



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	<p>To do list: Before starting the activity, ensure that students understand the importance of collaboration and how it benefits everyone in the classroom.</p> <ul style="list-style-type: none"> ● 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. <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Large sheet of paper ● Markers ● Tape <p>Anticipated Supports and Barriers:</p> <ul style="list-style-type: none"> ● Potential Barriers: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	

	<p>Suggestions</p> <ul style="list-style-type: none"> • 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	<p>Procedure:</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> - Divide the class into groups - Each group must identify itself with a name, e.g. company name 	
Description of the activity	<p>1. Forming Groups and Assigning Roles</p> <ul style="list-style-type: none"> - 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. - <p>2. Assignment of Projects</p> <ul style="list-style-type: none"> - 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. - <p>3. Collaboration between groups</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<p>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.</p>	

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	<p>Materials Needed:</p> <ul style="list-style-type: none"> - Paper and pens - Online resources for learning English - Large sheets or posters - Markers, colors, and other artistic materials <p>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.</p> <p>Anticipated supports and barriers:</p> <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • 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

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Template

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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	<ul style="list-style-type: none"> - Teachers of Second Languages - Allowed for additional time to refine maps in future iterations of these activities. 	
Description of the activity	<p>Activity Overview:</p> <p>Stage 1: Planning and Research (1-2 class periods):</p> <ul style="list-style-type: none"> - 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. <p>Stage 2: Map Creation (2-3 class periods):</p> <p>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.</p> <p>Collaborative Mapping: Encourage students to work collaboratively within their groups to design and annotate their maps. Emphasize the importance of</p>	

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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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?

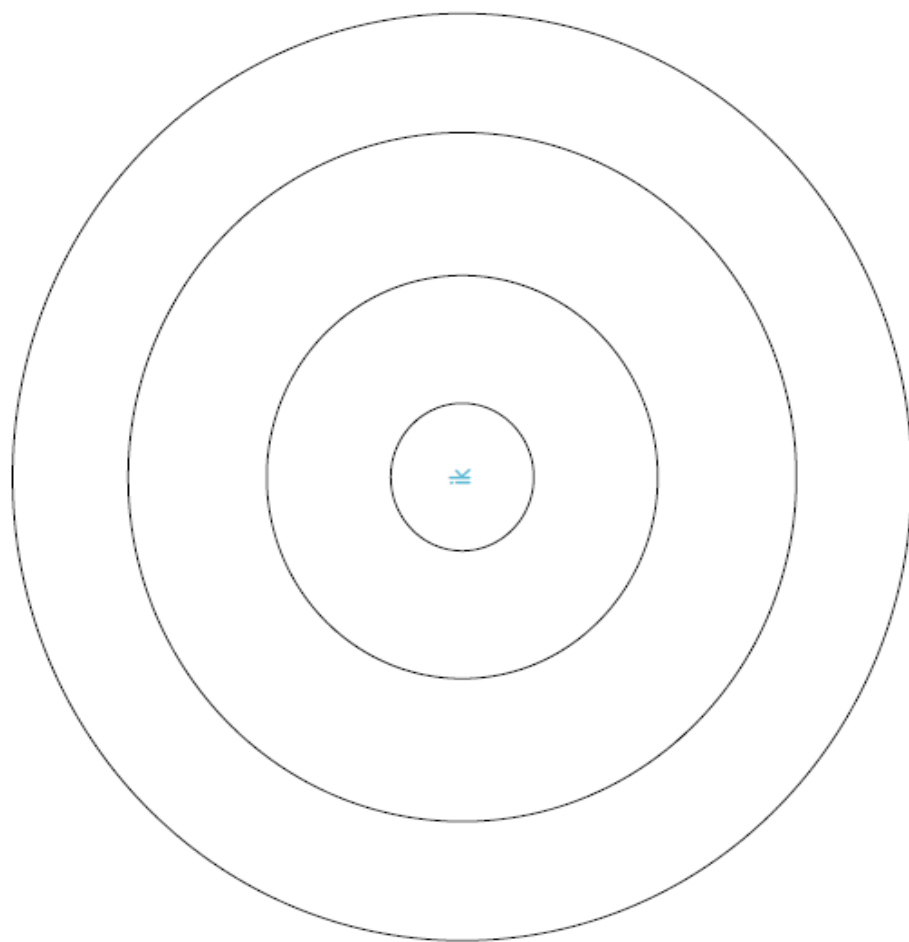
Fill in the circles who is allowed to know what about you and who is not allowed to know certain things.

Inner circle: I'll just keep this to myself

Second circle: My friends may know this

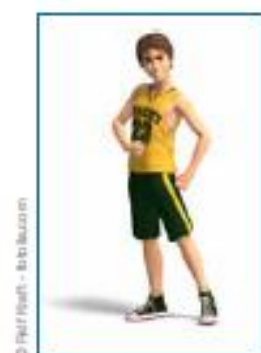
Third circle: Only my family should know this

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	<p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>	



Bridge

E+ project

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