new ideas. 1 2 3 4 5
Deal When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on 5 4 3 2 1	Relationship When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with 1 2 3 4 5
Prompt I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency. 5 4 3 2 1	Flexible I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency. 1 2 3 4 5
Teacher I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told. 5 4 3 2 1	Facilitator I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work 1 2 3 4 5
Informal I prefer to talk with people in an informal way, regardless of who they are or what position they hold 5 4 3 2 1	Formal I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address. 1 2 3 4 5
Logic I prefer to stick to logic and facts when I am arguing a case. In life, emotions should be controlled as much as possible. 5 4 3 2 1	Feeling I prefer to display emotions and warmth when I am arguing a case. In life, emotions should be listened to and respected. 1 2 3 4 5

GROWTH MINDSET 2 Architects of Time

IRECOOP AAS

Template

n. 43

Deepen historical understanding through the creation of a collective story.
Develop 'Growth Mindset' competence by promoting collaboration and creativity in narrative construction.
Fostering open-mindedness towards narrative and historical challenges

Methodology:	peer learning and cooperative learning, group work, collaboration	
Subject	History	
Life skill related	Growth Mindset	
Title	Architects of Time	
Age/Grade	12- 14	
Timing	180 minutes	
Suggestion for who facilitate	Necessary Materials: • Sheets of paper and pens • Large sheets of paper or whiteboard paper • Historical resources or texts on narrative creation • Online educational resources (if necessary) Activity in small groups. Activities are developed in 3 meeting	
Description of the activity	<u>Lesson 1: Opening Activity :</u> • Discussion on Growth Mindset and Its Application in Collective Storytelling (15 minutes) Begin the lesson by explaining the concept of Growth Mindset, emphasizing how it can be applied in the creation of a collective story. Growth Mindset refers to the belief that abilities and skills can be developed through effort, practice, and continuous learning. Stress the importance of this concept in historical learning and narrative creation. Pose open-ended questions to stimulate discussion among students: • What does having a Growth Mindset mean to you? • How can it influence how we approach challenges in historical storytelling? • Can you share experiences where you have applied this skill during history study or in other situations? Conclude the discussion by summarizing briefly how Growth Mindset can be applied in creating a collective story. Emphasize the importance of being open to new ideas, accepting and learning from feedback, seeing challenges as opportunities for growth, and set activity goals with the students (e.g., working together to develop an engaging plot and integrating historical elements with flexibility). Analysis of Historical Period (25 minutes): Students explore an assigned historical period, identifying key events and significant figures. Building Historical Context (20 minutes): In groups, students construct historical context for the collective story, considering challenges and opportunities of the era. Example of Lesson 1: During the construction of historical context, students might explore the Renaissance. Each group will select a different aspect, such as art, science, or politics, and create historical context by integrating the challenges and opportunities of that era. <u>Lesson 2: Designing the Collective Story</u> Introduction to Narrative Construction (15 minutes):	

	• Discussion on key elements of a story, such as plot, characters, and setting. Group Work (30 minutes): • Students, still in groups, develop a plot for the collective story, focusing on the challenges the characters will face. Presentation and Feedback (15 minutes): • Each group presents their narrative concept to the class and receives feedback from other students. Example of Lesson 2: In designing the story, students might develop a plot involving historical figures like Leonardo da Vinci and Galileo Galilei. The challenge will be to flexibly integrate historical facts into creative plots. <u>Lesson 3: Writing and Collective Reflection</u> Writing Activity (25 minutes): • Students, still in groups, begin writing the collective story, focusing on collaboration and integrating historical challenges. Revision and Editing (20 minutes): • Groups exchange stories and provide mutual feedback to improve narrative coherence and quality. Conclusion and Final Discussion (15 minutes): • Discussion on individual and collective growth during the narrative creation process, highlighting the value of growth mindset. Example of Lesson 3: During collective writing, students will need to be flexible in negotiating and adapting the plot as new ideas emerge during the creative process. Revision and editing will encourage flexibility in reflecting on necessary changes to improve the story. Assessment: Assessment will be based on active participation, creativity in narrative construction, the ability to apply growth mindset in collaboration and writing. Final Notes: This activity blends history with the "Growth Mindset" competency, encouraging students to work together in constructing a collective story. Narrative creation promotes creativity and critical reflection on personal and historical growth.
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GROWTH MINDSET 3 Polygon Area Estimation and calculation

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n. 44

Methodologies: Problem-Based Learning

The Growth Mindset Area Estimation Challenge is an engaging activity designed to develop students' problem-solving skills and promote a growth mindset. By decomposing complex polygons into simpler shapes and estimating their areas, students will learn to tackle challenging mathematical problems with confidence and perseverance.

Methodology:	Problem-Based Learning	Growth Mindset Approach Collaborative Learning Reflection
Subject	Mathematics	
Life skill related	Growth Mindset, Problem-Solving, Critical Thinking	
Title	Polygon Area Estimation and calculation	
Age/Grade	12-14	
Timing	120 minutes	
Suggestion for who facilitate	Mathematics Teachers Activity in small groups.	
Description of the activity	Activity Overview: Getting Started: Introduce the Growth Mindset Area Estimation Challenge to the students, framing it as an exciting adventure where they will explore the concept of area estimation. Emphasize the importance of embracing challenges and persisting through difficulties. Procedure: • Polygon Decomposition: Present students with a complex polygon and explain that their task is to estimate/calculate area • Problem-Solving Strategies: Review problem-solving strategies with the students, such as breaking down the problem into smaller parts, using approximation techniques, and making reasonable estimations based on known information. • Group Work: Divide the class into small groups and provide each group with a different polygon to estimate the area. Encourage collaboration and teamwork as students discuss strategies, share ideas, and work together to decompose the polygon and estimate its area. • Estimation and Calculation: Instruct students to calculate the area of each decomposed shape and then sum the areas to estimate/calculate the total area of the polygon. Ask them to explain their reasoning and justify their obtained results. • Encouragement and Reflection: Throughout the activity, provide positive reinforcement and encouragement to students as they tackle the challenge. Celebrate their efforts and achievements, regardless of the outcomes. After completing the estimation, facilitate a reflection session where students discuss their approaches, challenges encountered, and lessons learned. Conclusion: Wrap up the activity by reinforcing the key messages about growth mindset and problem-solving. Encourage students to continue embracing challenges and approaching mathematical problems with confidence and perseverance. Remind them that with effort and persistence, they can overcome obstacles and achieve success in mathematics and beyond.	

GROWTH MINDSET 4 Gaining insight into economic processes behind mobile phones and mobile phone services

Asturia vzw

n. 45

Gaining insight into economic processes behind mobile phones and mobile phone services.

The final objectives of this task is that learners are able to illustrate that technical systems evolve and improve. They learn making choices when using or realizing a technical system, taking into account the need, the requirements and the available resources. The learners can illustrate with an example of their own choosing how the price of a product is determined and realize that their behavior is influenced by advertising and the media. The learners learn to pay attention to price-quality and sustainable development as well as to consumer rights when purchasing goods and using services;

Methodology:	Group work	Strategies for gaining insight into economic processes
Subject	Economy	
Life skill related	Growth mindset	
Title	Gaining insight into economic processes behind mobile phones and mobile phone services	
Age/Grade	12 - 14	
Timing	120 minutes	
Suggestion for who facilitate	Children of the age of 14 who have to gain insight into economic processes behind mobile phones and mobile phone services It is advisable to update activity content considering current mobile telephony offers Activity in class group	
Description of the activity	Step 1: Price comparison - Compare different mobile phone models, including for example a smartphone. What are the advantages and disadvantages of the different types and brands and how do they compare in terms of cost. - Also compare the calling subscriptions: fixed subscription versus prepaid cards. Compare the prices and benefits of different providers. - Finally, also include additional costs: ringtones and other downloads, costs for participating in competitions and games, all kinds of popular apps, etc. - Also draw attention to the small print of download subscriptions (e.g. for ringtones or mobile phone games). Step 2: Let the learners put everything into tables. Let the learners calculate what the cheapest formula is. Step 3: Compare the advertising slogans, brochures and videos of various well-known and lesser-known providers. What elements or eye-catchers do they use to attract customers? What is their strategy? What are your learners guided by: advertising, fame or cost? Points of attention Prepare the lesson well by finding advertising material in advance and bringing it with you. If necessary, bring your own mobile phone and telephone bill as didactic material. Keep in mind that there may be learners from a weak socio-economic background in your class. It can be confrontational for them if everyone else has a more expensive mobile phone than them.	

GROWTH MINDSET 5 Plant Growth Experiment

YAEDA Template

n. 46

Methodologies: Inquiry- based learning. Collaborative Learning, Experimental Learning, Reflection, Data Analysis, Scientific Method

Objective: To develop students' growth mindset by engaging them in hands-on experiments that demonstrate the principles of plant growth and the importance of continuous learning and progress.

Methodology:	Inquiry- based learning	
Subject	Biology	
Life skill related	Growth mindset: Belief in one's and others' potential to continuously learn and progress	
Title	Plant Growth Experiment	
Age/Grade	12-14	
Timing	120 minutes	
Suggestion for who facilitate	Biology teacher, science teacher, educator figure... Activity in small groups. Activities are developed in 2/3 meeting	
Description of the activity	Introduction to Growth Mindset and Plant Growth Begin with a discussion about the concept of a growth mindset, emphasizing the belief in one's ability to learn and improve over time. Introduce the basics of plant growth, including factors that influence growth such as light, water, soil, and nutrients. Formulating Hypotheses: Divide students into small groups and assign each group a different variable to test (e.g., amount of light, type of soil, amount of water). Each group formulates a hypothesis about how their assigned variable will affect plant growth. Encourage students to think creatively and be open to unexpected results, reinforcing the growth mindset principle that learning comes from both successes and failures. Setting Up Experiments : Groups set up their plant growth experiments, carefully controlling their assigned variable while keeping other conditions constant. Students plant seeds, label their pots, and make initial observations about their experimental setup. Emphasize the importance of meticulous documentation and observation as part of the scientific process. Observation and Data Collection : Over a period of days or weeks, students regularly observe and document the progress of their plants in their journals. Provide a brief in-class observation period where students can measure plant growth, note changes, and discuss their findings with their group members. Encourage students to note any challenges or unexpected results, fostering a mindset of curiosity and resilience. Analysis and Reflection: Groups analyze their data, comparing their initial hypotheses with the actual results of their experiments. Facilitate a class discussion where each group shares their findings, challenges faced, and lessons learned. Lead a reflection session where students discuss how the growth mindset helped them navigate the experiment, particularly in dealing with setbacks or unexpected outcomes.	

GROWTH MINDSET 6 Historical Discoveries

YAEDA

Template

n. 47

Methodologies: Inquiry- based learning. Collaborative Learning, Reflection, Goal Setting, Celebration

Objective: To develop students' growth mindset by engaging them in a historical exploration where they believe in their own and others' potential to continuously learn and progress.

Methodology:	Inquiry- based learning	
Subject	History	
Life skill related	Growth mindset	
Title	Historical Discoveries	
Age/Grade	12 - 14	
Timing	120 minutes	
Suggestion for who facilitate	History teacher, educator figure Activity in small groups	
Description of the activity	<u>Introduction to Growth Mindset :</u> Begin with a discussion about the concept of growth mindset, emphasizing the belief in one's ability to learn and improve over time. Share examples of historical figures who demonstrated a growth mindset in overcoming challenges and achieving success. <u>Historical Inquiry Stations:</u> Set up inquiry stations around the classroom, each focusing on a different historical event, figure, or concept. Provide guiding questions and resources for students to explore at each station. Encourage students to approach each station with curiosity and a willingness to learn, emphasizing the idea that understanding history is an ongoing process of discovery. <u>Collaborative Analysis:</u> After exploring the inquiry stations, students gather in small groups to discuss their findings and insights. Facilitate group discussions that encourage students to share their interpretations, ask questions, and challenge each other's perspectives. Emphasize the value of collaborative learning and the diverse viewpoints that contribute to a deeper understanding of history. <u>Reflection and Goal Setting:</u> Lead a guided reflection session where students reflect on their learning experiences and identify areas where they demonstrated a growth mindset. Encourage students to set one specific goal for applying a growth mindset in their future historical inquiries or other academic endeavors. <u>Sharing and Celebration :</u> Invite students to share their reflections and goals with the class, fostering a supportive and encouraging environment. Celebrate the progress made and the potential for continued growth in historical understanding and beyond.	

GROWTH MINDSET 6 Historical Discoveries

YAEDA

Template

n. 47

Methodologies: Inquiry- based learning. Collaborative Learning, Reflection, Goal Setting, Celebration

Objective: To develop students' growth mindset by engaging them in a historical exploration where they believe in their own and others' potential to continuously learn and progress.

Methodology:	Inquiry- based learning	
Subject	History	
Life skill related	Growth mindset	
Title	Historical Discoveries	
Age/Grade	12 - 14	
Timing	120 minutes	
Suggestion for who facilitate	History teacher, educator figure Activity in small groups	
Description of the activity	<u>Introduction to Growth Mindset :</u> Begin with a discussion about the concept of growth mindset, emphasizing the belief in one's ability to learn and improve over time. Share examples of historical figures who demonstrated a growth mindset in overcoming challenges and achieving success. Some examples could be: Malala Yousafzai, Najat Belkacem, Simona Atzori, Katalink Karikó and Drew Weissman; Anthony Hopkins. <u>Historical Inquiry Stations:</u> Set up inquiry stations around the classroom, each focusing on a different historical event, figure, or concept. Provide guiding questions and resources for students to explore at each station. Encourage students to approach each station with curiosity and a willingness to learn, emphasizing the idea that understanding history is an ongoing process of discovery. <u>Collaborative Analysis:</u> After exploring the inquiry stations, students gather in small groups to discuss their findings and insights. Facilitate group discussions that encourage students to share their interpretations, ask questions, and challenge each other's perspectives. Emphasize the value of collaborative learning and the diverse viewpoints that contribute to a deeper understanding of history. <u>Reflection and Goal Setting:</u> Lead a guided reflection session where students reflect on their learning experiences and identify areas where they demonstrated a growth mindset. Encourage students to set one specific goal for applying a growth mindset in their future historical inquiries or other academic endeavors. <u>Sharing and Celebration :</u> Invite students to share their reflections and goals with the class, fostering a supportive and encouraging environment. Celebrate the progress made and the potential for continued growth in historical understanding and beyond.	
Final notes	It is better to prepare a guideline with questions that could facilitate the discussion between the students, focusing on the topics that have to be achieved.	

MANAGING LEARNING SKILLS 1 World orientation with a mobile gps

Asturia vzw

n. 48

Methodologies: Asturia - World orientation with a mobile gps

A special point of attention in schools is the use of a mobile gps and its images (both photos and videos) that children can make even with the cheapest models. After this task learners are able to work with spatial coordinates (geotags and geodata), know how to enrich images with geographical positions and had a discussion about concepts such as privacy and linking of personal data.

Methodology:	Group work	Strategies for developing world orientation with a mobile gps
Subject	Geography	
Life skill related	Managing learning	
Title	World orientation with a mobile gps	
Age/Grade	12 - 14	
Timing	90 minutes	
Suggestion for who facilitate	Children of the age of 14 who need knowledge about the use of mobile gps in world orientation.	
Description of the activity	Step 1: The learners take photos of their environment, preferably outside the school walls, e.g. from the wider school neighbourhood, a visit to a stand, or other excursion. Each photo is subsequently saved with its so-called "geotags" (the geographical coordinates of the specific location). Step 2: Organise photos and geotags stored in a computer file, for example using software programs such as Flickr, Picasa or iPhoto and Google Earth. Students use satellite images or Street View/Google maps images to find out where the photo was taken. Step 3 Geotagging makes it possible to identify the exact position of a person from a photo. People often don't realise that photos can contain this "hidden" data. Concepts such as privacy and availability of personal data can be discussed here. Step 4: Organize a class discussion about the possibilities and (privacy) risks of such geotags. Points of attention - This exercise requires cell phones with a geotagging function. Not all mobile phones have this. However, recent digital cameras also have such a function. - Using Flickr, Picasa and Google Earth requires you to download (free) software. You will find them on the download pages below: • Flickr: http://www.flickr.com • Picasaweb: http://picasaweb.google.com • Google Maps and Street View: http://maps.google.be/intl/nl/help/maps/streetview/ • Google Earth download page: http://www.google.com/intl/nl/earth/index.html Additional information and resources http://nl.wikipedia.org/wiki/Geotagging	

MANAGING LEARNING SKILLS 2 Ecosystem Project

YAEDA

Template

n. 49

Methodologies: Project- based learning. Inquiry-Based Learning, Reflective Practice, Collaborative Learning, Self-Assessment

Objective: To develop students' skills in planning, organizing, monitoring, and reviewing their own learning through an ecosystem project.

Methodology:	Project- based learning	
Subject	Biology	
Life skill related	Managing Learning	
Title	Ecosystem Project	
Age/Grade	14 - 16	
Timing	120 minutes	
Suggestion for who facilitate	Biology teacher, science teacher, educator Activity in small groups	
Description of the activity	Introduction to Managing Learning: Start with a brief discussion on the importance of managing one's own learning. Explain the key components: planning, organizing, monitoring, and reviewing. Project Planning: Assign each student or group an ecosystem to study (e.g., rainforest, desert, coral reef). Students create a project plan outlining their research questions, resources needed, and a timeline for tasks. Provide a project planning template to help students organize their thoughts and tasks. Research and Data Collection : Students begin their research using the provided resources, following their project plan. Encourage students to take notes and organize information in a structured manner. Circulate the room to offer guidance, ensuring students stay on task and adhere to their plans. Monitoring Progress : Have students pause their research to assess their progress against their project plans. Encourage students to reflect on what is going well and identify any challenges or adjustments needed. Each groups present the topic to the class Provide a simple monitoring checklist to help students track their progress and make necessary changes. Review and Reflection: Students complete a reflection journal entry about what they learned, how they managed their learning, and any adjustments they made. Facilitate a brief discussion where students share their experiences and insights about managing their own learning	

MANAGING LEARNING SKILLS 3 Cultivating Focus, Organization, and Knowledge Gap Awareness

Asociatia Edulifelong

Template

n. 50

Methodologies: Supporting Managing Learning Skills in Mathematics

This detailed activity plan combines mindfulness techniques with strategies for identifying and rectifying knowledge gaps in mathematics, empowering students to assume responsibility for their learning and excel in the subject.

Methodology:	mindfulness techniques	strategies for identifying and rectifying knowledge gaps in mathematics
Subject	subject of your choice	
Life skill related	Managing Learning Skills	
Title	Cultivating Focus, Organization, and Knowledge Gap Awareness	
Age/Grade	12 - 14	
Timing	60 minutes	
Suggestion for who facilitate	Mathematics Teacher/ School Counselor/ Support teacher	
Description of the activity	Activity Overview: Introduction (5 minutes): - Commence the session by highlighting the significance of managing learning skills, specifically focus, organization, and awareness of knowledge gaps, within the realm of mathematics. - Illustrate how these skills contribute to academic achievements and overall well-being. Mindful Warm-up (10 minutes): - Guide students through a concise mindfulness exercise to center their attention and promote mental tranquility. - Encourage deep breathing and mindfulness of the present moment. Interactive Discussion (10 minutes): - Lead a discourse on the concept of knowledge gaps and their impact on mathematical learning. - Prompt students to recall instances where they encountered difficulties grasping specific mathematical concepts or skills. Identifying Knowledge Gaps Activity (15 minutes): - Distribute a self-assessment worksheet or quiz covering recent key mathematical topics. - Urge students to conscientiously complete the assessment and pinpoint areas where they feel less confident or perceive gaps in comprehension. Group Discussion and Peer Collaboration (10 minutes): - Arrange students into small groups and encourage them to share their self-assessment outcomes with peers. - Prompt discussions on strategies to address knowledge gaps and offer mutual support in learning. Guided Practice for Addressing Knowledge Gaps (15 minutes):	

- Supply students with learning resources like textbooks, online tutorials, or supplementary worksheets related to identified areas requiring improvement.
- Lead a guided practice session where students work independently or in pairs to revisit and reinforce challenging concepts.

Reflection and Goal Setting (5 minutes):

- Regroup the students and prompt them to reflect on their experiences in recognizing and rectifying knowledge gaps. Use this Canva Board to gather their weak areas
https://www.canva.com/design/DAF9aw2Cwzl/Z9S1kircyC5bkkvrylBI1A/view?utm_content=DAF9aw2Cwzl&utm_campaign=designshare&utm_medium=link&utm_source=editor
- Guide students in setting specific and attainable goals to enhance their comprehension of identified mathematical concepts.
<https://www.canva.com/design/DAF9bPDJ5b4/c3f36OyabN66eOP4qSA8Ww/edit>

Conclusion (5 minutes):

- Recap the key points covered during the session, emphasizing the significance of managing learning skills and taking proactive steps to address knowledge gaps.
- Encourage students to continue applying mindfulness, organizational techniques, and self-assessment practices to bolster their mathematical proficiency.

MANAGING LEARNING SKILLS 4 Creative writers

IRECOOP AAS

Template

n. 51

Improve students' language skills through writing activities.

Developing the competence of 'Managing Learning' through the planning and management of school projects.

Foster students' collaboration and autonomy in managing their own learning.

Methodology:	managing learning. ideas and materials to make the classroom a welcoming environment / working in groups / collaboration e	
Subject	Italian	
Life skill related	Managing Learning	
Title	Creative writers	
Age/Grade	11 - 14 Suggested for interested students in the literacy field	
Timing	240 minutes	
Materials / Suggestion for who facilitate	Necessary Materials: • Paper and pens • Computer or tablet with Internet access • Online educational resources • Sheets of paper, post-it notes, colored pens • Tools for creating multimedia presentations (e.g., PowerPoint) Activity in small groups. Activities are developed in 4 meeting	
Description of the activity	Lesson 1: Introduction to Creative Writing Opening Activity (15 min): • Discussion about the creative writing process and the importance of creativity. • Example: Show a short motivational video about the art of creative writing or use an interactive infographic illustrating different literary genres and creative writing techniques. • Use Mentimeter to create interactive surveys on literary genres and Strikingly or Canva to create infographics and visually present creative writing techniques. Free Writing Exercise (20 min): • Students write freely on a topic of their choice, encouraged to express their ideas freely. • Example: Write a short story based on an evocative image. • Provide students with colored post-it notes to write their ideas on, allowing them to easily organize and visually display them on the board or a mural panel. • Use Padlet to let students share their free writing digitally and visualize ideas on the virtual board, and Storybird to stimulate creative writing through inspiring images.	

Discussion and Feedback (15 min):

- Students share their writings and exchange constructive feedback, promoting a supportive and collaborative environment.
- Example: Compliment positive aspects of the stories and offer suggestions for improvement.
- Use a virtual whiteboard or mind mapping software to collect shared ideas during the discussion, creating a visual diagram of key ideas.
- Use Miro or Jamboard for creating interactive concept maps and organizing ideas from the discussion, and Google Forms to create a survey.

Lesson 2: Project Design

Brainstorming Activity (20 min):

- Students identify common themes from the free writing and generate ideas for writing projects.
- Example: Brainstorm themes such as adventure, mystery, or fantasy. Use an interactive presentation showing stimulating images and guiding questions to encourage creativity and idea generation.
- Use Jamboard or Mural for online collaboration and creative idea generation via a virtual whiteboard, and Piktochart or Canva to create engaging infographics.

Group Formation (15 min):

- Divide the students into groups according to their interests and each group chooses a theme for their writing project.
- Example: Create theme groups like "Time Travel" or "Mystery Explorers."
- Use an online application for creating surveys or quizzes to help students identify common interests and form groups based on their preferences.
- Use Kahoot or Quizizz to create interactive quizzes that help students identify common interests and form groups based on results, and Trello or Asana to facilitate group management and writing project planning.

Preliminary Research (25 min):

- Groups conduct online research to gather relevant information about their chosen theme, using reliable sources.
- Example: Research historical facts or legends related to the group's theme.
- Use data storytelling tools to visually present the information collected during preliminary research, making it more accessible and interesting for students.
- Use tools for creating infographics, interactive charts, narrative maps, dynamic dashboards, and interactive images containing links to online resources and additional information about the chosen topic. (Tableau Public, Infogram, Google Data Studio, Piktochart, StoryMap JS, Canva, Thinglink, etc.)

Lesson 3: Drafting and Editing

Writing Phase (25 min):

- Groups work together to draft the text, applying linguistic and organizational skills.
- Example: Write a detailed screenplay for a story based on the chosen theme.

- Use collaborative writing software allowing students to work simultaneously on the same document, facilitating collaboration and idea sharing.
- Google Docs or Microsoft Word Online are useful for allowing students to collaborate on text drafting in real-time and provide mutual feedback.
- Hemingway Editor is interesting for improving clarity and consistency of the text during the writing phase.

Review and Editing (20 min):

- Students exchange texts for review and offer constructive feedback to improve the quality of writing.
- Example: Identify weak points in the plot and suggest changes to make it more engaging.
- Use an interactive whiteboard or virtual whiteboard to share editing suggestions in real-time, encouraging active participation from all students in the review process.
- Use Padlet to create a virtual wall where students can share their editing suggestions and collaborate on peer review of texts.

Lesson 4: Project Presentation

Presentation Preparation (25 min):

- Groups prepare a multimedia presentation of their project, using tools like PowerPoint to enrich their presentation.
- Example: Create a presentation with images, charts, and videos that support the story's theme.
- Use multimedia presentation tools like Prezi or Canva to create dynamic and engaging presentations that include relevant images, videos, and charts for the project.

Presentation and Discussion (20 min):

- Each group presents their project to the class, sharing main contents and answering questions from classmates.
- Example: Answer questions about the research conducted and the creative process.
- Use a real-time survey application to collect questions and feedback from other students during presentations, encouraging interaction and active participation from the entire class.

Evaluation:

Evaluation will be based on active participation, the quality of writing and presentations, group collaboration, and the ability to manage the learning process.

Final Notes:

This course encourages students to develop creative and managerial writing skills through the exploration of themes of interest to them. The use of multimedia tools and collaborative activities makes learning engaging and stimulating, facilitating the autonomous management of school projects. This activity could also be implemented in a longer path in this subject.

MANAGING LEARNING SKILLS 5 History on Stage

IRECOOP AAS

Template

n. 52

Deepening the understanding of history through the analysis of significant events.

Develop 'Managing Learning' competence by promoting resilience and perseverance in historical study.

Deepening historical understanding through research, presentation and peer review.

Methodology:	Managing Learning /peer review / teamwork / collaboration	
Subject	History	
Life skill related	Managing Learning	
Title	History on Stage	
Age/Grade	11- 14	
Timing	240 minutes	
Suggestion for who facilitate	Required Materials: • Historical texts or online resources about history • Paper and pens • Large sheets of paper or whiteboard paper • Peer evaluation sheets Activity in small groups. Activities are developed in 2/4 meeting	
Description of the activity	Lesson 1: Historical Research Opening Activity (15 min): • Introduce the concept of "Managing Learning" and peer evaluation. Explain the importance of taking control of one's learning and providing constructive feedback on others' work. • Use an interactive approach. For example, start a guided class discussion on the meaning of "Managing Learning," encouraging students to share their ideas on how they can take control of their learning. Then, present the concept of peer evaluation, explaining that it involves providing constructive suggestions and critiques to help others improve. Show examples of useful and non-useful feedback and discuss the differences. Individual or Small Group Research (40 min): • Students select a historical topic of interest and conduct individual research using historical texts or online resources. They can focus on an event, period, or historical figure. ◦ During individual research, students might choose topics like the French Revolution, the fall of the Roman Empire, or the life of a historical figure like Martin Luther King Jr. Provide a list of reliable online resources or suggest specific historical texts to consult. Students can then use this time to examine available sources, take notes, and gather relevant information on their chosen topic. • This activity can also be done in small groups, focusing on collaboration, idea sharing, and developing teamwork skills while exploring a historical topic of interest.	

- Form groups of 3-4 students and allow them to choose a historical topic of interest. Provide a list of options or let the groups choose independently. Each member can take on a specific role to maximize efficiency, such as a lead researcher, note-taker, or coordinator.
- Groups collaborate using provided online resources or other available sources, dividing the work, examining different sources, and comparing gathered information to get a comprehensive view of the topic.
- After research, group members reconvene to discuss and synthesize collected information, compare notes, highlight key points, and identify areas needing further investigation.
- Finally, the group prepares a collective presentation based on their research, with each member contributing their unique findings and perspectives.

Presentation Preparation (25 min):

- Students prepare a brief presentation based on their research, highlighting key points and relevant information. They can use paper or slides to support their presentation.
 - Students can use online tools and applications to organize and present the information gathered. For example, if researching the French Revolution, a student might create a presentation including historical context, causes, main events, and consequences of the revolution. Encourage creativity by using images or diagrams to make the presentation more engaging.

Lesson 2: Presentation and Evaluation

Student Presentations (40 min):

- Each student or group presents their research to the class using the information gathered during the research and presentation preparation phases.
 - For instance, a student studying the French Revolution might present an overview of key events, involved leaders, and the revolution's causes and consequences, using slides with images and historical data to illustrate concepts.

Discussion and Feedback (40 min):

- After each presentation, students provide feedback using peer evaluation sheets. They can evaluate the clarity of the presentation, the completeness of the information, and the presenter's ability to engage the audience.
 - Peer evaluation criteria include clarity (whether the topics were presented understandably and logically), completeness (whether the main aspects of the topic were covered), and engagement (whether the presenter maintained audience attention).

Final Reflection (15 min):

- After presentations and feedback, the teacher guides a brief reflective discussion. Students are encouraged to share their opinions on the feedback received and the overall experience of managing their learning and evaluating their peers' work. They can discuss what they learned, challenges faced, and how they plan to use the feedback for future presentations or historical research.

Notes:

This activity integrates history teaching with developing the life skill of "Managing Learning," encouraging students to take an active role in their learning process and critically evaluate their peers' work. Peer evaluation sheets foster collaboration and shared responsibility in the classroom.

Attachment: Peer Evaluation Sheet for Student Presentations

Peer Evaluation Sheet for Student Presentations

- **Presenting Student/Group Name:** _____
- **Evaluator's Name:** _____

Clarity of Presentation:

1. Little clarity; topics were confusing and illogical.
 2. Sufficient clarity, but some points were not clearly explained.
 3. Good clarity; topics were understandable and logical.
 4. Excellent clarity; topics were presented exceptionally well.
- **Score:** _____

Completeness of Information:

1. Incomplete information; many main aspects were not covered.
 2. Some missing information; some main aspects were not covered.
 3. Fairly complete information; most main aspects were covered.
 4. Complete information; all main aspects were thoroughly covered.
- **Score:** _____

Ability to Engage the Audience:

1. No engagement; presentation was boring and monotonous.
 2. Little engagement; some attempts but not very effective.
 3. Moderate engagement; some interesting moments but others less engaging.
 4. High engagement; presentation was dynamic and engaging throughout.
- **Score:** _____

Additional Feedback (optional): [Space for written feedback]

MANAGING LEARNING SKILLS 6 Chaos Organized

IRECOOP AAS

Template

n. 53

Try to not interrupt the participants when they go wrong, just be patient and respect the time of the exercise. Don't be judgmental, try just to note the fact, don't use words such as right or wrong, bad, and so on. Try to focus the participants on the results, say to don't take it too personal, but just for the sake to understand how can be improved the life skill related or the learning of the subject.

Methodology:	Cooperative learning	
Subject	Maths, chemistry, physics	
Life skill related	managing learning	
Title	Chaos Organized	
Age/Grade	11/14 Middle school, first grade high school	
Timing	45 min	
Suggestion for who facilitate	Try to not interrupt the participants when they go wrong, just be patient and respect the time of the exercise. Don't be judgmental, try just to note the fact, don't use words such as right or wrong, bad, and so on. Try to focus the participants on the results, say: "to don't take it too personal", but you have to understand how to improve the life skill related on the learning of the subject.	
Description of the activity	Material needed: a rope, some sheets (half of A4) with pieces of the formulas needed to be memorized. Decide several formulas that the participants they have learn (or supposed to). Divide it in single parts that will be placed on the sheets and put them on the floor in random order. Put the rope in order to make a space around all the sheets, to enclose them. Now the participants must be all around the extern of the rope. The task is to touch with one foot and nothing else (with the body standing out from the inner space of the rope) the right part of the formula the teacher will declare to build. The participants cannot say to each other the correct order of the formula when the game is started. There will be 3 rounds, you can divide the class in groups from 5 to 10. Start with something simple, before the round begins. Give 2 the group minutes time to see the formula and learn it (or you can explain the formula before the game). Between the rounds give them 5 minutes to organize them, to find strategies and so on. At the end of the third match make a follow up on the life skill used, the various approaches to resolve the game, the formulas and how they can improve the ability to focus and memorize the knowledge needed to "win the game". Try to understand which processes are used to focus and memorize, ask if during the game there was a lot of confusion, or some distraction, if they have tried to repeat the formula or if they need to focus on the meaning of the formula. Then try to make another match to try to differ approaches to memorizing the formula. You can simplify the task with just writing the formulas on a board but nameless (if it is too hard, or it is the first time they see the formula, you can write the name too, in that case you can just ask at the end of the matches if they understand better the formula with this kind of activity or not). If you think the exercise, even so, is too hard, try first to use sheets with numbers from 1 to 20 and the task to ask them to touch them in order to make practice easier.	

SELF-REGULATION 1 Use of geodata in geography

Asturia vzw Template

n. 54

Methodologies: Asturia – Use of geodata in geography

The use of geodata is a growing competence of children of the age of 14. Special points of attention in learning geography at schools are using spatial coordinates, map reading, being able to interpret and use geodata and being able to organize a treasure hunt for fellow students.

Methodology:	Group work	Strategies for enhancing the ability to use geodata in geography
Subject	Geography	
Life skill related	Self-regulation	
Title	Use of geodata in geography	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 who need knowledge about the use of geodata in geography.	
Description of the activity	Preparation Teachers should check in advance the relevance of the proposed applications and choose current and accessible platforms for students. If it's not possible to use of geolocations on the phones than this part can't be trained to be added to the description. In the event of difficulties in entering/sharing geographical coordinates, a photo album of the physical locations chosen for the experiment can be prepared to be given directly to the students. Alternatively, the respective geographical coordinates can be associated with each photo (Google Earth/Actionbound/Padlet can be used) to overcome the problem of sharing data. In time management, take into account the time needed to prepare the activity. Organize a short practical session before starting the activity to ensure that all students can use the geotagging function and the necessary applications. Implementation Step 1: The students (or a group of students) receive photos with geotags as a start for a search. The photos contain objects that are recognizable to the students (buildings, statues, fountains, etc.). The challenge is to find the exact place where the photos were taken, using relevant software (e.g. Picasa, Google Earth, Street View). The data are kept in print or on the computer. Step 2: The students look for the exact location and possibly use a map or street plan. When they think they have found the exact location, they take a new photo with geotags with their mobile phone. Step 3: back at school, the geotags of the new photos are compared with the original ones. If the coordinates of both are correct, a positive evaluation follows. Points of attention - This exercise requires cell phones with a geotagging function. Not all mobile phones have this. However, recent digital cameras also have such a function. - Using Picasa and Google Earth requires you to download (free) software for this. You will find them on the download pages below: - Flickr: http://www.flickr.com Google Maps and Street View: http://maps.google.be/intl/nl/help/maps/street Additional information and resources http://nl.wikipedia.org/wiki/Geotagging	

SELF-REGULATION 2 Exploring Emotions Through Poetry Writing

YAEDA

Template

n. 55

Methodologies: Expressive Writing. Reflective Practice, Guided Meditation, Collaborative Learning Literary Analysis

Objective: To develop students' self-regulation skills by helping them become aware of and manage their emotions, thoughts, and behavior through the process of reading, writing, and reflecting on poetry.

Methodology:	Expressive Writing	
Subject	English language	
Life skill related	Self-regulation	
Title	Exploring Emotions Through Poetry Writing	
Age/Grade	13-14 years old, 7 th grade	
Timing	45 minutes	
Suggestion for who facilitate	English teacher	
Description of the activity	Class Setup: The classroom is arranged in a way that promotes a calm and reflective atmosphere, with comfortable seating and soft background music. Each student has a notebook and writing materials. Class Activities: - Introduction to Self-Regulation and Poetry: Start with a brief discussion on self-regulation, explaining its importance in managing emotions, thoughts, and behaviors. Introduce poetry as a powerful medium for expressing and understanding emotions. - Reading and Analyzing Poems: Select a few short poems that deal with various emotions (e.g., joy, sadness, anger, peace). Read the poems aloud, asking students to pay attention to how the poets express their emotions through words and imagery. Facilitate a short discussion on how each poem made them feel and how the poets managed to convey their emotions. - Guided Meditation and Reflection: Lead the students in a short guided meditation to help them center their thoughts and become aware of their current emotions. Ask students to reflect on their emotions during the meditation and jot down a few words or phrases that describe how they feel. - Poetry Writing Exercise: Instruct students to write their own poems based on the emotions they identified during the meditation. Encourage them to use descriptive language and imagery to express their feelings. Remind students that the focus is on expressing their emotions honestly and creatively, not on writing a perfect poem. - Sharing and Feedback: Allow students to voluntarily share their poems with the class. Facilitate a supportive feedback session, encouraging positive comments and reflections on how each poem made the listeners feel. Highlight the importance of respecting each other's emotions and creative expressions. - Reflection and Conclusion: Lead a reflection session where students discuss what they learned about their own emotions and how writing helped them understand and manage these feelings. Encourage students to continue using writing as a tool for self-regulation in their daily lives.	

SELF-REGULATION 3 Emotional Explorers

YAEDA

Template

n. 56

Methodologies: Experiential learning, Discussion-Based Learning, Experiential Learning, Role-Playing, Self-Reflection
 To develop students' awareness and management of emotions, thoughts, and behavior by exploring historical events through the lens of self-regulation.

Methodology:	Experiential learning	
Subject	History	
Life skill related	Self-regulation	
Title	Emotional Explorers	
Age/Grade	13-16 years	
Timing	120 minutes (context including)	
Suggestion for who facilitate	History teacher, language teacher, educator figure	
Description of the activity	- Introduction to Self-Regulation Briefly discuss the importance of self-regulation and emotional intelligence in understanding historical events and facts. Introduce the concept of self-reflection and its role in developing self-awareness. Focus on explaining and asking the students to reflect on the fact that in some historical times the movement was prioritized instead of their own emotions and feelings. -Historical Case Study: The American Civil Rights Movement: Present key figures and events from the Civil Rights Movement, highlighting instances of self-regulation and emotional management. Hand each participating student a card with a description of his/her roll. (Name, gender, age, social position, ...) Engage students in a brief discussion about the challenges faced by activists and how they regulated their emotions and thoughts to effect change. -Interactive Role-Playing: The French Revolution Divide students into small groups and assign them roles representing different perspectives during the French Revolution. Guide students through a role-playing activity where they navigate challenging scenarios and practice self-regulation in decision-making. Hand each participating student a card with a description of his/her roll. (Name, gender, age, social position, ...) Facilitate a brief discussion after the activity to reflect on the role of self-regulation in historical contexts. Reflection and Goal Setting: Have students complete a self-reflection worksheet, prompting them to identify one historical figure or event that resonated with them and reflect on the emotions and thoughts it evoked. Encourage students to set a specific goal for practicing self-regulation in their daily lives, based on insights gained from the historical examples discussed. Conclusion: Wrap up the class by summarizing the importance of self-regulation in understanding historical events and personal growth. Encourage students to continue exploring history with a mindful approach to their emotions, thoughts, and behavior.	
Final notes	Actualize the topic, maybe giving present and past examples, also focusing on the local and European context.	

SELF-REGULATION 4 Mindful Breathing

DIDEAS

Template

n. 57

Methodology:	Guided relaxation	Visualization techniques
Subject	Health Education	
Life skill related	Self-regulation	
Title	Mindful Breathing	
Age/Grade	All ages	
Timing	40-45 mins The activity, without any preparation, takes 15 minutes	
Suggestion for who facilitate	• Create a calm and inviting environment for the activity, free from distractions and noise. • Guide students through the mindful breathing exercise with a soothing and reassuring tone, helping them feel safe and relaxed. • Encourage students to approach the practice with an open mind and without judgment, allowing them to experience the benefits of mindfulness firsthand. • Be mindful of students' individual needs and comfort levels, offering modifications or alternatives as needed to ensure everyone can participate comfortably. • After the activity, provide opportunities for students to share their experiences and ask questions, allowing for open dialogue and reflection on the practice of self-regulation.	
Description of the activity	This activity focuses on promoting self-regulation and emotional well-being through the practice of mindful breathing. Procedure: 1. Begin by gathering the students in a quiet, comfortable space within the classroom. 2. Explain to the students that they will be practicing a relaxation technique called mindful breathing, which can help them feel calm and focused. 3. Have the students sit or lie down in a comfortable position, with their eyes closed if they feel comfortable doing so. 4. Encourage the students to take slow, deep breaths in through their nose and out through their mouth, focusing their attention on the sensation of their breath as it enters and leaves their body. 5. As the students continue to breathe mindfully, guide them in bringing their attention to different parts of their body, starting from their head and moving down to their toes, encouraging them to relax each part as they exhale. 6. Optionally, you can play soft music or nature sounds in the background to enhance the relaxation experience. 7. Try to enjoy "silence" 8. After a few minutes of mindful breathing, gently bring the students back to the present moment by asking them to wiggle their fingers and toes and slowly open their eyes. 9. Allow the students a moment to reflect on how they feel after practicing mindful breathing, and encourage them to use this technique whenever they need to calm their minds or regulate their emotions.	

SELF-REGULATION 5 A character to tell a story

LA STRADA - DER WEG

Template

n. 58

Methodology:	Active listening Listening to oneself	
Subject	History & Social sciences	
Life skill related	Self-regulation	
Title	A character to tell a story	
Age/Grade	Middle school	
Timing	90 minutes	
Suggestion for who facilitate	- Describe and situate the historical background (Roman, Greece, Feudal Middle Ages,) - Choose and prepare a number of characters as much as the the number of pupils - Behind the picture write a description of the character with weaknesses and strengths - Place the pictures on a desk - The pupils go and choose a picture	
Description of the activity	- Pupils have to choose a picture - They return to their seats - They turn the picture over and read the character description - The pupils can choose whether to keep the character or to assign it to another classmate on the basis of the similarities of characteristics, giving reasons for their choice - In the event that a pupil is assigned more than one character by his or her classmates, the pupil must choose which character to keep, again based on the affinities of characteristics (giving reasons for the choice) - In the event that a pupil is left without an assigned character, he or she will have to make a choice among the remaining characters (again, on the basis of affinities of characteristics). - Group discussion on the "correctness" of the choices and assignments - Possible revision, reflection and change of assignments - Each pupil has to set goals for improvement in relation to the characteristics that have emerged - Do a similar activity again after 3 months	

SELF-REGULATION 6 Emotional Regulation Map

LA STRADA - DER WEG

Template

n. 59

Methodologies:

This activity encourages students to explore and share effective strategies for self-regulation of emotions, promoting mental well-being and self-awareness.

Methodology:	Work group	
Subject	Language	
Life skill related	Self regulation	
Title	Emotional Regulation Map	
Age/Grade	Last classes of the primary school	
Timing	60 min You can adapt the timing of the activity regarding the numbers of students and their knowledge about self regulation and emotions	
Suggestion for who facilitate	● Explain to students that self-regulation of emotions is important for managing stress, improving concentration and promoting mental well-being. ● Introduce the activity by telling them that they will create an "Emotion Regulation Map" in order to explore different strategies together so they can use it to manage their emotions. ● Ask students to reflect on the strategies they use to manage their emotions when they feel angry, sad, stressed or anxious. Each student can write down his/her strategies on post-it notes or slips of paper.	
Description of the activity	● Divide the class into groups of 4 to 5 pupils ● Assign each group a specific emotion (e.g. anger, sadness, stress, anxiety). ● Each group will use post-its or slips of paper with the strategies to create a visual map of the self-regulation strategies for that emotion. They can draw, write or use symbols to represent the strategies. It is suggested to use this map: https://sketchplanations.com/mapping-emotions ● Each group will present their map to the class, explaining the selected strategies and how they can help regulate the assigned emotion. The other students can ask questions or share their own ideas about the self-regulation strategies. ● After all groups have presented their maps, start a class discussion on self-regulation strategies and the importance of choosing the strategies that work best for everyone. Ask the students to reflect on how they can apply these strategies in their daily lives. ● Finally, summarize the main concepts addressed during the activity. Emphasize the importance of self-regulation of emotions for mental well-being and invite students to continue exploring and practicing self-regulation strategies. ● Tip: Show your pupils "Inside Out", 2015 & "Inside Out 2", 2024. This will be inspiring	

SELF-REGULATION 7 Ecosystem explorers

IRECOOP AAS

Template

n. 60

Deepen geographical understanding by focusing on ecosystems and biodiversity.

Develop self-regulation competence through planning and executing conscious actions in response to acquired information.

Identifying tools to promote learners' identification of their own learning needs

Promoting the connection between geography and environmental awareness

Methodology:	Self Regulation. Tools to promote learners' identification of their own needs training, teamwork, collaboration, peer learning	
Subject	Geography & Biology & Active citizenship	
Life skill related	SELF REGULATION	
Title	Ecosystem Explorers	
Age/Grade	All ages	
Timing	3 à 4 hours - 2 à 3 meetings	
Suggestion for who facilitate	Required Materials: • Geographic maps • Online resources on biodiversity • Paper and pens • Materials for poster creation	
Description of the activity	Lesson 1: Introduction to the Virtual Journey Lesson 1: "Exploring Ecosystems" Opening Activity (15 min): • Brief introduction to ecosystems and the importance of biodiversity. ◦ Example: Show a short video showcasing the beauty and diversity of ecosystems around the world, emphasizing the importance of preserving them. • Divide the class into peer learning groups and ask them to reflect on the concept of biodiversity and the significance of ecosystems for life on Earth. Each group discusses how ecosystems impact the well-being of the environment and living beings. Peer Learning: Choosing an Ecosystem (20 min): • Within each group, students discuss and choose a specific ecosystem to explore (e.g., rainforest, desert, savanna, etc.). Each group then selects a country or region of the world where the chosen ecosystem is located.	

- **Example:** Students might choose fascinating ecosystems like the Amazon rainforest or the Great Barrier Reef in Australia.

Cooperative Learning: Research Planning (25 min):

- Students work together within their groups to plan their research on the geographical and environmental characteristics of their chosen ecosystem. Using paper and pens, they create a detailed list of information to gather, such as geographic location, climate, animal and plant species present, and environmental threats.

Lesson 2: "Research and Poster Creation"

Warm-Up Activity (10 min):

- In pairs or small groups, students discuss specific geographical and environmental aspects they want to dig into the subject during their research on the chosen ecosystem. They also reflect on their learning needs, identifying topics they wish to focus on.
 - **Example:** Conduct a short interactive quiz where students answer questions about the general geography of ecosystems.
 - Encourage students to start from personal experiences (travels, readings, etc.), consider their interests related to environment and nature, ask questions about what fascinates them most about the ecosystem, and identify topics they want to explore further based on their needs and interests.

Peer Learning: Individual or Group Research (30 min):

- Students use online resources and provided educational materials to gather detailed information about the geographical and environmental characteristics of their ecosystem. They can use geographic maps and online resources on biodiversity to deepen their understanding.
 - In their presentations, students should note how they selected and evaluated available information sources, identified areas of interest individually and as a group, assessed personal understanding, noted any gaps or unanswered questions, and adapted research strategies according to their learning styles and preferences (using interactive geographic maps, explanatory videos, texts, etc.).

Cooperative Learning: Poster Creation (30 to 45 min):

- Each group creates a poster visually representing the collected information about the geography and biodiversity of their ecosystem. Using artistic materials and colors, students make the poster attractive and informative, including images, charts, and explanatory text.

Lesson 3: "Sharing Natural Treasures"

Opening Activity (15 min):

- In peer learning groups, students share their research experiences and discuss the importance of biodiversity and ecosystem conservation. They can share strategies used within the groups, individual solutions adopted, and educational priorities.

Peer Learning: Poster Presentation (45 min):

- Each group presents its poster to the class, sharing the gathered information about the geography and biodiversity of their ecosystem.

During the presentations, students can identify major environmental challenges and possible solutions.

- Presenting posters not only allows students to share the collected information but also gives them an opportunity to reflect on their learning needs and identify areas for improving understanding and participation:
 - **Self-assessment of Understanding:** While presenting the poster, students can evaluate their understanding of the information collected about the ecosystem. They can question whether they can clearly explain the geographic features and biodiversity of the ecosystem to the class or if there are areas where they could improve their presentation.
 - **Answering Questions:** During the Q&A session after the presentation, students can address questions from classmates. These questions may highlight topics or details not fully understood during the research. Students can use these questions to identify gaps in their understanding and reflect on how to dig deeper into those topics.
 - **Peer Feedback:** After each presentation, students can receive feedback from classmates. This feedback may include compliments for well-developed presentation aspects and suggestions for improvement or additional information. Students can reflect on this feedback to identify areas for improvement in communication skills and ecosystem understanding.
 - **Reflection on Environmental Challenges and Proposed Solutions:** During the presentation of environmental challenges and proposed solutions for ecosystem preservation, students can reflect on how this information affects their perception of the importance of environmental conservation. They can consider how individual and collective actions can contribute to environmental protection and identify specific actions to address these challenges.

Cooperative Learning: Planning Conscious Actions (30 min):

- Students work together to plan conscious actions they can take to contribute to the preservation of the explored ecosystems. They can create a list of practical actions, such as participating in environmental volunteer projects or promoting biodiversity awareness in their community.

Evaluation:

- Evaluation will be based on active participation, completeness of collected information, quality of the poster, and coherence of the planned conscious actions.

Final Notes:

- This activity connects geography to environmental awareness, encouraging students to explore the world's ecosystems and reflect on conscious actions to preserve biodiversity. The activity examples are designed to be engaging and informative, promoting self-regulation and responsibility towards the environment.

ATTACHMENT

Possible Questionnaire for Students to Reflect on Their Learning Needs During and After Activities:

Self-assessment of Understanding:

- Have I fully understood the information about the ecosystem we presented?
- Was I able to clearly explain the geographic features and biodiversity of the ecosystem during the presentation?
- Were there moments during the presentation where I felt unsure or unprepared?

Answers to Questions:

- Did I respond confidently and thoroughly to questions from my classmates?
- Were there questions I couldn't answer completely?
- Which questions made me reflect or highlighted aspects that I could further explore?

Peer Feedback:

- What were the strengths of our presentation according to classmates' feedback?
- Were there suggestions or advice on how to improve our presentation?
- What can I learn from classmates' feedback to improve future presentations?

Reflection on Environmental Challenges and Proposed Solutions:

- What are the main environmental challenges we identified during the presentation?
- How do these challenges affect my perception of the importance of environmental conservation?
- What actions can I take personally or with my group to contribute to the preservation of the presented ecosystem?

Using this questionnaire, students can purposefully reflect on their learning needs, identifying areas to focus on for improving understanding and participation in future activities.

SELF-REGULATION 8 4 Houses

IRECOOP AAS

Template

n. 61

Methodology:	Guideline to develop focus group on topical issues	
Subject	History & geography. Social and psychological sciences	
Life skill related	<u>Self-regulation</u>	
Title	4 Houses	
Age/Grade	13/14 Middle school, first grade high school	
Timing	90 min	
Suggestion for who facilitate	Beware, give the rules to the participants and be sure that they understand how to act. Take note of the words and actions used by participants, divide it in categories as: Words/actions that valorize other members of the group • Words/actions that enlighten the task • Aggressive words/actions • Words/action of pull back/not collaboration More important is the final feedback: make a circle and start to ask the participants this suggested question about the importance of collaboration and the impact of some free choices and action by the one that has more freedom than others. Start from looking at the final product of every group, starting from the first square to the fourth. Remember to explain how it was done (the rules adopted in the description of the activity) and if the house is clear or a mess, and how much space every single house has, maybe a short description on how many commodities are available. Then start asking the participants that have more freedom and afterwards ask the same question to the other participants: • How was the exercise? Do you like it? • How were your feelings during the different stages of the activity? • Do you think that you could perform the activity in a different way in the different stages of the game • Do you think there is something that you can do better? • Was there something that has bothered you? • Why do you think we have done this activity? After every participant has given an answer, the teacher and the educator can ask if the participants with more freedom want to add something, then discuss with the class if the activity can be related to other historical situations or in the classroom itself. Don't be judgmental, try just to note the fact, don't use words such as <i>right</i> or <i>wrong</i>, <i>bad</i>, and so on. Try to focus on the participants on the results, tell them to not take it personally, but just for the sake to understand how to improve the life skills related or the learning of the subject. Accordingly modify the follow-up with the life skills you want to focus on, or the needs you think are more important to the participants.	

	Facilitator Instructions ● Explain the rules of the activity clearly to all participants. Ensure everyone understands what they need to do. ● Observe and note the words and actions participants use. You can categorize them as: ○ Words/actions that support other group members ○ Words/actions that help complete the task ○ Aggressive words/actions ○ Words/actions that show withdrawal or lack of cooperation Debriefing Session After the activity, gather all participants in a circle for a discussion. ● Review each group's final product, from the first to the fourth square. ○ Discuss how the activity was done, the rules followed, and whether the house drawings are clear or messy. ○ Talk about the space each house occupies and any features or amenities included. ● Ask the participants, starting with those who had more freedom during the activity, the following questions: ○ How did you feel during the activity? Did you enjoy it? ○ What emotions did you experience at different stages? ○ Would you do anything differently if you did the activity again? ○ Is there something you think you could improve? ○ Was there anything that bothered or upset you? ○ Why do you think we did this activity? ● Encourage all participants to share their thoughts. ● Discuss as a group whether this activity relates to real-life situations, historical events, or classroom experiences. Facilitation Tips ● Stay neutral: Avoid judging participants' responses. ● Focus on facts: Don't label actions as "right" or "wrong." ● Encourage reflection: Help participants think about what they learned and how they can apply it. ● Adapt the follow-up activities to focus on specific life skills or learning needs relevant to your group.
Description of the activity	Material needed: colors for every participant (one different color per participant in the same group) and a paperboard big enough to have 4 squares where 4 participants can draw together 4 houses. Make groups of max 4 participants.

The activity is ideal to promote self-regulation and when you want to develop critical thinking about historical situations and nowadays related conflicts and/or sustainability.

The next steps will be done for every group.

The goal of every participant is to draw a house in 4 different squares of the paperboard. There are 4 matches, every match will be executed in a single square of the paperboard. All rounds have different rules except for the order of play. At the beginning choose the order of play. The order of the players is the same in the first and second match.

-Match number 1: draw a house big whatever you want in the first square, in the space where there is a house the player of the turn cannot cross the drawings of the others houses. The first player has 30 seconds, the second 15, the third and fourth only 5 seconds.

-Match number 2: divide the second square in 4 parts, every player can draw his/her own house, but with different time (again). The first player has 30 seconds, the second 15, the third and fourth only 5 seconds.

-Match number 3: everyone at the same time draws a house, trying to make it bigger in the third square. Time limit 2 minutes.

- Match number 4: draw a single house in collaboration with others, everyone needs to have a specific role and goal for the house. Decide before what the group wants to have in this house.

- Time to decide and draw the house 10 minutes (but you can give them 5 minutes more if they want to)

At the end make a final feedback on the activity (see suggestion above) where you can start to talk about the specific topics you want to address or discuss with the participants.

Every square is a different stage of self-regulation

Materials Needed

- One color (e.g., marker, crayon) for each participant; each person in the same group should have a different color.
- One large sheet of paper (paperboard) per group, big enough to divide into 4 equal squares.

Group Formation

- Form groups of up to 4 participants.

Activity Objective

Each participant will draw a house in one of the four squares on the paperboard. The activity consists of 4 rounds, each with different rules.

Activity Rounds

Round 1: Individual Drawing with Time Limits

- In the first square, participants take turns drawing a house.
- Order of play is decided at the beginning and remains the same for Rounds 1 and 2.
- Time limits:
 - 1st player: 30 seconds

- 2nd player: 15 seconds
- 3rd and 4th players: 5 seconds each

- Players must not draw over the houses already drawn by others

Round 2: Divided Square Drawing

- Divide the second square into 4 equal parts.
- Each participant draws their own house in their assigned part.
- Time limits are the same as in Round 1.

Round 3: Simultaneous Drawing

- In the third square, all participants draw at the same time.
- Goal: Each person draws a house, trying to make it as big as possible.
- Time limit: 2 minutes.

Round 4: Collaborative Drawing

- In the fourth square, the group works together to draw one house.
- Before starting, decide as a group what features the house should have.
- Assign a specific role or part of the house to each participant.
- Time limit: 10 minutes (can extend by 5 minutes if needed).

Post-Activity Discussion

After completing all four rounds, gather the participants to discuss the activity. Focus on topics such as collaboration, decision-making, and how different rules affected the outcomes. Encourage everyone to share their thoughts and feelings about each round.

Learning Focus

Each square represents a different stage of self-regulation. This activity helps participants understand how rules, time constraints, and collaboration impact their work and interactions with others.

WELLBEING 1 Cyberbullying !

Asturia vzw Template

n. 62

The final objective of this task is that learners can reflect on the effects of cyberbullying. The lesson provides starting points for class discussions, statement play, discussion, etc. on the themes of social skills, bullying and cyberbullying.

Methodology:	Group work	Strategies for prevention of cyberbullying
Subject	ICT	
Life skill related	Wellbeing	
Title	Cyberbullying !	
Age/Grade	Children of the age of 14+	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14+ who have to use ICT in a safe, responsible and effective manner.	
Description of the activity	Step 1: Search in advance for a number of videos about cyberbullying, for example on the video site www.youtube.com. You can opt for campaign videos using the search term “stop cyberbullying”. Many of these videos were made by governments, others by students as part of school or class projects. Step 2: show the video you have chosen as a class. Then have the students work in four groups to think about various aspects of the video. Guiding questions are: - Group 1: What is cyberbullying? What forms of bullying occur, e.g. verbal bullying, psychological or physical bullying, exclusion or social bullying, indirect bullying (inciting people against someone). What are the digital forms of such forms of bullying? - Group 2: Why do children bully others? - Group 3: What could be the consequences for the victim? Are the consequences different if cyberbullying occurs? - Group 4: What can you do if you are being bullied? And what do you do when you witness bullying? How can you prevent bullying? Step 3: the answers lead to a classroom discussion. As a teacher, you can make links with the school policy on bullying. You can reflect before or afterwards about the role that mobile phones play in the videos. Points of attention A lesson on such a sensitive topic can sometimes be very confrontational for children of the age of 14+ who have previously been victims of (digital) bullying or are still being bullied. Be extra alert about this. If you notice that there is a bullying problem in the classroom, address it immediately with the students involved, their parents and school principals. After the lesson, always leave an opening for learners who want to return to the problem later, e.g. by referring them to the school's confidential/counseling teacher, the children's and youth telephone line, etc.	

WELLBEING 2 The climate and sustainability

Asturia vzw

Template

n. 63

Methodologies: Developing awareness of the importance of a sustainable environment

The way in which we treat the environment is changing. This activity identifies the importance of a good climate to children. It asks learners first to identify their group and topics of research, and then asks them to reflect on the possible consequences of pollution.

Methodology:	Group work	Strategies for developing awareness of the importance of a sustainable environment
Subject	Climate and sustainability	
Life skill related	Wellbeing, geography, citizenship	
Title	Climate and sustainability	
Age/Grade	Children of the age of 14+	
Timing	135 min	
Suggestion for who facilitate	Children of the age of 14+ who have to work on a mutual task during a training on climate and sustainability.	
Description of the activity	• Divide the group in pairs • Provide each pair with a copy of the 'Climate and sustainability' handout • At the beginning of the training, ask the following questions to the group <i>Does climate change seem far-fetched, a world problem over which you have little control?</i> <i>Or are you concerned about it, but you don't know what you can do yourself? You may already be doing everything.</i> <i>Only, does it really help? Learn more about it while completing this assignment.</i> • Let the learners work through each element of the handout, contrasting the learner's view on the climate and sustainability. • Support the learners by following the descriptions of the task. • Fill the answers in the boxes of the handout.	

Climate and sustainability

Good environmental awareness requires good documentation. That is why we create an information bundle together with the entire class. You are responsible for developing one theme in pairs. For that theme you create an information sheet (of 2 to 3 pages) and a worksheet (of 1 to 2 pages)

You can choose your group member, as well as your theme. Everyone, please forward your top 3. The faster you answer, the better chance you have of getting your first choice.

The themes are the following:

1. Old-growth forests: A discussion about forest protection.
2. Help the bees: Without flowers, there are no bees.
3. The plastic monster: What is plastic and why does so much of it end up in the sea?
4. Wind energy: indispensable for the future?
5. The climate and the North Pole: One cannot exist without the other.
6. Oil, the black gold: The dangers of oil extraction.
7. Sustainability: Know what you eat. The impact of our food on the environment, animals and people.
8. Toxic-free clothing: The rivers of Asia color like the fashion season, why is this?

1. The orientation phase

For this phase you do not have to look anything up on the internet and only write down the things you already know. What you don't know you leave open.

1. Collaboration

- Which people do our pair consist of? (Two names)

- Which will be the target audience that will see this assignment afterwards?

2. Retrieve your prior knowledge

- What is your theme?

- What do you already know about this theme?

2. The implementation phase

You create an information sheet about your theme

- Minimum 2 pages, maximum 3 pages
- Calibri or Times New Roman, 11 or 12
- Provide a clear layout and some pictures
- Pay attention to language or spelling errors

You make a worksheet for the other students on your theme

- Minimum 1 page, maximum 2 pages
- Calibri or Times New Roman, 11 or 12
- Be creative
- Provide clear instructions
- Pay attention to language or spelling errors

WELLBEING 3 Time Travelers for Wellbeing

YAEDA

Template

n. 64

Methodologies: Group work. Discussion based learning, visual learning, story-telling

To explore historical examples of societies and individuals who prioritized life satisfaction, physical, mental, and social health, and sustainable living, and draw lessons applicable to our lives today

Methodology:	Group work	
Subject	History & Social sciences & Citizenship	
Life skill related	Well-being	
Title	Time Travelers for Wellbeing	
Age/Grade	12-13, 7 th grade. +	
Timing	60 minutes	
Suggestion for who facilitate	History teacher and educator figure. For example, presentation can be entrusted to teachers and research by students.	
Description of the activity	- Introduction to "Wellbeing in History" (10 minutes): Briefly discuss the concept of "wellbeing" and its importance. Introduce the idea of learning from history to improve our wellbeing today. - Society Spotlight: Ancient Greece (15 minutes): Discuss the concept of "eudaimonia" (flourishing) in Ancient Greek society. Highlight physical fitness, mental stimulation through philosophy, and community engagement in the Agora. Have a group activity where students act out different roles in an Ancient Greek society. -Individual Case Study: Leonardo da Vinci (10 minutes): Examine Leonardo da Vinci's pursuit of life satisfaction through art, science, and nature. Discuss his balanced lifestyle and curiosity-driven learning. Show some of da Vinci's sketches and inventions, discussing their connection to his wellbeing. -Exploring Sustainable Societies: Indigenous Cultures (15 minutes): Study indigenous societies that lived in harmony with nature, such as Native American tribes and the Maori of New Zealand. Discuss their sustainable practices, respect for the environment, and holistic approach to health. Show images or short videos depicting their way of life. -Reflection and Action Planning (10 minutes): Have students reflect on the lessons learned from history regarding wellbeing. Encourage them to identify one aspect they can incorporate into their daily lives to enhance their own wellbeing. Provide resources and support for students to take action, such as creating a wellbeing journal or trying a new physical activity.	
Final note	This activity can be interpreted and carried out in different ways. It can be adapted to the group.	

WELLBEING 4 Well-being map

LA STRADA - DER WEG

Template

n. 65

Methodologies:

The 'Well-being Map' activity gives students the opportunity to explore and reflect on the different dimensions of well-being that influence their lives. Through creating and sharing their own maps, students develop awareness of the complexity of the concept of well-being and learn the importance of taking care of all aspects of their lives in order to live healthy and fulfilling lives.

Methodology:		
Subject	Science	
Life skill related	Well-being	
Title	Well-being map	
Age/Grade	Middle school	
Timing	90 min	
Suggestion for who facilitate	- Start the lesson with a brief discussion of the concept of well-being. - Ask students what they think it means to be "happy" or "feel good". - Emphasize that well-being is not just about physical health, but also includes mental health, interpersonal relationships, self-esteem, learning and social involvement. - Explain to students that they will make a 'Well-being Map', where they will identify and represent the different dimensions of well-being that they consider important in their lives. - Encourage students to include aspects such as: physical health, mental health, interpersonal relationships, hobbies and passions, social engagement, learning, self-esteem, etc.	
Description of the activity	- Ask students to draw a map representing the different dimensions of well-being that they consider significant. - Students can use symbols, key words, pictures and colors to represent each dimension of well-being. - After completing the well-being maps, share theirs with the rest of the class. - Each student will have the opportunity to explain what they included in their map and why they consider it important for their own well-being. - While sharing, encourage students to ask questions and provide positive feedback on the elements included in their peers' maps. - Conclude the activity with a short group reflection. Ask students what they have learnt from the activity and whether they have noticed any dimensions of well-being that they had not previously considered.	

WELLBEING 5 In search of well-being

LA STRADA - DER WEG Template

n. 66

Methodology:	Group work Individual work
Subject	Geography & possibility to other courses
Life skill related	Wellbeing
Title	In search of well-being
Age/Grade	10 - 14
Timing	180 min eventually more
Suggestion for who facilitate	- personal items to be brought at school - flashcards provided by the teacher - use of tools that facilitate sharing information in class (for example Padlet, WordCloud)
Description of the activity	1. Introduction to the concept of well being (20 min) Make these two questions to the pupils in order to find a definition of the concept of well-being. What does well-being mean? Why are we talking about well-being? Share the WHO definition of well-being: <i>Well-being is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic, and environmental conditions. Well-being encompasses quality of life, as well as the ability of people and societies to contribute to the world in accordance with a sense of meaning and purpose. Focusing on well-being supports the tracking of the equitable distribution of resources, overall thriving, and sustainability. A society's well-being can be observed by the extent to which they are resilient, build capacity for action, and are prepared to transcend challenges.</i> 2. Flashcards and brainstorming (20 min) Use flashcards with simple words and definitions (e.g., "Happiness = feeling content and calm", "Relaxation = taking time to rest") to activate students and promote discussion about the concept of well-being. Ask students to share what they think these words mean, their personal experiences related to those words, or what they do to feel well. Invite reflection on well-being differences between school and home environments. Collect ideas and reflections on a shared Padlet to encourage sharing. 3. Personal objects and sharing personal experience of well being (60 min) Ask students before the activity in class to bring personal items they associate with their personal well-being. During the activity, students take turns showing their personal object and explaining why they chose it, how it makes them feel good, or how it relates to their well-being.

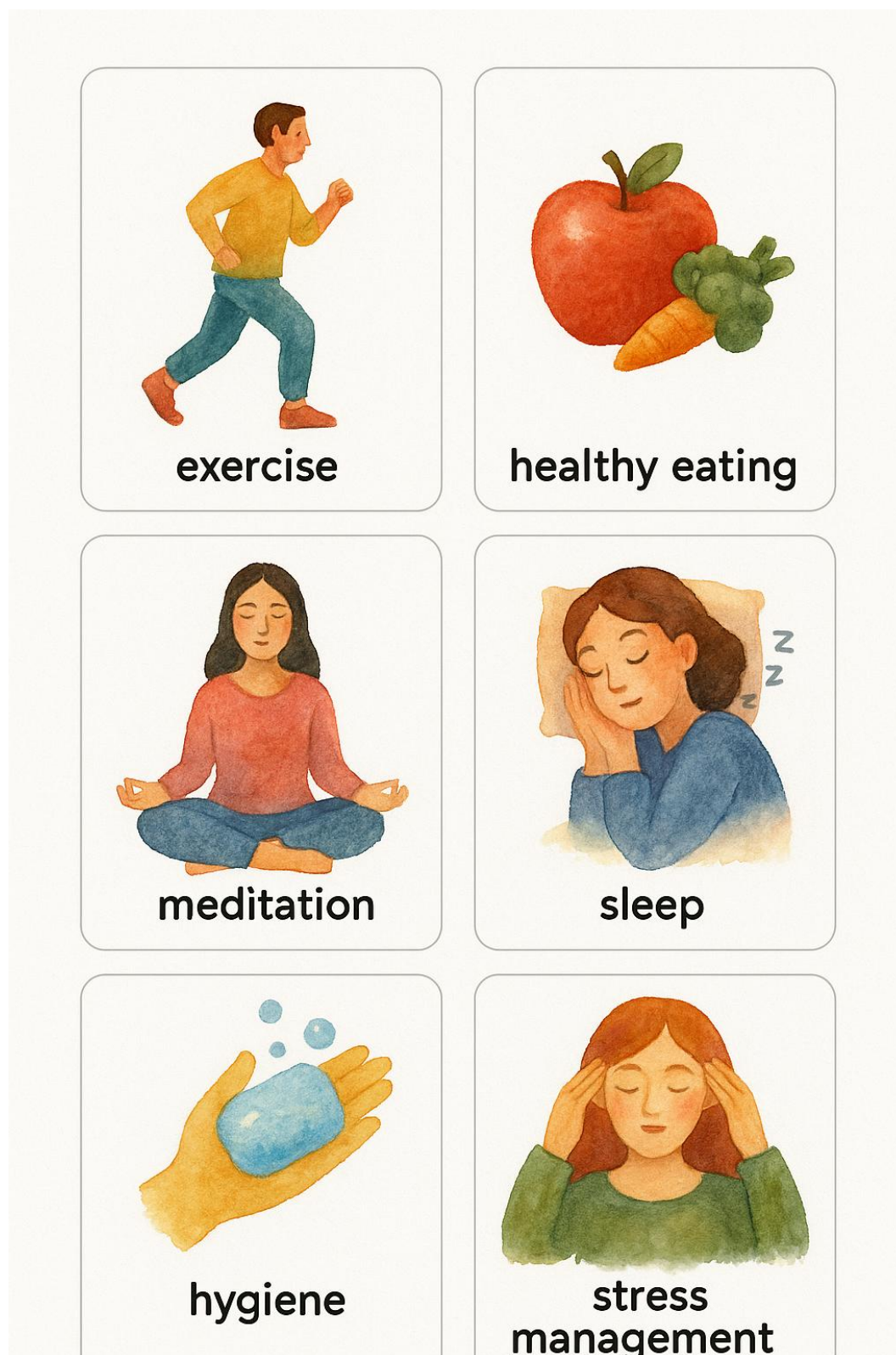
Link each object to a keyword or definition on a flashcard.
Create a “well-being circle” with all flashcards and objects displayed together.

4. Personal reflection

Conclude with a reflection: How can you personally reach your well-being? Is it the same for everyone?

Think and share your strategy in order to feel better. (for example deep breathing, friends)

Flashcards Example:



WELLBEING 6 Explorers of Positive Communication

IRECOOP AAS

Template

n. 67

Developing language skills through the use of positive communication. Promoting Well-being competence through positive interaction and empathy. Developing methodologies that foster peer and cooperative learning
Fostering collaboration and building positive relationships between learners

Methodology:	Peer and cooperative learning	
Subject	Languages & Social sciences	
Life skill related	Well being	
Title	Explorers of Positive Communication	
Age/Grade	11- 14 years+	
Timing	3 hours - 3 meetings	
Suggestion for who facilitate	Materials Needed: ● Paper and pens ● Large sheets of paper or posters ● Markers, colors, and other art materials ● Positive music to create an encouraging atmosphere	
Description of the activity	Lesson 1: "Exploring Positive Words" Opening Activity (15 min): Divide the class into peer learning pairs. Each pair discusses the importance of positive words and how they can influence emotional well-being. Students sit together in pairs and discuss the importance of positive words in their daily lives. For example, they can reflect on situations where positive words were used and how they affected their and others' emotional states. They may share personal experiences or inspirational stories. Peer Learning: Brainstorming Positive Words (20 min): Pairs collaborate to create a list of positive and encouraging words. Each pair shares their words with the rest of the class. Pairs begin brainstorming, jotting down on slips of paper words they consider positive and encouraging. Words like "love," "gratitude," "kindness," "courage," "hope," and others may be included. After creating a list, each pair shares their words with the class, explaining why they chose those specific words. Cooperative Learning: Creating Posters (25 min): Pairs work together to create decorated posters with the identified positive words. They can use artistic materials and colors to make the posters more eye-catching. This promotes collaboration and a sense of group belonging. Each pair receives a large sheet of paper or a poster and begins decorating it with the positive words identified during brainstorming. They can draw, write, and add illustrations or symbols representing the meaning of each word. For instance, if they choose the word "hope," they might draw a rainbow or a flower. This process encourages collaboration and creativity among students. Ultimately, the posters can be hung in classrooms as a constant reminder of the power of positive words.	

Lesson 2: "Communicating Empathy"

Warm-Up Activity (10 min): Conduct brief emotional awareness exercises to prepare students for learning. Lead an emotional awareness exercise by asking students to close their eyes and focus on their physical and emotional sensations at that moment. Then, have them reflect on a time when they felt empathy for someone or received empathy from someone else. This prepares them to approach the topic with an open and sensitive mindset.

Peer Learning: Analysis of Scenarios (25 min): Pairs read short scenarios and discuss how to communicate empathetically in those situations. They can put themselves in the shoes of the people involved and share their perspectives. Distribute printed scenarios on slips, such as "A classmate cannot complete an assignment due to family issues." Pairs read the slips together and discuss how they could communicate empathetically with the classmate in that situation. They can suggest supportive phrases and acts of kindness that could help the classmate feel understood and supported.

Cooperative Learning: Empathetic Role-Playing (25 min): Students engage in role-playing to practice empathetic and positive communication. They can take turns in different roles and provide feedback to each other to improve their empathetic skills. Organize role-plays where students portray different everyday life situations that require empathy, such as a conflict between friends or a moment of sadness.

For example, one student may pretend to be upset about something, and the other must demonstrate empathy and try to resolve the situation positively. After each role-play, students can exchange feedback on their performances, recognizing what was effective in expressing empathy and identifying areas for improvement.

Lesson 3: "Building Positive Relationships"

Warm-Up Activity (15 min): Students gather in groups and share positive personal experiences or moments when they experienced positive communication. Divide the class into groups of four or five students. Each group gathers and shares positive personal experiences related to positive communication. They can tell stories of times when they felt listened to, supported, or experienced genuine connection with others.

This exercise helps students tune into the lesson theme and creates an atmosphere of trust and sharing.

Peer Learning: Creating Positive Stories (30 min): Groups collaborate to create stories that emphasize positive communication in relationships. Each group can focus on a different aspect of positive communication, such as conflict resolution or mutual support. Each group works together to create a story highlighting the importance of positive communication in relationships.

For example, they might create a story about two friends facing conflict but overcoming their differences and strengthening their bond through open communication and active listening. Students can be encouraged to include realistic dialogue and situations reflecting their everyday life experiences.

Cooperative Learning: Story Presentation (15 min): Groups present their stories to the class, highlighting the importance of positive communication in relationships. They can also receive feedback from other groups to improve their stories and share their learning experiences. Each group presents their story to the class, using posters or digital presentations to make the narrative engaging. During presentations, students can emphasize key moments where positive communication played a crucial role in improving relationships between the story's characters.

After each presentation, other groups can ask questions and share their reactions. This encourages discussion and allows students to learn from other groups, expanding their understanding of positive communication in relationships. This approach combines peer and cooperative learning, allowing students to learn from each other and actively collaborate to develop language and well-being skills through positive and empathetic communication.

Assessment: Assessment will be based on active participation, creativity in activities, understanding of positive and empathetic communication, and collaboration during group activities.

Final Notes: This activity aims to integrate language with the "Well-being" competency through peer and cooperative learning, encouraging students to explore the power of positive words and practice empathetic communication to build healthier and more positive relationships.

The examples provided are suitable for middle school students, providing them with practical tools to enhance their own well-being and that of others through positive communication.

WELLBEING 7 Nurturing Healthy Minds

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Methodologies: Interactive Learning, Experiential Learning, Reflective Practice, Goal Setting, Collaborative Learning.

The Nurturing Healthy Minds- Adolescent Brain Development is designed to empower students with knowledge about how their brains develop during adolescence and how this influences their cognitive processing, emotions, and decision-making. By understanding these concepts, students can develop and sustain health-promoting behaviors throughout their lives.

Methodology:	Interactive Learning	Experiential Learning Reflective Practice Goal Setting Collaborative Learning
Subject	Biology & Social sciences	
Life skill related	Well-being, Health Promotion, Decision Making	
Title	Nurturing Healthy Minds	
Age/Grade	11-12 years old/ 5th Grade +	
Timing	45-50 minutes x 3	
Suggestion for who facilitate	Biology Teachers	
Description of the activity	Activity Overview: Session 1: Understanding Adolescent Brain Development (1 class period) • Introduction to Brain Development: Begin by introducing the concept of brain development during adolescence. Explain how the brain undergoes significant changes during this period, particularly in areas related to cognitive processing, emotions, and decision-making. • Brain Structure and Function: Provide an overview of the different parts of the brain and their functions, focusing on areas such as the prefrontal cortex (responsible for decision-making and impulse control) and the limbic system (responsible for emotions). • Interactive Discussion: Engage students in an interactive discussion about the impact of adolescent brain development on their behavior and decision-making processes. Encourage them to share personal experiences or observations related to changes in their own behavior during adolescence. Session 2: Promoting Well-being Through Healthy Behaviors (1 class period) • Exploring Health-Promoting Behaviors: Introduce students to the concept of well-being and the importance of adopting health-promoting behaviors. Discuss strategies for maintaining physical health, emotional well-being, and cognitive function. • Interactive Activities: Engage students in interactive activities that promote well-being, such as mindfulness exercises, stress-relief techniques, or healthy lifestyle challenges. Encourage students to reflect on how these activities can positively impact their brain development and overall well-being. • Goal Setting: Guide students in setting personal goals for promoting their well-being, such as getting enough sleep, exercising regularly, practicing mindfulness, or seeking support when needed. Encourage them to create action plans for achieving these goals and support each other in their efforts. Conclusion: Wrap up the workshop by summarizing key takeaways about adolescent brain development and its impact on well-being.	

Encourage students to continue exploring ways to promote their own well-being and to support each other in maintaining healthy behaviors.



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