



Guide Addressed to Teachers on how to Use CLIL in Primary Schools for Innovative Activities on Cross-Curricular Topics

Volume 2 - Part 1

CITIZENSHIP EDUCATION LESSON PLAN PACKAGE



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An introduction to *CLIL4YEC* 18 Lesson Plans Package

The CLIL4YEC 18 Lesson Plan Package is divided into 3 modules, one for each cross-curricular area: Citizenship, Environmental and Financial Education. These modules are divided into 2 topics; that is, 2 lesson plans for each of the 3 age groups (younger, intermediate, and older group). Thus, every module comprises 6 lesson plans.

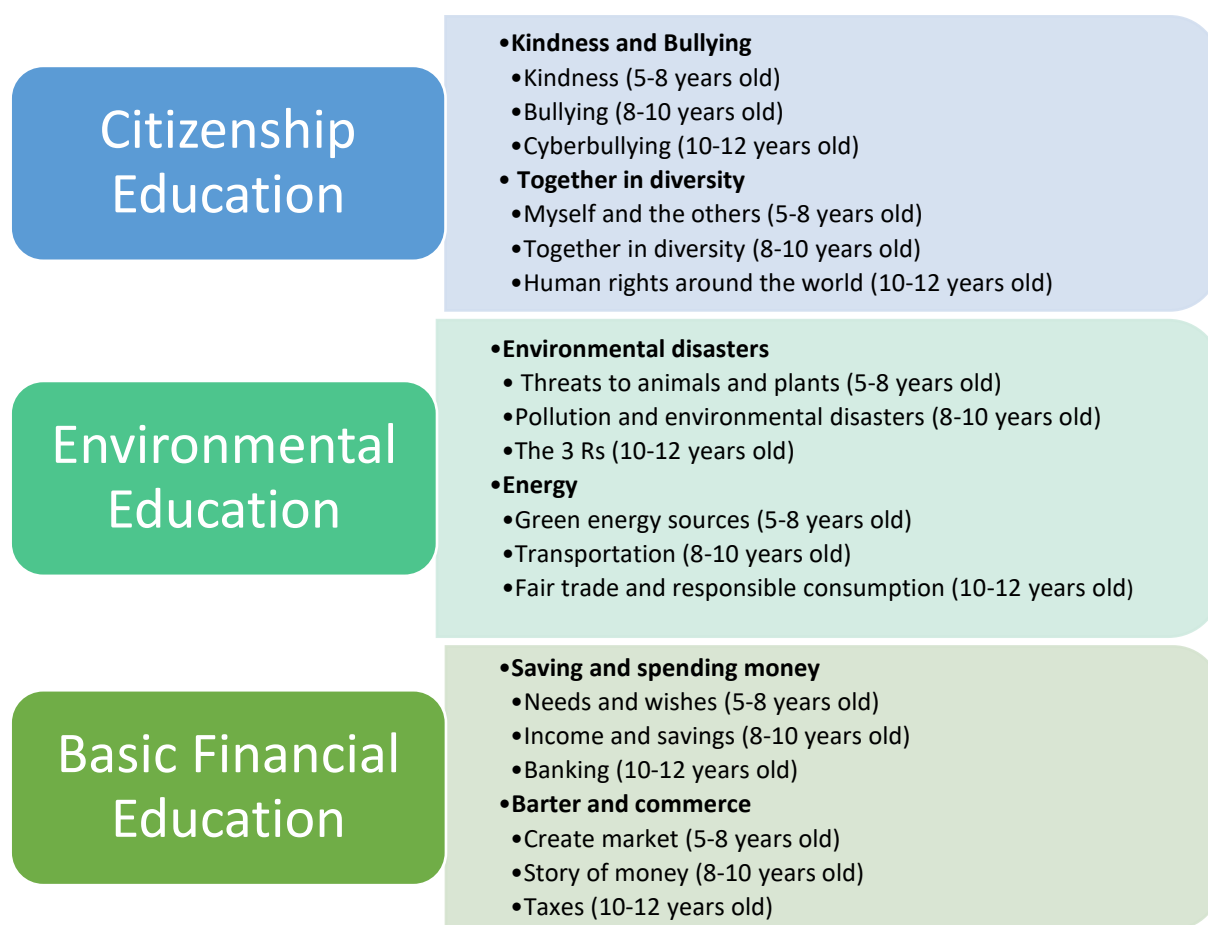


Figure 1 - CLIL4YEC Modules

Some practical considerations to bear in mind when performing the lesson plans:



Every lesson plan has been designed for a specific age group. You may, however, easily adapt all the lessons to the needs of both older and younger students, depending on their English level and their cognitive skills.



Each lesson plan is designed to be developed in two hours. However, the duration can be flexible according to the characteristics of each specific group.



The lesson plans suggest the use of modern Knowledge and Learning technologies since they include Virtual Exchanges and Open Educational Resources (OERs) previously developed in the project. Therefore, you may need a computer lab with access to the Internet or such resources in your classroom.



You will find Appendices for Lessons (worksheets, presentation materials, etc.) at the end of each of the lesson plans.

LESSON PLAN 1: Kindness

CONTEXTUALISATION

This PBL lesson plan is designed for CLIL groups in their pre-primary education and in 1st and 2nd year of Primary Education (age 5-8). The cross-curricular area is Citizenship Education, focusing specifically on the topic of 'diversity'. This project is expected to be about 2 hours long, divided into sequenced steps to be developed in different curricular subjects along three weeks. Students at this level still need the teacher's guidance and they are becoming familiar with studying in English. They can understand simple sentences and short texts and produce very simple sentences in English. Families' involvement is required.

Cross-curricular area		Topic / Subtopic (Lesson Plan 1)				Age																													
<table border="1"> <tr> <td>Citizenship Education</td> <td>✓</td> </tr> <tr> <td>Environmental Education</td> <td></td> </tr> <tr> <td>Basic Financial Education</td> <td></td> </tr> </table>		Citizenship Education	✓	Environmental Education		Basic Financial Education		Topic (tick one option): <table border="1"> <tr> <td>Kindness & Bullying</td> <td></td> <td>Together in diversity</td> <td></td> </tr> <tr> <td>Kindness</td> <td>✓</td> <td>Myself and others</td> <td></td> </tr> <tr> <td>Bullying</td> <td></td> <td>Together in diversity</td> <td></td> </tr> <tr> <td>Cyberbullying</td> <td></td> <td>Human Rights around the world</td> <td></td> </tr> </table>				Kindness & Bullying		Together in diversity		Kindness	✓	Myself and others		Bullying		Together in diversity		Cyberbullying		Human Rights around the world		<table border="1"> <tr> <td>5-8 years old</td> <td>✓</td> </tr> <tr> <td>8-10 years old</td> <td></td> </tr> <tr> <td>10-12 years old</td> <td></td> </tr> </table>		5-8 years old	✓	8-10 years old		10-12 years old	
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Kindness																																			
What you need:																																			

Materials:

- Dice with emojis, 2 labelled jars (1 happy emoji and 1 sad emoji), 3 feathers (or leaves), stones, heart shaped cards, board, cardboard sheets, pens, crayons/markers, 3 large cardboard clouds, computer, picture book (*The Colour Monster*), datashow.

Resources:

- Internet connection, *Facebook*, mobile phones
- Links:
 - «The Colour Monster» [The Colour Monster, A Story About Emotions by Anna Llenas | Children's Books | Storytime with Elena](#)
 - [Interactive activity on 'The colour monster'](#) listening game on emotions
 - [Exercise about colours: 'The colour monster'](#) listening game on colours
 - [How Kind by Mary Murphy](#)
 - Song «Kindness» [Kindness by The Juicebox Jukebox - Be Kind Kids Song Childrens Music New World Kindness Day 2021](#)

Does it include a Virtual Exchange with another class?

Yes	
No	✓

Duration

For the development of this **mini-project**, you will need approximately 2 hours in class (and about 1,5 hour at home) divided into 13 tasks to be developed in 4 lessons over a period of three weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Social science / Social studies /Citizenship education / Personal development, Cross-curricular projects.

Introduction

This project has been designed to help children realize they can leave a mark in their community by changing bad emotions into good ones with their acts of kindness.

First, it will encourage children to recognize their feelings and the situations that can trigger feelings in themselves or others. Then through the activities, children will realize that kindness is a great opportunity to turn the heavy emotions into light ones.

The final product of this project will be a real act of kindness involving not only children and their families, encouraging active participation and parents' involvement throughout the process, but also involving the whole community throughout the process. Families will help their children spread the final product around and children will get feedback through social media.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

Prompt: What are emotions? What can we do to feel good? What can we do to make others feel good? Is kindness important in everyday life?

a) CONTENT:		
<ul style="list-style-type: none">- to become aware of feelings and emotions;- to identify and recognize the value of kindness in relation to citizenship.		
b) LANGUAGE & COMMUNICATION:		
Vocabulary	<ul style="list-style-type: none">- Emotions (joy, love, calm, fear, anger, sadness, happy, sad...)- Kind words (please, thank you, you are great, fantastic, awesome, excellent...)	
Skills	Listening	- To understand simple information from an authentic story/ text/recording/video.
	Speaking	<ul style="list-style-type: none">- To produce short sentences (spoken production).- To express their own emotions and use kind words (spoken interaction).
	Reading	- To read kind words or expressions.
	Writing	- To write kind words or expressions.
	Mediation	- To come up with ideas and share their own opinions, considering the value of kind words in order to help others to change bad emotions.
Function	To produce simple sentences and use kind words or expressions.	
Communication	Students interact among themselves using kind words or expressions.	
c) COGNITION: To classify different emotions and identify positive and negative values.		
d) CULTURE: To become aware that all human beings have emotions.		

SEQUENCE OF STEPS

	STEP 1: Warm-up. Dice guessing game (+/- 10 minutes) week 1
Description	<p>Dice guessing game.</p> <p>This step is an introductory activity for the project.</p> <p>In this task students are faced with an emotional dice. Each side of the dice will have an emoji representing an emotion and a colour.</p> <p>One of the students will roll the dice and make a face representing the emotion on the dice.</p> <p>The rest of the class will have to guess the emotion.</p>
Procedure	<p><i>T: What are emotions? Do you know? (Students answer) Let's see!</i></p> <p><i>Look! I've got a die. Can you see? Yellow face, red face, green face, Each face is different. Can you see the difference? (Students answer.)</i></p> <p><i>Do you know what they mean? Let's observe each of them. (The teacher explains each emoji).</i></p> <p><i>Let's roll the die. Look! What colour is it?</i></p> <p><i>Children throw the die and mime the emotion represented; the class has to guess it.</i></p> <p><i>T to one of the pupils: Can you come here for a moment, please? Now you can roll the die and mime the emotion.</i></p> <p>Once the child has finished: Thank you for your help!</p> <p>(Teacher emphasizes kind words)</p> <p>Some students follow, until all the die sides are worked on.</p>
Resources and materials	A dice with emojis and the same colours matched to the emotions in the book the teacher is going to read next (Appendix 1)
	STEP 2: Listening to a story (+/- 5 minutes) week 1
Description	Listening to a story about emotions called " <i>The Colour Monster</i> ", by Anna Llenas. The story will be read out by the teacher using the picture book.
Procedure	<p>The teacher asks: <i>Do you always feel good?</i> (Students answer. Sometimes we feel sad, sometimes we feel happy...)</p> <p>Look! Today I brought you a wonderful story about a monster. But it is not a regular monster. It is a very special one and it is called THE COLOUR MONSTER. Shall I tell you the story?</p>

	<p>S: Yes!</p> <p><i>T: But you have to ask nicely. What is the kind word?</i></p> <p>S: Can you read the story, PLEASE?</p> <p><i>T: OK, that was really polite and kind of you, thank you!</i></p> <p>The teacher reads out the story.</p> <p>OPTION 2 (IN CASE WE CAN NOT FIND THE BOOK):</p> <p><i>T: Look! Today I brought you a wonderful story about a monster. But it is not a regular monster. It is a very special one and it is called "THE COLOUR MONSTER". Shall we watch the story?</i></p>
Resources and materials	<p>Picture book «The Colour Monster», by Anna Llenas</p> <p>OR</p> <p>Link to the video: The Color Monster, A Story About Emotions by Anna Llenas; https://www.youtube.com/watch?v=PwujGPb6mgo</p>
	STEP 3: The colour monster video (+/- 5 minutes) week 1
Description	Providing students with real English, by watching the video "The colour monster".
Procedure	<p>The teacher asks (after telling the story): <i>Do you want to watch and listen to the story on video?</i></p> <p>S: Yes!</p> <p><i>T: But remember: What is the kind word?</i></p> <p>S: Can you play the story, PLEASE?</p> <p><i>T: OK, that is much better, thank you!</i></p> <p>The teacher plays the video with sound. After watching the video, students can help to retell the story</p>
Resources and materials	<p>Internet connection</p> <p>Link to the video: The Color Monster, A Story About Emotions by Anna Llenas; https://www.youtube.com/watch?v=PwujGPb6mgo</p>
	STEP 4: Miming game and filling the jars (10 minutes) week 1
Description	Playing a miming game where students represent 6 emotions (3 positive and 3 negative ones) using gestures and body language. For each emotion

	<p>mimed, they classify it by using feathers or stones. They use 2 jars: one to put 3 rocks, which represent negative emotions and the other, to put 3 feathers that represent the positive emotions.</p> <p>They can discuss how the jar with negative emotions is heavier than the one with positive ones.</p>
Procedure	<p>T: In this game, each of you will represent an emotion using your body language. Once your partners find out the emotion, you will put the feather* or the stone in the right jar. Feathers are for positive emotions (joy, love, calm), and stones are for negative emotions (fear, anger, sadness).</p> <p>(After playing the miming game)</p> <p>T: Now you have filled the jars. (Teacher chooses one child and gives him the positive emotions jar) Can you lift this jar? Is it heavy or light? (Now the teacher gives him the negative emotions jar) Can you lift this jar? Is it heavy or light? (Repeat with a few students)</p> <p>T: Well, as you can see negative emotions are necessary, but heavy and uncomfortable. But we can transform them into positive ones. We just need a little bit of kindness.</p>
Resources and materials	<p>2 jars with labels (one happy emoji and one sad emoji);</p> <p>Appendix 2</p> <p>3 feathers (*or leaves, in case feathers are not found) and 3 stones.</p>
STEP 5: Warm-up. Listening activities (+/- 10 minutes) week 2 (day 1)	
Description	<p>Remembering the story from the previous lesson. Doing 2 listening activities: one activity on emotions and one on colours. The teacher decides if children answer in turns or if they play altogether, voting for their choice (with hands up).</p>
Procedure	<p>The teacher reminds and shows students the story.</p> <p>T: (while revising the story the teacher asks questions to the children and introduces kind words): Do you remember what the colour of sadness was?...</p> <p>S: answer: Blue.</p> <p>T: Yes! Fantastic! You have a great memory! Thank you!</p> <p>Then, she presents the listening activity, and they all do the first one together as an example. (This can be omitted with older learners if they find it too easy)</p>

	<p>T: Now I know you are very clever girls and boys (improve self-esteem), and you remember all the colours and emotions, let's play a game. In this game, you have to listen and match the colour with the provided emotion in the audio. I know you can do it fantastically well!</p> <p>Students follow the activity as explained by the teacher. The teacher decides if children answer in turns or if they play altogether, voting for their choice (with hands up).</p> <p>They do the same for the second activity.</p>
Resources and materials	<p>Internet connection</p> <p>Interactive activity on <u>the</u> colour monster listening game on emotions: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Feelings_and_emotions/The_colour_monster_my490756yI</p> <p>Exercise about Colours: The colour monster listening game on colours: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Colours/Colores*The_colour_monster_nc1158394oi</p>
STEP 6: Polite words (+/- 20 minutes) week 2	
Description	<p>Activity about how and when to use polite words: doing a brainstorming about polite words; copying the words/ expressions on heart-shaped cards (to use later).</p>
Procedure	<p>Students are invited to think about polite words they can use and when they should use them.</p> <p><i>T: Very good! You all have a great memory! Excellent!</i></p> <p><i>Now, let's think of all the polite words you know.</i></p> <p><i>You can use compliments, comfort or support messages, like: You are great! Smile! Excellent! Please!...</i></p> <p>Students brainstorm about polite words. First, the teacher writes «polite words» on the board and then writes the children's ideas, helping them to remember the words. The teacher continues to emphasize the use of polite expressions.</p> <p><i>T: OK, S, can you say a polite word or expression, please?</i></p> <p><i>(The student answers.) Thank you very much! You are awesome!</i></p> <p>When working with beginners, a pre-prepared list of expressions can be shown, and they identify if they are polite or not.</p> <p>When they have provided enough words, the teacher gives each student a heart shaped card and asks them to copy the polite words. Each student</p>

	<p>will copy one word or expression from the board to the card, according to the teacher's instruction. The teacher collects the cards.</p> <p>The teacher explains the activity to do at home:</p> <p><i>T: From today until Thursday, you will have a task to do at home with the help of your parents. Every day, (after dinner), starting from today, you will think about the emotion you are experiencing at that moment and choose the right emoji. Please, don't forget to ask your parents to help you here!</i></p> <p>The teacher gives out the cardboard sheets (with 3 circles each) and jars for the students.</p> <p><i>T: You will draw and colour each emoji, according to the 6 different emotions, and then cut it.</i></p>
Resources and materials	<p>Heart-shaped cards (Appendix 3)</p> <p>Board</p> <p>Crayons/markers</p> <p>A cardboard sheet (with 3 circles each) for each student</p>
	STEP 7: Home activity- An emoji per day (+/- 10 minutes every day) week 2
Description	<p>Thinking about their emotions (once a day for 3 days) and, with their parents, choosing the appropriate emoji.</p> <p>Drawing, colouring and cutting an emoji every day (in total, they will have 3 emojis each).</p>
Procedure	<p>Every day each student makes an emoji according to their feelings. Their parents help them to explore and understand the emotions they experience each day and choose the appropriate emoji.</p> <p>Next lesson (three days later), students bring their emojis to school for the next activity.</p>
Resources and materials	<p>Crayons/markers</p> <p>A cardboard sheet for each student</p>
	STEP 8: Filling the jars with the emojis (+/- 15 minutes) week 2 (day 2)
Description	Putting the emojis in the correct jar.
Procedure	The teacher asks the students to bring their emojis and put them in the correct jar while they name each emotion.

	<p><i>T: In turns, you will come here, show your classmates each one of your emojis, say what it is (joy, sadness, etc) and decide where to put it.</i></p> <p>All the students put the emojis in the 2 jars (with stones and feathers).</p>
Resources and materials	Emojis and the 2 jars (with feathers and stones) from the previous lesson.
	STEP 9: Watching a video: How kind (+/- 10 minutes) week 2
Description	Watching a video: « <i>How kind</i> », based on the book by Mary Murphy.
Procedure	<p>The teacher says that they are going to watch a story.</p> <p><i>T: Now watch the 2 jars where we put the emojis! Look at the one with the stones. Remember that it has got negative emotions! Wouldn't it be nice if this was empty? I wonder how we could change this...</i></p> <p><i>Let's watch a story that may help us... Who knows?</i></p> <p>The teacher plays the video. Students watch a video with puppets (starting at 0:50) based on the picture book <i>How kind</i> by Mary Murphy.</p> <p>The first 50 seconds of the video are an introduction to the story that may be useful for teachers.</p> <p>The audio in the video is not perfect, so the teacher/students may retell the story. Subtitles may be a good option for older learners. Another possibility may be acting out the story-</p>
Resources and materials	<p>Link to the video: How Kind by Mary Murphy: https://www.youtube.com/watch?v=1eFCQvwJ7M0</p> <p>Internet connection</p>
	STEP 10: Listening to a song (+/- 5 minutes) week 2
Description	<p>Listening to a song about feelings.</p> <p>Giving ideas about how we can change 'bad' emotions.</p>
Procedure	<p><i>T: Now, let's try to finish our lesson with positive emotions. What could you do? Let's think... I know! We can listen to a song! Do you like music?</i></p> <p>(Students answer) So, let's all stand up! Listen and sing!</p> <p>Students listen to a song (and sing the chorus) that motivates them to try changing negative emotions into positive ones.</p>
Resources and materials	<p>Song: Kindness by The Juicebox Jukebox – Be Kind Kids Song Children Music New World Kindness Day 2021:</p>

	https://www.youtube.com/watch?v=H98Rfljxmsc Internet connection.
	STEP 11: Changing 'bad' emotions (+/- 10 minutes) week 3 (day 1)
Description	Going back to the stones jar and thinking about how students can change them.
Procedure	<p><i>T: Well, do you remember the emotions: joy, love, calm, fear, anger and sadness? Do you remember which are heavy?</i></p> <p>Students answer.</p> <p><i>T: Yes, very good! The negative emotions are heavier! Now, how do you think we can help change the negative emotions?</i></p> <p><i>For example, if I am feeling sad, how can you help? What can you say?</i></p> <p>The teacher sticks 3 clouds on the board with the 3 negative emotions from the story (blue for sadness, red for anger and black for fear).</p> <p>The teacher models some situations. For example: Students are invited to choose kind words or expressions (from the heart-shaped cards with polite words) and stick them on the clouds.</p> <p><i>T: Let's pick up a card and choose where to put it. I will do the first one.</i></p> <p>Students go on until the cards are finished.</p> <p><i>T: You see, we can always use a nice word to try to change bad emotions... Look at the clouds! They look better now, don't they?</i></p> <p>(Students answer)</p>
Resources and materials	3 large clouds made from cardboard (blue for sadness, red for anger and black for fear) (Appendix 4) Heart-shaped cards with positive words
	STEP 12: Kind stones (+/- 20 minutes) week 3
Description	Painting the stones, writing polite words, drawing smiles, flowers ...
Procedure	<p>The teacher gives out (1 or 2, depending on the age and level) stones for each student. Children write positive words /expressions or draw.</p> <p>The teacher asks: <i>What can we do with these kindness stones? Let's put and spread them around! Where?</i> (Students give ideas) The teacher accepts the children's proposal.</p> <p>The teacher explains the activity to do at home (with the parents):</p>

	<p><i>T: With your parents you are going to make more kind stones and leave them in outdoor public places. You can take them to a park or a garden so other people can find them and read the kind messages.</i></p> <p><i>Later, when you find a stone, ask your parents to take photos and share them on Facebook at: CLIL4YEC – KIND STONES</i></p> <p>At the end of the lesson (during the break, with the teacher), they spread the stones out in the playground, so other students could find them and read the kind messages.</p>
Resources and materials	<p>Stones</p> <p>Markers</p> <p>Facebook page: CLIL4YEC – KIND STONES</p>
STEP 13: Home activity: Spreading stones (+/- 30 minutes)	
Description	<p>Making more “kind stones” with the parents and putting them in public outdoor places.</p> <p>Sharing photos or comments on the Facebook page.</p>
Procedure	<p>With the help of their parents, children make more “kind stones” and put them in the school surroundings, in parks or other public outdoor places.</p> <p>Then, they share on the Facebook page all the photos or comments on the “kind stones” they have spread and the “kind stones” they find.</p>
Resources and materials	<p>“Kind stones”</p> <p>Markers</p> <p>Facebook page (created previously by the Erasmus partners)</p> <p>Mobile phones, internet connection</p>

ASSESSMENT




Different assessment tools have been designed for this lesson plan:

- **The facebook page.**
- **Students' daily future actions.**
- **A rubric for the teacher.**

	0	5	10
STEP 2: LISTENING TO THE COLOUR MONSTER STORY	No interest in the story.	Little interest in the story.	Interest and active listening to the story.
STEP 3: THE COLOUR MONSTER VIDEO	No interest in the video.	Little interest in video.	Interest and active listening to the video.
STEP 4: MIMING GAME AND FILING THE JARS	No participation or interest in the game.	Little participation in the miming game, in trying to guess the emotions mimed and in trying to classify them by using feathers or stones.	Active participation in the miming game, actively trying to guess the emotions mimed and classifying them by using feathers or stones.
STEP 6: POLITE WORDS	No participation or interest in telling polite words or copying the words.	Little participation in telling polite words and copying the words.	Active participation in telling polite words and copying the words with care.
STEP 7: HOME ACTIVITY - AN EMOJI PER DAY	The home activity is not carried out.	The home activity is carried out only partially.	The home activity is carried out every day.
STEP 9: WATCHING 'HOW KIND' VIDEO	No interest in the video	Little interest in the video	Interest and active listening to video.

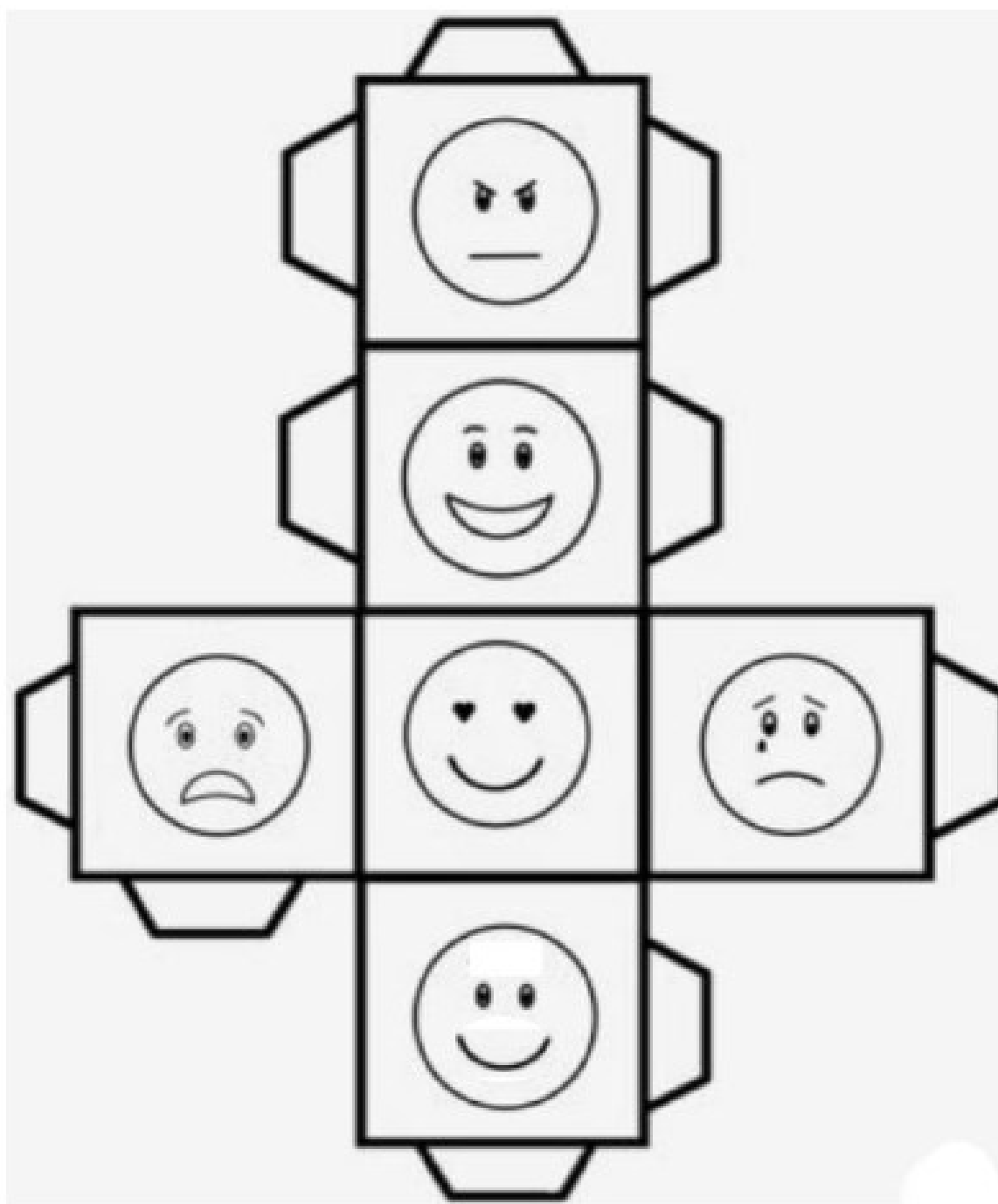
STEP 11: CHANGING “BAD” EMOTIONS	No participation or interest in choosing kind words or in trying to change bad emotions.	Little participation in choosing kind words and in trying to change bad emotions.	Active participation in choosing kind words and in trying to change bad emotions.
STEP 12: KIND STONES	No participation in giving ideas for the final event and preparing kind stones.	Little participation in giving ideas for the final event and preparing kind stones	Active participation in giving ideas for the final event and preparing kind stones.

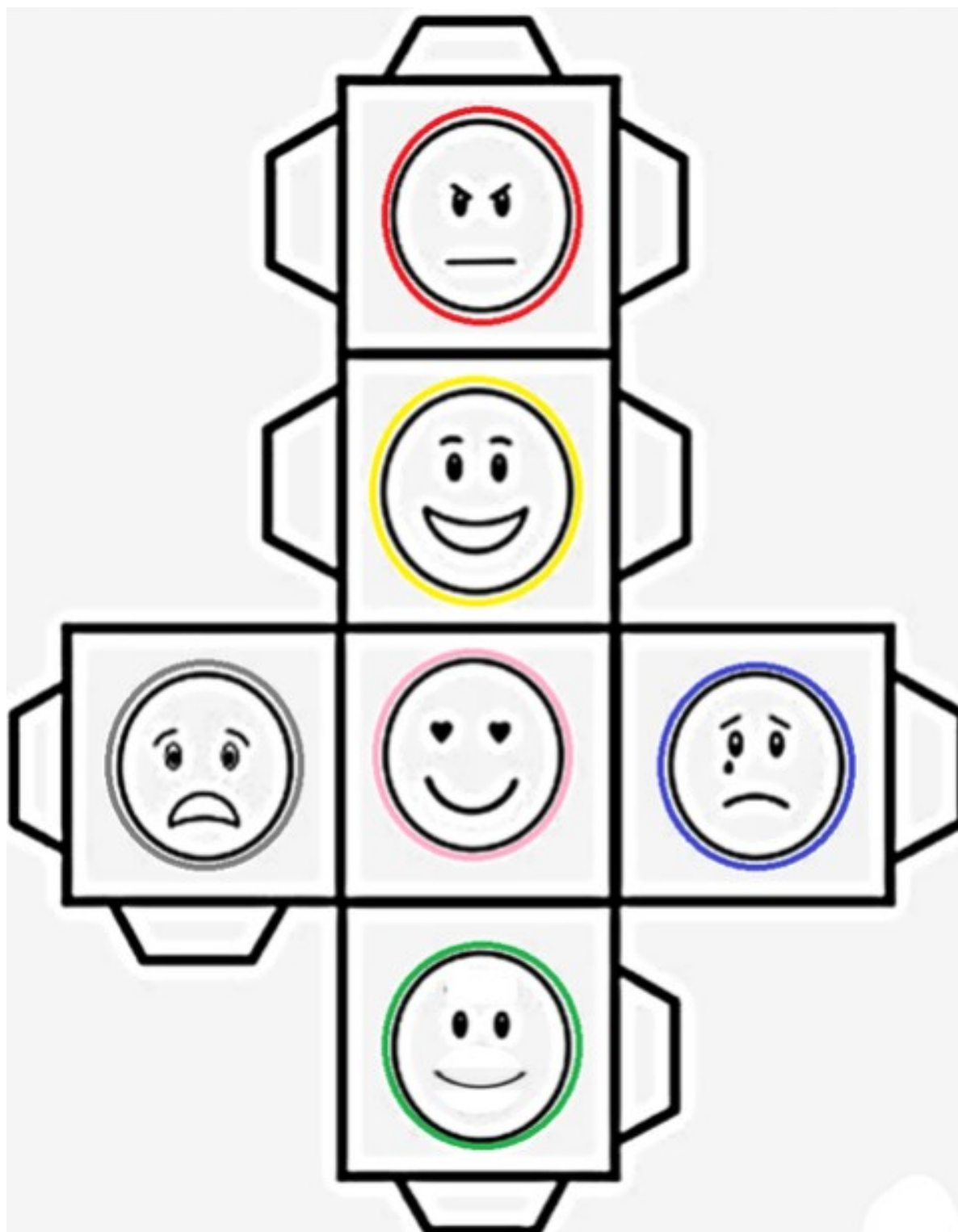
Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN...			
I can understand a story			
I can mime and name emotions			
I can classify good and bad emotions			
I can understand and say polite words			
I can copy/write polite words			
I can use polite words to help others change bad emotions into good ones			

APPENDICES

Appendix 1: Die

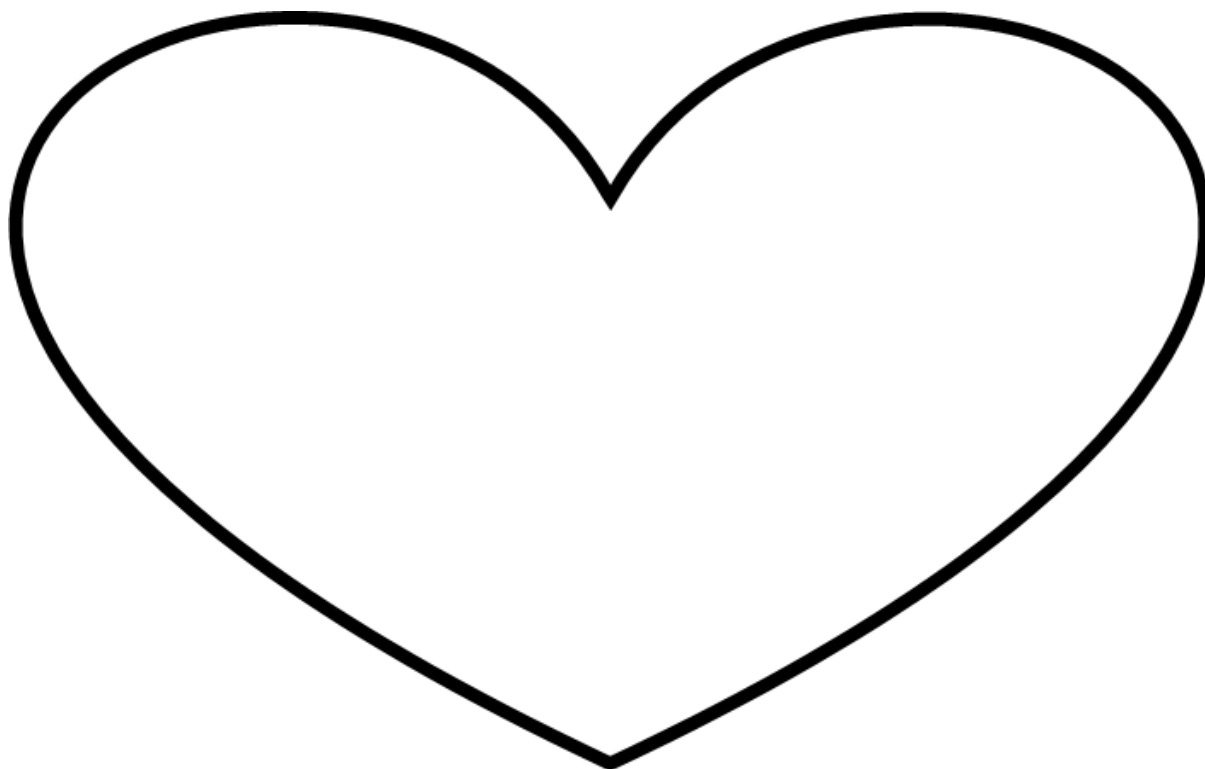





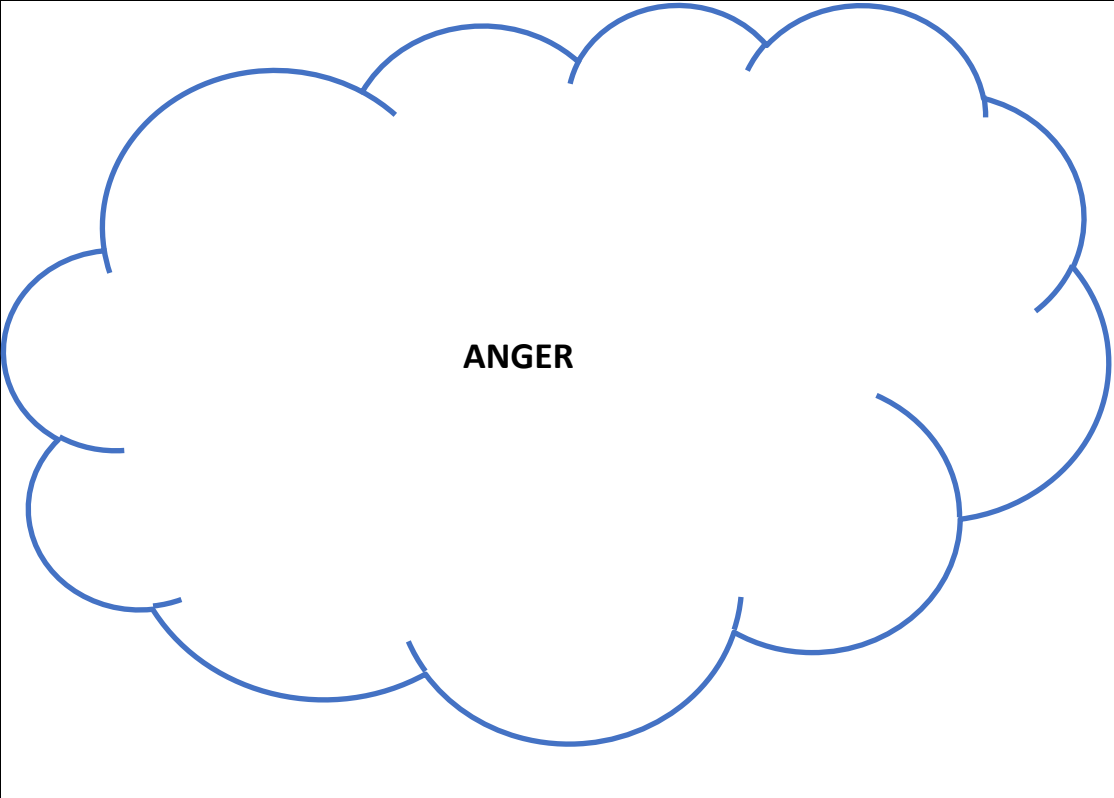
Appendix 2: Jar labels

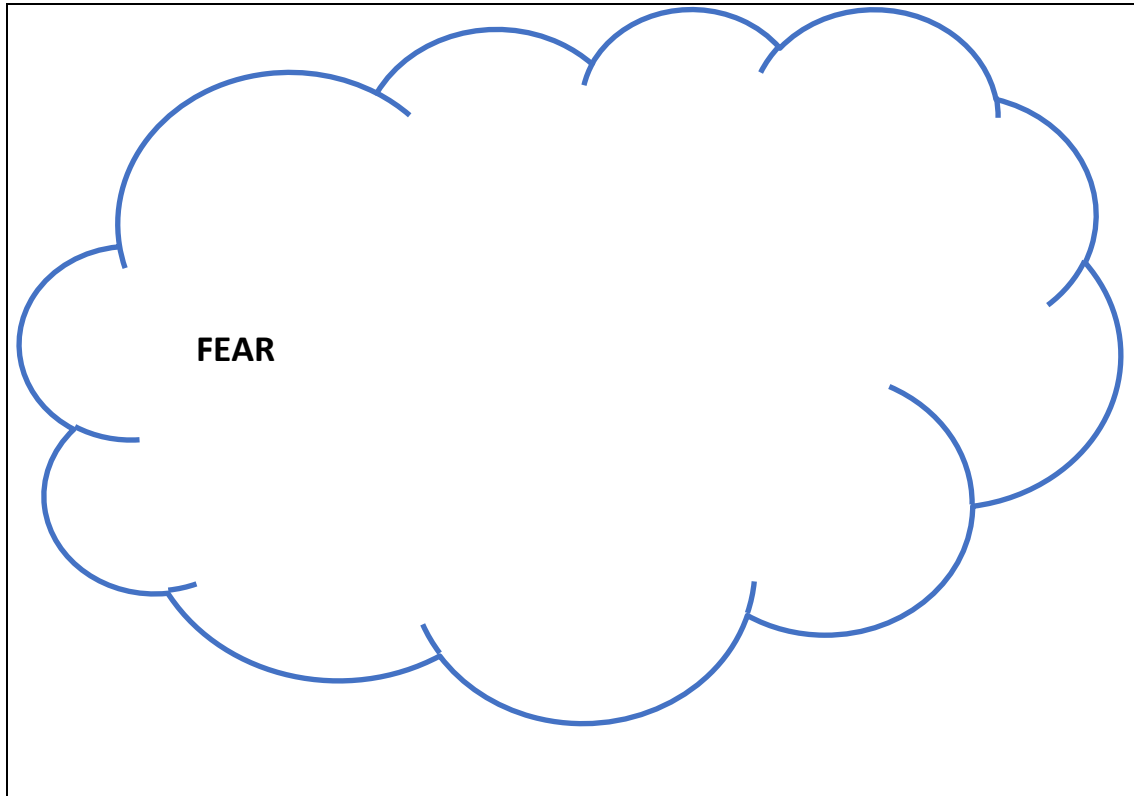


Appendix 3: Heart-shaped cards



Appendix 4: Very big clouds

 <p>SADNESS</p>
 <p>ANGER</p>



Appendix 5: Letter to families

English version



THE NAME OF THE SCHOOL

IDENTIFICATION OF THE TEACHER:

SUBJECT OF THE LETTER:

DATE:

Dear parents/families,

We are grateful for your help and support during this project.

With your child, you are invited to make more kind stones and leave them in outdoor public places. You can take them to a park or a garden so other people can find them and read the kind messages your child wrote.

Later, when you find a stone, you can take photos and share them on Facebook at: "Kind stones" page (Kind Stones Facebook Group)

Feel free to add comments too!

You should be very proud of your child. S/he is now a real kindness superhero!

Since you have helped us, teachers, create a new generation of active citizens, you too are superheroes.

Thank you for your help and for being a superhero family, too!!!



Spanish version



NOMBRE DEL CENTRO:
IDENTIFICACIÓN DEL DOCENTE:
ASUNTO DE LA NOTA:
FECHA:

Estimadas familias,

Os agradecemos su ayuda y apoyo durante este proyecto.

Os invitamos a que hagáis con vuestro hijo más piedras amables y las dejéis en lugares públicos al aire libre. Pueden llevarlas a un parque o a un jardín para que otras personas puedan encontrarlas y leer los mensajes amables que su hijo o hija escribió.

Después, cuando encuentres una piedra, puedes hacer fotos y compartirlas en Facebook en el grupo "Kind stones" (Grupo de Facebook *Kind Stones*). También puedes añadir comentarios.

Deberías estar muy orgulloso de tu hijo. Ahora es un verdadero superhéroe de la bondad.

Como nos habéis ayudado a los profesores a crear una nueva generación de ciudadanos activos, vosotros también sois superhéroes.

¡Gracias por vuestra ayuda y por ser también una familia de superhéroes!



Portuguese version



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais/encarregados de educação,

Gostaríamos de poder contar com a vossa ajuda e apoio durante este projeto.

Com o(a) seu/sua educando(a), convidamos-vos a colecionar “pedras amáveis” e a colocá-las em locais públicos ao ar livre. Poderá deixá-las num parque ou jardim, onde outras pessoas as possam encontrar e ler as mensagens amáveis que o(a) seu/sua educando(a) escreveu.

Se, em qualquer ocasião, se depararem com uma pedra destas, convidamo-vos a tirar fotografias e a partilhá-las na página "Kind stones" do Facebook (Kind Stones Facebook Group). Pode acrescentar comentários!

Pode, sem dúvida, orgulhar-se do(a) seu/sua educando(a), que se tornou um verdadeiro super-herói da bondade!

Ao ajudarem-nos, a nós professores, a criar uma nova geração de cidadãos ativos, os pais e encarregados de educação tornam-se eles próprios super-heróis e heroínas.

Obrigado pela colaboração e por serem parte de uma família de super-heróis e heroínas!



■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți,

Vă suntem recunoscători pentru ajutorul și sprijinul pe care ni-l oferiți în cadrul acestui proiect. Cu copilul dvs este invitat să realizeze pietre mai amabile și să le lase în locuri publice, în aer liber. Îi puteți duce într-un parc sau într-o grădină, astfel încât alți oameni să le găsească și să citească mesajele amabile pe care le-a scris copilul dvs.

Apoi, când găsiți o piatră, puteți face fotografii și le puteți distribui pe pagina noastră de Facebook „Kind stones” (Grupul Facebook *Kind Stones*)

Vă rugăm să adăugați și comentarii, dacă simțiți nevoia!

Ar trebui să fiți foarte mândru de copilul dvs. El/ea este acum un adevărat supererou care face fapte bune!

Și pentru că dvs. ne-ați ajutat pe noi, profesorii, să creăm o nouă generație de cetățeni activi, și dvs. sunteți niște supereroi.

Vă mulțumim pentru ajutor și pentru că sunteți o familie de supereroi!!!



Italian version



NOME DELLA SCUOLA:

INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori/famiglie,

grazie per il vostro aiuto e sostegno durante questo progetto.

Vi invitiamo a creare con vostra/o figli/ao altre "Kind stones" (pietre gentili) e a lasciarle in luoghi pubblici all'aperto. Potete portarle in un parco o in un giardino, in modo che altre persone possano trovarle e leggere i "messaggi di gentilezza" scritti con vostra/o figlia/o.

In seguito, quando troverete uno di questi sassi, potrete scattare delle foto e condividerle su Facebook al seguente indirizzo: *[indicare indirizzo, ad es. Pagina "Pietre gentili" (Gruppo Facebook Pietre gentili)]*.

Sentitevi liberi di aggiungere anche dei commenti!

Dovreste essere molto orgogliosi di vostra/o figlia/o. Ora è un vero supereroe della gentilezza!

Poiché avete aiutato noi insegnanti a creare una nuova generazione di cittadini attivi, anche voi siete dei supereroi!

Grazie per il vostro aiuto e per essere anche voi una famiglia di supereroi!!!



LESSON PLAN 2: Bullying

CONTEXTUALISATION

Cross-curricular area		Topic / Subtopic (Lesson Plan 2)				Age	
Citizenship Education	✓	Topic (tick one option):				5-8 years old	
Environmental Education		Kindness Bullying	&	Together diversity	in	8-10 years old	✓
Basic Financial Education		Kindness		Myself and others		10-12 years old	
		Bullying	✓	Together in diversity			
		Cyberbullying		Human Rights around the world			
		Subtopic Title (Lesson Plan 2):					
		Bullying					
What you need: Materials							
‘Bullying’ picture, question cards, two apples, video, ‘Bullying’ Wheel Poster, words labels, box, handouts, corner numbers cards, bullying scenarios cards, word box cards, coloured cards, pencils, crayons, felt pens, scissors, projector, screen							
Does it include a Virtual Exchange with another class?							
Yes	✓						
No							
Duration							

For the development of this **mini-project**, you will need approximately 2 hours in class (and one hour in a week at home) divided in several tasks to be developed in different lessons over a period of 4 weeks.

Content subject(s)

Official language, English, Social science / Social studies [Geography, History, etc.], Citizenship education / Personal development, Cross-curricular projects.

Introduction

This lesson plan has been designed to encourage education on civic values and intercultural competences at each school and also through virtual exchanges with international students from different home countries.

The aim is to share opinions, be attentive and learn how to solve bullying situations and scenarios at school and in the community, in a multicultural context where unity in diversity is valued.

Relying on a task-, project-based approach, it aims to provide the students with the keys to think globally and contribute to the solution of bullying problems. This will be carried out through an intercultural perspective, encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from other cultures, and foster values such as solidarity, empathy and non-discrimination.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

Prompt: What can we do if we are involved in an unfair situation? How can we react if we see that a classmate is being bullied/is being a bully? What are the different ways people bully? How does bullying affect people who are bullied? People who bully? The whole community?

a) CONTENT: To learn how to identify and solve bullying and bullying situations and scenarios.

b) LANGUAGE & COMMUNICATION

Vocabulary	Bullying behaviour, bullying scenarios, resolution of problems, feelings, offensive words or expressions.	
Skills	Listening	<ul style="list-style-type: none"> - To listen to teacher instructions, explanations and questions. - To listen to classmates during group discussions and to other students during the virtual exchange.
	Speaking	<ul style="list-style-type: none"> - Spoken production: To communicate and compare their own opinions and situations about bullying and bullying scenarios. - Spoken interaction: To discuss the topic in groups.
	Reading	<ul style="list-style-type: none"> - To read bullying scenarios. - To read simple sentences and texts about bullying situations.
	Writing	<ul style="list-style-type: none"> - To write bullying vocabulary. - To write simple words related to good feelings. - To write a kindness recipe.
	Mediation	<ul style="list-style-type: none"> - To share their work with other peers and give feedback. - To negotiate and reach agreements about bullying scenarios and solutions.
Function	Expressing opinions and findings, discussing ideas in groups and reaching a consensus about a problem.	
Communication	To share their opinions and findings on the topic with others.	

c) COGNITION:

- To analyse bullying problems.
- To develop skills to detect bullying problems.

- To resolve and solve bullying situations.
- To understand issues affecting people because of bullying situations.
- To relate what they have learned to their own experiences and report their findings.

d) CULTURE:

- To become aware of their own habits.
- To take part in a virtual exchange in order to become familiar with other experiences and bullying situations and scenarios.
- To appreciate and respect differences and diversity between different cultures.

SEQUENCE OF STEPS

STEP 1: Warm-up (+/- 10 minutes) week 1	
Description	<p>Brainstorming on situations in which people are bullied (pictures). Teacher establishes the driving questions for this lesson plan with the support of some pictures (Appendices 1 & 2):</p> <p>What are the different ways people bully?</p> <p>How does bullying affect people who are bullied? People who bully? The whole community?</p>
Procedure	<p>Teacher shows and sticks some pictures on bullying and asks students: What can we see in these pictures?</p> <p>Teacher sticks a card with the question on the board.</p> <p>Students look at the picture and they think about this question.</p> <p>Teacher guides the discussion with students about the picture and listens to their opinion.</p> <p>Teacher writes their different opinions around the picture.</p> <p>Then, the teacher presents the other two questions and sticks two cards with the two new questions on the board (it can be also supported with the PowerPoint 'Bullying', Appendix 3):</p> <p>What are the different ways people bully?</p> <p>How does bullying affect people who are bullied? People who bully? The whole community?</p> <p>Students think about the questions (Pair group).</p> <p>Teacher listens to the students' opinions.</p>
Resources and materials	<p>Bullying pictures (Appendix 1)</p> <p>Question cards (Appendix 2)</p> <p>PowerPoint 'Bullying' (Appendix 3)</p>
STEP 2: Bruised and beautiful apples (+/- 10 minutes) week 2	
Description	<p>Teacher shows 2 apples with the same size and colour: one of these apples will be thrown to the floor each time there is a "bad" situation (offending, stalking...) and the other one will be treated well (with good words, positive feelings...)</p>

Procedure	<p>Teacher asks students to make a circle.</p> <p>Teacher presents two big and red apples.</p> <p>Teacher and students talk about how the apples look the same: both are red, are of similar size and look juicy enough to eat.</p> <p>Teacher picks up one of the apples.</p> <p>Teacher goes around the class circle and asks students to call and say to the apple bad names – for example, “you are a smelly apple”, “I don’t even know why you exist”, “you have probably got worms inside you”, “ugly”</p> <p>Each time the teacher listens to a bad word, a feeling or expression drops the apple to the floor.</p> <p>Then, the teacher picks up the other apple around, but asks students to say only kind words to it – for example, “You’re a lovely apple”, “Your skin is beautiful”, “What a beautiful colour you have”, etc.</p>
Resources and materials	Two apples / gloss paper can be used instead of apples
STEP 3: Video on bullying (+/- 15 minutes) week 2	
Description	<p>After the apples’ activity, teacher shows a video about bullying:</p> <p>https://www.youtube.com/watch?v=-zlbHpyBHfk&feature=youtu.be</p>
Procedure	<p>Teacher focuses the students’ attention again into the questions.</p> <p>Teacher shows a video on bullying without sound.</p> <p>At the end, the teacher asks students some questions about the video:</p> <ul style="list-style-type: none"> • What is the theme of the video? • What are the characters? • What happened to the new student (role)? • Who treated you badly? • Who helped you? • Did they become friends? • What happened when they went on the street? • Who helped the small stone? <p>Teacher listens to the students' answers.</p>
Resources and materials	<p>Video, projector and screen</p> <p>https://www.youtube.com/watch?v=-zlbHpyBHfk&feature=youtu.be</p>

STEP 4: The bullying wheel (BIG POSTER) (+/- 20 minutes) week 2

Description	Teacher and students talk about bullying. They need to fill in a <i>Bullying Wheel</i> divided into 3 parts (verbal – words; physical – actions; social – relationships) with words labels, taken out of a box.
Procedure	<p>Teacher sticks a ‘Bullying wheel’ poster on the wall or board (Appendix 4).</p> <p>Teacher asks students, without looking, to take a word from a box (Appendix 5).</p> <p>After all students have taken a word out of the box, they can look at it and read it silently.</p> <p>Then, the teacher asks students, one by one, to add their word in the correct part of the wheel and to read them out loud.</p> <p>Every time the teacher listens to a bad word, s/he picks up the bruised apple again and drops it on the floor.</p> <p>At the end of the activity, teacher and students talk about the two apples and the differences between them.</p> <p>After that, teacher explains that not all these behaviours will lead to bullying (but that doesn’t mean they’re acceptable either), that a behaviour is considered bullying when done on purpose (deliberately), more than once (repeatedly – or has the potential to be repeated), and by someone who uses power unfairly (power imbalance). It is important for them to know that by recognizing bullying-related behaviours early, they can help to stop them before they turn into bullying.</p> <p>At the end, the teacher asks the class why some students might not want to report bullying.</p> <p>Together, they discuss strategies that adults and students can use to make it easier for children to report bullying. Suggestions might include helping students and adults take the problem seriously and ensuring confidentiality.</p>
Resources and materials	Bullying Wheel Poster (Appendix 4), words labels (Appendix 5), box and the same two apples.

STEP 5: Is it bullying? (+/- 20 minutes) week 3

Description	Teacher and students talk about bullying recalling what they learned and do a quiz
Procedure	Students work in pair groups or as a whole class.

	<p>Teacher reminds students of the definition of bullying:</p> <p>Bullying is when someone:</p> <ul style="list-style-type: none"> • Keeps picking on you again and again and tries to make you feel bad. • Says or does lots of mean things that upset you. • Makes fun of you a lot. • Tries to stop you from joining in or make others not like you. • Keeps hurting you (like hitting or punching you). • Bullying can happen in person or online. • It might be something people can see or it might be hidden. <p>Teacher talks with students about some other difficult behavior situations:</p> <p>If someone behaves in a mean or violent way on one occasion it isn't bullying, even though it's not right.</p> <p>It is also not bullying if you sometimes fight with a friend and you sort it out.</p> <p>After this, the teacher gives out a handout with different scenarios. (Appendix 5)</p> <p>Teacher reads out the scenarios on the worksheet and explains to students that they need to decide if each action is bullying or not. (Some examples may raise discussion and disagreement.)</p> <p>Teacher asks students to explain to others why they think a specific action fits in a column and invites further discussion.</p>
Resources and materials	Hand-out (Appendix 6)
STEP 6: Bullying scenes- Part 1 & Part 2 (+/- 30 minutes) week 3 & 4 (To do at home and discuss in class)	
Description	<p>Part 1 - Each student traces their hand on a coloured piece of paper and cuts it out. They should think of and write the name of one person for each finger whom they can turn to for support if they are being bullied</p> <p>Part 2 - Teacher reads different bullying scenarios and different ways people can respond to those situations. Students need to choose one person's response to the bullying situation, going to a different numbered class corner.</p>
Procedure	<p>Part 1 (Week 3)</p> <p>Teacher asks each student to trace their hand on a coloured piece of paper and cut it out.</p>

	<p>Students should think of one person for each finger whom they can turn to for support if they are being bullied (e.g., friend, parent, teacher, school administrator, police, counselor, sibling...).</p> <p>Teacher asks students to present and explain the supporters they have named.</p> <p>Part 2 (Week 4)</p> <p>Teacher explains that now they will look at different ways people can respond to situations involving bullying.</p> <p>Teacher will read a description of bullying (students may choose one from Appendix 7. For each situation three possible responses are given. A fourth response is always open if students think of a different response.</p> <p>Each corner of the room is numbered (Appendix 7).</p> <p>After students listen to the situation and the responses, they need to go to the corner that represents what they think they would do in this situation.</p> <p>Teacher gives the students time to choose their response and go to the corresponding corner of the room.</p> <p>Once the students have taken a position, teacher asks a few in each position why they chose that response and some of its advantages and disadvantages.</p> <p>Allow those students who chose the open corner to explain how they would respond.</p>
Resources and materials	<p>Corner numbers cards (Appendix 7), bullying scenarios cards (Appendix 8).</p>
<p>STEP 7: Recipe for Kindness (+/- 10 minutes) week 4 (To do at home with family and discuss in class)</p>	
Description	<p>With students, the teacher discusses and lists what qualities students think make a kind person. Students put the list into a recipe format.</p>
Procedure	<p>Teacher and students discuss and list what qualities they think make a kind person.</p> <p>Teacher presents a recipe for a kindness model.</p> <p>Teacher and students talk about that recipe model.</p>

	<p>Teacher gives out a “recipe for kindness” handout and a word box card to students to do their recipe for kindness, at home with their families (Appendix 13).</p> <p>In the same week, students present their recipes and do it in coloured cards.</p> <p>Students can give their recipe for kindness to bullied or sad colleagues. (If students wish, they can do more than one recipe for kindness).</p> <p>These recipes will be shown and presented in a virtual exchange (optional) with other schools.)</p> <p>If there is time, teacher makes a display of students’ recipes (Booklet)</p>
Resources and materials	<p>Recipe for kindness model (Appendix 9),</p> <p>Handout (Appendix 10),</p> <p>Word box cards (Appendix 11),</p> <p>Coloured cards (Appendix 12),</p> <p>Letters for the families (Appendix 13)</p>

Some suggestions:

A study guide is provided for revision of the main concepts developed in this lesson plan (**Appendix 14**)

Virtual exchange: Classrooms from different schools get together and have a virtual meeting to show and compare their final products.

At the end, each school can do a recipe for a kindness booklet.

Activities for fast finishers

Bullying game

Materials: Black, red, yellow and green boxes.

- Students will take some cards with vocabulary, expressions or bullying scenarios from the black box.
- Students read the cards.
- Students decide in which box (red, yellow or green) they need to put the card that they chose.




ASSESSMENT

Different assessment tools have been designed for this lesson plan:

A rubric for the teacher.

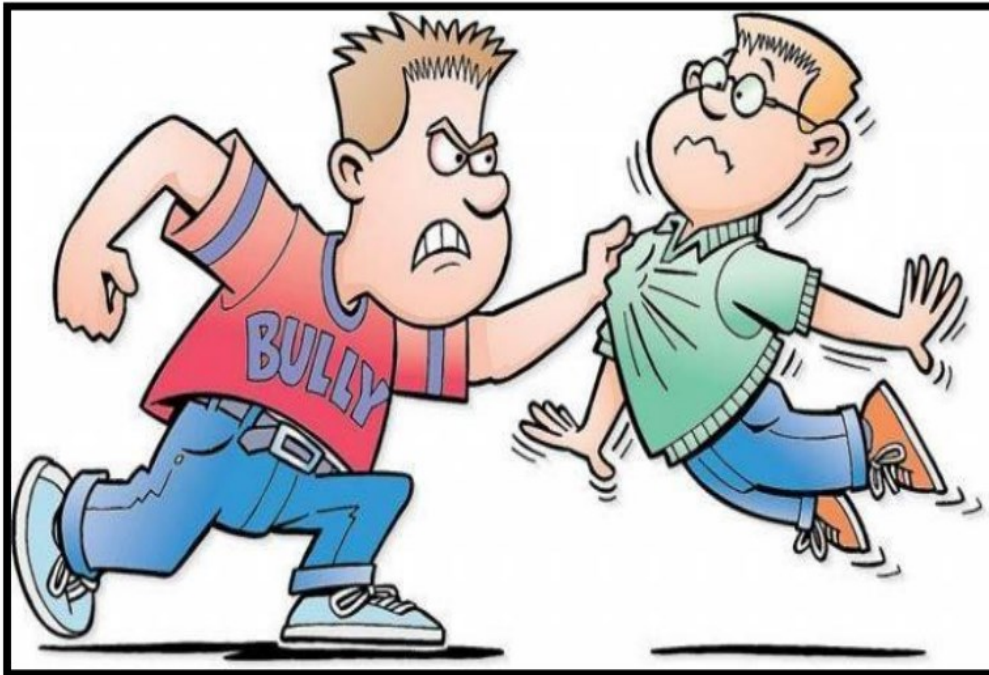
	0	5	10
STEP 1: WARM-UP & BRAINSTORMING ACTIVITY	No/little participation or interest in the topic.	Participation and interest in the topic.	Active participation in the discussion, showing interest in the topic.
STEP 2: BRUISED & BEAUTIFUL APPLES	No/little participation in the group activity.	Participation in the group activity.	Active participation in the group activity.
STEP 3: VIDEO ON BULLYING	No/little participation when viewing video and answering questions about the video.	Participation when viewing video and answering questions about the video.	Active participation when viewing video and answering questions about the video.
STEP 4: BULLYING WHEEL	No/little participation in bullying wheel activity and in discussion of strategies for reporting and solving bullying problems.	Participation in bullying wheel activity and in discussion of strategies for reporting and solving bullying problems.	Active participation in bullying wheel activity and in discussion of strategies for reporting and solving bullying problems.
STEP 5: IS IT BULLYING?	No/little participation in deciding what is bullying and in discussing different results.	Participation in deciding what is bullying and in discussing different results.	Active participation in deciding what is bullying and in discussing different results.
STEP 6: BULLYING SCENES	No/little participation in preparing a solution for getting support in the case of bullying and choosing the best response for different scenarios.	Participation in preparing a solution for getting support in the case of bullying and choosing the best response for different scenarios.	Active participation in preparing a solution for getting support in the case of bullying and choosing the best response for different scenarios.
STEP 7: RECIPE FOR KINDNESS	No/little participation in making the final product for virtual exchange.	Participation in making the final product for virtual exchange.	Active participation in making the final product for virtual exchange.

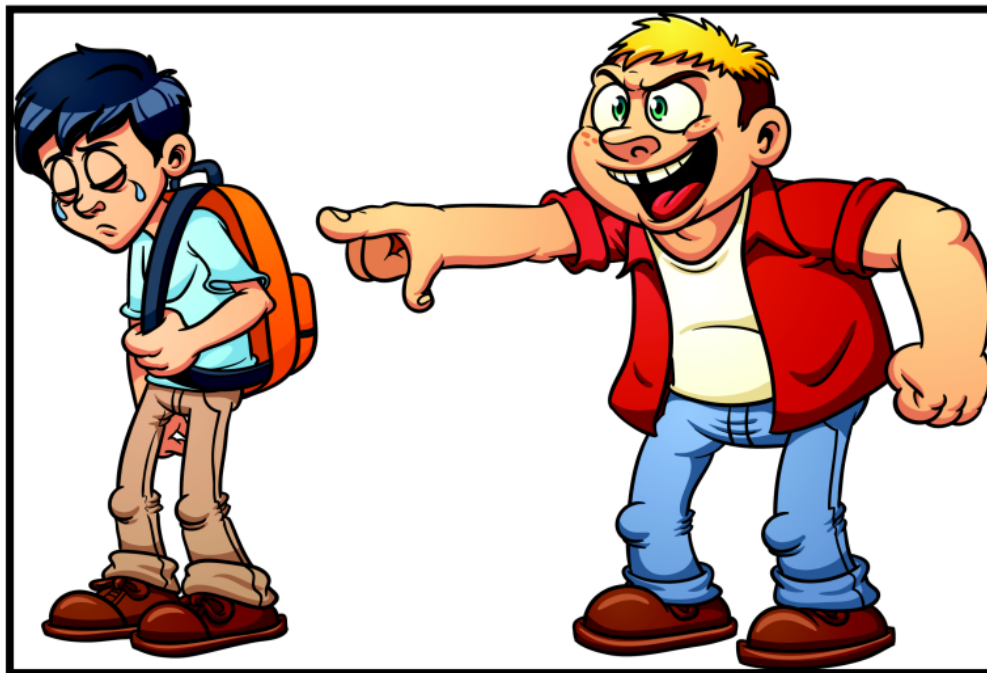
- Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN.....			
Talk about bullying.			
Understand what bullying is and the different kinds of bullying.			
Show respect for others and accept the differences.			
Find solutions for bullying.			
Look for help if I am experiencing bullying.			
Understand how another person who is being bullied feels.			
Report what I have learnt about bullying and when I see bullying situations.			
Write a recipe for kindness.			
Listen to and respect my classmates' opinions and the opinions of the students from the partner school.			
Express my opinion in a group discussion.			
Understand that words and actions can hurt a person's feelings.			

APPENDICES

Appendix 1: Bullying pictures





Appendix 2: Question cards

**What are
the different ways
people bully?**

**What can
we see in
these pictures?**

**How does bullying
affect people
who are bullied?
People who bully?
The whole community?**

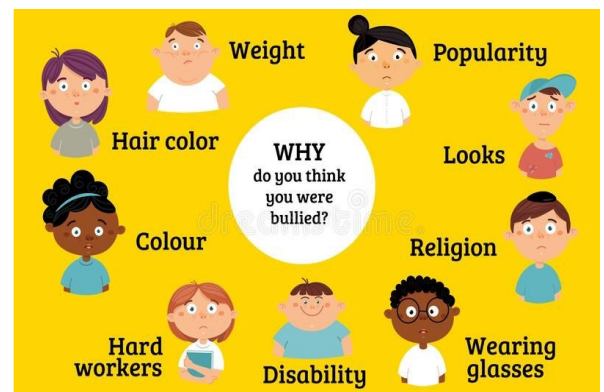
Appendix 3: PowerPoint 'Bullying'



www.mycel101.com (Inet Computer Education 101 WebBlog)

Anabela Niza, Noémia Carola, Fernanda Batista

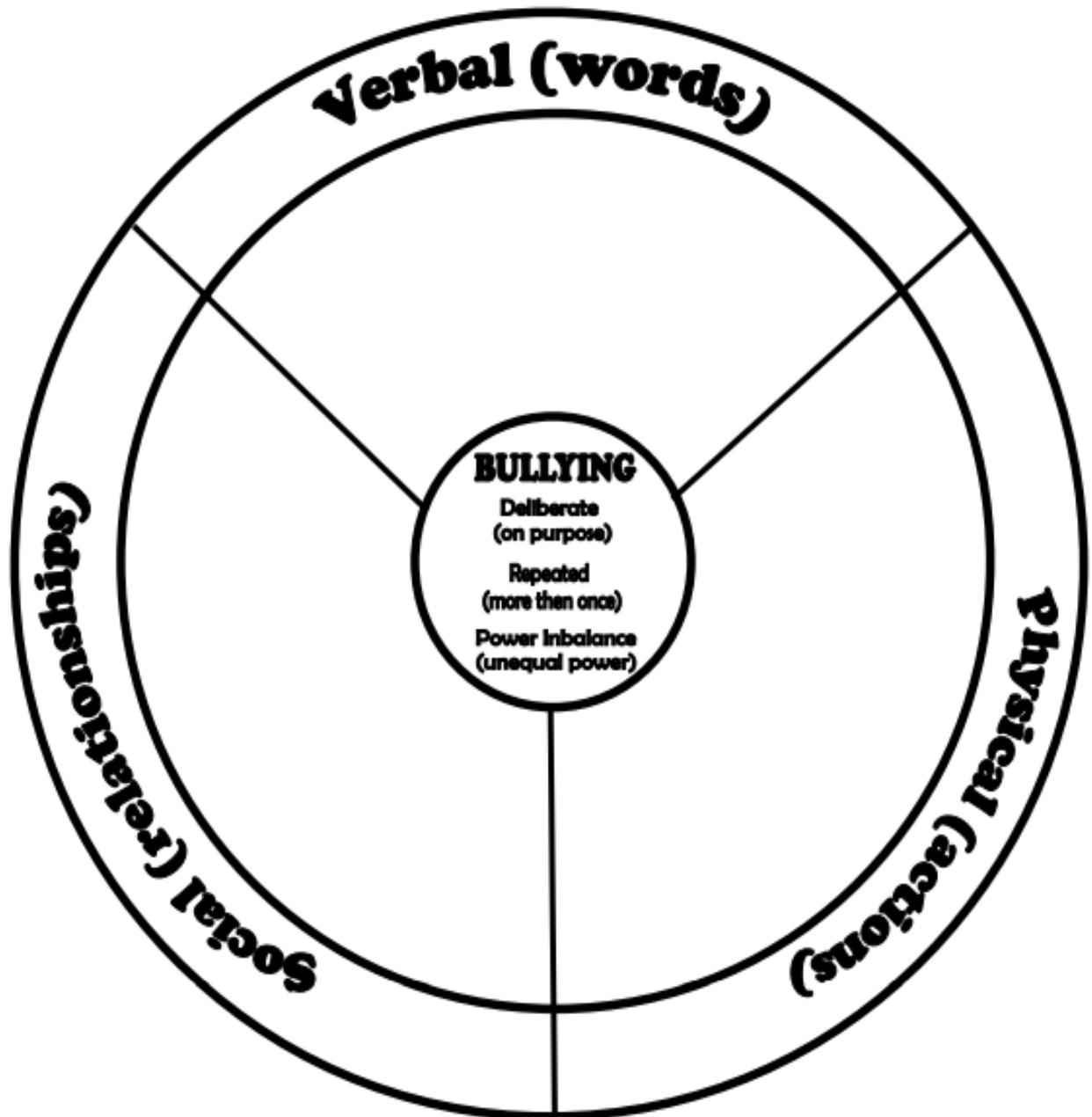
Why is this boy crying?



Cyberbullying



Appendix 4: 'Bullying wheel' poster



Appendix 5: Words labels

name calling	taunting	insulting
pushing	hitting	kicking
excluding	spreading rumours	turning friends against you

Appendix 6: Hand-out 'Is it bullying?'

Is it BULLYING?

Read the sentences.

Mark a cross (X) on YES, if you think the sentence is a bullying situation.

Mark a cross (X) in the NO if you think the sentence is NOT a bullying situation.

What do you think?		YES	NO
1	You want to sit next to Jill at lunchtime. Jill tells you that she doesn't want to. She calls you names, starts a rumour and tells everyone not to sit next to you		
2	Every day you see a kid taking your friend's snack. Your friend is scared to tell because the kid says he'll beat him up after school if he tells.		
3	You and your sister fight over clothes. Your Mum tells you to work it out.		
4	A new girl just joined your class from another country. Your friends say rude things to her, make fun of her English and tell her to go back home. Now she sits alone at lunchtime.		
5	A friend starts teasing you because you have a reading problem. Every time you read aloud, he laughs and makes fun of you.		
6	Your older brother has been trying to play flight with you lately.		
7	At the bus stop some kids have been teasing a boy about how he looks. Now you notice that boy no longer catches the bus.		
8	Your sister called you a mean name because you took something of hers without asking. Later she says sorry. You say sorry too and promise not to take her stuff without asking.		
9	Each day at the bus stop an older student takes lunch money from a younger student. The older kid has threatened the younger kid more than once.		
10	Your friend has a new toy that he brings to school. You really want to play with it, but he doesn't let you.		

Appendix 7: Corner numbers' cards



Appendix 8: Bullying scenarios cards

Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What should you do?

1. Nothing. You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them..
3. Speak to your parents or teacher and tell them what is happening.
4. Something else (Open corner).

A group of kids in your class are spreading hurtful rumours about you by sending sms messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true. What should you do?

1. Nothing. No-one will believe you if everyone thinks the rumours are true.
2. Start spreading bad rumours about the other kids.
3. Tell everyone the rumours are untrue.
4. Something else (Open corner).

Your older sister or brother keeps hitting and kicking you when nobody is looking and tells you that if you tell anyone she / he will just hurt you more. What should you do?

1. Tell your parents or teachers about what is happening.
2. Ask your friends at school to help you in fighting her / him.
3. Tell her / him that it hurts and to stop doing it.
4. Something else (Open corner).

Your teacher keeps calling you 'stupid' every time you get an answer wrong in class and says that there's no point in even trying to teach you because you can't learn. Other children have started calling you names too. What should you do?

1. Go straight to the headmaster and tell them what is happening.
2. Start missing class because you don't like going to school.
3. Ask your parents if you can change class or change school.
4. Something else (Open corner).

You notice one of your friends is teasing and making fun of the younger children in the summer camp. Your friend has started taking things from them as well. What should you do?

1. Tell the camp leaders what is happening without letting your friend know.
2. Help your friend in taking things from the younger children in case he/she starts to take things from you.
3. Tell your friend that you think that what he/she's doing is wrong and that they should leave the younger children alone.
4. Something else (Open corner).

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What should you do?

1. Nothing, he / she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him / her about why he / she was crying.
3. Tell you friend that you won't tease him / her in front of anyone anymore but that he / she really is stupid and he / she should get some extra lessons.
4. Something else (Open corner).

You have an older step-brother who's very fond of you. He often wants to kiss you, and hug you, but although you like him, it makes you feel uncomfortable. What should you do?

1. Tell one of your parents, or another brother / sister.
2. Fight against it, and hit him whenever he does it.
3. Avoid him, and try to keep your distance.
4. Something else (Open corner).

You have an older step-brother who's very fond of you. He often wants to kiss you, and hug you, but although you like him, it makes you feel uncomfortable. What should you do?

1. Tell one of your parents, or another brother / sister.
2. Fight against it, and hit him whenever he does it.
3. Avoid him, and try to keep your distance.
4. Something else (Open corner).

A new boy in your class is refugee. Your friends always say racist things to him, make fun of his English and tell him to go back home. What should you do?

1. Join in, he's not your friend so you don't have to worry about him.
2. Tell your teacher that your friends are saying racist things to him.
3. Offer to give him English lessons when you're not playing if your friends to help him fit in.
4. Something else (Open corner)

A groups of older kids from another school like to pick on younger from your primary school. They wait to catch a child walking home or waiting for the bus alone, surround him or her, and take money, food, or toys. They also throw rocks and threaten to do worse. What should you do?

1. Be very careful to go to and from school in groups
2. Tell adults in your school what is happening and ask for help.
3. Carry rocks or a knife to protect yourself.
4. Something else (Open corner).

Appendix 9: 'Recipe for kindness' model

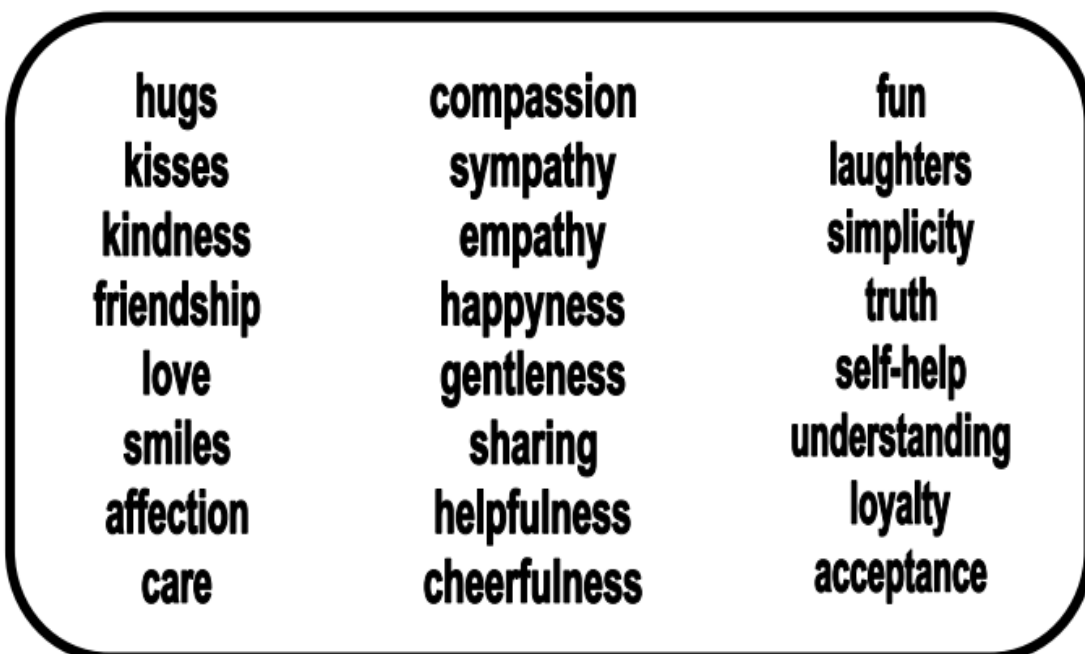
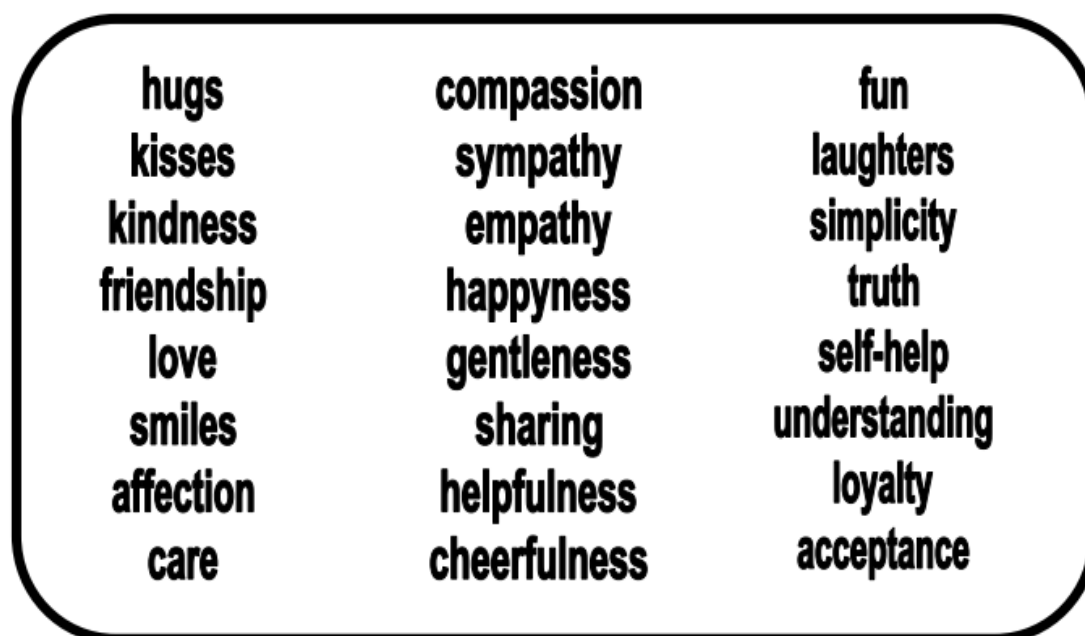


Appendix 10: Hand-out ‘recipe for kindness’

RECIPE FOR		<i>kindness</i>
FROM THE KITCHEN OF		INGREDIENTS
METHOD		

RECIPE FOR		<i>kindness</i>
FROM THE KITCHEN OF		INGREDIENTS
METHOD		

Appendix 11: Word box cards



Appendix 12: Coloured cards





RECIPE FOR *kindness*

FROM THE KITCHEN OF _____

INGREDIENTS

METHOD



RECIPE FOR *kindness*

FROM THE KITCHEN OF _____

INGREDIENTS

METHOD

RECIPE FOR *kindness*

FROM THE KITCHEN OF _____

METHOD

INGREDIENTS

RECIPE FOR *kindness*

FROM THE KITCHEN OF _____

METHOD

INGREDIENTS

Appendix 13: Letter to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families,

We are starting a new CLIL project and we need your help.

Your children have to write a recipe for kindness and to help you they have a word box card with vocabulary that you can use. They also have an example on how to do this.

The aim of the activity is to create a family recipe for kindness booklet that will represent your attitude towards bullying and the victims of bullying and show it to our international friends.

Please, have these recipes for kindness ready by the end of this week because children will be presenting them in the classroom.

Thank you so much!

[teacher's name]

■ Portuguese version



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Queridas famílias:

Estamos a iniciar um novo projeto CLIL e precisamos da sua ajuda.

Os seus filhos têm que escrever uma receita de “bondade e gentileza” e, para ajudá-lo, eles têm um cartão com vocabulário que podem usar. Eles também têm um exemplo de como fazer esta atividade.

O objetivo da atividade é criar um “livreto” de receitas familiares para a “bondade e gentileza” que represente a sua atitude em relação ao bullying e às vítimas de bullying e mostrá-lo aos nossos amigos internacionais.

Por favor, essas receitas de “bondade e gentileza” deverão estar prontas até ao final desta semana, pois as crianças irão apresentá-las em sala de aula, antes de as mostrarem aos nossos amigos internacionais.

Muito obrigado!

[teacher's name]

Spanish version



NOMBRE DEL CENTRO:

IDENTIFICACIÓN DEL DOCENTE:

ASUNTO DE LA NOTA:

FECHA:

--	--

Queridas familias:

Estamos iniciando un nuevo proyecto CLIL y necesitamos vuestra ayuda. Vuestros hijos tienen que escribir una receta para la bondad y, para ayudarles, tienen una tarjeta con el vocabulario que pueden usar. También tienen un ejemplo sobre cómo hacer esto.

El objetivo de la actividad es crear una libreta de recetas familiares para la bondad que represente su actitud hacia el acoso y las víctimas del acoso y se lo muestren a nuestros amigos internacionales.

Por favor, tened estas recetas de amabilidad listas para el final de esta semana porque los niños las presentarán en el aula.

¡Muchas gracias!

[nombre del docente]

■ Romanian version

**ȘCOALA:****PROFESOR:****SUBIECTUL SCRISORII:****DATA:**

Dragi părinți/familii,

Începem un nou proiect CLIL și avem nevoie de ajutorul dvs.

Copiii dvs. trebuie să scrie despre amabilitate și, pentru a vă ajuta, le-am distribuit câte o “cutie” ce conține cuvinte pe care le pot folosi. Au primit și un exemplu care despre cum să realizeze această sarcină.

Scopul acestei activități este de a realiza o rețetă a familiei pentru cărticica despre amabilitate care va reprezenta atitudinea dvs. față de *bullying* și victimele acestuia comportament, și care le va fi prezentată prietenilor internaționali.

Vă rog să vă asigurați că aceste rețete despre amabilitate vor fi gata până la sfârșitul acestei săptămâni, deoarece copiii le vor prezenta în fața clasei.

Vă mulțumim foarte mult!

[teacher's name]

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

stiamo iniziando un nuovo progetto CLIL e abbiamo bisogno del vostro aiuto.

I vostri figli/e devono scrivere una “Ricetta per la gentilezza” e, per darvi un aiuto, forniamo una lista di parole da usare. Hanno anche un esempio su come creare la ricetta.

Lo scopo dell'attività CLIL è realizzare un opuscolo con le “ricette per la gentilezza” che rappresenti il vostro atteggiamento nei confronti del bullismo e delle persone che sono costrette a subirlo, al fine di mostrarlo a un'altra classe nel confronto internazionale previsto a fine progetto.

Per favore create le ricette e fatecele avere per la prossima settimana in modo di poterle presentare in classe.

Vi ringraziamo di cuore per il vostro aiuto!

[Nome dell'insegnante]

Appendix 14: Study guide



Agrupamento de Escolas Gardunha e Xisto, Fundação

EB Serra da Gardunha

5th Grade – Bilingual Class

Study Guide



Bullying

What is bullying?

Bullying is when you are mean to someone over and over. It is when you keep picking on someone because you think you are better, smarter, stronger or cooler than them. When you like to be in control or have power over others. Bullying is a way of harming other people whether they are boys or girls.



There are different types of bullying - physical bullying, verbal bullying, social bullying and cyberbullying.

Verbal bullying – It is when people call names, tease, threaten and put someone down.

Physical bullying – It is when people poke, hit, punch, kick, spit, trip and push someone, break someone's things, pull faces or make rude hand signals.

Social bullying – It is when people lie, spread rumours, play horrible jokes, leave someone out on purpose, embarrass someone in public.

Cyberbullying – It is when people send hurtful messages, pictures or comments.

What effect can bullying have?

Bullying can make people feel really bad. It can cause a lot of pain.
Let's see some effects:



People can have trouble in sleeping.

People find it hard to cope.

People can lose their appetite.

People think of hurting themselves.

People have trouble in concentrating.

People feel sick.

People feel down about themselves.

People feel alone, sad, angry or confused.

People feel hopeless or powerless.

People feel unsafe or afraid.

What must you do if you are bullied?

If you are bullied you must:

Never show the bully that you are upset. Bullies like to see other people upset.

Talk to the bully and tell him/her to stop in a calm and clear voice. You can joke about it.

Never keep being bullied a secret.

Talk to an adult you trust (parents, teachers, the headmaster, friends...). They can help you make a plan to stop the bullying.

Stay away from places where bullying happens (for examples: places where teachers cannot see, lonely places, behind large furniture).

Stay near adults (teachers, school helpers...). Most bullying happens when adults aren't around.

Try to surround yourself with friends and people who will stand up for you.





others. They don't need to bully others to be accepted or cool.

What must you do if you see someone is being bullied?

If you see someone being bullied you must:

Stop the bully. Find someone to help you stop it (a teacher, a friend, a school helper...). Tell the bully that bullying is not accepted in your school and community.

DO NOT cheer the bully or stand around to watch.

Be nice to the person being bullied. Get to know this person. You might find out that they are similar to you.

Try to make friends with the bully too. Show the bully that there are other ways to interact with



Everyone, boys and girls, have the right to feel safe and to be treated with respect. We have to respect people the way they are. They have the right to be different, to be with whom they want and to do what they want. We have to respect their culture and religion. We must not bully anyone. We must be friendly, kind, respect others and help each other.

Anabela Niza, Noémia Carola, Fernanda Batista

LESSON PLAN 3: Cyberbullying

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 3)	Age																					
<table border="1"> <tr> <td>Citizenship Education</td> <td>✓</td> </tr> <tr> <td>Environmental Education</td> <td></td> </tr> <tr> <td>Basic Financial Education</td> <td></td> </tr> </table>	Citizenship Education	✓	Environmental Education		Basic Financial Education		<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Kindness & Bullying</td> <td>Together in diversity</td> </tr> <tr> <td>Kindness</td> <td>Myself and others</td> </tr> <tr> <td>Bullying</td> <td>Together in diversity</td> </tr> <tr> <td>Cyberbullying</td> <td>✓ Human Rights around the world</td> </tr> </table> <p>Subtopic Title (Lesson Plan 3):</p> <table border="1"> <tr> <td>Cyberbullying</td> </tr> </table>	Kindness & Bullying	Together in diversity	Kindness	Myself and others	Bullying	Together in diversity	Cyberbullying	✓ Human Rights around the world	Cyberbullying	<table border="1"> <tr> <td>5-8 years old</td> <td></td> </tr> <tr> <td>8-10 years old</td> <td></td> </tr> <tr> <td>10-12 years old</td> <td>✓</td> </tr> </table>	5-8 years old		8-10 years old		10-12 years old	✓
Citizenship Education	✓																						
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Bullying	Together in diversity																						
Cyberbullying	✓ Human Rights around the world																						
Cyberbullying																							
5-8 years old																							
8-10 years old																							
10-12 years old	✓																						
<p>What you need:</p>																							
<p>Materials:</p> <ul style="list-style-type: none"> Digital tools such as laptops, tablets or mobile phones. Interactive whiteboard / chalk blackboard. Paper, pens, cardboard, felt tips, paint, scissors, glue, glitter (any other decorations). <p>Software:</p> <ul style="list-style-type: none"> Google Forms. PowerPoint, Keynote or similar. Google Meet, Zoom or similar. Internet connection. 																							

Does it include a Virtual Exchange with another class?

Yes	✓
No	

Duration

For the development of this **mini-project**, you will need approximately 2 hours in class (and from 30 minutes up to 2 hours at home, depending on digital competence), divided into several tasks to be developed in different lessons over a period of four weeks.

Content subject(s)

Visual Arts and Crafts, Official language, English as a Foreign Language, Social Science, Maths, Citizenship Education / Personal development, Cross-Curricular Projects.

Introduction

The following lesson plan has been designed to encourage education on citizenship, values and respect, while working with international students through a virtual exchange. We will focus on a problem we are currently facing cyberbullying. As teachers, we all know that our students are growing together with technology and that social media play a vital role in their relationships with their peers. We must also be prepared for the conflicts that could happen when children and teenagers use social networks.

The main goal will be to make them aware of the problem and how to prevent or stop it. On the other hand, the aim of the virtual exchange in this lesson plan is to share personal experiences of themselves, their school, and their countries in a multicultural context.

DRIVING QUESTION:

How can you avoid/ban cyberbullying at school?

WARM-UP QUESTIONS:

What is cyberbullying? Can you give examples? Could you explain the differences between cyberbullying and physical bullying?

VIRTUAL EXCHANGE:

A Virtual Exchange would be useful in order to share opinions, to tell their experiences to other pupils, and to perform the work together in a cooperative way.

GROUPINGS:

Mixed-abilities groups from two (or more) countries will work together.

FINAL PRODUCT:

Creation of a digital brochure (or a three-part leaflet) recapping the following information:

- What is cyberbullying?
- How to detect someone is suffering cyberbullying.

Tips to avoid/stop cyberbullying. A code of conduct.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

Prompt: What can you do to avoid/ban cyberbullying at school?

a) CONTENT: to learn about and understand the problem of cyberbullying, its identification, how to detect the signs and, most importantly, how to prevent it and help others.

b) LANGUAGE & COMMUNICATION


Vocabulary	Specific vocabulary on social networking, bullying and cyberbullying.	
Skills	Listening	<ul style="list-style-type: none"> - To listen to the teacher's instructions, explanations and questions. - To listen to classmates during group discussions and to other students during the virtual exchange.
	Speaking	<ul style="list-style-type: none"> - To communicate and compare facts about their own experiences with classmates. - To discuss in groups about the topic (brainstorming).

		<ul style="list-style-type: none">- To share the information, they have found with their teacher and classmates.- To explain and display their brochure during the virtual exchange.
	Reading	<ul style="list-style-type: none">- To read slides about cyberbullying.- To read information on the Internet and be able to classify it.
	Writing	<ul style="list-style-type: none">- To fill in forms (online).- To rewrite information and make their own brochure.
	Mediation	<ul style="list-style-type: none">- To share their opinions and findings with others.
Function	To share opinions and ideas, to discuss them in groups and get to a common consensus on a trending topic.	
Communication	To express and share opinions on the topic of cyberbullying.	
c) COGNITION: To know about the problem of cyberbullying. To develop skills to detect and analyse a situation of cyberbullying. To make themselves and others think and react against cyberbullying. To spread their knowledge in the area.		
d) CULTURE: To understand cyberbullying as a global problem, shared by many children and teenagers around the world.		

SEQUENCE OF STEPS

STEP 1: Use of social networks - a survey (at home) week 1	
Description	To carry out a survey about the use of social networks in class (in different countries).
Procedure	<p>The teacher designs and sends a Google Forms survey for their students including the following questions:</p> <ul style="list-style-type: none"> - Do you use social networks? - What social networks do you use? - How often do you use social networks? - At what time do you check your social networks? - In which devices? - Have you ever felt bad when using social networks? - Have you ever had a bad experience?

	<p>Some of them are just yes-no questions, but others will provide us with enough information to start with some figures on the topic.</p> <p>If the virtual exchanged is set up, the same questionnaire is used in the different international groups.</p>
Resources and materials	<p>Google Forms.</p> <p>Internet access.</p>
STEP 2: What surveys say about our habits (+/- 10 minutes) week 1	
Description	<p>Students are shown the results of the survey.</p> <p>They are displayed on an interactive whiteboard (or just a projector and a whiteboard).</p> <p>Students will analyse data from the survey, so that we can get to some conclusions.</p>
Procedure	<p>Teacher asks questions:</p> <p>E.g. Do you use social networks? Which ones?</p> <p>The survey shows the most popular social network in the group is...</p> <p>The time you usually check your social networks is from ... to ...</p> <p>The results from the survey show that ...% of you use a mobile phone.</p> <p>Teacher explains the data and elicits information from the students.</p>
Resources and materials	<p>Slides (Appendix 1).</p> <p>Projector.</p> <p>Board.</p>
STEP 3: Cyberbullying - definition (+/- 10 minutes) week 1	
Description	<p>In this task, we are going to explain to students what cyberbullying is by watching a video and reading a presentation.</p>
Procedure	<p>Brainstorming</p> <p>Teacher asks questions like:</p> <p>You all know about bullying, but do you know what cyberbullying is?</p> <p>Can you give me examples?</p> <p>Have you ever suffered from it?</p> <p>Has any of your friends/relatives being bullied?</p>

	<p>Video– (https://www.youtube.com/watch?v=6ctd75a7_Yw)</p> <p>After the video questions:</p> <p>What do you think?</p> <p>What can you do to help someone who suffers this kind of bullying?</p> <p>Can you imagine how a person who is suffering cyberbullying feels?</p> <p>Now, we are going to read a presentation in which you are going to understand exactly what is cyberbullying.</p> <p>Slides Presentation (Appendix 2)</p>
Resources and materials	<p>Video: https://www.youtube.com/watch?v=6ctd75a7_Yw</p> <p>Board and projector.</p> <p>Slides presentation (Appendix 2).</p> 
STEP 4: Project presentation (+/- 10 minutes) week 1	
Description	<p>Presenting the project and telling SS what to do. Showing the video (https://www.youtube.com/watch?v=X9Htg8V3eik) as an example.</p>
Procedure	<p>Teacher presents the project to their students (as a whole class activity), specifying the final product we want from them.</p> <p><i>T: In this project, you are going to select some information on how to stop or avoid cyberbullying.</i></p> <p><i>Once we do it, we are going to share our work with our international partners.</i></p> <p><i>Now you know exactly what cyberbullying means and the different ways to identify this problem.</i></p> <p><i>You are going to do some research at home, with the help of your families. You can check official websites from the government, NGOs, etc. Feel free to include information in any format, such as videos, sites, slides, pictures... (Appendix 3)</i></p>

	<p><i>Make sure you take screenshots and take note of the links of your resources, as we are going to share them.</i></p> <p>Your families will receive a letter explaining this activity in detail (Appendix 4).</p> <p><i>I will also provide you with a sheet in which you can collect the sources of your information.</i></p> <p>By the end of this project, and as a product from this piece of research, we are going to build a brochure reflecting all the information.</p> <p>These brochures will be done in a digital format so we can share them with the community as well as internationally.</p> <p>An alternative (option 2) would be to create a video. For this option, students will need to follow these steps:</p> <ul style="list-style-type: none"> a) Describe your abilities: I can/I am good at/ I like/love... b) Set up working groups. c) Write the script. d) Choose a song. e) Rehearsal. f) Record and edit the video. <p>Make sure you take screenshots and take note of the links of your resources, as we are going to share them.</p>
Resources and materials	<p>Video "5 Internet Safety Tips for Kids: https://www.youtube.com/watch?v=X9Htg8V3eik</p> <p>Sheet (Appendix 3).</p> <p>Letter for the families (Appendix 4).</p>
STEP 5: Internet research (at home) week 2	
Description	<p>(Option 1 - brochure) Research task to do at home</p> <p>(Option 2 - video) Research task for the creation of the video (in class)</p>
Procedure	<p>(Option 1 - brochure) For this task, students will look for information at home.</p> <p>The goal is that they find useful information and materials to create their own brochure or leaflet (explained in the previous task).</p> <p>They can check official sites from their governments, NGOs, etc.</p>

	<p>All materials are welcome. This can include websites/ video/ written information about how to avoid cyberbullying.</p> <p>Once they have found and selected relevant information, they can take screenshots of the resources in order to share them in the classroom.</p> <p>(Option 2 – video)</p> <p>During this task, students will watch the following video: https://www.youtube.com/watch?v=V6ui161NyTg</p> <p>The goal is that they identify the real-life effects of cyberbullying. They need to identify negative feedback and reflect on it. They will take notes and do the follow-up activity.</p> <p>After identifying the negative feedback, those sentences will be written on the board. Now it's time to give positive feedback and let kids understand there's no need to hurt others to feel good about themselves.</p> <p>Then we will make posters with the negative and the positive feedback.</p> <p>For both options:</p> <p>As a first step, families will receive a letter from the teacher explaining what this project is about. (Appendix 4)</p> <p>Students will be provided a sheet to take notes of the resources they have found. (Appendix 3)</p>
Resources and materials	<p>Note-taking Sheet for the students (also online format). (Appendix 3)</p> <p>Letter to families (also online format). (Appendix 4)</p>
STEP 6: Hands on session (+/- 20 minutes) week 2	
Description	<p>(Option 1 - brochure) Sharing the information with others: once students have found information, they will work in groups to choose the 5 resources they like most.</p> <p>(Option 2 – video) Designing the scenes (video)</p>
Procedure	<p>(Option 1 - brochure) Students are divided in mixed ability groups so that all groups are balanced groups.</p> <p>Students have already selected information, so they only have to share their resources and explain why they have chosen them.</p> <p>Each group has to discuss the different options to finally select five resources in common.</p>

	<p>(Option 2 - video) We divide our students in eight groups made up of boys and girls so that we have balanced groups.</p> <p>Our students have already selected what they're going to do, so they only have to share their abilities with the rest of classmates and explain why they have chosen them.</p> <p>Each group has to discuss where and how their scenes will be shot. They will prepare a brief script</p>
Resources and materials	<p>Paper and pen.</p> <p>Digital devices to check their resources.</p> <p>Internet connection.</p>
STEP 7: Hands on session (+/- 25 minutes) week 2	
Description	<p>(Option 1 - brochure) Sharing the information with the international group and picking only 5 resources.</p> <p>(Option 2 - video) Search the net and look for the song (at home)</p>
Procedure	<p>(Option 1 - brochure) Our groups have already selected information. Now they are going to share it with the international students.</p> <p>In this task, we repeat the same procedure as in the previous one but discussing online in the foreign language.</p> <p>Teachers from each country will moderate the session.</p> <p>Interventions of SS must be prepared beforehand in order to save time</p> <p>Teachers can help students before this session and write a script with them as additional help.</p> <p>(Option 2 - video) Our students will look for the perfect song for the video. They need to take into account that we want to empower others. It needs to be a catchy tune.</p> <p>They will send an email to the teacher including the name of the song.</p>
Resources and materials	<p>(Option 1 - brochure) Google Meet, Zoom.</p> <p>Internet connection.</p> <p>Computer, tablets, or digital whiteboard.</p> <p>(Option 2 - video) Youtube, gmail</p> <p>Internet connection.</p> <p>Computer, tablet</p>

STEP 8: Hands on session (+/- 30 minutes) week 3 (for option 1) / rehearsal and recording (+/- 25 minutes) week 2 (for option 2)

Description	<p>(Option 1 - brochure) Creating the brochures (per country): each class will have 3 groups working on three different issues: statistics, how to identify a cyberbullied person and how to avoid cyberbullying (tips).</p> <p>They have to put in common their ideas into a brochure which will be shared with the partner school, which will be doing the same.</p> <p>(Option 2 – video) Creating the video: the class will have 9 groups working on different skills (those skills have been chosen by students).</p> <p>They have to rehearse and record their scenes (with help of the teacher).</p>
Procedure	<p>(Option 1 - brochure) Each group has already selected the different sources of information in the previous tasks.</p> <p>Next, students will design a brochure with three parts:</p> <ul style="list-style-type: none"> - Data on cyberbullying. - How to identify a situation of cyberbullying. - How to stop and avoid cyberbullying. <p>As we want students to develop their digital competence, these brochures will be developed with the help of digital devices and software.</p> <p>Teacher introduces the task:</p> <p>Today it is time for you to start creating your informative brochures/leaflets.</p> <p>Remember your final product should have three parts, which are (the teacher provides the students with an example).</p> <p>Data on cyberbullying, how to identify a situation of cyberbullying and how to stop and avoid cyberbullying.</p> <p>You have a laptop/tablet per group. / That is the reason we are working in the ICT room. (Depending on facilities/resources of the school)</p> <p>You can add pictures to your brochures, but make sure the information is clear.</p> <p>Check grammar and spelling.</p> <p>If you need help, you can raise your hand and I can go and take a look at your work.</p> <p>(Option 2 – video) Each group has already selected their skills, location and what they'll do in the video.</p> <p>Next, students will design a video with eight scenes:</p>

	<ul style="list-style-type: none"> • Scene 1: Friends are playing volleyball (playground) • Scene 2: Friends are making bracelets (bench) • Scene 3: Friends are trading cards (next to the gym). • Scene 4: Friends are dancing (gym) • Scene 5: Friends are playing basketball (between primary and pre-primary buildings). • Scene 6: Friends are playing padel (school entrance) • Scene 7: Friends are playing football (playground) • Scene 8: Friends are colouring (corridor) • Scene 9: Friends are rollerblading and chatting <p>As we want students to develop their digital competence, the video will be developed with the help of digital devices (smartphone) and software.</p> <p>Today it is time for you to start creating your video.</p> <p>Remember your final product should have two parts, which are (the teacher provides the students with an example)</p> <p>Defining cyberbullying, how to identify it, what to do and manners to empower others.</p> <p>We are going to film each scene, so make sure you remember what you have to do. It's important to take the smartphone with you. We want to transmit an important message: we can use social media to empower others. That is the ultimate power.</p>
Resources and materials	<p>(Option 1 - brochure) Powerpoint, Keynote or a similar software.</p> <p>ICT room if needed.</p> <p>Laptops or tablets.</p> <p>Sample template. (Appendix 5)</p> <p>(Option 2 – video) Smartphone</p>
STEP 9: Final discussion and conclusions (+/- 15 minutes) week 3 (for option 1 - brochure) / Editing and sharing, viewing and conclusion (two sessions of 30/45minutes) week 3 (for option 2 – video)	
Description	<p>(Option 1 – brochure) Students have to say what they like the most of the partner school's brochure.</p> <p>(Option 2 – video) With the help of the teacher students will edit the video.</p>
Procedure	<p>(Option 1 – brochure)</p> <p>Brochures are now finished and this final product is now going to be shared with our international partners through different supports.</p>

	<p>Some ways to share our brochures:</p> <ul style="list-style-type: none"> - Email. - School Google sites / website / blog. <p>T: We have finished our project on cyberbullying. We are all very proud of your effort and your final work.</p> <p>As you know, our international friends have also been working on the same project at the same time, so let's take a look at what they have done!</p> <p>Exchange of ideas.</p> <p>(Option 2 – video)</p> <p>Our scenes have been recorded. We also have the song.</p> <p>After editing, we are going to share this final product with our community.</p> <p>Some ways to share the video: School Google sites / website / blog.</p> <p>T: We have finished our project on cyberbullying. We are all very proud of your effort and your final work.</p> <p>We know social media. Sooner or later, we are all going to use them, but there is no need to hurt others. We can empower people instead. We can make them feel great. Isn't that a good idea? Let's spread the message!</p> <p>Exchange of ideas.</p>
Resources and materials	<p>Interactive whiteboard.</p> <p>Projector.</p> <p>White screen / board.</p>

Some suggestions for:

Fast finishers.

They can transform the digital brochure into a physical one.

Board game. **(Appendix 6)**

Remedial students

Students in need will have some additional help with extra resources. **(Appendix 7)**

To build a dictionary with the key words of the project.

- **A study guide** is provided for revision of the main concepts developed in this lesson plan (**Appendix 8**)

ASSESSMENT




Different assessment tools have been designed for this lesson plan:

A rubric for the teacher.

	0	5	10
STEP 1: USE OF SOCIAL NETWORKS - A SURVEY	SS do not participate.	Survey partially done.	Completes the whole survey.
STEP 2: WHAT SURVEYS SAY ABOUT OUR HABITS	SS do not participate.	SS analyse data from the survey but using the mother tongue.	SS analyse data from the survey using the foreign language.
STEP 3: CYBERBULLYING – DEFINITION	SS do not participate or make questions on the video.	Vague answers or in their mother tongue.	Active participation, good use of the foreign language.
STEP 4: PROJECT PRESENTATION	SS do not pay attention and are not interested in the presentation.	SS seem interested but they do not listen carefully the instructions.	SS pay attention, take notes, and ask for clarification.
STEP 5: INTERNET RESEARCH	SS have not done any research.	Poor research or not accurate information / not in English.	Good research done, accurate resources.
STEP 6: HANDS ON SESSION	SS do not participate.	Poor participation.	Very active participation.
STEP 7: HANDS ON SESSION	SS do not participate.	Poor participation (or using mother tongue).	Very active participation. Good

			use of the foreign language.
STEP 8: HANDS ON SESSION	SS do not participate in the creation of the brochures.	Poor participation (or using mother tongue).	SS participate actively in the creation of the brochures, using the foreign language.
STEP 9: FINAL DISCUSSION AND CONCLUSIONS	SS do not participate or show interest in the task.	Poor participation (or using mother tongue).	Very active participation. Good use of the foreign language. Shows interest.

- Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN...	 Yes, I can!	 So, so...	 Not yet!
...understand what cyberbullying is.			
...identify a situation of cyberbullying.			
... surf the Internet looking for information on cyberbullying.			
...share information with my teacher and classmates.			
...participate in international online meetings.			
...participate actively in making a brochure.			
...appreciate the work done by the international teams.			
...give some tips on how to stop cyberbullying.			

Appendices

Appendix 1: PowerPoint presentation



Lesson Plan 3 - Cyberbullying

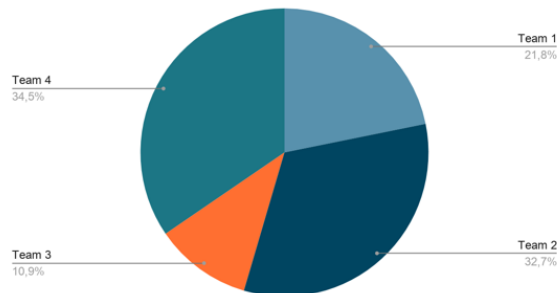
Social Networks Survey

Do you use social networks?

... % of the students in this class use social networks.

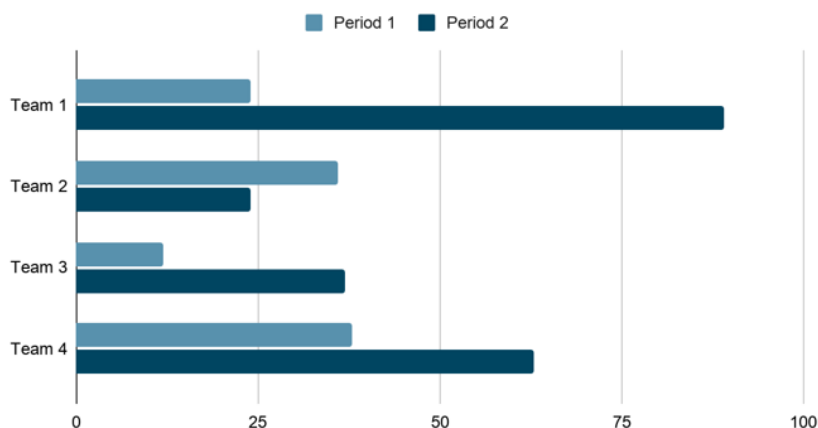
... % of the students in this class do not use social networks.

Points scored



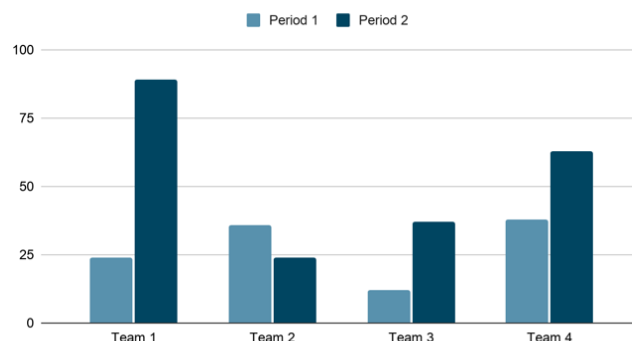
What social networks do you use?

Points scored



How often do you use social networks?

Points scored



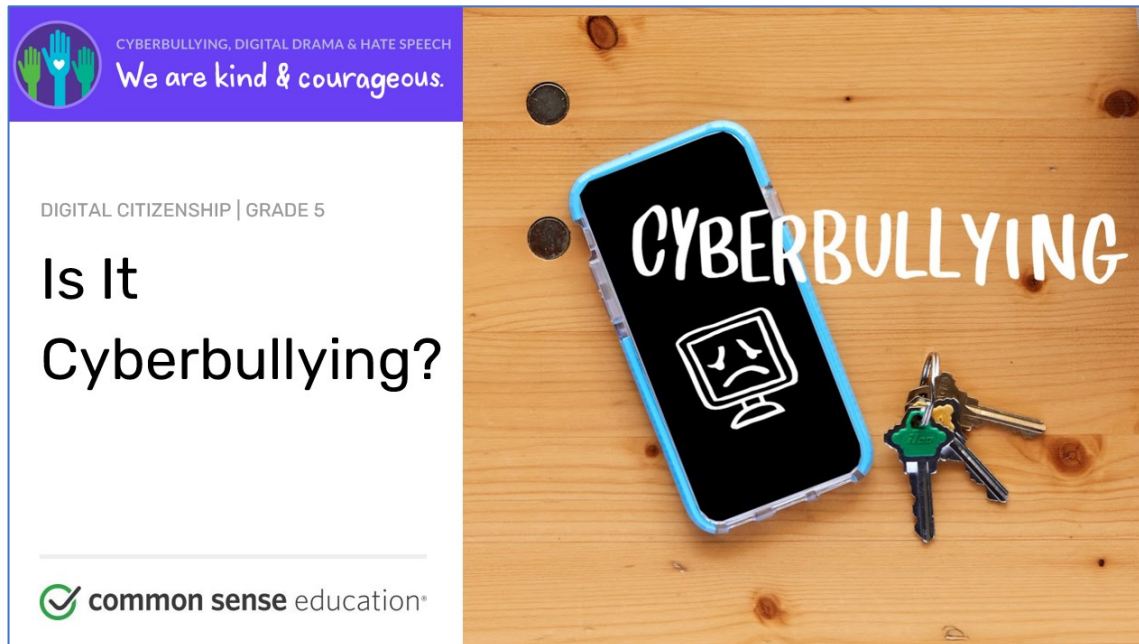
At what time do you check your social networks?

In which devices?

Have you ever felt bad when using social networks?

Have you ever had a bad experience?

Appendix 2: PowerPoint presentation on Cyberbullying



Essential Question

What is cyberbullying, and what can you do to stop it?

Learning Objectives

1

Recognize similarities and differences among being mean, in-person bullying, and cyberbullying.



2

Empathize with the targets of cyberbullying.



3

Identify strategies for dealing with cyberbullying and how they can be upstanders for those being bullied.



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THINK-PAIR-SHARE

Are there differences among joking, being mean, and bullying?
What are they?

Directions:

1. Take a moment to think silently about these questions.
2. Then, take turns sharing your response with your partner.



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Joking	Being Mean	Bullying

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WATCH + DISCUSS

Discuss:

- According to the video, what is cyberbullying?

To watch this video on the Common Sense Education site, click [here](#).

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KEY VOCABULARY

Cyberbullying

Using digital devices, sites, and apps to intimidate, harm, and upset someone



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KEY VOCABULARY

Target


The person who is on the receiving end of the bullying

Bully

The person who is doing the bullying



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Reasons Why Cyberbullying Occurs	Ways to Respond if You Are Cyberbullied	Ways to Be an Upstander
[Capture student responses here.]	[Capture student responses here.]	[Capture student responses here.]

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KEY VOCABULARY	
<h3>A Bystander</h3> <p>A person who observes a conflict or unacceptable behavior, but does not take part in it</p>	<h3>An Upstander</h3> <p>A person who supports and stands up for someone else</p>

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KEY VOCABULARY

Empathy

To imagine the feelings that someone else
is experiencing



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PARTNER ACTIVITY: SONDRA'S STORY

Directions

Read the story of Sondra. Then discuss the questions that follow with
a partner and write your responses.



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WRAP UP: UPSTANDER CARDS

Directions

Imagine you see a cyberbullying situation.
You're going to create a card to help stop it.

- The card can be for the target, the bully, or someone seeing the cyberbullying.
- It can give them advice, give them action steps, or just say something nice that will make them feel better.
- It should be colorful and creative and use both words and images.

*You're awesome just
the way you are!*

*Thanks for
being you!*



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*We are kind
& courageous.*



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Appendix 3: Home Research sheet - Cyberbullying



NAME: _____

Resource	Link / Screenshot

Appendix 4: Letter to families

English version



THE NAME OF THE SCHOOL

IDENTIFICATION OF THE TEACHER:

SUBJECT OF THE LETTER:

DATE:

Dear families,

We are starting a new mini project about cyberbullying. Your child is going to think about this issue and how to avoid it.

For the development of this project, we will need approximately 2 hours in class (and 1 hour at home) spread over a period of 4 weeks.

So, along this period we will need you to support your children at home.

During these days you are asked to help your children to do some research on the Internet.

In this research, they will need to fill a sheet (attached) with the different resources you select. These can be in any format you find: pictures, videos, slides, text documents, articles... As long as the information is useful for the project purpose.

Then, they will have to send it back to me via email so we can share the results of their research in the classroom.

Thank you so much, for your collaboration!

Yours sincerely,

.....

[teacher's name]

Spanish version



NOMBRE DEL CENTRO

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Queridas familias:

Estamos comenzando un nuevo mini proyecto sobre ciberacoso. Vuestros hijos van a reflexionar sobre este asunto y sobre cómo evitarlo.

El desarrollo de este proyecto nos llevará aproximadamente dos horas en clase (y una en casa) en un periodo de 4 semanas. Durante este periodo necesitamos vuestro apoyo en casa.

Esta semana necesitamos que ayudéis a vuestros hijos a hacer una pequeña investigación en casa.

Tendrán que rellenar la ficha adjunta con los diferentes recursos que encontréis. Pueden estar en cualquier formato que encontréis: fotos, videos, presentaciones, documentos de texto, artículos... Cualquier tipo de archivo siempre que sea útil para el objetivo del proyecto.

Finalmente, vuestros hijos deberán mandarme la ficha por e-mail (e-mail del docente) para poder compartir sus resultados en la clase.

¡Muchas gracias por vuestra colaboración!

Atentamente,

.....

[nombre del docente]

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caras Famílias/ Encarregados de Educação,

Vamos iniciar um novo projeto sobre “Cyberbullying”. O(A) seu(sua) educando(a) vai refletir sobre este problema e como abordá-lo.

Para o desenvolvimento do projeto serão necessários 2 tempos letivos semanais durante um período de tempo 4 semanas. Em casa será necessária 1 hora para recolha de informação, sendo importante o seu apoio nesta tarefa (pesquisa e recolha de informação na Internet).

Para a pesquisa, os(as) alunos(as) terão de preencher uma ficha com as informações / dados selecionadas(os): imagens, vídeos, slides, textos, documentos. A informação deverá ser adequada aos objetivos do projeto.

A informação recolhida deverá ser, enviada por email, à professora para posterior partilha em sala de aula.

Grata pela sua colaboração.

Atenciosamente,

.....

[Nome da Professora]

■ Romanian version

**ȘCOALA:****PROFESOR:****SUBIECTUL SCRISORII:****DATA:**

Dragi părinți,

Începem un nou mini-proiect despre intimidarea Cyberbullying. Copilul dvs. se va gândi la această problemă și cum să o evite. Pentru dezvoltarea acestui proiect, vom avea nevoie de aproximativ 2 ore în clasă (și 1 oră acasă) pe o perioadă de 4 săptămâni.

Așadar, de-a lungul acestei perioade, vom avea nevoie de dvs. pentru a vă susține copiii acasă. În aceste zile vi se cere să ajutați copiii să facă unele cercetări pe internet. În această cercetare, vor trebui să completeze o foaie (atașată) cu diferitele resurse pe care le selectați. Acestea pot fi în orice format găsiți: imagini, videoclipuri, diapozitive, documente text, articole ... Atâta timp cât informațiile sunt utile în scopul proiectului.

Apoi, vor trebui să mi-l trimită înapoi prin e-mail, astfel încât să putem împărtăși rezultatele cercetărilor lor în clasă.

V mulțumesc mult pentru colaborare!

Cu stimă,

.....

[numele profesorului]

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

--	--

Care famiglie,

stiamo iniziando un nuovo mini-progetto sul **cyberbullismo**: vostra/o figlia/o rifletterà su questo tema e su come evitarlo.

Per lo sviluppo di questo progetto, avremo bisogno di circa 2 ore in classe (e 1 ora a casa) distribuite su un periodo di 4 settimane.

Per questo motivo, durante questo periodo avremo bisogno del vostro supporto a casa.

Durante questi giorni vi chiediamo di aiutare le/i vostre/i figlie/i a fare delle ricerche su Internet. In queste ricerche dovranno compilare un foglio (allegato) con le diverse risorse selezionate. Queste possono essere di qualsiasi formato: immagini, video, diapositive, documenti di testo, articoli... purché le informazioni siano utili allo scopo del progetto.

Poi, dovranno inviarmi il tutto via e-mail, in modo da poter condividere i risultati della loro ricerca in classe.

Grazie mille per la vostra collaborazione!

Cordiali saluti,

.....

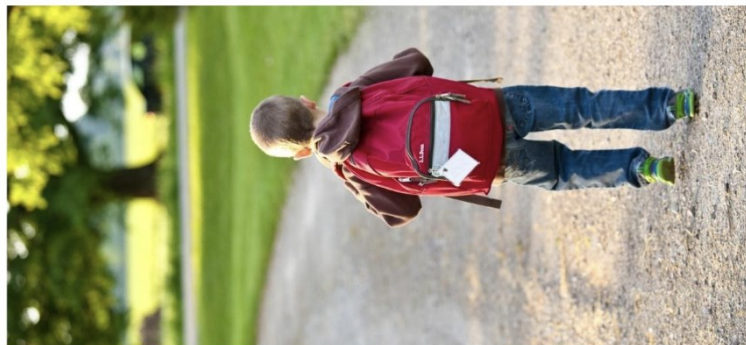
[Nome dell'insegnante]

Appendix 5: Sample template



Headline, Story 3

Plenty of text will fit in any of these panels. Simply click on the placeholders and add your own text.



Headline, Story 1

Changed the color and want to go back to the original design? Easy! Just go back to the Design tab and choose the Themes option. From the list, click the option to reset the theme of this template. And just like that, your document color scheme will be restored to its original!

Another Headline

Add some bullets to your text too!

- Bullet Point Line N1
- Bullet Point Line N2
- Bullet Point Line N3
- Bullet Point Line N4
- Bullet Point Line N5

Date

Time

Location

Add another quote here about your business, about your clients, or about specials that you wish to highlight for all to read quickly!



Headline, Story 2

It is simple to replace any of the pictures in this brochure. Simply click on the image you wish to change. Once the image you wish to replace is selected, you can select "Change Picture" from the short cut menu and choose the picture you want!



"Add a quote here to highlight your business or share your company's motto, tagline, or mission."



Company Name

...

Address

...

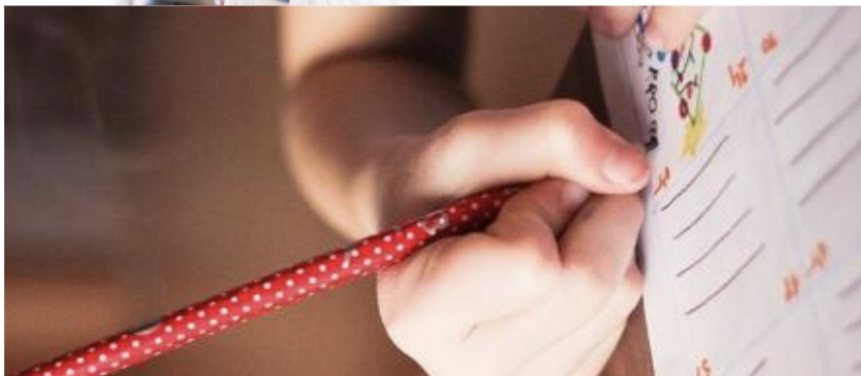
Phone Number



...

Email


...

Web Address



<p>Headline, Story 1</p> <p>At any time, you can easily change the text of any section in this document by simply clicking and typing. The template is prepared so that formatting stays in tact with the new information you include.</p>	<p>Headline, Story 2</p> <p>To update formatting, from the Home tab, you can use the Quick Styles gallery for the built in styles. You can also format text directly by using the other controls on the Home tab.</p>	<p>Date</p> <p>Time</p> <p><i>"At any time, you can easily change the text of any section in this document by simply clicking and typing."</i></p>	<p>Brochure Title</p> <p>Subtitle</p>  <p>COMPANY LOGO</p>	
<p>Headline, Story 3</p> <p>You can easily change the overall colors of the template with just a few clicks. Go to the Design tab and click on Colors. From the list of colors, you can choose a different color scheme. As you hover over the different choices, you can see what the overall feel of the document will change with each different option.</p>				

Appendix 6: Board game for fast finishers



TALK ABOUT YOUR EMOTIONS

A board game

DIRECTIONS

- Roll the dices.
- Check the number you got.
- Talk about a situation in which you experimented that feeling.

	1	2	3	4
1	Scared	Happy	Jealous	Frustrated
2	Sad	Exhausted	Calm	Amazed
3	Bored	Angry	Shy	Kind
4	Cheerful	Excited	Lonely	Thankful

Appendix 7: Sheet for remedial students with extra resources

In the next period you will have to make a brochure within the project about Cyberbullying.

Look for information to help your answers to the following questions:

- What is Cyberbullying?
- What forms can Cyberbullying take?
- How can we prevent it?
- What can we do if we are victims of Cyberbullying?

You can take screenshots of some information so you can exchange ideas with your colleagues!

Here are some interesting videos and useful sites:

***Videos**

https://www.youtube.com/watch?v=6ctd75a7_Yw

<https://www.barrow.k12.ga.us/departments/communications/digital-citizenship/cyberbullying-self-image>

https://www.youtube.com/watch?v=40RHpeyT_Mc

<https://www.youtube.com/watch?v=916K8xRxQZw>

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

<https://www.youtube.com/watch?v=X9Htg8V3eik>

<https://www.youtube.com/watch?v=peDosNN7l3w>

<https://www.youtube.com/watch?v=asTti6y39xl>

<https://www.youtube.com/watch?v=-O4X9YcA4w>

<https://www.kaspersky.com/resource-center/preemptive-safety/top-10-ways-to-stop-cyberbullying>

***Sites**

<https://www.stopbullying.gov/resources/kids>

<https://www.stopbullying.gov/resources/kids/kid-videos/yes-thats-bullying>

<https://www.stopbullying.gov/resources/kids/kid-videos/playground-is-for-everyone>

<https://www.internetmatters.org/issues/cyberbullying/learn-about-it/>

Appendix 8: Study guide



Agrupamento de Escolas Gardunha e Xisto, Fundação

EB Serra da Gardunha

5th Grade – Bilingual Class



Study Guide Class

Cyberbullying



Cyberbullying is when a person uses digital technology to send hurtful messages, pictures or comments which are done on purpose and repeatedly. It can happen at any time of the day or night. It can also happen in many different ways: text messages, emails, online games and social media platforms such as TikTok, Youtube, WhatsApp, Instagram and Facebook.

Let's see some examples of cyberbullying:

- Posting or sending messages/photos that threaten people or make people feel down.
- Posting or sending nasty rumours online about people.
- Leaving people out of online games or social forums.
- Sharing people's personal information without their permission.
- Setting fake social media accounts using photos and contact details of other people.

What must you do to protect yourself from Cyberbullying?

Don't give your passwords to anyone, not even to your friends. Let only your parents have your passwords.

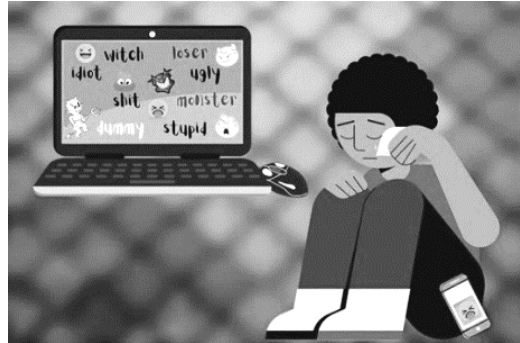
Accept only people that you really know well.

Think before you post your comments, photos, or videos. They can be forward by someone. They will be online for a long time.

Do not post anything that could hurt or embarrass anyone.

Be kind to others online.

Tell your parents what you are doing online and who you are doing it with. Listen to what they have to say about what is and isn't okay to do.



Talk to an adult (parents, teachers, the headmaster, friends...) you trust about any messages you get or things you see online that make you sad or scared.

Keep the comments, photos and video that make you sad or scared to show an adult.

If you feel you are being cyberbullying, tell an adult about it and show them the comments, photos and video that were sent/posted to you.

LESSON PLAN 4: Myself and the others

CONTEXTUALISATION

This lesson plan is designed for CLIL groups aged between 6 and 8 years old.

The cross-curricular topic is Citizenship Education, more precisely, 'Together in diversity'. It is thought to be implemented in a state school, with classes making up to 25 students. This lesson plan is planned to be developed in the 2nd term and it is expected to be about 2 hours long, divided into 4 sessions in class and one home activity. Each session is divided into tasks to be developed on different days along two weeks. The final product is a board game the class can share with other groups of students. After finishing the project, the final product can be used for a long time after finishing activities in any subject.

Students will work under the teacher's guidance and in an autonomous way. They will become familiar with studying in English. Students can understand and produce very simple sentences. Families' involvement is required.

Cross-curricular area		Topic / Subtopic (Lesson Plan 4)				Age																																	
<table border="1"> <tr> <td>Citizenship Education</td> <td>✓</td> </tr> <tr> <td>Environmental Education</td> <td></td> </tr> <tr> <td>Basic Financial Education</td> <td></td> </tr> </table>		Citizenship Education	✓	Environmental Education		Basic Financial Education		Topic (tick one option): <table border="1"> <tr> <td>Kindness Bullying</td> <td>&</td> <td>Together diversity</td> <td>in</td> <td></td> </tr> <tr> <td>Kindness</td> <td></td> <td>Myself and others</td> <td>and</td> <td>✓</td> </tr> <tr> <td>Bullying</td> <td></td> <td>Together in diversity</td> <td>in</td> <td></td> </tr> <tr> <td>Cyberbullying</td> <td></td> <td>Human Rights around the world</td> <td></td> <td></td> </tr> </table>				Kindness Bullying	&	Together diversity	in		Kindness		Myself and others	and	✓	Bullying		Together in diversity	in		Cyberbullying		Human Rights around the world			<table border="1"> <tr> <td>5-8 years old</td> <td>✓</td> </tr> <tr> <td>8-10 years old</td> <td></td> </tr> <tr> <td>10-12 years old</td> <td></td> </tr> </table>		5-8 years old	✓	8-10 years old		10-12 years old	
Citizenship Education	✓																																						
Environmental Education																																							
Basic Financial Education																																							
Kindness Bullying	&	Together diversity	in																																				
Kindness		Myself and others	and	✓																																			
Bullying		Together in diversity	in																																				
Cyberbullying		Human Rights around the world																																					
5-8 years old	✓																																						
8-10 years old																																							
10-12 years old																																							
		Subtopic Title (Lesson Plan 4): <div style="border: 1px solid black; padding: 5px; width: fit-content;">Myself and Others</div>																																					
What you need: materials and resources																																							

- Picture book: "I love you (nearly always)" by Anna Llanas
- Digital board
- Paperboard, Paper, pencils, crayons, pens, scissors, glue
- Online Resources:
 - Internet connection
 - Youtube video [I Love You Nearly Always](#)
 - Youtube video [Me! | featuring Noodle & Pals | Super Simple Songs](#)
 - Bitmoji app.

Does it include an Exchange with another class?

Yes	✓
No	

Duration

For the development of this **mini-project**, you will need approximately 2 hours in class (and half an hour at home) divided in several tasks to be developed in different sessions over a period of 2 weeks.

Content subject(s)

Citizenship education / Personal development, Cross-curricular projects.

Introduction

This lesson plan has been designed to encourage education on civic values and intercultural competences. The aim is to share personal characteristics of themselves and to realize that we can be friends in spite of our differences

Relying on a task-based approach, it aims to provide children with the keys to think globally and contribute to the community's development. This will be promoted from an intercultural perspective, encouraging active participation and parents' involvement throughout the process.

Parents will help children to create a virtual representation of themselves (avatar) raising awareness of their self-image. In the activity, parents will help children to describe themselves, raising their self-confidence to public speaking.

The activities in this project are designed for students to understand the personal differences that make us unique and learn to value them, thus developing a sense of tolerance and bringing the opportunity to foster values such as empathy and non-discrimination.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓



AIM OF THE LESSON




Prompt: What makes us different? What makes us alike? And other questions such as: Have we got the same hair colour? Have we got the same eye colour?

a) CONTENT AIM:		
<ul style="list-style-type: none">- To see themselves as members of a common social and multicultural group.- To understand the personal differences that make us unique and learn to value them.- To develop a sense of tolerance and foster values such as empathy and non-discrimination		
b) LANGUAGE & COMMUNICATION		
Vocabulary	<ul style="list-style-type: none">- Physical characteristics (height, skin colour, eye colour, hair colour)- Type of hair (curly, straight, wavy, long, short)- Parts of the body (head, eyes, nose, ears, mouth, arms, hands, fingers, shoulders, legs, knees, feet, toes.)- Personal characteristics: strong, tough, delicate, bright, sensitive, brave, honest, mysterious.	
Skills	Listening	<ul style="list-style-type: none">- To follow instructions.- To understand a story.
	Speaking	<ul style="list-style-type: none">- To tell short sentences (spoken production).- To communicate facts about their own characteristics, their likes.- To understand and answer questions (spoken interaction).
	Reading	<ul style="list-style-type: none">- To read simple sentences.
	Writing	<ul style="list-style-type: none">- To write simple sentences.
	Mediation	<ul style="list-style-type: none">- To remember other’s descriptions and be able to locate the avatar matching the description.
Function	<ul style="list-style-type: none">- To describe themselves by using a visual support.	
Communication	<ul style="list-style-type: none">- To discuss and debate about personal and physical characteristics.	
c) COGNITION: Students guess the mysterious character by asking questions about physical characteristics.		
d) CULTURE: Students become aware of their own and other children's personal characteristics (appearance) and show respect.		

SEQUENCE OF STEPS

STEP 1: Warm-up (+/- 5 minutes) week 1, session 1	
Description	Warm-up activity on personal characteristics: describing the characters in the story.
Procedure	<p>The teacher shows the book and asks students to describe the characters on the cover, asking questions:</p> <p>T: Look! I have a new story for you. These are Roly and Rita. What can you tell me about them? How many arms has Rita/Roly got? Are they similar or different? / What makes them similar? What makes them different?</p>
Resources and materials	Book: "I Love You (Nearly Always)", by Anna Llenas.
STEP 2: Picture book (+/- 10 minutes) week 1 session 1	
Description	READING PICTURE BOOK: I Love You (Nearly Always) by Anna Llenas (Teacher mimes) + descriptions.
Procedure	<p>The teacher reads the book or parts of the book and uses gestures to emphasise some keywords. For example: "<i>strong and tough</i>" (showing arms' muscles), "<i>delicate and bright</i>" (raising hands and shaking fingers to give the idea of something bright), "<i>the brightest light in the sky</i>" (the fingers try to reach the sky).</p> <p>Teachers will also add some characteristics to the characters in order to avoid gender stereotypes. For example: "<i>Roly is strong and tough, but he is also very sensitive</i>", "<i>Rita is delicate, bright and very, very brave</i>".</p> <p>To ensure better comprehension of the story, the teacher will stop reading the story many times as he or she considers, explaining difficult terms, making comparisons with children in class or situations or even using a student's mother tongue if necessary. For example: "<i>Roly thinks she (Rita) is honest</i>" (Teacher stops reading) "<i>Just as all of you</i> (pointing to children) <i>she always tells the truth</i>" (repeat in mother tongue if necessary and then in English). SHE IS HONEST!" (Highlighting and adding gestures).</p> <p>"<i>Rita thinks he (Roly) is mysterious</i>" (Teacher stops reading) "<i>Mysterious like Javier, he never wants to talk on Mondays</i>" (adding gesture of closing lips). Use children's mother tongue if necessary.</p>

	<p>Afterwards, the teacher will ask questions to check comprehension: Who is strong and sensitive? Who is delicate and brave? Who likes to be in control? Rita or Roly? Who likes to improvise?</p> <p>What's the problem? Rita likes to fly too fast or too slow? Yes, too fast. What about Roly? He has to control everything!</p> <p>What's the solution? Rita flies a little slower. Roly likes to see what Rita has made. She's very creative!</p>
Resources and materials	<p>Book: "I love you (Nearly Always)", by Anna Llenas.</p> 
STEP 3: Video (+/- 5 minutes) week 1 session 1	
Description	VIDEO (Provide Authentic English)
Procedure	The children watch the video of the story.
Resources and materials	<p>Internet connection</p> <p>YouTube video I Love You Nearly Always</p> 
STEP 4: Revising the story. (+/- 5 minutes) week 1 session 2	
Description	Revising the story and describing the characters.
Procedure	<p>The teacher asks the children to remember the characters of the story and shows the picture book's cover.</p> <p>Look, do you remember? Yes, of course; the story we read last week. Nice story, yes, it is.</p> <p>T: "Do you remember Roly and Rita? Who is delicate, bright and brave? Rita or Roly? Who is strong, tough and sensitive?"</p> <p>Rita and Roly are different, and they are friends. They love each other, but not always.</p>

Resources and materials	<p>Option 1: The storybook</p>  <p>Option 2: Some pictures of the characters from the book.</p> 
STEP 5: Song (+/- 5 minutes) week 1 session 2	
Description	Listening to a song on parts of the face
Procedure	The children listen to the song to become familiar with the vocabulary. They can dance along and sing.
Resources and materials	<p>Internet connection YouTube video: Me! featuring Noodle & Pals Super Simple Songs</p> 
STEP 6: “Rita/ Roly says” action game (+/- 5 minutes) week 1 session 2	
Description	Children will touch the parts of their body every time they hear “Rita/Roly says” followed by the name of the part of the body.
Procedure	<p>T: <i>Do you know the game “Simon Says”? Let’s play with Roly and Rita! Every time I say “Roly says touch your...” or “Rita says touch your...” you will touch the part of your body I say.</i></p> <p>The teacher models, and then, in turn, students play Rita or Roly. The others have to touch the part of the body named.</p>
STEP 7: What I like (+/- 15 minutes) week 1 session 2	

Description	Each child will write a physical characteristic they like of the child on their right on a paper heart. Then every child gives the heart to another kid and explains what they like.
Procedure	<p>The teacher gives each child a paper heart where they write the favourite physical characteristic of a given school friend.</p> <p><i>T: "I have here a paper heart for you". "Please, draw on the heart a part of ... 's face, your favourite part of her/his face".</i></p> <p>Then the teacher invites children to share their own choices with all the class. <i>"Look! I like ... 's nose best. It's my favourite. I love it!"</i> The teacher invites all the others to share their preferences.</p>
Resources and materials	Paper hearts, pencils, pens
STEP 8: Home activity weekend	
Description	<p>The children will create an avatar at home with the help of their parents/family. We will give them a template (Appendix 1). In one half, they have to describe themselves. In the other half, they will paste a picture of the avatar they create.</p> <p>The picture of the avatar will also be sent to the teacher by email.</p>
Procedure	Students are given a template where they will describe themselves with the help of their parents. After creating their own avatar using an app, they will include it in the template.
Resources and materials	<p>Letter with information on the project and the instructions to make the activity. (Appendix 2)</p> <p>Template of the avatar (Appendix 1)</p> <p>Mobile phones or computers with the App <i>"Bitmoji"</i> or similar</p> <p>Hair types sheet in case they need help (Appendix 3).</p>
STEP 9: Describing people (+/- 15 minutes) week 2, session 1	
Description	The children will describe themselves in class using the template (Appendix 1)
Procedure	<p>Students, in turns, come to the front and present their homework. They will describe their avatar using the vocabulary and the structures they have learned.</p> <p><i>T: Well, children! Now that you have done your avatar at home with your family, it is time for you to tell your classmates how you are.</i></p>

	You will sit in small groups of five and describe yourself in front of your friends, pay attention to your friends' descriptions because you will need them later.
Resources and materials	Template (Appendix 1)
STEP 10: Matching avatars (+/- 15 minutes) week 2, session 1	
Description	We separate the pictures of the avatar from the descriptions. In small groups, the children must match the avatars with the descriptions.
Procedure	<p>Taking advantage of the template created at home, the teacher separates the avatars and the descriptions of the students and mixes them up. Children will be divided into small groups, so they have to match each description with the correct avatar.</p> <p><i>T: Now you have described yourselves, take the scissors and cut your worksheet into 2 parts (avatar and description). Now collect all the avatars and descriptions and mix them up.</i></p> <p>The game consists in matching each description with the correct avatar.</p>
Resources and materials	Avatars and descriptions from each student's template.
STEP 11: Creating a "Guess who" game (+/- 15 minutes). Week 2, session 2	
Description	<p>The teacher will remove the colour from the avatars using the app COLORSCAPE.</p> <p>The children will colour the avatar and create a GUESS WHO GAME using paperboard and the cards with the avatar. This can also be done in Genial.ly.</p>
Procedure	<p><i>T: Do you remember these characters? (Showing the avatar).</i></p> <p><i>I am sure you can describe yourselves, but can you describe others? What do you think if we create a game? Do you know the "Guess Who" game?</i></p> <p><i>The first thing we need to do is to create the cards for the game. For that, we are going to follow 4 steps:</i></p> <ul style="list-style-type: none"> • <i>Using your crayons, you will colour 3 pictures of the avatar you created at home.</i> • <i>Now you are going to use your scissors to cut out the avatar. Make sure you are following the line.</i>

	<ul style="list-style-type: none"> Now you have to use glue to paste your picture into the card that I'm going to give you. Fold following the mark at the bottom of the card. <p>Once we have all the cards, we can put them together and play.</p>
Resources and materials	Colorscape app, paperboard, crayons, scissors, glue.
STEP 12: Play the guess who game (+/- 15 minutes) week 2, session 2	
Description	<p>The class will share the game with another class, and, since we know the children in that class, we can play with their game, and they can play with ours.</p> <p>HOW TO PLAY THE GAME: Each player takes their board game with the avatar of every child in the class and places one of the mystery cards in the empty frame on each game board. This card represents the avatar your opponent has to guess and the avatar you have to answer questions about.</p> <p>The youngest player goes first, beginning by asking the other player a characteristic found on one of their visible avatar cards (both players have the same cards). Example: <i>"Have you got brown hair?"</i></p> <p>If they say, "yes," the asking player flips over all the characters without brown hair. If they say, "no," the asking player flips over the characters with brown hair. Through the process of elimination, players will eventually be able to "guess" the name of the opponent's character.</p>
Procedure	<p><i>T: Do you know the "Guess Who" game? We are going to play the game. We need 2 players. Who wants to play?</i></p> <p><i>As you can see, each of you has all your classmate avatars on your board. Now you have to pick up a mystery card.</i></p> <p><i>Ok, you have your board and your mystery card. Now you have to find your classmate's mystery card by asking questions like: "Have you got brown eyes?". If the answer is no, you flip down every avatar on your board.</i></p> <p><i>You must take it in turns to ask questions until one of you finds the solution.</i></p>
Resources and materials	"Guess who" the children created.

SUGGESTION: EXCHANGE ACTIVITY

The class will share the game with another class and since we know the children in class we can play with their game, and they can play with ours.




ASSESSMENT

Different assessment tools have been designed for this lesson plan:

- **A rubric for the teacher.**

	0	5	10
STEP 1: WARM UP	No participation or interest in the topic.	Little participation in the topic.	Active participation in the discussion, showing interest in the topic.
STEP 2: PICTURE BOOK	Little participation when sharing ideas about the similarities and differences of the characters.	Participates in the discussion of similarities and differences of the characters using the mother tongue.	Active participation when discussing similarities and differences of the characters.
STEP 6: RITA/ROLLY SAYS	No participation in the game.	Little participation in the game.	Active participation in the game, following the instructions properly.
STEP 7: WHAT I LIKE	No participation in the activity.	Little participation in the activity, using the mother tongue.	Active participation in the activity and in expressing their likes.
STEP 8: HOME ACTIVITY	No participation in creating the avatar and description.	Little participation. Create the avatar but not prepare the description.	Active participation in the creation of the avatar and describing themselves.
STEP 9: DESCRIBING PEOPLE	Doesn't bring the avatar and description. No participation in describing themselves and the game.	Brings the avatar and description. Participates in describing himself or herself using only his/her mother tongue.	Brings the avatar and description. Active participation using English in describing themselves and the game.
STEP 11: CREATING A "GUESS YOU" GAME	Does not participate in the creation or playing the game.	Participates in the creation and playing the game. Pronunciation is not always accurate.	Participates in the creation and playing the game, in a natural and spontaneous way.

- Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN...			
Understand a story			
See and talk about my personal characteristics			
Describe myself and others			
Express what I like in my classmates			
Show respect and appreciate what others like			
Ask and answer questions about physical characteristics.			

APPENDICES

Appendix 1: Template of the avatar

This is ME!

My name is _____

I am a Girl Boy

I am _____ years old.

My eye colour is _____

My hair is _____ and _____

I wear glasses

I don't wear glasses

Appendix 2: Letter to families

English Version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

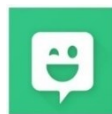
Dear families,

we are working on citizenship Education, more precisely on Together in diversity. In this project children will learn how to describe themselves and realize every person is different from others and that is what makes us special.

To work on personal descriptions, each student will create his/her own template and avatar according to his/her physical characteristics to present and share this information in class.

We need your help with the following activities at home:

1. Complete the given template by adding the personal information required. This will be the visual support for your children's description in class.
2. Download on your mobile phone or computer the App "Bitmoji" or a similar one to create an avatar according to your child's physical characteristics



BITMOJI APP

3. Print and paste the picture of the avatar in the template.
4. Send the picture of the avatar to the teacher by email.

Thank you for your help!!!

[Teacher's name]

Spanish Version



NOMBRE DEL CENTRO:

IDENTIFICACIÓN DEL DOCENTE:

ASUNTO DE LA NOTA:

FECHA:

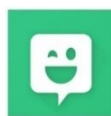
Estimadas familias,

estamos trabajando en Educación para la ciudadanía, más concretamente en Juntos en la diversidad. En este proyecto los niños aprenderán a describirse a sí mismos y a darse cuenta de que cada persona es diferente a las demás y eso es lo que nos hace especiales.

Para trabajar las descripciones personales, cada alumno creará su propia plantilla y avatar según sus características físicas para presentar y compartir esta información en clase.

Necesitamos tu ayuda con las siguientes actividades en casa:

1. Completa la plantilla dada añadiendo la información personal requerida. Este será el soporte visual para la descripción de sus hijos en clase.
2. Descarga en tu móvil u ordenador la App "Bitmoji" o alguna similar para crear un avatar acorde con las características físicas de tu hijo/a.



APP BITMOJI

3. Imprime y pega la imagen del avatar en la plantilla.
4. Envía la foto del avatar al profesor por correo electrónico.

¡¡¡Gracias por tu ayuda!!!

[Nombre del docente]

Portuguese version



NOME DA ESCOLA
IDENTIFICAÇÃO DO PROFESSOR:
ASSUNTO:
DATA:

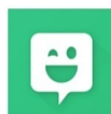
Caros pais/encarregados de educação,

No âmbito da Educação para a Cidadania, estamos a trabalhar o tópico Juntos na Diversidade. Neste projeto, as crianças aprenderão a descrever-se e a perceber que cada pessoa é diferente das outras, o que nos torna a todos especiais.

Para trabalhar em descrições pessoais, cada aluno(a) irá criar o seu próprio modelo e *avatar* de acordo com as suas características físicas, para apresentar e partilhar esta informação na aula.

Precisamos da sua ajuda com as seguintes atividades em casa:

1. Completar a ficha de atividade, acrescentando a informação pessoal necessária. Este será o suporte visual para a descrição do(a) seu/sua educando(a) na aula.
2. Descarregar no seu telemóvel ou computador a aplicação "Bitmoji", ou uma semelhante, para criar um avatar de acordo com as características físicas do(a) seu/sua educando(a).



BITMOJI APP

3. Imprimir e colar a imagem do avatar na ficha a preencher.
4. Enviar a fotografia do *avatar* ao professor por e-mail.

Obrigado pela vossa ajuda!!!

Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

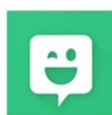
Dragi părinți,

Lucrăm la un proiect de Educație pentru cetățenie, mai precis pe tema *Împreună în diversitate*. În acest proiect copiii vor învăța cum să se descrie și să realizeze că fiecare persoană este diferită de ceilalți și că acest lucru ne face speciali.

Pentru a lucra la descrieri personale, fiecare elev își va crea propriul șablon și avatar în funcție de caracteristicile sale fizice pentru a prezenta și împărtăși aceste informații în clasă.

Avem nevoie de ajutorul dvs. cu următoarele activități acasă:

1. Completați șablonul dat adăugând informațiile personale necesare. Acesta va fi suportul vizual pentru descrierea copiilor dumneavoastră în clasă.
2. Descărcați pe telefonul mobil sau pe computer aplicația „Bitmoji” sau una similară pentru a crea un avatar în funcție de caracteristicile fizice ale copilului dumneavoastră.



BITMOJI APP

3. Imprimați și lipiți imaginea avatarului în chinar.
4. Trimiteți-mi imaginea avatarului pe e-mail.

Vă mulțumesc pentru ajutor!!!

[Teacher's name]

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

stiamo lavorando sull'Educazione alla cittadinanza, più precisamente su “Insieme nella diversità”. In questo progetto le/i bambine/i impareranno a descriversi e a capire che ogni persona è diversa dalle altre ed è questo che ci rende speciali.

Per lavorare sulle descrizioni personali, ogni bambina/o creerà il proprio modello e avatar in base alle proprie caratteristiche fisiche per presentare e condividere queste informazioni in classe.

Abbiamo bisogno del vostro aiuto per le seguenti attività a casa:

1. Completate il modello dato aggiungendo le informazioni personali richieste. Questo sarà il supporto visivo per la descrizione delle/i vostre/i figlie/i in classe.
2. Scaricate sul vostro cellulare o computer l'**applicazione "Bitmoji"** o una simile per creare un avatar in base alle caratteristiche fisiche del/della vostro/a bambino/a.



APP BITMOJI

3. Stampare e incollare l'immagine dell'avatar nel modello.
4. Inviare l'immagine dell'avatar all'insegnante via e-mail.

Grazie per il vostro aiuto!!!

[Nome dell'insegnante]

Appendix 3: Hair type sheet



LESSON PLAN 5: Together in diversity

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 5)	Age																													
<table border="1"> <tr> <td>Citizenship Education</td><td>✓</td></tr> <tr> <td>Environmental Education</td><td></td></tr> <tr> <td>Basic Financial Education</td><td></td></tr> </table>	Citizenship Education	✓	Environmental Education		Basic Financial Education		<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Kindness bullying</td><td>&</td><td>Together diversity</td><td>in</td></tr> <tr> <td>Kindness</td><td></td><td>Myself and others</td><td></td></tr> <tr> <td>Bullying</td><td></td><td>Together diversity</td><td>in ✓</td></tr> <tr> <td>Cyberbullying</td><td></td><td>Human Rights around the world</td><td></td></tr> </table> <p>Subtopic Title (Lesson Plan 5):</p> <table border="1"> <tr> <td>Together in diversity</td></tr> </table>	Kindness bullying	&	Together diversity	in	Kindness		Myself and others		Bullying		Together diversity	in ✓	Cyberbullying		Human Rights around the world		Together in diversity	<table border="1"> <tr> <td>5-8 years old</td><td></td></tr> <tr> <td>8-10 years old</td><td>✓</td></tr> <tr> <td>10-12 years old</td><td></td></tr> </table>	5-8 years old		8-10 years old	✓	10-12 years old	
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Bullying		Together diversity	in ✓																												
Cyberbullying		Human Rights around the world																													
Together in diversity																															
5-8 years old																															
8-10 years old	✓																														
10-12 years old																															
What you need: Materials & Resources																															
<ul style="list-style-type: none"> Paper, felt-tip pens, poster board, paint, scissors, glue, pencils, computer, camera, video editing app, photos, colour printer, interactive white board with projector (IWB), mobile phone, library. Resources: Powtoon, Genially, G suite apps. Internet connection. 																															
Does it include a Virtual Exchange with another class?																															
<table border="1"> <tr> <td>Yes</td><td>X</td></tr> <tr> <td>No</td><td></td></tr> </table>			Yes	X	No																										
Yes	X																														
No																															
Duration																															

For the development of this **project**, you will need approximately 2 hours and 20 minutes in class (and 1 hour at home) divided in several tasks to be developed in different lessons over a period of 4 weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Social science / Social studies [Geography, History, etc.], Citizenship education / Personal development, Cross-curricular projects.

Introduction

This lesson plan has been designed to encourage an exchange of information about the partners' cultures during the lessons and during a virtual exchange. Teachers will promote education on civic values and intercultural competences with international students from different home countries. The aim is to share personal characteristics of themselves, their schools and their countries, in a multicultural context where unity in diversity is valued.

Relying on a project-based approach, it aims to provide the children with the keys to think globally and contribute to the community's development. This will be carried out through an intercultural perspective, encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from other cultures, and foster values such as solidarity, empathy and non-discrimination.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

Prompt: How can the differences between two cultures draw people closer to each other?

a) CONTENT: <ul style="list-style-type: none"> - To learn and understand about other cultural features including their own heritage. - To develop intercultural competences and raise awareness of a common sense of humanity. 		
b) LANGUAGE & COMMUNICATION		
Vocabulary	<ul style="list-style-type: none"> - To learn vocabulary related to culture in different countries (celebrations, food, costumes, monuments and architecture, recipes, music and folklore...). - To learn common first names of partner country (e.g. Ana, Pablo...). - To learn descriptive adjectives. - To learn question words and forms. 	
Skills	Listening	<ul style="list-style-type: none"> - To listen to teacher instructions, explanations and questions. - To listen to classmates during group discussions. - and to other students during the virtual exchange.
	Speaking (-Spoken production -Spoken interaction)	<ul style="list-style-type: none"> - To communicate and compare facts about their own culture and habits (photo display of monuments, food and celebrations) with classmates. - To explain the display and compare their findings with students from a different school during the virtual exchange. - To answer the partner school's questions about their own culture. - To discuss in groups about the topic (brainstorming, photo activity, choosing a typical cultural symbol). - To explain their culture to a different group.
	Reading	<ul style="list-style-type: none"> - To read simple texts about cultural traditions. - To read the partner country's questions.
	Writing	<ul style="list-style-type: none"> - To write captions for the photos. - To write simple sentences and slogans.
	Mediation	<ul style="list-style-type: none"> - To share their work with other peers and give feedback. - To negotiate and reach an agreement about cultural heritage.
Function	<ul style="list-style-type: none"> - To describe objects, events and food. - To give and follow instructions. - To talk about themselves and their school. - To express habits. 	

	<ul style="list-style-type: none"> - To express preferences. - To give and exchange opinions
Communication	<ul style="list-style-type: none"> - To discuss and debate about cultural aspects. - To share opinions and findings on the topic with others.
c) COGNITION: <ul style="list-style-type: none"> - To select and define items representing the students' culture - To understand and report about other cultures - To locate different countries and places on a map 	
d) CULTURE: To become familiar with aspects such as important places, festivities and meals belonging to different cultures	

SEQUENCE OF STEPS

STEP 1: WARM-UP (+/- 20 minutes) week 1	
Description	Show photos of typical cultural symbols from different countries to introduce the topic (see appendix 1 for some examples),
Procedure	<p>The teacher shows a picture of a typical American meal, for example, and asks “What country does this represent?” They do the same with 3 other pictures (Eiffel tower, sushi, the pyramids). This gets students thinking about different cultures in different countries. The last picture (picture 5) is related to the partner’s country. Then the teacher asks the students “What do you know about (the partner’s country)?” The students answer orally. The teacher sets the task. “Write down what you would like to know about (the partner’s country)?” Students can complete the task in groups. They can also locate on a map the country and the different towns and cities of the partner students.</p> <p>The teacher introduces the driving questions: “How can the differences between two cultures draw people closer to each other?” He or she can say that they are going to have a virtual exchange with a class from another country in order to answer this question.</p> <p>The teacher sets a homework task. “If you could choose a meal, a monument and a celebration to represent your own country, what would it be?” This question is to be answered in step 2. Students have one week to research and answer this question at home and bring their findings to the next session.</p>
Resources and materials	<p>5 photos representing: the USA, France, Japan, Egypt and their partner country.</p> <p>Pencils and paper.</p>
STEP 2: Research (To do at home) week 1	
Description	Students should explore at home different meals, monuments and celebrations that represent their country. Teachers will encourage family’s participation through a letter to the families.
Procedure	The teacher explains to the students that they must research about different meals, monuments and celebrations that represent their country. The families should send any pictures they have found to the teacher by email. In the meantime, the teacher should contact a school from another country to set up the virtual exchange. It is very important that after setting up the exchange, the two partner schools’ teachers send each other the questions

	their students need to write in advance so they can begin to prepare their answers.
Resources and materials	Pencils and paper, computers, Internet, library. Parents and/or family.
STEP 3: Discussion and election of representative items (+/- 30 minutes) week 2	
Description	Pupils bring their ideas to the class and the group chooses the best monument, meal and celebration.
Procedure	The students have already sent in by email the pictures they found, and the teacher selects and then shows them to the students who discuss which ones they like the best. Then the students form groups and write captions below the photos (one photo per group). The teacher provides phrases and vocabulary for the students to use while writing the captions. Finally, they make a classroom display with the photos and captions to be used later during the virtual exchange. Afterwards the teacher has the option to look for videos and/or make objects with his class to complement the photos. These videos or objects can also be shown during the virtual exchange.
Resources and materials	Photos, paper, felt-tip pens, glue, scissors.
STEP 4: Answer questions from partner school (+/- 30 minutes) week 3	
Description	The students answer the questions about their country that their partner school sent them the previous week.
Procedure	<i>The teacher reads the questions to the class and there is a general discussion of the answers. The teacher writes the best ideas on the blackboard. The students, in pairs or groups, answer each question and then rehearse their answers with the teacher's help. Finally, the teacher makes a video of each pair or group of students answering a particular question. He or she edits the video and prepares to show it during the virtual exchange.</i> The teacher provides some language and expressions to the students to use during the virtual exchange.
Resources and materials	Mobile phone to record the students' answers. App to edit the product, which is the final product of the project. This video will be shown to the partner country during the virtual exchange.
STEP 5: Virtual exchange (+/- 30 minutes) week 4	

Description	Students from the different schools meet online to share the final products they have produced.
Procedure	First, the groups introduce themselves and talk a little about their school. Secondly, each group presents their display of photos of the typical monument, food and celebration from their country. Next, each group plays their videos for the other group where they answer the question from step 1 "What would you like to know about (partner country)?"
Resources and materials	Virtual exchange platform.
STEP 6: Follow up activities (+/- 30 minutes) week 4	
Description	Group discussion about new information and facts the students found out in the virtual exchange. Make posters incorporating new ideas to display in the school.
Procedure	After the virtual exchange, students answer the questions: "What have I learned about (partner country)?" and "How can the differences between two cultures draw people closer to each other?" There is a group discussion of these two questions and the teacher writes some ideas on the blackboard. Students can make posters in groups incorporating some of these ideas and adding photos, drawings, decoration and a slogan if they like.
Resources and materials	Poster board, felt-tip pens, scissors, glue, paint, printer. White board.

Some suggestions for:

-Fast finishers

- 1) research and write the recipe for their favourite traditional dish.
- 2) research and choose a traditional song of their country.

-Remedial students

- 1) prepare a Pictionary with the words and phrases they have learnt during the activity.
- 2) create objects related to their country's traditions and do drawings to help in the decoration of the classroom and the display.




ASSESSMENT

Different assessment tools have been designed for this lesson plan:

- **A rubric for the teacher.**

	0	5	10
STEP 1: WARM-UP	No/little participation or interest in the topic.	Participation and interest in the topic.	Active participation in the discussion, showing interest in the topic.
STEP 2: RESEARCH TO DO AT HOME	No/little participation when looking for photos to represent the culture of their country.	Participation when looking for photos to represent the culture of their country.	Active participation when looking for photos to represent the culture of their country with family's contribution.
STEP 3: DISCUSSION AND ELECTION OF REPRESENTATIVE ITEMS	No/little participation when choosing best photos and writing captions for a display and/or making an optional object.	Participation when choosing best photos and writing captions for a display and/or making an optional object.	Active participation when choosing best photos and writing captions for a display and/or making an optional object.
STEP 4: ANSWER QUESTIONS FROM PARTNER'S SCHOOL	No/little participation in the video answering the partner school's questions about their country and habits.	Participation in the video answering the partner school's questions about their country and habits.	Active participation in the video answering the partner school's questions about their country and habits.
STEP 5: VIRTUAL EXCHANGE	No/little participation or interest in the virtual exchange.	Participation and interest in the virtual exchange.	Active participation and interest in the virtual exchange.
STEP 6: FOLLOW UP ACTIVITIES	No/little participation in group discussion and making the posters.	Participation in group discussion and making the posters.	Active participation in group discussion and making the posters.

- Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN.....			
Talk about my culture.			
Understand other cultures.			
Show respect for other cultures.			
Do research about other cultures.			
Write short descriptions about photos.			
Talk to students from a foreign school online.			
Report what I have learnt about other students' culture.			
Write a slogan for a poster.			
Find a country and different places on a map.			
Listen to and respect my classmates' opinions and the opinions of the students from the partner school.			
Express my opinion in a group discussion.			

APPENDICES

Appendix 1: Photos

American meal:



French monument:



Japanese meal:



Egyptian monument:



Appendix 2: Letter to families

English Version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families:

We are starting a new CLIL project and we need your help. Your children have to look for photos representing our country's culture in the way of food, monuments and celebrations. We have shown some examples of these photos in class and they are included in this message. The aim of the activity is to take part in a virtual exchange with a class in a foreign country, learn about their culture and let them know about ours in order to help the children understand that we can be together in diversity. Please, email these photos to me **by the end of this week** because children will be using them in the classroom.

Thank you so much!

■ Letter in Spanish



NOMBRE DEL CENTRO:

IDENTIFICACIÓN DEL DOCENTE:

ASUNTO DE LA NOTA:

FECHA:

Queridas familias,

Estamos iniciando un nuevo proyecto CLIL y necesitamos vuestra ayuda. Vuestros hijos tienen que buscar fotos que representen la cultura de nuestro país en cuanto a comida, monumentos y celebraciones. Hemos mostrado algunos ejemplos de estas fotos en clase y se incluyen en este mensaje. El objetivo de la actividad es participar en un intercambio virtual con una clase en un país extranjero, conocer su cultura y darles a conocer la nuestra para ayudar a los niños a entender que podemos estar juntos en la diversidad. Por favor, enviadme estas fotos por correo electrónico antes del final de esta semana porque los niños las usarán en el aula.

¡Muchas gracias!

■ Letter in Portuguese



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais/encarregados de educação,

Estamos a iniciar um novo projeto para o qual necessitamos da vossa ajuda. O(a) seu/sua educando(a) precisa procurar fotografias que representam a cultura do seu país sob a forma de comida, monumentos ou celebrações. Demos alguns exemplos de fotografias em aula, que incluímos nesta mensagem. O objetivo da atividade é participar numa atividade de colaboração virtual com uma turma de um país estrangeiro, aprender sobre a cultura dessas crianças e partilhar algo da nossa cultura com elas, de modo a promover a compreensão de que estamos todos juntos na diversidade. Por favor, envie as fotografias por e-mail para mim, **até ao final desta semana**, para que as crianças as possam usar na aula.

Os nossos agradecimentos!

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți:

Începem un nou proiect CLIL și avem nevoie de ajutorul dvs. Copilul dvs. trebuie să caute fotografii care să reprezinte cultura țării noastre prin mâncare, monumente și sărbători. Am arătat câteva exemple din aceste fotografii în clasă și sunt incluse în acest mesaj. Scopul activității este de a participa la un schimb virtual cu o clasă dintr-o țară străină, de a afla despre cultura lor și de a împărtăși acestora informații despre țara noastră, pentru a-i ajuta pe copii să înțeleagă că putem fi împreună în diversitate. Vă rog să-mi trimiteți aceste fotografii prin e-mail până la sfârșitul acestei săptămâni, deoarece copiii le vor folosi în clasă.

Vă mulțumesc foarte mult

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

stiamo iniziando un nuovo progetto CLIL e abbiamo bisogno del vostro aiuto. Le/I vostre/i figlie/i devono **cercare delle foto** che rappresentino la **cultura del nostro Paese** in termini di cibo, monumenti e festività. Abbiamo mostrato alcuni esempi di queste foto in classe e sono inclusi in questo messaggio. Lo scopo dell'attività è quello di partecipare a uno scambio virtuale con una classe di un Paese straniero, conoscere la loro cultura e far conoscere loro la nostra, per far capire ai bambini che si può stare insieme nella diversità. Vi prego di inviarmi le foto via e-mail entro la fine di questa settimana, perché le/i bambine/i le utilizzeranno in classe.

Grazie mille!

[Nome dell'insegnante]

LESSON PLAN 6: Human rights around the world

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan X)	Age																													
<table border="1"> <tr> <td>Citizenship Education</td> <td>✓</td> </tr> <tr> <td>Environmental Education</td> <td></td> </tr> <tr> <td>Basic Financial Education</td> <td></td> </tr> </table>	Citizenship Education	✓	Environmental Education		Basic Financial Education		<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Kindness Bullying</td> <td>&</td> <td>Together diversity</td> <td>in</td> </tr> <tr> <td>Kindness</td> <td></td> <td>Myself and others</td> <td></td> </tr> <tr> <td>Bullying</td> <td></td> <td>Together in diversity</td> <td></td> </tr> <tr> <td>Cyberbullying</td> <td></td> <td>Human Rights around the world</td> <td>✓</td> </tr> </table> <p>Subtopic Title (Lesson Plan 6):</p> <table border="1"> <tr> <td>Human Rights around the world</td> </tr> </table>	Kindness Bullying	&	Together diversity	in	Kindness		Myself and others		Bullying		Together in diversity		Cyberbullying		Human Rights around the world	✓	Human Rights around the world	<table border="1"> <tr> <td>5-8 years old</td> <td></td> </tr> <tr> <td>8-10 years old</td> <td></td> </tr> <tr> <td>10-12 years old</td> <td>✓</td> </tr> </table>	5-8 years old		8-10 years old		10-12 years old	✓
Citizenship Education	✓																														
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Bullying		Together in diversity																													
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Human Rights around the world																															
5-8 years old																															
8-10 years old																															
10-12 years old	✓																														
What you need: Materials																															
<table border="0"> <tr> <td> <ul style="list-style-type: none"> • E.g. Internet • letter/envelope/stamp • children's right and duties cards </td> <td> <ul style="list-style-type: none"> • Fact file • cardboard • crayons, felt-tips </td> </tr> </table>			<ul style="list-style-type: none"> • E.g. Internet • letter/envelope/stamp • children's right and duties cards 	<ul style="list-style-type: none"> • Fact file • cardboard • crayons, felt-tips 																											
<ul style="list-style-type: none"> • E.g. Internet • letter/envelope/stamp • children's right and duties cards 	<ul style="list-style-type: none"> • Fact file • cardboard • crayons, felt-tips 																														
<p>Does it include a Virtual Exchange with another class?</p> <table border="1"> <tr> <td>Yes</td> <td></td> </tr> <tr> <td>No</td> <td>X</td> </tr> </table>			Yes		No	X																									
Yes																															
No	X																														

Duration

For the development of this **mini-project**, you will need approximately 2 hours in class (and 20 minutes at home) divided in several tasks to be developed in different lessons over a period of three weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Social science / Social studies [Geography, History, etc.], Citizenship education / Personal development, Cross-curricular projects.

Introduction

This lesson plan has been designed to encourage awareness on human rights and duties.

The aim is to discover if everyone around the world has the same rights and what are our rights and duties.

Relying on a task-based approach, it aims to provide the children with the keys to think about human rights and understand that not everyone has these rights.

This will be carried out through an intercultural perspective, encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from other cultures, and foster values such as solidarity, empathy and non-discrimination.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

Prompt:

a) CONTENT: Human rights and children’s rights and duties		
b) LANGUAGE & COMMUNICATION		
Vocabulary		
Skills	Listening	- To follow instructions.
	Speaking (-Spoken production - Spoken interaction)	- To be able to talk about human rights. - To be able to talk about children’s human rights and duties. - To be able to present a famous person in the world. - To be able to talk about games rules and instructions.
	Reading	- To be able to skim information from texts found on the internet. - To be able to scan information. - To be able to understand game rules.
	Writing	- To be able to write key words. - To be able to fill in a fact file.
	Mediation	- To be able to collaborate when performing simple tasks, playing games, working in groups, searching for information... - To be able to listen, understand and respect classmates.
Function	- To recognise their rights and duties. - To learn that not all humans have the same rights in the world. - To learn that there are people who fight for human rights.	
Communication	Pupils discuss about human rights	
c) COGNITION: Students identify their rights and duties; recognize some famous people that have fought for human rights making the world better and the need to help make the world better.		
d) CULTURE: Pupils get to know that there are human rights around the world to make people’s life better; people that are and have been fighting for these rights.		

SEQUENCE OF STEPS

STEP 1: Warm-up (+/- 10 minutes) week 1	
Description	<p>Prompt: If we are citizens in the world with the same rights and duties, why are there still children who are suffering from these problems?</p> <p>In class, there is a knock on the door. One of the pupils opens the door and someone comes in to deliver a big envelope with a letter from a child asking for help (Appendix 1). The child feels very unhappy because in his/her town there is no place for children to play. When the children hang out in the streets people look at them as if they are up to something.</p> <p>The teacher reads out the letter, pupils listen to what the letter says very attentively. (Option: there could be a copy of the letter for each pupil in class). After reading the letter, teacher and pupils discuss the child's problem. Pupils try to answer the question: If we are citizens in the world with the same rights and duties, why are there still children who are suffering from these problems?</p>
Procedure	<p>T- Someone is knocking on the door. Can someone open the door?</p> <p>T- Oh, look! We got a letter. I wonder who wrote the letter? Shall we read the letter?</p> <p>T- Who wrote the letter? Why do you think s/he wrote the letter? What is the problem?</p> <p>T- Do you know what human rights are? Let's name some human rights.</p> <p>T- Can you find any human rights in the letter? Which human rights should the boy/girl have? What human rights should the boy/girl have?</p> <p>What is the solution to the boy/girl's problem? What human rights should s/he have?</p>
Resources and materials	Real letter with a big envelope and stamp (Appendix 1)
STEP 2: Children's rights and duties (+/-15 minutes) week 2	
Description	<p>Prompt: What are children's main rights?</p> <p>Teacher plays a video about children's rights and duties: https://www.youtube.com/watch?v=DQvIm4ID_tM </p>

	<p>Teacher questions the pupils if they know that they, as children, have rights and duties. Pupils recall or discover some of the children's rights and duties. Pupils will be given a set of cards that contain the main children's rights. These cards have pictures, captions and texts. In groups, pupils will match each picture with the correct caption and text. At the end the speaker of each group read out loud one of the rights.</p> <p>Optional: 1. As a follow-up activity fast-finishers, students colour the cards.</p> <p>2. In pairs, the students design their own card: one draws the picture and the other writes the sentence the human right chosen.</p>
Procedure	<p><i>T- Do you think children have rights? Do children have duties? Have you ever heard of this? Do you know what are the children's rights and duties?</i></p> <p><i>T- Now, let's watch a video! Enjoy it!</i></p> <p><i>T- Let's do a very interesting activity. I am going to divide the class into groups. (Teacher divides the class) Remember you have to work well with everyone in your group. You must listen and respect to everyone in the group.</i></p> <p><i>T- Listen very carefully. Each group is going to get a set of cards with pictures, captions and text. You have to read each caption and text very carefully. Then you match the caption and the text with the correct picture which illustrates one of the children's rights. Let's do one altogether. (Teacher models) When your group has finished the speaker put his/her hand up. You have 5 minutes to do the activity.</i></p> <p><i>T- Now that we have finished let's read the children's rights. Group one reads one of the rights. Group two ...</i></p>
Resources and materials	<p>Video: https://www.youtube.com/watch?v=DQvIm4ID_tM</p> <p>Set of cards with pictures, captions and texts.</p> <p>Note:</p> <p>If the teacher wants to choose other cards she/he can choose from the online set of cards https://www.living-democracy.com/textbooks/volume-5/part-3/documents-and-teaching-material-4/</p> <p>The best articles for this activity are articles number 6, 7, 11, 13, 17, 19, 20, 23, 24, 28, 30 and 31.</p> <p>Set of cards (Appendix 2)</p>
STEP 3: We're researchers! (+/- 15 minutes) week 2	
Description	Prompt: Do you know who fought for human rights?

	<p>Pupils learn that around the world there have been and there are people that have fought for the human rights so that people can have an equal and better living conditions. Teacher gives an example of a famous human right fighter – Martin Luther King and fills a fact on the board (Appendix 3).</p> <p>For homework, with their parents' help, pupils do a research work about a famous person who fought for the human rights and fill in a fact file (Appendix 4). Teacher gives out the names of the famous people:</p> <ol style="list-style-type: none"> 1 Civil rights: Harriet Tubman, Ida Wels and Dietric Bonhoeffer 2 Women's rights: Mary Wollstonecraft and Malala Yousafzai 3 Democracy: Mahatma Gandhi, Shirin Eleadi 4 Humanitarian: Abbe Pierre and Helen Keller <p>Pupils search for the information on their mobile phone or any other gadget with internet connection:</p> <p>Website – https://www.biographyonline.net/people/famous/human-rights.html</p> <p>After that, pupils will then write out a short text about the famous people which will be uploaded on to the school's website or organised into a clipped book.</p>
Procedure	<p><i>T- What did we talk about in our last lesson? Do you remember?</i></p> <p><i>T- Yes, we talk about human rights and children's rights. Did you know that there are many people that have fought very hard and still fight so that people in their country or in the world can have human rights and have a better life? Some fight for women's rights, some for civil rights, some for democracy and some for-humanitarian causes.</i></p> <p><i>T- Have you heard of Martin Luther King? He lived in the USA; he was an African American. He was against segregation. In the Southern of the USA the black and white people were separated. Afro-American people had different schools, toilets and even seats in the bus. They could also vote in elections. So, Martin Luther King fought for the rights of African Americans during the Civil Rights Movement during the 1950s and 1960s. He was born on January 15th, 1929, in Atlanta, USA. His name was Michael King Jr. He died on April 4th, 1968.</i></p> <p><i>T- Let's do a fact file about Martin Luther King. Do you remember his name? When was he born? Where did he live? What was his nationality? What did he fight for?</i></p> <p><i>T- Now, it is your turn to look for information about someone who fought for human rights. At home, you are going to fill in a fact file about someone who fought for human rights and then you are going to write a short text with the</i></p>

	<i>information you collected. Finally, it will be uploaded on website. You can search for the information on your mobiles/computers.</i>
Resources and materials	<p>Websites</p> <p>https://www.natgeokids.com/uk/discover/history/general-history/martin-luther-king-facts/</p> <p>https://www.ducksters.com/biography/martin_luther_king_jr.php</p> <p>https://www.biographyonline.net/people/famous/human-rights.html</p> <p>https://www.ducksters.com/biography/</p> <p>-Fact file (Appendix 3 – Martin Luther King)</p> <p>-Fact file for homework (Appendix 4)</p> <p>-Letter for families (Appendix 5)</p>
STEP 4: Let's face the problem (+/- 40 minutes) week 2	
Description	<p>Prompt: How can we protect children's rights?</p> <p>Pupils reply to the letter that was presented at the beginning of the project giving information about human rights and providing some advice on how he can take action to the problem – no public space for children or teenagers to play and roam around.</p> <p>Teacher explains the guideline of a letter. Teacher explains that the whole class is going to write out just one letter which will contain all their pieces of advice. This symbolical letter will then be uploaded on the school website to help all the children that have a similar problem.</p> <p>In groups of 3 or 4, pupils will have to:</p> <ul style="list-style-type: none"> -Identify which human right or rights are not being protected. -Explain which human rights law or laws can help to protect their rights. -Provide advice on action they can take (Appendix 5). <p>Afterwards, each group reads out their work. As a whole class, the pupils will help the teacher to write the final letter with all their pieces of advice. If there is no time left to do it, the teacher will collect the pupils' work and do it later. Teacher reads out loud the letter in the next lesson.</p> <p><u>Optional activity:</u> Pupils from a partner school will send their incomplete letters to the pupils of another partner school to be completed.</p>
Procedure	<i>T- Today we have to reply to the letter that we got. Do you remember the letter? Do you still remember what problem the boy had?</i>

	<p><i>T- We have to give the boy some advice on how to take action and call his attention the human rights he should have.</i></p> <p><i>T- We are going to write just one letter with all your pieces of advice. To do this, you are going to work in groups. Each group has to:</i></p> <ul style="list-style-type: none"> <i>-Identify which human right or rights are not being protected</i> <i>-Explain which human rights law or laws can help to protect their rights</i> <i>-Provide advice on action they can take.</i> <p><i>T-Now, in each group, the replies (Appendix 6) will be read aloud.</i></p> <p><i>T-You have some very good ideas. Now, you must help me write the final letter. Will you help me? OR Time is up, so I will collect your work and write out the letter. I will read the letter in our next lesson.</i></p> <p><i>T- This is a symbolic letter for all the children that have a similar problem. The letter will be posted in the school website so that people from all over the world can see it.</i></p>
Resources and materials	<p>Whiteboard, paper, pens/pencils.</p> <p>Appendix 6: Suggestions for replying to the letter.</p>
STEP 5: Let's play rights & duties (+/- 10 minutes) week 3	
Description	<p>In this last step teacher and pupils can decide which activity they can do. There are three options:</p> <p><u>Option A</u> – Pupils will do a poster where they will stick some pictures related to some of the human rights they have learned. They will stick the pictures that the teacher has brought into class or children themselves can collect and bring the pictures from home and then write a short sentence underneath each picture. The poster can be done on a cardboard or digitally. The poster will then be put in the library and school website.</p> <p><u>Option B</u> – Pupils will make a memory game with the people that have fought for the human rights. There will be two sets of cards. One set of cards will have the pictures of the people, one per card, and the second set of cards will have some information about each person (name, nationality, home country) and what they have fought. The game will then be put in the school library for the other pupils to play.</p> <p><u>Option C</u> (group work) – Pupils will make a board game where there will be some questions about the people, they have learnt that have fought for the human rights. Pupils will be given a board game template to fill in and colour. They will also make a dice and some cards with the questions for the board</p>

	<p>game. They will then exchange the games among themselves and play it. The game will then be put in the school library for the other pupils to play.</p> <p>In all the options pupils will work in pairs.</p>
Procedure	<p><i>T- Now that we are almost at the end of our project and we have learnt and know lots of things about human rights, we have to do one more thing. We can choose between two different activities. We can either do a poster or a game. Which would you like to do?</i></p> <p><u>Option A</u></p> <p><i>T- To do the poster we need pictures, cardboard, pen, pencils, felt-tips, highlighters, glue and scissors.</i></p> <p><i>T- On the cardboard you have to stick pictures that illustrate six different human rights. Then, under each picture write out a short sentence about the human right. (Teacher models by showing a poster that has been made).</i></p> <p><i>T- Now that your poster is made it will be put in the school library for everyone in school can see and learn about the human rights.</i></p> <p><u>Option B</u></p> <p><i>T- To do the game you need pictures, 12 rectangular pieces of paper – which are the cards, photos of famous people who has fought for human rights, pen, pencils, felt-tips, highlighters, glue and scissors.</i></p> <p><i>T- First you have to divide the cards into two piles (6 in each pile). On one pile you are going to stick a picture of a famous people who fought for human rights, one on each card. On the other pile of cards, you are going to write some information about the famous person – his/her name, nationality, home country and what he/she fought for.</i></p> <p><i>T- Now, how do you play the game? You first shuffle the cards. Then put the cards facing down. In turns, turn two cards. If they match, you keep the cards and you win two points. If they don't match, you put the cards back where they were, facing down. The other player plays and tries to memorize where the cards are to match with the first cards they turn up. The player with most points will win.</i></p> <p><u>Option C</u></p> <p><i>T- You are now going to make a board game with some questions about the people that have fought for the human rights. You are going to work in groups of 3 or 4.</i></p> <p><i>Each group will have a board game template. You have to fill in the board game (skip a turn, play again, go forward two steps, go back three steps...), colour it, and you also have to write out a set of questions about the people</i></p>

	<p><i>that have fought for human rights. This will be done on a set of small cards. You also have to make a dice; you will be given a template for the dice.</i></p> <p><i>T- Now that you have finished the board game we are going to play the games. Each group will play the board game from another group. Change your board games and let's play.</i></p> <p><i>T- Your games will be left in the school library so that other people in school can play. They will enjoy themselves.</i></p>
Resources and materials	<p>Pictures, cardboard, cards, pen, pencils, felt-tips, highlighters, glue and scissors.</p> <p>Board game template (Appendix 7)</p> <p>Die template (Appendix 8)</p>

ASSESSMENT




Different assessment tools have been designed for this lesson plan:

Rubric for the teacher

	0	5	10
STEP 1: WARM-UP	<p>Little or no participation in the discussion, showing little interest in the topic.</p> <p>Use, mostly, mother tongue during the discussion.</p>	<p>Participation in the discussion, showing interest in the topic.</p> <p>Use English and mother tongue during the discussion.</p>	<p>Active participation in the discussion, showing lots of interest in the topic.</p> <p>Use English and sometimes mother tongue during the discussion.</p>
STEP 2: CHILDREN'S RIGHTS AND DUTIES	<p>Little or no participation in the talking about children's rights and duties, showing little interest in the topic.</p> <p>Use mostly mother tongue during the discussion.</p>	<p>Participation in the discussion about children's rights and duties, showing interest in the topic.</p> <p>Use English and mother tongue during the discussion.</p>	<p>Active participation in the discussion about children's rights and duties, showing lots of interest in the topic.</p> <p>Use English and sometimes mother tongue during the discussion.</p>
STEP 3: WE ARE RESEARCHERS	<p>Little or no participation in searching for information about people who fought for human rights, showing little interest in the topic.</p> <p>Use mostly mother tongue during the activity.</p>	<p>Participation in the searching for information about people who fought for human rights, showing interest in the topic.</p> <p>Use English and mother tongue during the activity.</p>	<p>Active participation in searching for information about people who fought for human rights, showing lots of interest in the topic.</p> <p>Use English and sometimes mother tongue during the activity.</p>
STEP 4: LET'S FACE	<p>Little or no participation in writing out suggestions for replying to the letter,</p>	<p>Participation in writing out suggestions in order to reply to the</p>	<p>Active participation in writing out suggestions in order to reply to the letter,</p>

THE PROBLEMS	showing little or no interest in the topic. Use mostly mother tongue during the discussion.	letter, showing interest in the topic. Use English and mother tongue during the discussion.	showing lots of interest in the topic. Use English and sometimes mother tongue during the discussion.
STEP 5: LET'S PLAY RIGHTS AND DUTIES	Little or no participation in making the poster or memory game. Use mostly mother tongue during the activity.	Participation in making the poster or memory game. Use English and mother tongue during the activity.	Active participation in making the poster or memory game. Use English and sometimes mother tongue during the activity.

Can-do statement rubric for students (self-assessment and peer-assessment).

I CAN.....			
See myself in a social group			
Identify children's rights and duties. I can distinguish rights from duties			
Can recognise people that fought or fight for human rights			

Write out suggestions and a letter.			
Follow instructions.			
Make a poster or a game.			

APPENDICES

Appendix 1: Letter

15th May, 2021

Dear friends,

My name is Jacob. I am 10 years old and I have something that is worrying me. The children and teenagers from my community need some help. Perhaps you could help us.

In our town there are no facilities for young people. There are no places for children and teenagers to go out and play or just hang out. It is very important for us to socialize with each other. This will make us better citizens one day. We play and hang out on the streets and sometimes we get into serious trouble and it is also dangerous. Sometimes some of us end up in hospital or at the police station.

Our parents and other adults don't like seeing us on the streets and tell us to go home. Sometimes they even punish us or scold us.




We know that in other towns/cities there are nice green parks with playgrounds, skating parks, and bicycle tracks and there are even youth clubs where children and teenagers can hang out, play and socialize. It would be so nice to have a place where we can be to socialize and enjoy ourselves. This would stop us from getting into trouble.

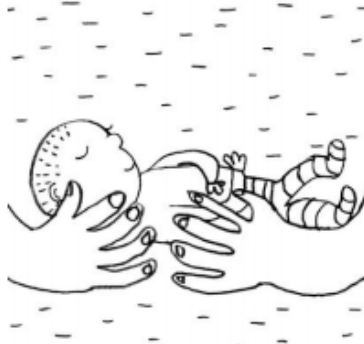
Could you please tell us if we have any rights and what can we do about it? Can you give us some advice?

Best regards,

Jacob

Appendix 2: Set of cards (extended version)

 <p>Article 1</p>	<p>Definition of the child</p> <p>A child is a person under 18 years of age.</p>
 <p>Article 2</p>	<p>Non-discrimination</p> <p>No child should be discriminated against due to skin color, gender, language, religion, opinion, country of origin, poverty or wealth, disability or belonging to an ethnic minority.</p>
 <p>Article 3</p>	<p>The well-being of the child is paramount</p> <p>In all laws and judicial decisions, the well-being of the child comes first.</p>



Article 6

Survival and development of the child

Every child has the right to life and survival. The state must ensure that children and young people can develop well.



Article 11

Protection from kidnapping and abduction

Every state must fight against kidnapping and abduction to another country and non-return of children by a parent or another person.



Article 13

Freedom of expression

Every child has the right to express their opinion freely and to obtain and disseminate information through the media. Every child also has the responsibility to express their opinion in such a way as to respect the rights of others.



Article 15

Right to peaceful public gathering

Every child has the right to gather together with other children, to join or found an association or union, as long as the rights of others are not injured in the process.



Article 19

Protection from abuse

The state is responsible for protecting the child from abuse by parents or other people. Every child has the right to learn how to avoid or deal with every form of abuse.



Article 20

Young people without families

Every child that doesn't live with their family, has the right to special protection and support. They then have the right to a foster family or care in an appropriate institution that is considerate of their religious, cultural or linguistic background.



Article 23

Disabled children

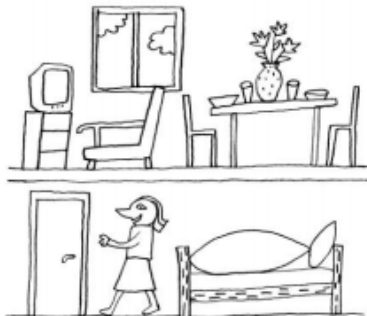
Every child with a disability has a right to special care and education. They should be helped to be independent and to participate actively in their communities.



Article 28

Education

Every child has the right to an education and to school. The state has the duty to make primary education free and obligatory and similarly to make secondary education accessible to all children and young people. The state has the duty to ensure that children and young people are treated appropriately at school and that their human rights are not infringed upon.



Article 27

Standard of living

Every child has the right to a standard of living appropriate to their physical, spiritual, moral and social development. The parents or guardians are above all responsible for ensuring this. The state has the duty to support them in this.



Article 31

Rest, **play** and free time

Every child has the right to rest and free time in which they can **play** and participate freely in **cultural** and artistic life.



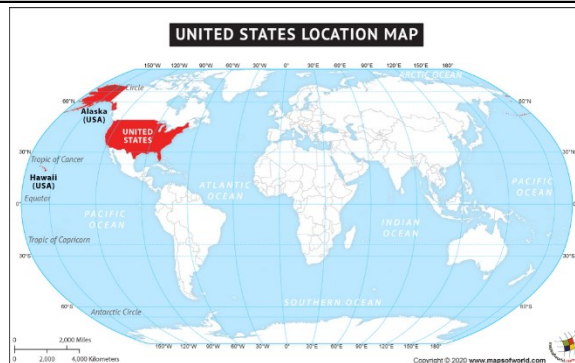
Article 30

Children of minorities

Every child belonging to a minority has the right to learn about and practice their own **culture**, **religion** and **language**.

Appendix 3: Fact file

Fact File

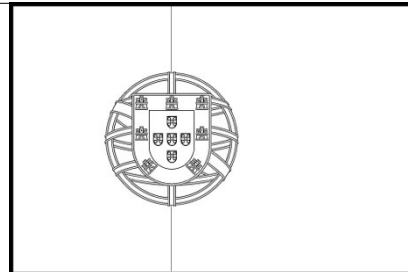
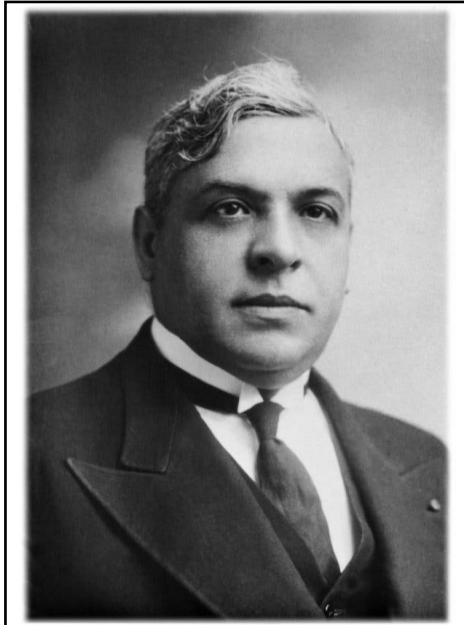


Name:	Martin Luther King, Jr
Date of birth:	January 15 th , 1929
Nationality:	American
Home country:	United States of America
Fought for:	Fought for African American Civil Rights He believed that all people were equal regardless of the colour of their skin.
Date of death:	April 4 th , 1968

Appendix 4: Fact file for homework

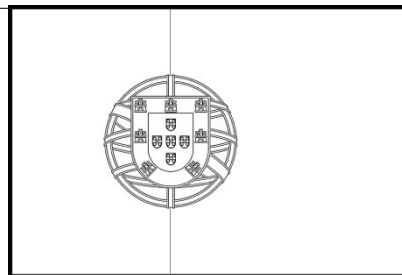
Fact File	
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="width: 45%; height: 250px; background-color: #4a7ebb; color: white; display: flex; align-items: center; justify-content: center; font-size: 24px;">Photo</div> <div style="width: 45%; height: 130px; background-color: #4a7ebb; color: white; display: flex; align-items: center; justify-content: center; font-size: 24px;">Map</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="width: 45%; height: 130px; background-color: #4a7ebb; color: white; display: flex; align-items: center; justify-content: center; font-size: 24px;">Flag</div> </div>	
Name:	
Date of birth:	
Nationality:	
Home country:	
Fought for:	
Date of death:	

Fact File



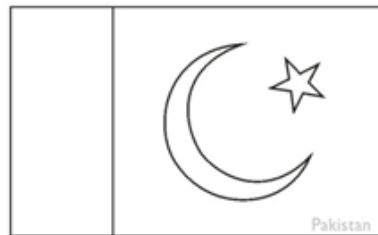
Name:	
Nationality:	
Date of birth:	
Place of birthday:	
Occupation (job):	
Family:	Father: Mother: Siblings:
Family:	Wife: Children: Grandchildren:
Home country:	
Fought for:	
Nobel Prize:	
Recognition:	
Date of death:	

Fact File



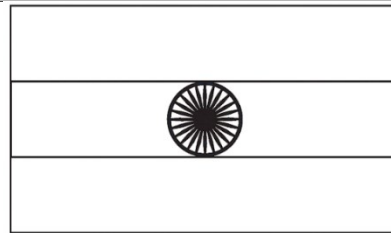
Name:	
Nationality:	
Date of birth:	
Place of birthday:	
Occupation (job):	
Family:	Father: Mother: Siblings:
Family:	Husband: Children: Grandchildren:
Home country:	
Fought for:	
Nobel Prize:	
Best known for:	
Date of death:	

Fact File



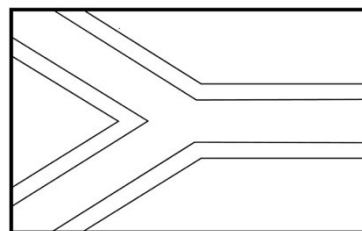
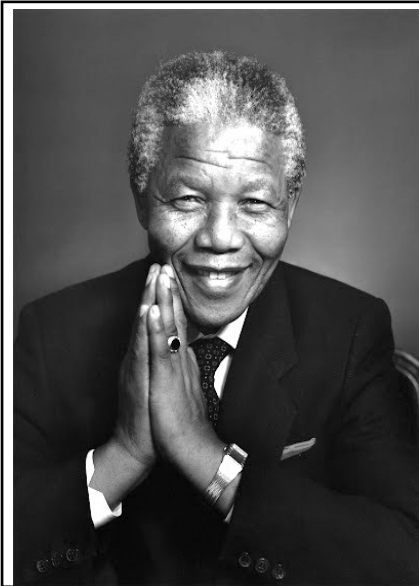
Name:	
Nationality:	
Date of birth:	
Place of birthday:	
Religion:	
Occupation (job):	
Family:	Father: Mother: Siblings:
Home country:	
Fought for:	
Nobel Prize:	
Best known for:	
Date of death:	

Fact File



Name:	
Nationality:	
Date of birth:	
Place of birthday:	
Occupation (job):	
Family:	Father: Mother: Siblings:
Family:	Wife: Children: Grandchildren:
Home country:	
Fought for:	
Nobel Prize:	
Best known for:	
Date of death:	

Fact File



Name:	
Nationality:	
Date of birth:	
Place of birthday:	
Occupation (job):	
Family:	Father: Mother: Siblings:
Family:	Wife: Children: Grandchildren:
Home country:	
Fought for:	
Nobel Prize:	
Best known for:	
Date of death:	

Appendix 5: Letter to families

■ Letter in English



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear parents,

This week your children have a very special task to do for their project work on Children's Rights. They are going to be researchers. They have to fill in a fact file about someone famous who has fought or is fighting for human rights.

Please, help them search for the information. To help, you can use the following link:
<https://www.biographyonline.net/people/famous/human-rights.html>

They will need your help.

Thank you for your support.

.....

[teacher's name]

■ Letter in Portuguese



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caros pais / encarregados de educação,

Esta semana o seu educando tem uma tarefa muito especial para fazer para o projecto sobre os Direitos das Crianças. Eles vão ser pesquisadores e têm que preencher um *fact file* sobre uma personalidade famosa que tenha lutado ou que esteja a lutar pelos direitos humanos.

Por favor, ajude-o a pesquisar por essa informação. Pode usar o seguinte link:
<https://biographyonline.net/people/famous/human-rights.html>

O seu educando tem que pesquisar informação sobre personalidades destas categorias:

1. Direitos civis: Harriet Tubman, Ida Wels e Dietric Bonhoeffer
2. Direitos das mulheres: Mary Wollstonecraft e Malala Yousafzai
3. Democracia: Mahatma Gandhi, Shirin Eleadi
4. Humanitária: Abbe Pierre e Helen Keller

Eles irão precisar da sua ajuda nesta pesquisa.

Muito obrigado pela sua ajuda.

A equipa de professores

Letter in Spanish



NOMBRE DEL CENTRO:

IDENTIFICACIÓN DEL DOCENTE:

ASUNTO DE LA NOTA:

FECHA:

Estimadas familias/tutores,

Esta semana vuestros hijos tienen una tarea muy especial para el proyecto que venimos realizando sobre los Derechos del Niño. ¡Van a ser investigadores! Tienen que rellenar una ficha sobre alguien famoso que haya luchado o luche por los derechos humanos.

Por favor, ayudadles a buscar la información. Como sugerencia, podéis utilizar el siguiente enlace: <https://www.biographyonline.net/people/famous/human-rights.html>

Necesitarán vuestra ayuda.

¡Muchísimas gracias por vuestro apoyo!

.....

[nombre del docente]

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți/ familii,

În această săptămână, copiii vor avea de îndeplinit o sarcină specială pentru proiectul lor despre Drepturile Copiilor. Trebuie să completeze o fișă de informații despre o personalitate care a luptat pentru drepturile omului.

Vă rog să-l ajutați să caute informațiile necesare. Puteți folosi următorul link:

<https://www.biographyonline.net/people/famous/human-rights.html>

Copiii vor avea nevoie de ajutorul dvs.

Vă mulțumim pentru sprijin.

.....

[teacher's name]

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori,

questa settimana le/i vostre/i figlie/i hanno un compito molto speciale da svolgere per il loro progetto di lavoro sui **diritti dei bambini**. Saranno dei ricercatori. Devono compilare una scheda informativa su una persona famosa che ha lottato o sta lottando per i diritti umani.

Aiutateli a cercare le informazioni. Per aiutarli, potete utilizzare il seguente link:

<https://www.biographyonline.net/people/famous/human-rights.html>

Hanno bisogno del vostro aiuto.

Grazie per il vostro sostegno.

.....

[Nome dell'insegnante]

Appendix 6: Suggestions for replying to the letter

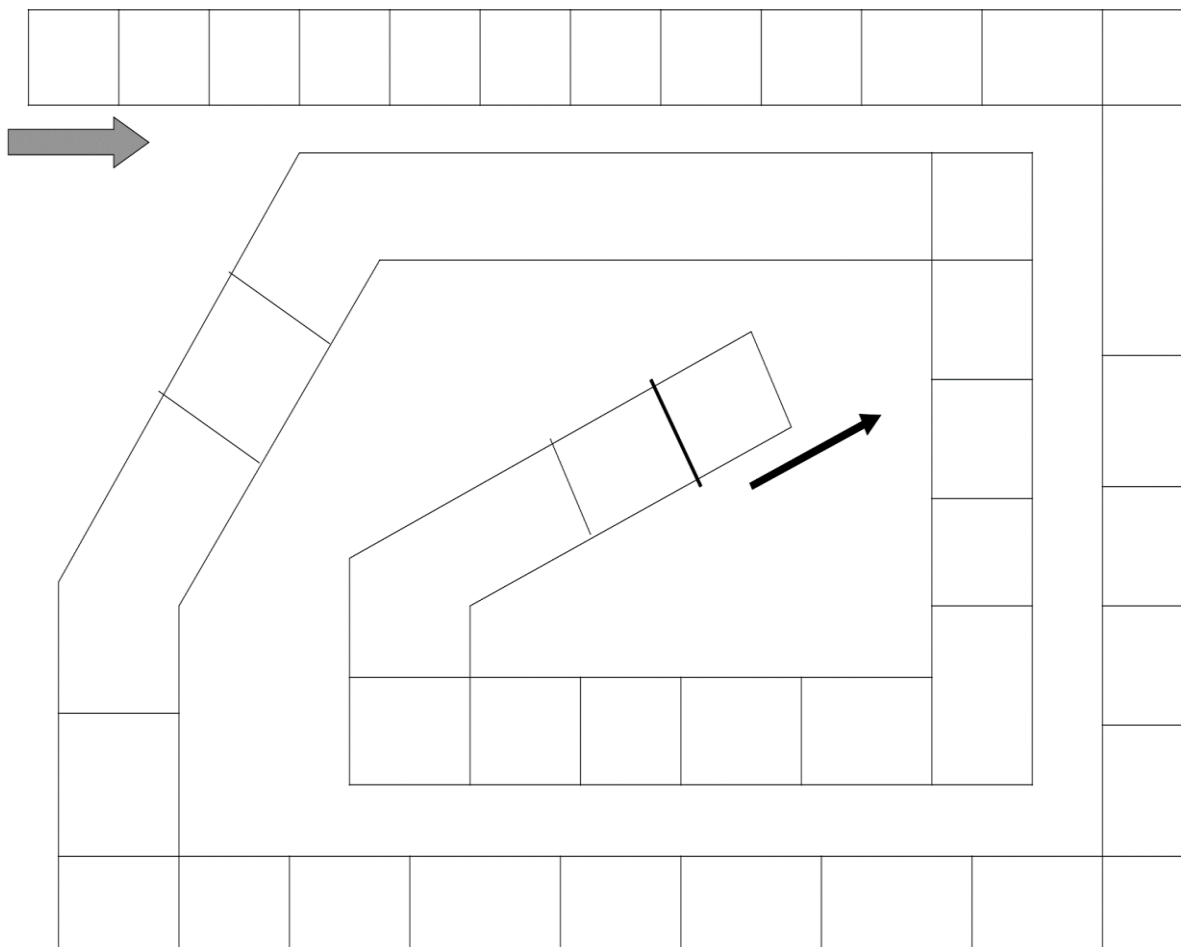
Using the letter from Appendix 1 write some suggestions in order to reply to the letter:

1- Identify which human right or rights are not being protected.

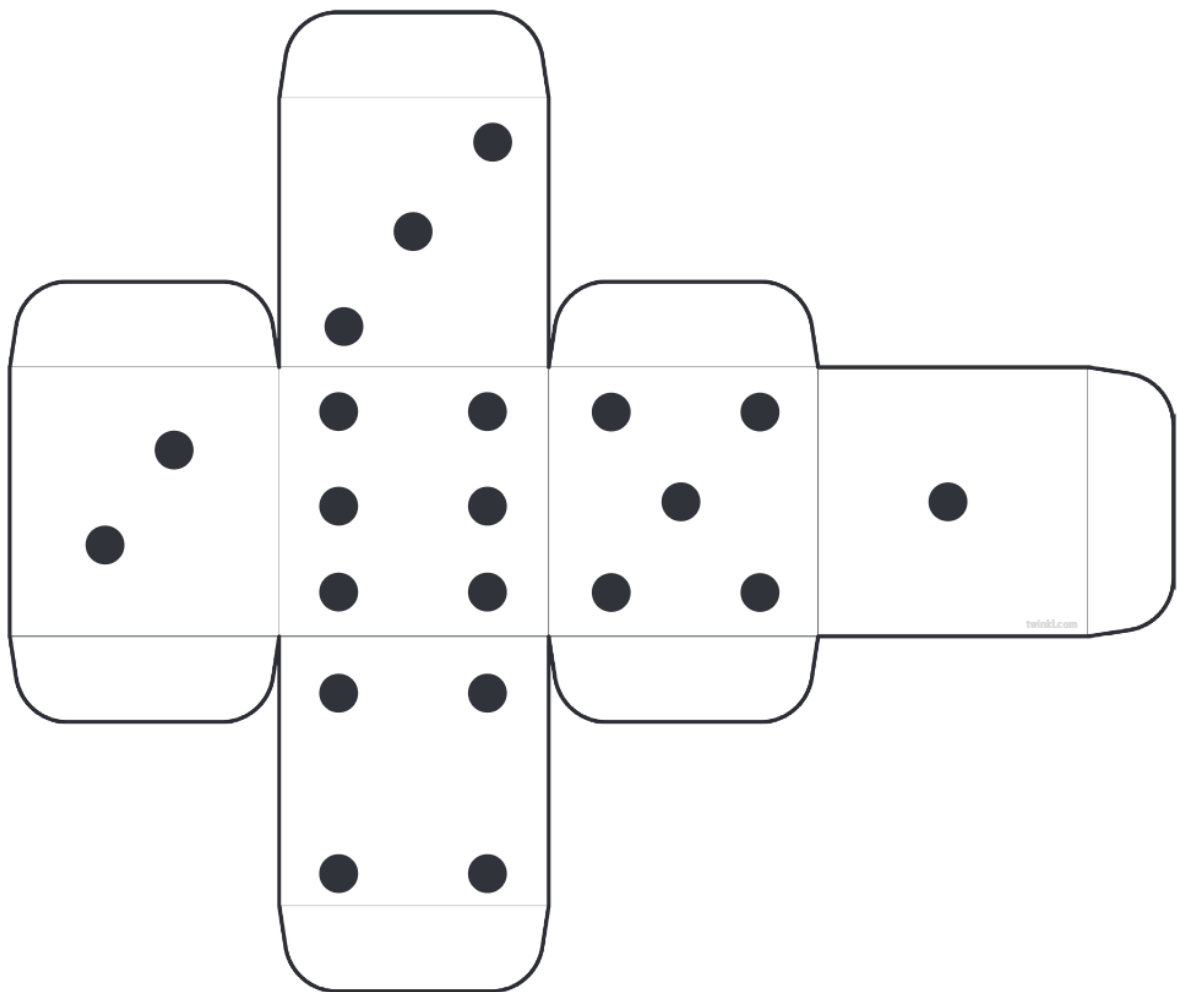
2-Explain which human rights can help to protect their rights.

3-Suggestions on how to solve the problem.

Appendix 7: Board Game



Appendix 8: Die template



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The CLIL4YEC 18 Lesson Plan Package is divided into 3 modules, one for each cross-curricular area: Citizenship, Environmental and Financial Education. These modules are divided into 2 topics; that is, 2 lesson plans for each of the 3 age groups (younger, intermediate, and older group). Thus, every module comprises 6 lesson plans.